

(1)

Begin by discussing the aims & objective with your students. Example discussion questions are:

- Which of these aims will be challenging for you?
- Which are you interested to learn?
- In what situations will this objective help you?
- Will this help you with your writing or speaking?

The idea is to help them see how this lesson can help them in a range of situations.

Today, we are going to:

Read a text message conversation.
Learn to write text messages.

- Learn to talk/write about your plans.
- Learn to refuse an invite politely.
- Learn to ask questions about an invite politely.

So that you can:

- Have a text message conversation (e.g. inviting / refusing / asking)

Textploitation

(2)

The introduction questions are designed to help students see how often they write and how they often write messages and even tell stories via message.

The last question gives you information on how they talk about their plans. Make note of their plans on the board and explain you'll come back to them later.

Introduction

Discuss the questions below with your partner.

1. What have you written today?
2. Which do you write most in your life, messages, emails, stories, essays?
3. What are you doing this weekend?

React to the text

Read the conversation to the right and discuss questions below with your partner.

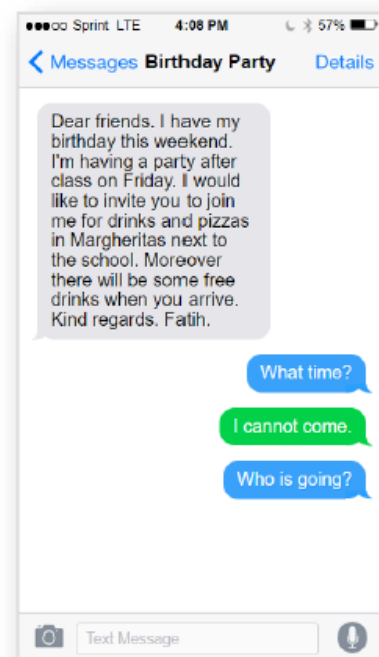
- 1) Would you like to join Fatih?
- 2) Why / Why not?
- 3) Is there any other information you'd like to know?
- 4) Write your reply in the green box above.

Focus on Language

- 1) Why does Fatih use the present continuous in this sentence: "I'm having a party on Friday"?
- 2) What are your plans for this weekend?

(3)

This activity helps you to see how your learners would currently write a text message. It gives you language to upgrade and work with in later activities. Get students to work on it in pairs or small groups and then elicit and board their ideas. Deal with any nice language that emerges.



(4)

Elicit that Fatih is describing an arrangement he has made. That discussions regarding time and place have occurred. This plan was made before the invite, and will occur regardless of whether these friends attend.

Encourage students to go back to their plans from the Introduction stage and discuss if any of these plans should be changed to present continuous or left as they are. Give students time to discuss "why" so they can justify their answers.

Discuss as a group and deal with any confusion.

(5)

The idea here is to help learners to see that text messages are usually written examples of spoken English and tend to follow speaking conventions.

Give students time in groups to discuss the questions and analyse the text conversation. Move between groups and support where necessary.

Elicit their ideas and encourage class discussion. Encourage students to consider what would be acceptable in a text message in their countries. The more we understand about communication in different cultures, the better we can all communicate.

Textploitation

Analysing a message

Text messages are an example of written spoken-English. Read the conversation again and discuss the questions below with your partner.

- 1) How would you communicate Fatih's message if you were speaking in person?
- 2) Compare your ideas with Fatih's message. What is different?
- 3) How would you feel if you were Fatih and you received these replies?
- 4) Read the Text Conversation Analysis to check your ideas.

Text Conversation Analysis:

- Fatih's text message seems more like an email than a text message. Messages should be more like spoken English than written English. When you're writing a message to friends, avoid formal language and email openers and closings.
- "What time?" is quite a sudden question. Usually we would start with a comment on the party and then ask questions.
- Usually when we can't attend an event we reply by apologizing and giving a reason. For example "I'm sorry. I can't come. I'm having dinner with my parents". We use the present continuous to show that it is a fixed plan that was organized before.

(6)

Give students time to read the Text Conversation Analysis to check their ideas. Discuss as a group where they had different ideas and opinions. It's ok to disagree with the analysis.

Give students time to analyse their own text messages from "React to the text" and discuss any changes they'd like to make.

(7)

Give students a post-it note and get half the class to answer question 2 and the other half question 3. Gather up their post-it notes and stick them to the walls. Get students to move around in pairs and analyse the messages using what they've learnt in the lesson. Gather the post-it notes and discuss any feedback the class had. Upgrade and correct where necessary.

Practice 1

Read the conversation below. Use the Text Conversation Analysis to analyse the conversation.

1. Is there anything you would change?
2. Write a reply politely saying that you can't come.
3. Write another reply politely asking for more information.

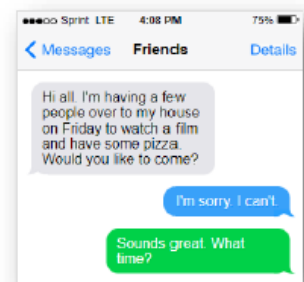
Practice 2

Have a conversation with your partner. In the conversation:

- Explain your plans (using present continuous).
- Invite your partner(s) to join you.
- Turn down invites politely (apologizing and giving excuses with present continuous).
- Ask for more information politely (comment on the event & ask for information).

Reflection

How did you do? Use the criteria above to reflect on how successful you were in your conversation.



(8)

Explain that what they've learnt today also applies to spoken conversations. Set students up in 2s or 3s. Decide who is going to invite and who is going to respond. Monitor and give feedback. Swap roles and try again. Monitor and give feedback.

(9)

The aim is to show progress across this lesson. Give students time to discuss how successful their conversations were. Monitor and support where necessary.

Get students to decide what they would do better next time.

Give students new partners and get them to have a similar conversation, upgrading their language based on their reflections.

Give any final feedback.