



Media and Communication

Multiple choice: school media | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What makes a podcast interesting to listen to?
2. Would you rather record, edit or interview?
3. How can students communicate school news well?
4. Why might interviewing people be harder than it sounds?

Exercise 4 at a glance

Read one longer text and answer six multiple-choice questions. Choose A, B or C. The correct answer may depend on attitude, purpose or a detail across a whole paragraph, not just one matching word.

2. Read for overall understanding

Read the article. What did Priya learn from making a podcast?

Starting a student podcast

by Priya Nair

Our school newsletter used to be a long email that many students ignored. When the media club suggested a short weekly podcast instead, I volunteered immediately. I liked talking and imagined recording would feel like chatting with friends. The first episode proved otherwise. We spoke over each other, forgot important dates and laughed at jokes that made no sense to anyone outside the room. Listening back was painful but useful. I had also underestimated how strange my own voice would sound when recorded, which made the first playback even worse.

Our teacher told us to plan each episode around one question, not a list of announcements. For example, instead of saying there was a careers fair, we asked how students could make the most of it. That small change made the podcast less like a noticeboard and more like a conversation. It also helped us decide what to cut. If a section did not answer the question, it probably did not belong. Planning around one question also helped guests prepare, because they knew the main purpose of the conversation before we started.

Interviewing teachers was the biggest challenge. I expected adults to give clear answers, but some spoke for too long, while others gave very short replies because they were nervous about being recorded. I learned to ask follow-up questions. If a teacher said a club was 'good for confidence', I asked what students actually did there. The best answers usually came after the first answer, when people stopped trying to sound official. I began writing two possible follow-up questions before each interview, but the real skill was deciding when to use them.

Editing changed the way I listened. At first, I wanted to keep every funny moment because we had enjoyed recording it. Then I realised listeners did not need all our pauses, private jokes or repeated points. Cutting material felt rude until I understood that editing protects the audience's time. A five-minute episode with clear information was better than a twelve-minute one full of energy but little direction. We kept one short joke if it helped the episode sound human, but removed the ones that only made sense to us.

The podcast is still imperfect. Sometimes the sound is uneven, and sometimes we publish later than planned. But more students now know about clubs, events and competitions because they hear classmates talking about them naturally. I used to think communication was mainly about speaking confidently. Now I think it is about shaping information so other people can actually use it. That lesson has helped me in presentations too, because I now think about what listeners need, not only what I want to include.

3. Strategy focus

Read around the answer

The answer may depend on the whole sentence or paragraph, not one phrase. Read before and after the likely answer line.

4. Exam-style multiple-choice questions

For each question, choose the correct answer, A, B or C.

Question 1

What did Priya realise after recording the first episode?

- A Informal talking did not automatically make a good podcast.
- B The school newsletter was more popular than expected.
- C Students preferred jokes to useful information.

Question 2

Why did the teacher suggest using one question?

- A to make episodes longer and more detailed
- B to give each episode a clearer focus
- C to avoid mentioning school announcements

Question 3

What did Priya learn about interviews?

- A Teachers usually speak too confidently when recorded.
- B Short answers are easier to edit than long ones.
- C Follow-up questions often produce better answers.

Question 4

Why did Priya find cutting material difficult at first?

- A She wanted to keep moments the team had enjoyed.
- B She worried the podcast would become too short.
- C She did not understand the editing software.

Question 5

What does Priya mean when she says editing protects the audience's time?

- A Students should listen to podcasts at convenient times.
- B Short episodes should avoid serious information.
- C Listeners benefit when unnecessary parts are removed.

Question 6

How has Priya's view of communication changed?

- A She believes confident speakers make the best presenters.
- B She now sees it as organising information usefully.
- C She thinks natural conversation needs no preparation.

5. Follow-up tasks

1. Discussion: What school topic would make a useful podcast episode?
2. Strategy: For one difficult question, write the paragraph where you found the evidence.
3. Writing: Plan three questions for interviewing someone about a school event.
4. Vocabulary: Circle words and phrases connected to media, interviews and communication.

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2. Read for overall understanding

Suggested answer: She learned that good communication depends on preparation, listening and editing, not just having something to say.

4. Exam-style multiple-choice questions

1. A; 2. B; 3. C; 4. A; 5. C; 6. B

1. A - The first recording was messy and only useful after listening back.
2. B - The question helped them decide what belonged in the episode.
3. C - She says the best answers came after follow-up questions.
4. A - She wanted to keep funny moments because they had enjoyed them.
5. C - She contrasts clear five-minute episodes with longer unfocused ones.
6. B - She says communication means shaping information so people can use it.