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| **Topic: Mobile Phones** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sean Kim | Upper- Intermediate | Adult | 5 | 30 minutes |
| **Materials:**  Computer, monitor, speaker (Availability of the internet should be checked beforehand)  White board & markers with a variety of at least 3 colors  Reading text (mobile phones, 6 copies)  Worksheet   * Literal, interpretive and applied questions * Guess & fill in the blank * Comprehension task | | | | |
| **Aims:**  SWBAT will be able to think, read and discuss about the advantages and disadvantages of possessing the modern day cell phone (Article extracted from Breaking News English).  SWBAT read and pronunce vocabulary from the given article through explanation of T and help of peers.  Ss will improve intensive reading abilities through going over the given article with the T.  Ss will improve speaking and communication skills related with the main topic through pair and group work. | | | | |
| **Language Skills:**  Reading: Reading the context  Listening: Listening to Ts explanation & peer’s opinions.  Speaking: Discussing, sharing and presenting S’s thoughts during class.  Writing: Writing on the given worksheet while solving guided questions. | | | | |
| **Language Systems:**  Lexis: Vocabulary and phrases used in the reading material.  Discourse: Discussion and presentation.  Phonology: Monitoring S’s pronunciation and intonation. | | | | |
| **Assumptions:**  Ss have much experience in group and pair work.  Ss can discuss and make short presentations in English. | | | | |
| **Anticipated Errors and Solutions:**  Ss may not know vocabulary and phrases from the reading comprehension material.   * Ask Ss during class if they were not able to catch or listen to Ts explanation. Let other Ss describe and teach peers.   Ss may not be able to understand quickly read English.   * T reads out the script clearly in chunks.   Ss may not be able to have enough discussion time.   * T helps Ss to think through CCQs during discussion time and give out Ts opinion. | | | | |
| **References:**  Breaking News English, 2017. Retrieved 13th September 2018 from,  http://www.onestopenglish.com/skills/reading/pdf-content/reading-lessons-mobile-phones-reading-text-upper-intermediate/147287.article | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | |
| **Aims:**  Greeting and build rapport.  Ss will guess what will be read and talked about in class.  Ss will read the given text together and think about the given topic with T. | | | **Materials:**  T’s prepared PPT about mobile phones  Worksheet #1. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **2 min**  **5 min**  **5 min** | **Whole Class**  **Whole Class**  **Whole Class** | **Responds to greeting.**  **Answers to T Qs and discusses with peers and T.**  **Listens to Ts presentation and guesses item.**  **Ss read text in turns and listens to activity they are to do.** | **<Greetings and brief rapport>**  How is your day going along?  Do you have any plans for this weekend?  **<Warm up and eliciting>**  Today we will be looking and discussing about a certain item. First of all let’s think about five most essential items that we need in our lives  (lead Ss to the item, “mobile phones)  T hands out the prepared text and worksheet on the topic of mobile phones.  T Introduces topic and reads text.  I’m pretty sure you all know what our topic is now.  (Ss answer: mobile phone  T uses PPT to introduce what would happen if there were no cell phones these days.  (PPT: 10 Things That Would Be  Different If We Didn't Have Cell Phones)  **<Instructions>**  Before going into the active work, let’s read in turns the text together.  (Text sheet)   * If needed T corrects pronunciation and intonation. Vocabulary is also explained if needed. * Do you agree with the writer? Why, Why not? * Underline the points of view you agree with, and **underline with a wiggle** the points you disagree with. * Compare the answers with your partner. * Are there any other things that would happen without a cell phone? Come up with at least 3 answers.   **<CCQ, ICQ>**  What are you going to discuss about?  Will we be working alone? (No, we will be working in groups) |
| **Notes:** | | | |
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| **Practice:** | | | |
| **Aims:**  SWBAT discuss with peers in pairs about the given questions and make up answers in English. | | | **Materials:**  Text/work sheet. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **10 min** | **Pair work** | **Discusses in pairs about the given topic and questions.** | **Handed worksheet and questions are started.**  T pairs with the remaining S.  T monitors Ss discussion and helps them if needed  **Monitoring Ss discussion**  The main discussion and questions are all noted down and can be checked on the screen.  If you need any help or do not understand anything you can freely ask me.   1. Think and share 2. You will have to present you answers with the whole class after 10 mins.   **(CCQs)**  How much time do we have? (10 min)  Should you pair work or group work? (Pair work)  **Teacher goes around the classroom to check if the students are on the right track. Get involved in the discussions with the Ss if needed. Correct pronunciation errors if needed. Check topics of which Ss chose.** |
| **Notes:** | | | |
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| **Production:** | | | |
| **Aims:**  SWBAT present what they discussed while using English only if front of the class**.** | | | **Materials:**  None Needed. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **5 min**  **2 min** | **Whole class**  **Whole Class** | **Ss pick a presenter and presenter from each group comes to the front and makes a short presentation in turns.**  **Listens to Feedbacks from the T.** | **Listens to Ss discussion topic and presentation while checking for errors and prepares feedbacks for each group.**  Now discussion time is over. It’s time to listen to what each individual has come up with. The presenter may also interact with the Ss during the presentation so concentrate.  **<Feedbacks & Error Correction>**  T gives feedbacks to students about the topic.  T also corrects pronunciation, important contextual meanings used during the presentation if needed.  T.  Could you summarize what the other group told us?  What did you think about classmate’s opinions? |
| **Notes:** | | | |
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| **Post Production:** | | | |
| **Aims:** | | | **Materials:** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **3 min** | **Whole Class** | **Writes down homework** | **Give out homework**  For your assignments I would like you to think of an important item which is dear to you. Bring it with you for next class. You will be describing the item to the whole class. This is called show and tell!  **(CCQ)**  So what will your homework be?  What is show and tell?  **Closing**  Today we had a productive time while reading and discussing about mobile phones  Did you enjoy the subject?  Was it too easy?  Do you have any questions?  (Dismiss the class if there’s no question.)  Class dismissed!!  See you next week everybody. |
| **Notes:** | | | |

I don’t have one, and if I can help it, I won’t ever get one in the future. And I hate the assumption that I need one, or that I’m strange not having one. I opened a new bank account the other day and the woman who was helping me (and this is a true story) asked me if I was serious when she found out I didn’t have one. She simply couldn’t see how I could live my life without one. I don’t see why – I can be contacted at home, or work, so what’s the problem?

Yes, I have a laptop computer and instant access to the Internet; yes, I have a digital camera and yes I have a microwave oven and an i-Pod but I absolutely refuse to get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

Of course I can see how useful they could be, and that if there was a real emergency they could come in handy, but that’s not always the case. There was a story of a guy who had a parachuting accident and found himself on top of a cliff with two broken legs. He had his mobile with him but – guess what? He wasn’t able to use it because he was in a remote area! So, in great pain, he had to pull himself along the ground with his elbows until he got to a road and could stop a motorist. So not much help for him then, was it? And once when I very reluctantly rang a friend on her mobile (from a telephone box on the platform) because she was very late arriving at a train station she didn’t answer it. Why? Because, she said (when she eventually arrived) that the battery was flat! So what’s the point? (And calling mobiles is so expensive!)

Other times they create the emergency themselves. Remember that awful story of the Kenyan student? She dropped hers into a pit latrine while ‘answering a call of nature’. So she offered the equivalent of $13 to anyone who could get it for her and what happened? Three men died, intoxicated by the fumes because they were so desperate for the money. That’s awful. And don’t they cause cancer? Apparently, the general scientific opinion at the moment is that the benefits seem to outweigh any known dangers but it’s best to use a hands-free kit. I’m not sure about that. An independent report recommends that under-16s use theirs only for essential calls – ha! Try telling that to a teenager!

And no gentle burr burring either but we have to listen to the theme tune of a soap opera, or a national anthem, or ringing bells while the owner rummages in the bottom of their bag to find the offending item.

But these aren’t my main bugbears. No, what I hate is how my daily life is affected negatively by other people using theirs. Take a restaurant – I really, really hate it when friends arrive and the first thing they do is put their mobiles on the table so that, in the (likely) event of it going off they stop talking to you and start ignoring you. Are they doctors? Are they giving advice on open-heart surgery? Are they talking to long-lost friends? Sick relatives? NO! It’ll be their mother who they saw recently, or other friends they’re going to meet soon. For me it’s the height of rudeness. And of course I also have to put up with the same happening on the next-door table too. And how inept and pointless the conversations! ‘I’m with Jenny and we’re having Dim Sum.’ The person needs to know that? ‘Hi, I’m on the train now and will be there in about 10 minutes.’ So? Are they not expected? Can’t they just turn up in 10 minutes and say ‘I’m here.’? I don’t want to know what strangers did yesterday, what they plan to do tomorrow or what they’re doing now (I can see what they’re doing now!).

I’m also affected by the light – do the owners really not realize how bright they are? OK maybe the stupid thing is on vibration but when it’s opened in the cinema, or at a concert the owner is all lit up and then I can’t concentrate on what I’m watching. I was at a concert not long ago, up on the balcony, and looking down on the audience there were always at least five people using their mobiles. Why didn’t they switch them off? Why are they going tappety tap tap instead of watching the show? It drives me so mad! The mate of mine sitting next to me actually answered his and started whispering loudly – but when he saw the look on my face he instantly apologized. ‘Sorry – it’s my sister.’ So?

Finally, it’s an excuse to be late. If the waiting friend can be contacted ‘Just to let you know I’m going to be half an hour late’, then somehow being late is therefore OK. No! Just make an effort to arrive on time! Sometimes friends even blame me for sitting alone for twenty minutes when it was they who were late because, they insist, I couldn’t be contacted! No –I’m never, ever going to get one!