

## Unit 1: Short emails

### 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 tell the difference between formal and informal emails.
- I can open an informal email.
- I can close an informal email.
- I can write a short email to make a plan with a friend.

#### Vocabulary

Places to go: *comedy show, Thai restaurant, tennis, cinema, museum*

Plans: *days of the week, busy, other plans*

Verbs: *go out, play, visit, watch, go to, see*

#### Style

Formal and informal register

Slang: *Cheers*

Ellipsis: *Maybe (we could) see a film?*

#### Function

Suggesting: *Would you like to ...?, How about ...?, Why don't we ...?*

Accepting and refusing: *Sounds good. I'd love to. Sorry, I'm busy. Maybe another time.*

Opening and closing an email: *How are you doing? Speak soon.*

### 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 Writing A2* in class.

#### Using *Getting started*

Ask the students to write full answers to the *Getting started* questions and then compare with their partner or in a small group. Monitor and correct errors and as you do so, start small groups developing a small survey questionnaire about email usage.

1. Ask groups to start with the three questions from *Getting started*. Think of a range of answers people might give so they can be written as options.

*How many emails do you send each day?*

*None, I don't email.*

*One or two.*

*Three to ten*

*More than ten.*

*Who do you write emails to?*

*Mostly friends*

*Mostly family*

*Mostly colleagues*

*Mostly strangers*

*How many emails do you receive each day? ...*

*What subjects do you write about? ...*

2. Get the groups to think of other questions they could ask and think of options for these also.

*Which mail server do you use?*

*When do you send emails?*

3. 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.
4. An alternative homework option 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 *Looking closely*

Students will know that the text type in this unit is a short email.

1. Ask students to scan the emails quickly to identify whether they are formal or informal, and discuss in pairs which features make them so. (Smiley face; salutations (*Hi, Hey*); closing (*Speak soon*); use of exclamation marks; a lot of contractions used (*I've, There's, I'd*); ellipsis ([*We'll*] *Speak soon, [I'll] See you Thursday*).
2. Ask students to think of formal alternatives.

#### Using *Useful vocabulary and phrases: making plans*

You can use this sorting exercise with the phrases from *Useful vocabulary and phrases: making plans* and add your own if you like.

1. Photocopy *Making plans* table, below, several times and cut out the thirteen individual sentences, so that you have a set for each pair or small group in your class.
2. Write *Making plans and arrangements* on the left of the board and *Responding to a plan or arrangement* on the right, and ask students to do the same in their books.
3. Give pairs or small groups of students the thirteen sentences and ask them to place them in one or other category.

**Using the first *Writing clearly***

Allowing pairwork will bring this activity off the page and make it more interactive.

1. Get students to write their answers to *Exercise 2* on separate bits of paper without identifying which answer is which.
2. Students can then pass these to a partner who can guess which proposal or response is which.
3. Monitor but also allow partners to help each other with error correction.
4. Feed back with the whole class.

**Using second *Language focus***

If you feel your students will have a reasonably extensive vocabulary of other formal and informal written phrases, brainstorm these and get them to share with the class. Build up from pairwork or small groups before feeding back to the whole class if you feel students may be shy.

**Using the second *Writing clearly***

Make this a pairwork activity.

1. Get students to write their answers to *Exercise 1* on eight separate bits of paper without saying which opening or closing is which or to whom it is written.
2. Students can then pass these to a partner who can identify which is which.
3. Monitor but also allow partners to help each other with error correction.

The kind of editing required in *Exercise 2* is an enjoyable pairwork activity for students, so don't limit it to this one example:

1. Find or write a short email that matches the students' area of interest and insert a specified number of punctuation (or other) problems you want the students to focus on.
2. Put students in pairs and give each student the email.
3. Students edit the email on their own, swap, and then compare with their partner.
4. Feed back with the whole class.

**Using *Get writing***

It's a good idea to try and make these activities as real as possible. For *Exercise 1*, ask students to think that they are really inviting a friend out next week. Change the situation if it suits your class/individual student; perhaps it could be an old friend that they have just hooked up with on Facebook. For *Exercise 2*, ask students if there is a formal message they currently need to send (which isn't too personal, of course). Talk to their boss about a job review? Arrange a meeting with their child's teacher? Students could work in pairs, each doing one or the other, and then comparing and correcting in class. Students could then do the alternate email for homework.

**Using *My review***

Use *My review* primarily as a way of checking that the students feel comfortable that they have made progress in the class and can make the statements with confidence. One way of doing this in a writing class is to get students to produce extensions to the can-do statements. For example, students can write, *I can open an informal email with words like Hey Jack, my Facebook friend in America, or Hiya guys for a group of people.*

**PHOTOCOPIABLES****Making plans table**

Making plans and arrangements	Responding to a plan or arrangement
Would you like to go swimming with us?	Yes, that sounds brilliant.
How about dinner?	Sure, that sounds like a good idea.
Why don't we see a movie?	We'd love to come.
We could visit that new superstore.	Thanks. I'll see you at the cinema.
Let's go out at the weekend.	Sorry we're busy then.
Are you free for lunch?	Thanks but I have other plans.
	Maybe another day?