



# Media and Communication

Multiple matching: school communication | Cambridge IGCSE ESL 0510/0511

## 1. Lead-in discussion

Talk with a partner before you read.

1. How do students usually hear school news?
2. What makes a notice easy to understand?
3. Should school news be serious, friendly or both?
4. How can schools avoid leaving people out?

### Exercise 2 at a glance

Read four short texts. For each statement, choose the correct person, A-D. One person may be used more than once. Read the whole detail carefully before you choose.

## 2. Read for overall understanding

Read the four texts. Which communication method would work best in your school? Give a reason.

### Sharing School News

#### A Digital noticeboard

The digital noticeboard is displayed on screens near the school entrance. It works well for urgent reminders because messages can be updated quickly during the day. The office staff keep the wording short, usually no more than two lines, so students can read it while walking past. It is less useful for complex information, and students sometimes miss messages if the screen changes too quickly. For this reason, important exam information is repeated elsewhere.

#### B Weekly student bulletin

The weekly student bulletin is written by two older students and checked by a teacher before it is emailed every Monday. It includes club news, competition results and reminders about deadlines. The tone is friendly, but the writers avoid private jokes because new students and parents may read it too. Some students ignore long emails, so the bulletin begins with three key points in bold. It is most useful for information that does not change suddenly.

#### C Translation group

The translation group helps families who are still learning the school language. Students and staff translate short notices about events, trips and uniform rules. They do not translate confidential information, but they make sure basic messages are clear. The group has reduced confusion before parents' evenings because families know where to go and what to bring. The main difficulty is finding volunteers who can check each translation carefully.

#### D Form-time announcements

Form-time announcements are read aloud by tutors at the start of the day. They are useful when teachers need to check that everyone has heard the same message. Tutors can answer questions immediately, which is helpful for changes to rooms or timetable arrangements. However, announcements can be forgotten if students do not write them down. Some tutors now ask students to repeat the key action before leaving the room.

### 3. Strategy focus

#### Notice the audience

Each method is designed for a different audience or situation. Match the statement to the exact audience, purpose or limitation.

### 4. Exam-style matching questions

For each statement, write the correct letter, A, B, C or D, on the line.

No.	Which method...	A-D
1	is best for information that needs to be changed quickly	.....
2	begins with a short summary of the most important points	.....
3	helps families understand basic school information	.....
4	allows questions to be answered immediately	.....
5	avoids jokes because different people may read it	.....
6	may fail if messages disappear too fast	.....
7	needs careful checking by suitable volunteers	.....
8	is useful when everyone must hear the same message	.....
9	is not suitable for detailed or complex information	.....

### 5. Vocabulary notebook

Underline five useful words or phrases. Check their meaning, then record them in your vocabulary notebook.

### 6. Follow-up tasks

1. Discussion: Which method would stop students missing important information?
2. Strategy: Highlight the sentence where you found each answer. Label it with the question number.
3. Writing: Write a clear school notice about an event or timetable change.
4. Vocabulary: Circle words and phrases connected to messages, audiences and communication.

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## 2. Read for overall understanding

Suggested answer: Students' own answers, but they should refer to details from the texts.

## 4. Exam-style matching questions

1. A
2. B
3. C
4. D
5. B
6. A
7. C
8. D
9. A

## Notes for checking

Learners should match the statement to the exact detail in the text.

An option may be used more than once.

If learners disagree, ask them to highlight and label the sentence that proves their answer.