

# Digital ESL

*an open educational resource*



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**FINALIST**  
Innovation in  
Learner Resources

**ELTONS** AWARDS FOR INNOVATION IN  
ENGLISH LANGUAGE TEACHING

2024  
— AWARDS —

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# Digital ESL

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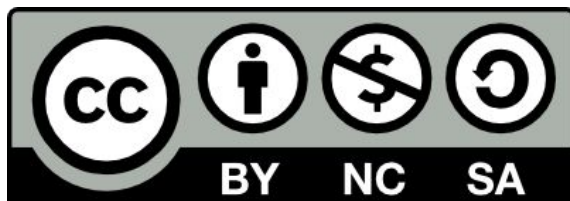
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## SUBJECTS

Adult ESL; Adult Basic Education; Digital Literacy; Digital Skills

# Note to the Teacher

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**Thank you for your support and for choosing to teach *Digital ESL*.**

Your impact, as a leader and educator, is one of great importance. Because of people like you, neighbors, friends, and loved ones in your community will gain the confidence to get on Wifi, use QR codes, and fill out online forms all while practicing English along the way!

This course, ***Digital ESL***, offers a simple, guided path to digital literacy starting with foundation skills training for those less proficient in English. It was designed to maximize hands-on learning opportunities both in and outside the classroom, utilizing students' own smartphone devices.

**Smartphones are powerful, handheld computers.**

According to a Gallup poll from 2022, smartphones are used by over 90% of Americans, however many have yet to explore features that go beyond watching YouTube, playing games, or receiving phone calls from loved ones.

The ability to navigate text messages, apps, email, and the internet has **evolved into a necessity** with many ordinary tasks, such as paying bills, withdrawing money, and checking in at the doctor's office, now requiring at least some level of proficiency using digital tools.

Digital literacy, the **ability to problem-solve** using devices such as smartphones, requires knowledge of how to interact with specific technology *and* also requires traditional language literacy. As early as 2013, the American Library Association recognized this interdependence explaining that, "**being digitally literate will continue to require basic reading and writing skills**, access to up-to-date digital instruction, and a commitment to lifelong learning."

Through your patience, positive attitude, and support of lifelong learning, your **students will find confidence in their abilities** to use their smartphones in ways that they would never have imagined! Helping your students take the first step on the path of digital literacy will open up a world of possibilities that will extend beyond the classroom.

Lesson Plan Outlines were created for each unit, access here: <https://bit.ly/digital-esl-lessonplans>

Thank you again for teaching *Digital ESL*. Feel free to reach out to me with questions or suggestions at [talley@digital-esl.org](mailto:talley@digital-esl.org) and join our LinkedIn group to the latest updates <https://www.linkedin.com/company/digital-esl>

Talley Caruso  
ESOL Teacher and Materials Writer

# How to Use

## **Digital ESL is guided by three research-backed principles:**

- (1) foundational digital skills are a prerequisite for digital literacy;
- (2) digital concepts are acquired through guided *learning by doing*;
- (3) students benefit from learning relevant skills on their own devices (Harris, 2020; Vanek, 2020).

Although *Digital ESL* was originally designed for teaching older adult (age 65+) beginner learners of English, it can be used for teaching common smartphone features to adults of any age.

## **MATERIALS PROVIDED IN DIGITAL ESL**

[Lesson Plan Outlines](#) to provide structure on timing and ways to review content per unit

**Worksheet printouts** for each unit cover one topic in a "spiraling curriculum," revisiting previously-taught concepts as the course progresses. Each unit is limited to 6 sheets of content and includes ample spacing for the students to take notes, draw diagrams, etc.

**Visual aids** for the teacher are associated with the original unit each concept is introduced. Reuse visual aids to bolster knowledge throughout the course.

**Folding Name Card** and **Certificate of Completion** templates are provided to identify individuals in the class and recognize their achievement at the end of the 10-unit course.

**Note: Students should be instructed to bring their smartphones to each session.**

## **RECOMMENDATIONS**

**Liaison:** Identify a trusted community member that can communicate how the course objectives connect to the students' personal lives and aspirations.

**Class size:** 5-15 students of Beginner ([NRS 1](#), [CEFR A1](#)) proficiency in English or higher

**Tools:** A large whiteboard for writing examples  
A projector, screen, laptop and document reader for clear demonstrations

### **Class dynamic:**

1. Use **exaggerated body movements** and gestures to describe actions.
2. **Speak slowly and clearly.** Spell vocabulary words together as a class.
3. If using a whiteboard, **write legibly** and large enough for all students to read.
4. Be patient and **allow students ample one-on-one opportunities to demonstrate their understanding** of digital skills through their actions.
5. Encourage students to **help one another**, even if they are not using English.
6. **Model the behavior of experimentation.**
7. Above all else, **be positive and encouraging.** Remember, we are on this journey together!

# How to Edit & Remix

**This textbook was designed to be shared, edited, remixed, and expanded!**

Follow the directions below to create your personal copy of the material

1. Go to this link: [bit.ly/digital-esl-slides](https://bit.ly/digital-esl-slides)  
The link brings you to the "view only" version of the *Digital ESL*, in Google Slides
2. To edit in **Google Slides**, Click on **File > Make a copy > Entire presentation**
  - a. A "Copy document" window will appear
  - b. Rename the file in the "Name" box
  - c. Click on **Make a copy** > the file is now yours to edit and remix!
3. To edit in **PowerPoint**, Click on **File > Download > Microsoft PowerPoint (.pptx)**
  - a. A "Save as" window will appear
  - b. Rename the file in the "Save as" box
  - c. Click on **Save** > the file is now yours to edit and remix!

## LICENSE



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## RECOMMENDATIONS FOR EDITING & EXPANDING THIS MATERIAL

**Copy and edit existing slides to create new slides for format consistency**

**Make fonts easy-to-read**

- Headers: Open Sans, normal, size 36 font
- Worksheet content: Open Sans, normal, font sizes 18 to 24
- Visual aids: Open Sans, extra bold, font sizes 72 to 96

**Provide adequate space** on each worksheet for note-taking including sketches, etc.

Use **Noun Project** to find and **create clear visual aids**: <https://thenounproject.com/>

**Remix the material to make it relevant:** Update and remix the material to include locally-relevant apps, mobile providers, keyboard layouts, date order, address and phone structure, top level domains (.co.uk vs. .com), hardware and icons (Samsung vs. iPhone), new functionality (two-factor authentication). If there are local resources relevant for the students, steer them to practice interacting with those sites / apps through meaningful, guided classroom activities.

Lastly, I invite you to join the **Digital ESL community on LinkedIn** to share resources related to teaching Digital Literacy to learners of English <https://www.linkedin.com/company/digital-esl>

We are lifelong learners together!

Feedback, suggestions, or questions? Email [info@digital-esl.org](mailto:info@digital-esl.org) or [talley.hsu@gmail.com](mailto:talley.hsu@gmail.com)

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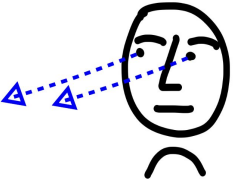

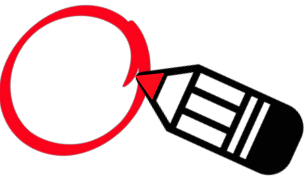
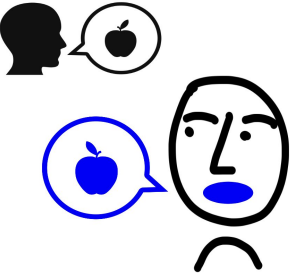


# Unit #1

## Class Schedule

#	Date	Topic
1		Introduction
2		Connecting to Wifi
3		Smartphone Parts
4		Smartphone Actions
5		Asking for Help
6		Apps I Use
7		Schedules and Dates
8		Using QR Codes and Forms
9		Filling out Online Forms
10		Review and Graduation

# Learn Classroom Directions

Action	Action Name	Practice
	to look	Please <b>look</b> here.
	to listen	Please <b>listen</b> to me.
	to circle	Please <b>circle</b> the letter "A".  A      B      C
	to repeat	Please <b>repeat</b> after me.

# Identify Keyboard Letters





The teacher's name is **TALLEY**.



My name is [ ].



## Identify Apps

App Icon	App Name	This is for...
	<b>WhatsApp</b>	
	<b>Facebook</b>	
	<b>YouTube</b>	
	<b>Zoom</b>	

# Word Search

K E Y B O A R D K J  
N U P P E R C A S E  
H A P P Y S F N E T  
P A S S W O R D P F  
A C C O N F U S E D  
L O W E R C A S E F  
S M A R T P H O N E  
I R Z L E T T E R S  
R O E E B C W X N T  
S Y M B O L S C L R

smartphone

keyboard

confused

uppercase

lowercase

password

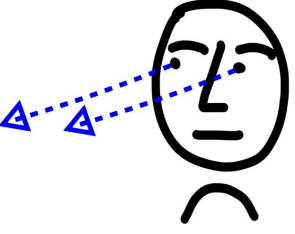
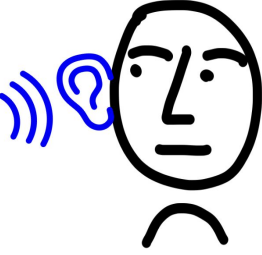
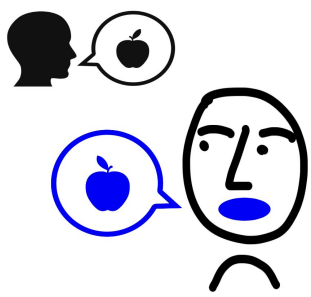
letters

symbols

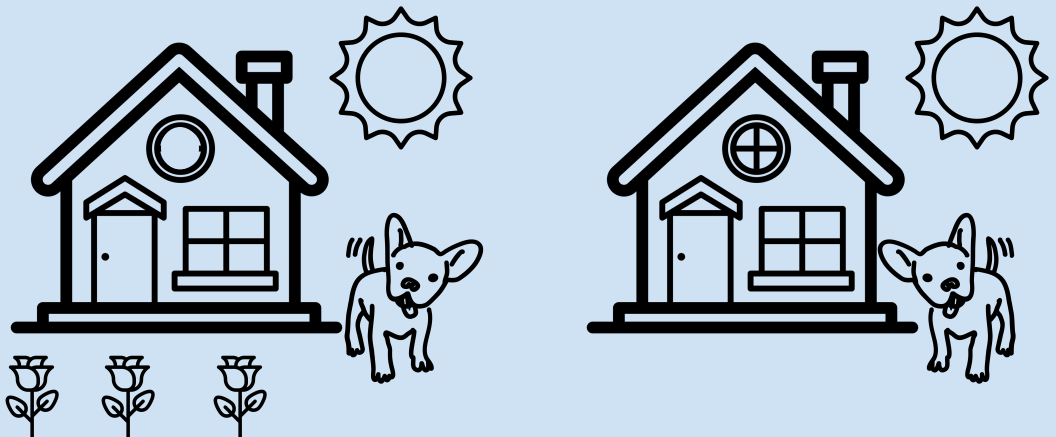
happy

# Unit #2

## Practice Classroom directions

Action	Please...	
	look <b>at me.</b>	look <b>at him.</b>
	listen <b>to me.</b>	listen <b>to them.</b>
	repeat <b>after me.</b>	repeat <b>after her.</b>

**Circle the differences (3)**



## Practice Speaking

*Which cell service provider (company) do you have?*

**T Mobile**

**verizon**<sup>v</sup>

 **boost**  
mobile<sup>®</sup>



My name is [\_\_\_\_\_].

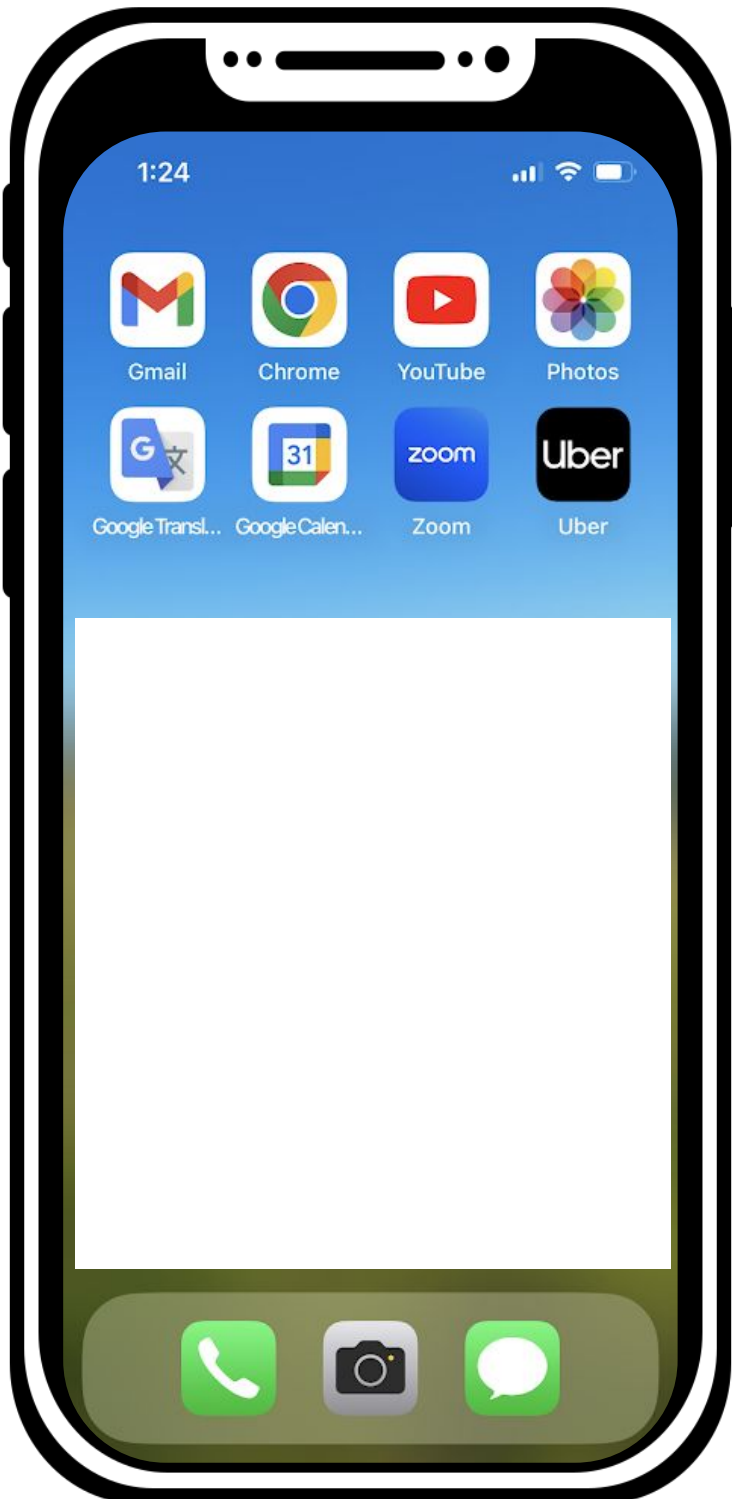
I have [\_\_\_\_\_].

**How about you?**

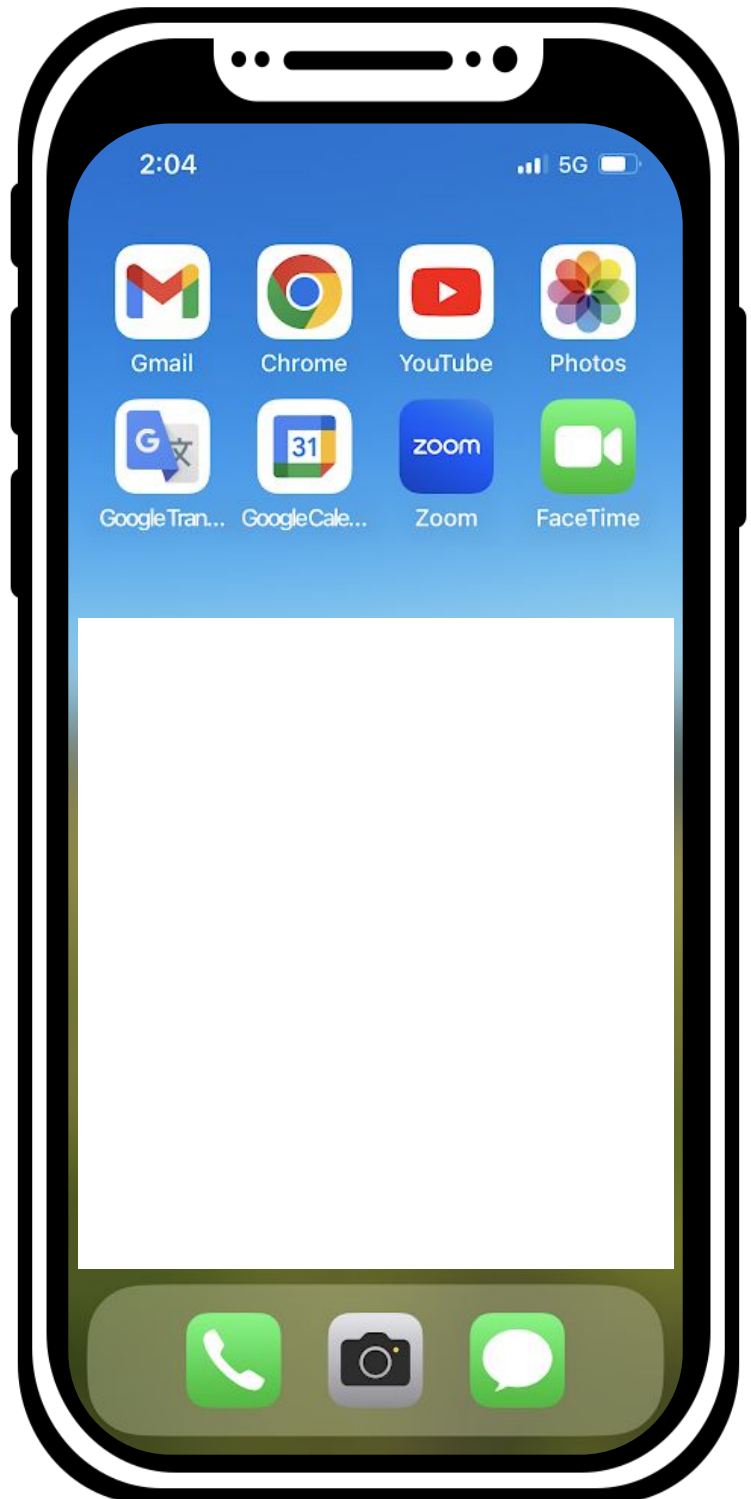
# Unit #2

## Circle the differences (3)


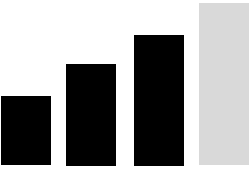

**Image A**



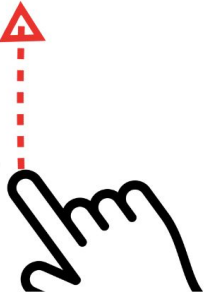
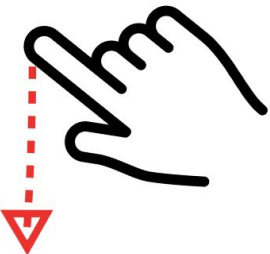

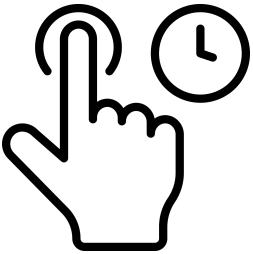
**Image B**



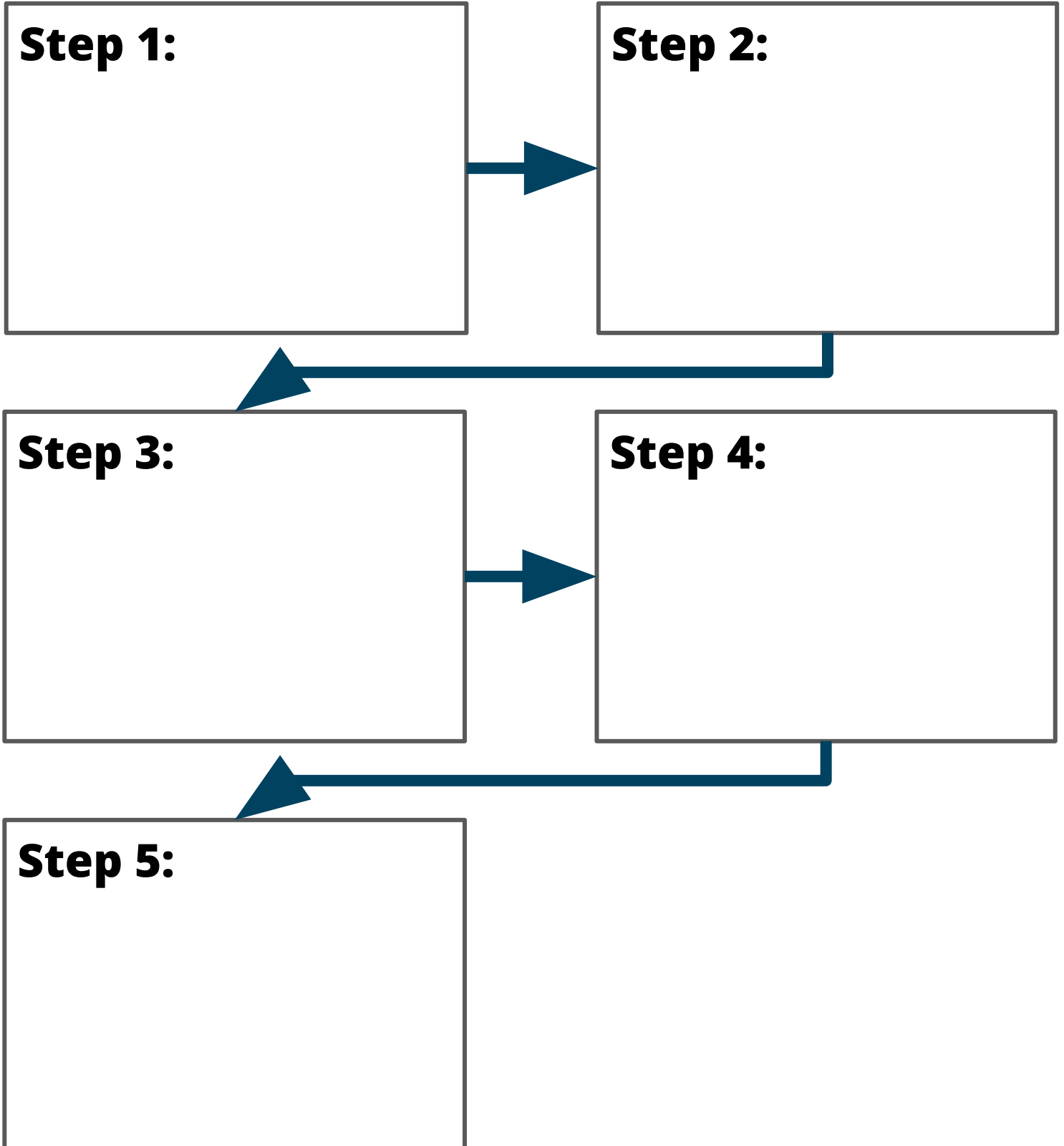
## Identify Smartphone Icons

Icon	Icon Name	This is for...
	battery level	
5G	cell service speed	
	cell service signal	
	WiFi signal	

## Practice Smartphone Actions

Action	Action Name	How to...
	<b>swipe up</b>	
	<b>swipe down</b>	
	<b>tap on</b> (or) <b>select</b>	
	<b>"long press"</b> (2 seconds)	

## How to connect to WiFi



# Unit #3

## Practice Classroom directions

Sentence example:

Please **show me** [something].

Please **show me how to** [action].

Please **point at** [something].

Where is [something] ?

**It's right here.**



(or)

**It's over there.**



(or) **I'm not sure.**



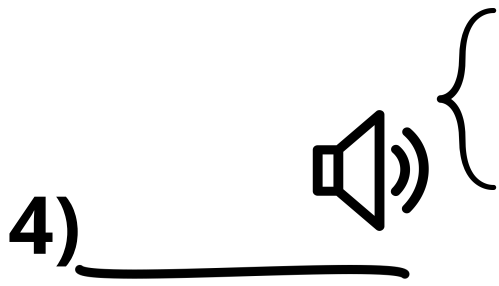
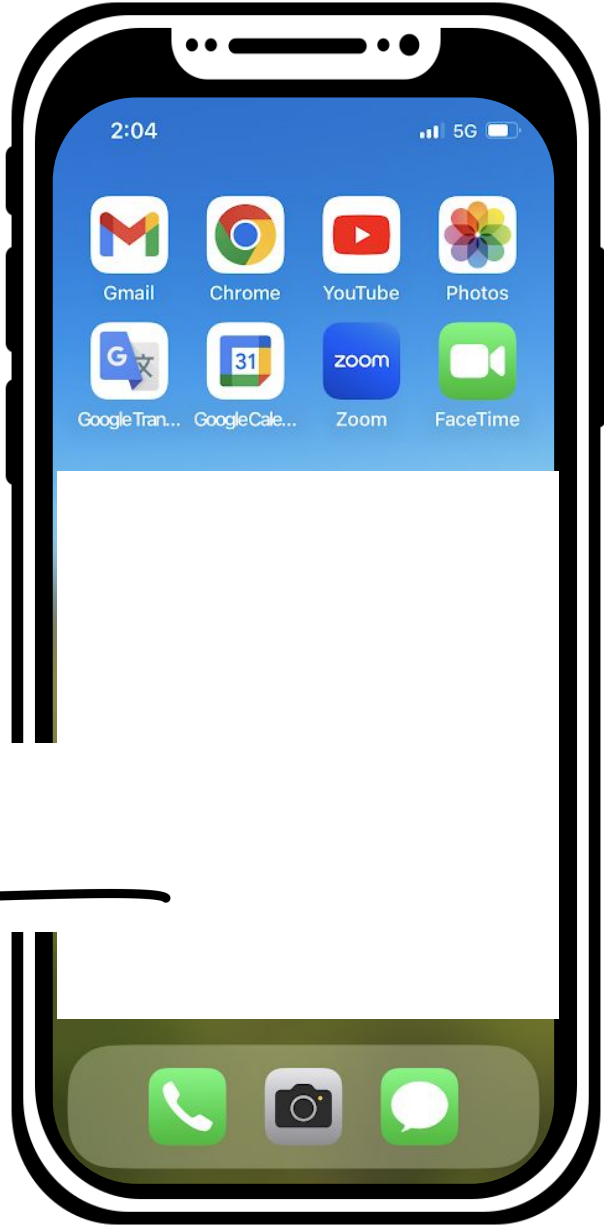
## Smartphone Parts

phone



phone charger

## Smartphone Parts

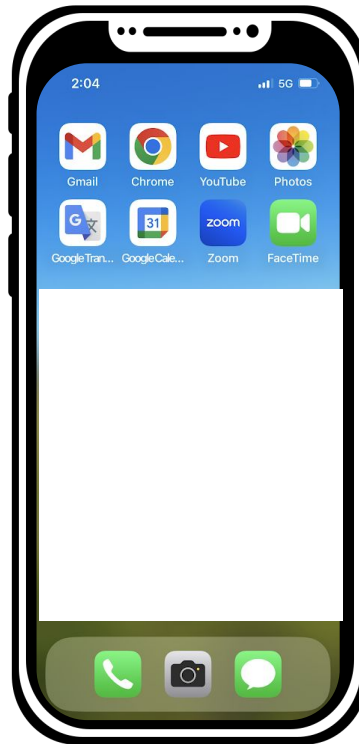


## Identify Sides

top

left

right



bottom

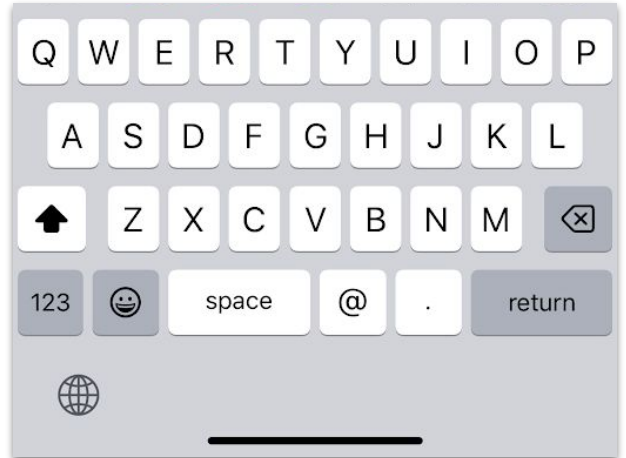
# Unit #3

## Smartphone Keyboard

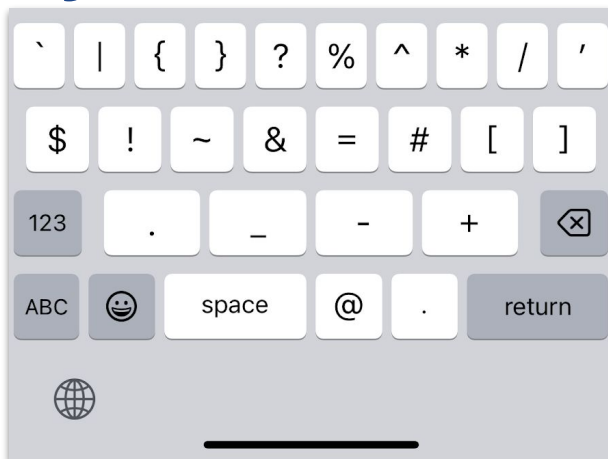
### lowercase letters



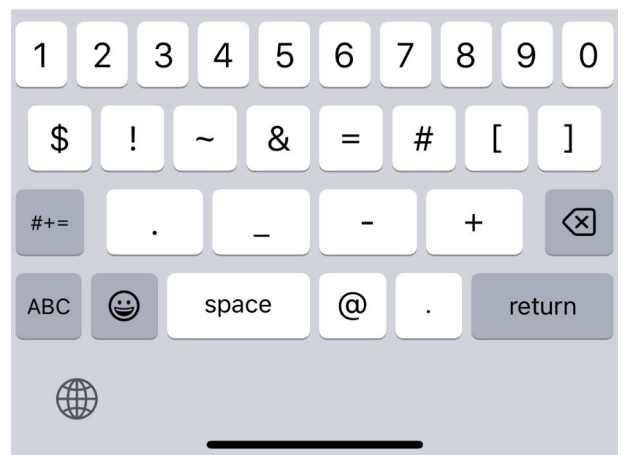
### UPPERCASE letters



### symbols

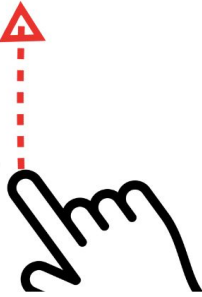
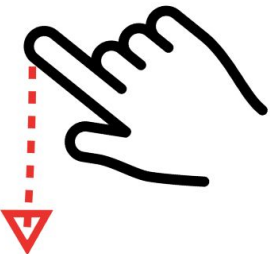
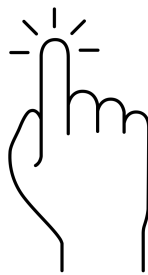
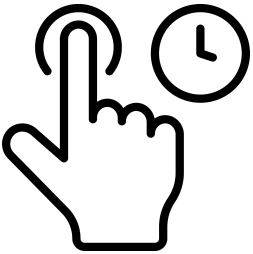


### numbers

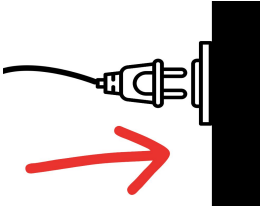
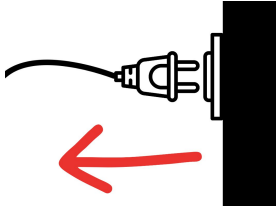




# Unit #4


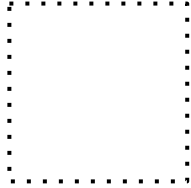

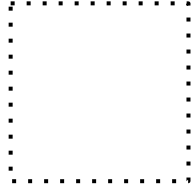
## Practice Smartphone Actions (review)

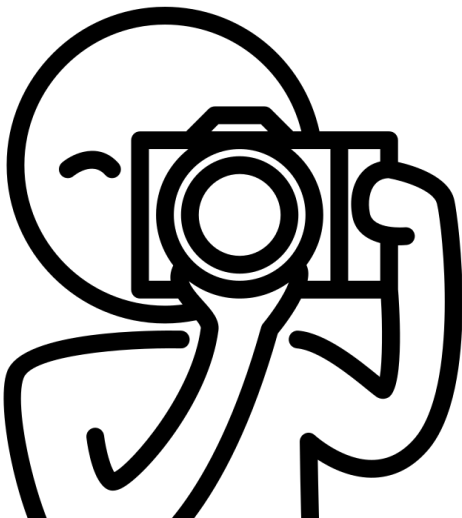
Action	Action Name	How to...
	<b>swipe up</b>	
	<b>swipe down</b>	
	<b>tap on</b> (or) <b>select</b>	
	<b>"long press"</b> (2 seconds)	

## Practice Classroom directions


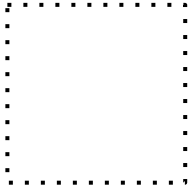


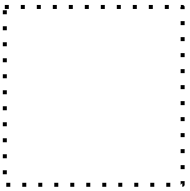


Action	Please...
	<i>plug in [something].</i>
	<i>unplug [something].</i>
	<i>press the power button .</i>
	<i>find [something].</i> <i>search for [something].</i>

## Practice Smartphone Actions



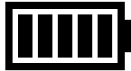





Questions	Answers
<p>1. <b>How do I take a photo?</b></p>	<p><b>First,</b></p> <p> _____ <b>the</b>  <b>app,</b></p> <p><b>and then</b></p> <p> _____ <b>on the</b>  <b>button.</b></p>



## Practice Smartphone Actions

Questions	Answers
<p>2. How do I send a photo ?</p>	<p><b>First (1st) step:</b>   _____ the  app .</p> <p><b>Second (2nd) step:</b>   _____ the photo .</p> <p><b>Third (3rd) step:</b>   _____ on the  button .</p> <p><b>Final step:</b>   _____ and  _____ .</p>

# Descriptive Words

Characteristic	Descriptive Words		
battery level	 <b>low</b>	 <b>medium</b>	 <b>full</b>
brightness	 <b>dim</b>	 <b>bright</b>	
volume	 <b>muted</b>	 <b>quiet</b>	 <b>loud</b>
font size	<b>ABC</b> <b>small</b>	<b>ABC</b> <b>normal</b>	<b>ABC</b> <b>large</b>

# Unit #5

## Asking for help and helping others



### Practice Speaking

**Hi! How are you today?**

**I'm good. And you?**

**I'm good too. Thank you.**

**Can you help me, please?**

**Sure!**



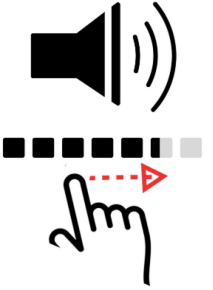
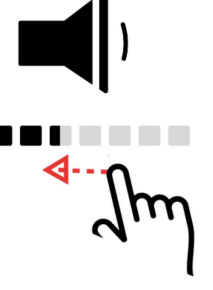
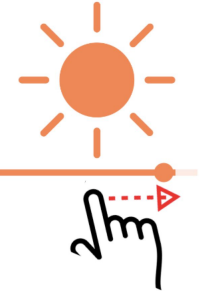
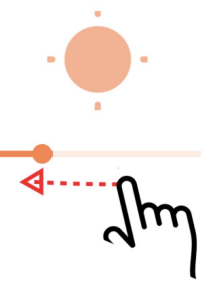

**I can help you.**

**Sorry,**

**I **can't** help you.**

## Asking for help and helping others

### Questions using comparison words

<p>Can you help me make it ...</p>	 <p>?</p>	 <p>?</p>
	 <p>?</p>	 <p>?</p>
	 <p>?</p>	 <p>?</p>
<p>Can you help me ...</p>	 <p>?</p>	

# Asking for help and helping others



## Practice Speaking

It's too [ *large* ]. Can you make it [ *smaller* ]  
?

large  
small

smaller  
larger

dim  
bright

brighter  
dimmer

quiet  
loud

louder  
quieter

hard  
easy

easier  
harder

## Asking for help and helping others



### Practice Speaking

**Can you help me [            ]?**

**Okay. Let me try.**

**Let me see your phone.**

**It looks **good!****

**It **didn't work.****

**Thank you!**

**Thanks for trying.**

# Unit #6

# Matching game

Match the activity on the left with the app on the right.

\_\_\_\_\_ 1) to watch videos

a)



\_\_\_\_\_ 2) to translate words

b)



\_\_\_\_\_ 3) to chat with friends

c)



\_\_\_\_\_ 4) to take photos

d)



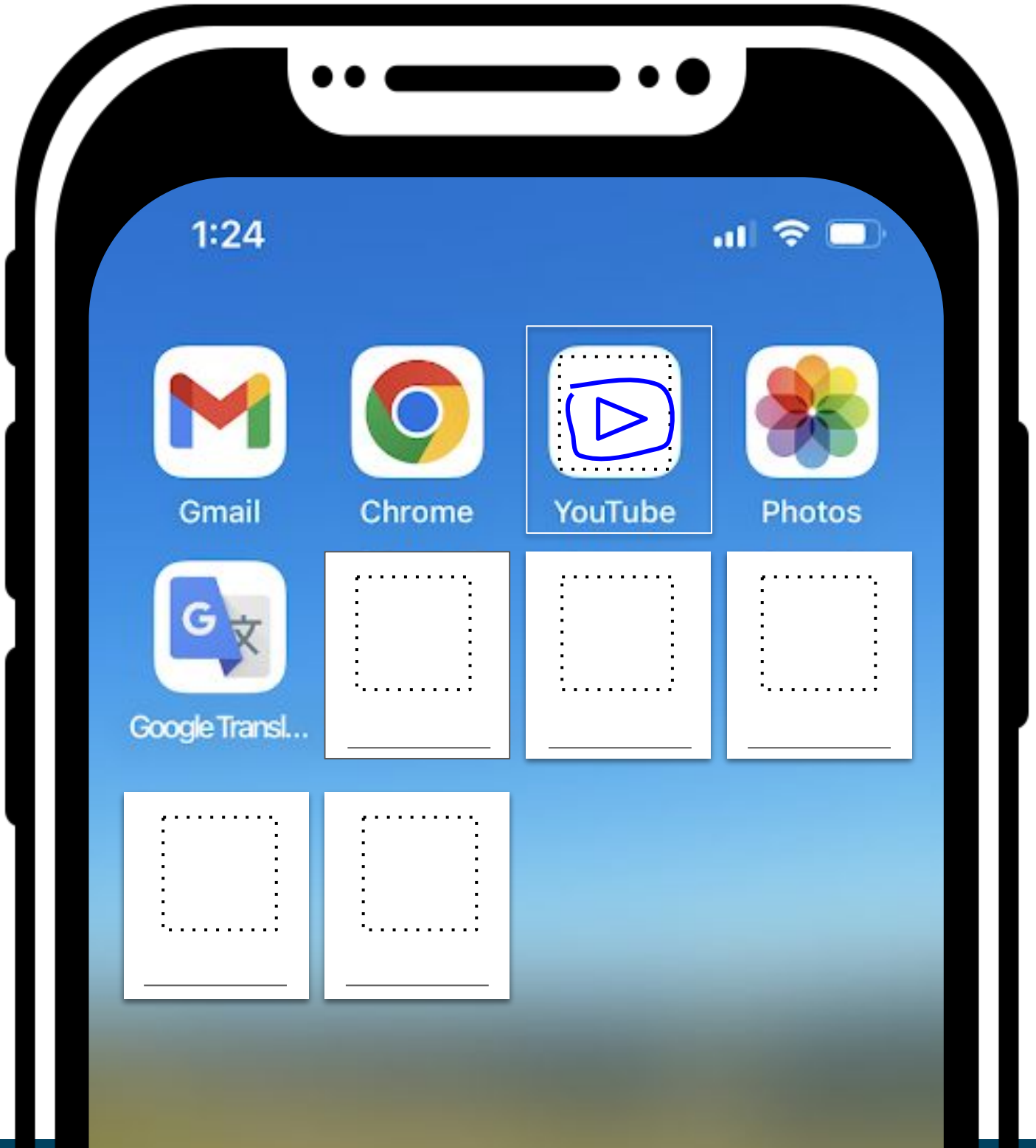
\_\_\_\_\_ 5) to look up information

e)



## Apps I use

*In the blank boxes, draw icons of the apps you use.*



## Apps I use



### Practice Speaking

**What is your favorite app?**

**My favorite app is \_\_\_\_\_.**

**I use it to \_\_\_\_\_. And you ?**

**My favorite is \_\_\_\_\_.**

**I use it every day to \_\_\_\_\_.**











## Adverbs of Frequency

Frequency adverbs describe **how often** an action occurs.

Frequency	Word
100%	<b>always</b>
	usually
50%	<b>sometimes</b>
	rarely
0%	<b>never</b>

# Unit #7

# Schedules and Activities

Casey's Schedule	the week					the weekend	
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<i>Morning</i> <b>A.M.</b>							
<i>Afternoon</i> <b>P.M.</b>							



## Practice Speaking

Question #1: **Does** Casey walk?

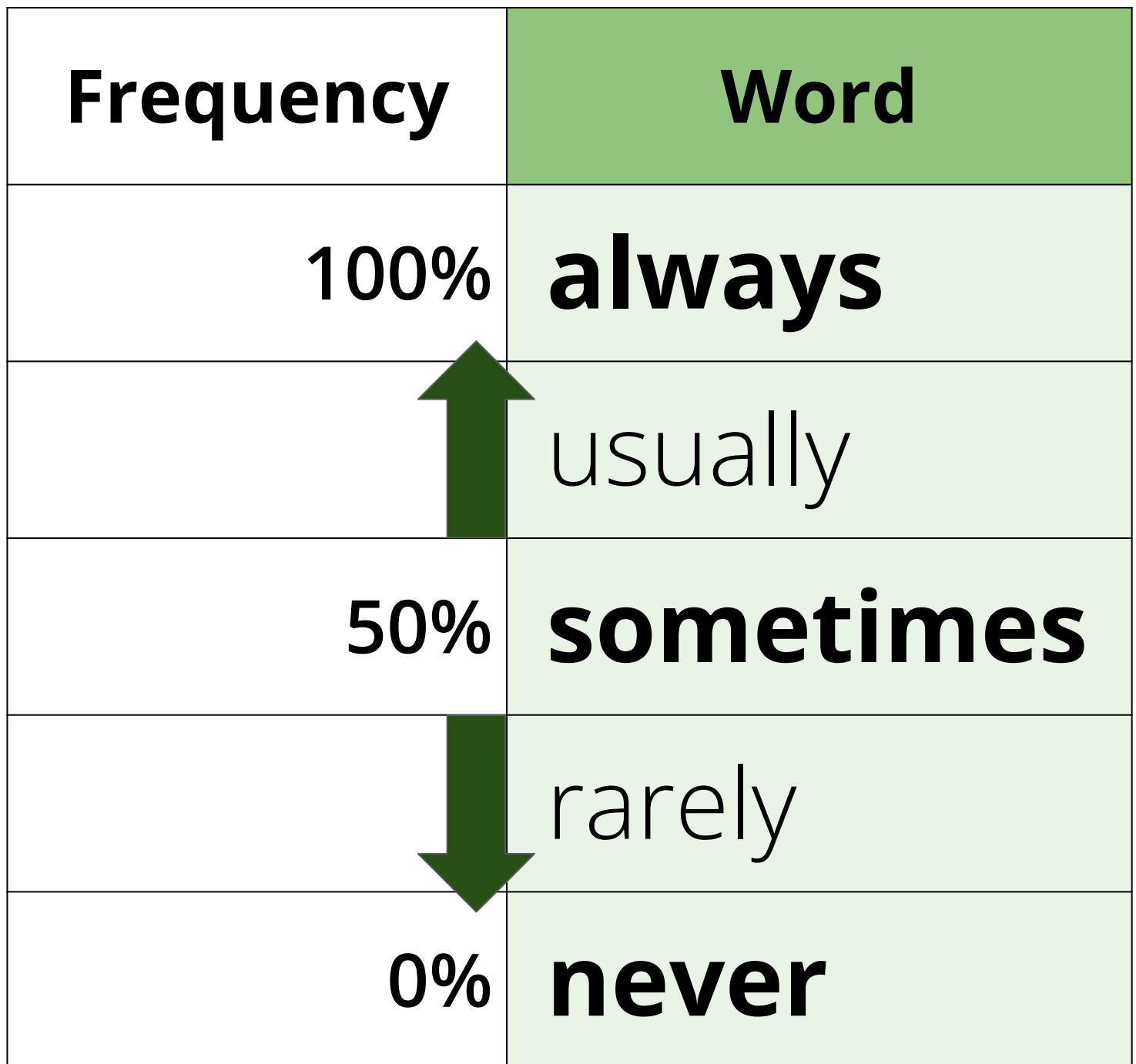
Question #2: **Does** Casey watch YouTube?

Question #3: **Does** she skateboard?

## Adverbs of Frequency (review)

Frequency adverbs describe **how often** an action occurs.

Frequency	Word
100%	<b>always</b>
	usually
50%	<b>sometimes</b>
	rarely
0%	<b>never</b>



# Unit #7

## Calendar Dates - Months

Your <b>Date of Birth</b> (birthday)	____ / ____ / ____ <b>Month</b> <b>Day</b> <b>Year</b>
--	---

Months	
01	January
02	February
03	March
04	April
05	May
06	June
07	July
08	August
09	September
10	October
11	November
12	December

Last month:						

This month:						

Next month:						

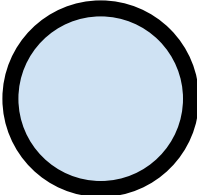
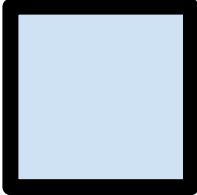
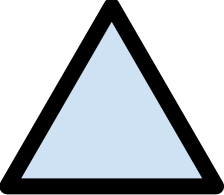
## Calendar Dates - Days

Your <b>Date of Birth</b> (birthday)	____ / ____ / ____ <b>Month</b> <b>Day</b> <b>Year</b>
--	---






Number / Day of the Month		
<b>01</b> one / first	<b>12</b> twelve (th)	<b>23</b> twenty-three
<b>02</b> two / second	<b>13</b> thirteen (th)	<b>24</b> twenty-four
<b>03</b> three / third	<b>14</b> fourteen (th)	<b>25</b> twenty-five
<b>04</b> four / fourth	<b>15</b> fifteen (th)	<b>26</b> twenty-six
<b>05</b> five / fifth	<b>16</b> sixteen (th)	<b>27</b> twenty-seven
<b>06</b> six / sixth	<b>17</b> seventeen (th)	<b>28</b> twenty-eight
<b>07</b> seven (th)	<b>18</b> eighteen (th)	<b>29</b> twenty-nine
<b>08</b> eight / eighth	<b>19</b> nineteen (th)	<b>30</b> thirty
<b>09</b> nine / ninth	<b>20</b> twenty	<b>31</b> thirty-one
<b>10</b> ten (th)	<b>21</b> twenty-one	<b>Note the pattern:</b> 20th    twentieth 21st    twenty-first 30th    thirtieth
<b>11</b> eleven (th)	<b>22</b> twenty-two	

# Unit #8

# Using the camera to go online

Questions	Write the answer
<p>1. What is the shape of a QR code?</p>	<p>A QR code is usually a <b>square</b>.</p> <p> a) _____</p> <p> b) _____</p> <p> c) _____</p>

## Using the camera to go online

Questions	Write the answer
<p>2. How do I use a QR code?</p> 	<p>(1st) _____ step:</p> <p> _____ the  app .</p> <p>(2nd) Second step:</p> <p><b>Aim</b> the camera at the QR code .</p> <p>(3rd) _____ step:</p> <p> _____ the </p>

## Unit #8

## Practice filling out a form (1 of 3)

1. Scan the QR code	(ask your teacher for the QR Code)
2. Input / type your name	<p><i>First Name</i></p> <p><i>Last Name</i></p>
3. Input / type your address	<p><i>Street Address</i></p> <p><i>City</i></p> <p><i>State</i></p> <p><i>Zip Code</i></p>
4. Input / type your email	<p>_____ @ _____ . _____</p>
5. Input / type your phone number	<p>( _____ ) _____ - _____ - _____</p> <p><b>Area code</b>                      <b>Phone Number</b></p>

## Practice filling out a form (2 of 3)

<p><b>6. Input your Date of Birth (birthday)</b></p>	<p>____ / ____ / ____</p> <p>Month      Day      Year</p>
<p><b>7. Select your Household size</b></p>	<p>(# of family members in your house or apartment)</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>Household Size { note: # of family members in your house or apartment } *</p> <p style="text-align: center;">1   2   3   4   5   6   7   8   9</p> <p>1 person   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   <input type="radio"/>   9+ persons</p> </div>
<p><b>8. Select your Household income</b></p>	<p>(total combined annual income of members in your house or apartment)</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>Household / Family Income Level { note: total combined annual income of members in your house or apartment } *</p> <p><input type="checkbox"/> \$0 to \$40,000</p> <p><input type="checkbox"/> \$40,001 to \$70,000</p> <p><input type="checkbox"/> \$70,001 to \$106,000</p> <p><input type="checkbox"/> \$106,001 to \$139,000</p> <p><input type="checkbox"/> Other: _____</p> </div>

## Unit #8

## Practice filling out a form (3 of 3)

### 9. Are you Hispanic Ethnicity?

Are you Hispanic Ethnicity? { note: Hispanic is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. source: census.gov } \*

- Yes
- No

### 10. Select your Race and Ethnicity

Race/Ethnicity > note: Race/ethnicity is the group to which an individual belongs, identifies with, or belongs in the eyes of the community \*

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Other Race not listed

### 11. Check the box "I understand"

I acknowledge that the Digital Lending Library is intended for library patrons who do not otherwise have access to the equipment or services sufficient to meet the patron's educational needs. \*

I have read and understand these terms and guidelines.

- I understand



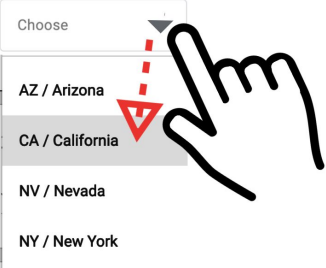


# Unit #9

## Circle the mistakes

*The correct version of the email is: johnny26@aol.com*

1. johnny26@aol
2. johnny26@com.aol
3. johnny26@.com
4. johnny26.aol@com
5. johnny2 6@aol.com

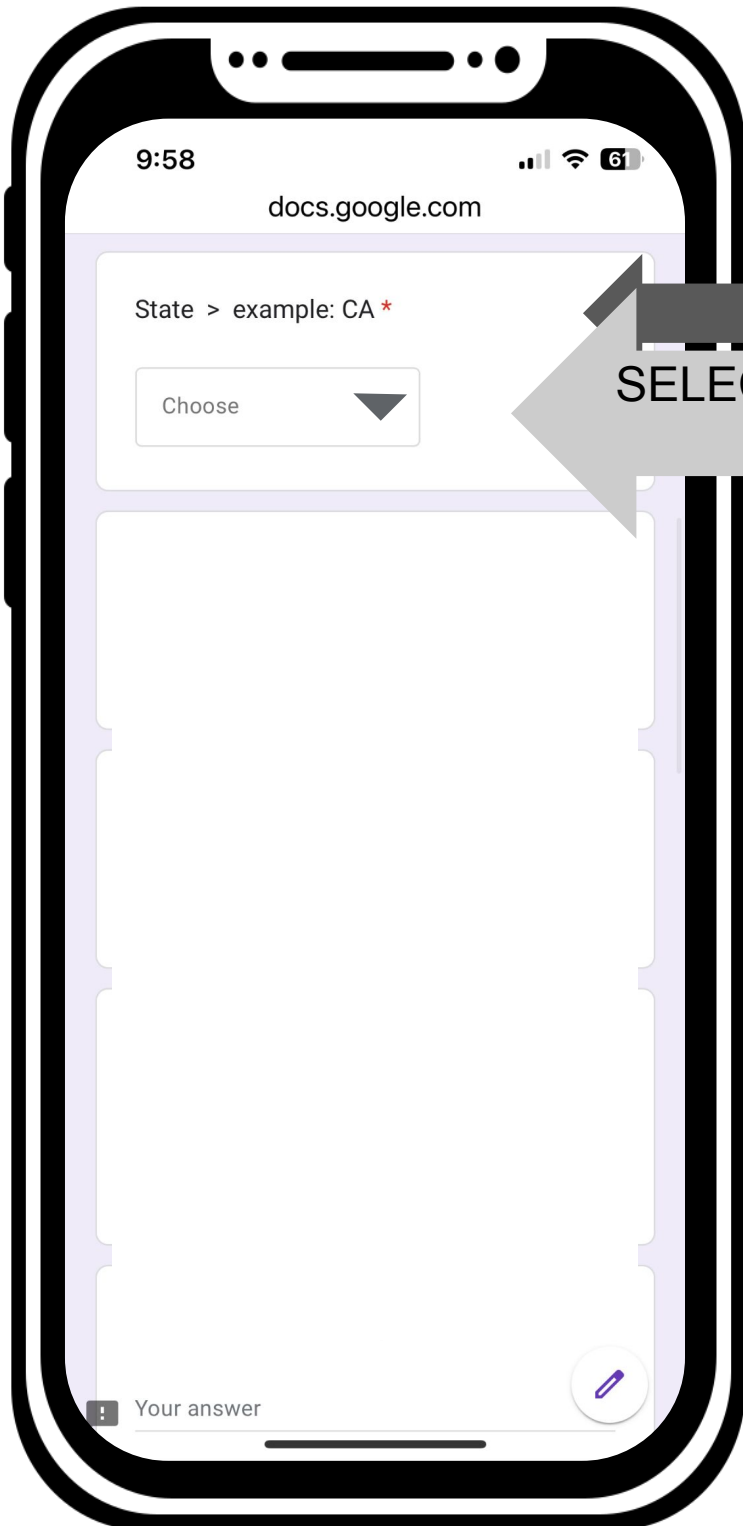
# Practice Directions

Action	Please...
	<p><b>tap the button</b></p>
	<p><b>check the box</b></p>
	<p><b>select from the drop-down</b></p>
	<p><b>move the cursor</b></p>
	<p><b>fix a mistake</b></p>

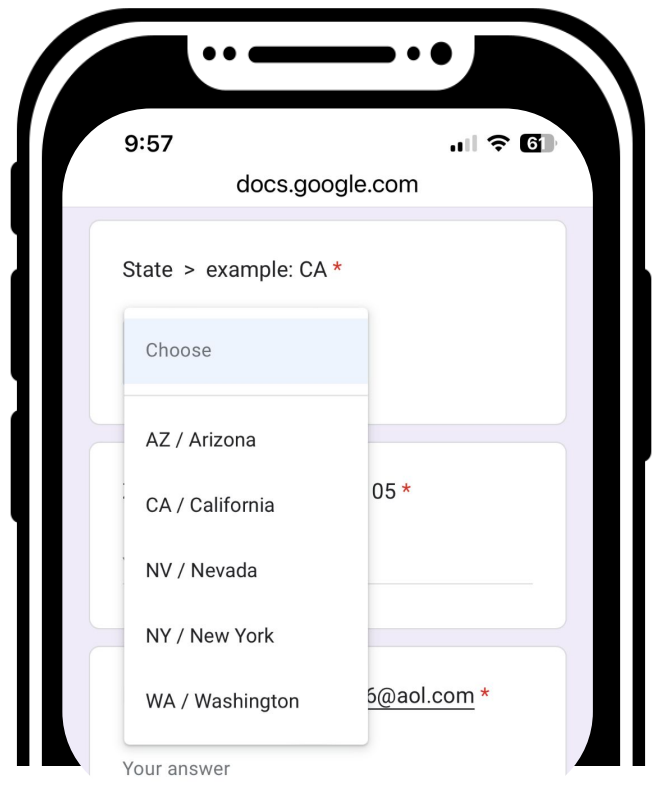
## Practice using Online Forms

The image shows a smartphone screen with a web browser displaying a Google Docs form. The browser's address bar shows 'docs.google.com'. The form title is 'Digital ESL - Practice Form'. Below the title is a note to the teacher: 'Note to the teacher: this Digital ESL Practice Form is meant to simulate online forms that students will encounter. It is important to review norms and conventions such as the typical sequence of information, abbreviations, and units of measure (i.e., income is reflected as an annual figure in the U.S.)'. Below the note is a red asterisk followed by the text '\* Indicates required question'. The first question is 'First Name \*' with a text input field containing 'Your answer'. A callout box points to the title with the text 'THIS IS THE NAME OF THE FORM'. Another callout box points to the 'First Name \*' question with the text '"SHORT ANSWER" QUESTION' and 'TYPE YOUR SHORT RESPONSE'. The smartphone's status bar at the top shows the time '11:54', signal strength, Wi-Fi, and battery level '83%'. The browser's navigation bar at the bottom shows back, forward, and search icons.

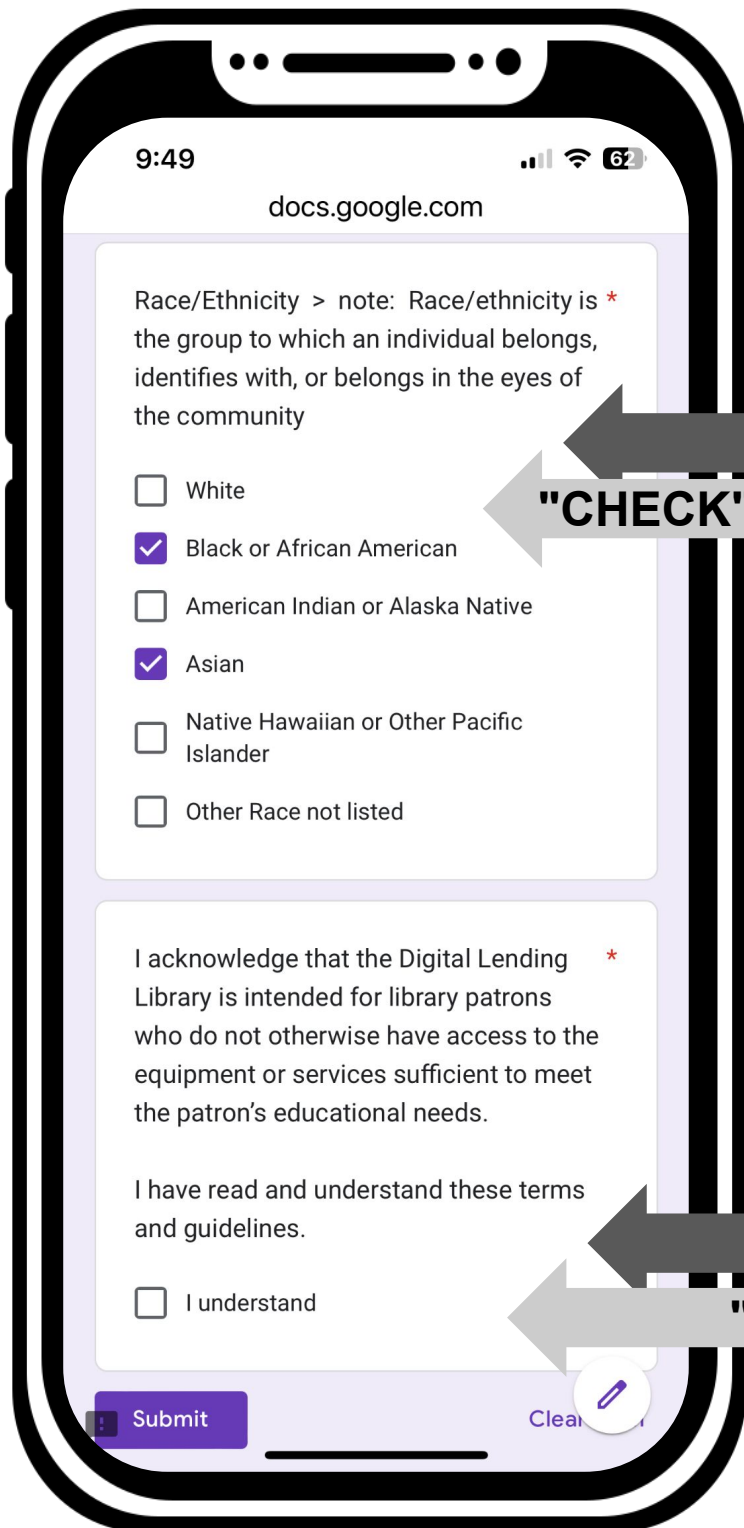
## Practice using Online Forms



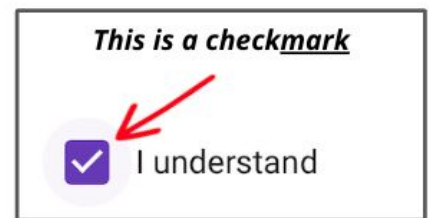
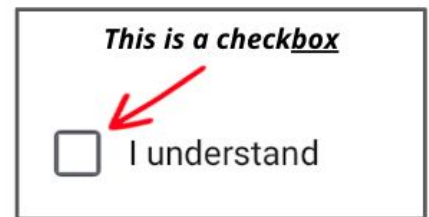
**"DROPDOWN " QUESTION**  
**SELECT YOUR RESPONSE FROM THE**  
**DROPDOWN MENU**



## Practice using Online Forms



**"CHECKBOX" QUESTION**  
**"CHECK" (select) ONE OR MORE BOXES**



**"CHECKBOX" CONFIRMATION**  
**"CHECK" THE BOX TO CONFIRM**

## Practice using Online Forms

9:51 docs.google.com

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Other Race not listed

I acknowledge that the Digital Lending Library is intended for library patrons who do not otherwise have access to the equipment or services sufficient to meet the patron's educational needs.

I have read and understand these terms and guidelines.

I understand

Submit Clear form

Google Forms

**SUBMIT THE FORM**

**TAP THE " SUBMIT " BUTTON**

# Unit #10

## What did you learn?

- ❑ Directions: Look here, listen to me, repeat
- ❑ How to connect to WiFi
- ❑ How to find symbols ( % \ \* )
- ❑ Smartphone verbs: swipe, tap, long press
- ❑ How to make your phone louder, brighter
- ❑ How to ask and answer "where" questions
- ❑ Frequency words: always, sometimes, never
- ❑ How to ask for and give help
- ❑ Talking about Apps & their names in English
- ❑ Taking a photo using your smartphone
- ❑ Using a QR code to get online
- ❑ Filling out and submitting an online form

---

## TEACHER'S COPY

[Creating a QR Code to teach Units #8+9](#)

Folding Name Card Tent - Template

Certificate of Completion - Template

Unit #1 Word Game - Answer Key

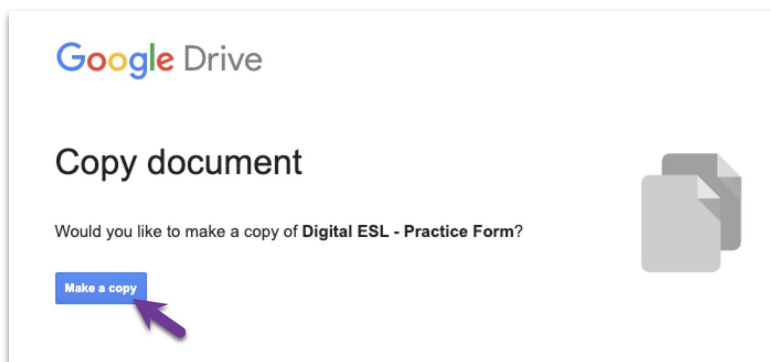
Printable Visual Aids

Image and Icon Credits

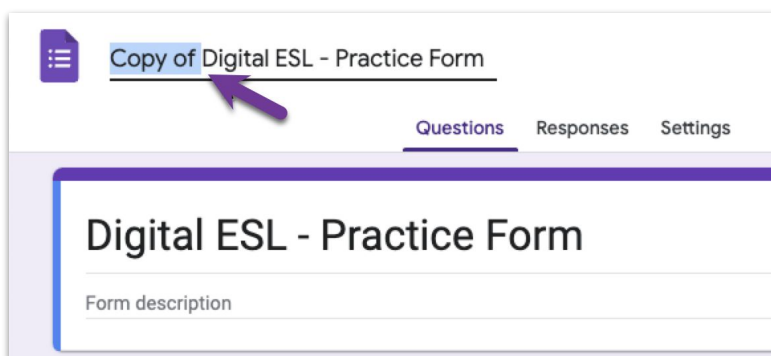
# Create a QR code for your students

**Prior to Unit #8, follow the directions below:**

1) Visit this website to make a copy of the the *Digital ESL Practice Form*  
[https://bit.ly/desl\\_practiceform](https://bit.ly/desl_practiceform)



2) Rename the form you created



3) Next, create a QR code that links to the form you created in step 2.  
(I use [bitly.com](https://bitly.com), but you can use any site you would like.)

**4) Download the QR Code and print it out for the class to use in Unit #9**  
Be aware that although this is a **practice form**, responses will be saved in the "Responses" section of the survey, that by default, is accessible to the person who created the file in step 2.

---

---

**My name is**

---

**My name is**

---

---

**Digital ESL**



# Certificate of Completion

**STUDENT  
NAME**

This certificate acknowledges  
your active participation and commitment  
to completing 10 hours of instruction on

**DIGITAL ESL**

held on-site at

in collaboration with

---

Name of Instructor

---

Today's Date

# Word Game - Answer Key

## Word Search

K E Y B O A R D K J  
 N U P P E R C A S E  
 H A P P Y S F N E T  
 P A S S W O R D P F  
 A C C O N F U S E D  
 L O W E R C A S E F  
 S M A R T P H O N E  
 I R Z L E T T E R S  
 R O E E B C W X N T  
 S Y M B O L S C L R

smartphone

keyboard

confused

uppercase

lowercase

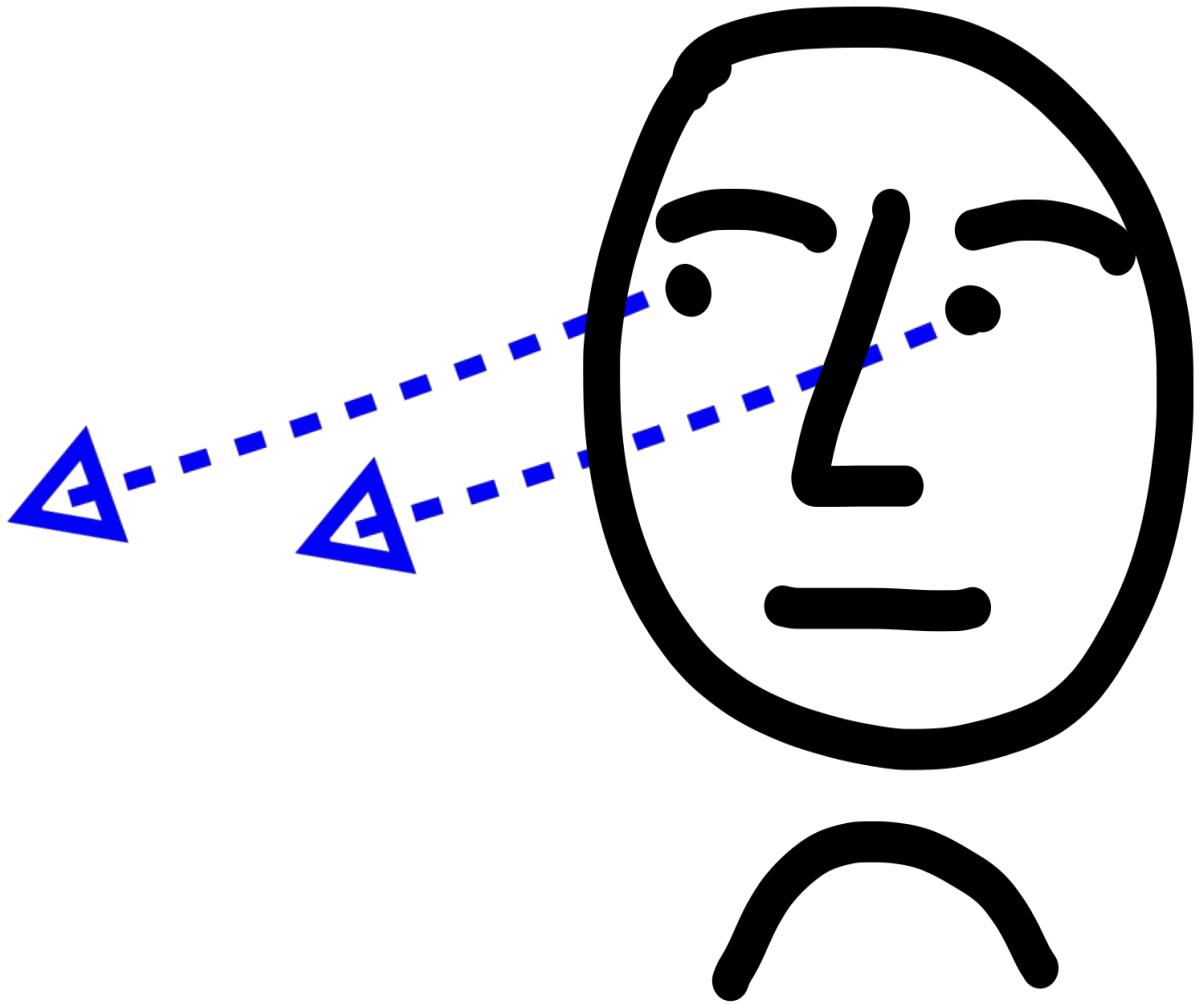
password

letters

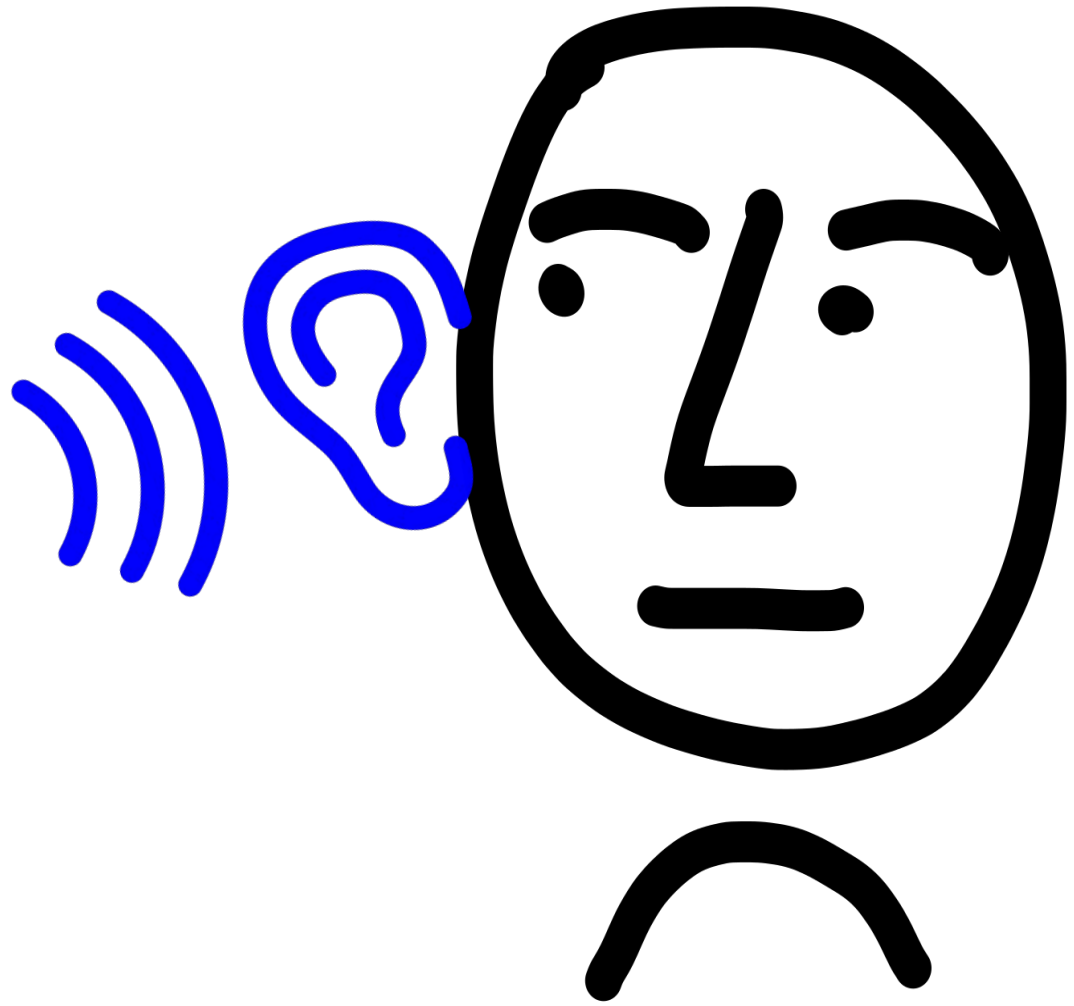
symbols

happy

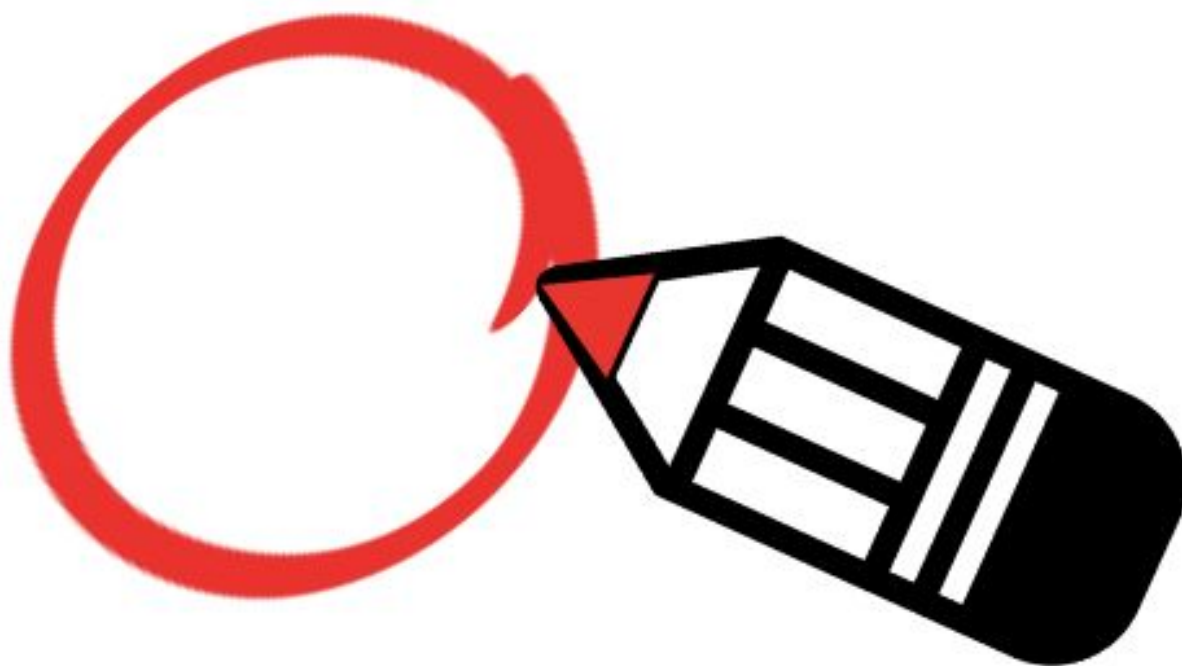
# Printable Visual Aids



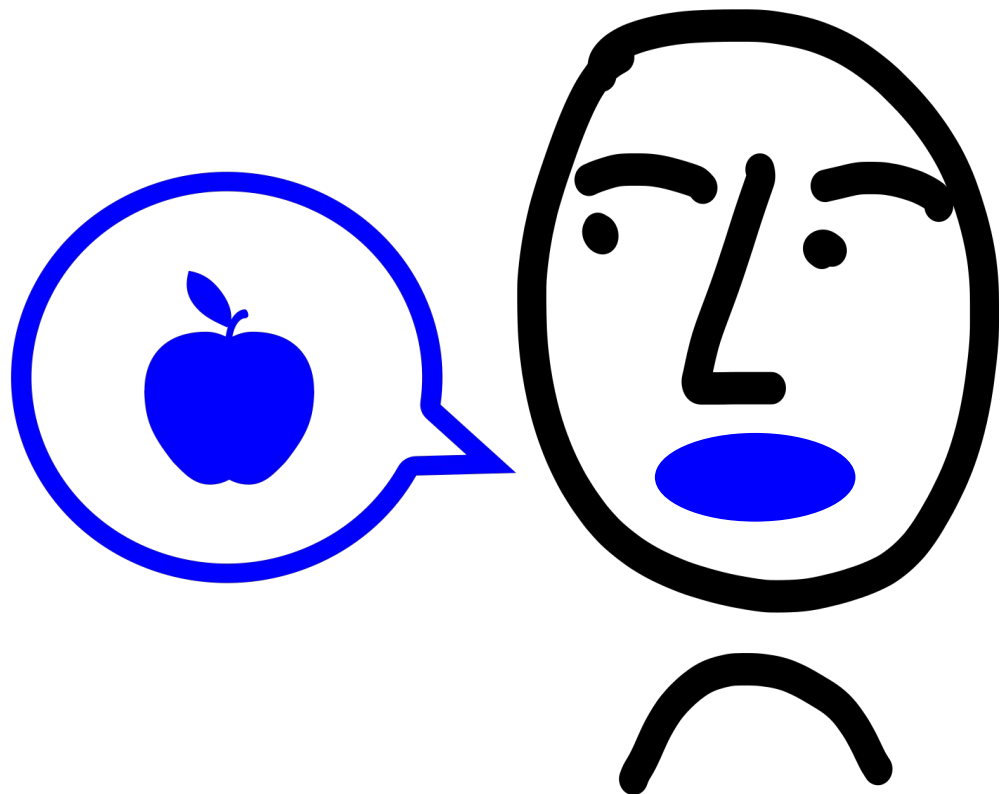
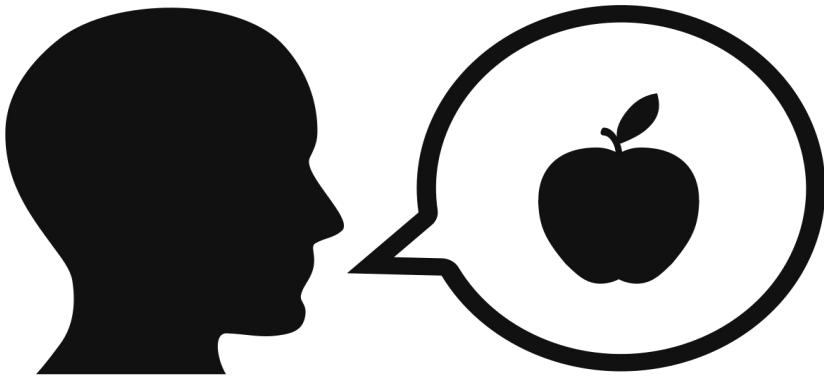
**to look**



**to listen**



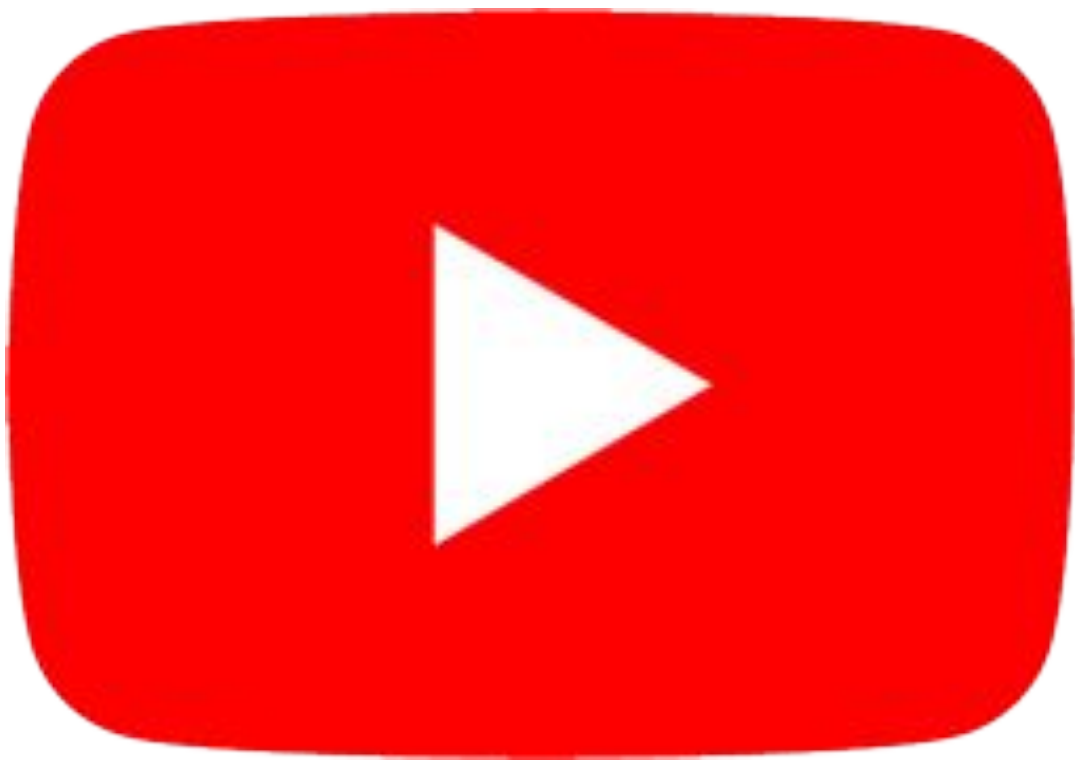
**to circle**



**to repeat**











---

# Cell Service Providers (companies)



# cell service

# Join Wifi on your Smartphone

**Network:** \_\_\_\_\_

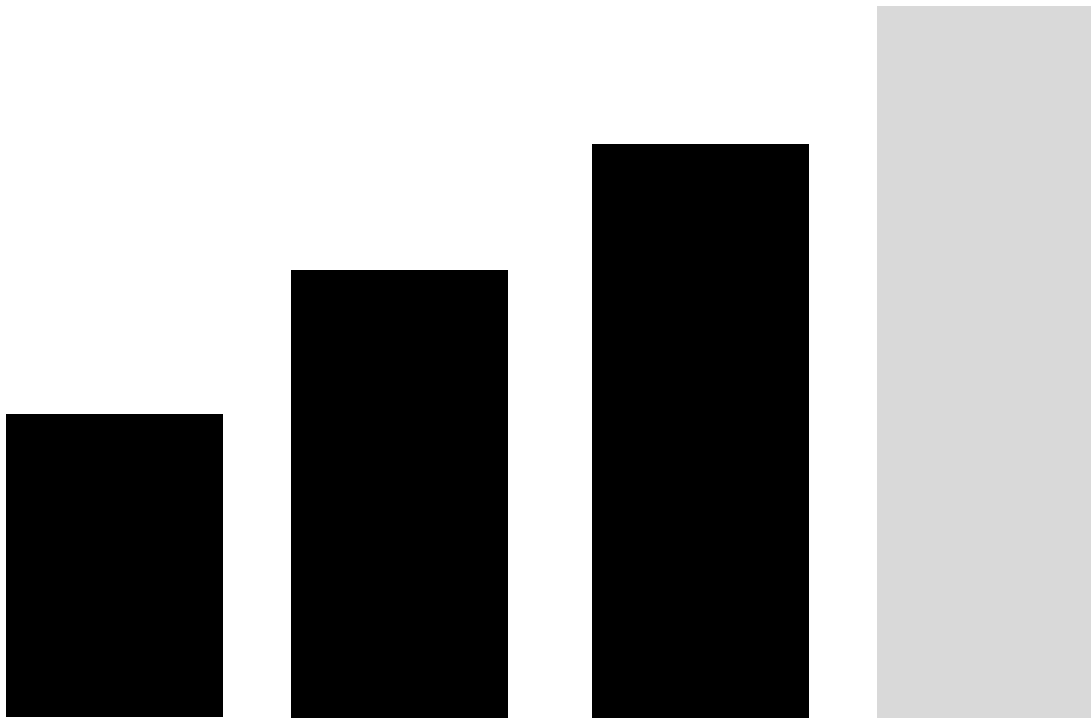
**Password:** \_\_\_\_\_



**battery  
level**

**5G**

**cell  
service  
speed**



# cell signal



**WiFi**

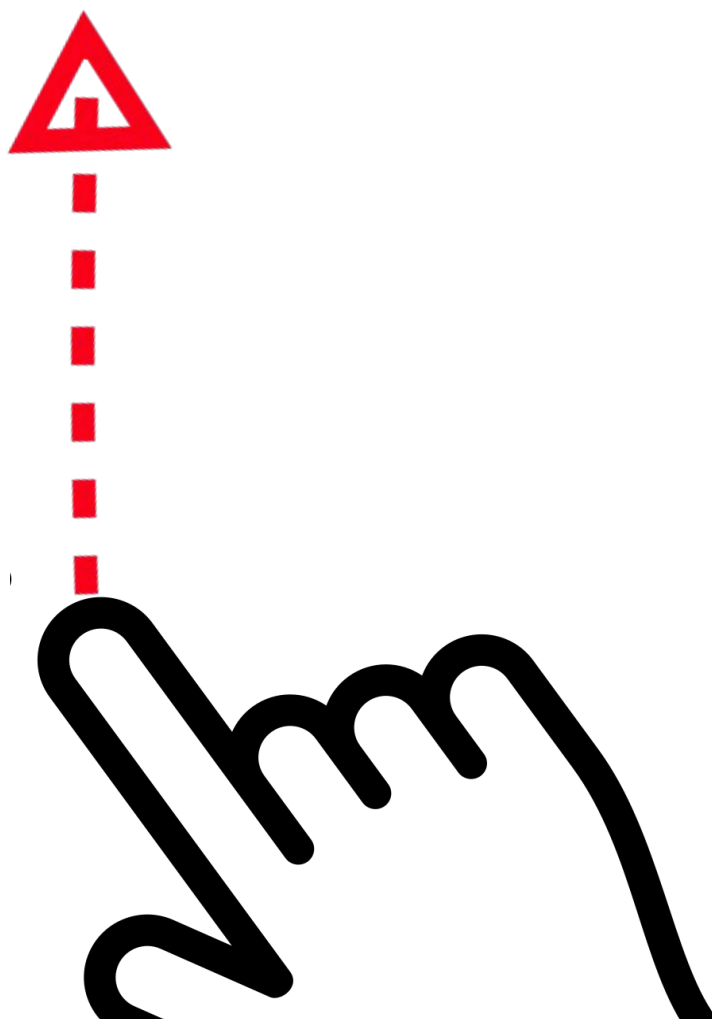
internet

## Spot the differences - Image A



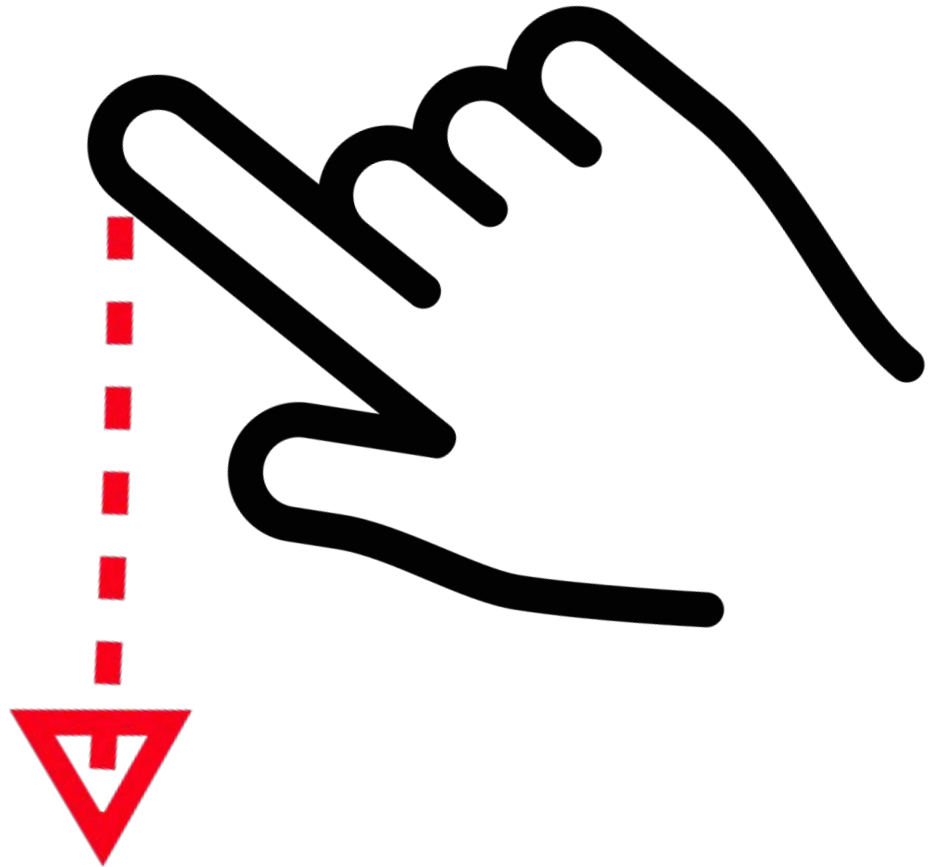
## Spot the differences - Image B



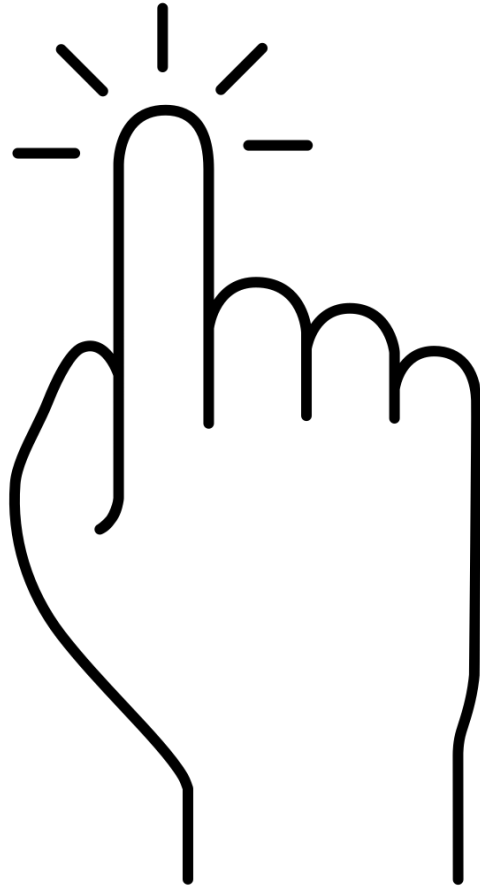


**to**

**swipe up**

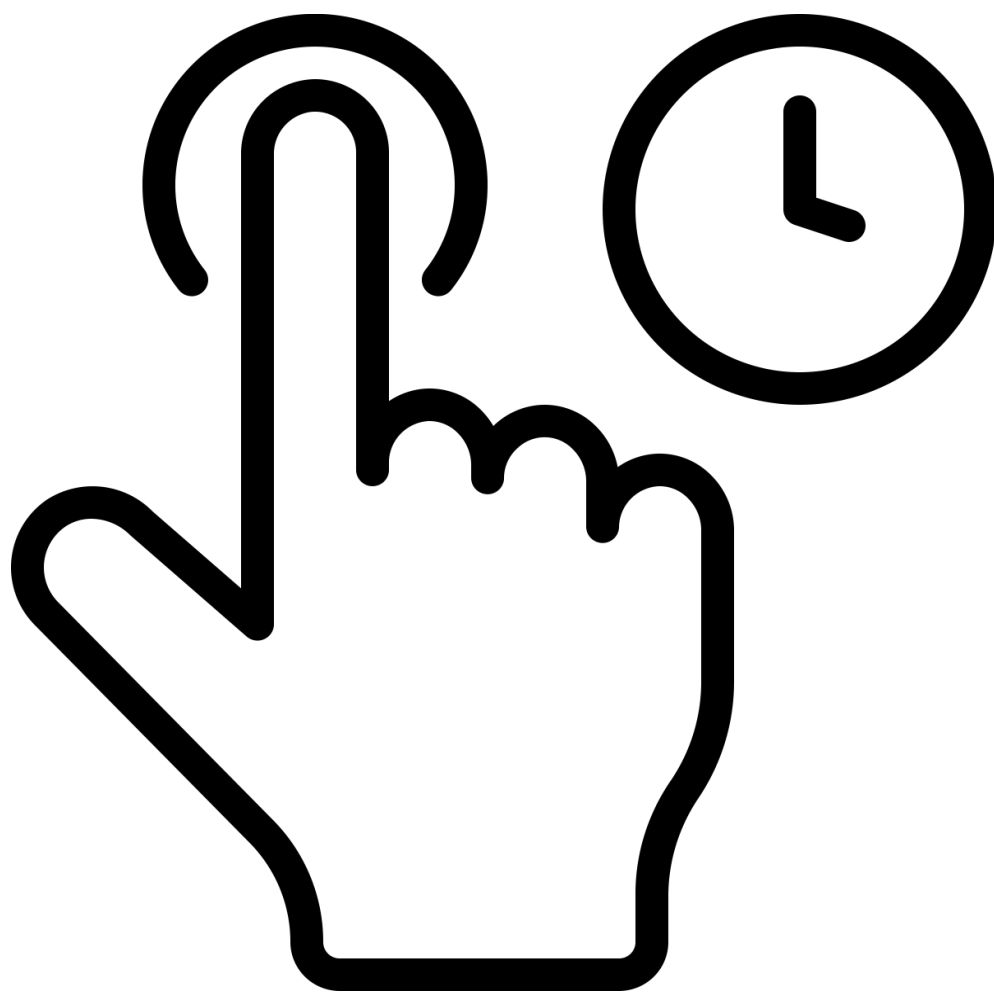


**to  
swipe  
down**



**to**

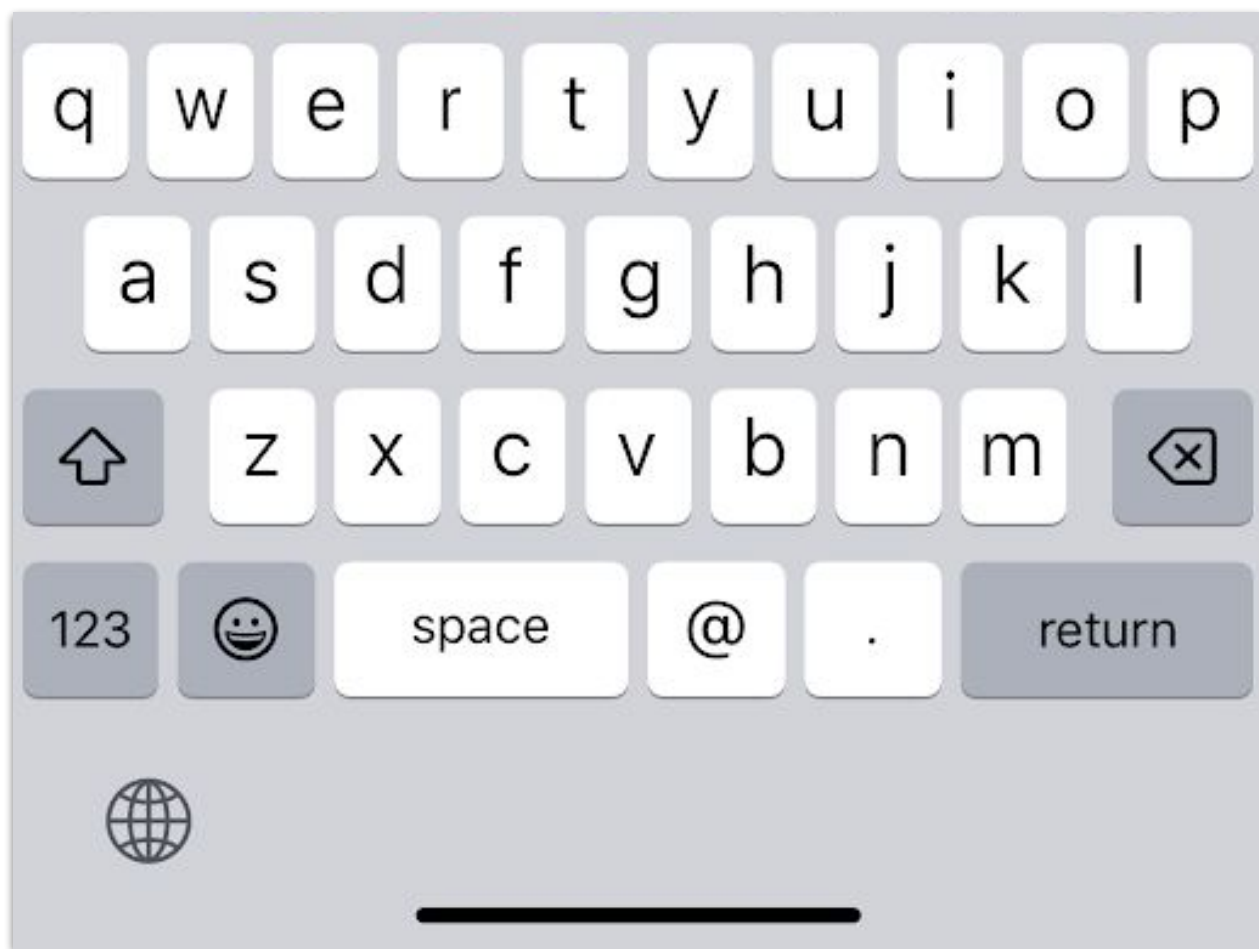
**tap on**



**to**

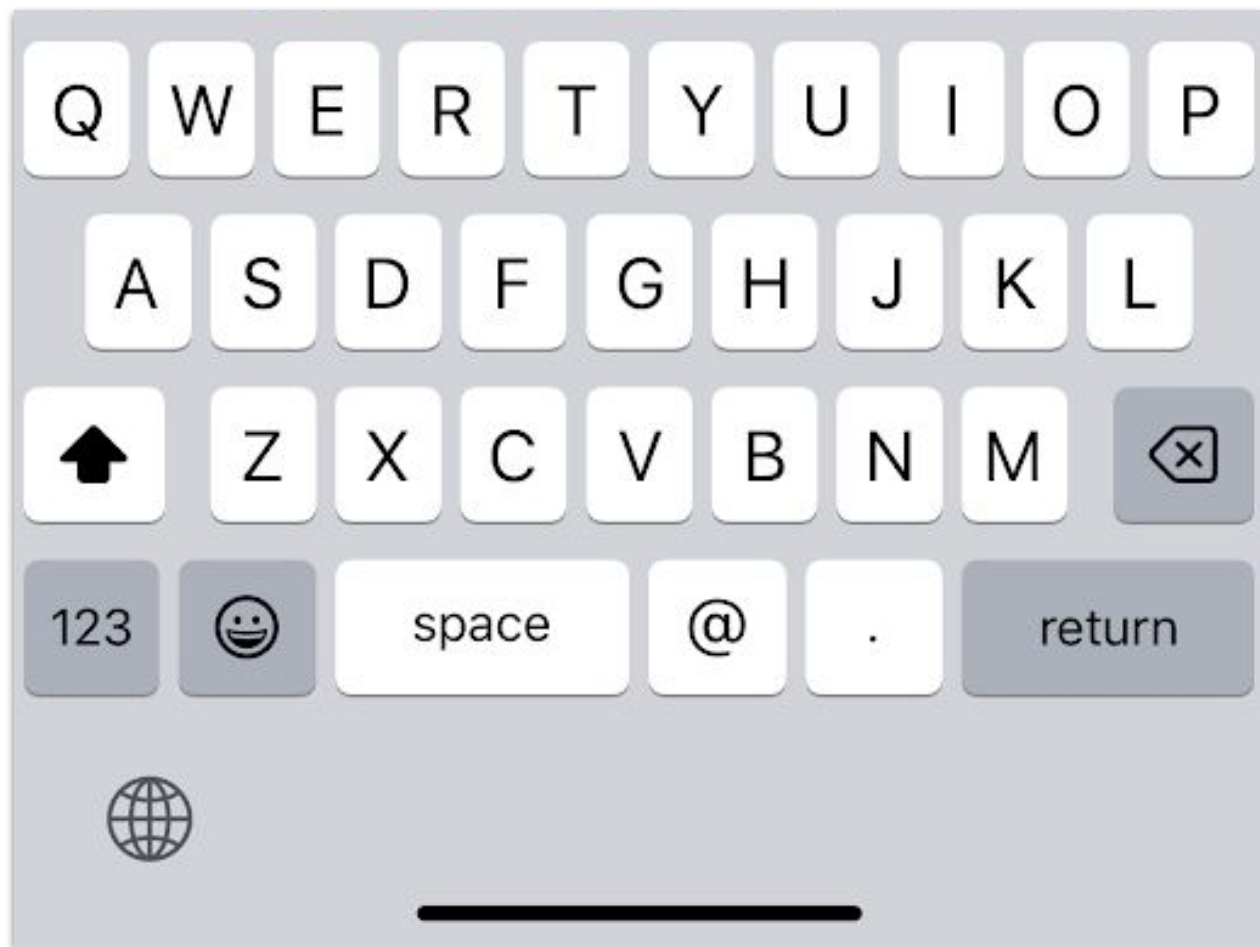
**long press**

# Smartphone Keyboard



# lowercase letters

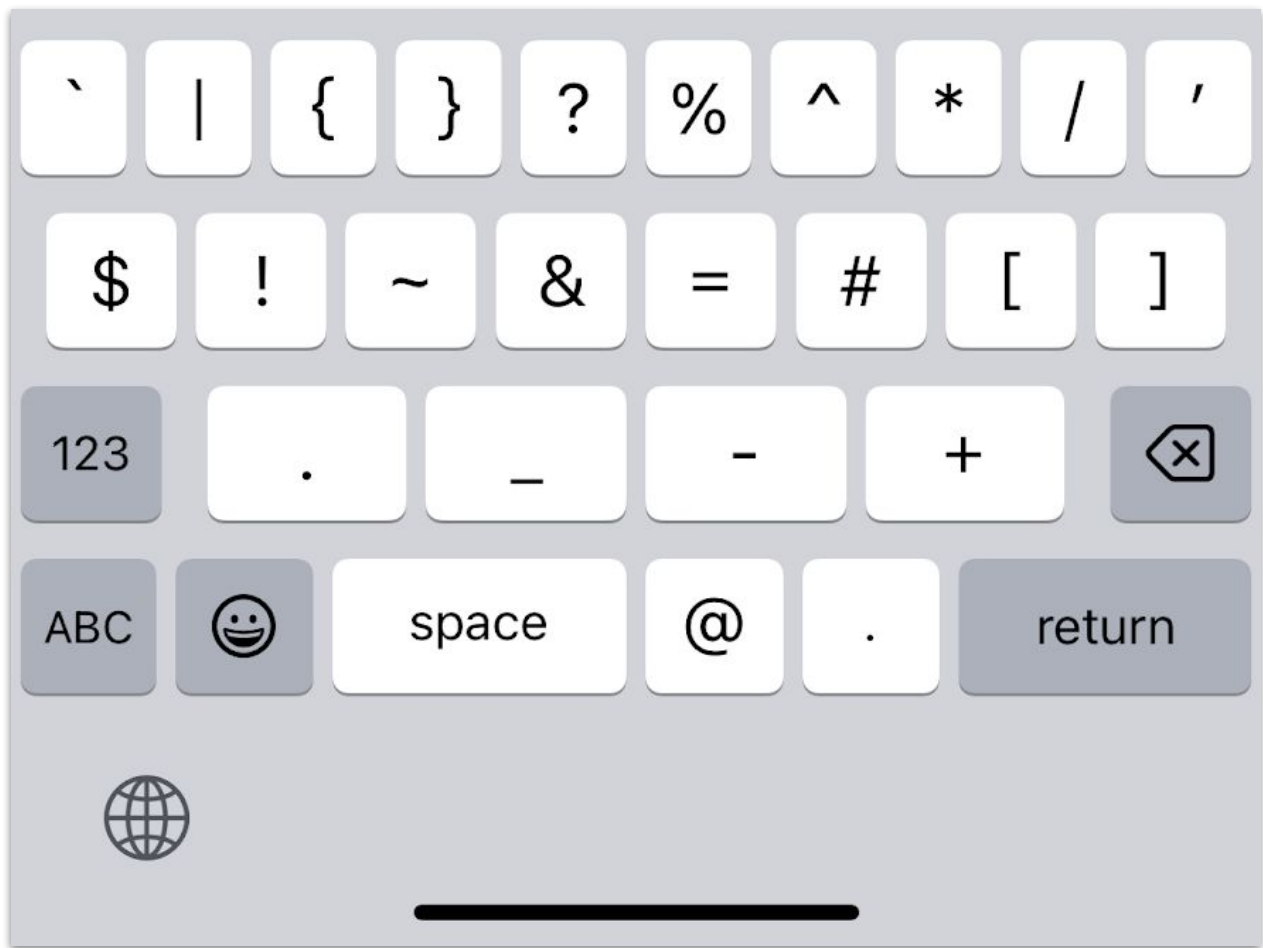
## Smartphone Keyboard



# UPPERCAS

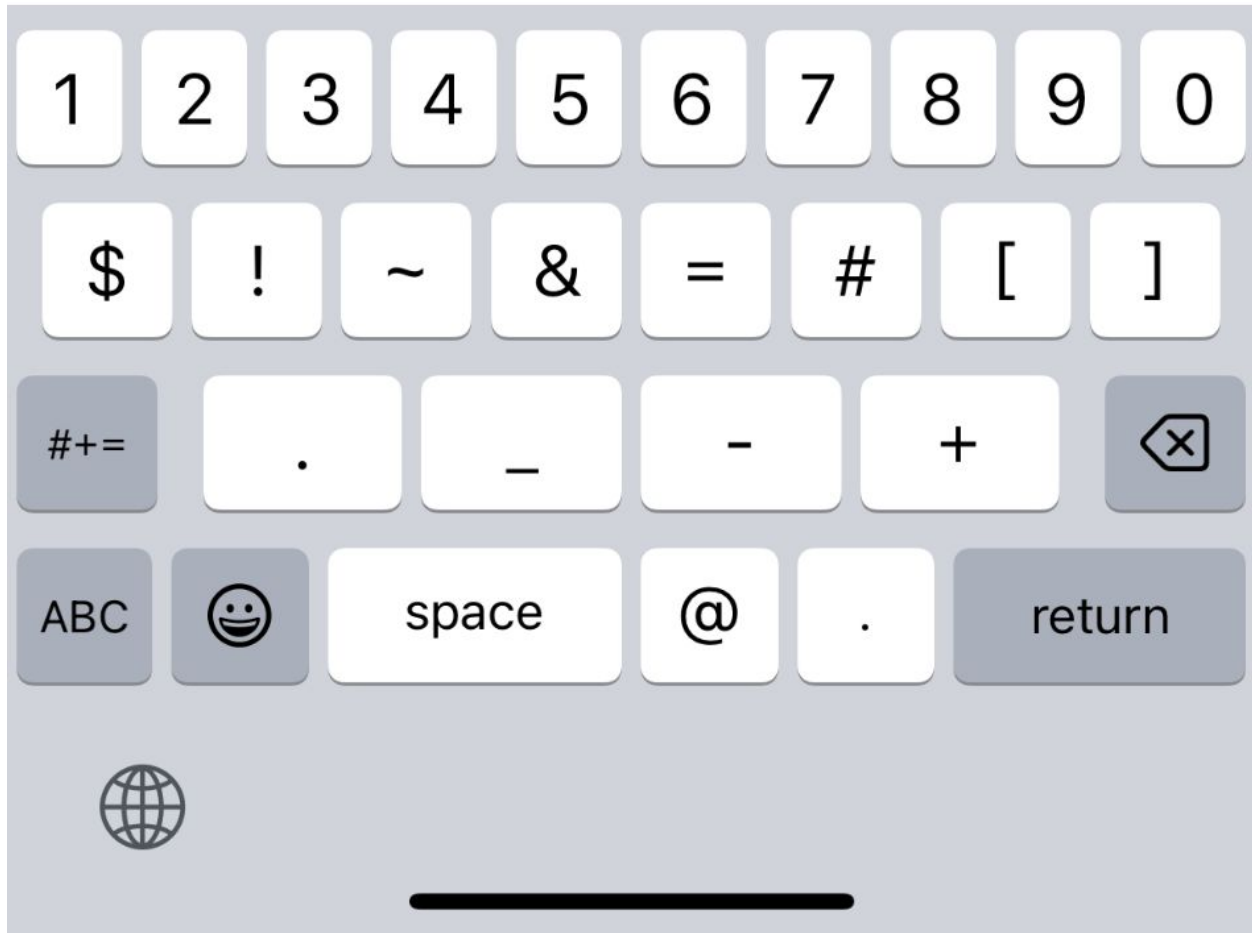
# E

## Smartphone Keyboard



# symbols

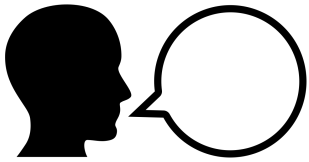
## Smartphone Keyboard



# numbers



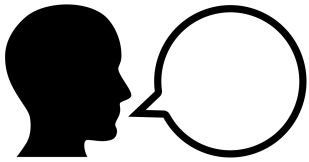
**Please  
show  
me...**



**Please  
show me  
how to...**



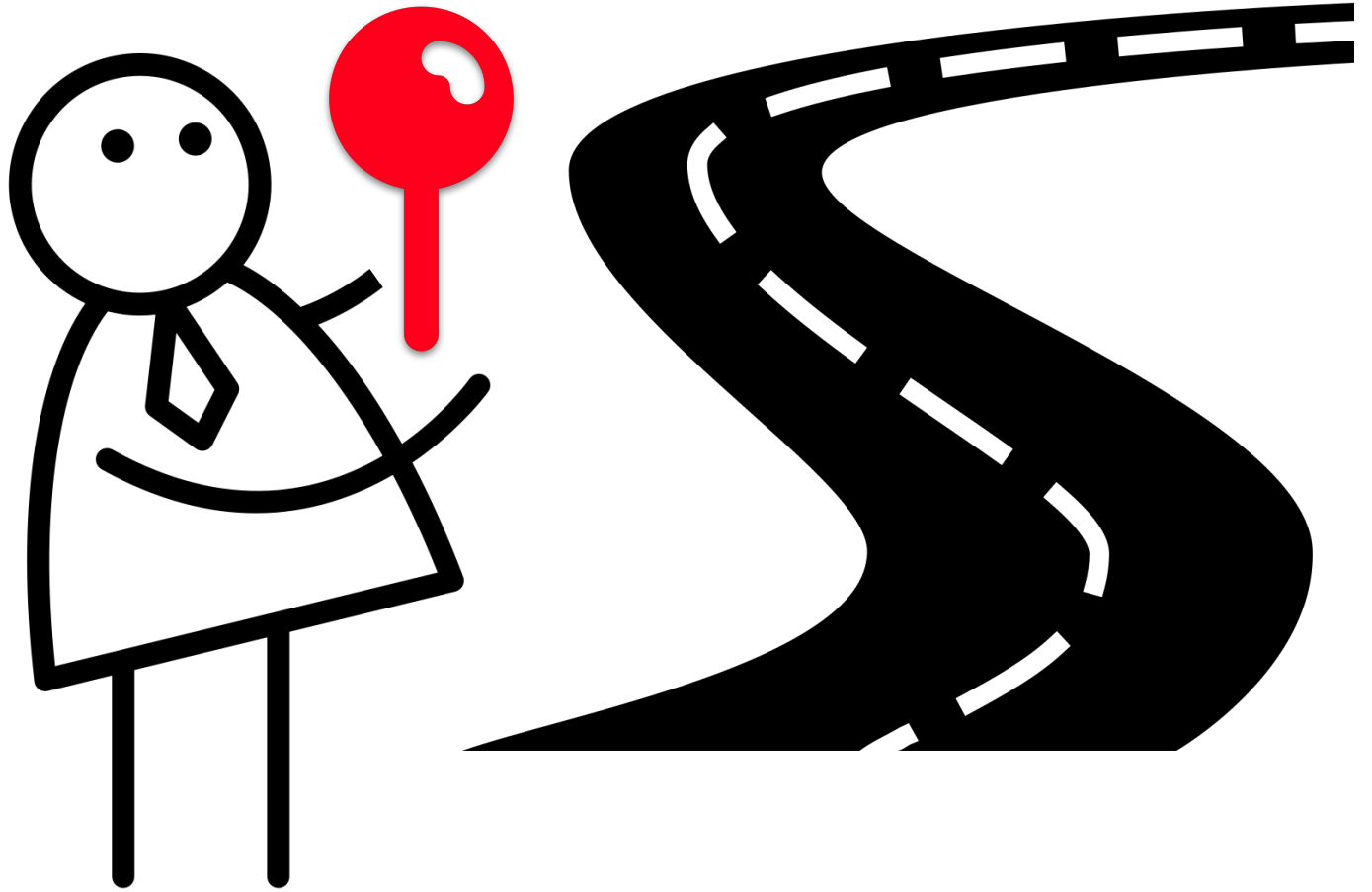
**Please  
point  
at...**



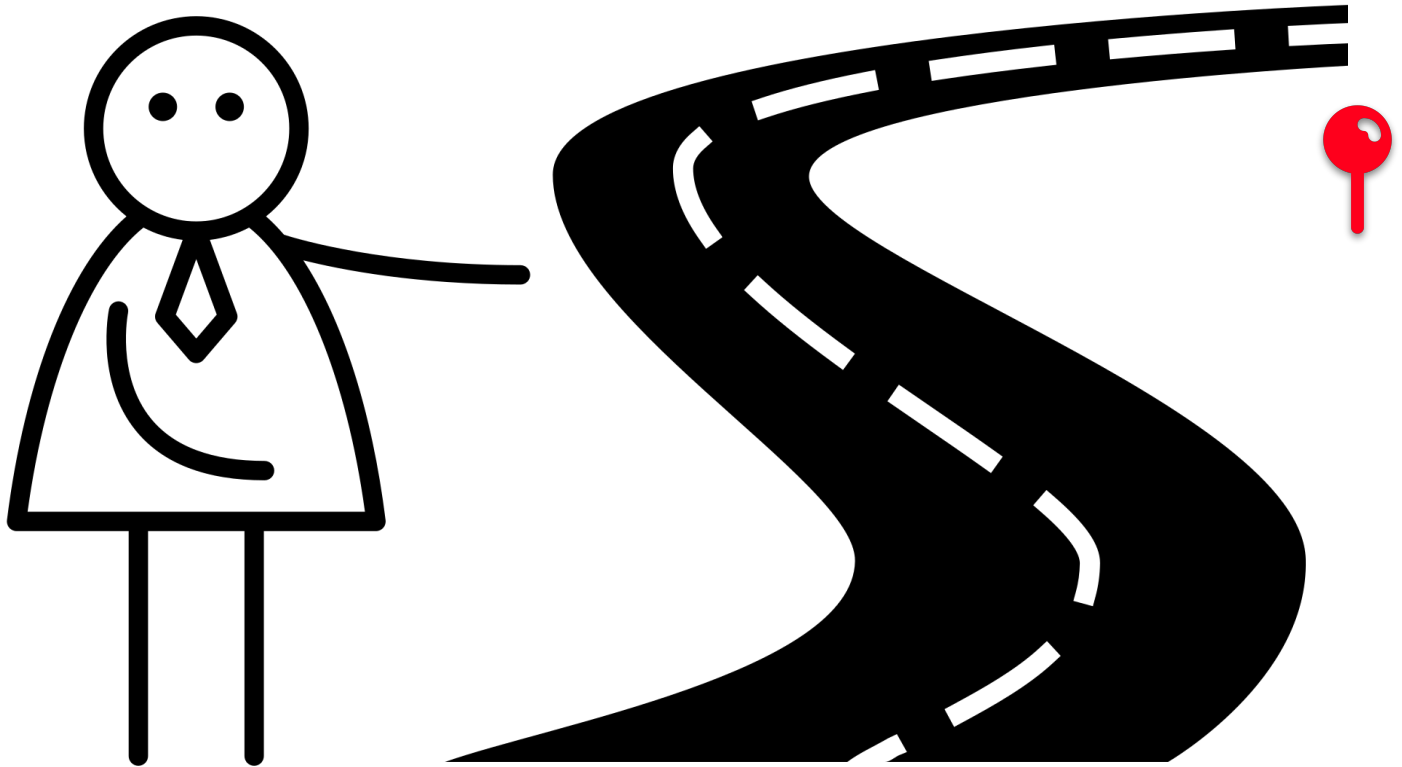
**Where**

**is**

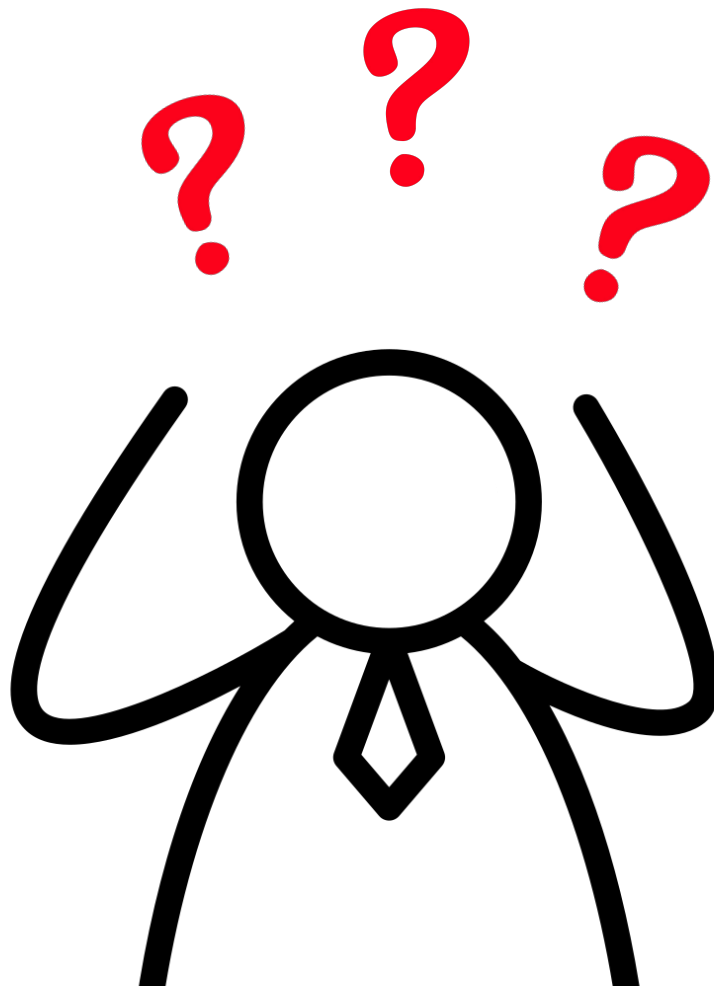
**...?**



**It's right  
here.**

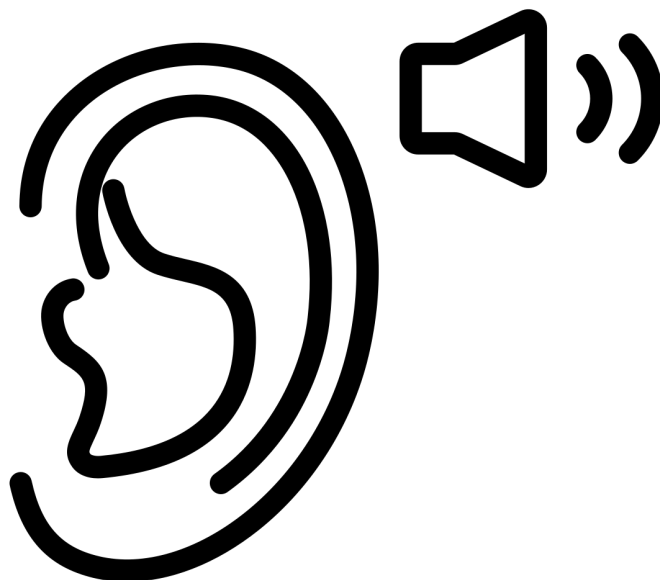


**It's over  
there.**



**I'm not  
sure.**

# Smartphone Parts



**the  
speaker**

# Smartphone Parts



**the ringer /  
silent switch**

# Smartphone Parts



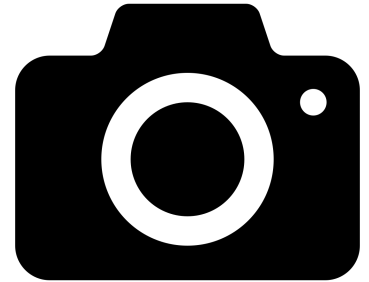
**the  
microphone**

## Smartphone Parts



# the volume buttons

## Smartphone Parts



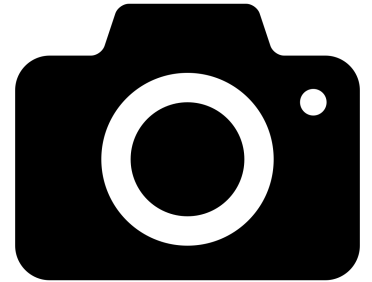
# the front camera

## Smartphone Parts



**the side  
button**

# Smartphone Parts



**the back  
camera**

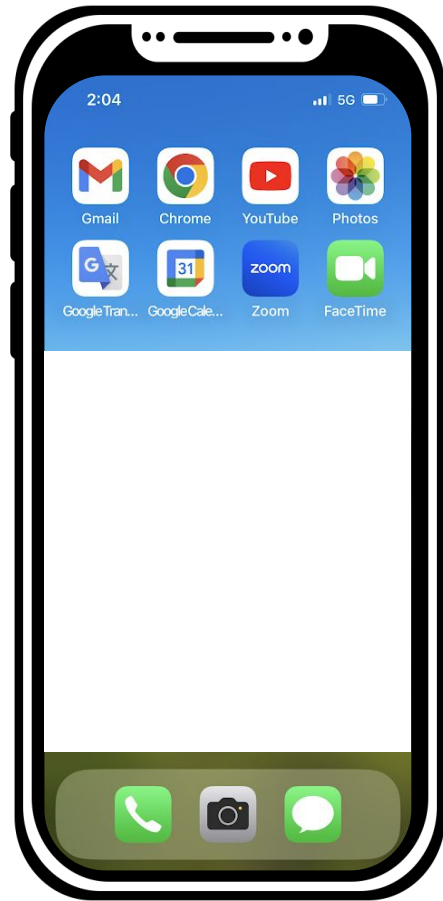
---

## Smartphone Hardware



## Identify Sides

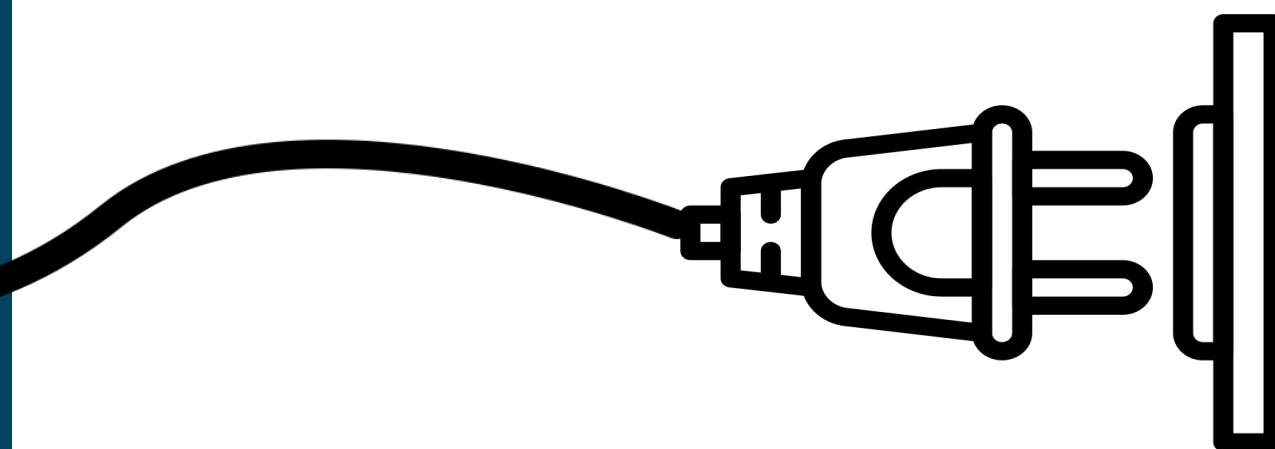
**top**



**left**

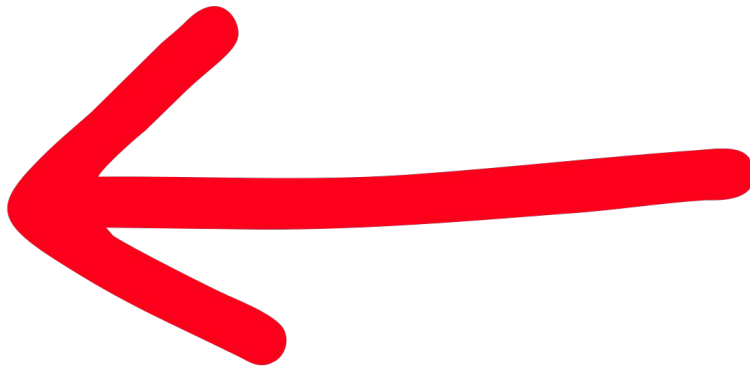
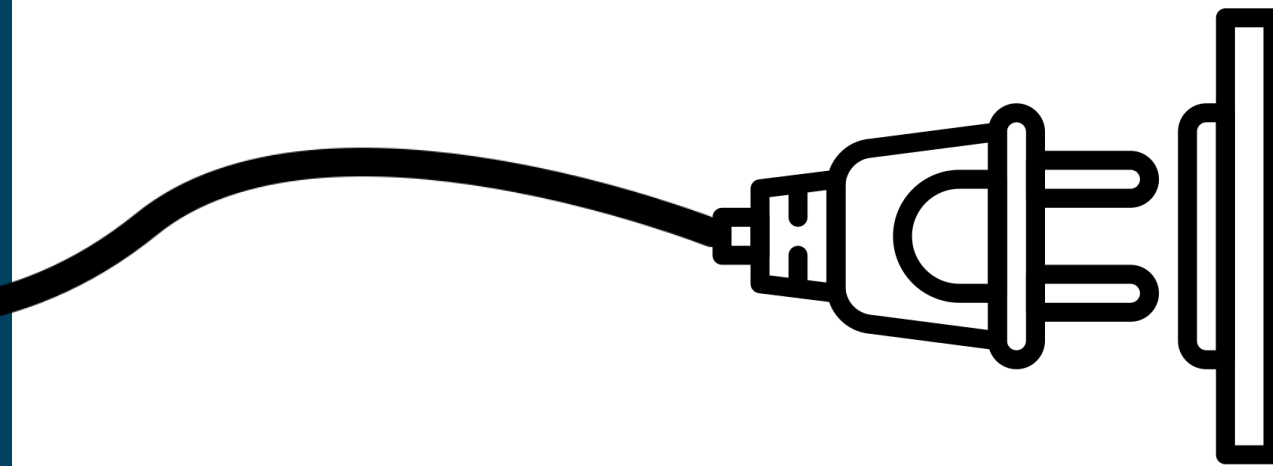
**right**

**bottom**



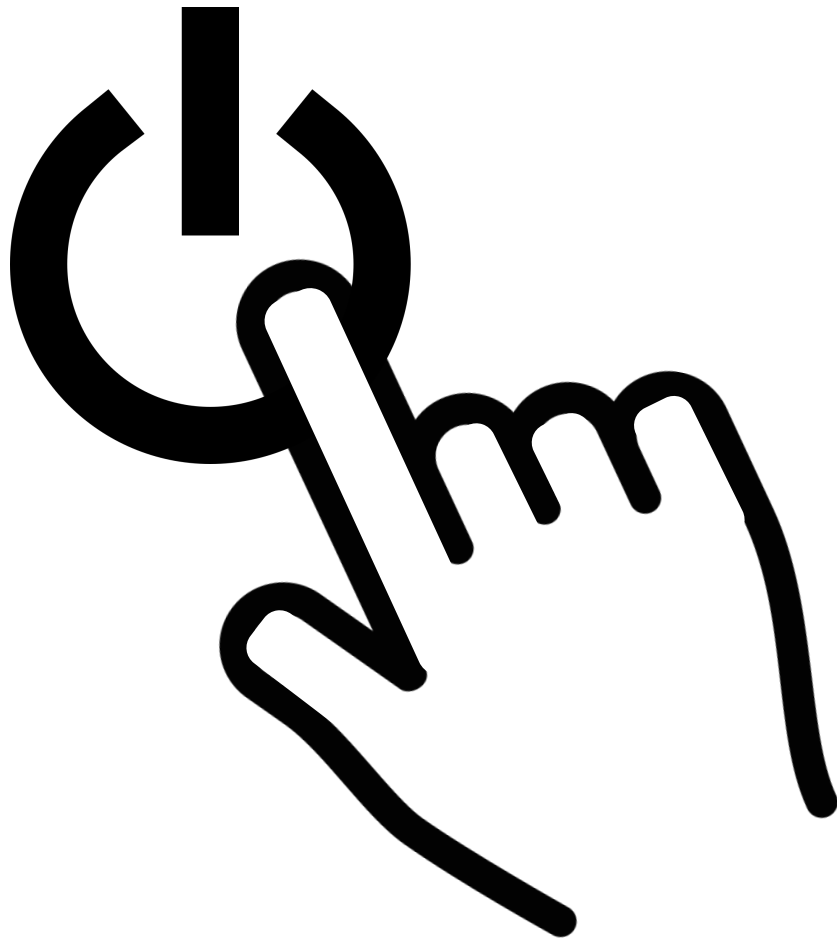
**to**

**plug in**



**to**

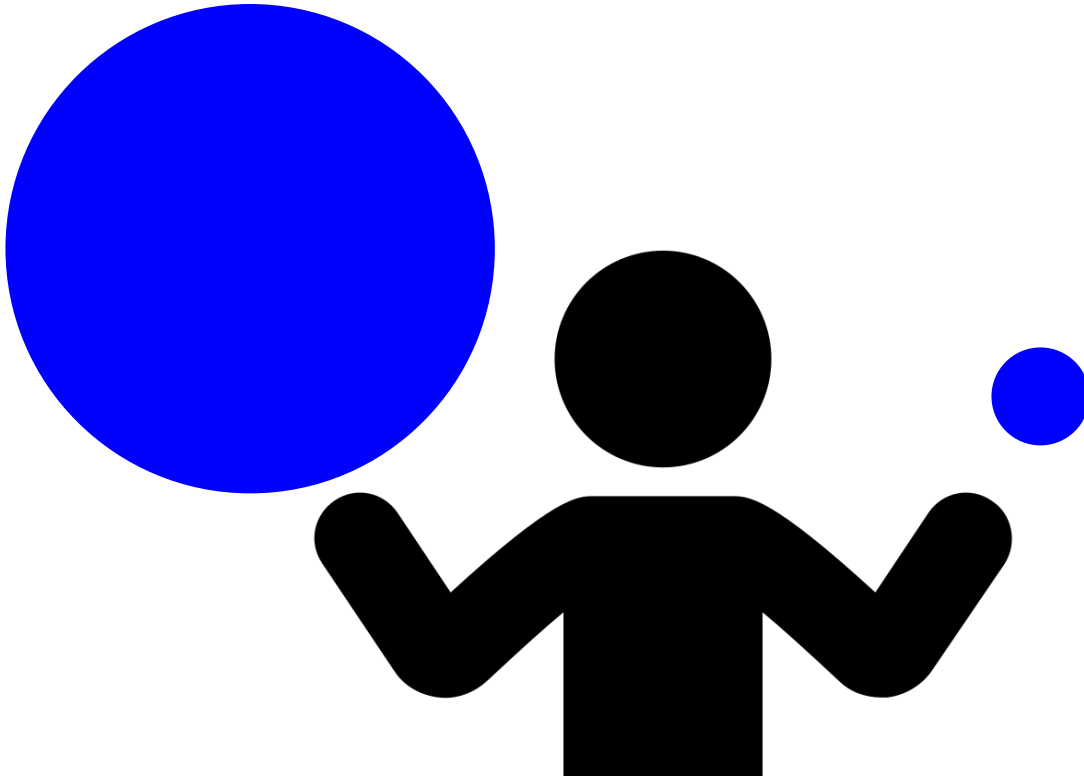
**unplug**



**to press the  
power button**



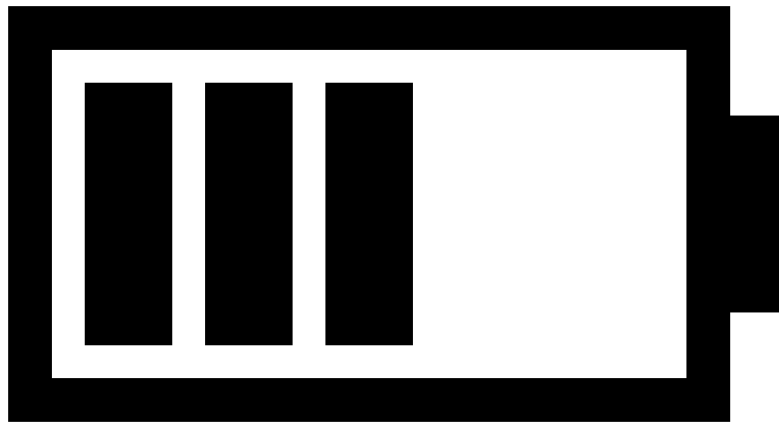
**to find**



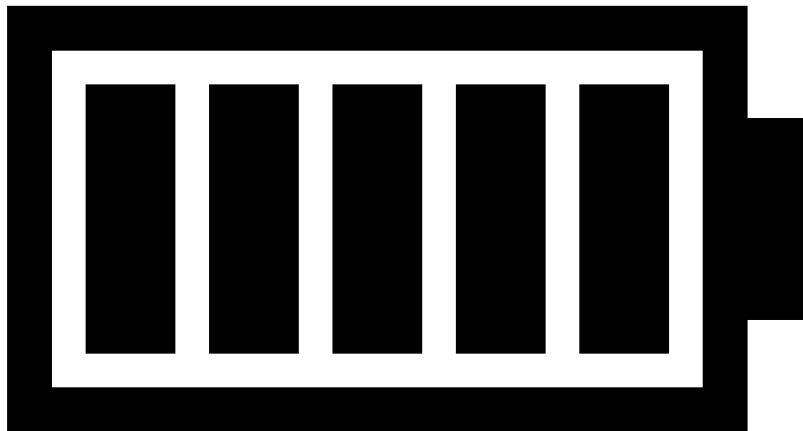
**to**  
**compare**



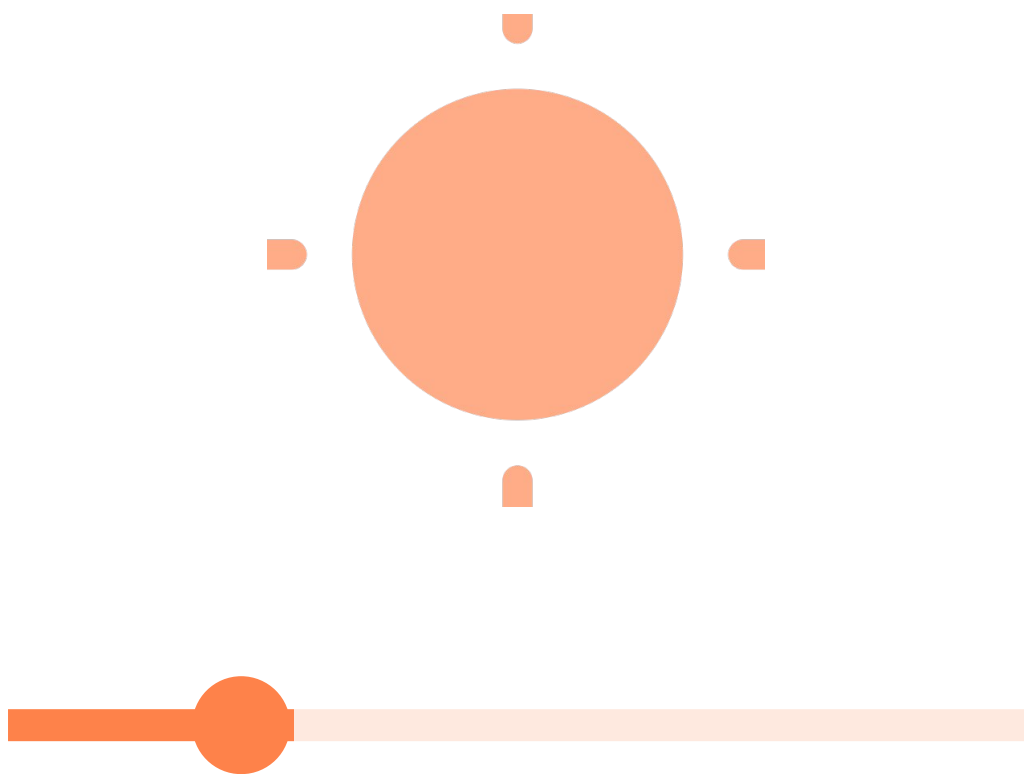
**low  
battery**



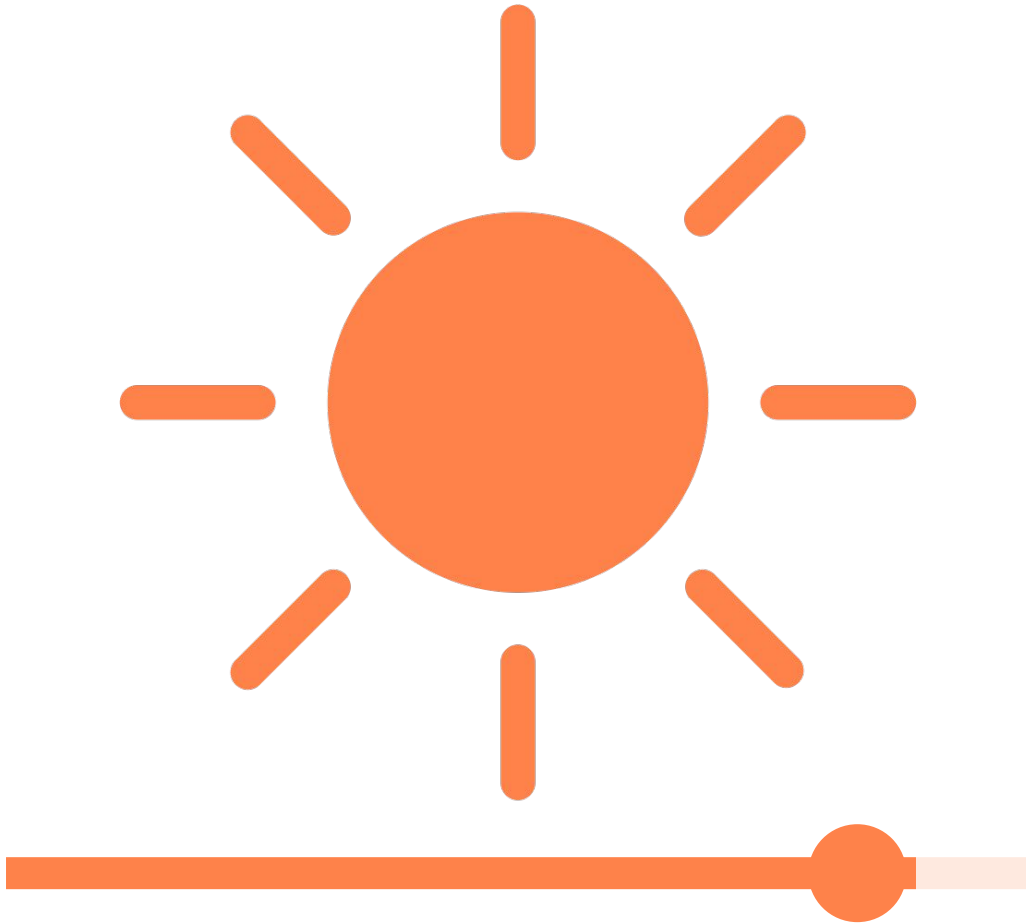
**medium  
battery**



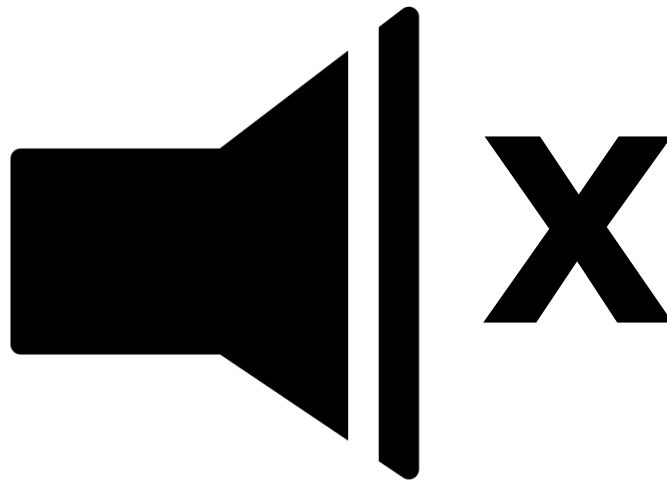
**full  
battery**



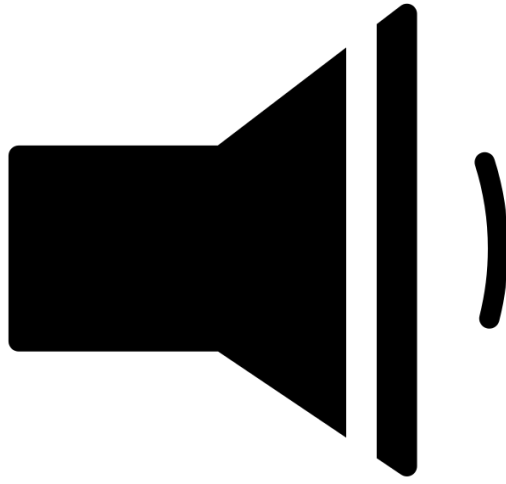
# dim



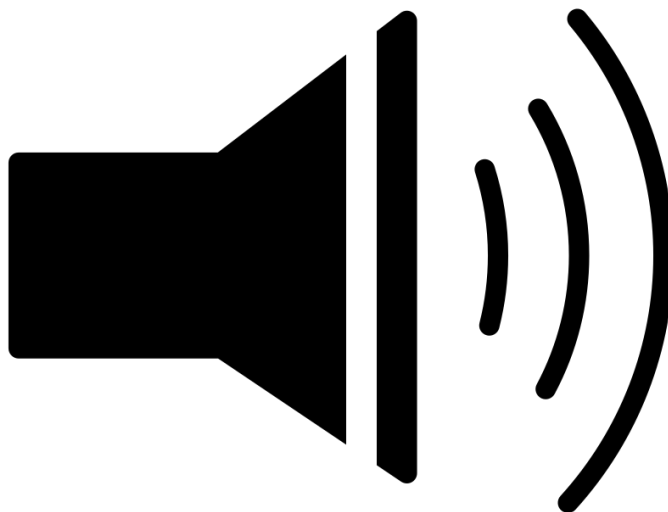
**bright**



# muted



**quiet**



# loud

**A**

**A**

**A**

**small**

**font**

A A A

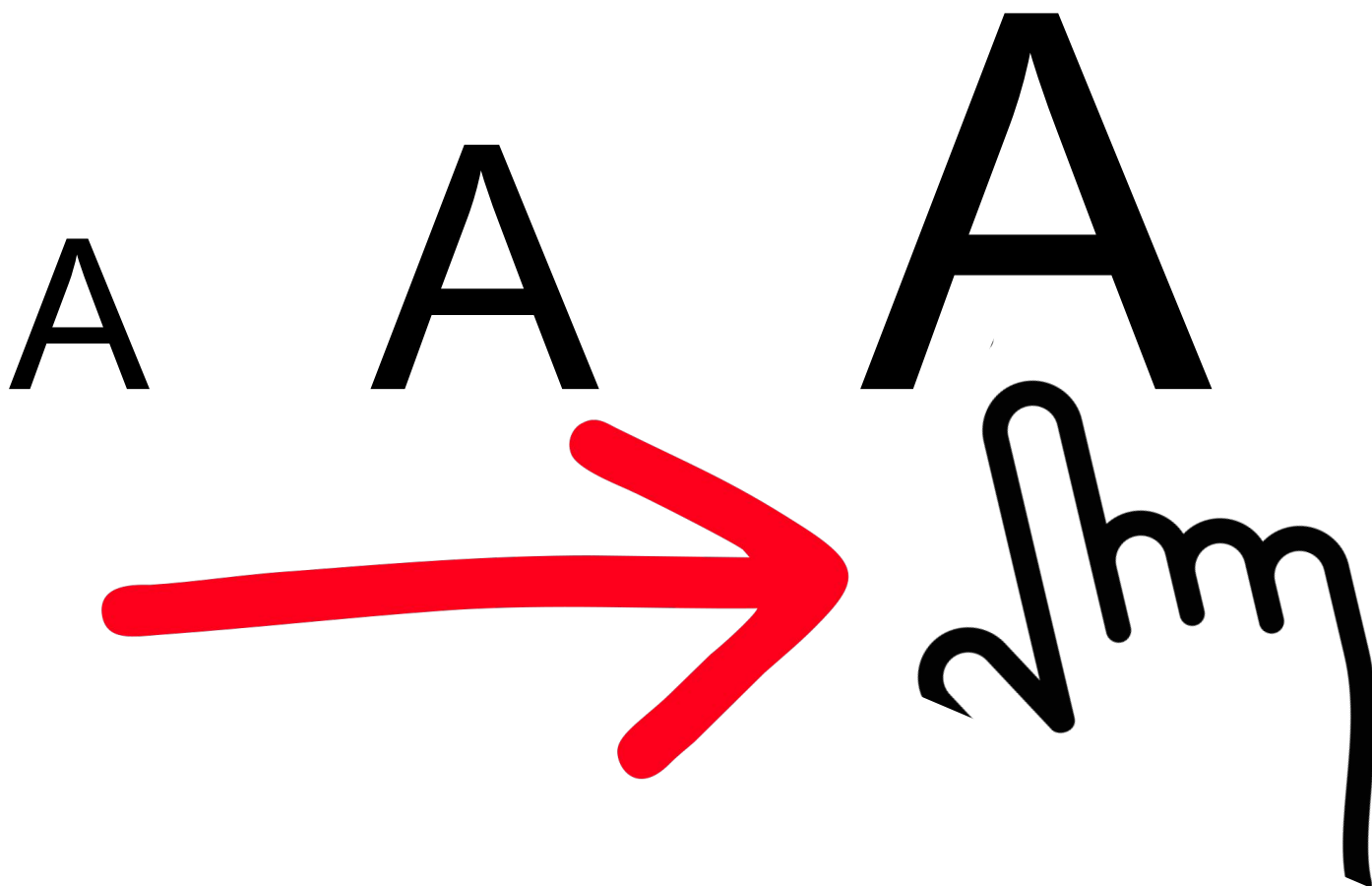
**normal  
font**

A

A

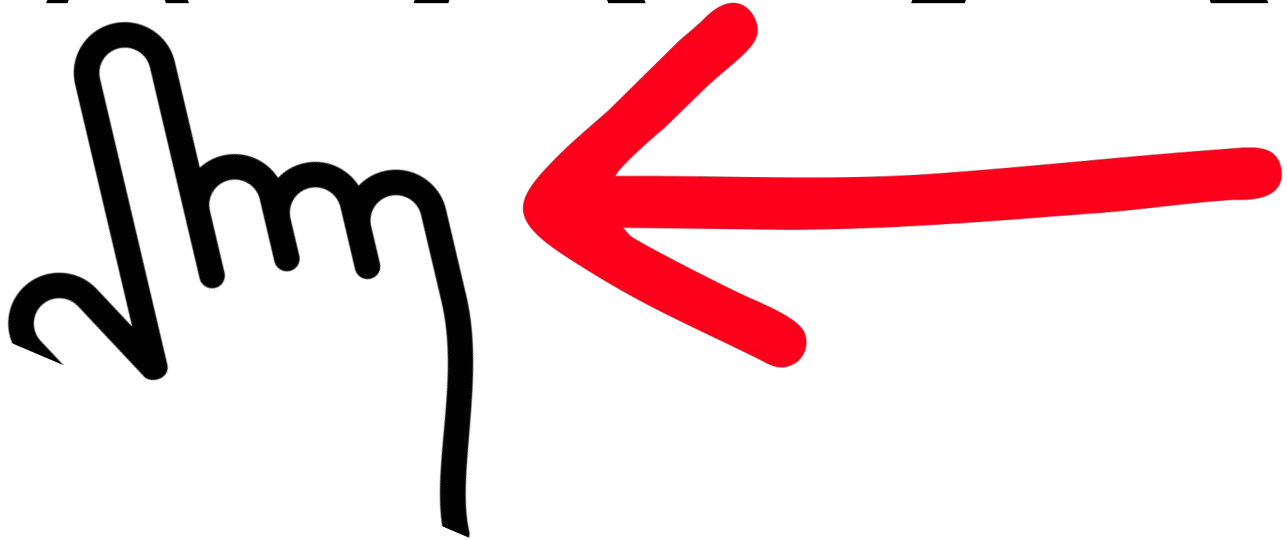
A

**large  
font**

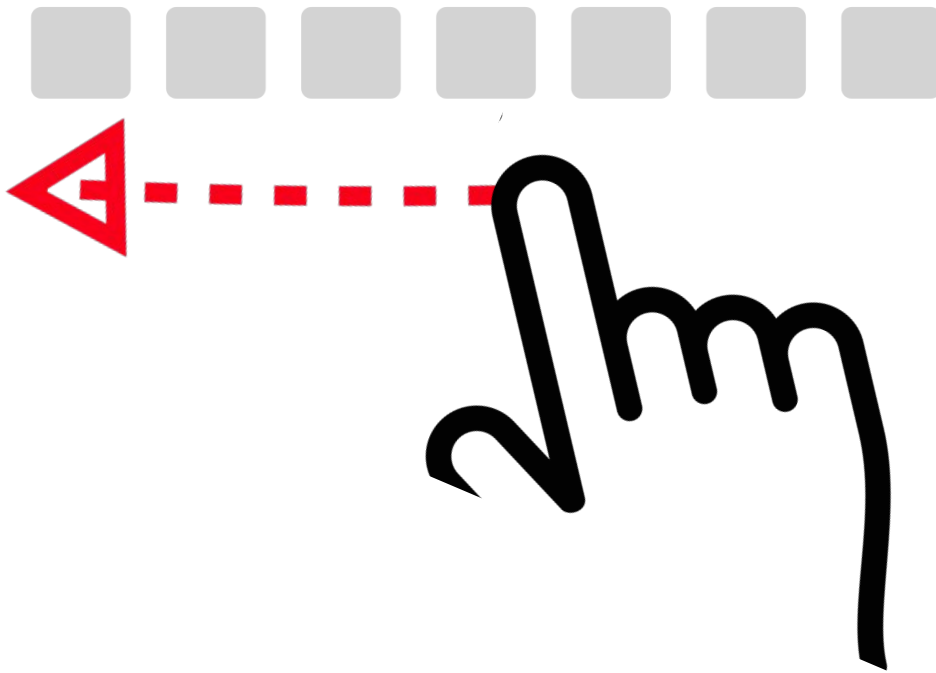
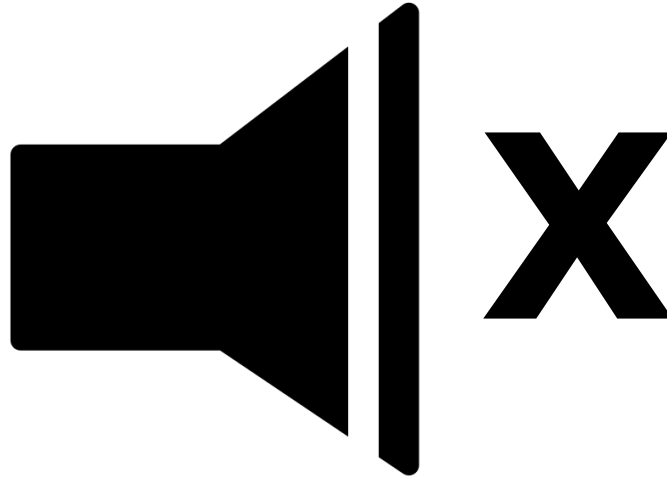


**to make  
larger**

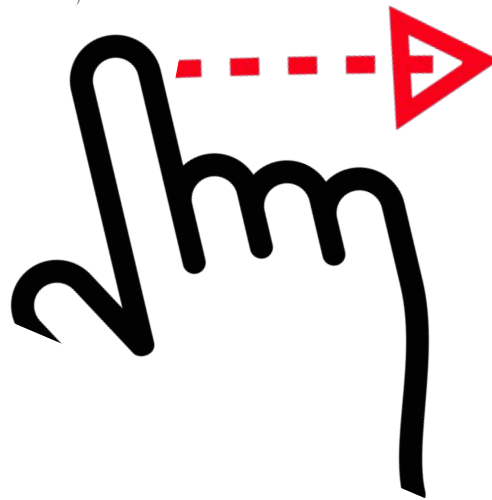
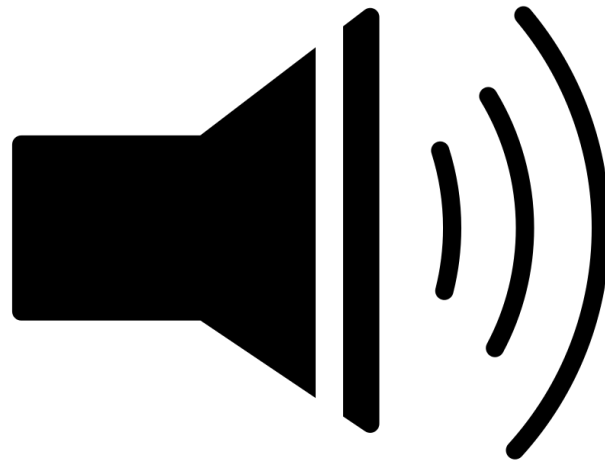
A A A



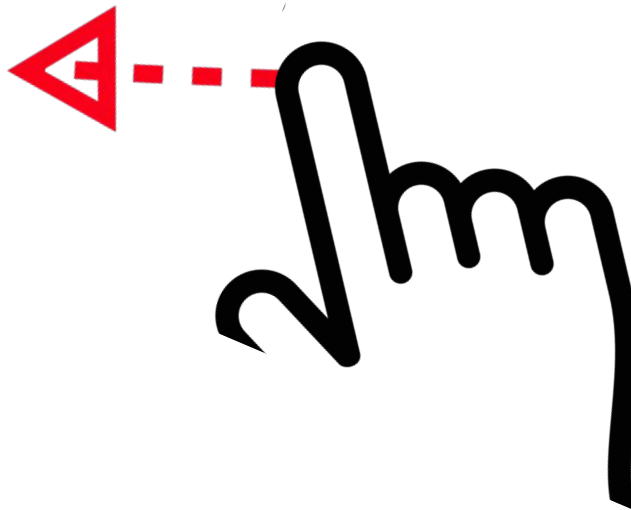
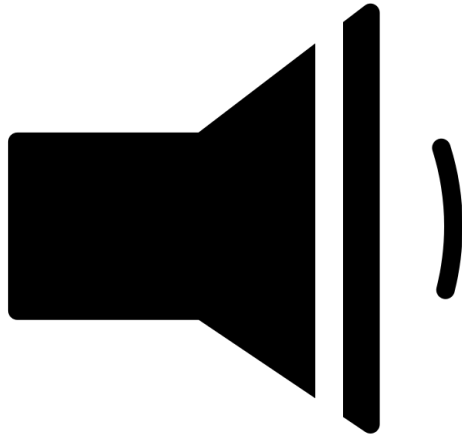
**to make  
smaller**



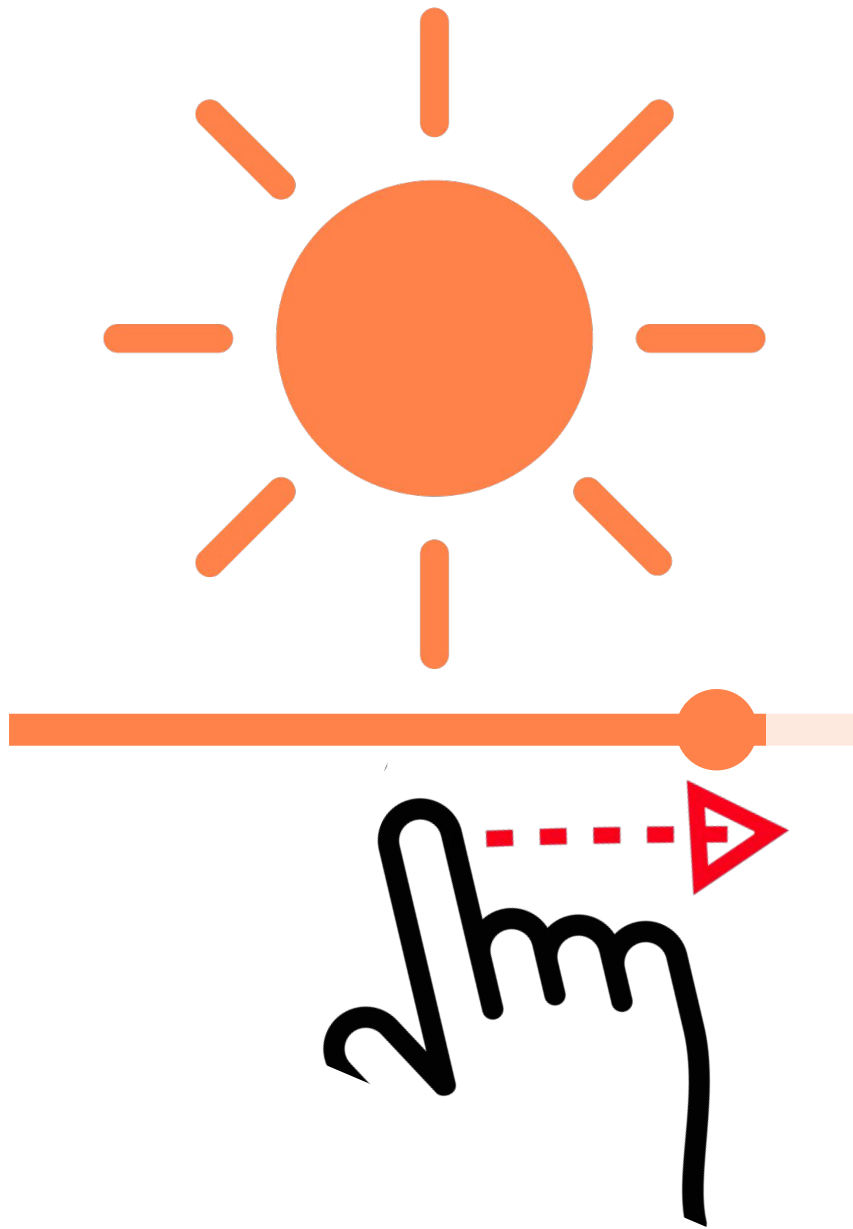
# to mute



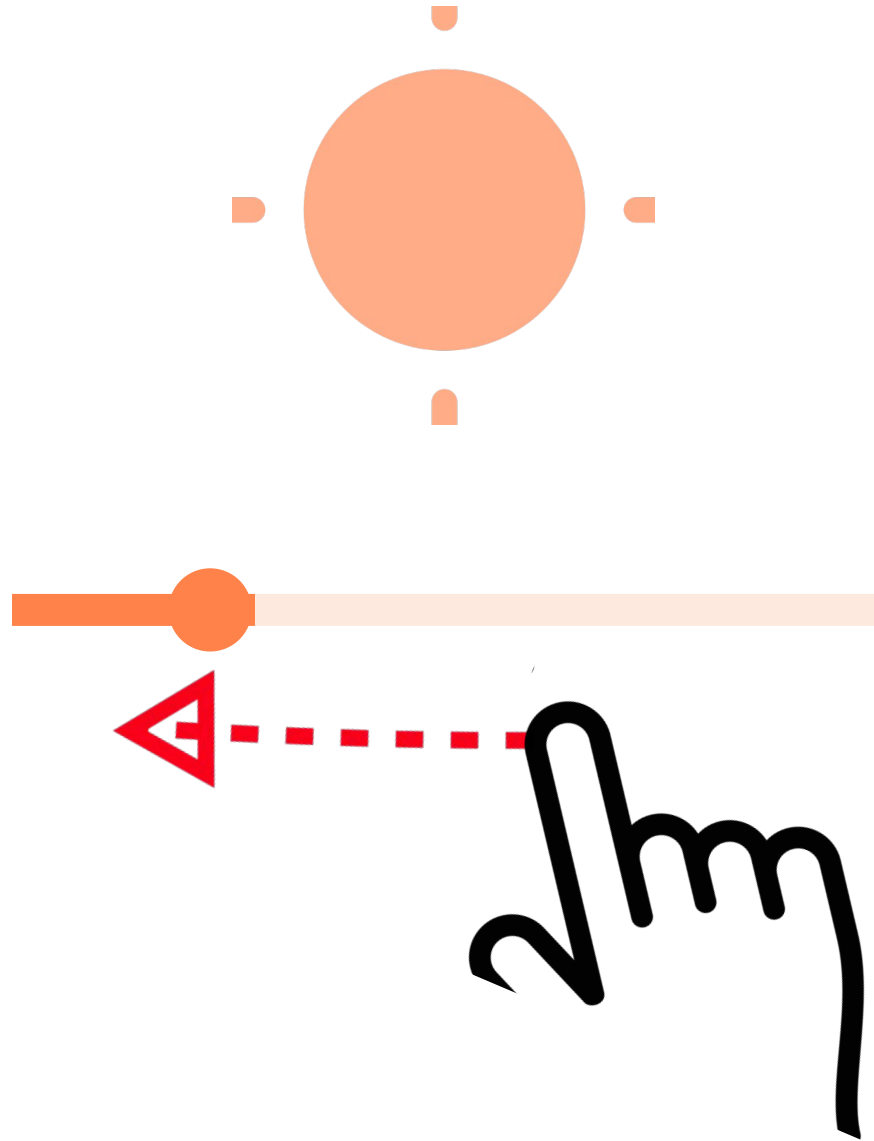
**to make  
louder**



**to make  
quieter**



**to make  
brighter**

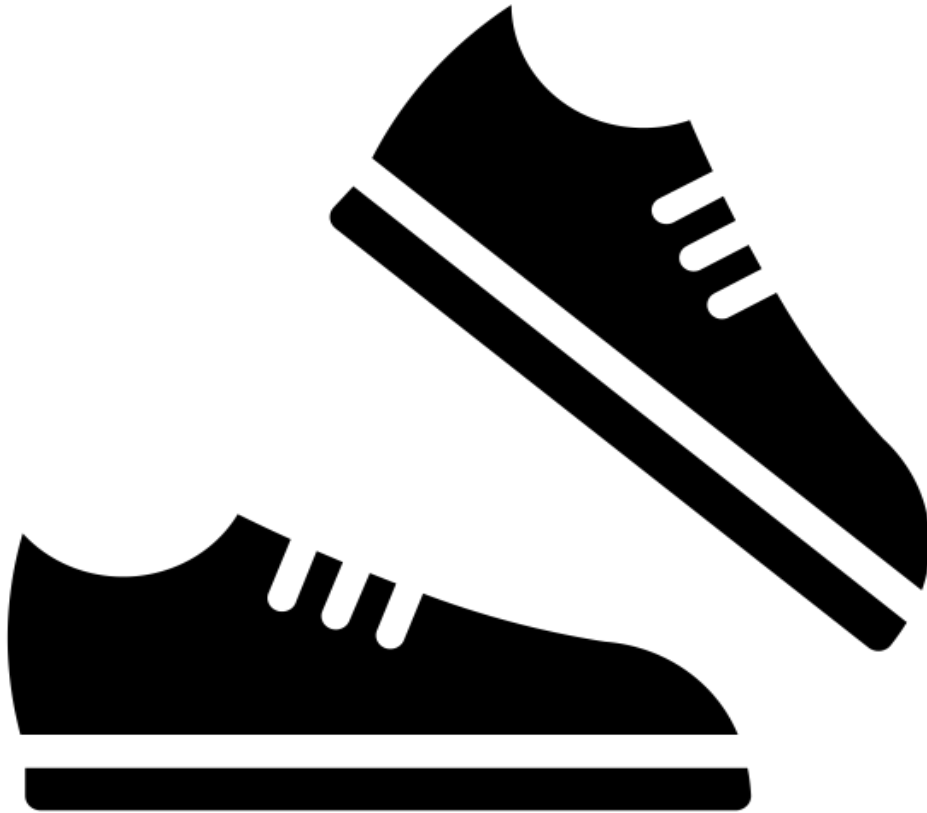


**to make  
dimmer**

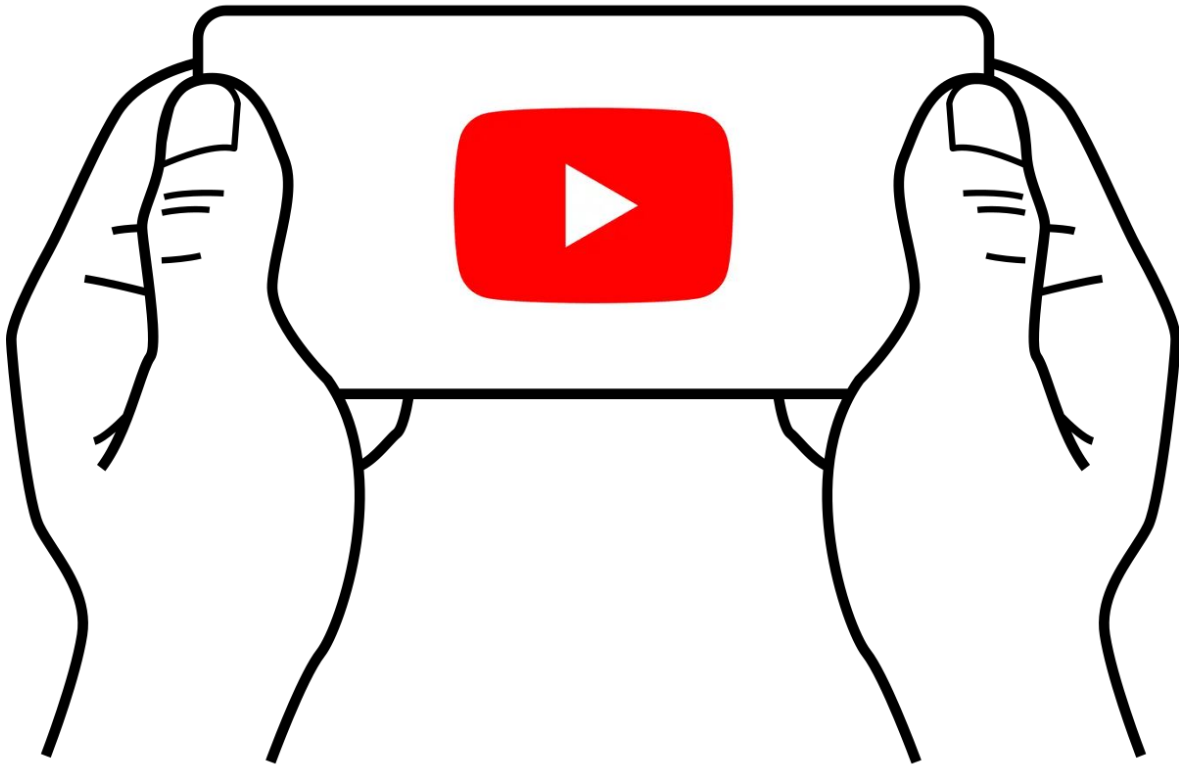
## Adverbs of Frequency

Frequency adverbs describe **how often** an action occurs.

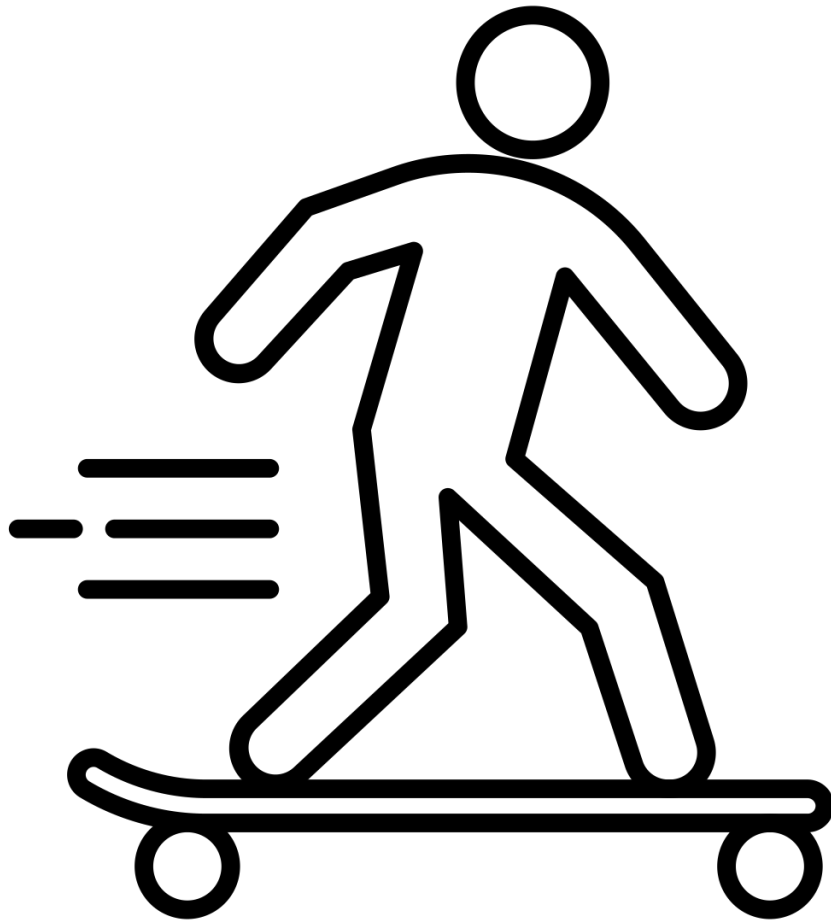
Frequency	Word
100%	<b>always</b>
	usually
50%	<b>sometimes</b>
	rarely
0%	<b>never</b>



**to walk**



**to watch  
YouTube**



**to**

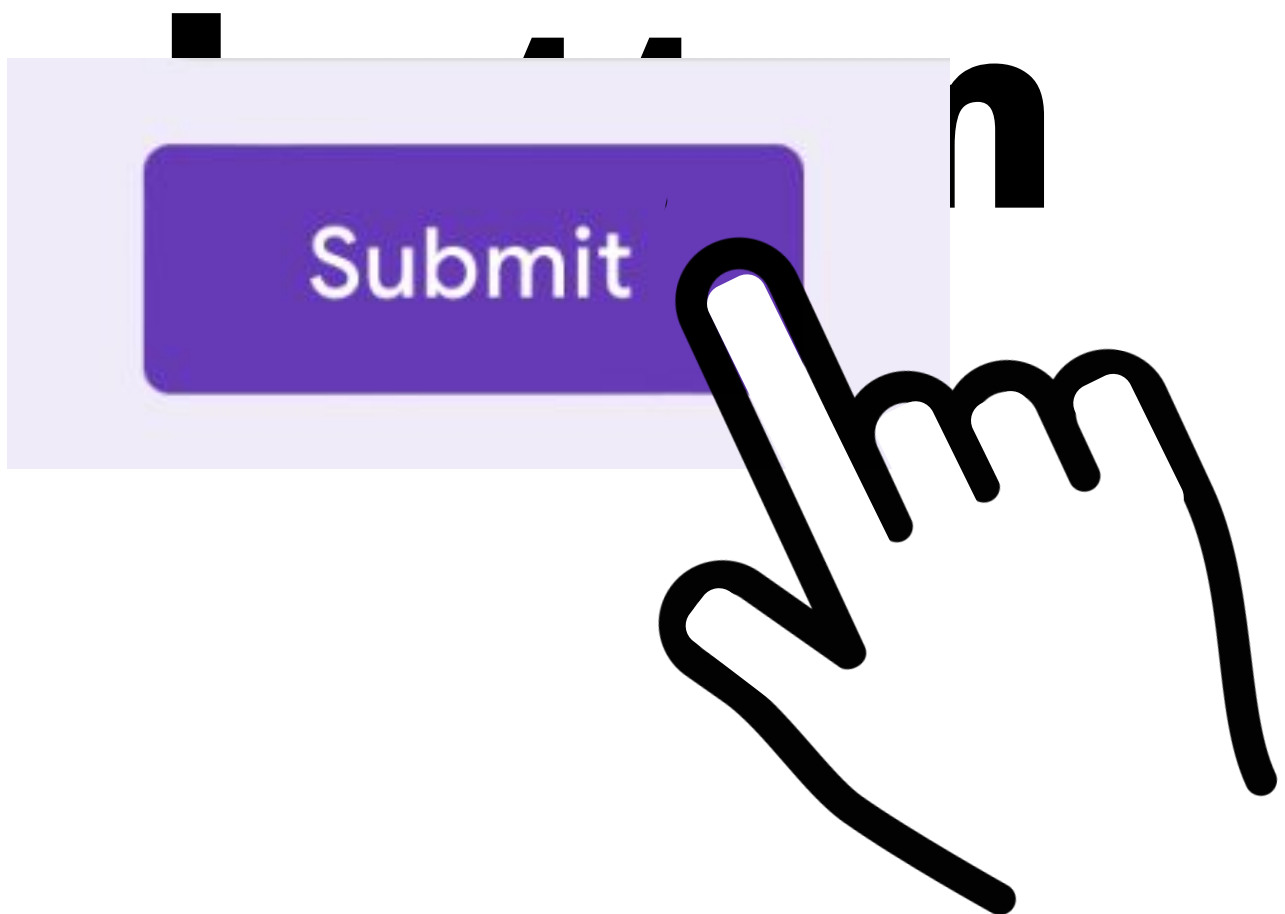
**skateboard**

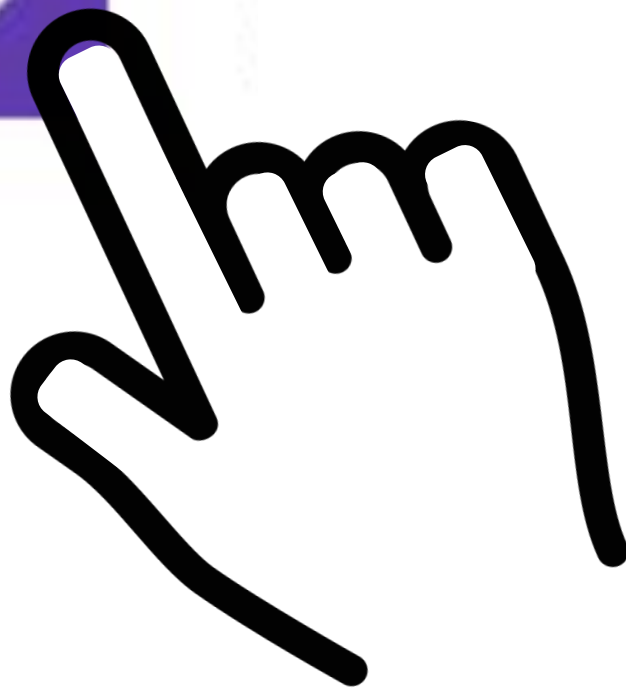
**d**



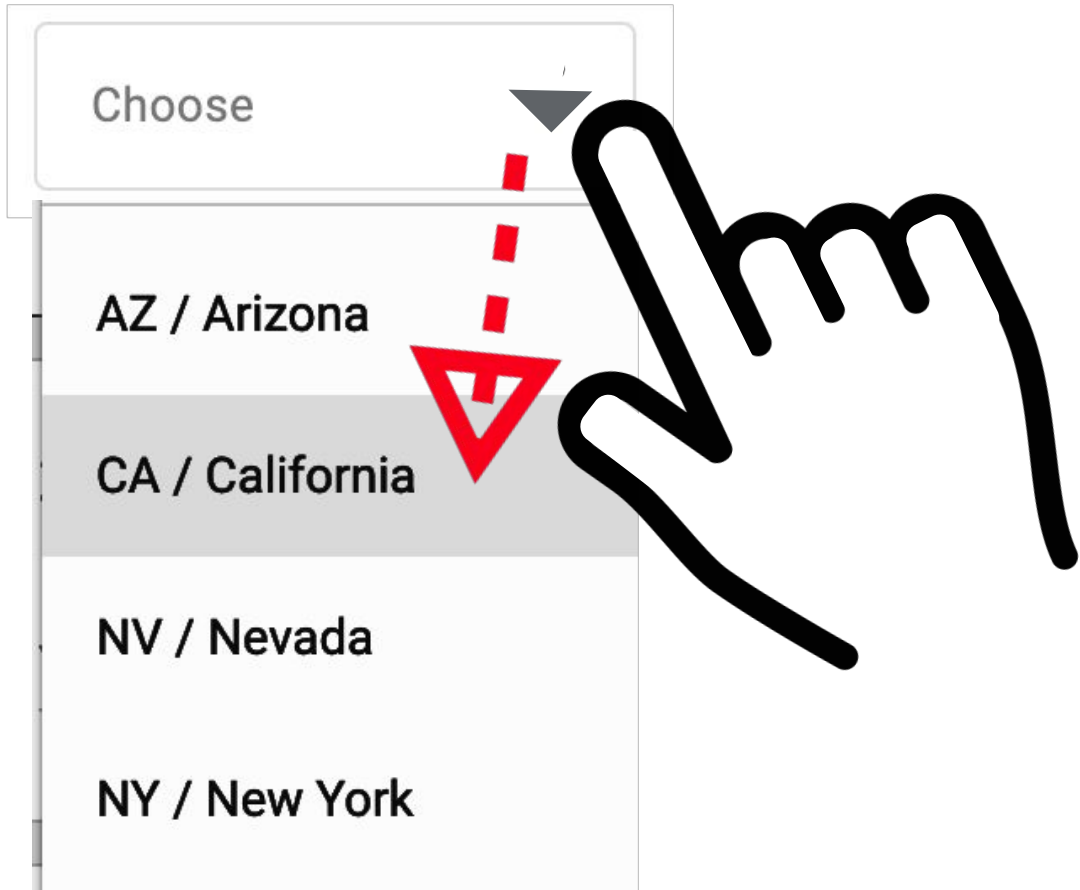
**to  
scan the  
QR Code**

**to tap  
the**





**to check  
the box**



**to select  
from the  
drop-down**



**to move  
the  
cursor**

Crarruso

Caruso



**to fix**

**a**

**mistake**

# Author's note: Images and Icons

---

## Author's note about the use and creation of images and icons.

**Be consistent** in the use of icons and what they represent.  
Before creating new imagery and icons, **review and reuse available resources**.

### IMAGE AND ICON RESOURCES

**Noun Project:** [www.thenounproject.com](http://www.thenounproject.com)

This site is a large repository of searchable icons.

The subscription to this site is low (\$3.33/month as of March 2024)

Citations are required, but no additional licensing costs are needed if used for educational purposes. See the "Image and Icon Credits" in the pages that follow for examples on how to cite.

**Google Slides:** [slides.google.com](https://slides.google.com)

If a word or concept is not well-encapsulated by available icons, for example the verb "to swipe up," try using a combination of icons and shapes explain the term.

I used Google Slides as my canvas for creating composite images used in this material.

**Company Logos:**

Be careful with using company logos - where you get them and how you use them.

Look up the name of the company and the words "brand kit" to find the official ones.

Also, read the material and follow guidelines to ensure your creation will not unintentionally violate any of the guidelines for use.

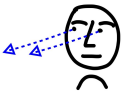


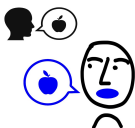










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<https://www.linkedin.com/company/digital-esl>













Feedback, suggestions, or questions?

Email Talley at [info@digital-esl.org](mailto:info@digital-esl.org) or [talley.hsu@gmail.com](mailto:talley.hsu@gmail.com)












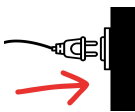
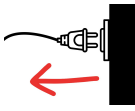

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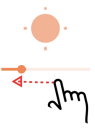












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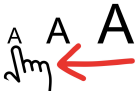







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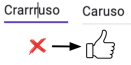
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Contact me with any feedback or questions at [talley.hsu@gmail.com](mailto:talley.hsu@gmail.com) or [info@digital-esl.org](mailto:info@digital-esl.org)

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