



LESSON PLAN

MODULE	M1
LESSON	Lesson 2
TOPIC	Using a mobile phone
LEARNING OUTCOMES <p>The instructor will facilitate and share vocabulary and concepts related to programming and using 'smart' mobile phones and Apps . Learners will be able to describe the functions of a smart phones menu. They will also be able to describe the functions of the phone's menu. They will be able to demonstrate how to programme and use a smartphone to others.</p>	

STAGES	AIMS	PROCEDURE	RESOURCES
In this episode		<ul style="list-style-type: none"> Learners will learn the vocabulary necessary for using a mobile phone, practice listening to instructions and giving instructions. 	
TASK 1 Lead in (time: 15 min)	<ul style="list-style-type: none"> introduce and garner interest in the topic of language of instruction for using mobile phones 	<ol style="list-style-type: none"> In order to introduce the topic, the instructor writes the following questions on the board, eliciting/explaining the meaning of the expressions in bold if required. <ul style="list-style-type: none"> How often do you use your mobile phone? Who manufactured your mobile phone? What make (v.) is your Smartphone? What functions do you regularly use? What App do you have on your home screen? What would you do if you lost your mobile phone? Do you ever turn your phone off? What's the difference between a rotary dial phone, mobile phone, cellphone and smartphone? 	board/flipchart/Interactive whiteboard (IWB) markers



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		2. Firstly, the learners discuss these questions in pairs; the trainer monitors noting down errors that may occur. Then, the trainer writes the mistakes on the board and elicits, corrects/explains them. Finally, the instructor selects students to ask and answer questions one by one.	
TASK 2 (time: 15 min)	- learn new vocabulary	Instructor elicits from students or writes the following on the board: TOUCHSCREEN, VOLUME BUTTON, APP, HEADPHONE PORT, PHONE CHARGER, KEYPAD, HOMESCREEN, ICONS; then the instructor elicits or explains their meaning, providing an example of each. Next, the learners are given a handout with pictures of the vocabulary. The learners match the vocabulary and the pictures. The instructor monitors each student and pair and answers any questions learners may have, next the students peer check the exercise with the instructor monitoring before the final feedback. Finally, the learners in pairs match the following verbs related to commands and functions with the pictures in task 1 TAP, SWIPE, PRESS, INPUT, DOWNLOAD, DELETE, UPLOAD, LOGIN/IN, PLUG IN, LOCK, INSTALL, SAVE, INSERT, LOWER THE VOLUME and ENTER.	Handout – non-multimedia material 1 ; realia
TASK 3 (time: 15 min)	- practise listening comprehension	<ol style="list-style-type: none"> The instructor prepares learners for the task. The instructor writes the following questions on the board, eliciting/explaining the meaning of the expressions in bold if required. They will watch the video. At first, learners listen for gist. The learners pair check and then the instructor elicits the answers and corrects if required. <ul style="list-style-type: none"> - Does the video give instructions on how to use a Smartphone? - What is the home screen? - How many functions does your phone have? Name some. - Does the narrator recommend you turn the phone off completely? - Does the power button have multiple uses? Worksheet TASK 1: the instructor distributes the handout and plays the video again. Learners watch and listen to the video for detail and fill in the gaps. The learners pair check and then the instructor elicits the answers and corrects if required. 	Handouts – multimedia material 1, non-multimedia material 2; audio transcript for differentiation ; IWB/video



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		<ol style="list-style-type: none"> Worksheet TASK 2: Learners identify any other verbs associated with operating a Smartphone. Worksheet TASK 3: Learners give brief instructions to their partners on how to turn on their Smartphone and launch app, use functions and applications. 	
TASK 4 (time: 15 min)	- practise new vocabulary	The instructor prepares the learners for the task. They will match the 10 sentence halves/collocations (each question will be 60 seconds). The instructor displays the multimedia material 2 on the board in <i>team mode</i> and asks the learners to open the quiz or run from their Smartphone's browser, then log into the game. The instructor elicits the meaning of the sentences/expressions or explains the meaning if required. Next, learners repeat the sentences/expressions and the instructor corrects any pronunciation mistakes.	IWB, Multimedia material 2
TASK 5 (time: 15 min)	- practise speaking	<ol style="list-style-type: none"> The instructor divides learners into pairs and asks them to role play a dialogue. The context is two friends, each from different countries. One friend is explaining the functions on a new mobile phone in English. The instructor explains that learners can make use of any materials they worked with during the lesson. The instructor monitors the role play activity. The pairs roleplay their dialogues in front of the class. 	non-multimedia material 3; Realia (learner can use their own apparatus)
FEEDBACK / REFLECTION TASK (time: 10 min)	<ul style="list-style-type: none"> - to recap useful vocabulary and language - to reflect on today's episode and learning 	<p>The instructor distributes the portfolio / self-reflection sheets and learners individually fill out the table and complete the statements.</p> <p>The "personal comments" section can be filled in the learner's mother tongue or left blank, if the learner has nothing to add.</p> <p>The instructor invites volunteers to share their answers with the group (optional).</p> <p>Errors and corrections sheets will be forwarded to learners.</p>	



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Self-study quizzes	- to consolidate and strengthen gained knowledge and skills	The instructor sets multimedia materials 3,4 and 5 as homework. Non-multimedia material 3 and 4 can be used either as homework or as filler activities. Multimedia material 3 Multimedia material 4 Multimedia material 5 Non multimedia material 4	
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