



## Media and Communications

**Aim:** to prepare students to talk about 21st-century problems and communication

**Level:** Upper intermediate / B2

**Language:** talking about different ways of communicating, networking and keeping in touch; talking about cause and effect

**Time:** 45 minutes + 20 minutes for exam task

**Materials:** one copy of the worksheets and exam task per student; one set of ailment cards per group of students

**Note:** The first three activities are aimed at introducing the vocabulary and ideas needed to carry out the communicative activity at the end of the worksheet. Often students need 'scaffolding' in order to carry out an activity or task effectively.

### Warmer

1. Ask the students to look at the four pictures and make brief notes about what each picture shows and what it makes them think about.
2. Put the students in pairs or small groups and get them to discuss their ideas.

### Activity 1

1. Next put the students in groups and ask them to look at the three questions (a – c) in Activity 1 and discuss these together.
2. Monitor and help where necessary (you might need to prompt the students a bit).
3. Finally, ask one or two students to report back to the class on their discussion.

### Activity 2

1. On the board write up the words 'cause' and 'symptom'.
2. Then, under the word 'symptom' write 'headache'.
3. Next, ask the students what things cause headaches. Elicit ideas and write these up on

the board i.e. loud music, pollution, traffic noise, watching too much TV, etc.

4. Then, read through the instructions for Activity 2 together.

5. Put the students in groups and get them to complete a chart with causes for the different symptoms listed in Activity 2.

6. Give the students plenty of time to do this activity – they will probably need ten minutes to come up with a reasonable list for all eight symptoms. They may also need access to dictionaries to help them with new vocabulary.

7. Monitor and help where necessary.

8. Ask a few students to give you their ideas and write some of these up on the board.

**Note:** Hopefully, you will get ideas connected to things like sitting in front of a computer for too long, texting too much, talking on their mobile phone for hours on end, eating too much junk food, etc.

### Activity 3

1. Divide the class into big groups of six or eight. In each group, half of the students are assigned letters A–D, and the other half are assigned numbers 1–4. Ask the letter and number groups to sit in a line facing each other, as shown below:

A	B	C	D
1	2	3	4

2. Present the background information to the activity:

Each of the students has an ailment card, on which they have causes and symptoms for an illness that they are suffering. All of the illnesses are related to 21st-century problems. Students should complete their ailment cards with the name of their character, a fancy name for the ailment, and additional causes and symptoms. Encourage students to use vocabulary of ailments, symptoms and diagnoses, and to be imaginative!



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3. Give students five minutes to do this.

4. Once students have completed their ailment cards, they should take it in turns to role-play doctors and patients. First, the lettered students (A-D) should play the doctors. Each of the numbered students (1-4) should sit in front of a doctor and explain their symptoms. The doctors should offer their patient some appropriate advice. Give each pair two minutes to explain the problem and to give advice. Monitor and offer help if necessary.

5. After two minutes, have each patient move down so they are sitting with a different doctor and repeat the process. Once all four of the patients have seen each of the doctors, the students should then switch role, the patients becoming the doctors and vice versa. When each student has spoken to everybody, ask each student to state which doctor gave the best advice to solve their 21st-century problem.

### Practice exam question

**Note:** There are two parts to this section: an individual turn and then a pairwork discussion activity.

Depending on the number of students you have in the class, you could either take the role of examiner yourself or, especially in large classes, get the students to work in groups with one of them taking the role of the examiner.

For example, put the students in groups of three. For the individual activity:

- one student takes the role of 'candidate' and speaks
- one takes the role of 'interlocutor', asking questions and prompting the 'candidate'
- one student takes the role of 'examiner' using the mark scheme. You may wish to translate this.

For the pairwork, two of the students speak to each other while the third student takes the role of examiner.

Suggested marking scheme:

Total mark out of 20 with each criteria worth up to 5 marks.

### Content – answering the question

- 5 – answers the question and all the information included
- 4 – answers the question but one or two things missing
- 3 – answers the question but a number of things missing
- 2 – tried to answer the question but quite a lot missing
- 1 – failed to answer the question

### Range of vocabulary and grammar

- 5 – used a wide range of vocabulary and grammar appropriate to the task
- 4 – used a wide range of vocabulary and grammar but not always appropriate to the task
- 3 – used a fairly wide range of vocabulary and grammar appropriate to the task
- 2 – used a limited range of vocabulary and grammar
- 1 – used a very limited range of vocabulary and grammar

### Accuracy of language (i.e. pronunciation, functional language etc)

- 5 – minimal errors, well-developed control of language
- 4 – errors occur when attempting more complex language
- 3 – a number of errors but they do not impede communication
- 2 – a lot of errors, distract the reader, difficult understanding
- 1 – frequent errors, difficult understanding

### Fluency

- 5 – speaks well with only natural pauses (i.e. to collect thoughts)
- 4 – sometimes hesitates when trying to think of a word or what they want to say next
- 3 – often pauses to think about what they want to say, but can use fairly complex language at times
- 2 – struggles to put together full sentences and pauses frequently
- 1 – only uses a few words and can't fully talk about the task



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### Warmer

Look at these pictures. What does each picture show? What do they make you think about?



Worksheet

### Activity 1

Each of the pictures above shows a '21st-century problem'. Work in groups. Choose two of the pictures and discuss the questions.

- What are the people in the picture doing?
- What problems can such behaviour cause?
- Do you think the behaviour is healthy? Why / Why not?

### Activity 2

Some people think that modern lifestyles are leading to new types of health issues and illnesses. Look at the symptoms below, what do you think might cause each symptom?

*splitting headaches*

*feeling nauseous / sick*

*backache*

*stiff joints*

*can't sit still / always moving*

*coming out in a painful rash*

*swollen ears*

*not being able to sleep*



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### Activity 3



#### Student A

NAME:

AILMENT:

CAUSES:

- watching TV for eight hours every day

• \_\_\_\_\_

SYMPTOMS:

- feeling nauseous

• \_\_\_\_\_

• \_\_\_\_\_

#### Student B

NAME:

AILMENT:

CAUSES:

- using a mobile phone too often

• \_\_\_\_\_

SYMPTOMS:

- ears getting swollen

• \_\_\_\_\_

• \_\_\_\_\_

#### Student C

NAME:

AILMENT:

CAUSES:

- spending too much time on social networking sites

• \_\_\_\_\_

SYMPTOMS:

- having uncontrollable fits of laughter

• \_\_\_\_\_

• \_\_\_\_\_

#### Student D

NAME:

AILMENT:

CAUSES:

- eating too many chocolate bars and no fruit

• \_\_\_\_\_

SYMPTOMS:

- sneezing and coughing

• \_\_\_\_\_

• \_\_\_\_\_

#### Student 1

NAME:

AILMENT:

CAUSES:

- drinking too many fizzy drinks

• \_\_\_\_\_

SYMPTOMS:

- coming out in a painful rash

• \_\_\_\_\_

• \_\_\_\_\_

#### Student 2

NAME:

AILMENT:

CAUSES:

- spending too much time on YouTube

• \_\_\_\_\_

SYMPTOMS:

- aching all over

• \_\_\_\_\_

• \_\_\_\_\_

#### Student 3

NAME:

AILMENT:

CAUSES:

- downloading music and video files

• \_\_\_\_\_

SYMPTOMS:

- having splitting headaches

• \_\_\_\_\_

• \_\_\_\_\_

#### Student 4

NAME:

AILMENT:

CAUSES:

- using hot spots to go online

• \_\_\_\_\_

SYMPTOMS:

- having stiff joints

• \_\_\_\_\_

• \_\_\_\_\_



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### Individual activity



- Compare and contrast the pictures.
- How do you chat with your friends and family?
- Discuss some of the advantages and disadvantages of both ways of talking to people.

### Paired activity



**Your school / college is trying to find out how students can stay in touch, communicate and be kept informed. They want to know which of the following tools are the most useful and why:**

- email
- Skype
- blogs
- online discussion groups
- social media sites (e.g. Facebook, Twitter, etc)
- texting

**Decide which are most useful. Agree on three.**

Practice exam question