

Mobiles for good

Language

Vocabulary connected with mobile services / money, pronunciation

Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

Comment

This eLesson looks at mobile services in developing countries.

How to use the lesson

- 1 Set the context of the reading. Ask students to think of what people use mobile phones for, either as a whole class activity or in pairs / small groups followed by class feedback. Then ask students to think about how people might use mobiles differently in developing countries. Don't worry if they can't think of anything – tell them they'll find out in the reading. If they have thought of any ideas they could quickly read the text to see if any of their ideas were included. As there is an exercise to guess vocabulary from context, tell students they can't use their dictionaries.
- 2 Pre-teach any vocabulary that might prevent students from doing the first reading task, eg *fake*, *plant crops*. Set exercise 1 and give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 2 gives students practice in reading for detailed comprehension. If you feel your students might have problems with any of the words, you can refer them to the Glossary if appropriate. Students could compare their answers in pairs. In class feedback ask students to justify their answers with reference to the text.
- 4 Exercise 3 focuses on guessing the meaning of unknown vocabulary from context. If your students are not used to guessing from context, you may need to explain why this is important, eg if they stop to check each unknown word in a dictionary it will stop the flow of their reading. and the words might not be worth looking up as they could be very uncommon. Note that the verbs in the box are in the infinitive. Ask students to scan the text and underline the words in bold from exercise 3 and then do the first example with them. Then students could do this alone or with the help of a partner. Take feedback.
- 5 Exercise 4 gives students practice of the vocabulary from exercise 3 and relates to the content of the text. Students choose the correct word to complete the sentences. If appropriate, students pair check. Take feedback.
- 6 Sound / spelling connections are particularly difficult for some students. With stronger students you could let them try and guess the odd one out without support. With weaker students, model the first one with them (*receipt* is the odd one out as it has the long /i:/ sound). In feedback it would be useful to drill the words to help students with the pronunciation; or you could model the pronunciation using the Macmillan online dictionary by clicking on the pronunciation icon, eg for *receipt*.
<http://www.macmillandictionary.com/dictionary/british/receipt>.

- 7 Exercise 6 gives students personalised speaking practice about mobile services. Set the discussion task for small groups if appropriate. Take class feedback. For the first point, you could ask them to rate the mobile services from 1 = *it would help poor people most* to 5 = *it would help them least*. If appropriate, this could be done as a pyramid discussion with pairs / small groups discussing their ideas and making a few notes, before combining groups to discuss again and agree on the order. This could be followed by recombining groups further or by whole class discussion.

Answer key

1

1 para 4 2 para 2 3 para 5 4 para 3 5 paras 1 & 6

2

- 1 F (about a quarter of drugs sold in poor countries are fake)
- 2 T
- 3 T
- 4 F (in India, you can text to get information about animals and plants)
- 5 T
- 6 T
- 7 F (in India, you can use your fingerprint and a special mobile to get money)

3

- 1 prevent (*verb*) pattern: *to prevent something from + -ing*
- 2 ensure (*verb*) pattern: *to ensure (that) ...*
- 3 accurate (*adj*)
- 4 crop (*noun*)
- 5 disease (*noun*)
- 6 loan (*noun*)
- 7 pension (*noun*)
- 8 transfer (*verb*) pattern: *to transfer someone/something to something*

4

- | | |
|------------|------------|
| 1 loan | 5 crop |
| 2 accurate | 6 transfer |
| 3 prevent | 7 ensure |
| 4 pension | 8 disease |

5

- 1 receipt /i: /
- 2 bribe /aɪ /
- 3 service /ɪ /
- 4 year /ɪə /
- 5 thousand /aʊ /

6 Students' own answers / ideas.

Related websites

The following websites might be useful for either you or your students.

<http://www.economist.com/node/18008202>

<http://www.un.org/webcast/pdfs/unia1291.pdf> (text of an interview)

<http://lifelines-india.net/agriculture/LifeLines%20Agriculture>

<http://theafricareport.com/archives2/society-a-culture/5141230-ghana-kenya-mobile-phone-revolution-goes-medical.html>