**Getting to Know Your Cell Phone**

Interview a classmate who has a cell phone.

Write your questions. Report your findings to the class.

**Questions can start with:**

*Can your cell phone...?*

*Does your cell phone have...?*

*Does your cell phone plan include...?*

**Useful words:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CAMERA | TIMER | CALCULATOR | ALARM | CALENDAR |
| VOICE RECORDER | VIDEO RECORDER | FREE TEXT MESSAGING | INTERNET | APPS |
| ADDRESS BOOK | GPS | GAMES | NOTE PAD | OTHER? |

|  |  |
| --- | --- |
| **QUESTION** | **ANSWER** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Instructions for a Game**

Write the instructions of one of the games on your cell phone that can help you learn English. Teach a classmate how to play your game.

The object of the game is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Step 1: |  |
| Step 2: |  |
| Step 3: |  |
| Step 4: |  |
| Step 5: |  |
| Step 6: |  |
| Step 7: |  |
| Step 8: |  |
| Step 9: |  |
| Step 10: |  |

How does this game help you improve your English?

|  |
| --- |
|  |
|  |
|  |
|  |

**Cell Phone Survey**

After completing a survey, it is customary to write a report.

Introduction (1-2 paragraphs):

Explain the importance of the topic and the necessity of the survey.

Method (1-2 paragraphs):

Explain how the survey was conducted. For example, mention the location of the survey, the number of participants, the people who conducted the survey, how data was collected, etc.

Discussion (3-5 paragraphs):

Talk about the results of the survey and thoughtfully write about the implications as well as the conditions which affected the results of the survey. Identify individual answers and the ways they were interpreted. Compare with similar surveys, readings or research. Draw correlations to theoretical concepts.

Conclusion (1 paragraph):

State the significance of the results and make suggestions for further study or validations.

Appendix (optional):

Include the actual survey question(s) and/or graphs of the results.

**Photo Essays**

A photo essay is a group of pictures that are placed in a specific order to tell the progression of events, emotions, ideas and concepts.

**1. Find a topic:** Photo essays are best when the photographer cares about the subject. Learners may choose to document tasks in an ELT practicum, the process of a food recipe, or even a special event.

**2. Plan your shots:** Think about the type of shots that will work best to tell your story. Create a “story board” for the story. Each shot will work like a sentence in a one-paragraph story. Typically, you can start with 6-10 shots. Each shot must emphasize a different concept or emotion that can be woven together with the other images for the final draft of the story.

**Story Board**

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Picture 1 | Picture 2 | Picture 3 | Picture 4 | Picture 5 |
| Picture 6 | Picture 7 | Picture 8 | Picture 9 | Picture 10 |

**Read Aloud**

Record a native speaker read the following text. Then record yourself. Send it to your teacher to check.

\* ESL Pronunciation Diagnostic Passages can be found on [www.eslgold.com](http://www.eslgold.com) or in the following pdfs:

<http://teachingpronunciation.pbworks.com/f/Pronunciation+assessment+packet+.pdf>

<http://webdelprofesor.ula.ve/humanidades/azapata/materias/phonetics_1/diagnostic_passage.pdf>

Type a 1-2 paragraph text here.

**Dial-a-story**

Many public libraries have a telephone line where you can listen to someone reading a story.

Toronto 416-395-5400

### Hamilton 905-546-3419

Mississauga 905-615-3500

Oakville 905-815-2041

Listen to the story and take notes. Write “who”, “what”, “where”, “when”.

|  |
| --- |
| Notes: |

Work with 3 other people to write the story in your own words. Use a graphic organizer to help you order the events. Retell the story to 3 different people.