

Emailing 1

- Aims:** Introduction to emailing / Practise of present continuous for arrangements / Introduction to formal and informal writing
- Skills:** Scanning and skimming reading skills, writing quickly to a fixed format
- Resources:** (PG = per group, PS = per student)
PG: 1 x the reading text part of Worksheet 1, cut up along the dotted lines and shuffled
PS: 1 copy of each worksheet
PS: 10 to 15 pieces of small blank paper
- Time:** 40 minutes (not including extension activity)

Stage 1	
Warmer - Ordering dictation	5 – 10 minutes
<ol style="list-style-type: none"> 1. Dictate a list of words in alphabetical order, e.g. <i>generous, impatient, intelligent, optimistic, shy</i>. Ask the students to guess what the order is. 2. Explain that you will continue with the same activity, but each time with the words in a different order. The students should stop you when they think they know the order. 3. Continue with more vocabulary arranged in order of size, reverse alphabetical order, adjectives from positive to negative, by length of words, etc. 4. Move onto sequences of time, e.g. days of the week, times in the past. Make the last list of words future times (<i>after the lesson, next week</i>, etc). 5. Say that this lesson will practice talking about future arrangements and that the first activity is to put emails about an arrangement between two people in order from the first email to the last one. 	
Stage 2	
Reading - Skimming and scanning	5 minutes
<ol style="list-style-type: none"> 1. Put the students in groups and give out the cut up Worksheet 1. Ask the students to put the emails in order as quickly as possible. If they need help, suggest finding the first and last emails and then working towards the middle, or point out the changes in formality (see below). 2. When most groups have finished, check the answers as a class (see Answers). 	
Stage 3	
Introduction to emailing conventions	5 – 10 minutes
<ol style="list-style-type: none"> 1. Ask students if they have questions about anything in the texts. 2. Answer a few questions, then give out Worksheet 1 – Questions. Ask students to complete Question 1, referring back to the emails. 3. Check the answers as a class (see Answers) 4. Discuss Question 2, referring back to the emails again - they become more informal with time, so most of the differences are to do with formality. The answers are given from the most to the least formal. <i>Re</i> and <i>P.S.</i> are mainly written forms and <i>attached</i> is used for emails but <i>enclosed</i> for letters. 	
Stage 4	

Reading for detailed comprehension and introduction to present continuous for future arrangements	10 minutes
<ol style="list-style-type: none"> 1. Ask students to complete Worksheet 1, Question 3. 2. Feedback as a class (see Answers), asking for the answers as complete sentences, e.g. <i>He is flying back on Sunday 29th</i>. If students are not sure which tense to use, ask them to look back at the emails. 	
Stage 5	
Present continuous practice and email writing task	10 – 15 minutes
<ol style="list-style-type: none"> 1. Ask students to add in note form their own arrangements for the next seven days to the diary on Worksheet 2. 2. Ask each student to give one or two examples of their arrangements, using the present continuous. 3. Tell the class you are very sad that they have so many spaces in their diaries and by the end of class they should be full. 4. Write an email to a student on the board inviting them out, reading it out as you write. Use as much of the language in Worksheet 1 as you can. 5. Ask that student to dictate their reply back to you and write that up too. If more 'emails' are needed to complete the arrangement, do so orally. 6. When the arrangement is fixed, make sure the student writes it on their diary page. This new arrangement counts as one point, and students have to send emails to each other to get as many points as possible. 7. Give out the blank paper and let the students start. Monitor for errors. 8. Stop after 10 minutes, or when every student has at least one new arrangement. Feedback as a class. Applaud the student who has the most new arrangements. 	
Stage 6	
Extension: Error correction	Up to 15 minutes
<ol style="list-style-type: none"> 1. Correct a few of the errors you collected in Stage 5, as a class. 2. Put the students into pairs and nominate Student As and Bs. Give out the appropriate version of Worksheet 3 to each student. 3. If you have time, go through the errors as a pairwork dictation. Each pair reads out their sentences to their partner and finds the differences. They then discuss which sentence is correct and correct the wrong one. They mustn't show their worksheets. Then discuss as a class. <p>Variation: Alternatively, give the worksheets as homework. Ask the students to correct their worksheets individually for homework then put them back in pairs in the next class to compare.</p>	