

Mobile phones

Topic

Mobile phones, texting

Aims

- To practice pronunciation in a controlled dialogue
- To practice speaking skills in a role play and a discussion
- To practice writing skills, writing and responding to text messages

Age group

Teens

Level

A2+

Time

60+ minutes

Materials

- Mobile phones student worksheet
- Further article / lesson plans:
<http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/mobile.shtml>
<http://learnenglish.britishcouncil.org/en/magazine/mobile-phones>
<https://www.teachingenglish.org.uk/article/mobile-phones-0>

Introduction

In this lesson, students will talk about how they use their mobile phones, practice a dialogue of a phone conversation between two friends, role play some different phone conversations, and use abbreviations and text 'code' to write some text messages to each other. Finally, they will have a discussion about mobile phones and their use.

Procedure

- 1. Introduction** • Write the words 'What am I?' on the board. Read out the following clues one at a

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(10 -15mins)	<p>time and tell students to write down what they think the item is that you are describing after each clue (they can guess if they are not sure). At the end, find out which student guessed correctly first.</p> <ul style="list-style-type: none"> - Almost everyone has one these days - I am usually in your pocket or your bag - I can connect you to other people - You can use me to do many different things - I can make phone calls <p>(answer: mobile phone!)</p> <ul style="list-style-type: none"> • Ask students to brainstorm different things that people use their mobile phone for. Set a time limit of 3 minutes. • Give students Worksheet A. Tell them to choose 2 extra uses (they can use some of the ones that came up in the discussion if they are not already on the list). Ask them to rank the different mobile phone uses from 1 (most frequent) to 7 (least frequent). • Give students a few minutes to complete their ranking, then ask them to compare their answers with a partner, before feeding back as a whole class. Which is the most common use of mobile phones? Are students surprised by the results?
2. Dialogue building (10 mins)	<ul style="list-style-type: none"> • Prior to the lesson, cut up the dialogue from Worksheet B. Cut up enough sets so that there is one set per pair of students. • Tell students to read the strips of paper and then to try and put them in the correct order. Students can check their answers with other pairs, before correcting with the whole class. • When the students have their completed dialogues in front of them, write on the board or dictate the following questions: <ol style="list-style-type: none"> 1. What is the relationship between the two people? How do you know? 2. What is the main reason for the call? 3. What is Sophie going to do after the call? • Then ask students to practice reading the dialogue out loud. First drill any difficult words to focus on pronunciation, and you could drill whole sentences to focus on intonation.
3. Role play (10 minutes)	<ul style="list-style-type: none"> • Now put students into different pairs so that they are working with someone new. • Give each student a letter A or B and distribute the situation cards at random. For lower levels or weaker students ask them to first write a draft of the dialogue in note form so that they know what to say. • When students are ready, ask them to sit back to back (to simulate the fact that you can't see the other person during a phone call), and to do the role-play. Monitor and make a note of any good language / errors for correction at the end. • You could ask some students to do their role play for the class if they are comfortable to do so. • Students could swap situation cards and do a second role play if there is time.
4. Writing text messages (10 – 15 mins)	<ul style="list-style-type: none"> • Tell students to look at the examples on Worksheet D. Give them some time to work out what they mean. Check answers with the whole class: • Answers: CU L8R - see you later

	<p>OMG UR so funny! – Oh My God, You're so funny! LOL - Laugh out Loud (something is funny) / lots of love</p> <p>THX 4 that – Thanks for that Cya 2nite – See you tonight.</p> <ul style="list-style-type: none"> • Ask students if they use similar abbreviations in their own language, or if they know of any more abbreviations in English. Write some up on the board. • Distribute the situation cards from the role-play again (giving students different cards this time). Ask them to write a message based on the situation. Encourage students to use the abbreviations that you have looked at. • When they have written their message, they can swap it with another student. Ask them to write a reply to the original message. • If time, students can then swap cards and repeat the activity.
<p>5. Discussion (10- 15 minutes)</p>	<ul style="list-style-type: none"> • Put students into pairs or small groups. • You can either cut up the discussion questions into strips, and ask students to take it in turns to pick a card and ask the rest of the group their question, or give students worksheet E and ask them to work through all the questions. • Encourage students to give reasons for their answers and opinions. Monitor and make a note of any good language or errors. • At the end of the discussion, hold a brief feedback session so that students can share their ideas.

Contributed by

Jo Bertand (updated 2016)