

Unit 2: Texting

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 distinguish between content and function words in a written passage.
- I can read abbreviated text messages.
- I can write abbreviated text messages.
- I can use text speak.

Vocabulary

Text speak: *btw, b4, m8, pls, xoxo*

Grammar

Content words and function words

Appropriateness

When to text and when to phone

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 2* of *Writing B1+ Intermediate* in class.

Using *Before you start*

1. Ask the students to read the *Before you start* section first.
2. Get students to discuss with a partner three situations where a text would be better than a phone call or email, and three situations where a text would not be appropriate.
3. Feed back with the whole class.

Using *Understanding*

Make this exercise more interactive.

1. Photocopy the *Text conversation* from the exercise, below, and cut it into the seven separate phrases.
2. Get pairs of students to reconstruct the exchange.
3. Texts as a form of writing tend to mimic conversation in that they are made up of short acts of communication, and the unit text here provides a good text type for reading aloud in class. For feedback, get pairs of students to read their exchange to the class.

Using *Content words and function words*

This *Language note* encourages students to focus on words which carry the meaning of a sentence. In a normal context, these are the content words rather than the function words.

1. Before getting students to read the *Language note*, try to elicit a list of content words and structure words. You can simply ask the students or, more likely at this level, write the words randomly on the board and get students to say whether they are content or structure words.

content words:

main verbs

nouns

negative auxiliaries (*isn't, won't*, etc.)

adjectives

adverbs

function words:

articles

prepositions

conjunctions

pronouns

to be as a main verb (*is, are, am*, etc.)

auxiliary verbs (*have, can*, etc.)

2. As a further check you can get students to read the *Before you start* passage and ask them to underline all the content words.

Using *Language focus*

1. Ask the students to work individually on *Exercise 1* and 2, and then compare their answers with a partner.
2. Get the students to think of three more sentences for their partner to distil into text speak.
3. Feed back with the whole class.

Using *Text speak*

Students may want more practice using text speak.

1. Photocopy the *Text speak matching* worksheet, below.
2. Ask students why people do it (*for easy texting, because it's cool and funny*, etc.).
3. Get students to compare the different sorts of short forms described in the *Language note*: acronyms, abbreviations, words with consonants missing, letter sounds.
4. Ask students how useful (or confusing) they find these short forms. Also ask how much they use them and whether they think new technologies will change them or make them redundant.
5. Refer students to *Appendix 5 – Short forms* for more examples and information.
6. Hand out the worksheet and get students to work in pairs to match the text speak with the meanings.
7. Feed back with the whole class.

Using *Get writing*

You can use *Exercise 1* of the *Get writing* activity as a collaborative writing task.

1. Allow students to complete the exercise on their own and then pass their answers to a partner, who can reply to it.
2. Allow students to make three or four exchanges before stopping.
3. As with the earlier *Language focus* exercise, get students to read their exchanges aloud to the class.

PHOTOCOPIABLES

Text conversation

Anita:

Dom! Train delayed 30 mins. We'll miss the first part of the film, won't we? What'll we do?
Sorry. A

Me:

Don't worry. We could skip film and go straight to restaurant?

Anita:

Perfect. What time table booked for – can you change?

Me:

9 pm. Could u b there by 7?

Anita:

Yes!

Me:

Changed booking. See u outside restaurant at 7 Dx

Anita:

Thanks! LOL, Ax

Text speak matching

- | | |
|------------------|--------------------------------|
| 1. omg | a. To be honest |
| 2. cu l8r | b. Hit me up (contact me) |
| 3. btw | c. Good |
| 4. lol | d. Got to go |
| 5. imo | e. (not sure, not good) |
| 6. gd | f. Be right back |
| 7. hmu | g. OK |
| 8. tbh | h. By the way |
| 9. idk | i. Never mind |
| 10. kk | j. Thank you very much |
| 11. meh | k. Wait for me. I'm on my way |
| 12. u ok? | l. Laugh out loud (very funny) |
| 13. gtg | m. Best friends forever |
| 14. brb | n. See you later |
| 15. nvm | o. Oh my gosh (surprise) |
| 16. tyvm | p. Are you OK? |
| 17. w8 4 me. omw | q. I don't know |
| 18. bff | r. In my opinion |

Answers:

1. omg	o. Oh my gosh (surprise)
2. cu l8r	n. See you later
3. btw	h. By the way
4. lol	l. Laugh out loud (very funny)
5. imo	r. In my opinion
6. gd	c. Good
7. hmu	b. Hit me up (contact me)
8. tbh	a. To be honest
9. idk	q. I don't know
10. kk	g. OK
11. meh	e. (not sure, not good)
12. u ok?	p. Are you OK?
13. gtg	d. Got to go
14. brb	f. Be right back
15. nvm	i. Never mind
16. tyvm	j. Thank you very much
17. w8 4 me. omw	k. Wait for me. I'm on my way.
18. bff	m. Best friends forever.