

Anglais langue seconde Voie B

Communication orale – 8^e année

Tâche signifiante

Materials needed – A computer and a projector, access to the internet, iPad or video camera if recording a video for part 4. If not recording a video, use Audacity and a microphone.

Part 1

Contextualization:

Teacher initiates a discussion about cell phones.

How many students have them in the class?

How much they use them?

What they use them for?

Are there any benefits or good things that come from using one?

Are there any drawbacks or bad things that come from using one?

Part 2

Listening:

The students will have the chance to read the focus questions for the listening activity before they watch the video once. They will have only one opportunity to take in as much information as possible when listening to the video/text. They can answer the questions and use the empty text box to jot down their own notes.

Students listen to the video “**How is your phone changing you?**” by AsapScience via the YouTube link: <https://www.youtube.com/watch?v=W6CBb3yX9Zs>

The focus questions and space for taking notes are found on the following page.

Focus questions.

1. People in the world have more cell phones than _____.

2. Looking at your cell phone constantly is the same as _____.

3. What are the changes to eyesight that have occurred around the world?

4. Why is your cell phone hard to put down?

5. Most young adults no longer do these two things to overcome boredom: _____ & _____

6. What is the phobia called of not having access to your cell phone?

7. How does cell phone use affect the brain?

8. Which serious health problems could be increased by cell phone overuse?

9. In your opinion, how could a person benefit from taking a cell phone vacation?

Other notes :

After listening to the video, the students should have been able to answer the focus questions.

Part 3

Speaking (sharing their opinions)

Opinion: Students are asked to form an opinion about whether the information in this video is sufficient to get them to change some of their habits? Why or Why not? Could they imagine themselves taking a cell phone vacation? What would it look like?

In their own words, they make connections to the text and their own lives. Students can justify their own choices for making changes or not. Students also identify and explain three reasons why it might be a good idea to take such a vacation.

Part 4

Extension Activities

1. Based on the information obtained in the video, students will work in small groups to brainstorm ideas together. Then each student creates and records a meaningful message (video, etc.) – justifying their ideas and thoughts inspired by the video - (they can make a video, PowerPoint, audio file, keynote, etc.) that explain the risks involved to future users of cell phones (they could present their information to a younger class in the school or to family members.)
2. At the end of this video, there was mention of the benefits of taking a *cell phone vacation*. Revisit the video and have a class discussion. Students identify and explain at least three reasons why it is a good idea to take such a vacation. As a class, they can decide if/when they wish to take such a vacation and then conduct an experiment of taking a “cell phone vacation”. They can offer a hypothesis, create criteria for the “vacation”, conduct the experiment over the identified period of time and then discuss how it went for everyone when completed. Were they able to enjoy themselves “on vacation”?