

Name:

Date:

Communicative Speaking Activities: Global Crisis Management (Student Instructions)

Instructions: These activities will challenge your ability to use advanced English to discuss complex ethical and persuasive arguments related to global crisis reporting. Choose one activity as directed by your teacher.

Option 1: The Ethics Committee – A Simulation Debate

Your Role: You are a member of an emergency governmental 'Communication Ethics Committee' meeting immediately after the publication of the "10 Reasons" article.

Objective: You must debate and collaboratively decide on the final version of a public statement that reports the 10 reasons *without* causing public complacency or minimizing the virus's seriousness.

Role	Priority	Core Goal
The Scientist	Precision & Uncertainty: Focus on hedging language and the need to communicate data accuracy and limitations.	Ensure the final statement avoids overpromising and accurately reflects the provisional nature of the data.
The Journalist	Public Trust & Clarity: Focus on the public's right to know and the need to balance hope with realism.	Draft a clear, accessible statement that manages public fear without trivializing risk.
The Politician	Compliance & Stability: Focus on calming markets, ensuring citizens comply with mandates, and presenting a unified government stance.	Ensure the final statement reinforces government policy and encourages proactive behavior.

Core Challenge: Identify which of the 10 reasons is most likely to lead to public apathy or non-compliance. Rephrase that reason to maintain vigilance while still being scientifically optimistic.

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Option 2: The Data Pitch – Persuasion and Retrospection

Your Role: You will work in pairs. One pair presents, and the other acts as Skeptical Auditors.

Objective: Select one of the 10 reasons (e.g., the speed of sequencing, the number of clinical trials, or the mild symptoms in children). You must 'pitch' this reason to the Auditors, arguing that this single factor was the *most critical* piece of good news in early 2020.

Focus Language: Hypothetical Conditionals

Use the **Third Conditional** to emphasize the importance of this early action:

- *If we hadn't shared* the genome data so quickly, *we wouldn't have been able* to start test development in January.
- *Had they not mobilized* global researchers, *the vaccine timeline would have been* delayed by years.

Auditor Role: You must challenge the presenter's premise. Ask critical questions about trade-offs and retrospective negative consequences (e.g., "But didn't the low mortality data for youth cause complacency?").

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Teacher Instructions and Target Language Guide

(For Communicative Speaking Activities)

Purpose: To engage Advanced ESL students (C1/C2) in communicative tasks requiring the use of formal register, complex modal structures, and high-level persuasive language derived from the '10 Reasons' article.

Option 1: The Ethics Committee (Simulation Debate)

Component	Instruction for Teacher
Grouping & Setup	Divide students into groups of three. Assign roles (Scientist, Journalist, Politician). Ensure students understand their role's inherent conflict of interest.
Preparation Phase	Allow 10 minutes for students to review the 10 Reasons and bullet-point 3 arguments they will use to defend their role's priority.
Target Language	Formal Register & Attribution: <i>It is imperative that we, We must ensure, We ought to have foreseen.</i> Contrasting Ideas: <i>While I concur with the premise..., Conversely..., That argument is predicated on....</i> Hedging: Require students to use hedging from Section 2.
Assessment Focus	Ability to maintain formal tone and effectively qualify statements in line with their assigned role.

Option 2: The Data Pitch (Persuasion and Retrospection)

Component	Instruction for Teacher
Grouping & Setup	Divide students into pairs (A and B). Pair A prepares to pitch; Pair B prepares to audit. Rotate roles after 10 minutes.
Preparation Phase	Pairs select one Reason. Instruct them to brainstorm three retrospective negative possibilities that were avoided <i>only</i> because of their chosen Reason (e.g., "If Reason X had not happened...").

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Target Language	Third Conditional: Require minimum three uses of the Third Conditional (e.g., <i>If we hadn't sequenced it, we wouldn't have known...</i>). Advanced Persuasion: <i>It stands to reason that..., The undeniable truth is..., This data unequivocally proves....</i> Vocabulary: Encourage the use of at least three academic terms from the Lexical Range section.
Assessment Focus	Grammatical accuracy when using complex hypothetical conditionals and the strategic deployment of persuasive discourse markers.