**Reading Lesson Plan**

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| **Title: Mobile phones and text communications** |
| **Instructor** | **Level** | **Students** | **Length** |
| Ms. Woikyung (Anna) Kim | Pre-Intermediate | 16 | 45 minutes |

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| **Materials*** White board, board markers
* Realia; Mobile Phone
* Worksheets for dialogue reconstruction (16 copies)
* Role-play cards (8 pieces)
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| **Aims*** At the end of this lesson, students should have had plenty of opportunities to express themselves on the use of mobile phones in public and how they themselves use mobile phones.
* Students should have created and performed telephone conversations, decipher mini text messages, then write and send their own.
* Students should have learned the importance of mobile phones for people today and how 'texting' has changed the way they communicate.
* Students should have practiced speaking and discussing in English.
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| **Language Skills*** Reading: worksheets
* Listening: student’s presentation, teacher’s talk
* Speaking: sharing ideas in pairs, or in groups
* Writing: text messages, worksheets
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| **Language System*** Grammar:
* Lexis: mobile text messages

C u l8r: see you later / Gr8: great / BBFN: Bye-bye for nowKIT: Keep in touch / THNQ: Thank you / XLENT: excellent* Phonology: -
* Function: -
* Discourse: -
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| **Assumptions*** Students already know how the class is set up and run.
* Students have mobile phones and can practice with their phones.
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| **Anticipated Errors and Solutions** * Students may not understand some contractions of text messages.

: Explain how formed and how used.* Student may not know.

: Show them a picture with a brief story.* Student may not properly describe their life in English

: Let them search expressions by using smart phones, dictionaries, and internet. |
| **References*** British councils [www.britishcouncil.org](http://www.britishcouncil.org)
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| **Lead-in** |
| Materials: White board, Board markers, Realia (Mobile phone) |
| Time5 min | Set UpWhole Class | Procedure: Greetings.Start talking about special activities during the last weekend. **Warm-up**1. Show them a mobile phone
2. Elicit the name
3. Ask students how much times use mobile phone a day. What kinds of method they use, direct calls? text messages?
4. Write methods of communication on the board eliciting from students.
5. Ask students when they use the methods
6. Elicit one by one
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| **Pre-Activity** |
| Materials: White board, Board markers, Worksheet, |
| Time10 min | Set UpIndividually | Procedure: **Reading worksheets**1. Hand out 1st worksheets
2. Demonstration & CCQ
3. Let students make an order about reasons use mobile phones.
4. Then decide for each reason whether students speak to someone or whether students send a text message. Circle either C (Conversation) or TM (Text message) in each box.
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| **Main-Activity** |
| Materials: White board, Board markers, 8 pieces of paper (dialogue), 16 pieces of role-play cards |
| Time20 min | Set UpIn pairsIndividuallyIndividually | Procedure: **Dialogue Reconstruction**1. Make students in pairs.
2. Distribute the pieces of paper.
3. Students put the pieces of paper into the correct order.
4. Then students check and practice reading the dialogue.

**Role Play**1. Work individually.
2. Hand out role play cards (one each student).
3. Ask students for any words they don’t understand. If asked, explain clearly.
4. Students write a draft of their telephone conversation, just an outline of what they are going to say.
5. Demonstration & CCQ

**Practice text message reading**1. Work individually.
2. Elicit contractions of text messages

C u l8r: see you laterGr8: greatBBFN: Bye-bye for nowKIT: Keep in touchTHNQ: Thank youXLENT: excellent1. Write contractions on the board one by one.
2. Elicit any other words or short messages students use.
3. Demonstrate how the change it to the ‘codes’ in English.
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| **Post-Activity** |
| Materials: White board, Board markers |
| Time10 min | Set UpIn groupsWhole class | Procedure: **Text writing**1. In pairs, students write their own message to another pair in the class.
2. First of all write it in English and then translate it into a text message.
3. Send it to someone in the class. When receive a message write a reply.
4. Demonstration & CCQ

**Presentation** 1. If there are interesting answers, let students read the messages.
2. In case there are contractions, let students write it on the board, then the rest of students can guess.
3. Take 2~3 volunteer, if running out of time.

**Review & Conclusion**1. Encourage students to communicate their messages in English.
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| **SOS-Activity** |
| Materials: White board, Board markers, Worksheet |
| Time5 min | Set UpIn pairs | Procedure: **Discussion**1. Hand out worksheet.
2. Work in pairs
3. Discuss and let students write answers from their partner on the worksheet
4. Take 2~3 volunteer to talk about interesting things.
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