Unit 1: Meeting and greeting

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:
- I can read introductions in Internet chatrooms.
- I can understand personal information in online profiles.
- I can get to know somebody by chatting online.

Skill focus

Skimming:
Part A ❶
Scanning:
Part A ❷, **Part C ❶ ❷**
Reading for general understanding:
Part C ❸
Reading for detail:
Part A ❸, **Part B ❶**, **Part C ❹**

Vocabulary

Chat abbreviations: *atm*, *cu*, *thx*, *btw*, *pls*

Function

Expressing wants and wishes: *I want to / I hope to …
/ I'm looking forward to … / I'm looking to …*

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1* of *Reading A2* in class.

Using *Getting started*

Ask the students the *Getting started* questions and use their answers as the basis of a classroom discussion and then as the basis of a survey about internet/chatroom use.

1. Ask students to think of categories of questions they could ask about internet/chatroom use (*What sites? Who do they chat to? Why do they chat? When? Where?*) and elicit a couple of example questions.
2. Divide the class into small groups. If you want students to take the questionnaires away and ask people outside the class (for homework), then they could work on all the categories. But if you want them to present to their classmates, you could get them to work on questions for just one category.
3. As students work, monitor and prompt questions like:
   Software/Sites: *What search engine do you use? What*

email domain do you use? Do you use Skype? MSN?
People: *Do you chat with family? With your friends? With work colleagues/fellow students you know? With complete strangers?*
Reasons: *Do you just want to chat? Do you want to meet up? Do you want to get involved in activities? Are you looking for love? Do you chat while gaming?*
Time: *Are you online all day? Just in the evening? At school/work?*

4. Get students to include options for the answers, for example:
   Which search engine do you use?

Google	__
Yahoo	__
Baidu	__
Bing	__
Ask	__
AOL	__
Other	__

5. Either allow students to gather answers as homework, or get the groups to survey the other students (they will have to write a few copies) and feed back to the whole class.
6. An alternative homework activity would be asking the groups to find some way of displaying their results in the form of a poster (with pie charts or bar graphs) that could be displayed in class.

Using *Part A*

After *exercise 1*, you can give students further skim reading practice by asking them to extract the key words in different categories from the EnglishClub.com activity.

1. Write these categories on the board:
   Greetings:
   Names:
   Languages/Nationalities:
   Countries:
2. Ask the students to find the words in the messages that fall into these categories:
   Greetings: *Hello (everyone), Hi, Hey*
   Names: *Mariana, Hannah, Pedro, Li*
   Languages/Nationalities: *English, Spanish, Chinese*
   Countries/Places: *Brazil, France, America*

   (Remind students to find just what is in the text – so *Brazilian* and *China* are not there. However, you could make identifying these a further extension activity.)

3. Feed back with the whole group.

At the end of *Part A* students can:

1. Work in pairs (or small groups) to write two more paragraphs for each of the EnglishClub.com students which fulfil the description provided by options *a* and *c* of *exercise 1* (i.e. what they like to do in their free time, and, the schools and colleges where they are learning English). There are eight paragraphs in total – but your students do not have to complete all of them.

2. The pairs/groups should write their paragraphs on separate pieces of paper and swap them with another pair/group who can then work out both which student and which answer they refer to.

Using *Part B*

At the end of *Part B* you can get students to write their own chatroom dialogue:

1. First ask students to identify the topics that are discussed:
   Where you are from.
   Where you are living now and what it's like.
   Your age.
   When you are online.

2. Then get the students to think about other topics that they might discuss and note them on the board.

3. Pairs of students can write their own dialogue of about 12–14 exchanges.

4. Allow students to be as creative as they want, or encourage them to stick more closely to the format in the *Part B* reading text if you feel it suits their personality or ability.

5. Students can then cut their dialogue up and exchange with another pair to reconstruct.

6. Feed back with the whole group.

Using *Language note*: *chat abbreviations*

There are a variety of activities you can do around text chat and you will have to decide for yourself how useful this receptive lexis is for your students.

1. Elicit further examples from the students:
   lol – *laugh(ing) out loud*
   rofl – *rolling on the floor laughing*
   imo – *in my opinion*
   brb – *be right back*

2. Further examples and discussion on the topic can be found in *Appendix 3 – Reading specific text types*.

Using *Part C*

Exercises 1 and *2* involve scanning for specific (types of) information so this would be a good time to revise the rules of scanning.

1. Ask students what type of text they might scan and what information they would be looking for in each case.
   Timetable: *destination, last departure*, *next departure*
   TV schedule: *this week's movies*, *what's on now*
   Dictionary: *definition*, *examples of usage*
   All involve unspoken assumptions about the presentation of the material.

2. Use *Appendix 1 – How should I read?* to assist the students.

3. You can bring in examples of text types which could be scanned, give them to pairs of students and ask them to challenge each other to scan for particular information.

Part C Exercise 5 involves students creating their own profile for CitySocialising.com. Using their answers, you can use the template below to create a poster webpage for the whole class.

1. Get students to check their answers to *Exercise 5* with a partner and correct if necessary.

2. Give students a copy of the template above and get them to transfer their answers to it.

3. Working with a partner get students to think up additional entries if they wish. They might want to use friends or famous people like Brad Pitt or Barack Obama.

4. Feed back with the whole group and attach the entries to a poster for the classroom wall.

CitySocialising.com profile

_____ ____   _____

Likes:

Says:

((.)) Online now!!

    Say hello!

✚ Add as a friend   __ Friends   __ Socials   __ Reviews   __ Photos   __ Points