



FRIENDLY E-MAILS



Scan to review worksheet

Expemo code:
149M-Q3AA-3TPX



1

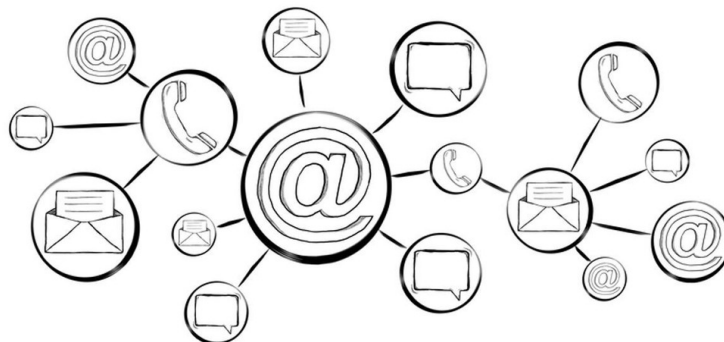
Warm up

Choose the best option to complete these sentences.

1. Around the world, almost 2.8 million emails are sent every **second / minute / hour**.
2. People check their email about **15 / 25 / 50** times a day, on average.
3. In the United States, most email is read on **computers / phones / iPads**.
4. **10% / 14% / 40%** of the emails a person receives every day are considered important.
5. Almost **40% / 50 % / 60%** of the world's email is spam.

Answer the questions.

1. How many times do you check your email every day?
2. What percent of your emails are important?
3. What percent of your emails are personal?
4. Do you usually use a phone or computer to check your emails?





2

Reading

David is writing an email to Melvin. Quickly read his email and answer the questions.

1. What is the relationship between David and Melvin?
2. Why is David writing the email?
3. What place and time does he suggest?
4. What interesting news does David include?
5. Is this email formal or informal?

Hi Melvin,

It's good to hear from you. Congratulations A) **on / of** your new job! B) What **do / are** your new colleagues like?

I'm writing to tell you that I'm coming to Chicago again and C) I'd like **to have / having** coffee with you if you're D) interested **about / in** meeting up.

I'll be in town on Thursday next week. We could go to that café E) we **went / have been** to last summer. Or maybe you have a new favorite place? Let me know what you decide. F) I promise **to be / being** on time!

Anyway, I have to go now. G) I've **still / just** finished cleaning the house, and I'm going to cook dinner. Did I tell you that I've H) given up **to eat / eating** meat? I) I haven't had any meat **since / for** six weeks now. J) Vegetarian food **tastes / is tasting** great.

Best wishes,

David

Read the email again and choose the best option (A-J) to complete the phrases. Then match the options to the language points.

1. adding a time reference to a present perfect form _____
2. adjective + preposition D
3. functional language for talking about a recent/future positive event in someone's life _____
4. state verb _____
5. talking about a recently completed action _____
6. using *like* to ask for a description _____
7. using *like* to say what you want to do _____
8. using past simple with a time reference _____
9. verb + infinitive _____
10. verb + verb with *-ing* _____



3

Language point

There are lots of set phrases that we use when we are writing informal emails. It's important to use these phrases accurately.

Find underlined phrases in the email that match these functions and write them in the space. Read the extra information about each one.

Greeting the person that you are writing to: _____

- For an informal email, use only first names. Include a comma.
- You can also use these phrases: Dear Melvin, / Hello Melvin,

Opening the email: _____

- This often refers to the last time you had contact with this person. This might be an email, phone call, or face-to-face meeting.
- You can also use these phrases: It's good to hear from you. / I hope you're doing well. / Thanks a lot for writing! / It's great or I'm sorry to hear that...

Reason for writing: _____

- This is the most important point to include. You can also use these phrases: I just wanted to ask you a question. / I just wanted your opinion. / I wanted to let you know that ...
- Note: in this context *just* makes the reason seem less important and makes the writer sound more polite.

Call to action: _____

- This lets the other person know what they need to do next. It's also very important.
- You can also use these phrases: Call me later. / Tell me what you'd like to do. / Send me the details.



Closing the email: _____

- This shows that you have finished the email.
- You can also use these phrases: I really hope to hear from you soon. / I'm looking forward to seeing you. / I hope you write back soon.

Signing the email: _____

- For an informal email, use only first names. Include a comma. You can also use these phrases: Take care, David / Regards, David
- Note: if you have a close personal relationship, you can also use: Love, David

4

Practice

Read Melvin's reply to David. The phrases in bold all have an extra word. Find it and cross it out.

1) **Hello to David**,

2) **Thanks you a lot for writing!** 3) **I'm writing to say about** that I'd love to meet up with you when you're in town, but I'm very busy on Thursday and I'm 4) **worried about to finishing** an important report at work. 5) **I've already been late yet** with one project 6) **since for I started the new job**. The job is hard, but my colleagues are really nice.

Let me 7) **suggest having the dinner** together on Thursday. 8) **I hope that to be finished** with work at 6:00, and we could go to a new vegetarian restaurant near the station. 9) **I've still walked past** there a few times recently and 10) **it always can smells** delicious. 11) **I really am like** vegetarian food, anyway.

I'll text you the details of the restaurant. 12) **Call to me later**. 13) **I'm looking forward to seeing of you**.

14) **Take care of**,

Melvin Hardcastle



5 Writing

You receive this email. Read the email and answer the questions.

Hi,

I hope you're doing well. I'm so glad that summer is finally here and that you're coming to visit me next week! I'm writing to ask what you'd like to do while you're here. There's lots to do outside, like swimming at the pool or playing soccer in the park. There are also some fun places to go shopping or eat out. Are you still a vegetarian? We also have a cool new museum with lots of old photographs that show what my town was like 100 years ago. Tell me what you'd like to do.

I'm looking forward to seeing you.

Love,

Erica

1. What is your relationship with Erica?
2. Why is Erica writing the email?
3. What do you need to include in your answer?

Write a reply in 100 words, using functional language from the lesson.



6

Extra practice/homework

Find and correct six mistakes with functional language in each email.

Email 1

Dear Mr Andy,

I hoping you're doing well. I just wanted the opinion. We're planning a vacation, and we're thinking about going to Rome. I know you've been there many times. Do you think it's better to stay in a hotel or an apartment? You call me later. I'm looking forward hearing from you.

Take care,

David Wright

Email 2

Hello my friend,

I'm sorry to know that you've been sick. I wanted to let know that I can help with shopping, cooking, or anything else. Send to me a list of what you need help with. Or maybe you'd just like a short visit?

Anyway, I have to going now.

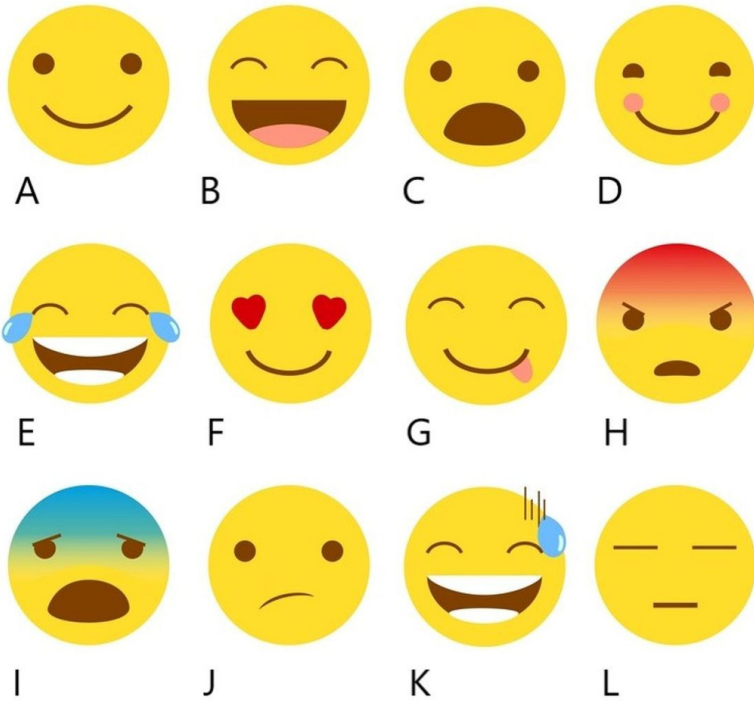
Love Angie



7 Optional extension

In very informal situations, we use emojis to communicate our feelings. Find the emojis with these meanings. When would you use them?

1. I love that! _____
2. I'm laughing so hard that I'm crying. _____
3. I'm not sure about that. _____
4. It's a joke! _____
5. Oh no! _____
6. That makes me really angry. _____



Then say what you think the other emojis mean and when you might use them.



Key

1. Warm up

5 mins.

Go over the instructions with the class and give students a minute, working alone, to choose their answers. You may need to elicit/explain the meaning of *spam* (unwanted emails). Check answers with the class and then pose the follow-up questions. Some students may report that they don't use email very often, but you can point out that it is still an important form of communication in work and academic contexts and that writing emails is a task on Cambridge or IELTS General Training exams.

Source: blog.zerobounce.net/2019/12/06/15-facts-know-email/

1. second 2. 15 3. phones 4. 14% 5. 60%

2. Reading

10 mins.

Students will read the email twice. Explain the context and go over the instructions and questions for the first reading activity. Give students a couple of minutes to quickly look through the email and then go over the answers with the class.

For the second reading activity, students will consider the language used in the email in more detail by choosing the best option to complete the sentences. Check answers with the class and then ask students to work in pairs to match each phrase with a language point. These points were presented in units 1-10 of this course plan and provide a good general review of A2 language points. However, if you feel you want to omit the final matching exercise, that's fine.

1. They are friends.
2. To say he is coming to Chicago and to plan a time when they can meet up.
3. At a cafe that they both know, on Thursday.
4. He's become a vegetarian.
5. Informal - as they are friends.

E-mail:

A) on; B) are; C) to have; D) in; E) went; F) to be; G) just; H) eating; I) for; J) tastes

Phrases match:

1. I 2. A 3. J 4. G 5. B 6. C 7. E 8. F 9. H

3. Language point

10 mins.

Students need to know a range of set phrases that are routinely used in informal emails. This is a type of functional language. Make students aware that functional language only works well if the phrases are accurately formulated. If students are inaccurate in their use of functional language, it may confuse their reader or make a poor impression on them. If students are preparing for an English exam that includes an email task, they need to be able to use these expressions correctly, including punctuation, like commas, in the greeting and signature lines.

Go over the introduction and then go through each of the six functions one by one, giving students time to refer back to the email and copy the underlined phrases next to the appropriate function. The functions are listed in



a logical order, and the phrases appear in the same order in the email. The purpose in copying the phrases is to support students in noticing the exact wording of each phrase. You should also call students' attention to the explanation, further examples, and notes.

1. Hi Melvin,
2. It's good to hear from you.
3. I'm writing to tell you that...
4. Let me know what you decide.
5. Anyway, I have to go now.
6. Best wishes, David

4. Practice

10 mins.

Go over the instructions and do the first one as an example with the class. This exercise contains a mix of email phrases and review of key language points from units 1-10 of the course plan. Students work alone at first, without checking the information in the Language point, to test their memory. They can check answers in pairs and then with the whole class. If you have time, students could read the corrected email out loud in pairs to reinforce accurate use of the language.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1) to; 2) you; 3) about; 4) to; 5) yet; 6) for; 7) the; 8) that; 9) still; 10) can; 11) am; 12) to; 13) of; 14) of

5. Writing

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a writing activity. Make sure students understand the aim of the activity is to practice the target language and that they will have to use their imagination.

Go over the instructions with the class, look through the email, and answer the questions. Then give students some time to write their reply.

After around ten minutes, students could share their emails in pairs or with the class. If there isn't enough time for students to finish, ask them to complete the writing for homework. You should collect the writing for marking. Marking should focus primarily on the use of email phrases and whether the reply would be helpful to Erica in planning the visit.

1. You are friends.
2. To ask what you want to do when you visit her.
3. Tell her which of the suggestions for activities you like and if you are a vegetarian. You could also make some suggestions of your own.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

Answers:



1 Dear Andy, I hope you're doing well. I just wanted your opinion. We're planning a vacation, and we're thinking about going to Rome. I know you've been there many times. Do you think it's better to stay in a hotel or an apartment? Call me later. I'm looking forward to hearing from you. Take care, David

2 Hello + first name, or just Hello, I'm sorry to hear that you've been sick. I wanted to let you know that I can help with shopping, cooking, or anything else. Send me a list of what you need help with. Or maybe you'd just like a short visit? Anyway, I have to go now. Love, (*comma*) Angie

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students consider what emojis mean and when they would use them. Make sure that students know that emojis or emoticons are not acceptable for English exams.

Do the first part of the exercise with the whole class and, after matching, elicit specific examples of what prompted the response, accepting any reasonable answers. For example, "I love that!" may have been prompted by a funny story about a child or pet, and "Oh no!" may have been prompted by missing the bus or train, or getting a bad grade on a test.

Students can continue with the second part of the exercise in pairs. Accept any reasonable answers. Monitor and support students and offer correction as needed.

1. F 2. E 3. J 4. G 5. C 6. H