

# English in Mind

Level 5 Project 3

## A radio programme: teenage attitudes



You are going to prepare and produce a documentary programme for radio, in which teenagers express their views about issues that are important to them.

### 1 Brainstorm issues

- a) As a class, make a list of all the things you think are of most importance to teenagers. These might include:
- parents
  - friends
  - ambitions
  - music
  - school
- b) Discuss if any of these can be grouped together into more general areas, e.g. 'Parents and Friends' could be 'Relationships'; 'Ambitions and School' could be 'Future Career'.

### 2 Prepare questions

- a) Work in groups of four to six. Choose one of the general areas agreed on and write questions to ask your classmates. These can be personal or more general questions, for example:
- Who are you most influenced by in your life; your parents or your friends?
  - Do you think teenagers have too much freedom these days?

Try to write questions which will encourage extended and thoughtful answers.

- b) Write your questions on separate slips of paper. Choose the 6-8 questions you think are the best. Number them in the order you wish to ask them.

### 3 Discuss your views

- a) Swap questions with a different group.
- b) Practise expressing your views on the questions that have been passed to you. Give full answers to the questions. Be prepared to support your ideas and opinions. Use this language to help you:
- I think so/don't think so, because .....
  - In general, I believe ..... but in my case .....
  - For me/For most teenagers,
  - It's not something I really worry about, because .....
- c) Make sure every member of the group has the chance to speak on each topic. Help each other with expressing ideas if necessary.
- d) Return the questions to the group that wrote them.

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### 4 Prepare the interviews

- a) Look at your questions again. Divide them amongst the group.
- b) Think of follow-up questions to the one(s) you have been given, for example:
  - In what ways do you think this is important?
  - Why do you think that is the case?
  - What kinds of problems does this cause?
- c) Get together with the group that has prepared answers to your questions.

### 5 Record the interviews

- a) Set up the recording equipment, if available.
- b) Choose a member of the group to introduce your section of the recording.  
Some phrases you could use:
  - We wondered what teenagers thought about ..... .
  - Another area which concerns teenagers is ..... .
- c) Conduct the interview as a panel, taking it in turns to ask your questions to members of the other group. Choose two to three group members to answer each question, for example:
  - What do you think, Andre?
  - Martha, do you agree with Andre?
- d) Stay with the same group. Reverse the roles, so that you are now the interviewees and the other group is the interview panel. Use these technical hints to help you:
  - Make sure the microphone is placed near the speaker.
  - Test the sound level before you start.
  - Speak clearly into the microphone when it is your turn to ask or answer questions.
  - Keep very quiet if you are not speaking as the smallest noise will be picked up by the microphone.

### 6 Produce the programme

- a) As a class, decide on the best order for the programme as a whole.
- b) Choose a class member to act as programme presenter. He or she should prepare a short introduction to the programme.
- c) Each group then plays their recording to the class in the agreed order.
- d) The presenter then concludes the programme, thanking the contributors.

### 7 Discussion

Discuss these questions in your groups or as a whole class.

- What did you learn from making this programme?
- Do teenagers have enough opportunities to express their views?
- Do you think your attitudes are typical?