Module 10

On the radio

Module task: Making a school radio programme

Unit 1 I hope that you can join us one day.

Listening and vocabulary



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

culture ☐ government ☐ sports ☐ weather ☐

2 Listen again and complete the sentences.

1 Zhang Li reads _____ on Radio Beijing.
2 The president of Russia will stay in China for _____.
3 The match is between _____ and _____.

3 Listen and read.

Chen Huan: Hi, everybody. I'm the news director at Radio Beijing.
Lingling: Thank you for showing us around.
Chen Huan: No problem! Now, come this way. Look at the red light. When it's on, it means we're on air. And we should avoid making any noise in the background!
Tony: OK.
Chen Huan: This is the newsroom. We collect the latest national and international news and write reports here. It gets crazy in here just before the programme begins.
Lingling: How can I become a presenter?
Chen Huan: I think you need to speak English really well. So keep studying, and I hope that you can join us one day.
Tony: What about the sports news?
Chen Huan: That's over there. And it is where we do interviews with the big sports stars. Let's watch the presenter. Remember what I said: we need to keep quiet if the red light is on.
Presenter: Finally, we've just heard that Germany has won the football match, 2–1 against England.
Lingling: Hey! That's great news!
Tony: No, it's awful news!
All: Ssh!
Presenter: ... And that's the end of the six o'clock news.

Everyday English

- Come this way.
- It gets crazy in here...
- That's great news!

Now complete the notes.

1 When the red light is on, it means _____.
2 We collect _____ and write reports in the newsroom.
3 You should _____ if you want to be a presenter.
4 This is also where we _____ with the big sports stars.

4 Complete the sentences with the words in the box.

avoid background international interviews national

1 Newspapers and television programmes often have _____ with famous people.
2 More and more _____ students are coming to China to learn Chinese.
3 Every country has its own _____ hero — a person who did something very important for the country and its people.
4 Try to _____ drinking too much tea or coffee, or you will not be able to sleep well.
5 Could you speak a little bit louder, please? It is very noisy in the _____.

Pronunciation and speaking

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

1 the red light
2 the interview
3 the programme
4 the football match
5 the end
6 the reports
7 the sports news

Now listen and check.

6 Say the expressions in Activity 5 aloud.

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

1 What do you like listening to?
2 What do you not like listening to?
3 What programme did you listen to the last time you turned on the radio?
4 What do you need to do if you want to be a presenter?

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

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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.**

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

a) In a book about the history of radio.
b) In the life story of a famous radio presenter.
c) In a book on how radio works.

Radio times

"How old are you?" The radio manager looked down at me.

"Fifteen," I said.

"And you want a job in radio? Shouldn't you be at school?" he asked.

How could I explain? I've always loved the radio. I still remember, when I was four years old, I sat close to the radio in the living room, listening to my favourite programmes and to the voices of my favourite presenters. It seemed that they were speaking not to lots of listeners but to me in person. At the age of nine, I asked for part-time jobs in small radio stations.

As I grew older, my interest in radio grew. 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 by reading articles about music and sports news. We also did research for jokes and the weather report (I did this by looking out of the window).

"OK, come with me," the manager said. I sat down in the studio. He was in another room, behind a glass wall.

"OK, let's do a sound check. Just tell me what you had for breakfast."

All radio presenters need to answer the same question before they begin work. The purpose is to check the sound level.

"I had eggs, fruit and some milk."

"OK, that's great!" the man behind the glass said.

This was how my first real job in radio began.

Learning to learn

When you read a story, it is important to understand the order in which different events happen. You may find it useful to draw a timeline and write notes about each event.

3 Complete the sentences.

1 The writer met _____ in a radio station.
2 The manager asked why he wanted a job _____.
3 At the age of four, the writer _____, listening to his favourite programmes.
4 At the age of nine, he asked for part-time jobs in _____.
5 As he grew older, he learnt about _____.
6 This was how the writer's _____ began.

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

article at the age of listener purpose seem studio

Peter (1) _____ to be very happy with his new job. He works in the (2) _____ of a local radio station. He is lucky that (3) _____ only twenty he is doing something he loves and has a real (4) _____. Every morning when he starts work, he does a sound check and then he looks for interesting newspaper (5) _____ to talk about on the show. The (6) _____ can phone in to talk to Peter or they can send emails to ask him to play their favourite songs. At the end of the show, he closes down all the equipment and goes home.

Writing

5 Look at the sentences from the passage.

"How old are you?" The radio manager looked down at me. "Fifteen," I said. "And you want a job in radio? Shouldn't you be at school?" he asked.	• describing an important event in the past
I've always loved the radio. I still remember, when I was four years old, I sat close to the radio in the living room, listening to my favourite programmes and to the voices of my favourite presenters.	• giving background information

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

• important events in the past • background information

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

I first appeared on TV at the age of thirteen. A television presenter stopped me in the street, and started to interview me...

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Unit 3 Language in use

Language practice

I hope **that you can join us one day**.
When it's on, it means **we're on air**.
It seemed **that they were speaking to me in person**.
Just tell me **what you had for breakfast**.

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

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

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

how if that when who why

Tony: Hello, everyone! Thanks for waiting — now I can tell you (1) _____ has won the English Writing Competition. It's Lingling! Lingling, tell us, (2) _____ do you feel?

Lingling: Well, I feel great. I was quite surprised (3) _____ I heard (4) _____ I was the winner.

Tony: I don't know (5) _____ you were surprised. You've always been the best at writing in the school.

Lingling: I don't know about that! A lot of other students are good at writing as well.

Tony: But there's only one winner. Well done, Lingling! What's the prize?

Lingling: It's an electronic dictionary.

Tony: Fantastic! And (6) _____ you want to read Lingling's article, you can find it in the school magazine.

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

18th May **Saturday**

I have heard that Lingling (1) _____. Tony said (2) _____ at the news in the beginning. I know (3) _____ an electronic dictionary, and I think (4) _____ fantastic. I have decided (5) _____. Then maybe next time I will write an article for the competition.

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

be on air in person make noise show you around the end of

I am going to (1) _____ the radio station. When the red light is on, it means we (2) _____. You have to avoid (3) _____. I know some of you would like to work in radio. I will introduce you to the presenters. They will talk to you (4) _____. This screen shows us what is happening in the world. The first programme of the day starts at 5 am, and the station closes down at 12 pm. OK, that is (5) _____ the tour. Has anyone got any questions?

5 Listen and say what Kate's job is.

a) A newspaper reporter. b) A radio presenter. c) A newsreader.

6 Listen again and complete Kate's timetable.

10 am	Kate _____ in a park.
11 am	_____.
4 pm	The programme _____. • In the first part of the show, Kate _____ her guests. • Then the _____ comes in. This takes about _____ minutes. • After that is the _____. • Finally listeners _____ the station and _____ Kate.
7:30 pm	The programme _____.

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7 **Read the interview and complete the notes.**

John, one of the school radio presenters, interviews Bernard. Bernard was once a student of the school, and he is now very successful in radio.

John: It's really nice of you to agree to talk to us, Bernard. I know you're very busy.

Bernard: I'm very happy to talk to you. I enjoyed my time at school — it was a good school.

John: It still is. I'm very happy there.

Bernard: So you present programmes for the school radio station?

John: Yes, and we want you to tell us about your work as a presenter for a popular radio programme. We want to know how you've become so successful.

Bernard: Well, to become successful, you need to work hard, you know. And I've always worked very hard. It's also important to love your job, and I've loved radio since I was quite young.

John: How old were you when you decided you wanted to work in radio?

Bernard: I started presenting music shows for the school radio when I was fifteen. I became the youngest presenter of a popular national teenage radio show when I was seventeen. And then, when I went to university, I worked on the university radio station in my free time. After that, it was easy to get a job with a local radio station in a small town. And after about two years, a national radio station asked me to work for them. I've worked for them for four years now.

John: It sounds very easy when you talk about it.

Bernard: It was quite easy, really. If you're very interested in something, you usually want to be good at it. You'll keep on practising and you'll be successful.

John: Thanks. I'll remember that.

Experiences

- At fifteen years old, Bernard started to (1) _____.
- At seventeen years old, Bernard became the (2) _____ presenter of a teenage radio show.
- He has worked for a national radio station for (3) _____ years now.

Opinions

- To become successful, you need to (4) _____.
- It is also important to (5) _____.

Around the world

The clockwork radio



Trevor Baylis, a British inventor, was listening to a radio programme about health problems in Africa one day. He then realised how much a radio could help African people learn about health and health care. Electricity and batteries are expensive and hard to get in some parts of Africa, so he developed a clever radio that works without batteries or electricity. The clockwork or wind-up radio, first made in South Africa in the 1990s, changed the lives of many African people. Even in tiny villages which had no electricity or other forms of communication, people began to listen to the radio, not only for entertainment, but to educate themselves too.

Module task: Making a school radio programme

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

- News
- Music
- Stories
- Interviews
- Phone-ins
- Weather reports

9 **Write each section of the programme.**

- Decide who will write each section.
- Write the reports and show them in your group.

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

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

kilometre /'kɪləˌmiːtə; kɪ'lɒmɪtə/ *n.* 千米；公里 (66)
shape /ʃeɪp/ *n.* 外形；形状 (66)
human /'hjuːmən/ *n.* 人 (66)
wake /weɪk/ *v.* (woke /wəʊk/, woken /'wəʊkən/) 唤醒；醒来 (66)
wake sb. up 唤醒某人 (66)
somebody /'sʌmbədi/ *pron.* 某人；有人 (66)
about /ə'baʊt/ *adv.* 向四周；向各处 (66)
path /pɑːθ/ *n.* 小路；路径 (66)
pull /pʊl/ *v.* (用手) 拉，牵，扯 (66)
freshwater /'freʃˌwɔːtə/ *adj.* 淡水的 (66)

Module 9

helpline /'helpˌlaɪn/ *n.* 服务热线 (72)
separate /'sepəˌreɪt/ *v.* 使分开；分隔 /'sepərət/ *adj.* 分开的；单独的 (72)
explain /ɪk'spleɪn/ *v.* 解释；说明 (72)
mention /'menʃn/ *v.* 提及；谈到 (72)
refuse /rɪ'fjuːz/ *v.* 拒绝 (72)
treat /triːt/ *v.* 对待；看待 (72)
herself /hə'self; ə'self/ *pron.* 她自己 (72)
whether /'weðə/ *conj.* 是否 (72)
lonely /'ləʊnli/ *adj.* 孤独的；寂寞的 (72)
regret /rɪ'gret/ *v.* 懊悔；遗憾 (72)
patient /'peɪʃnt/ *adj.* 有耐心的；能忍耐的 (72)
introduce /ˌɪntrə'djuːs/ *v.* 介绍；引见 (72)
join in 参加 (72)
no problem 没什么，没关系（用于礼貌地回答某人的感谢或道歉） (72)
silence /'saɪləns/ *n.* 寂静；无声 (74)
in silence 安静地；沉默地 (74)
pass /pɑːs/ *v.* 经过；通过 (74)
bright /braɪt/ *adj.* 欢快的；明亮的 (74)
treasure /'treʒə/ *n.* 珍宝；珍贵之物 (74)
day by day 一天天地；渐渐地 (74)
trust /trʌst/ *v.* 信任；信赖 *n.* 信任；信赖 (74)
include /ɪn'kluːd/ *v.* 包括；把……列为一部分 (74)
circle /'sɜːkl/ *n.* (熟悉的、相关的人形成的) 圈子 (74)
stick /stɪk/ *v.* (stuck /stʌk/, stuck) 粘；粘贴 (74)
glue /gluː/ *n.* 胶水 (74)
suggestion /sə'dʒestʃən/ *n.* 提议；建议 (74)

Module 10

director /də'rektə; daɪ'rektə/ *n.* 导演；主管；经理 (80)
show /ʃəʊ/ *v.* 引领；带领 (80)
around /ə'raʊnd/ *adv.* 到处；向各处 (80)
show sb. around 带某人参观；给某人做向导 (80)
on air (广播或电视) 播出 (80)
avoid /ə'vɔɪd/ *v.* 避免；防止 (80)
background /'bækˌgraʊnd/ *n.* 背景；后景 (80)
national /'næʃnəl/ *adj.* 国家的；国内的 (80)
international /ˌɪntə'næʃnəl/ *adj.* 国际的；世界的 (80)
presenter /prɪ'zentə/ *n.* 主持人 (80)
interview /'ɪntəˌvjuː/ *n.* 采访；访谈 *v.* 采访；访问 (80)
seem /siːm/ *v.* 看来；似乎 (82)
listener /'lɪsnə/ *n.* 听众；听者 (82)
in person 亲自；本人 (82)
part-time /ˌpɑːt'taɪm/ *adj.* 兼职的 (82)
article /'ɑːtɪkl/ *n.* 文章；报道 (82)
studio /'stjuːdiəʊ/ *n.* 录制室；录音室 (82)
purpose /'pɜːpəs/ *n.* 意图；目的 (82)

样书