

MODULE 10 On the radio

Unit 1

I hope that you can
join us one day.

Listening and vocabulary

Preparation

- Put students in pairs and set a time limit of three minutes. Ask them to look at the module title and the photograph and then make a list of words they think they'll encounter in this module. Allow them to write their words in English or in Chinese.
- Help them find the English for words or expressions they do not know, e.g. channel, on air, radio station, presenter, newsreader, disc jockey/DJ, etc.
- Ask students to tell you the names or expressions of the radio channels they know and make a list of things they can hear on the radio, e.g. interviews, music, news, etc.
- Ask students to think of questions for a quiz on local radio, for example, identifying famous DJs or programmes. Then hold the quiz.

1. Listen and check (✓) the types of news you hear.

- Ask students to read the types of news and, working with a partner, write two words for each type. For example, government — politician, president; weather — rain, sunny, etc.
- Ask students to share their words with the class and write them on the board.
- Play the recording for students to check the types of news. Remind them to use the words on the board to help them. Play the recording twice if necessary.
- Check answers as a class.

Answers

government ✓ sports ✓

Tapescript

Zhang Li: Good afternoon. It's three o'clock, and you're listening to Radio Beijing, with the latest news from China and around the world. I'm Zhang Li. The president of Russia arrived in Beijing today for a three-day visit to China... Now for sports, and we're going over to Wang Lin for the latest report on the football match between China and England. Wang Lin, can you tell us what the score is?

Wang Lin: Yes, at the moment, the score is China 2, England 1. China is winning, but there is still half an hour to go. Back to you, Zhang Li!

Zhang Li: Thank you. We are looking forward to the result.

2. Listen again and complete the sentences.

- Ask students to try individually to complete the sentences from memory.
- Play the recording again for students to check and correct their answers.
- Check answers as a class.

Answers

1. the (latest) news from China and around the world
2. three days
3. China, England

3. Listen and read.

- Ask students to listen to the recording and say where Lingling and Tony are, what they are doing and what the news is while they are at the radio station. Play the recording twice if necessary.
- Elicit students' answers.
- Put students in pairs. Tell them to read the conversation, find any new words and work out their meaning.
- Put students in groups of four to practise the conversation. Monitor and help with pronunciation if necessary, or play the recording again, stopping to allow students to repeat their parts.

- Ask a few groups to perform for the class.

Now complete the notes.

- Tell students to complete the notes with information from the conversation and then check answers as a class.

Answers

1. we're on air
2. the latest national and international news
3. speak English really well
4. do interviews

Extension

- Find out if any of the students have visited a radio station or if they would like to. Discuss as a class.

Language point: Notes on the conversation

on air — the radio programme is being recorded live at that moment; the listeners can hear everything that anyone in the room says
keep quiet — remain silent; do not speak
It's awful news! — the opposite of "It's great news!", also informal

Everyday English

Come this way. — asking someone to follow you
It gets crazy in here... — an informal way of saying that it can be very busy sometimes
That's great news! — not very formal, expressing happiness at a piece of news

Extension

- Ask students to practise saying the sentences with as much enthusiasm as possible — tell them to imagine they are actors in a film.
- Ask students to work in pairs and write very short conversations, including at least two of the sentences, and then practise and perform for the class.

4. Complete the sentences with the words in the box.

- Ask students to read the words in the box and check the meanings.
- Ask them to complete the sentences with the

correct words and discuss the answers with their desk partner.

- Check answers as a class.

Answers

- | | |
|---------------|------------------|
| 1. interviews | 2. international |
| 3. national | 4. avoid |
| 5. background | |

Pronunciation and speaking

5. Read and predict how the speaker is likely to pronounce *the*.

- Tell students there are two ways of saying "the": /ði:/ and /ðə/.
- Explain that when "the" is used before a vowel, it is pronounced /ði:/, but when used before a consonant, it is pronounced /ðə/.
- Ask students to work in pairs, read the expressions and predict which form is used in each case.

Now listen and check.

- Play the recording for them to check their predictions.
- Compare answers as a class.

Answers

/ði:/ 2 the interview, 5 the end
 /ðə/ 1 the red light, 3 the programme, 4 the football match, 6 the reports, 7 the sports news

Extension

- Ask students to give more examples with the two different sounds, e.g. the mountain, the path, the uniform (short sound); the apple, the only one, the international news (long sound).

6. Say the expressions in Activity 5 aloud.

- Play the recording again for students to listen to and repeat.
- Put students in pairs to take turns saying the expressions and listening to their partner. Tell them to say "That's great!" if the speaker pronounces the expressions correctly or "Try again" if not.

7. Work in pairs. Ask and answer questions about the radio.

- Ask students to read the questions in silence and think about their answers. Allow them to take notes if they wish.

- Read the questions to the class and tell them to listen and repeat.

- Put students in pairs to take turns asking and answering the questions. Encourage them to develop their conversations by asking “Why?/Why not?” “What is it like?/What was it like?” or other suitable questions. For example:

A: What do you like listening to?

B: I like listening to my father’s record collection.

A: Why?

B: Because the music is very different from modern music.

A: What’s it like?

B: The songs tell stories.

- When they have finished, tell them to write down their partner’s answers.

Now work with other pairs. Find out who has the same answers.

- Put pairs together to form groups of six and tell students to report their partner’s answers to find students with similar answers in their group.

- Discuss as a class, inviting volunteers to tell the class about the answers in their group.

Unit 2

It seemed that they were speaking to me in person.

Reading and vocabulary

1. Look at the photo and say what it shows.

- Ask students to look at the photo for 30 seconds and close their books.
- Ask them to describe the photo to you as a group, allowing each student to give you one sentence.
- Write the sentences on the board. When students

think they have remembered all the details, ask them to check their ideas by looking at the photo in the book again and comparing it with the sentences on the board.

Alternative

- Ask students to look at the photo for 30 seconds and close their books.

- Ask them to work in pairs with one student describing the photo in as much detail as possible for their partner to draw. Tell students who draw not to speak.

- After three or four minutes, ask students to change roles, with one student describing things their partner forgot and the partner adding them to their picture.

- When they have finished, ask them to compare their picture with the original photo.

2. Read the passage and decide where you are likely to see the photo.

- Ask students to read the three options. As a class, discuss what kind of information they would expect to find in each of the three options. For example:

In a history book: dates, inventions, the names of inventors, verbs in the third person form of the past simple (e.g. “he/she invented, he/she discovered”...)

A life story: people, friends, important people, personal experiences, verbs in the first person (e.g. “I wanted, I went”...)

A book on how radio works: no (or few) people, verbs in the third person form of the present simple (e.g. “it works, it needs”...)

- Tell students to read the passage quickly and decide which is the correct option.

- Check the answer as a class and ask students how they decided.

Answer

b)

Language point: Notes on the passage

- (*speaking*) *to me in person* — as if the people on the radio knew the child was there listening and that they were speaking directly to him/her

- *part-time* — for just a few hours, not a complete day
- *a sound check* — a test to make sure the speaker speaks at the right volume, etc. for listeners

Learning to learn

- Tell students they are going to try to remember the order of events. Ask them to read the passage again and then close their books.
- Tell students that when reading, it is important to notice the order that things happen in if they really want to understand a story.
- Ask students to work with a partner and write down the order that things happen in the writer's story. Tell them to draw a line and put the events on the line in order if they like.
- Allow students to read the passage again to check their order of events.
- Check the order as a class.

Extension

- For further practice, if you wish, ask students to work in pairs and think of a story from an earlier module (or a film they both know).
- Have students work individually. Ask them to work from memory and write down the most important events in order. Then compare and discuss in pairs.

3. Complete the sentences.

- Ask students to try to complete the sentences from memory.
- Allow them to compare their answers with their desk partner.
- Ask them to read the passage carefully again and then check and complete the sentences.
- Check answers as a class.

Answers

1. a radio manager
2. in radio
3. sat close to the radio in the living room
4. small radio stations
5. Internet radio
6. first real job in radio

4. Complete the passage with the correct form of the words and expressions in the box.

- Tell students that they are going to complete the passage with the words and expressions in the box and that they might need to decide if a word or expression should be in a different form, e.g. plural or singular, first person or third person.
- Ask students to complete the passage on their own and discuss answers with their desk partner.
- Check answers as a class.

Answers

- | | |
|------------------|--------------|
| 1. seems | 2. studio |
| 3. at the age of | 4. purpose |
| 5. articles | 6. listeners |

Writing

5. Look at the sentences from the passage.

- Ask students to read the sentences from the passage and decide what the difference in the information is. Discuss as a class.

Now find sentences in the passage in Activity 2 which show:

- Put students in pairs to look through the passage again and find important events in the past and background information.
- Compare ideas as a class.

Possible answers

Important events in the past	Background information
— One day I learnt about Internet radio.	— Once a week, I played my favourite music from my father's computer, talked about life at school, and hoped someone might be listening.
— Soon my friends at school started to listen, and then they wanted to help.	— We prepared a programme once a week, doing research on articles about music, sports news, jokes and the weather report (I did this by looking out of the window).

6. Write a passage describing an important event in the past and giving background information.

- Ask students to think of an important event in their life, or make one up.
- Ask them to write down four or five main pieces of information for their story and then add some background information. Suggest they organise their notes as a table, like the one above.
- Ask students to write a first draft of their story.
- Ask students to work in pairs and exchange drafts and check each other's spelling. Ask them to check if the order of events in the story is clear, and if the writer has included interesting background information.
- Ask students to write a final copy of their story.
- Collect students' work and correct the stories. Use the stories to make a class storybook and encourage students to read each other's stories.

Unit 3

Language in use

Language practice

Preparation

- Ask students to read the sentences in the box.
- Tell them that some verbs, like the four in the example sentences in the box, can be followed by "that + a subject + a verb", but the verbs related to speaking or knowing, e.g. tell, ask, think, wonder, find out, explain, say, etc., can also have "a question word + a subject + a verb".

1. Match the two parts of the sentences. There may be more than one possibility.

- Put students in pairs and ask them to make as many sentences as possible by matching the halves of the sentences.
- Ask students to change partner and compare their sentences.
- Check answers as a class.

Possible answers

1. The listeners tell us what they want to hear.
2. They were happy to know that they won the first prize last week.
3. He asked when she came into this room.
4. Did they know that he will come/what he was doing at that time?
5. Have you heard that he will come/what he was doing at that time?

2. Complete the conversation with the words in the box.

- Tell students to read the words in the box and check students understand their meanings.
- Ask them to read the conversation and guess what information is missing.
- Ask students to complete the conversation individually or in pairs.
- Check answers as a class.

Answers

- | | | |
|---------|--------|---------|
| 1. who | 2. how | 3. when |
| 4. that | 5. why | 6. if |

3. Read the conversation in Activity 2 again and complete Daming's diary.

- Tell students they are going to complete Daming's diary with information from the conversation in Activity 2.
- Allow students to read the conversation again to better understand the information in it. If you wish, ask two students to read out the conversation, imagining that they are Lingling and Tony.
- Ask students to complete the diary individually.
- Put students in pairs to compare their answers.
- Check answers as a class.

Answers

1. has won the English Writing Competition
2. (that) she was quite surprised
3. (that) the prize is/was
4. that's/(that) it's
5. that I will practise my English writing

4. Complete the passage with the correct form of the expressions in the box.

- Read the expressions in the box as a class and check students understand their meanings.
- Ask students to read and complete the passage individually, using the correct expressions.
- Allow students to compare their answers in pairs.
- Check answers as a class.

Answers

- | | |
|--------------------|---------------|
| 1. show you around | 2. are on air |
| 3. making noise | 4. in person |
| 5. the end of | |

5. Listen and say what Kate's job is.

- Tell students they are going to listen to a woman talking about her job.
- Ask them to listen and decide which of the three jobs is correct.
- Check the answer as a class.

Answer

b)

Tapescript

Hello, everyone. I'm Kate. My day starts at about 10 am with a run in the park. I run for about an hour. At 11 am, I listen to the latest news on the radio. Then I meet my team and we prepare the programme.

My programme starts at 4 pm and finishes at 7:30 pm. Before I begin, I think about my listeners. I imagine that I am talking to them in person. That makes my radio show feel personal. People seem to like that. In the first part of the show, I interview my guests. Then the newsreader comes in. The news takes about five minutes. After the news is the weather report, and then the phone-in. That's when listeners phone the station and talk to me. It's my favourite part of the programme.

6. Listen again and complete Kate's timetable.

- Ask students to read the timetable and try to complete it from memory.

- Ask them to compare their answers with their desk partner.
- Play the recording again for students to check and complete their answers. Play the recording twice if necessary.
- Check answers as a class.

Answers

10 am	Kate <u>runs</u> in a park.
11 am	Kate <u>listens</u> to the latest news on the radio.
4 pm	The programme <u>starts</u> . <ul style="list-style-type: none"> • In the first part of the show, Kate <u>interviews</u> her guests. • Then the <u>newsreader</u> comes in. This takes about <u>five</u> minutes. • After that is the <u>weather report</u>. • Finally listeners <u>phone</u> the station and <u>talk to</u> Kate.
7:30 pm	The programme <u>finishes</u> .

7. Read the interview and complete the notes.

- Tell students to cover the conversation and listen to the recording. Raise some questions for them to listen for. For example:
 Who is Bernard?
 Who is John?
 What does "success" mean?

- Compare their answers as a class and then tell them to read the interview to check.
- Tell students to read the interview again and complete the notes.
- Check answers as a class.
- Put students in pairs and tell them to take turns being John and Bernard, and practise the interview.
- Either ask volunteers to perform the interview for the class or try to record pairs as if it were a real radio interview, and then allow students to listen to themselves speaking English.

Answers

- | | |
|------------------------|--------------|
| 1. present music shows | 2. youngest |
| 3. four | 4. work hard |
| 5. love your job | |

Around the world: The clockwork radio

- Read the passage and ask questions about its content.
- Ask students what they think of the idea mentioned in the passage.
- Tell students to plan a typical day's list of radio programmes intended for African villagers, making sure to include educational programmes.
- Compare lists and decide on a class list.

Extension

- Put students in pairs to write short radio scripts for programmes on the class list.
- Ask them to practise, and record them if possible, using a computer, a mobile phone, etc.

Module task: Making a school radio programme

8. Work in groups. Decide what to include in your school radio programme.

- Put students in groups of three or four. Tell them they are going to make a radio programme.
- Ask them to read the list of ideas and choose at least four things to include in their radio programme. Remind them they can also add other things to the list.
- Ask students to discuss in their group what news stories they are going to include in each section of their programme.

9. Write each section of the programme.

- As a group, ask students to decide who will write

and present each section. Tell them to make sure each student has a similar amount of work.

- Ask students to write their news stories and show their work to their groupmates for comments, or help with spelling, word forms, etc. Monitor and help as necessary.

10. Do your school radio programme. Try to record it if possible.

- Tell students to practise their scripts.
- Ask them to listen to the others in their group and help with each other's pronunciation.
- Ask them to decide on the order of their news reports, and tell them to choose one group member to introduce the programme, saying, for example, "Good morning, this is the nine o'clock news and here is... with the day's news."
- Tell the groups to perform their programme, and if possible, record their programme. Allow them to listen to themselves afterwards and re-record any sections they are not happy with.

11. Present your radio programme to the rest of the class.

- Ask each group to do their programme in front of the class, or play the recording for everyone to hear.
- Encourage students to make positive comments about each programme at the end.
- If possible, give each student a copy of the recording of their programme.