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| **Smartphone Ban** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Kim, Chan Woo | Intermediate | Adults | 15 | 20 mins |
| **Materials:**  Board and Markers  15 copies of article  15 copies of worksheet  A picture of the addicted students  A picture of the hair regulation | | | | |
| **Aims:**  SWBAT list some vocabulary words related to the ban on smartphones in schools  SWBAT rank on the things to regulate  SWBAT express their opinions on the ranking of ban lists in schools | | | | |
| **Language Skills:**  Reading: Reading the article and worksheet  Speaking: discussing with the group members  Listening: listening to T’s instructions and the other Ss’ speaking | | | | |
| **Language Systems:**  Lexis: publicity stunt, campaign for, bring about, etc.  Function: persuading the other people with their reasons  Discourse: appeal their opinions to the other people through debate | | | | |
| **Assumptions:**  Ss know what smartphone ban is  Ss have experienced any kind of ban in school | | | | |
| **Anticipated Errors and Solutions**  If time is short   * Cut out the time for the discussion   If all the task is finished earlier than expected   * Have some Ss present their experience on smartphone addiction | | | | |
| **References:**  ‘France bans smartphones in schools’ Published on Aug. 4. 2018. In Breaking News English. Retrieved Feb. 18. 2019, from <https://breakingnewsenglish.com/1808/180804-smartphone-ban.html> | | | | |
| **Notes:**   * Ranking   Phone / Hair Style(Length & Dye) / Uniform / Earrings & Piercings / Cosmetics | | | | |

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| **Pre-Task:** | | | | |
| **Aims:**  SWBAT figure out today’s topic | | | **Materials:**  A picture of the addicted students  A picture of the hair regulation | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **20 sec**  **30 sec** | **Whole Class** | Students, addiction and so on  Hair cut, regulation | | **Greeting**  Hello, class! How are you today? Everything’s fine?  **Eliciting**  How long do you use your smartphone during a day? Do you think the use of smartphone keeps you from achieving your goal?  *Show the pic with the Ss addicted to smartphones*  Look at this picture. What comes to your mind?  Yes. They are addicted to the smartphones.  How about this one?  *Shows the pic of the Ss forced to have their hair cut*  This shows the regulation on Ss’ hair in school.  Today we’ll talk about the smartphone addiction and regulations in school. |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:**  SWBAT know the smartphone ban in France  SWBAT get used to the vocabulary words | | | **Materials:**  Board and Markers  15 copies of article  15 copies of worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 sec**  **1 min**  **2 mins**  **1 min**  **1 min** | **Whole Class**  **Chosen Ones**  **Whole Class** | *Each reads out the article.*  62  Emmanuel Macron  Screen addiction and bad mobile phone use  *Some Ss give their idea.*  The 1st. | | You will be given a short article and the worksheet on the smartphone ban in France.  *Distribute the articles and worksheets*  **Vocabulary Check**  First, let’s take a look at some vocabulary words here.  A, could you read out the first paragraph?  B, second paragraph, please?  Thank you.  **Questions**  How many lawmakers agreed on the ban?  What is the name of the French President?  Why do you think Jean-Michel Blanquer, the French Minister of National Education, called mobile devices ‘a public health crisis’?  Do you think the smartphone ban is necessary in schools? Could anyone give us your idea?  Okay, thank you.  **Instruction**  Now, let’s move on to the worksheets. You will work in groups; discuss with your group members and decide the hierarchy, or rank, among the lists. For example, if you think the regulation on phone is the most important, it is ranked the 1st.  There is no right answer, but give us the detail reasons for your rank.  I’ll give you 7 minutes to discuss and decide the rank.  **ICQ**  Which rank would you give to the most important factor to regulate? |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:**  SWBAT express their own ideas  SWBAT distinguish the rank among the lists | | | **Materials:**  15 copies of article(already given)  15 copies of worksheet(already given) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **7 mins** | **Groups** | *Discuss and Rank* | | **Monitor and check errors**  *Monitor carefully.*  *Give help to the Ss if needed.*  *Take notes while Ss are going through discussion and ranking.*  *Write the numbers 1 to 4 on board, so that the S presenters could write their rank on it at the post task stage.* |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:**  SWBAT explain the reasons for their rank  SWBAT ask a proper question to the others’ rank | | | **Materials:**  15 copies of worksheet(already given) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 sec**  **2~3 mins**  **2 mins**  **1 min**  **1 min** | **Whole Class**  **One from each group**  **Whole Class**  **Whole Class**  **Whole Class** | *Write their ranks and present the reasons.* | | Are you all done?  Now, choose one person from your group to write down your rank on board and present the reasons for your ranking.  *After a S’s presentation, let the other Ss ask a question or appeal that their rank is better.*  **Feedback and evaluation**  *Let Ss know which mistakes they made, or the good points of their discussion and ranking.*  **CCQ**  What are the results of the increased use of mobile devices? |
| **Notes:**  Filler: ask Ss to share their experiences on smartphone addiction or the regulations on schools  Play Hangman using the vocabulary words from the lesson | | | | |