

## Unit 2: Dealing with group emails

### How to read group emails

1. Before going through the points, ask your learners about the use of group emails in their schools (pre-work learners) or organizations (in-work learners). What are they about? How do they typically deal with them?
2. With the whole class, ask learners to look at the points and to discuss them in relation to their own context. Explain the word *gist* if necessary.

### Getting started

1. Give your learners exactly one minute to skim over the emails on pages 8–9. (For this exercise, you can decide whether to help the learners with vocabulary or not, perhaps depending on their level.)
2. Get learners to answer the question and to justify or explain their answer.
3. Go through any vocabulary difficulties if you have not done so earlier.

### Understanding

1. Ask your learners to read the emails in more detail and work on the questions in pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are working well. (For email 1, you may have to explain that RSVP stands for the French phrase *Répondez s'il vous plaît* (=reply please), so *Please RSVP* means 'Please reply please'!)
2. Elicit the answers from the whole class, discussing them and pointing out why they are correct and what could be improved.

### Developing your reading skills

#### Exercises 1 & 2

Complete as pair work and then check the answers with the whole class. Address any remaining difficulties.

#### Exercise 3

1. Ask your learners to look at the rubric and then to individually read through the emails on page 9 again.
2. With the whole class, elicit and discuss the answers.

### Language focus

#### Exercise 1

1. Go through the expressions with the whole class, working on any difficulties, e.g. the meaning of *ASAP*. Get learners to put each email into the correct group.

2. If you would like learners to work further on *will*, get them to look at *Collins Intermediate Grammar & Practice*, Unit 8, and to do the exercises there, either in class or for homework.

#### Exercise 2

1. Instruct your learners to work on the exercise in pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are working well. (You may have to explain *glitch*.)
2. Discuss the answers as a class.

#### Review

1. Explain the situation, and ask your learners to remain seated and perform the role-play in parallel pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are working well. (You might need to suggest expressions like *By the way, did you hear ...?*)
2. Ask individual pairs to perform the role-play for the whole class. This time they could stand up and walk towards each other, pretending to meet in the corridor.
3. Go through and clarify any remaining difficulties.

#### Extended Learning through COBUILD

Bring the learners' attention to key vocabulary on page 102. Go through the examples and collocations (=typical word combinations) for each heading, concentrating on those that have caused particular difficulty during the class.

#### Extension activity

1. Divide the class into groups of six. Allocate the roles of the five people sending and receiving the emails on pages 8–9 (Dina Finn, Tom Becaveric, Xavier Justino, Jacky Millier, Ben Wade), plus one observer. (If there are fewer than six learners in the class, allocate just some of the roles, but maintain the observer.)
2. Ask each learner to choose one of the collocations on page 102 without telling anyone which one they have chosen. (Observers do not have to choose an expression.)
3. Get learners in parallel groups to role-play a meeting to discuss the overpayment of commission problem as stated in the emails. The observer has to spot and note down the expression that each participant has chosen to use. Circulate, monitor and assist if necessary, but don't interrupt them if they are working well.
4. Call the class to order and ask the observers to report on the expressions that they heard being used, and the person who used them.

5. Go over any points that are causing difficulty.
6. Get one of the groups to redo the role-play for the whole class, incorporating your corrections and improvements.

### **Homework task**

1. Instruct your learners to look again at email 2 on pages 8–9, pointing out how three of the recipients are asked to respond in particular ways.

2. Ask your learners to think about a context in their school or organization where an email might be sent with 'action points' (teach this expression) for different recipients. Discuss particular learners' ideas for this with the whole class.
3. Ask learners each to write an email with these individual action points.