

Unit 3: Making plans

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 understand text abbreviations.
- I can follow a group conversation by email.
- I can understand useful phrases to make plans.

Skill focus

Pre-reading:

Part A ①

Skimming:

Part B ①

Reading for general understanding:

Part A ②

Reading for detail:

Part A ③, Part B ② ③

Vocabulary

Text speak: *cu*, *2moro*, *l8r*, *r u*

Emoticons: :) ☺, :(☹

Function

Making plans: present continuous, *going to ...*

Making suggestions (informal): *How about ...?*

Grammar

Present continuous

going to ... (+ infinitive)

How much do they rely on their mobile phones?

Does it have all their contacts in?

Do they use it as a map for finding where they are going?

What would they do if it were broken or lost?

3. Monitor and feed back with the whole class.

Using Language note: text-speak smileys

If students are interested in emoticons and you think it would be useful for them, you can use the emoticon cards below to play a memory game with the students.

1. Make two photocopies of the table below and cut them out into a pack of 24 'cards'.
2. In class, make pairs or groups of three and give a pack to each group.
3. Students should shuffle their pack and place the cards on the table, face down, randomly (or in a grid) so that they don't know which is which.
4. One student can then turn over two cards.
 - If the cards match, the student must name the emoticon (or explain what it means) and if they are right, they can keep the pair.
 - If they don't match, or the student can't name the emoticon, they must turn them back over and play moves on to the next student.
5. Eventually students will memorise the places of the cards and quickly build up pairs.

Using Part A

Highlight and discuss the use of short forms in *Part A Exercises 1 and 2*.

1. Ask students to find all the examples.

r u = are you

2day = today

4 = for

x = (kiss)

abt = about

2mro = tomorrow

hse = house

2 = to

probs = problems

gd = good

c = see

ur = your or you're

pix = pictures (pics)

4wd = forward

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 3 of Reading A2* in class.

Using Getting started

Use the *Getting started* questions to initiate discussion.

1. Ask the whole class the questions in *Getting started*.
2. Put students in small groups and provide them with additional questions such as:

Do they always go to a meeting with someone (friends or business) with a mobile/cell phone?

Do they sometimes change plans or make final arrangements on their way?

Can they imagine the world before mobile phones when you had to meet at a certain time and place and you could not rearrange as you went?

2. Ask students why people do it (*for speed, because it's cool and funny*)
3. Compare the different sorts of short forms. Some are abbreviations of the spelling (*hse*) and some are common pronunciations of single letters (*c*).
4. Ask students how useful, or confusing, they find these short forms. Also, how much they use them and whether new technologies will change them or make them redundant. Do similar short forms exist in students' native language?
5. Refer students to *Appendix 4 – Understanding short forms of English* for more examples and information.

Texts or instant messaging (like BM or iMessage) as a form of writing tend to mimic conversation in that they are made up of short acts of communication, they attempt to include intonation and gesture using emoticons, and they usually encourage interaction with a question or with '...'. For this reason, the text messages in *Part A Exercise 2* provide a good text type for reading aloud in class. It provides a clear interpretative challenge alongside the task of simply speaking to the group. Students can also express the emoticons in their voice at the appropriate point:



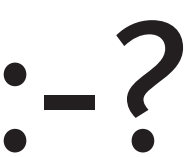









1. Get students to practise the exchange in *Exercise 2* in pairs and monitor.
2. Feed back with the whole class.

Having completed all three exercises in *Part A*, activate the students' knowledge and creativity with this writing/reading pairwork activity:

1. Photocopy the Request/Respond table below, and cut out the separate roles. (This provides for ten students but you can easily give the same activity to two pairs.)
2. Create a speech bubble template with six or seven exchanges (as in *Exercise 2*) or ask the students to make one in class.
3. Give each pair of students a pair of role cards (A1/A2, etc). The pair of students should not see each other's cards.
4. Get student A to write a short text message, on the template, to their partner using the abbreviations they have learned, and adding new ones.
5. Student A can then pass the template to student B to reply and so on.
6. Feed back to the whole class. Make note of any pronunciation issues to model and drill later.

As homework, you could ask students to turn other short text types (small newspaper articles, for example) into text speech and bring them into class as a reading challenge for other students.

PHOTOCOPIABLES

 <p>I'm happy</p>	 <p>I'm joking</p>	 <p>I'm confused</p>	 <p>I'm sad</p>
 <p>I'm angry</p>	 <p>(smug)</p>	 <p>(tongue out)</p>	 <p>I'm in love / I love ...</p>
 <p>I'm broken-hearted</p>	 <p>(flirting)</p>	 <p>I'm surprised</p>	 <p>It's a secret</p>

Request/Respond

STUDENT A	STUDENT B
A1: text a friend to ask them to come to your house to play a new computer game	B1: you have to look after your little sister tonight, but you can go out tomorrow
A2: text a friend to cancel a trip to the theatre – try and rearrange it	B2: you were really looking forward to the theatre trip
A3: text a friend to ask if they want to go shopping	B3: you've got no money at the moment
A4: text a friend to see if they want to go to the new George Clooney movie	B4: you hate George Clooney, you prefer action movies
A5: text a friend to ask about their trip to New York	B5: your trip to New York was great, but you spent a lot of money