

**P4 Radio Capsules – Lesson 2: Scripting  
Lesson Plan**

<b>Level</b>	Primary 4 (mixed-ability class)
<b>Theme</b>	School and life in other Asean countries
<b>Duration</b>	80 mins
<b>Aims of the lesson</b>	<ol style="list-style-type: none"><li>1. To enunciate clearly</li><li>2. To use appropriate word or sentence stress</li></ol>
<b>Objectives of the lesson</b>	<ol style="list-style-type: none"><li>1. To pronounce “ed” sounds of Past Tense</li><li>2. To be aware of word stress</li><li>3. To read with appropriate sentence stress</li></ol>
<b>Concept Check Questions</b>	<ol style="list-style-type: none"><li>1. Why do we need a script? (Allocate speaking parts, need to know what to speak)</li></ol>
<b>Prior knowledge required</b>	None
<b>Problems expected (Solutions)</b>	<ol style="list-style-type: none"><li>1. Students ask questions strictly off their list. (Ask that group how they felt after asking all the questions they had. Was it enough for them to make an accurate guess? What do they think they could do?)</li></ol>
<b>Materials/Resources</b>	<ol style="list-style-type: none"><li>1. White board</li><li>2. IT Hub</li><li>3. Model script</li></ol>

### P4 Radio Capsules – Lesson 2: Scripting

Stage	Time	Event	What the students do	What the teacher does
Generate Interest	4 minutes	1) Tune in to the lesson	1) Lead into lesson 2) Set the context for Radio Capsules	1) Play a recording of Radio Capsules produced last year. 2) Teacher asks the following questions: a) Did you enjoy it? b) Who do you think did this recording? P4 last year. c) Is this what you will be doing? Form and structure the same. Content is different. Purpose is also different. Last year they speak to entertain. This year, they will speak to inform.
Lesson Objectives	1 minute	2) Inform lesson objectives	2) Listen	3) Inform participants on the outline of the lesson: a) To provide a model script b) To allocate roles and parts of the script to be drafted c) To work on the first draft of the script d) To review their interview questions 4) Hand out the scripts.
Group work	15 minutes	4) Decision-making	4) Allocate roles and parts	5) Ask each group to decide on their roles and parts. Refer to Radio Capsule Requirements in Lesson 1 for parts of the script expected – Introduction, Topic, Comparison, Conclusion that includes

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Stage	Time	Event	What the students do	What the teacher does
				<p>opinions, thoughts and feelings. Give out Allocation of Roles and inform groups to fill it in. Teacher can make a copy and put this up on the board for their reference.</p> <p>6) Roles:</p> <ul style="list-style-type: none"> <li>a) Main presenter – to weave each part seamlessly and introduce the speakers</li> <li>b) Presenter on introduction</li> <li>c) 2 Topic presenters – share information in a conversational style</li> <li>d) 1 comparison presenter – to be part of the conversation with the topic presenters but only offers comparison information where relevant.</li> <li>e) Conclusion presenter</li> </ul> <p>7) For groups with only 5 members, the main presenter can also take the role as a conclusion presenter</p>
Pre-writing	5 minutes	3) Play power point on tips		8) Teacher to inform class they are going to

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<b>Stage</b>	<b>Time</b>	<b>Event</b>	<b>What the students do</b>	<b>What the teacher does</b>
		for writing a radio script		watch a slide show on tips to writing a radio script. Refer to Annex 2
Group presentation				9) Teacher to hand out a sample script and ask students to read silently for a minute. Refer to Annex 1 10) Teacher to invite a group to read the script for the class. Remind the students to read it like a radio presentation.
Group work	45 minutes	6) Collaborative learning	6) Drafting the script	11) Teacher to inform all that it is time to produce their own scripts. (Teachers can either bring the class to the lab or give them ipads for research) 12) Walk around to answer queries and to check on progress of work. Teacher to help scope the topic for students if they are having difficulty.
Closure	5 minutes	9) Progress Summary	7) Share the progress of their group – what they have completed and not	13) Call on random students in the group to check on the progress of their draft. 14) Remind students of the timeline and what to expect for next week.

**P4 Radio Capsules – Lesson 2: Scripting**

**Sample Radio Script**

- Main presenter : Welcome to Fairfield Podcast! I am xxxx
- Introduction presenter : I'm xxx
- Topic presenter 1 : I'm xxx
- Topic presenter 2 : I'm xxx
- Comparison presenter : I'm xxx
- Conclusion presenter : I'm xxx
- Main presenter : Together, we have lined-up some interesting stories for you. xxx, xxx, xxx and xxx will tell you about Hong Kong, the life of its Primary school students and how it compares to the life of students in Singapore. Finally, xxx will share with us their thoughts and opinions. Xxx, we all know that people in Hong Kong speaks Cantonese. What else is it that we do not know?
- Introduction presenter : Do you know what the population is in Hong Kong?
- Main presenter : Oh gosh! I do not know. Hong Kong seems so close to home but there are definitely lots that I do not know. Come on, tell us more about it.
- Introduction presenter : Hong Kong is a [city-state](#) and is a [Special Administrative Region](#) of the People's Republic of China.. What this means is that Hong Kong belongs to China but they have their own government and policies. They are very much left on their own with their own currency. Its land is 1104 km sq and it has a population of 7.1 million people.

#### **P4 Radio Capsules – Lesson 2: Scripting**

- Comparison presenter : That's 2 million more people in Hong Kong compared to Singapore. Hong Kong is almost twice that of Singapore at 1104 km sq compared to Singapore's 637.5 km sq.
- Main presenter : They have double the land of ours but not double the number of people. Why is it that you feel that the buildings are all built so close together?
- Comparison presenter : That's because Hong Kong is also fairly mountainous unlike Singapore.
- Main presenter : Oh, I see! xxx, how is the life of students in Hong Kong?
- Topic presenter 1 : Do you know that students in Hong Kong study all subjects in Cantonese. English and Mandarin are studied as subjects. They study Maths and Science in Cantonese.
- Comparison presenter : That means they do not use English as much as we do. Cantonese is their first language whereas English is our first language.
- Topic presenter 2 : Also, students have a choice to attend international, government-subsized or government schools. They have to pay more school fees if they want to study at government-subsidized schools. For government schools, education is free. Of course, the fees are even much more in International schools.
- Comparison presenter : In Singapore, we have international and government schools. As long as you are a Singaporean, you can attend any primary school and pay the same fees. You much more if you want to study in an international school much just like in Hong Kong.
- Topic presenter 1 : Well, if you study in Hong Kong, your lessons start at 8 am and end every day at 3pm in government schools. That's two hours more of school each day compared to Singapore's and 10 more hours a week.
- Conclusion presenter : Every country is different and it is interesting to find out what students in Hong Kong are studying and how they are doing it. They study longer but less English. I wonder if they study also just English, Mother Tongue, Maths and Science like us. Personally, with the exception of Mother Tongue, I like it that we are studying all our subjects in English. I can't imagine writing out the word "Photosynthesis" in Mandarin!

## **P4 Radio Capsules – Lesson 2: Scripting**

Main presenter : You have all spoke on a very interesting topic. Thank you for sharing with our audience. I hope you have enjoyed talking about the topic as much as I have enjoyed listening to it. That's all we have now. Thank you for tuning in. Here's xxx signing off. Good day.

**Annex 2**

### **How to write a radio script**

By Dave Gilson

Writing for radio is different than writing for print. You're writing for the ear, not the eye. Listeners have to get it the first time around- they can't go back and hear it again (unlike re-reading a sentence in a magazine). And while a reader may get up and come back to an article, a radio listener who gets up may not come back. So you want to grab their attention and hold onto it for as long as possible. Writing feature stories like the ones aired on B-Side is also different than writing news copy. You can loosen up a little. You can be more literary, more creative, more personal. This handout is a quick guide to writing a script for a feature radio story.

#### **Starting to Write**

As you start writing your script, you probably already have a good idea what your story's going to sound like. You've listened to all the clips and ambiance, maybe selected some music. You may have talked about the story with a friend or editor. Basically, you already have all the elements floating around in your head. Start writing your script by laying out all your cuts in the order you think you're going to use them. Then start writing your narration around them.

#### **Anchor Intros**

The place to start is usually the "anchor intro"- this is what the announcer/host will say to introduce your story. An anchor intro quickly sets up your story and puts it in context, without giving away too much. It should also introduce you, the reporter/producer.

#### **Telling a Story**

As you write your narration, try to tell a story with a beginning, middle, and end. Draw listeners into the story by setting a scene, raising a question, playing a weird noise, or introducing a character. Use narrative elements like foreshadowing, suspense, and scene changes to move the story along.

#### **A few aesthetic considerations to keep in mind as you write your script:**

## **P4 Radio Capsules – Lesson 2: Scripting**

**Be conversational.** Your narration should sound as natural as possible, like you're telling a story to a friend. This is not the same as trying to imitate spontaneous speech. Instead, this means writing in a style that sounds as relaxed as possible. Use phrases and words you normally use. When you read your narration aloud, do you sound like yourself?

**Be visual.** Give your listeners a chance to imagine the people, places and things in your story. Create a sense of scene; describe people; include interesting sounds. Avoid a story that's just a series of talking heads or facts.

**Be concise.** Long sentences loaded with ten-cent words and relative clauses usually don't work too well in radio (but there are exceptions). Mix up your sentence structure. It's surprisingly easy to fill 3 or 4 minutes of airtime- so don't overwrite.

**Be energetic.** Use the active voice. Use punchy verbs and contractions. Mind your tenses – don't switch back and forth between past and present. Most radio stories are done in present tense. Some exceptions include commentaries, and news stories about past events.

**Be thoughtful.** Try to go beyond just presenting the facts. Let your listeners know why your story matters. Is there a lesson to be learned, something to be taken away? You don't have to get too heavy or cerebral- just take it a step or two beyond pure description.

### **Writing for the Ear**

The way you listen to speech is different than the way you read. A few tricks to make sure your listeners stay tuned in:

**Keep ideas intact.** Don't break up subjects and verbs. Compare these three sentences:

- Nancy Smith, who is the founder and CEO of the Acme Corporation, says the widget market is booming.
- Acme Corporation founder and CEO Nancy Smith says the widget market is booming.
- Nancy Smith is the founder and CEO of the Acme Corporation. She says the widget market is booming.

Nancy Smith gets lost in the first one. The next two sentences express the same idea without losing track of who's being talked about or who she is.

*Extracted from [http://www.bsideradio.org/?page\\_id=25](http://www.bsideradio.org/?page_id=25)*

# Lesson 2 - Scripting



# 2013

- To put in a recording in 2013



# Radio Capsule

- 3 purpose of speaking
- To entertain
- To inform
- To persuade



# Today, you will learn to:

- Read a script
- Write a script
- Review your interview questions



# Writing a radio script

- **Be conversational.** Your narration should sound as natural as possible, like you're telling a story to a friend. This is not the same as trying to imitate spontaneous speech. Instead, this means writing in a style that sounds as relaxed as possible. Use phrases and words you normally use. When you read your narration aloud, do you sound like yourself?



# Writing a radio script

- Eg. Do you know the population in Hong Kong?
- Oh gosh! I do not know. Hong Kong seems so close but I don't know much about it. Come on, tell me more.



# Writing a radio script

- **Keep ideas intact.** Don't break up subjects and verbs.
- Example in next slide



# Writing a radio script

- Compare these three sentences:
  - Nancy Smith, who is the founder and CEO of the Acme Corporation, says the widget market is booming.
- - Acme Corporation founder and CEO Nancy Smith says the widget market is booming.
- - Nancy Smith is the founder and CEO of the Acme Corporation. She says the widget market is booming.



# Writing a radio script

- Which one had you thinking hard about it?



# Writing a radio script

- Did you get the idea that the first sentence is talking about Nancy Smith?
- The next two sentences express the same idea without losing track of who's being talked about or who she is.



# Writing a radio script

- Vary your sentence length. Be careful of too long a sentence that may trip your presenter.



# Writing a radio script

- Read this:

Hong Kong has a population of 7.1 million people while Singapore has a population of 5.3 million and Hong Kong has a land size of 1104 sq km compared to Singapore's land size of 637.5 sq km.

How would you improve it?



# Writing a radio script

- **Be visual.** Give your listeners a chance to imagine the people, places and things in your story. Create a sense of scene; describe people.



# Writing a radio script

- **Be energetic.** Use the active voice. Use punchy verbs and contractions. Mind your tenses – don't switch back and forth between past and present. Most radio stories are done in present tense. Some exceptions include commentaries, and news stories about past events.



# Writing a radio script

- **Be thoughtful.** Try to go beyond just presenting the facts. Let your listeners know why your story matters. Is there a lesson to be learned, something to be taken away?
- Say it in your conclusion



# Performance

- Here's an example to show you what I mean.
- We will have a group to perform it for us!



# Recap

- **Did the script show the following:**
- **Conversational**
- **Intact ideas**
- **Varied sentence length**
- **Energetic**
- **Visual**
- **Thoughtful**



**Fairfield Methodist School (Primary)**  
**Radio Capsules**  
**Script**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: P4(        )

Main Presenter – General Introduction of members: \_\_\_\_\_

Welcome to Fairfield Podcast. I am

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I am

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I am

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I am

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I am

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Together, we have lined-up some interesting stories for you.

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**Fairfield Methodist School (Primary)**  
**Radio Capsules**  
**Script**

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Country Introduction : \_\_\_\_\_

1. Size and population – compare it with Singapore’s size of 761 sq km and 5.4 million.
2. Race and language spoken – compare that with Singapore
3. Government – compare that with Singapore
4. Any other interesting fact you can find – eg. Type of houses or land of the country

Do you know where is

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Well,

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**Fairfield Methodist School (Primary)**  
**Radio Capsules**  
**Script**

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Conclusion Presenter: \_\_\_\_\_

1. What you have learnt from all the lessons in class and the visit by the ASEAN teachers.
2. How you felt about the project.
3. What do you hope people will do with your podcast

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**Fairfield Methodist School (Primary)**  
**Radio Capsules**  
**Script**

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**Fairfield Methodist School (Primary)**  
**Radio Capsules**  
**Timeline**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: P4(            )

<b>Wk</b>	<b>Date</b>	<b>Activity / Key milestones</b>	<b>Date of actual completion</b>
1	4 July - 2 periods	<ol style="list-style-type: none"> <li>1. <b>Lesson 1- Interview</b></li> <li>2. Topic decided</li> <li>3. Interview questions completed</li> </ol>	
2	11 Jul - 2 periods	<ol style="list-style-type: none"> <li>1. Roles decided</li> <li>2. Research completed</li> <li>3. Interviews completed</li> </ol>	
3	18 July - 2 periods	<ol style="list-style-type: none"> <li>1. <b>Lesson 2 – Radio scripts</b></li> <li>2. 1<sup>st</sup> draft of script completed – opening line, introduction and topic 1</li> <li>3. Vetting by teacher completed</li> </ol>	
4	25 July - 2 periods	<ol style="list-style-type: none"> <li>1. 2<sup>nd</sup> draft of script completed including amendments from teacher – topic 2, comparison and conclusion</li> <li>2. 2<sup>nd</sup> vetting by teacher completed</li> </ol>	
5	1 August - 2 periods	<ol style="list-style-type: none"> <li>1. Final revision of script including 2<sup>nd</sup> amendments by teacher</li> <li>2. <b>Lesson 3 - Pronunciation</b></li> <li>3. Rehearsing</li> </ol>	
6	8 August - 2 periods	<ol style="list-style-type: none"> <li>1. Recording</li> </ol>	
7	15 August - 1 period	<ol style="list-style-type: none"> <li>1. Peer evaluation – vote for the best podcast of another class               <ol style="list-style-type: none"> <li>a. 4A/4B</li> <li>b. 4C/4D/4E</li> <li>c. 4F/4G</li> </ol> </li> </ol>	

**Fairfield Methodist Primary School  
Primary 4 Radio Capsules  
Continual Assessment 2 – 2014**

**Band Descriptors**

<b>Total Marks</b>	<b>Pronunciation &amp; Articulation</b>	<b>Rhythm &amp; Fluency</b>	<b>Expressiveness</b>	<b>Engagement</b>	<b>Teamwork</b>
<b>5</b>	Clear and consistently good pronunciation	Fluent reading delivered with appropriate pauses and without hesitations	Has read using extremely good and appropriate emotion with a variation of pitch and tone to convey feelings	Engages the listener's attention completely	Member has worked extremely well with team-mates and is consistently able to encourage members and promote good work attitude
<b>4</b>	Clear pronunciation with a few errors but do not affect listeners' understanding	Relatively fluent reading with almost no hesitations	Has read using good and appropriate emotion with a variation of pitch and tone to convey feelings	Engages the listener's attention most of the time	Member has worked well with team-mates and is frequently able to encourage members and promote good work attitude
<b>3</b>	Generally clear pronunciation with some errors that are noticeable	Generally smooth delivery with some hesitations	Has read using fairly good and appropriate emotion with a variation of pitch and tone to convey feelings	Engages the listener's attention some of the time	Member has worked fairly well with team-mates and is sometimes able to encourage members and promote good work attitude
<b>2</b>	Pronunciation is difficult to understand with numerous serious errors	Generally uneven delivery with a number of hesitations	Has read mostly without appropriate emotion and made a few attempts to vary pitch and tone to convey feelings	Engages the listener's attention rarely	Member has worked fairly well with team-mates but has not been able to encourage members and promote good work attitude
<b>1</b>	Unclear pronunciation with mispronunciation of most words	Uneven, slow and jerky delivery with inappropriate pauses	Reads entirely in a monotone	Does not engage the listener's attention	Member has some difficulties working with team-mates. Team-mates have highlighted member's unsatisfactory work attitude and failure to cooperate.

**Fairfield Methodist Primary School  
Primary 4 Radio Capsules  
Continual Assessment 2 – 2014**

Class: \_\_\_\_\_ Group \_\_\_\_\_ Title of Script \_\_\_\_\_ Date: \_\_\_\_\_

	Name	Pronunciation & Articulation	Rhythm & Fluency	Expressiveness	Engagement	Teamwork	Total (raw)	Remarks
1								
2								
3								
4								
5								
6								
7								

Subject Teacher: \_\_\_\_\_