

# Writing file 2 | Teacher's notes

## Learning objectives in this lesson

Using abbreviations in instant messaging (IM) and writing informal instant messages and text messages.

- 1 Get students to discuss the questions in pairs and ask them about abbreviations they might use in their own language.
- 2 Get students to read the message and to try to answer the questions, you might want to reassure them that they may not be able to answer everything for now.

### Answers

- 1 it has been pretty successful with one failure but four deals.
- 2 John had to go because he was on the phone (otp).

- 3 Ask students to work in pairs and look at the abbreviations. Ask them to see if they can work out the meaning of any of them. Don't take feedback at this stage but move straight on to exercise 4.
- 4 Get students to work in pairs to complete the exercise. After a few minutes take feedback.

### Answers

- |       |          |
|-------|----------|
| 1 Gd  | 8 TTYL   |
| 2 GTG | 9 GJ     |
| 3 Thx | 10 B4N   |
| 4 HIG | 11 CUL8R |
| 5 f2f | 12 HRU   |
| 6 VFM | 13 CWOT  |
| 7 FYI | 14 OTP   |

- 5 Ask students to discuss in pairs any other abbreviations they might know. Take feedback, getting students to explain their abbreviations to the others in the class.
- 6 Get students to try to guess, or use their examples to rewrite the sentences. Get them to do this in pairs.

### Answers

- 1 I don't understand what you mean: ?
- 2 I'm meeting him one to one: I'm meeting him 121
- 3 As soon as possible: asap
- 4 Frequently asked questions: FAQ
- 5 To be announced: TBA
- 6 Have a nice day: HAND
- 7 Oh I see: OIC
- 8 Laughing out loud: LOL

- 7 Ask students to work out the message in pairs and to write it in more standard English. After a few minutes get students to swap their answers with another pair to see if they have the same.

### Answer

My summer holidays were a complete waste of time. Before we used to go New York to see my brother, his girlfriend and their three kids face to face. I love New York it's a great place....

- 8 Ask students to read the IM and to reply to each line so that it makes sense. They can do this in pairs or on their own and they can do it in class or as homework.

## Evaluation tips

When marking, look for relevant information, sensible paragraphing and logical ordering. Don't forget to comment on content as well as accurate use of language.

### Sample answer

**Paul** Hi HIG?  
**John** Not bad U?  
**Paul** Fine, gd day?  
**John** CWOT  
**Paul** ?  
**John** Had 3 F2F's but no buyers. VFM always the factor,  
**Paul** OIC, that's not gd, FYI Jeff's back from holiday, wants 121 with you asap  
**John** OK thx, GTG now TTYL  
**Paul** OK. CUL8R

## Extra activity

Get students to work in pairs and have an IM conversation. They should write their message on a piece of paper (their 'screen') which they keep passing back and forth to one another. You could set a time limit for each turn so that the pace remains fast. Both can start with: *Hi. HIG?*