**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 text messages (16 copies) * Worksheets for different reasons people use mobile phones (16 copies) * Worksheets for dialogue reconstruction (8 sets) * Role-play cards (8 pieces) |
| **Aims**   * At the end of this lesson, students should have had opportunities to express themselves on the use of mobile phones in public. * 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. |
| **Language Skills**   * Reading: worksheets * Listening: student’s presentation, teacher’s talk * Speaking: sharing ideas in pairs * Writing: text messages, worksheets |
| **Language System**   * Grammar: N/A * Lexis: mobile text messages   C u l8r: see you later / Gr8: great / BBFN: Bye-bye for now  KIT: Keep in touch / THNQ: Thank you / XLENT: excellent  FYI: For your information / BTW: By the way / PCM: Please call me / TC: Take care   * Phonology: N/A * Function: Interaction between people through text messages * Discourse: Group discussion |
| **Assumptions**   * Students already know how the class is set up and run. * Students have mobile phones and can practice with their phones. |
| **Anticipated Errors and Solutions**   * Students may not understand some contractions of the text messages.   : Explain how formed and how used.   * Some student may not have a mobile phone.   : Let them work with a partner. |
| **References**   * British councils [www.britishcouncil.org](http://www.britishcouncil.org) |

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| **Lead-in** | | |
| Materials: White board, Board markers, Realia (Mobile phone), Worksheets (16 copies) | | |
| Time  10 min | Set Up  Whole Class  Individually  In pairs | Procedure:  **Greetings.**  Start talking about special activities during the last weekend.   1. Show them a mobile phone. 2. Elicit today’s topic. 3. Ask students how much time use mobile phone a day. What kinds of method they use, direct calls? text messages?   **Warm-up: text message reading**   1. Elicit contractions from text messages, for example   C u l8r: see you later  Gr8: great   1. Write it on the board one by one. Elicit the spelling. 2. Handout worksheets, work individually (2 min).   BBFN: Bye-bye for now / KIT: Keep in touch  THNQ: Thank you / XLENT: excellent  FYI: For your information / BTW: By the way  PCM: Please call me / TC: Take care   1. Check the meaning in pairs. Then, one person each pairs (8 persons from 3-10) come forward and write the meaning on the board. 2. Check the meaning together. 3. Elicit any other words or short messages. Have 2-3 students come forward, they write it on the board then other students guess. |

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| **Pre-Activity** | | |
| Materials: White board, Board markers, Worksheets (16 copies) | | |
| Time  10 min | Set Up  Individually | Procedure:  **Reading worksheets**   1. Hand out worksheets 2. Demonstration & CCQ 3. Let students make an order about reasons use mobile phones.   (2 min)   1. 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. (1 min) 2. Ask 2-3 students one by one |

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| **Main-Activity** | | |
| Materials: White board, Board markers, 8 set for dialogue reconstruction, 16 pieces of role-play cards | | |
| Time  20 min | Set Up  In pairs | Procedure:  **Dialogue Reconstruction**   1. Work 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 in pairs. 2. Hand out role play cards (one each pair). 3. Ask students for any words they don’t understand. If asked, explain clearly. 4. Each pairs pick one role-play card and create their dialogue of their telephone conversation (5 min). 5. Demonstration & CCQs 6. Give students time for practice (2 min). 7. Each pairs come forward and present their conversation. |

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| **Post-Activity** | | |
| Materials: White board, Board markers | | |
| Time  5 min | Set Up  In pairs | Procedure:  **Text writing**   1. In pairs, students discuss and create their own situation. 2. Write it in English and then translate it into a text message (contractions could be used). 3. CCQ 4. Send it to someone in the class. When receive a message write a reply.   **Presentation**   1. If there are interesting answers, let students present 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 volunteers, if running out of time.   **Review & Conclusion**   1. Encourage students to communicate their messages in English. |

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| **SOS-Activity \_Title: Halloween day** | | |
| Materials: White board, Board markers, Worksheets (16 copies) | | |
| Time  10 min | Set Up  In pairs | Procedure:  **Reading and Discussion**   1. Hand out worksheets. 2. Work in pairs. 3. Students read the worksheet and discuss answers with a partner. 4. Ask students for answers. |