

Radio Show – Audacity Recording

Instruction Sheet

This handout tells you about the schedule and the work to be done. It is your responsibility to make sure you have the time to finish. You may decide that some work needs to be done at home. In this case, all partners should work equally.

Class #1 – Introduction – October 10th P3

The project:

Today, and for the following 6 classes, we will work on creating a radio show. You will create everything: the commercials, the news reports, the interviews and so on. It's the time to be creative and learn a lot of new vocabulary. It is also a good opportunity to listen to yourself when you speak English. This is a very useful exercise to improve your speaking skills.

Your recording needs to include all these elements, in the order of your choice. Check the boxes when you are done to make sure you do not forget anything.

Introduction

Your recording must include an introduction to your show. In this part, you must present yourself.

Commercials

Your recording must include **two** 30-second radio commercials for products of your choice.

Headline News

Your recording must include two 1 minute news report about something that happened in the school lately.

Interviews

Pretend one of you is a famous person. Include in your recording a 1-minute interview.

The Weather Forecast

Take 30 seconds to inform your audience about the weather for today and the following days.

Music

Your recording has to include 2 songs that will **not** play back to back. Please introduce both of these songs by giving information about the singers and/or a brief explanation of the songs' meaning. Plus, one of these songs has to be neither famous nor popular. You have to do a 1 minute capsule about a music spotlight from an emerging or unknown artist.

Suggestion of activities

Take 1 minute to inform your audience about what they can do in the following days. This can be real or something you make up. Be appropriate.

Material

- USB stick (One per team, at least.)
- Microphones (You can either bring one from home or use the ones I will have.)
- 2 songs (I can help you with this. Remedial is on lunchtime, day 6, room 2009. The best is to have it on your USB stick as a MP3 file.)

Let's make the teams!

Think about good partners for this project. **Teams of 3 and one team of 2.** Each team needs to include boys and girls (except for the pair). The team of 2 can choose two elements that they will not include in their radio show. This must be indicated on this instruction sheet when they hand in their final work to the teacher.

Booklet

With your team, you **must** complete this booklet BEFORE you start writing your texts.

Homework

On the website (ghardyeslclasses.weebly.com), you have a couple of videos to watch. These videos show you how to use Audacity (the recording program).

If you have headphones with a microphone, bring it next class

Class #2 – Computer Lab – October 16th

**15 minute reading*

Booklet

With your team, continue to work in your booklet.

Before we leave the class, take notes of your teammates' Gmail addresses.

How Audacity works

Watch the video again if needed. Practice the different functions and using the microphone. Practice adding music to your recording. For this period, you work alone.

Google Drive

Practice. Create the document you will use to write your texts and add each team member plus me: hardy.genevieve2@gmail.com

Class #3 – Pronunciation – October 21st

Let's spend a little more time on how to improve your English pronunciation!

Schwa

The schh...what? The schwa is a neutral vowel sound in English. When a syllable isn't stressed, usually, its vowel sound becomes a schwa. Let's do some practice!

Booklet

Let's take a little more time to finish these handouts about the vocabulary and expressions to use.

Test on **idioms next class, October 23rd**

Class #4 – Text Writing + Practice in Class – October 23rd

Today, you have your **test on idioms. After, you work in teams and write your texts.*

Brainstorming

Take some 15 minutes to brainstorm your ideas all together. After, split the work to do. Each of you should start working on a text, on its own.

Text Writing

I suggest that, first, each of your work alone. You still may ask questions to your partners, but try to complete your task alone.

Share your ideas!

For the last 10-15 minutes, take the time to show the others what you have done. It is still the time to modify your texts or start over.

Homework

May be you should start typing your texts on Google Drive?

Class #5 – Text Writing + Practice in Class – October 25th

Google Drive

Today, you have to finish writing your texts. By the end of the class, make sure you split the work as to who types which text. The texts have to be typed in a shared document in Google docs. This way, everybody will be able to read what the others do. You will also all be responsible for the mistakes your teammates may do, because you can easily read and correct them.

Edition

Edit your texts. Check for language mistakes you might have done and use your resources. Complete the Team Peer Review Grid. Because you must use Google Drive, you all have access to what the others do. Hence, you are held accountable for the mistakes the other people on your team may make.

**** As homework, please type all the texts you will use for your radio show. These must be handed in at the end of the project, with your MP3 audio file.****

Practice

Practice, practice, practice. It is not true you will be able to do it without mistakes if you do not practice. Plus, annotate your texts for stress and schwas. I will go around and help you with language and stress, IF YOU ASK ME. Please do so; it will help you produce a better radio show.

Participation

Everybody needs to speak an equal amount of time. Plus, use English in class as you prepare for this project. You do not only learn English when recording you final radio show, the whole process is important.

****Don't forget. You may need to bring materials to the lab, next class.****

Class #6 and 7 - Production - October 29th and November 1st

Evaluation criteria

For this project, you will have a team grade and an individual grade. I will give you a group grade for your final product (radio show) and an individual grade for your preparation. Only if one member of the team doesn't work, then I may exceptionally give an individual grade for the radio show.

1. The recording
 - a. Equal participation of all members
 - b. Creativity
 - c. Students have the intention to add stress and intonation
 - d. All the (7) required elements are included
 - e. Use of expressions and vocabulary typically associated with media.
2. Preparation
 - a. Adopt effective work methods to perfect pronunciation (annotation of texts)
 - b. Efficient use of Google Drive. Gave the teacher access to the document.
 - c. Booklet is completed.
 - d. Speak English in class.

Please hand in all of the following documents at the beginning of this class: November 12th.

1. Your annotated texts. This does not have to be a clean copy of your work, as long as I can read and see that you've worked on the texts. Hard copies only.
2. One clean copy of each text you used to record your show (typed + printed).
3. Your booklet.
4. Your completed brainstorming sheet. (Included in your booklet.)
5. All the peer review grids you received.
6. Your self-reflection grid, completed. (Included in your booklet.)
7. Your **radio show**. It can be burned on a CD or saved on a USB stick. If you choose the second option, make sure you come early to class to transfer your file on my computer. The file **must** be saved in **MP3** format.

Serge and I will try to have your show broadcasted on the school's radio on lunchtime. Make sure you think about it! Do you want to keep it anonymous or do you want to use your real names? If you prefer to be anonymous, make sure I know your fake names.

- 20% deducted off your mark for every class you are late -
- Absents in your team is not a good reason for being late -

Pronunciation

Schwa

Exercise 2

In this exercise, look at these sentences and decide where the schwa sound occurs. It may occur more than once in each sentence. The minimum number of schwas in a sentence is 1, the maximum 7.

1. It's ^{/ə/} for you
2. It takes a lot of time
3. How about a cup of tea?
4. What are you doing tonight?
5. What time will you arrive at Victoria?
6. I was going to tell you
7. The leisure centre is closed for a private function
8. The airport is not far from the capital city
9. The book is about pronunciation
10. We need more financial support
11. You need to pay attention all the time
12. It is a very thorough report

Pronunciation

Schwa

Exercise 1

Look at the words below and decide where in the word the schwa sound occurs.

Underline and/or write the schwa symbol over the correct part of the word. The first one has been done for you.

Hint: One word has two examples of schwa. All the others have only one.

doctor

banana

tomorrow

difficult

summer

level

protect

survive

pupil

theatre

measure

wizard



The News

B. VOCABULARY

media – methods of communication such as TV, radio, the press (newspapers, magazines), the Internet

local – in or of a place or area

edition – publication; form of a paper, book or magazine

subscribe – agree to have a paper or magazine delivered on a regular basis

publish – make public; print and make ready to sell

newsstand – a small booth or shop that sells newspapers and magazines

journalist – a person who writes for newspapers, magazines, TV, etc.

paper route – the particular area where one delivers newspapers

circulation – the number of copies of a newspaper sold to the public; the distribution of a newspaper or magazine; the number of readers

channel – place from which TV messages are sent; the number on the TV or remote control

broadcast – send out in all directions by radio, TV; put on the public airwaves

news anchor – a person broadcasting on TV or radio who is in charge of a program and who puts together and delivers the news from other reporters

documentary – a type of program or film that presents factual information about social topics, health, science, etc.

talk show – a type of TV or radio program in which interesting topics are discussed and the audience or callers are invited to join in the discussion with special guests

host – the on-air person in charge of a particular TV or radio show

sensationalized – made to create a very strong emotional reaction or intense interest

station – the place that radio or TV messages are sent from; the number on your radio dial

weather forecast – predicting or saying what the weather will be like

on-line – on the Internet

Internet provider – a company that gives (provides) Internet service

tabloid - a type of newspaper with many pictures and sensationalized stories



C. FILL IN THE BLANKS - Choose the correct word or expression from the list on the previous page to complete the following sentences.

1. Our community newspaper has only been in business for about a year, but the _____ is growing everyday.
2. I love to listen to that _____. They play great music all day long.
3. Al Gore, former Vice-President of the U.S.A., produced a _____ about climate change, called *An Inconvenient Truth*.
4. I have decided to _____ to our local newspaper because I like to read the morning paper everyday when I have my coffee.
5. Please don't change the _____ until the hockey game is over.
6. The Sunday _____ of our local newspaper is always much smaller than the Saturday paper.
7. Our son has a very large _____, so he has to leave the house everyday before 6:00 A.M. in order to finish delivering the papers before going to school.
8. The _____ newspapers publish many pictures and stories about movie stars and other famous people, but often the stories are not true.
9. According to the _____, it's going to rain, so let's cancel the picnic.


Vocabulary – The Weather Forecast

A. Directions: The words below the chart refer to different kinds of weather conditions. Put each word into the proper category. (Some words may fit into more than one category.)

Temperature	Humidity	Wind	Precipitation	Visibility

- | | | | |
|-------------|--------------|----------------|------------------|
| 1. hail | 10. damp | 19. showers | 28. flurries |
| 2. cool | 11. chilly | 20. stifling | 29. thunderstorm |
| 3. hazy | 12. smog | 21. cloudy | 30. drizzle |
| 4. sleet | 13. downpour | 22. rain | 31. record high |
| 5. mild | 14. muggy | 23. gale force | 32. low |
| 6. dry | 15. Celcius | 24. sticky | 33. mist |
| 7. clear | 16. gusting | 25. hurricane | 34. blizzard |
| 8. sprinkle | 17. fog | 26. Fahrenheit | 35. wind chill |
| 9. breezy | 18. humid | 27. degrees | 36. slush |

B. Weather Definitions: Choose the correct word from the list above to match the definitions below.

1. rather cold - _____
2. extremely hot - _____
3. rounded lumps of ice falling from the sky - _____
4. severe, heavy snowstorm - _____
5. to rain very lightly – (two possibilities) _____
6. hot and humid – (two possibilities) _____
7. light snowfall - _____
8. the effect of wind in combination with low temperatures - _____
9. fog with smoke, air pollution - _____
10. very heavy rain - _____
11. blowing - _____
12. melting, dirty snow - _____
13. the strength of a very strong, violent wind - _____

**Pair Work – Student A: Headline News**

Directions: You and your partner have six different newspaper headlines and a sentence from six different newspaper articles. Work with your partner and try to *match* the sentence to the correct headline. (Write the sentence below the headline and the headline beside the sentence.)

a) **Grannies on Call Fill Daycare Need**

b) **New Tax on Gas Guzzlers**

c) **Strike Closes Schools**

d) **Boy Still Missing in Woods**

e) **Police Charge Husband in Woman's Disappearance**

f) **Heritage Building Destroyed**

1. One person has died of complications from a deadly bacterium at City Hospital and twenty others remain in serious condition. _____
 2. A 42 year-old woman who was reported missing last week has been found frozen to death beside her car along a major highway. _____
 3. Middle-class singles and couples without kids are not going to benefit from the new government budget. _____
 4. Authorities have still not determined why the Queen of the Northern Seas slammed into an island and sank last year. _____
 5. A Florida boat continues to leak diesel fuel into the ocean after colliding with another ship off the coast of Washington. _____
 6. Gordon Yasman, the nine-year old Canadian boy who had been held in a U.S. immigration facility with his parents, arrived back in Toronto yesterday. _____
-

**Pair Work – Student B: Headline News**

Directions: You and your partner have six different newspaper headlines and a sentence from six different newspaper articles. Work with your partner and try to *match* the sentence to the correct headline. (Write the sentence below the headline and the headline beside the sentence.)

g) Families with Children Win

h) Homecoming for Youngster

i) Cause of Ferry Sinking Still Unknown

j) Woman's Body Found Beside Car

k) Superbug Outbreak Kills One

l) Oil-Spill Endangers Sea-Life

7. Ten-year old Sean Peters has been lost in dense bush since wandering away from his family's campsite on the weekend. _____

8. Thousands of teachers walked off the job yesterday while demanding higher salaries and smaller class sizes.

9. A shortage of daycare spaces has led to the opening of a new business that is making use of the city's older population. _____

10. Three firefighters were injured yesterday when the 100-year old Clarion Hotel burned to the ground.

11. John Sebastian was arrested yesterday after neighbors had reported Mrs. Sebastian missing.

12. If you are planning to buy a new car soon, think fuel-efficiency. _____

**Idioms, Expressions, and Proverbs**

A. Many idioms and sayings come from words related to weather. In your groups, try to guess the meanings of the following idioms. Use your imagination!

1. to be under the weather _____
2. to weather the storm _____
3. It never rains but it pours. _____
4. to shoot the breeze _____
5. It's raining cats and dogs. _____
6. Every cloud has a silver lining. _____
7. Don't rain on my parade. _____
8. to be a breeze _____
9. come rain or shine _____
10. a fair-weather friend _____
11. to have one's head in the clouds _____
12. to save for a rainy day _____
13. to be snowed under _____

B. Now try to match the idioms above with the correct meanings below.

- | | |
|--|-------|
| A. to be dreaming or not really know what is going on | _____ |
| B. to be very easy | _____ |
| C. When one bad thing happens, other bad things seem to also happen. | _____ |
| D. to feel sick | _____ |
| E. to have a lot of work to do | _____ |
| F. It's raining very hard. | _____ |
| G. no matter what happens | _____ |
| H. to put away money for a time when you really need it. | _____ |
| I. Don't spoil my fun. | _____ |
| J. to pass through a difficult situation successfully | _____ |
| K. a person who doesn't help when a friend is having a bad time | _____ |
| L. You can find something good in every bad situation. | _____ |
| M. to make small talk; to talk about unimportant things; to chat | _____ |

*****TEST ON IDIOMS - OCTOBER 23rd*****

10 tips for producing radio bulletins

How to create a great radio bulletin

Putting together a radio news bulletin is like serving up a satisfying meal that nourishes your audience. It's not about making you sound great. It has to be focused, digestible, easy to listen to and attention-catching. Know your audience. Cover the issues important to them and ensure that you have the latest information. Deliver it clearly and at a pace that can be understood. Use short and simple sentences.

1: Remember who is listening and broadcast for them

Think target audience. You need to know who is tuning in for the information you are delivering and what they need to know. A national audience is not the same as an international audience. Focus on the news stories and information that is relevant to your listeners.

Your top stories are not necessarily the biggest stories, but will be those that have the most impact on the lives of your target audience. These top stories will define how close your news organization is to that audience. The audience will be listening for information that they can use. Your top stories must make up their fundamental diet of "must know" information.

This story choice will reinforce your credibility as a relevant information provider in the minds of your audience. Putting the most important stories first also guarantees that listeners catch the most relevant news, even if they cannot listen to your entire bulletin.

Think target audience and know who your listeners are and what they need to know about.

2: Variety is the spice of life

Offer an information mix. Life is multi-colored and multi-faceted, so is news. If you are covering politics you must highlight how the issue affect the lives of your audience and not dwell on the politics alone. If you are covering a corruption story, it's important that you talk to the victims and the man and woman in the street.

Always try to include the voice of those affected by whatever the story is highlighting. Your audience will have a wide range of interests and concerns including health, education, jobs, homes, science and technology, culture, social developments, sports etc.

Most of the time this means providing a mix of news, current affairs and other information items. Offer a mix of news, current affairs and other information.

Who is your audience?

What does it change for you to know who will listen to you?

Highlight the important information you want to remember from #1.

Circle the important information you want to remember from #2.

3: Would you want to listen to yourself?

A voice that pleases is important to ensuring the audience returns. Record a few of your bulletins and listen to them. Would you like to listen to that? If not, do something about it. Audio creates emotions.

An attractive voice that catches the attention of the audience is important. The last thing you want is a grating voice that makes people switch off. Avoid the sing-song voice that plays the same tune for every sentence, going up in tone and down at the end regardless of what is being said.

And never give the impression that you think you know more than the audience. There will be someone listening who knows far more than you.

4: Small may be beautiful

Longer is not necessarily better. A seven-minute news bulletin is not going to be an improvement on five minutes if the extra two minutes are merely filler material. Try to imagine yourself in the place of the audience and think through what pressures they may be under. They will probably be doing other things as they listen. You are asking for their time. It's better to have a short bulletin that people can actually remember than a long bulletin that leaves the audience confused or, worse, tuning to another channel.

5: Slow down, it's not a race

Don't rush. Make sure that your audience can understand what you are saying. Reading too quickly could result in your audience not understanding what you are saying and not being able to absorb your information. You end up becoming background noise. News readers often read fast when they are nervous or when they know that they are about to pronounce a name about which they are uncertain. If you know there is a foreign name coming up in the bulletin, highlight it and practice it until you are sure. Then approach it slowly, pause, and pronounce it clearly.

Don't rush. Make sure your audience can understand what you are saying.

6: Don't serve up stale news

Is your bulletin fresh, dynamic, and stimulating? Rewriting is essential. Many people will listen to several bulletins during the day.

It's important they are not served up stale news that hasn't been reworked. If you don't refresh, your audience might think you are either not doing your journalistic job properly or are being lazy. When you come out of studio after reading the latest bulletin, rewrite all the top stories. Don't just put the bulletin down and expect to pick it up again an hour later untouched and unchanged.

Refresh, rewrite and update your bulletin throughout the day.

Retrieved from <http://www.mediahelpingmedia.org/training-resources/journalism-basics/589-10-tips-for-producing-radio-bulletins> on October 6th 2013.

One thing we have seen in class in very relevant to #3.
What is it?

Tell me how you will proceed to make sure you include this in your radio show.

How will you mark pauses on your annotated texts?

7: Radio is about sounds, not just your voice

Sound bites are important. A longer news bulletin becomes a lot more attractive for audiences if you include short sound bites. This can be a five- or 10-second audio clip from an interview or sounds from the scene of an incident. Such sound bites can make your bulletin easier to listen to, more authoritative, more credible – and more interesting for the listener.

However, all sounds have to have an editorial reason for being there. You should not fill with sound clips that distract because they don't relate to the thrust of the information you are delivering.

Can you change your voice? If you are a girl, can you sound like a boy? If you are a boy, can you sound like a girl?

In the context of this class, how could you integrate sounds in your radio show?

8: Tell a short story

Write news stories as if you were telling the story to a friend. This means: short, simple and straightforward sentences. Remember, unlike with a newspaper, the audience cannot go back and check what you said 10 seconds ago. Well, they can if they record it or are listening online, but the majority will be listening on the move and won't be able to rewind the bulletin. You need to be clear, focused and memorable. Crafting complex information into a simple sentence is a skill.

Can you summarize #8 in one sentence?

9: Small and effective packaging

The bulletin is a compilation of short but powerful stories. This makes it easy for people to grasp the information. Writing for radio is one of the most challenging journalistic disciplines. Remember: subject, verb, and object. Don't try to be clever with words. Use words that make the most sense and can be understood by all and present them in short, clear sentences.

What does "subject, verb, and object" mean? Find out and write 2 sentences of this type.

10: Some final points

If you don't believe what you have written and what you are saying your audience won't either; and what is more, they will not respect you for broadcasting information that anyone with average intelligence would not swallow.

Make sure you are honest in how you describe situations and events, don't over sensationalize. Your audience will know when you are going over the top and your credibility and integrity will be damaged if you do.

Retrieved from <http://www.mediahelpingmedia.org/training-resources/journalism-basics/589-10-tips-for-producing-radio-bulletins> on October 6th 2013.

Names: _____

Brainstorming effectively

Each teammate must use a pen of a different color. Sign your name with this pen on your brainstorming sheet and on your partners' one.

Introduction

Your recording must include an introduction to your show. In this part, you must present yourself.

Headline News

Your recording must include two 1-minute news report about something that happened in the school lately.

Commercials

Your recording must include two 30-second radio commercials for products of your choice.

Interviews

Pretend one of you is a famous person. Include in your recording a 1-minute interview.

Music

Your recording has to include 2 songs that will **not** play back to back. Please introduce both of these songs by giving information about the singers and/or a brief explanation of the songs' meaning. Plus, one of these songs has to be neither famous nor popular. You have to do a 1-minute capsule about a music spotlight from an emerging or unknown artist.

Name of your radio station

Suggestion of activities

Take 1 minute to inform your audience about what they can do in the following days. This can be real or something you make up. Be appropriate.

The Weather Forecast

Take 30 seconds to inform your audience about the weather for today and the following days.

Edit your work.




You have been writing your drafts in class for a while. Edit your work and take the time to have another team look at your texts.

- a. Look up words in the dictionary.
 Check grammar structures.
 Check sentence structures (subject – verb – object).
 Use your resources.
- b. Team Peer Review.

Exchange your drafts with another team. Write comments on the other team's drafts and complete the peer review grid. (Next page)

Self-Reflection on Participation

Complete the Self-Reflection table below. Reflect on your participation in your team for this project.

<i>Self-Reflection</i>			
Oh yeah!	Not my Best.	Oups!	
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I spoke English with my peers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I spoke English with my teacher.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I participated in the brainstorming process.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I participated in writing the first draft.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used the dictionary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I considered the feedback from our peers. (Attach the Peer Review form you received.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I participated in writing the final draft.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I contributed to recording our show

Radio Show – Audacity Recording

Evaluation Rubric

The Recording – team grade								
Equal participation of all members	5	4	3	2	1	Comments:		
Creativity	5	4	3	2	1			
Students have the intention to add stress and intonation	5	4	3	2	1			
All the (7) required elements are included	5	4	3	2	1			
Use of expressions and vocabulary typically associated with media.	5	4	3	2	1			
Preparation – individual grade								
Adopt effective work methods to perfect pronunciation (annotation of texts)	5	4	3	2	1		Comments:	
Efficient use of Google Drive. Student participated. They gave the teacher access to the document.	5	4	3	2	1			
Student's booklet is fully completed.	5	4	3	2	1			
Student spoke English in class.	5	4	3	2	1			

Final Mark: _____ / 45