



## Primary 7 English

### Term 2

### TOPIC 1/2: Electronic Media

**Learning Outcome:** The learner uses knowledge and appropriate language to access and use information on electronic media.

#### Teaching activities

- (i) Using vocabulary and structures appropriately
- (ii) Listening to and interpreting texts on radio/television
- (iii) Summarizing information about radio/television
- (iv) Role-playing and dramatizing about radio/television
- (v) Reading and interpreting radio/ television items like announcements, adverts and news
- (vi) Writing and acting dialogues on radio/ television
- (vii) Conducting talk shows
- (viii) Writing news articles, adverts and announcements

#### Sub-Topic 4A: Radio / Television



Studio



Speaker



Knob



CD/DVD

## Radio & TV Vocabulary – Meanings

- **Programme** – A planned show on radio or TV (e.g., news, drama, talk show).
- **Music** – Songs or instrumental sounds played on radio or TV.
- **Announcements** – Short official messages or information broadcast to listeners/viewers.
- **Knob** – A round button used to control a radio or TV (e.g., tuning or volume).
- **Volume** – The loudness or softness of sound.
- **Channel** – A specific frequency or station on radio/TV.
- **Speaker** – The part of a radio/TV that produces sound.
- **Aerial** – An antenna that receives broadcast signals.
- **Guide** – A schedule showing programmes and times.
- **Presenter** – The person who hosts or introduces a programme.
- **Studio** – The place where radio or TV programmes are recorded or broadcast.
- **Advert** – A short message promoting products or services.
- **News** – Information about current events broadcast to the public.
- **Entertainment** – Shows that amuse or interest people (music, drama, comedy).
- **Broadcast** – The act of sending programmes over radio or TV.
- **Gospel** – Religious music or programmes about Christian teachings.
- **Pop** – A style of popular music often played on radio/TV.
- **Talk show** – A programme where people discuss topics with a host.
- **Line-up** – The list of programmes scheduled for a day.
- **Forecast** – A prediction, often about the weather, given on radio/TV.
- **Tune** – A melody or song; also means adjusting a radio to a channel.
- **Station** – A radio or TV company that broadcasts programmes.

**Exercise 1:** Answer the following questions in full sentences

1. What is a programme on radio or TV?
2. What do announcements provide to listeners?
3. What is the function of a knob on a radio?
4. What does volume control?
5. What is a channel?
6. What part of a radio produces sound?
7. What is the role of an aerial?
8. Who introduces or hosts a programme?
9. What is an advert used for?
10. What is a forecast usually about?

**Exercise 2:** Read the story and answer the questions that follow in full sentences.

On Saturday morning, the children gathered around the radio. The **programme** began with lively **music** followed by **announcements**. Peter turned the **knob** to adjust the **volume** and changed the **channel**. The **speaker** produced clear sound because the **aerial** was strong. The radio **guide** showed that the **presenter** would host a **talk show** later in the day. At the **studio**, workers prepared an **advert** before the **news** broadcast. The children enjoyed the **entertainment**, especially the **pop** songs, but also listened to the **gospel** programme. The **line-up** included a weather **forecast**. Finally, they learned how to **tune** to another **station** for more fun.

### Questions

1. What began the programme on Saturday morning?
2. What did Peter use to adjust the volume?
3. What produced clear sound?
4. Why was the sound clear?
5. What did the radio guide show?
6. Where was the advert prepared?
7. What programme came before the news?
8. What type of music did the children enjoy?
9. What prediction was given in the forecast?
10. What did the children learn to do with the station?

**Exercise 3:** Read the dialogue and answer the questions that follow in full sentences.

### Dialogue

**Presenter:** Welcome to today's **programme**. We begin with **music** and later the **news**.

**Listener 1:** I turned the **knob** to increase the **volume**.

**Listener 2:** Which **channel** are we on?

**Presenter:** This is Sunshine **station**, broadcasting live from the **studio**.

**Listener 3:** Will there be a **talk show** today?

**Presenter:** Yes, it's in the **line-up** after the **advert** break.

**Listener 4:** I love **pop** songs, but my sister prefers **gospel**.

**Presenter:** Don't worry, both are in today's **broadcast**.

**Dr. Aida Namitala**

### Questions

1. Give a title to the dialogue
2. What did the presenter say the programme would begin with?
3. What did Listener 1 adjust?
4. What did Listener 2 ask about?
5. Which station was broadcasting?
6. Where was the broadcast coming from?
7. What programme was scheduled after the advert break?
8. What type of music did Listener 4 love?
9. What type of music did Listener 4's sister prefer?
10. What word shows the day's schedule of programmes?
11. What did the presenter promise in the broadcast?
12. Who wrote the dialogue?

**Exercise 4:** Read the poem and answer the questions that follow in full sentences.

### Poem

The **station** plays a joyful song,

With **music** flowing all day long.

The **presenter** speaks with voice so bright,

From the **studio** morning till night.

The **programme** brings both **news** and cheer,

**Announcements** reach the people near and far.

The **line-up** shows what's next to air,  
**Entertainment** offered everywhere.

**Pop** and **gospel** share the stage,  
The **forecast** tells the weather's page.  
We **tune** the **knob**, the **volume** high,  
The **broadcast** travels through the sky.

Dr. Aida Namitala

### Questions

1. Give the poem a title.
2. What plays a joyful song?
3. Who speaks with a bright voice?
4. Where does the presenter work?
5. What two things does the programme bring?
6. What reaches the people near?
7. What shows what's next to air?
8. What two types of music share the stage?
9. What does the forecast tell?
10. What do we tune to adjust sound?
11. What travels through the sky?
12. Who wrote the poem?

**Exercise 5:** Read the poem and answer the questions that follow in full sentences.

### Advertisement

**Attention Listeners!** Tune in to Star Radio **station** for the best **programme** line-up. Enjoy lively **music**, inspiring **gospel**, and exciting **pop** hits. Our **presenter** brings you the latest **news**, weather **forecast**, and fun **talk shows**. Don't miss our special **advert** breaks with amazing offers. Adjust your **knob**, set the **volume**, and follow the **guide** for today's **broadcast** direct from our **studio**. Star Radio – your home of **entertainment!**

Management

### Questions

1. Which station is being advertised?
2. What type of line-up is promised?
3. What kinds of music are mentioned?
4. Who brings the latest news?
5. What prediction is given in the forecast?
6. What type of programme involves discussion?
7. What is found in advert breaks?
8. What should listeners adjust to hear clearly?
9. Where is the broadcast coming from?
10. What is Star Radio called in the advertisement?
11. Who is advertising?

### How to Use *If + Present Simple + shall/will + Infinitive*

This is the structure of the **First Conditional** in English. It is used to talk about **real or possible situations in the future**.

### Structure

- **If + Present Simple, + shall/will + Infinitive**

## Examples:

- *If you study hard, you will pass the examination.*
- *If it rains tomorrow, we shall stay indoors.*
- *If the presenter arrives early, the programme will begin on time.*

## Key Points

1. **Present simple** is used in the *if-clause*.
  - *If she writes her answers accurately...*
2. **Shall/will + infinitive** is used in the *main clause*.
  - *...she will get good grades.*
3. It expresses a **possible future result** depending on a present or future condition.
4. *Shall* is often used with “I” or “we” in formal English, while *will* is more common generally.

## Exercise 6: Rewrite sentences using **If + present simple + shall/will + infinitive**:

1. You study hard. You pass the exam.
2. It rains tomorrow. We stay indoors.
3. The invigilator gives instructions. The candidates follow them.
4. The candidate writes with ink. The answers look clear.
5. The supervisor checks the work. The results come early.
6. The presenter arrives late. The programme begins late.
7. The pupil revises well. He will score high marks.
8. The aerial is strong. The broadcast will be clear.
9. The candidate cheats. He will be disqualified.
10. The teacher explains the timetable. The candidates will understand the line-up.

👉 Example Answer: *If you study hard, you will pass the exam.*

## How to Use “... and so ...”

The phrase “**and so**” is used to show a **result or consequence** of something mentioned earlier. It connects two ideas, where the second idea explains what happened because of the first.

## Structure

- **Clause A + and so + Clause B**

### Examples:

- *The candidate revised well, and so she passed the examination.*
- *It rained heavily, and so the football match was cancelled.*
- *The presenter arrived late, and so the programme started late.*

## Key Points

1. **Shows cause and effect** → the second part is the result of the first.
2. **Similar to “therefore”** → but more natural in everyday speech.
3. **Used in both spoken and written English** → especially in storytelling.

### Exercise 7: Rewrite sentences using **and so**:

1. The candidate studied hard. He passed the exam.
2. The invigilator gave clear instructions. The candidates understood the work.
3. The aerial was broken. The broadcast was unclear.
4. The pupil forgot his index number. He lost marks.
5. The presenter spoke loudly. Everyone heard the announcements.
6. The timetable was followed. The examination ended on time.
7. The candidate cheated. He was disqualified.
8. The marking was accurate. The results were fair.
9. The forecast predicted rain. The programme was moved indoors.
10. The music was lively. The audience enjoyed the entertainment.

👉 Example Answer: *The candidate studied hard, and so she passed the exam.*

## How to Use “I like ...”

The phrase “I like ...” is used to express **enjoyment, preference, or interest** in something. It is one of the simplest ways to talk about what you enjoy doing, eating, watching, or listening to.

## Structure

- **I like + noun** → *I like music.*
- **I like + verb(-ing)** → *I like reading books.*
- **I like + object + infinitive/verb(-ing)** → *I like my friends to visit me. / I like playing football.*

## Key Points

1. **Noun form** → shows things you enjoy.
  - *I like tea.*
2. **Verb(-ing) form** → shows activities you enjoy.
  - *I like swimming.*
3. **Polite expression** → often used in everyday conversation.
4. **Can be extended** → *I like ... because ...* to explain reasons.

## Exercise 8: Rewrite or complete sentences using **I like ...**:

1. Express enjoyment of football.
2. Show that you enjoy reading books.
3. Write a sentence about liking music.
4. Say you enjoy watching TV.
5. Express that you like eating rice.
6. Write a sentence about liking your teacher.
7. Show that you enjoy playing with friends.
8. Express that you like listening to the radio.
9. Write a sentence about liking school.
10. Show that you enjoy drawing pictures.

🔑 Example Answer: *I like playing football with my friends.*

## How to Use “**I don’t like ...**”

The phrase “**I don’t like ...**” is used to express **dislike, lack of interest, or preference against something**. It is the opposite of “*I like ...*”

## Structure

- **I don't like + noun** → *I don't like noise.*
- **I don't like + verb(-ing)** → *I don't like waking up early.*
- **I don't like + object + verb(-ing/infinitive)** → *I don't like my friends to shout.*

## Key Points

1. **Noun form** → shows things you dislike.
  - *I don't like rice.*
2. **Verb(-ing) form** → shows activities you dislike.
  - *I don't like running in the rain.*
3. **Polite expression** → often used in everyday conversation to show preference.
4. **Can be extended** → *I don't like ... because ...* to explain reasons.

**Exercise 9:** Rewrite or complete sentences using **I don't like ...**:

1. Express dislike for playing football.
2. Show that you don't enjoy reading books.
3. Write a sentence about not liking loud music.
4. Say you don't enjoy watching TV.
5. Express that you don't like eating beans.
6. Write a sentence about not liking your timetable.
7. Show that you don't enjoy sitting in a noisy classroom.
8. Express that you don't like listening to gossip.
9. Write a sentence about not liking cheating in exams.
10. Show that you don't enjoy drawing pictures.

🗨 Example Answer: *I don't like loud music because it disturbs me.*

## How to Use *If 1st Conditional*

The **First Conditional** is used to talk about **real or possible situations in the future**. It shows what will happen if a certain condition is met.

## Structure

- **If + Present Simple, + will/shall + Infinitive**

### Examples:

- *If you study hard, you will pass the exam.*
- *If it rains tomorrow, we shall stay indoors.*
- *If the presenter arrives early, the programme will begin on time.*

## Key Points

1. **Present Simple** is used in the *if-clause*.
  - *If she writes her answers carefully...*
2. **Will/Shall + Infinitive** is used in the *main clause*.
  - *...she will get good grades.*
3. It expresses a **possible future result** depending on a present or future condition.
4. *Shall* is often used with “I” or “we” in formal English, while *will* is more common generally.

### Exercise 10: Rewrite or complete sentences using **If + Present Simple + will/shall + Infinitive**:

1. You study hard. You pass the exam.
2. It rains tomorrow. We stay indoors.
3. The invigilator gives instructions. The candidates follow them.
4. The candidate writes with ink. The answers look clear.
5. The supervisor checks the work. The results come early.
6. The presenter arrives late. The programme begins late.
7. The pupil revises well. He will score high marks.
8. The aerial is strong. The broadcast will be clear.
9. The candidate cheats. He will be disqualified.
10. The teacher explains the timetable. The candidates will understand the line-up.

☞ Example Answer: *If you study hard, you will pass the exam.*

## How to Use If 2nd Conditional

The **Second Conditional** is used to talk about **imaginary, unlikely, or hypothetical situations** in the present or future. It expresses what *would happen* if something *were true*, even though it is not.

### Structure

- **If + Past Simple, + would/should/could + Infinitive**

### Examples:

- *If I studied harder, I would pass the exam.* (But I am not studying harder now.)
- *If she were the presenter, she would host the programme well.*
- *If it rained today, we would stay indoors.*

### Key Points

1. **Past simple** is used in the *if-clause*.
  - *If he wrote his answers carefully...*
2. **Would/should/could + infinitive** is used in the *main clause*.
  - *...he would get good grades.*
3. It expresses **imaginary or unlikely situations**.
4. Often used to talk about **dreams, wishes, or advice**.

### Exercise 11: Rewrite sentences using **If + Past Simple + would/should/could + Infinitive**:

1. You studied harder. You pass the exam.
2. She revised well. She score high marks.
3. The invigilator gave clear instructions. The candidates understand better.
4. The candidate wrote neatly. The answers look accurate.
5. The supervisor checked quickly. The results come early.
6. The presenter arrived on time. The programme begin early.
7. The pupil listened carefully. He avoid mistakes.
8. The aerial was strong. The broadcast be clear.
9. The candidate cheated. He be disqualified.
10. The teacher explained the timetable. The candidates understand the line-up.

☞ Example Answer: *If you studied harder, you would pass the exam.*

## Sub-Topic 4B: Other Electronic Media

### Electronic Media Vocabulary – Meanings

- (i) **Eject** – To remove a disc, tape, or CD from a player.
- (ii) **On** – The state when a device is switched and working.
- (iii) **Off** – The state when a device is switched and not working.
- (iv) **Aerial** – An antenna that receives broadcast signals.
- (v) **Guide** – A schedule showing programmes and times.
- (vi) **Studio** – The place where radio, TV, or recordings are produced.
- (vii) **Advert** – A short message promoting products or services.
- (viii) **Entertainment** – Shows or programmes that amuse or interest people.
- (ix) **CD** – A compact disc used to store music or data.
- (x) **Player** – A device that plays CDs, DVDs, or tapes.
- (xi) **Tape** – A strip of magnetic material used for recording sound or video.
- (xii) **Recorder** – A device used to record sound or video.
- (xiii) **Disc** – A flat, round object like a CD or DVD that stores information.
- (xiv) **DVD** – A digital disc that stores movies, video, or data.
- (xv) **The Internet** – A global network that connects computers and allows sharing of information.
- (xvi) **Video** – Moving pictures recorded or broadcast.
- (xvii) **Tune** – To adjust a radio or TV to receive a channel.
- (xviii) **Press** – To push a button on a device.
- (xix) **Record** – To capture sound or video for later use.
- (xx) **Station** – A radio or TV company that broadcasts programmes.
- (xxi) **Connect** – To join a device to another or to a network.
- (xxii) **Extension cable** – A long wire used to connect devices farther from a power source.
- (xxiii) **Volume** – The loudness or softness of sound.
- (xxiv) **Compact** – Small and easy to carry.
- (xxv) **CD-ROM** – A type of compact disc that stores computer data (Read-Only Memory).

**Exercise 12:** Answer the following questions with full answers Questions

1. What does “eject” mean in electronic media?
2. What is the difference between “on” and “off”?
3. What is the function of an aerial?
4. What does a guide show?
5. Where are radio and TV programmes produced?
6. What is an advert used for?
7. What is a CD?
8. What device plays CDs or DVDs?
9. What is the purpose of a recorder?
10. What does “volume” control on a device?

**Exercise 13:** Read the following story and answer the questions that follow in full sentences

John switched the radio **on** and adjusted the **volume**. He used the **aerial** to get a clear signal from the **station**. Later, he placed a **CD** in the **player**, but when he wanted to change it, he pressed **eject**. His sister preferred watching a **DVD** in the living room. The **guide** showed the evening **programme** from the TV **studio**, including an **advert** and some **entertainment**. Their father connected the **extension cable** to the recorder so they could **record** a **video**. At night, John explored **The Internet** using a **compact** computer with a **CD-ROM** drive.

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### Questions

1. Give the story a title.
2. What did John switch on?
3. What did he adjust to control loudness?
4. What helped him get a clear signal?
5. What device did he use to play a CD?
6. What button did he press to remove the CD?
7. What did his sister prefer watching?
8. What showed the evening programme?
9. Where did the programme come from?
10. What device was connected with an extension cable?
11. What did John use at night to explore the Internet?

**Exercise 14:** Read the following dialogue and answer the questions that follow in full sentences

### Dialogue

**John:** I switched the radio **on**, but the **volume** is too low.

**Mary:** Try turning the **knob** or adjusting the **aerial**.

**John:** Good idea! I also want to play this **CD** in the **player**.

**Mary:** Don't forget to press **eject** when you change the **disc**.

**John:** Shall we watch a **video** later?

**Mary:** Yes, we can **record** it with the **recorder**.

**John:** The **guide** says there's a new programme from the **studio**.

**Mary:** Great! After the **advert**, there will be some **entertainment**.

Dr. Aida Namitala

### Questions

1. Suggest a title for the dialogue
2. What did John switch on?
3. What was too low?
4. What did Mary suggest adjusting?
5. What did John want to play?
6. What should he press to change the disc?
7. What did they plan to watch later?
8. What device can record the video?
9. What shows the programme schedule?
10. Where does the programme come from?
11. What comes after the advert?
12. Who wrote the dialogue?

**Exercise 15:** Read the following story and answer the questions that follow in full sentences

## Poem

Switch it **on**, or turn it **off**,

Adjust the **volume**, never scoff.

The **aerial** brings the signal clear,

The **station's** voice is what we hear.

A **CD** spins inside the **player**,

Press **eject**—it's a simple layer.

A **DVD** shows a moving scene,

With **entertainment** bright and keen.

The **studio** sends the **broadcast** wide,

The **guide** shows programmes side by side.

On **The Internet**, we learn and play,

With **CD-ROMs** to guide the way.

Dr. Aida Namitala

## Questions

1. What can be switched on or off?
2. What should be adjusted for loudness?
3. What brings the signal clear?
4. What do we hear from the station?
5. What spins inside the player?
6. What button removes the CD?
7. What shows a moving scene?
8. What brightens the programme?
9. Where are broadcasts sent from?
10. What helps us learn and play online?

**Exercise 16:** Read the following story and answer the questions that follow in full sentences

### Advertisement

**Attention Listeners and Viewers!** Switch **on** your favourite **station** for the best **entertainment**. Enjoy music on **CDs**, movies on **DVDs**, and exciting **videos** online through **The Internet**.

Our **studio** brings you top-quality programmes with clear sound from the **aerial**. Don't miss our **guide** showing today's line-up, including adverts and talk shows.

Press **eject** to change your disc, connect with an **extension cable**, and adjust the **volume** for perfect sound. Star Media—compact, modern, and always connected!

Dr. Bbosa Science

### Questions

1. What should listeners switch on?
2. What does the station provide?
3. What can be enjoyed on CDs?
4. What can be watched on DVDs?
5. Where can exciting videos be found?
6. Where do programmes come from?
7. What shows today's line-up?
8. What should be pressed to change a disc?
9. What helps connect devices farther away?
10. What should be adjusted for perfect sound?

**Thank You**

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