

Emails

Level: Advanced

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

- 2 She thinks the message is less clear when speaking because sometimes she has to restart what she was saying.
- 3 She sends an email afterwards to check the person understood.

B

Play the second part of the video (Jason's and Prad's views about emails vs. phone calls). This activity checks students' detailed comprehension by answering questions in full. Students will probably find it challenging to write full answers and may need to watch the video several times. Alternatively, you could ask students just to write notes. Ask students to work individually or in pairs. Ask students to share their answers with the class.

Key:

- 1 Jason prefers phone calls.
- 2 What happens is that things in emails get misinterpreted.
- 3 His advice to people in his team is always speak on the phone first.
- 4 Prad thinks that the choice to email or phone depends on the situation.
- 5 He says that his customers expect an email in reply when they email him.
- 6 He thinks that emailing is becoming less common (a dying art).

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 select the most accurate summaries. Ask students to work individually or with a partner. Monitor and support by explaining not to focus on the words used in the video but instead to focus on the ideas. Ask students to share their answers with the class.

Key:

Tolani 1, Kristina 2, Asif 2, Jason 1

D

Play the final part of the video (Asif, Prad, Chris, and Kristina explaining how they sign off their emails). This activity teaches key email expressions and which are commonly used.

Before you watch

A

In this activity, students compare their email usage with the results of a US survey.

Monitor and support while pairs are discussing the survey. Finally, ask students to discuss the topic as a class. During this discussion, make sure students touch on 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 correct the false information in the statements individually or in pairs. Ask students to share their answers with the class.

Key:

- 1 She prefers to send emails rather than phone, because she feels people will understand her more easily.

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:

- 1 answer
- 2 check
- 3 open
- 4 prioritise
- 5 send
- 6 write

B

This activity practises transforming nouns or verbs into adjectives and the use of negative prefixes. These adjectives can be used to discuss office work and the use of emails.

Key:

- 1 unproductive
- 2 urgent
- 3 achievable
- 4 inadvisable
- 5 effective
- 6 irrelevant

C

Put students in pairs and ask them to answer the questions using the verbs and adjectives from exercises *A* and *B*. Monitor and support students by reminding them of the language they can use. Ask students to share their answers with the class.

Key:

Answers will vary

Communication focus

This activity is designed to give students the opportunity to personalise the topic and practise the language relating to emails. Students can use the ideas they discussed in *Language focus C* to inform their presentation. Encourage students to include all the ideas in the list given. Some students may also like to record their presentations.