

English in Mind

Level 5 Project 3 Teacher's Notes

A radio programme: teenage attitudes

Divide the class into groups of four to six.

1 Brainstorm issues

- a) Elicit from the class what things are important in teenagers' lives. Write a few of the examples given on the board. Give a piece of blank paper to each group and allow them three minutes to brainstorm more. Add their ideas to the board. 'Sex' may well come up as a topic. It is up to you how you deal with this, but if you encourage students to talk about it in a serious, mature way, it should be acceptable.
- b) As a class, decide which topics could go together under a more general heading. If you are left with some topics that do not naturally fall into groups, they can be dealt with separately.

2 Prepare questions

- a) Each group should work on a different set of topics. Refer them to the examples of good questions given. You may also wish to give examples of questions which would not be so appropriate, e.g. 'Who is your best friend?' or 'Do you like music?' which are too personal and restrictive. 'What are the qualities of a good friend?' or 'How important is music in your life?' would produce more interesting answers.
- b) Provide them with ten to twelve slips of paper. Make sure they understand that they should write one question on each piece of paper. This will help in the process of selecting and ordering the best six to eight questions. Rejected questions may be discarded. This will also make it easier to distribute the questions amongst members of the group later in Exercise 4a.
- c) Monitor at this stage and help them with writing appropriate questions.

3 Discuss your views

- a) Groups swap questions. It is easiest if you pair-up groups, but if you have uneven numbers (e.g. five or seven students), some can work in sets of three, with each group passing questions on to the next.
- b) Give the students time to think about the questions and practise expressing their views. Refer them to the 'Useful language' section. Remind them that the slips of paper will be needed later, so they should not write on them or scrumple them up.
- c) Monitor to make sure everyone has an opportunity to speak. Encourage other members of the group to listen and help.
- d) Students return the questions to the group from which they originated.

4 Prepare the interviews

- a) Students decide who should ask which question and distribute the slips accordingly.
- b) They can help each other to think of good follow-up questions, in case their interviewees need prompting.
- c) Allow the students to move their chairs to form a circle with their 'pair-group'. If you have sets of three groups (as in Exercise 3a), they can form one large circle together.

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5 Record the interviews

- a) A simple cassette player with microphone will be adequate for this task. You will need a blank cassette for each group. If you have more than one cassette player, and wish groups to record simultaneously it is best to use separate rooms to avoid feedback. A video camera could also be used. If you do not have access to appropriate recording equipment, the project can still be accomplished successfully. Get students to improvise a microphone – using a pencil case, for example – and imagine that they are in the recording studio!
- b) A member of the group is chosen to provide a short link into their section of the programme. Refer them to the suggested introductory phrases.
- c) Refer students to the 'Technical hints' (Exercise 5d). Monitor to see that the sound levels are correct and the microphone is well placed. It is very important that other members of the class are quiet whilst the speakers are being recorded. Allow students to re-record short sections if necessary.
- d) Interviewers and interviewees reverse roles. Sets of three groups will take longer to do this. The 'extra' group can listen whilst the other two groups are conducting their interviews.

6 Produce the programme

Note: If you have not been able to record the groups, you may wish to omit this section. You can go straight to the 'Discussion' questions.

- a) The class decides the order in which the groups should play their recordings. Write the order on the board to ensure the smooth running of the programme.
- b) Either yourself or a chosen student can briefly introduce the programme. Rehearse this with the class to make sure they are happy with it.
- c) The groups play their recordings to the class in the agreed order.
- d) The presenter should briefly conclude the programme, remembering to thank everyone for their contributions.

7 Discussion

Use the discussion questions to provide feedback on the project. You can choose to ask students to discuss them in groups or as a whole class.