

THE MEDIA

Communication

1 Match and write.

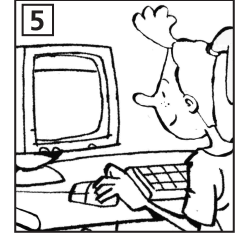
a. read magazines 3

b. listen to the radio _____

c. read the newspaper _____

d. watch TV _____

e. surf the Internet _____



1. She reads the newspaper every day.

2. He _____ in the evening.

3. He reads _____ after school.

4. She _____ to the _____ at the weekend.

5. She _____ the _____ in the afternoon.

2 Read and write.

My name is John. I watch TV at the weekend. I listen to the radio in the morning. I read magazines after school. I surf the Internet in the evening. I read the newspaper on Sundays with my parents.



My name is Anna. I read the newspaper on Saturdays. I listen to the radio after school. I watch TV at the weekend. I read magazines in the morning. I surf the Internet on Sundays.



My name is Anthony. I watch TV after school. I listen to the radio in the morning. I read magazines at the weekend. I surf the Internet in the evening. I read the newspaper on Sundays with my mum.



	John	Anna	Anthony
1. watch TV	<i>at the weekend</i>		
2. read the newspaper	<i>on Sundays</i>		
3. listen to the radio	<i>in the morning</i>		
4. read magazines	<i>after school</i>		
5. surf the Internet	<i>in the evening</i>		

THE MEDIA



Aim

- To learn about the media.

Materials

- A newspaper, a magazine and a small radio if possible.
- Worksheet.

Duration

30 minutes.

Language focus

- Present simple.
- Time expressions.

Cross-curricular content

- The media.

Warm-up

- Tell the children what you do every day using mime or pictures. Ask them if they do the same things or not. Make a list of the actions most people do on the board, eg, Teacher: *I have breakfast. And you?* Class: *Yes / No.* Teacher: *I have a shower. And you?* Class: *Yes / No.* Continue with other routines: *go to school, drink coffee, have lunch, watch TV, read the newspaper, listen to the radio, have dinner, walk my dog*, etc.
- Tell the children when you do these things and invite them to tell the class when they do them: *I have a shower in the morning. And you? I watch TV in the evening. And you?* etc.
- Highlight time expressions like *in the morning / afternoon / evening, after school, on (Sundays), at the weekend*.

Completing the Worksheet

Activity 1

- Show the children the newspaper, the magazine and the radio and elicit the words in L1 or L2. Write the words on the board.
- The children find the pictures in Activity 1. What are the other two? *Television* and *the Internet*. Write these on the board too.
- The children look at the pictures and write the numbers next to the words in Activity 1.
- Look at the pictures and elicit the verbs for each picture: *read the newspaper, watch TV,*

read a magazine, listen to the radio, surf the Internet. Then elicit complete sentences using the time expressions in the second part of the exercise. Get the children to repeat the sentences after you: *She reads the newspaper every day. He watches TV in the evening.* etc. Highlight the 3rd person singular *-s, -es*.

- Children complete the sentences on the worksheet.

Answers: a-3; b-4; c-1; d-2; e-5 - 1. She reads the newspaper every day. 2. He watches TV in the evening. 3. He reads magazines after school. 4. She listens to the radio at the weekend. 5. She surfs the Internet in the afternoon.

Extra activity

Memory game. Give the children one minute to study the sentences in Activity 1. Then describe one of the pictures and encourage the children to call out the number, eg, Teacher: *He watches TV in the evening.* Class: *Number 2!* Teacher: *She surfs the Internet in the afternoon.* Class: *Number 5!* The children can then continue in small groups.

Activity 2

- Write on the board *newspaper, magazine, radio, TV, Internet*. Elicit the verbs which go with each noun, eg, *Listen to or read the newspaper? Read the newspaper.* Continue with the other four: *read magazines, listen to the radio, watch TV, surf the Internet.*
- Tell the children when you watch TV, eg, *I watch TV in the evening.* Invite the children to say when they watch TV using *I watch TV ...* Continue in the same way with *listen to the radio, surf the Internet, read magazines* and *read the newspapers.*
- Write one true sentence and one false sentence about John on the board. Ask the children to read about John and decide which sentence is true and which is false, eg, *John listens to the radio after school.* (False) *John surfs the Internet in the evening.* (True)
- Read about John with the class and point out the information in the table.
- The children read about Anna and complete the table. Check the answers. Then follow the same procedure for Anthony.

Answers: Anna: 1-at the weekend; 2-on Saturdays;
3-after school; 4-in the morning; 5-on Sundays
Anthony: 1-after school; 2-on Sundays; 3-in the
morning; 4-at the weekend; 5-in the evening

Extra activity

The children write sentences about themselves and/or their partners in their notebooks, using the texts in Activity 2 as models.