

Mobile phones at school

(Lesson plan)

E. Nosonovich, PhD, English language teacher, co-author of “New Millennium English”

SS age: 14 years old

Time: 40 minutes

Lesson Aim: to give further practice in discussing problems

Sub-aims:

- to raise SS awareness of the problem and possible solutions
- to develop peer-evaluation skills
- to introduce and practise new vocabulary (mobile phones)
- to practise using functional language for discussions

Assumptions

SS are familiar with various means of expressing agreement / disagreement and with basic evaluation criteria. Some of the topical vocabulary is unfamiliar to SS and is taught in the lesson.

Materials: mobile phones
SS worksheets

Abbreviations: T – teacher, SS – students, IA – interaction



Activity, aim	IA	Procedure	Materials
<p>1 Lead-in Aim: to get SS involved, to lead into the topic of the lesson</p>	T-SS	<p>1. Before the lesson T finds out SS mobile phone numbers and sends a message to them: Y is your phone on? :-0 Turn it off & hv a gr8 time @ the lesson 2day :-)</p> <p>2. T greets SS and asks them to read the SMS message she / he has sent to their mobile phones. While SS are reading, T writes the message on the board.</p> <p>3. T asks SS to read the message aloud, elicits / explains the meaning of the common SMS symbols: Y = why gr8 = great :-0 = shocked @ = at & = and 2day = today hv = have :-) = smiling</p> <p>T asks SS why people use symbols in SMS messages (elicit: to make them shorter, because an SMS can only include 160 symbols). T asks SS to turn off their phones, elicits the topic of the lesson.</p>	SS's mobile phones
<p>2 "Bingo" Aim: to introduce and practise the topical vocabulary</p>	T-SS	<p>1. T hands out the worksheets and asks SS to say the words in chorus (ex. 1).</p> <p>2. T gives definitions, SS call out the words: 1) A combination of symbols showing a face expression; is used to express emotions (<i>smiley</i>); 2) A feature in a mobile phone which enables you to leave and receive voice messages (<i>voice mail</i>); 3) A phone call which you receive from smb. (<i>incoming call</i>); 4) A feature that displays the number of a person who is calling on your phone (<i>caller ID</i>); 5) An area where your phone doesn't work, like in the underground (<i>dead spot</i>);</p>	work-sheets ex. 1

Activity, aim	IA	Procedure	Materials
<p>3 Thoughtful dictation</p> <p>Aim: to start SS thinking about the problem; to encourage expressing opinions</p>	T-S	<p>6) A sound made by your phone when you receive a call or a text message (<i>ringing tone</i>);</p> <p>7) An SMS which informs you that your text message has been delivered (<i>delivery report</i>);</p> <p>8) A feature which informs you about incoming calls without making noises, e.g. with flashing lights (<i>silent alert</i>);</p> <p>9) A feature in a mobile phone that remembers the calls you made or missed (<i>call register</i>).</p> <p>3. T asks SS to circle any 3 words in their Bingo cards. T gives definitions, SS cross out the corresponding words. The S who is the first to cross out his / her circled words is the winner.</p> <p>1. T reads a short text to SS, then dictates it to them sentence by sentence. SS write in their worksheets (ex. 2). Text: <i>I can't live without my mobile phone. I never turn it off at school, because I don't want to miss an important call or message. I think students should be allowed to use mobiles at school any time.</i> If SS agree with what is said, they just take the sentence down. If they don't agree, they are allowed to make any necessary changes to the text expressing their own point of view.</p> <p>2. SS read out their texts to the group. Possible answer: <i>I can't live without my mobile phone. I sometimes turn it off at school, because I don't want to make the teacher angry. I think students should be allowed to use mobiles at school during the breaks.</i></p>	work-sheets ex. 2
<p>4 Interview</p> <p>Aim: to practise speaking (interviewing, reporting)</p>	SS-guest	<p>SS interview the English teachers invited to the lesson to find out what they think about the problem. (Should mobile phones be banned at school?) Then SS report the results to the group.</p>	
<p>5 Brainstorm</p> <p>Aim: to summarize ideas for further discussion, to enable SS to see both sides of the problem</p>	T-S	<p>T asks SS to give arguments for and against using mobiles at school, records the answers on the board.</p>	
<p>6 Role-play</p> <p>Aim: to practise functional language for discussions; to practise achieving a compromise</p>	S-S	<p>1. T makes pairs, distributes roles, makes sure SS understand the task (ex. 3).</p> <p>2. SS work in pairs, report what compromise they have achieved.</p>	work-sheets ex. 3

Activity, aim	IA	Procedure	Materials
<p>7 Group discussion.</p> <p>Aim: to develop a set of rules for using mobiles at school; to practise peer evaluation</p>	S-S	<p>T makes 2 groups. Group 1 are assessors, group 2 are students at the session of the school council. They must discuss and develop a "School Mobile Phone Codex" regulating the use of mobiles at school. Group 1 listens and evaluates (1 criterion per person). T distributes evaluation criteria (accuracy, participation, use of functional language, pronunciation and intonation), sets the time limit (3 minutes per group).</p> <p>Then the 2 groups swap over.</p>	
<p>8 Follow-up</p>	T-SS	<p>T sets homework (to write a "Mobile Phone Codex"), finishes the lesson.</p>	






STUDENT WORKSHEET

1. Circle three words and play the "Bingo" game.

delivery report	caller ID	smiley
silent alert	ringing tone	incoming call
call register	dead spot	voice mail

2. "Thoughtful dictation".

3. Make a dialogue between a teacher and a student. Use the expressions in italics.

<p>TEACHER</p> <p>You're sick of mobiles ringing in the middle of the lesson. You believe that school should be a "dead spot"</p>	<p>STUDENT</p> <p>You spend a lot of time messaging and talking on the phone. You don't want to miss important messages and refuse to turn your phone off, even in the lesson.</p>
<p>1. Explain the problem, state your point of view.</p> <p><i>You see... Don't you think that...? Don't forget that...</i></p>	
	<p>2. Express disagreement; state your point of view.</p> <p><i>Sorry, but I don't agree.</i></p>
<p>3. Explain the school rules, give reasons.</p> <p><i>Maybe you're right, but what about...?</i></p> <p><i>I see what you mean, but...</i></p> <p><i>I'm afraid we can't...</i></p> <p><i>Let me explain something.</i></p>	
	<p>4. Show understanding, but explain why you find the rules unfair.</p> <p><i>I see your point, but...</i></p> <p><i>Yes, I agree, but on the other hand...</i></p> <p><i>I know, but...</i></p> <p><i>I'd just like to make one point.</i></p>
<p>5. Offer a choice (using the phone during the breaks, using silent alert and calling back later, warning friends and family about the hours when you can't answer their calls).</p> <p><i>How about...? Why don't you...? What if you...? Let's try the following...</i></p>	
	<p>6. Agree, accept one of the alternatives.</p> <p><i>OK, that's a good idea.</i></p> <p><i>All right, let's try.</i></p>