

WORKSHEET

Consumers – Problem solving
Adrian Tennant**Before listening**

Look at these sentences. What do you think each person's problem might be?

When I'm unhappy I eat a lot.

I feel so unhappy.
I don't want to do anything.
I just want to sit here doing nothing.

I'm so worried.
I can't sleep properly and I always
have headaches.

While listening**Exercise 1**

Listen to the recording and check your ideas from the 'Before listening' exercise.

While listening**Exercise 2**

Listen again. Are these sentences true (T) or false (F)?

- 1 If you are thin then you must have an eating disorder. T/F
- 2 It's not a good idea to change the way you eat to match the way a friend eats if they have an eating disorder. T/F
- 3 It can be difficult to admit you have an eating disorder. T/F
- 4 Exercise isn't good if you are feeling depressed. T/F
- 5 There are professional people who can help you if you are depressed. T/F
- 6 Eating too much is a common sign of stress. T/F
- 7 If you feel stressed then try and laugh – it will help. T/F

While listening

Exercise 3

Listen again and write down words that match the following definitions.

- a The kind of food you eat every day (1)
- b An illness usually connected with eating too much or not enough (1)
- c To be, or do, the same as someone (1)
- d Getting better from an illness (1)
- e A doctor, nurse or health worker (2)
- f A list of things to do (3)
- g The answer to a problem (3)
- h To get smaller (3)

Follow-up

Choose one of the problems and make a chart showing the symptoms (what happens if you have the problem) and tips or suggestions on how to overcome the problem.

Symptoms	Tips/Solutions
•	•
•	•
•	•
•	•
•	•

TEACHER'S NOTES

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Level

Intermediate

Time needed

40–60 minutes (approx)

Preparation

Photocopy of the worksheet for each student.

Procedure**Before listening**

- 1 Hand out the worksheet and ask the students to read the three speech bubbles.
- 2 Put the students in pairs and ask them to discuss the sentences – what problem is each sentence about.
- 3 Monitor and see what ideas the students have. If you notice they are struggling write up one of the problems i.e. Stress on the board and see if the students can match it to one of the sentences. Then encourage them to think about the other two sentences.
- 4 Finally, ask the students for their ideas, but do NOT give them the correct answers yet.

Exercise 1**While listening**

- 1 Tell the students you will play the recording, they should listen and check their ideas/answers to the 'Before listening' exercise.
- 2 Play the recording.
- 3 Put the students in pairs and get them to check their answers together.
- 4 Play the recording again, if necessary.
- 5 Check the answers as a class.

Note: The exact sentences aren't on the recording, so the students will need to listen to the content.**Exercise 2****While listening**

- 1 Hand out the worksheet and ask the students to read the sentences.
- 2 Put the students in pairs and ask them to discuss whether they think each sentence is true (T) or false (F).
- 3 Play the recording.
- 4 Put the students in pairs and get them to check their answers together.
- 5 Play the recording again, if necessary.
- 6 Check the answers as a class.

Key

1	F	2	T	3	T	4	F	5	T
6	F	7	T						

Exercise 3**While listening**

- 1 Hand out the worksheet and ask the students to read the eight definitions.
- 2 Put the students in pairs and ask them to discuss what they think each word could be.
- 3 Explain that you will play the recording. They should listen and see if they can hear a word (or a couple of words together) that match each definition. Point out that the numbers in brackets refer to which section of the listening the word is in i.e. (1) is in the first part on eating disorders.
- 4 Play the recording.

- 5** Put the students in pairs and get them to compare their answers.
- 6** Monitor and help where necessary.
- 7** Play the recording again if necessary before checking as a class.

Note: If you think your students need extra help you could write up the words on the board, but in the wrong order.

Key

Eating patterns	Eating disorder
Fit in	Recover(y)
Health professionals	Action plan
Solution	Reduce

Follow-up

- 1** Put the students in groups and hand out the worksheet.
- 2** Ask the students to choose one of the problems and complete the chart (symptoms in column 1 and tips/solutions in column 2).
- 3** Monitor and encourage the students to think of new symptoms and tips.
- 4** Finally, ask a few groups to share their ideas.

Tape Script

Problem solving

Take a look at these tips. What do you think of them?

Eating disorders

If you, or one of your friends, has an eating disorder, here are some things to remember.

- * People with eating disorders often use food as a way of showing that they are unhappy.
- * Being thin doesn't mean they have an eating disorder. There are other signs to look for.
- * If you're worried about a friend, try to encourage them to get help.
- * Never change your own eating patterns to fit in with theirs.
- * If someone has an eating disorder, the first step to recovery is to admit it. This takes courage.
- * Eating disorders can affect everyone.

Depression

Here are a few ways to feel happier.

- * Do something you enjoy: watch a film you love, or listen to your favourite music.
- * Get physical! Doing exercise usually makes you feel good about yourself.
- * Share your problem. Discussing it with a friend often helps.
- * Remember that sad feelings will go away. Nothing lasts forever.
- * Don't hesitate to talk to sympathetic teachers and parents.
- * See a health professional. Remember that they will respect your privacy.

Stress

Sometimes, life seems full of problems.

- * It's normal to be nervous before exams!
- * Headaches, stomach pains, sleeping problems and no interest in food can all be signs of stress. Be alert!
- * Write a list of the things that make you feel stressed. Think of a solution for each one.
- * Make an action plan, and discuss this with a friend.