

TEACHER'S NAME: Phil Cackley

REEP LEVEL(s): 300/350

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Use an e-mail account to send business-related messages.

TECHNOLOGY OBJECTIVES:

- 15. With assistance, set up a personal email account. (pre-requisite)
- 16. Use email to send and receive messages.

LANGUAGE OBJECTIVES:

- 300: Given a job interview, ask and answer questions (write a follow-up note).
- 350: Demonstrate effective communication strategies at work.

TECHNOLOGY INTEGRATION: computer lab, Internet, email account, overhead projector

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

Speaking Listening Reading Writing

ESTIMATED TIME: 6+ hours over several days, including two or more sessions in a computer lab

RESOURCES AND MATERIALS NEEDED:

- All-Star 3 (2nd edition), pp.140-141 (writing professional emails)
- Ventures 3, p. 104 (email follow-up to interview)
- Future 3, p. 80 (thank you letter)
- ALMA on-line tutorial, "How to Write a Business Email"
<http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=2&act=1>
(www.tv411.org → writing → How to Write a Business Email)
- Teacher- and student-generated emails and replies
- Info grid warm-up (attached)

LESSON PLAN AND TEACHER'S NOTES

One main goal of this module is to get students comfortable with using email accounts and writing short emails in English. In any given class, there is likely to be a wide

variation among students in ability to use email. It could be good to check with students early in the term to find out which students have email and which don't. The teacher could then help some students set up accounts and encourage the students not to lose their logon and password information. This is a project that could stretch out over a number of weeks, with the goal of the main lesson to get students to send business-related messages.

[Pre-requisite: Set up a personal email account. In any given class, there is likely to be a wide variation among students in ability to use email. It would be good to check with students early in the term to find out which students have email and which don't. The teacher could then help some students set up accounts and encourage the students not to lose their logon and password information by writing the information down in the front of their class notebook.

[See Module 4, Level 200/250, Email, especially Presentation and Practice 1 & 2. The following lesson assumes students have set up email accounts. It focuses specifically on helping students send email in a job-related context.]

In the classroom:

Motivation/Background Building:

The day before doing this lesson, let students know that they will need to be able to remember their email address the next day. Giving them the English vocabulary for the @ symbol (“at”) and point out that the period in an Internet context is referred to as a “dot.” Demonstrate with several examples written on the board and the teacher says the address out loud. Tell the students to practice saying their email address.

On the day of the lesson, start by asking students to complete an information grid (see attached) that has them remember their email address and think of possible reasons for sending a business email. Demonstrate how to do the grid by projecting it on an overhead projector (if available) or drawing the grid on the blackboard. Then go over the questions briefly with the students, clarifying pronunciation if necessary. Model how to fill out the grid by asking one student the questions and writing his answers on the grid. Point out that if students don't want to share their email address with all students that they can give a “practice” email that is in the correct format.

Give them a relatively short time (8-10 minutes) to talk to three or four people in the class. When enough students have completed the grid, chart out the answers to questions #3 and #4 on the board or the overhead projector. Find out how many students have ever sent a resume by email in the past. If any students responded yes, ask them how easy or difficult it was. Also find out the possible reasons for sending business emails. Take all reasonable answers, but make sure to include communicating with your supervisor for things such as asking for time off; or sending resumes to apply for new jobs; or sending a thank you note as a follow-up to an interview.

Presentation:

Ask students to look at “Writing Professional Emails” in All-Star 3, pp. 140-141. Start by having students read the section at the top of page 140 with tips on how to write an email in a business context. Then discuss the section with the whole class to check for comprehension. Be sure to emphasize the points about writing something clear for the subject line and to keep the email short and professional.

In the computer lab:

If access to a computer lab is available and an additional or alternate presentation lesson is desired, have students complete an on-line tutorial about writing business emails <http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=2&act=1> (www.tv411.org → writing → How to Write a Business Email)

Introduce the lesson by explaining that the examples focus on emails from several flower shops. Also talk briefly about homophones, such as “you’re” and “your” or “there” and “their,” which will be covered in the last section of the tutorial. If an LCD projector is available, demonstrate how students should respond to the questions by checking appropriate sentences to include in the business email. Point out that students should pay attention to the “feedback” section on the lower right-hand part of the screen.

Management: For a multi-level class, consider having cross-ability pairs of students (high-reader, low-reader) work through the tutorial together.

While students work, teacher should circulate and be prepared to answer questions about vocabulary. When all students are done, lead a short discussion in the lab about important points covered in the tutorial.

Management: This tutorial may not take an entire hour; have a different computer activity planned to fill out lab time following the discussion; or go on to a non-computer activity.

In the classroom:

Practice:

Ask students to work in pairs to read the email at the bottom of p. 140 in All-Star 3, then write complete sentences to answer the questions at the top of page 141. When finished, the students should find another pair also finished and compare answers with them. Teacher circulates to make sure all students are finding correct answers.

Then give students time to work on their own to draft a short email modeled after the activity on p. 141. Students could refer back to p. 132 in All-Star to look at other types of leave or the teacher could generate a list on the board (medical leave, maternity/paternity leave, vacation, jury duty, or emergency child care leave). Emphasize that this is a draft and should focus on communicating clear ideas, rather

than being perfect in terms of grammar or spelling. Tell the students that you are their “boss” and they will be sending this leave request to you during the next computer lab session.

In the computer lab:

Application and Evaluation:

Have students go into the lab and open their email account. If an LCD projector is available, demonstrate typing a draft email requesting a medical leave or other type of leave. Give them an email address that you use and direct students to type their leave request into an email and send it to you. Remind them to make sure they put an appropriate message on the email’s subject line.

Management: It’s always possible to create a Gmail, Hotmail or Yahoo account specifically for class purposes, if the teacher doesn’t wish to give out a private email address.

Circulate while students are typing their emails and offer help with technical or writing problems. The teacher can evaluate the emails sent, primarily as email exercises, based on the points raised in the lesson (short length, clear subject line, professional tone); or as first drafts that the teacher can put comments on, have the students revise and then resend as a second draft. In either case, the teacher should send a reply at a later time.

Management: Again, this exercise will not take an entire lab period for some students. Make sure to have a different computer activity planned for students who finish early.

Reflection:

At the end of the class period, ask students how they felt about the exercise. Ask students if they felt comfortable with the technology portion of the lesson (getting on the Internet and creating a new email). Ask if they need more practice with this type of English. If appropriate, schedule more time to work on additional email lessons.

Extension Activities for the Classroom and Beyond:

In the classroom:

On the day after the lesson is finished, encourage students who wish to send practice business-related emails to other students in the class. Their partners should then reply with short responses. This is especially useful for students new to email. The more often they use their email accounts, the more likely they will be to remember logons and passwords.

What's your name?	What's your email address?	Did you ever send a resume by email?	What are possible reasons to send a business email?

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