

## Emails

**Level:** Intermediate

**Age:** Adults

**Time:** 60 minutes

**Lesson aim:**

- To explain ways to manage emails and the language used.

**Skills:** Listening, Speaking

**Materials:**

- Worksheet
- Live from London: Business "Emails" video
- Transcript

### Before you watch

#### A

The aim of this activity is to enable students to briefly share in pairs their experience of receiving and sending emails. To support students, you could ask for volunteers to read the questions out loud and provide a correct model. Ask pairs to discuss the questions. Finally, ask students to share their answers with the class. You could preview the ideas in the video: emails vs. phone calls, achievability of answering all your emails, the future of emails, and how to sign off your emails.

### Video

#### A

Play the first part of the video (the interview with Anne). This activity checks students' comprehension of Anne's views about emails vs. phone calls. Ask students to work individually or in pairs. Ask students to share their answers with the class and ask them to correct the false statement.

**Key:**

- 1 T
- 2 T
- 3 F She sends an email after speaking to make sure they understand the same thing.

#### B

Play the second part of the video (Jason's and Prad's views about emails vs. phone calls). To support students, you might complete the first sentence together before asking them to continue on their own. Additionally, you might get students to do some dictionary work to check the meanings of any unknown vocabulary. Ask students to share their answers with the class.

**Key:**

Jason definitely prefers to talk to people. He thinks that often things in emails are unclear. His advice to people in his team is always speak on the phone first, especially if the subject is challenging.

Prad says that it depends on the situation. Some customers email him and expect an email in reply. He prefers to phone people and thinks that phoning is becoming less common.

#### C

Play the third part of the video (Tolani, Kristina, Asif, and Jason discussing how achievable it is to answer every email). There is a lot to listen to here, but most students should be able to identify who would agree with the statements. It is important to point out to students that the statements are not in order. Ask students to work individually or with a partner. Ask students to first compare their answers with a partner and then share their answers with the class.

**Key:**

- 1 Tolani
- 2 Asif
- 3 Tolani
- 4 Jason
- 5 Kristina
- 6 Asif

#### D

Play the final part of the video. Asif, Prad, Chris, and Kristina explain how they sign off their emails.

**Key:**

- 1 Best
- 2 Many thanks
- 3 Sincerely
- 4 Regards
- 5 Cheers
- 6 Thanks
- 7 Kind regards
- 8 Best regards
- 9 Have a good weekend

**Language focus**

**A**

This activity focuses on collocations of verbs commonly used with the noun *email*.

**Key:**

answer, check, open, prioritise, read, send, write

**B**

This matching activity gives students the opportunity to understand key adjectives commonly used with emails and phone calls.

**Key:**

- 1 c
- 2 a
- 3 e
- 4 b
- 5 f
- 6 d

**C**

This activity focuses students' attention on the key vocabulary and structures needed to talk about emails. It also provides students with an opportunity to practise the language used in the video. Ask for volunteers to read out their answers to the class for consolidation.

**Key:**

- 1 f
- 2 b
- 3 a
- 4 e
- 5 d
- 6 c

**Communication focus**

**A**

This activity enables students to discuss their views about emails and review the ideas discussed in the video. Read through the notes and suggested prompts before students start the task. Ask students to work in pairs. Monitor and support. Students could consolidate the topic by creating a guide to the email best practice.