

Mobiles: Teachers' notes and tips – Elementary

1 Pre-reading tasks

- a Cut out the 4 'What do you do?' situations at the end of these notes. Choose a student to read one out aloud to the class and then ask students in pairs to discuss what they would do.
- b Go through the other situations choosing a different student each time to read out them out and asking students to talk about the options.

Tip: provide opportunities for personalisation

Students will enjoy tasks more if they can relate them to their own lives or imagine themselves in the same situation.

- c When all 4 situations have been read out and discussed ask for some suggestions. Do the other students agree with the ideas?

Tip: be patient

Don't expect elementary students to start talking immediately, give them a little time to get started.

- d Surely one, if not many, of the students has suggested using a mobile to contact a friend or family member for help. Ask students if they think mobile phones are useful things to have, and if so, why.

2 First reading tasks

- a Introduce the reading. The writer is opening a bank account but does not have a mobile phone. Ask students to read and decide:
 - what the bank manager thinks of the writer, (*strange / mad / dangerous?*)
 - and if they (the students) agree with this opinion.

Tip: encourage students to give a personal response to a text

The writer is very forthright about mobiles. Even at elementary level students can respond to opinions presented in a text such as these by saying if they agree or disagree.

- b When they have finished reading get students to tell each other their opinions – do they have the same point of view?

Tip: provide appropriate first reading questions

Ask questions which require students to think about the meaning rather than just looking for information. They should make students read all the text and help them with the gist.

3 Second reading tasks

- a There are 4 'true stories'. Ask students to read them again and to notice the connection between them; what do stories 1 and 2 have in common (*they're about problems with phones*), and stories 2 and 4 (*they're about problems with phone users*)?

- b Do the students think that the stories are true? Have they had similar problems? Have they had different problems – either with the phones or with people who use them? If there seems to be quite a response to this put the students in pairs / small groups to chat before asking for some feedback.

Tip: provide appropriate first reading questions

We often read and think *That can't be true!* or *That reminds me of when...* so allow the students to do the same; it's a more natural response too than answering comprehension questions.

4 Post-reading tasks

- a Put students into pairs. Ask them to look at the dialogue in the first paragraph only. One student is the writer and the other is the bank manager. Get them to think about the personalities of the characters – how are they speaking to each other? Notice that the manager is shocked.
- b Tell students they are going to read out their parts to each other. Just change the last line of the writer – instead of repeating “No, they don't. I don't.” they should say the last line: “I don't have a mobile phone, I don't need...” etc. Let them practice this for a bit until they get a bit of confidence – don't let them change parts.
- c Then ask the students to put some feeling into the words.

Tip: link the reading to a speaking

And this is a great opportunity for elementary students to practice intonation – let their voices be raised in anger, incredulity, exasperation etc.

- d Then, if they can, ask students to put away the reading and try to remember the dialogue without looking.
- e It would be great if some pairs are confident enough to come in front of the class and act out the scene to the other students.

You're in your bedroom alone late at night and think you can hear somebody walking around outside. You think it may be a burglar. What do you do?

- Turn over and try to go back to sleep
- Stay awake listening
- Something else? What?

You are driving in town late at night when your car / motorbike stops. You have run out of petrol and the garage is closed. What do you do?

- Leave the car / motorbike and try to find a bus
- Stop another car / motorbike and see if the driver can help.
- Something else? What?

You are waiting for your friend at the train station. Your friend is over one hour late and it's getting dark. What do you do?

- Wait all night
- Leave
- Something else? What?

You are going to a job interview but the bus you are on has a problem so you're going to be late. What do you do?

- Explain when you arrive why you are late.
- Get off the bus and find a taxi.
- Something else? What?