

**TEACHER'S NAME:** Michele C.

**REEP LEVEL(s):** 200-250

**LIFESKILLS UNIT:** Work and Technology

**LANGUAGE SKILLS:**

200: Ask and answer questions about jobs (past and present); given visuals of occupations, match job titles, duties, locations, and tools;

250: Ask and answer questions about jobs (past and present); categorize jobs; ask and answer questions about job experience

**LESSON OBJECTIVE:** Basic email correspondence

**TECHNOLOGY INTEGRATION:** Technology Curriculum objectives:

10. Identify the parts of a web page and website addresses;
11. Access the Internet by using a browser icon or the Start menu;
- 12 .Given a web address, (URL) access the appropriate web site using a web browser;
13. Navigate and find information on a particular web site by scrolling, clicking on links, and using the browser navigation and drop down menus;
14. Complete and print out online forms (email account form); 15. With assistance, set up a personal email account, and;
16. Use email to send and receive messages.

**LANGUAGE SKILLS TARGETED IN THIS LESSON:**

Speaking     Listening     Reading     Writing

**ESTIMATED TIME:** approx. 5 hours, over 3-4 days (2 computer lab sessions needed)

Teacher should plan to break activities into segments that are done on different days.

- 90 minutes through end of Motivation/Background Building/Assessment activity
- 45 minutes for Practice & Presentation 1 activity
- 60 minutes in computer lab for Practice & Presentation 2, with the option of Additional Practice activity
- 90 minutes for application and extension - 60 minutes in classroom and 30 minutes in computer lab

**RESOURCES AND MATERIALS NEEDED:**

This Module should be paired with the section on *cover letter writing* from Module 3 for level 200/250; however, accommodations are included for students who do not express *cover letter writing* as a goal.

Handouts:

1. partner interview worksheet
2. email complete address worksheet
3. Create email account worksheet
4. Info slips worksheet for remembering email/login/password
5. Email extension info grid worksheet

Additional Resources:

1. computer lab with internet; if a computer lab is not available, 1 classroom computer can also be used in turns (cross-tech-ability partners) while other students are doing other work
2. transparencies
3. overhead projector

## LESSON PLAN AND TEACHER'S NOTES

### Prerequisites:

basic computer vocabulary (see activities for “100-150\_Intro-Computers”), basic internet vocabulary (see activities for “100-150\_LP\_Navigation”), basic internet navigation, greetings and personal information

### Pre-class notes:

This Module will cover Needs Assessment/Goal Setting through the Application and Extension phases of a lesson plan. If there are any students who have absolutely no experience with a computer and the concept of email, but are interested to be included, consider using the Email Module from level 100/150 for a concept activity for them as a small group.

### Review/Warm up/Assessment:

Draw a circle on the board and write “email” in it. Have a brief discussion with students to see what they know about email. This is a quick, casual conversation where you are not writing on the board yet.

Then, briefly explain the agenda for this lesson, by skills practice, by content, whatever meshes well you're your style of instruction. Then, distribute the partner interview worksheet and model how students will complete it. (see *partner\_interview\_200-250.doc*) It is easy just to have volunteer students ask one question each of you and you answer in the manner you want the students to respond. If any of the interview questions do not apply to a student, encourage and demonstrate to him/her how to answer in the negative. That is useful assessment to have. Report back for comprehension check. (Report back will have a second phase in the Motivation activity.)

### Motivation/Background Building/Assessment continued:

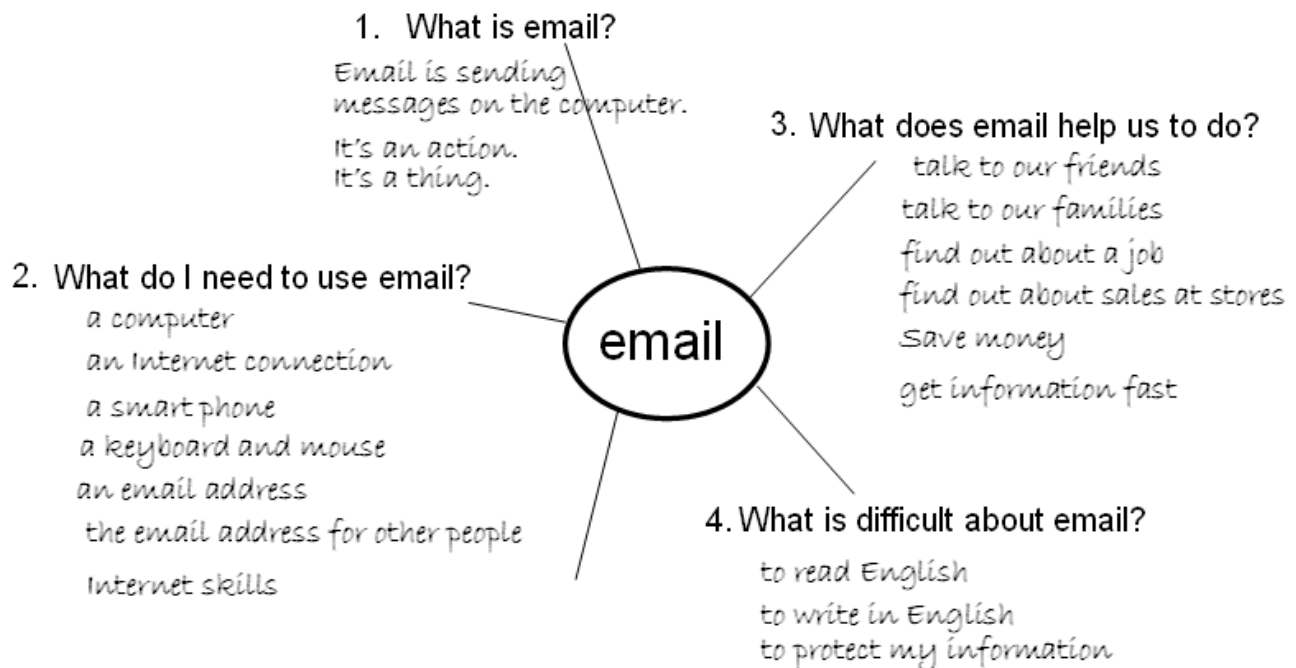
Now that the students are warmed up to the thematic content, you will eventually create 2 mind maps around Email with the students – The first as an extension to the report back from the interviews and the second as an initial plan for the lesson objectives. The second chooses 1 type of correspondence

and brainstorms questions and information that can be included. (You will use this process again for connecting to the Work Unit.) Make sure that your mind maps are created in such a way, or in a place, that you can refer back to them later.

Refer back to the circle on the board with “email” written in it. Draw a few lines out. Write. “1. What is email?” and elicit ideas for a definition. Craft a simple sentence definition using the feedback. Add to it as necessary. You can use the example.

Next, do the same process for “2. What do I need to use email?” For this question, you’re getting at concrete items, skills, and knowledge.

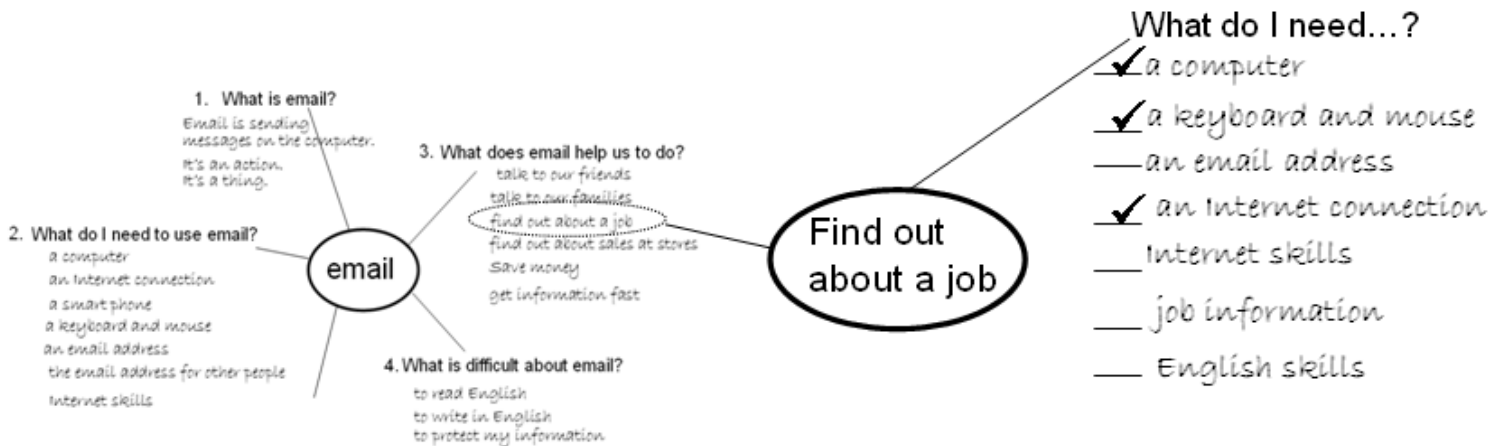
For “3. What does email help us to do?”, if students are having trouble coming up with ideas, refer them back to the interview question number 6 – “What do you do on the Internet?” Avoid using words like “benefits” in this level. If the students do not provide a response like “find out about a job” or “ask information about a job,” try to elicit it more directly, “Can email help us with work? Find a job? Talk to a company? Get information? How?”



Take a breather and switch up the skills focus. Have volunteers come to the board and write a complete sentence for each phrase. Have students do the writing in their notebooks as well. Write the first as an example, “I need a computer to use email.” “Email helps me to talk to my friends.” “It is difficult to read English in email.” Use a level appropriate structure that can be repeated for each phrase in the section. Have partners practice reading each sentence with a repetition of the question, for example: Person 1 Q. What do I need to use email? Person 2 A. *You need a computer to use email.* Then, Person 2 Q. What do I need to use email? Person 1 A. *You need an Internet connection.* Model this with a partner first.

Now, we’re moving on to assessment and goals. At this point, you have enough information on this first mind map to make connections and create a goal for the lesson with your students. This goal will be designed via another mind map that is an offshoot from the #3 question. For example, “Class, we are now studying about Work. What can email help us to do with work?” (wait for responses, and

refer back to the #3 list if they need help) Circle the relevant response(s): “find out about a job” or whatever similar phrasing of inquiring about a job in a want ad that they came up with and you wrote on the board.



Have students turn to a blank page (on both sides, so you can collect it) in their notebook, write the following, and copy the final list from mind map 2. Students should put a check next to those things they already have. Everyone student can put a check next to “a computer” “a keyboard and mouse” and “an Internet connection” because the school provides these in lab. Finally this list gives you the means to address students’ individual needs and create strategies for partnering cross-ability students.

**Name:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Goal:** I want to send an email to find out about a job.  
**Need:** I need \_\_\_\_\_.

- a computer
- a keyboard and mouse
- an email address
- an Internet connection
- Internet skills
- job information
- English skills

**Presentation & Practice 1:**

All level 200/250 students can benefit from vocabulary building for email interface and learning/review how to properly complete the email message form. They will do this on paper in the classroom. Teacher can differentiate skill building by having 200s focus on reading and 250s listen for dictation. (See Email\_complete\_address.doc.)

When they’ve finished, “Class, when we go to the computer lab, you are going to write a short message to me.” Using the handout examples as a reference, create model on the board with the Teacher’s name. Elicit sample questions and info the students can ask. Important: Give them a sentence limit.

## ***In the computer lab...***

### **Management:**

At this point, if there are some students who do not yet have an email account, have them work with the lab assistant or, possibly, a (willing and interested) volunteer student with much email experience to create an account. (Optional, see Create email account \_Gmail\_summer2011.ppt) When they are done, have them pair with students who are finished so they can help each other. This is good reinforcement for students. The group immediately working on the email message should be paired cross-tech-ability, if possible. Use these worksheets as well: Email\_vocab\_address\_message.doc and Email\_infoslips.doc for email/login/password.

### **Presentation & Practice 2:**

Teacher models the activity with LCD projector, if possible. Student pairs complete one email for one student then switch to help each other.

### **Management:**

As students get the hang of it, be sure to have students with stronger tech ability to monitor the others. This way, teacher can get to responding to the emails in VERY brief responses, preferably including a follow up question.)

### **Additional Practice:**

For those who are interested, in the following lab class, students send an email to another student and CC: the teacher (for assessment purposes). Make it very clear to the students that they do not have to participate in that activity and share their email address. You can save any students from embarrassment by offering two options: more email practice with other students or language practice. Let them choose so they do not feel obligated to share their email address with another student.

For the group that chooses to practice sending email with other students, you can provide this brief conversation prep: Info grid –What’s your first name? What’s your last name? Can I send you an email? What’s your email address, please? (see ***Email\_extension\_infogrid*** handout)

### **Reflection:**

Gather students’ attention and ask questions about the students’ lab experience and email content, and make observations about what’s being sent in the email exchanges. Have students look at the Goals/Needs list that they wrote in their notebook. Have them check off any relevant Needs. Ask them, “Are we finished with our list? No! What do we need to do now?” Elicit the Unit related needs. Explain that that will come next in class.

### **Application & Extension:**

Students will study a model, craft, and send an email that is relevant to their needs for the Work Unit. For those students who have expressed interest in learning this skill in their initial needs assessment list, see Module 3 for level 200/250, section title in lesson plan: ***Presentation – Cover Letter (Ahmad Osman’s Sample Cover Letter)*** and materials for your planning needs.

- Future 2, Student Book: p.91; p.171
- Future 2, Workbook: p.32; p.100
- Ventures 2, Workbook: p. 28; p.104; p.116

## Email message vocabulary

1. Send email

2. Don't send  
Erase

3. Email address

4. Subject  
Topic

5. Message

6. Check spelling

The screenshot shows an email composition interface with a top bar containing 'Send', 'Save Now', and 'Discard' buttons. Below the top bar are fields for 'To:', 'Add Cc | Add Bcc', and 'Subject:'. A rich text toolbar is visible with options like 'Attach a file', 'Check Spelling', and various text formatting icons. A large text area for the message body is in the center, and a bottom bar also contains 'Send', 'Save Now', and 'Discard' buttons.

1. \_\_\_\_\_

2. \_\_\_\_\_  
Erase

3. \_\_\_\_\_

4. \_\_\_\_\_  
Topic

5. \_\_\_\_\_

6. \_\_\_\_\_

This is a duplicate of the first screenshot, but the callout boxes contain blank lines for students to write their own answers for the vocabulary terms.



Instructions:

Donna is writing emails to her friends. Help her to write the correct email address and subject for Azra and Rafael..

1.

**Azra**

Azram17@yahoo.com

Subject: dinner tonight

Message:

*Hi Azra,*

*Can you come to dinner tonight?*

*Your friend,*

*Donna*



Send Save Now Discard

To: |

[Add Cc](#) | [Add Bcc](#)

Subject: |

[Attach a file](#)

**B I U F T** [Check Spelling](#) ▾

« Plain Text

Send Save Now Discard

2.

**Rafael**

r.salazar78@gmail.com

Subject: school tomorrow

Message:

*Hi Rafael,*

*Can you give me a ride  
to school tomorrow?*

*Your friend,*

*Donna*



Send Save Now Discard

To: |

[Add Cc](#) | [Add Bcc](#)


Subject: |

[Attach a file](#)

**B I U F T** [Check Spelling](#) ▾

« Plain Text


Send Save Now Discard















Send Save Now Discard 

To:

[Add Cc](#) | [Add Bcc](#)

Subject:

 [Attach a file](#)

**B** *I* U *F* *rT* **T**                [Check Spelling](#) ▼

« Plain Text

Send Save Now Discard



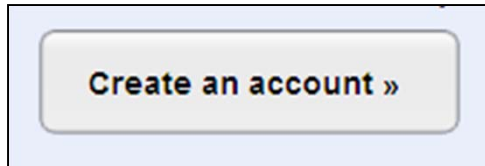
# How to create a free email account.

1. Go to [www.google.com](http://www.google.com)

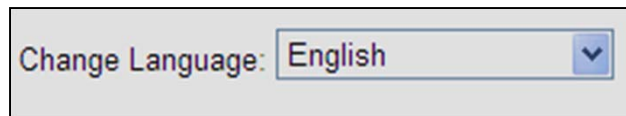
2. Click on



3. Click on



4. You can change the language.



5. Type a **name** and a **login**

**Get started with Gmail**

First name:

Last name:

Desired Login Name:  @gmail.com  
Examples: JSmith, John.Smith

Can you use this name?  
Check!

No?

gosman2011 is not available. [?] Here are some suggestions:

- glrsmn
- gloriasmn87
- gosman.osman794
- gogosman32

Type a different login!

Desired Login Name:  @gmail.com  
Examples: JSmith, John.Smith

gloriaosman2011 is available

1. Type a password →

Choose a password:  Password strength: **Strong**  
 Minimum of 8 characters in length.

Re-enter password:

2. Type a password **again** →

3. Write your password on your info slip.

4. Select "Write my own security question."

5. Type "What is your favorite color?" →

6. Type the color. →

Security question:  ▼

If you forget your password we will ask for the answer to your question. [Learn More](#)

Answer:


7. Type your birthday \_\_ / \_\_ / \_\_\_\_

Birthdate:   
 MM/DD/YYYY (e.g. "8/17/2011")

8. Type the security word.

**Need help? Raise your hand for help!**

Word Verification: Type the characters you see in the picture below.

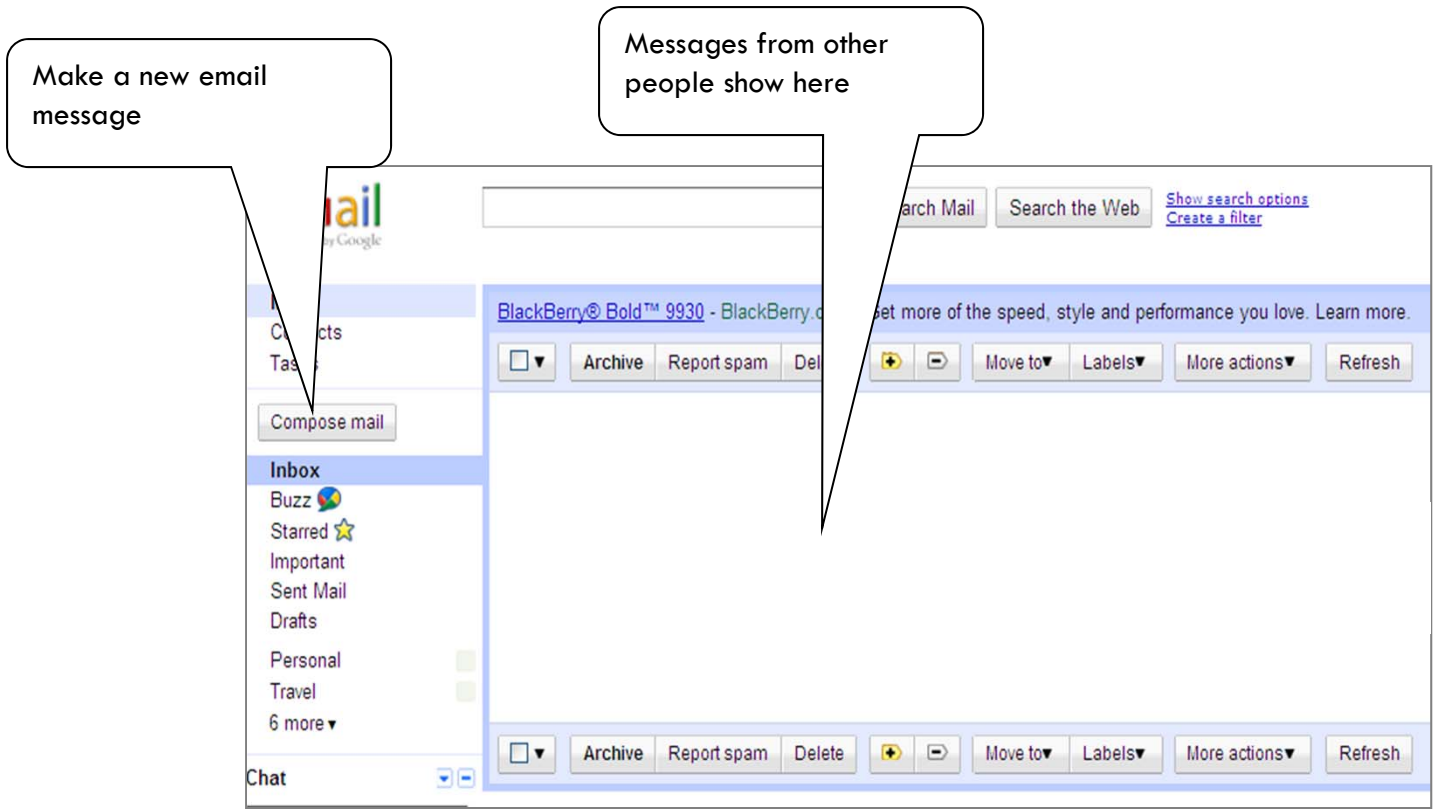


&

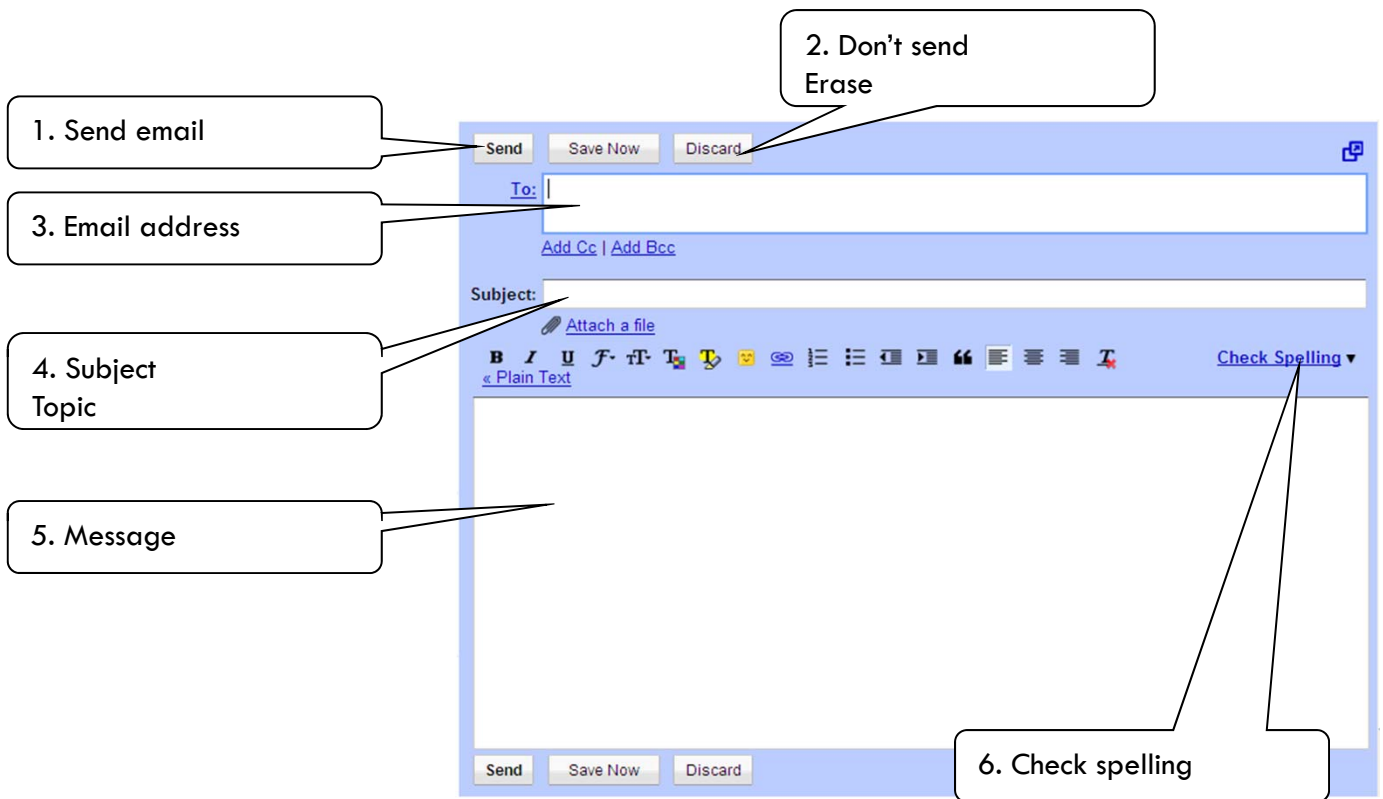
Letters are not case-sensitive

9. Click on

10. Click on



## Email message





**Instructions:** 1. Write your answers in the second column called “Me.” Then, ask a partner the questions. Write his/her answers to the questions in the column called “My partner.”

| Question   | Me | My partner |
|--|----|------------|
| 1. What’s your name?                                     |    |            |
| 2. Where are you from?                                   |    |            |
| 3. Do you like to use computers?<br>)                    |    |            |
| 4. What do you like to do on computers?                  |    |            |
| 5. Do you use the Internet?                              |    |            |
| 6. What do you do on the Internet?                       |    |            |
| 7. Do you use email?                                     |    |            |
| 8. How often do you use email?                           |    |            |
| 9. Who do you send emails to?                            |    |            |
| 10. Do you use email in English?                         |    |            |
| Do you have an email address? If “yes”, write it here. → |    |            |



Instructions: 1. Write your answers in the second column called "Me." Then, ask a partner the questions. Write his/her answers to the questions in the column called "My partner."

| Question  | Me                         | My partner   |
|---|----------------------------|--|
| 1. What's your name?  | My _____ is _____.         | _____ name is _____.   |
| 2. Where are you from?  | I _____ from _____.        | _____ is from _____.   |
| 3. Do you like to use computers?<br>(circle 1 correct answer) | Yes, I do.<br>No, I don't. | Yes, she does.      No, she doesn't.<br>Yes, he does.      No, he doesn't. |
| 4. What do you like to do on computers?                       | I _____ to _____.          | _____ likes to _____.  |
| 5. Do you use the Internet?<br>(circle 1 correct answer)      | Yes, I do.<br>No, I don't. | Yes, she does.      No, she doesn't.<br>Yes, he does.      No, he doesn't. |
| 6. What do you do on the Internet?                            | I _____ on the Internet.   | _____ on the Internet.   |
| 7. Do you use email?<br>(circle 1 correct answer)             | Yes, I do.<br>No, I don't. | Yes, she does.      No, she doesn't.<br>Yes, he does.      No, he doesn't. |
| 8. How often do you use email?                                | I use email _____.         | _____ uses email _____.  |
| 9. Who do you send emails to?                                 | I _____ emails to _____.   | _____ sends emails to _____.   |
| 10. Do you use email in English?<br>(circle 1 correct answer) | Yes, I do.<br>No, I don't. | Yes, she does.      No, she doesn't.<br>Yes, he does.      No, he doesn't. |
| Do you have an email address? If "yes", write it here. →      |                            |  |

**Instructions: Practice the conversation with a partner. Write your answers. Then write your partner's answers.**



A. What's your first name?

B. My first name is \_\_\_\_\_.

A. What's your last name?

B. My last name is \_\_\_\_\_.

A. Can I send you an email?

B. 😊 Yes, you can.

☹️ I don't have email. You can call me.

A. What is your email address, please?

What is your telephone number, please?

B. \_\_\_\_\_ @ \_\_\_\_\_ . com | ( \_ \_ \_ ) \_ \_ \_ - \_ \_ \_ \_

A. Thank you!

B. You're welcome.

|             | What's your first name? | What's your last name? | Can I send you an email? | What's your email address? |
|-------------|-------------------------|------------------------|--------------------------|----------------------------|
| Me          |                         |                        |                          |                            |
| Classmate 1 |                         |                        |                          |                            |
| Classmate 2 |                         |                        |                          |                            |

Created by Michele C.

**My teacher's email address** \_\_\_\_\_  
**My email address** \_\_\_\_\_  
**My login (username)** \_\_\_\_\_  
**My password** \_\_\_\_\_

**My teacher's email address** \_\_\_\_\_  
**My email address** \_\_\_\_\_  
**My login (username)** \_\_\_\_\_  
**My password** \_\_\_\_\_

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