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| **Topic: Smartphone ban in school** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Juyeong Hwang | Upper intermediate | Adult | 7 | 25 min |
| **Materials:**  - Article  - Photos related to today’s topic  - Realia ( a cellphone )  - White board, markers | | | | |
| **Aims:**  **-**SWBAT speak fluently to describe their personal experiences on today’s topic.  -SWBAT improve scanning skill by answering True or false Qs.  **-**SWBAT get the main idea by reading the article in pairs.  -SWBAT learn key vocabulary words and make new sentences with them to describe.  -SWBAT work in groups to think-pair-share about the given topic.  -SWBAT listen carefully to empathize with and convince other Ss in a group. | | | | |
| **Language Skills:**  -Listening: Elicitation, vocabulary, the speaker’s short speeches about themselves on the topic  -Reading: Article, worksheets  -Speaking: Sharing Ss’ opinions, presentation in front of the whole class  -Writing: Writing down the reasons why/why not smartphones strictly should be banned in schools | | | | |
| **Language Systems:**  -Lexis: Vocabulary words used in describing Ss’ ideas on the topic  -Function: Writing and sharing their opinions about why/why not smartphones strictly should be banned in schools | | | | |
| **Assumptions:**  Ss will be able to fluently share their personal experiences in English.  Ss will be able to freely create their own ideas in English. | | | | |
| **Anticipated Errors and Solutions**  Some S may not participate in the activities.   * T points out Ss name for an answer. * T guides and induces an answer from S   T uses rotation method for converation so Ss can talk with other Ss. | | | | |
| **References:** France bans smartphones in schools (2018). In breakingnewsenglish. Retrieved December 26, 2018, from https://breakingnewsenglish.com/1808/180804-smartphone-ban.html | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:**  **-**SWBAT speak fluently to describe their personal experiences on today’s topic.  **-**SWBAT get the main idea by reading the article in pairs.  -SWBAT improve scanning skill by answering True or false Qs. | | | **Materials:**  -Photos  -Article, worksheet  **-**White board, board marker | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  1 min  2 min  1 min  1 min  1 min | Whole class  Whole class  Individual  Pairs  Pairs | - Greeting T  .  -Ss answer to T’ Qs and discuss. Ss not only listen attentively to T’s presentation, but also get interested in what the topic is.  -Ss look at the photos related to “smartphone ban in school” and can predict today’s topic.  -Ss share their opinions with the whole class.  -Ss decide if statements about the main ideas in the text are true or false.  -Ss identify topic sentence of each paragraph from article. | | **Greeting Ss and Brief Rapport**  *-Hello, everyone! How’s your day been going so far? Do you have any special plans for this weekend?*  **Guiding question & eliciting**  -Let’s think about the following two questions first.   1. *Do you remember when you started to use your own smartphone or personal tablets in school or in college?* 2. *Were there any strict rules or general guidelines to prohibit students from using smartphones in school?*   **Photos**  *-Please take a look at this photo. What do you think when you look at this?*  <Explanation>   1. *It has become a norm to give a child a smartphone when they are going to school. Parents reassure themselves that their kids are on their way home from school or a trip to the several hakwons. They even allow their kids to use their smartphones as a reward mechanism for having sat one hour to study.* 2. *The teacher in this photo are answering a student’s question during his course but one of his students is distracted by a smartphone.*   (Interacting with Ss. If students find it difficult to guess from photos, ask questions that lead to finding clues to the subject.)  *-Today, we are going to talk about the topic, “Smartphone ban in school”.*  (Point at the topic written on the board.)  *-Before going on to the next stage, let’s go through ‘true or false? Activity’. (hand out a worksheet) After finishing the activity, you can check the answers to ‘True or False?’ on the next page.*  *-OK. Let’s read the article about today’s topic. Read it out loudly with your partner. I will be giving you 1 minutes to get it done.*  **ICQs**  -What will you be reading?  -Do you read it alone?  -How much time do you have?  **Comprehension Qs**  *-Let’s go through comprehension Qs. Each of you can ask at least 2~3 questions to your partners.* |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:**  -SWBAT learn key vocabulary and make new sentences with them to describe. | | | **Materials:**  -Worksheet  -White board, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min | whole class | -Ss guess the meaning of certain vocabulary words used in the text (ban, campaign, prohibit, protect, lead to) from context.  -T check Ss understanding of vocabulary words. | | **Vocabulary**  *-Let’s learn key vocabulary words that will help you describe.*   1. **ban**   *-Can you guess what this means?*  *: to forbid(=refuse to allow) something, especially officially.*  Ex) The film was *banned* in several countries.   1. **Campaign**   *-Can you guess what this means?*  *: a planned group of especially political, business, or military activities that are intended to achieve a particular aim*  Ex) A controversial new advertising *campaign.*   1. **prohibit from v-ing**   *-Can you guess what this means?*  *: to officially refuse to allow something*  Ex) Motor vehicles are prohibited from driving in the town centre.   1. **Protect from/against**   *-Can you guess what this means?*  *: to keep someone or something safe from injury, damage, or loss*  Ex) It is important to protect your skin from the harmful effects of the sun.  Vitamin C may help protect against cancer.   1. **Lead to**   *-Can you guess what this means?*  *: If an action or event leads to something, it causes that thing to happen or exist.*  Ex) Reducing speed limits should *lead to* fewer deaths on the roads.    **CCQ**  *-What can you say about these words in your life?* |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:**  -SWBAT work in groups to think-pair-share about the given topic.  -SWBAT listen carefully to empathize with and convince the other Ss in the class. | | | **Materials:**  -Paper  -White board, markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 8 min  5 min | Groups  Groups | -Ss share their own ideas in a group and convince each other.  -Ss give a presentation. | | **Activity Instructions**  *-Since we’ve briefly talked about the topic of “Smartphone ban in school”, what we are going to do is to get in groups and role play of a school teacher, parents and a student. Try to convince each other whether or not smartphones strictly should be banned in schools and write at least 2 reasons why/why not and then we will be giving a presentation in front of the whole class.*  *Ex. Role play*   * *A school teacher: strongly believe smartphones should be banned in schools* * *Parents: Some parents may strongly believe either one.* * *A student: strongly they should not be banned in schools*   **Demonstration**  *-For example, A, B, C and D are in a group (or perhaps there are A, B and C). Have a conversation together and convince each other and write at least 2 reasons about why/why not.*  *-You will have about 8 minutes to get it all done. Try to be specific since you will be sharing what you have talked with the whole class.*  ***CCQs & ICQs***   1. *What will you be talking?* 2. *Will you be doing it alone?* 3. *How much time are you given?*   **Time warnings**  *-Times up in 1 minute. Let’s wrap up the conversation and get ready to give a presentation to the whole classroom.*  **Presentation**  *-Ss A, B, C, and D will come forward and share what all of you have talked so far.* |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:**  **-**SWBAT speak fluently to illustrate their personal experiences on the topic. | | | **Materials:**  -None needed | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min | Whole class | -Ss give some feedback to T  -Answer T’s questions | | **Feedback & evaluation**  *-What do you think about today’s topic?*  *-Did you enjoy today’s activity?*  *(Discuss the success of the task)*  **Language focus**  **Error correction**  (Write the entire incorrect sentence on the board and ask the other students to correct it.)  **<Closing>**  **Homework**  *- Search the Internet and find out more about this news story. Share what you discover with your partner(s) in the next lesson.*  **Final *CCQs***   1. What are you going to do till next lesson?   **Wrap-up**  *-I am so glad you enjoyed today’s activity. Good job, everyone! Class dismissed. See you next time!* |
| **Notes:** | | | | |