

Teaching English as a Foreign Language Summative Assessment

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Background

Context: EFL in Germany

Institution: Berlitz

Course/level: Business English (BE), CEFR level A2, 75-minute lesson twice weekly for 6 weeks

Students: 8 adults, mixed gender, aged 19-39, German (L1), businesspeople

Overall course goals: to prepare students for conducting business in English, including emails, phone calls, and hosting English-speaking businesspeople

Texts/materials: teacher-created materials

Lesson aim(s):

→ By half-way through the lesson, students will better understand the appropriate structure and register of BE emails, both formal and informal.

- By half-way through the lesson, students will be better able to recognise and understand 10 new business vocabulary items (Appendix 8).
- By the end of the lesson, students will be better able to produce this vocabulary in written form.
- By the end of the lesson, students will be better able to utilise reading strategies, such as guessing word meaning from context, to facilitate comprehension of BE emails.
- By the end of the lesson, students will be better able to read, understand and write short BE emails, both formal and informal.

Previous class work/what do students know that prepares them for the lesson:

- Students are competent with some business vocabulary, including for arranging meetings and advertising products.
- Students can understand and formulate simple written/oral questions.
- Students assumed to have relevant L1 discourse knowledge of business emails which can be positively transferred to English.
- Learners relatively comfortable interacting with each other, having been on the course for two weeks.
- Students previously taught reading strategies such as scanning and guessing word meanings from context.

Procedures

Activity/ Timing	Objective(s)	Materials/ Equipment	Step-by-Step Details	Interaction/ Seating	Contingency Plans/ Other Notes
Warm-up: vocabulary bingo 5-10mins	<ol style="list-style-type: none"> 1. Recycle vocabulary from the previous lesson, strengthening knowledge of form-meaning link. 2. Activate BE schema. 3. Stimulate motivation. 	Appendices 1.1, 1.2.	<ol style="list-style-type: none"> 1. Students in pairs, discussing word definitions. 2. Students individually choose 6 words from the list and write these in their bingo grids. 3. Teacher calls out the definitions, in English, in a random order. 4. The game finishes with the first student to cross out all of their words. 	Pairs, then individual. Teacher as caller.	If an odd number of students arrive, one group of 3 for paired activities.
Activity 1: class discussion (pre-reading activity)	<ol style="list-style-type: none"> 1. Raise conscious awareness of structure and register of BE emails. 	Board and markers.	<ol style="list-style-type: none"> 1. Class discussion, in English, about structure 	Student-led whole-class discussion.	Introduce lesson aims orally before the discussion.

<p>5-10mins</p>	<ol style="list-style-type: none"> 2. Activate schema for BE emails. 3. Students gain experience producing meaning-focused verbal output related to BE emails. 4. Students practise listening comprehension. 	<p>Appendix 2 projected on the board, if necessary.</p>	<p>and register of BE emails.</p> <ol style="list-style-type: none"> 2. Teacher writes structure on the board, as students state it. 3. After the discussion, teacher expands on key points. <p>Feedback:</p> <ul style="list-style-type: none"> - Teacher shows positive regard through verbal and non-verbal feedback (e.g., 'Thank you', nodding). 	<p>Teacher as facilitator.</p>	
<p>Activity 2: formulaic phrase categorisation (pre-reading activity)</p> <p>10mins</p>	<ol style="list-style-type: none"> 1. Expose students to new vocabulary. 2. Introduce key formulaic phrases. 	<p>Appendices 3.1, 3.2.</p>	<ol style="list-style-type: none"> 1. Students in pairs, categorising each formulaic phrase as formal, informal or in-between. 	<p>Pairs.</p>	<p>Assure students that many phrases could be both formal and informal.</p>

	<ol style="list-style-type: none"> 3. Raise awareness of differences between formal and informal emails. 4. Encourage positive interdependence. 		<p>Feedback:</p> <ul style="list-style-type: none"> - Feedback given orally as a class, with the teacher asking pairs to provide answers. 		<p>If pairs become frustrated/confused, work through activity as a class.</p>
<p>Activity 3: read business emails</p> <p>10-15mins</p>	<ol style="list-style-type: none"> 1. Expose students to BE emails, developing reading comprehension. 2. Expose students to 10 new vocabulary items. 3. Students begin to learn this vocabulary. 4. Students practise reading strategies. 	<p>Appendices 4.1, 4.2.</p>	<ol style="list-style-type: none"> 1. Students scan the emails for register. 2. While-reading activity: students label the emails formal or informal. 3. Students re-read the emails, reading to guess word definitions from context. 	<p>Individual.</p>	<p>Teacher models guessing definitions from context, if required.</p> <p>Tell students they will be tested on this vocabulary next lesson.</p>

			<p>4. Post-reading activity: students match words and definitions.</p> <p>Feedback:</p> <ul style="list-style-type: none"> - Peer marked – students swap their work and teacher reads out correct answers. 		
<p>Activity 4: gap fill (pre-writing activity)</p> <p>5-10mins</p>	<ol style="list-style-type: none"> 1. Facilitate automatization of new vocabulary through recycling. 2. Strengthen word knowledge of this vocabulary through contextualised practice. 3. Reduce writer anxiety and provide models for Activity 5. 	Appendix 5.	<ol style="list-style-type: none"> 1. Students fill in the gaps using vocabulary on the sheet. <p>Feedback:</p> <ul style="list-style-type: none"> - Peer marked, as above. 	Individual.	Students work alone unless struggling, in which case they work in pairs.

<p>Activity 5: write email and give peer feedback</p> <p>15mins</p>	<ol style="list-style-type: none"> Promote skill automatisisation through open-ended practice of producing vocabulary, structure and register of BE emails. Develop critical reading skills through reading to give feedback. 	<p>Appendices 6.1, 6.2.</p>	<ol style="list-style-type: none"> Students write an email to the brief using a product approach. Students produce at least three of this lesson's vocabulary items in their writing. <p>Feedback:</p> <ul style="list-style-type: none"> Post-writing activity: students in pairs, giving feedback to their partner on structure and register using Appendix 6.2. 	<p>Individual, then in pairs.</p>	<p>Students encouraged to refer to previous lesson work as a model if struggling.</p> <p>English dictionaries available on request.</p> <p>Introduce homework.</p>
<p>Closing: class discussion</p> <p>5-20mins, depending on time available</p>	<ol style="list-style-type: none"> Bring lesson to a close. Connect classwork with students' real-life experiences. Review and recycle vocabulary. 		<ol style="list-style-type: none"> Class discussion, in English, of the significance of emails in students' working lives. Teacher brings discussion to a close, 	<p>Student-led whole-class discussion.</p> <p>Teacher as facilitator</p>	<p>If required, teacher facilitates discussion by asking questions such as:</p> <ul style="list-style-type: none"> 'Do you prefer talking to colleagues in-

	<p>4. Stimulate motivation.</p> <p>5. Students practise meaning-focused verbal output related to BE emails.</p> <p>6. Students practise listening comprehension.</p>		<p>thanking students for their hard work and reminding them about the homework.</p>		<p>person or over email? Why?’</p> <p>Give out homework handouts (Appendices 7.1, 7.2, 7.3).</p>
<p>Timing: 75mins</p>					

Follow up, future ideas

Next lesson: students tested on this lesson’s vocabulary, and hand in homework for teacher feedback.

Next lesson focused on phone calls, aiming to increase students’ speaking and listening proficiency including oral fluency.

Word Count: 1000

Rationale

1. Introduction

The course is based on the Principled Communicative Approach (PCA), an advancement of Communicative Language Teaching (CLT) which takes into account more recent scientific developments (Arnold, Dörnyei and Pugliese, 2015). The PCA's seven principles aim to optimise second language (L2) learning through integrating explicit and implicit learning processes, merging CLT's requirement for meaningful communication to develop learners' communicative competence with Skill Acquisition Theory's demand for declarative input and controlled practice to promote automatization of language skills (Dörnyei, 2013). This rationale justifies each activity individually, making relevant links to PCA principles throughout.

In accordance with the CEFR guidelines, this is an A2 Business English (BE) course for German-speaking businesspeople. Nation (2007: 2) states language courses should contain an even balance of four strands, including meaning-focused input, meaning-focused output, and language-focused learning. Without effective email writing skills, students are disadvantaged when entering the English-speaking business world (Lancaster, 2011: 75), therefore this lesson integrates the aforementioned strands to cater to students' real-world language needs, developing receptive and productive knowledge of business vocabulary and the necessary genre knowledge to read and write professional emails in English.

2. Warm-Up

Borrowing from the Hunter model of lesson planning, the lesson begins with Vocabulary Bingo (Appendix 1.1), a short warm-up game which functions as an anticipatory hook, gaining students' attention (Purgason, 2014: 364). By promoting students' active involvement, this game stimulates motivation, while recycling familiar vocabulary activates BE schemata, priming them for the lesson (Estalkhbjari and Khodareza, 2012: 196).

Schemata are mental structures created through experience, used to process information in a top-down manner (Michalak, 2014; Goh, 2014: 76); therefore, schema-building activities, such as this one, enable students to better cope with later cognitively demanding activities (Snow, 2014: 449). Additionally, students are prepared with vocabulary for upcoming activities through this recycling, as these terms are commonly used in professional emails. González-Fernández and Schmitt (2017: 290) argue recycling is fundamental to consolidation and long-term retention of both productive and receptive vocabulary knowledge, with this game strengthening two of Nation's (2013: 49) aspects of word knowledge: written form, on the handouts, and the form-meaning link, through connecting this written form with oral definitions.

The form-meaning link is also revised through paired discussions of definitions before the game begins. There can be intellectual costs to group-work, including escalation of commitment – the tendency for groups to become increasingly committed to even ineffective strategies over time, potentially manifesting here as commitment to incorrect definitions (Eberly Center, 2021). However, collaborative speaking activities have been found to often lead to successful negotiation of the meanings of forgotten words, therefore pair-work is here expected to benefit students (Nation and Meara, 2019: 40).

Estalkhbijari and Khodareza (2012: 196) found warm-up activities, including vocabulary games, significantly enhanced student performance on writing tests, including paragraph construction and structure. Despite the lack of BE research on German students, I hypothesise similar results would be found in my class, as, though lower level than the intermediate, Iranian English learners of this study, mine are also adult EFL learners. A warm-up activity is therefore particularly beneficial to this lesson, increasing writing performance in later activities.

3. Activity 1

Next, students' conscious awareness of the structure and register of BE emails is raised through class discussion. Breeze (2010) compared two methodologies for teaching essay writing: textual analysis and rhetorical analysis. While both groups showed statistically significant writing improvement, the rhetorical analysis group, who participated in an initial discussion of essay structure, showed greater mean gains in logical development, paragraph structure and register (Breeze, 2010: 187). The students in this study, European adults studying English for Specific Purposes (ESP), are comparable to mine, while the activity, to produce the structure and register of an academic essay, is also similar; therefore, I hypothesise these findings will apply to my class. Discussing genre-appropriate structure activated and built on students' generic schemata and encouraged them to relate in-class learning to real-world experience, increasing their ability to reproduce the genre (Breeze, 2010: 192). Through incorporating a class discussion of the email genre, I hope to similarly enhance my students' writing performance.

In line with the PCA's focused interaction principle, which calls for participation in genuine L2 interaction, discussions are a form of authentic output – interaction which is relatively natural and which prioritises meaning over accuracy (Scrivener, 2011: 128). Here, the teacher decreases teacher talk time (TTT) and increases student talk time (STT) to maximise students' opportunity for meaning-focused output, which González-Fernández and Schmitt (2017: 290) suggest strengthens word knowledge through the requirement to produce partially-known vocabulary. Bocanegra-Valle (2010: 160) argues ESP practitioners should 'take into account students' specialist knowledge' when designing lesson materials and activities. My students, as professionals in a business culture similar to that of the UK, will have transferable L1 discourse competence of the business email genre, therefore can lead the discussion with little teacher interference (Jaroszek, 2008: 58). The teacher encourages and increases STT by creating 'a growth-promoting climate' based on Roger's Facilitation Theory, cited in Heim (2012: 292), including showing positive regard through feedback (e.g., 'Thanks for your comment' and nodding) and ensuring the discussion remains relevant by

utilising empathetic listening, summarising students' comments if necessary (Heim, 2012: 294). Additionally, the seating plan (Appendix 10) facilitates discussion as all students can see and hear each other. However, if students' discourse competence for business emails has been overestimated, the teacher can build this through displaying the email etiquette infographic (Appendix 2).

As students state the structure of business emails, the teacher writes this, in order, on the board. This consists of header (sender, recipient, Cc, date, subject, attachments) and body (greeting, rapport builder, opening sentence, further detail, call to action, closing statement). While business emails do not always follow this structure, email writing is made accessible to these low-level students through presenting this structure as a formula they must always follow (Lancaster, 2011: 81).

In line with Heim's (2012: 296) guidelines for effective facilitators, the discussion is followed by expert-driven time where the teacher clarifies important points, including information about the negative social effects of using inappropriate register in BE emails to emphasise the real-world significance of the lesson (Lancaster, 2011: 76). Skill Acquisition Theory suggests skill development begins with explicit input, resulting in declarative knowledge which is automatized through repeated practise (DeKeyser, 2014). This activity therefore also forms part of the PCA's focus-on-form and declarative input principles – students' conscious awareness of the formal and structural aspects of BE emails is raised through explicit input from both the teacher, during the expert-driven time, and students themselves, through class discussion (Arnold et al., 2015: 10).

4. Activity 2

Despite formulaic phrases being a key component of pragmalinguistic competence, therefore essential for mastery of the L2, Bardovi-Harlig (2009: 782) found learners use such phrases infrequently, partly due to lack of familiarity with these. To combat this, as per the

PCA's formulaic language principle, students are here exposed to formulaic phrases useful for both formal and informal BE email writing (Appendices 3.1, 3.2).

Students work in pairs, categorising phrases as formal, informal or in-between. By giving students the common goal of completing the activity, cooperation and positive interdependence are encouraged as the success of each person depends on the success of their pair (Laal, 2013: 1435). Saltyrnakov and Frantczuskaia (2015: 96) found a cooperative learning approach with high levels of positive interdependence increased student motivation and use of English outside of the classroom. While this was seen through an increase in student reports in English at conferences, I hope this will be observed in my students through increased use of English in their professional lives.

The teacher creates a business vocabulary list for each lesson (Appendix 8), with such vocabulary recycled throughout the lesson and the course. Due to the teacher's business expertise and awareness of student needs, this vocabulary is chosen using the teacher's intuition. While intentional learning is the quickest form of vocabulary acquisition, the PCA's language exposure principle suggests multiple exposures to words can enable incidental acquisition of the form-meaning link without explicit tuition or deliberate effort (González-Fernández and Schmitt, 2017: 288; Arnold et al., 2015: 105). Students are therefore exposed to some of the lesson's key vocabulary here.

In addition, Carrell (1985: 727, 731) differentiates between formal schemata (language knowledge, such as vocabulary) and content schemata (pre-existing knowledge, including about the text topic), with activation of both facilitating text comprehension. Accordingly, this activity, similarly to Activity 1, acts as a pre-reading activity, activating students' content schemata for business emails and formal schemata for BE to promote better understanding of the texts in Activity 3.

In compliance with Stuart and Botella's (2010: 35) suggestion that personalised learning enhances learner progression, the extension allows for differentiation, giving students the

opportunity to draw on their vocabulary knowledge to produce meaningful phrases. Inclusion of extensions maintains all students' engagement and provides a learning experience which caters to the heterogeneity of students' English ability.

Feedback is given orally as a class, with the teacher asking pairs to provide answers.

Selevko (1998), cited in Saltyrnakov and Frantczuskaia (2015: 96), states group-work benefits from a teacher's thought-provoking questions, therefore the teacher asks students not only where they placed phrases, but also why. As formality is a continuum, there will likely be disagreement and this will be discussed, with the teacher asking further thought-provoking questions to elicit why these phrases cause controversy.

5. Activity 3

Students read authentic-like emails (Appendix 4.1). Authentic-like materials, which can be modified to include higher frequencies of key vocabulary to feed learners' implicit learning mechanisms, are here more practical than authentic materials, where the amount of new information is too great to be learnable (Bocanegra-Valle, 2010: 149). These readings therefore again expose students to key vocabulary, with these words emboldened to aid incidental learning through increased salience. Additionally, in line with González-Fernández and Schmitt's (2017: 291) suggestion that high-frequency words give the best cost-benefit return for learning, the texts were checked using Lextutor to ensure the majority of words present are from the most frequent word families (Appendices 9.1, 9.2).

While learners will bring their knowledge of email structure and register from the pre-reading activities to this (top-down reading), students are scaffolded to utilise the interactive model of reading, maximising comprehension, through encouragement of re-reading (bottom-up reading). Re-reading is a form of intensive reading which helps enhance vocabulary knowledge (Renandya and Jacobs, 2002: 296). Students have previously been taught to read for different purposes, therefore are first instructed to scan the emails for register,

looking for information to categorise the emails as formal or informal. Nation and Meara (2019: 44) suggest guessing from context clues is the most useful strategy to find and retain the meaning of unknown words, thus students are next instructed to practise this through re-reading with the purpose of guessing the emboldened word meanings from context. Though students have been taught this strategy, the teacher will model this if required.

The PCA's language exposure principle states incidental learning of vocabulary must be supplemented by explicit scaffolding to be most effective (Arnold et al., 2015: 105). Though students are implicitly introduced to some of this lesson's vocabulary during Activity 2, the post-reading activity (Appendix 4.2) provides explicit attention to the form-meaning link through matching words and definitions. This activity is peer marked, with the teacher giving answers verbally, therefore students can refer back to the correct definitions during later tasks.

6. Activity 4

The pre-writing activity (Appendix 5) is an example of the PCA's controlled practice principle, based on Skill Acquisition Theory's suggestion that repetition in a narrow context facilitates knowledge automatization (Arnold et al., 2015: 9). The purpose, to promote automatization of vocabulary knowledge, is explained to learners orally. Monitoring and feedback are particularly important during this stage to confirm students gain practice of using vocabulary accurately, therefore this activity is peer-marked, as above, to ensure the maximum feedback in the shortest time (Arnold et al., 2015: 51).

Through using this narrow context to develop the linguistic resources necessary to write BE emails, anxiety is reduced during the subsequent writing activity (Cushing Weigle, 2014: 230). These completed sentences can also act as a model for writing, scaffolding students as they move towards productive mastery (Bailey, 2014: 605).

7. Activity 5

Next, students write an email (Appendix 6.1). While a process approach shows learners how to write through redrafting and working on feedback, a product approach is taken as emails are audience-centred, with the register changing depending on the intended recipient. Additionally, as students have never written BE emails before, scaffolding is particularly important to develop genre knowledge (Matsuda and Silva, 2019: 280). Breeze (2010: 192) found that working with models (an element of the product approach) scaffolded students to organise information into a genre-appropriate structure, particularly relevant due to the formulaic structure of business emails. The model emails and phrases from previous activities, alongside genre knowledge gained during the lesson and students' pre-existing email schemata, are therefore particularly useful for facilitating email writing, with students encouraged to refer back to previous work if struggling.

Learning through meaning-focused output is necessary to develop students' knowledge of a word from receptive to productive, therefore students are instructed to produce some of the lesson's vocabulary in their writing (Nation and Meara, 2019: 40). Additionally, through this activity and the homework, students gain experience writing emails for various business situations, giving them the open-ended practice of producing the structure, vocabulary and register of business emails which Skill Acquisition Theory suggests is essential to skill automatisations (Arnold et al., 2015: 9), while the extensions again enable personalised learning.

Elements of the process approach are incorporated through peer feedback, which, though answering a different brief, students are encouraged to act upon in their homework. While there are drawbacks to peer feedback on writing, as such feedback is sometimes disregarded and/or unhelpful, students develop critical reading skills which can enhance their own writing through giving feedback on other students' work (Cushing Weigle, 2014: 232). In order to combat the aforementioned drawbacks, facilitating the provision of useful

feedback, students are scaffolded to give specific feedback on structure and register through explicit instruction on the handout (Appendix 6.2).

8. Closing

Similarly to Activity 1, this discussion enables students to produce meaning-focused, authentic output, in line with the PCA's focused interaction principle. Taking from Graves's (2006) vocabulary instruction method, as cited in González-Fernández and Schmitt (2017: 288), this discussion fosters the active engagement of students by highlighting the importance of the lesson's vocabulary to their professional lives and language learning aims. While, in line with the PCA's personal significance principle, each activity in this BE lesson is personally significant to learners as businesspeople, this activity explicitly emphasises this (Arnold et al., 2015: 13).

Saltymakov and Frantczuskaia (2015: 95) found a key challenge to delivery of a BE course for university students was low learner motivation. Though I assume my learners, as businesspeople, will be more motivated to learn BE than university students, explicitly connecting classwork to real-life email writing activates and strengthens their ideal L2 selves (desiring to master the L2 to appear professionally successful and achieve career goals), increasing long-term language learning motivation and effort expenditure (Dörnyei, 2005: 103). Zhu and Liao (2008: 94) suggest students learn BE more quickly and effectively if connections are made between real-life and classwork, while ignoring this real-life application is linked to low motivation (Li, 2014: 1869). This discussion therefore facilitates students' ability to write professional emails for a variety of contexts (including for the homework, Appendices 7.1, 7.2, 7.3) and motivates them to take an active role in their learning.

9. Conclusion

Krashen's Affective Filter Hypothesis, cited in Koong Lin, Chao and Huang (2015: 728), suggests high anxiety prevents learners successfully acquiring language. Additionally, much of this lesson is reliant on student participation in discussions and pair-work, therefore anxiety, reducing willingness to contribute, is an individual difference (ID) factor which could limit the lesson's effectiveness. Learner anxiety is minimised throughout the lesson and course by encouraging group cohesiveness through teacher modelling of supportive behaviour (see section 3), learning about each other through discussions which relate classwork to real-life, and joint hardship, encouraging students to cooperate through the common goal of completing difficult activities (Dörnyei and Murphey, 2003: 66-67). Creating positive group dynamics reduces learner anxiety by providing a supportive and cooperative climate, fostering student participation and increasing language learning success (Dörnyei and Murphey, 2003: 62-63).

Motivation is another key ID factor which could limit the lesson's success. Zhu and Liao (2008: 91) found student motivation and learning potential was increased through the teacher showing business expertise by answering student questions related to the sector. For this reason, the course starts with a teacher-led discussion of her past business experience, with students encouraged to ask questions. Students should therefore have high motivation, though this lesson's warm-up activity further stimulates this, with motivation maintained through personally significant content and switching the teaching mode between class discussions, pair-work and independent work, sustaining students' working capacity through variation (Saltyrnakov and Frantcuzskaia, 2015: 96).

Despite this lesson's focus on reading and writing, speaking and listening are incorporated through discussions and pair-work, priming students for the following lesson on BE phone calls. Nation's (2007: 2) requirement for fluency development in language courses is therefore incorporated into the syllabus through the subsequent lesson's focus on increasing oral fluency, as well as in later lessons.

Additionally, while students practise using reading strategies to facilitate comprehension, such as guessing word meanings from context, there is no direct teaching of vocabulary learning strategies in this lesson. This is a facet of Graves (2006) approach to vocabulary instruction, as cited in González-Fernández and Schmitt (2017: 288), therefore later lessons offer explicit instruction of vocabulary learning strategies, including using dictionaries, to optimise students' ability to take ownership of their learning.

Through personally significant content, incorporating all stages of Skill Acquisition Theory, exposure to formulaic language, form-focused instruction, and recycling vocabulary through copious exposure, this lesson integrates the PCA's seven principles to prepare students for reading and writing BE emails in real-world contexts.

Word Count: 3000

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Appendices

Appendix 1.1 – For students

Bingo!

Discuss the meanings of the following words with your partner. Then, individually, choose any six vocabulary items from the list and write them in your bingo grid.

Meeting**Project****Interview****To be late****Qualification****Employee****Boss****Colleague****Salary****Report****Email****Training****Team****CV****Appointment**

Appendix 1.2 – For the teacher**Definitions:**

Salary – a fixed amount of money paid to an employee each year.

Qualification – an official record proving you have the necessary skills for a particular job or activity.

Email – a message sent using a computer over the internet, often used to communicate in and across organisations.

Employee – someone who is paid to work for someone else.

To be late – arriving after the planned or expected time.

Interview – a structured conversation in which someone asks questions to see if a candidate is suitable for a job.

Colleague – someone that you work with.

Meeting – a gathering of two or more people to discuss something that concerns the workplace.

Boss – the person in charge of an organisation or department who tells others what to do.

Appointment – a formal arrangement to meet someone at a particular time and place.

Report – information about something, usually in written form containing a large amount of data and research.

Project – a piece of planned work, carried out individually or in a team, intended to achieve a particular aim.

Training – the process of learning skills and knowledge needed for a particular job.

CV – a written description of your education, qualifications and previous jobs that is sent to an employer when you are trying to get a new job.

Team – a group of people who work together on a particular project or for a particular purpose.

All definitions adapted from the Cambridge Dictionary (2021).

Appendix 2 – To be projected on the board for class discussion if required

From Kwiatkowska (2015).

EMAIL ETIQUETTE

HOW TO WRITE BUSINESS EMAILS PROPERLY

- **Choose a clear subject line**
Let your readers know what the email is about
- **Use your professional email address**
It should include your name to let the recipient know who is contacting them
- **Use professional salutations**
Avoid "Hey" and shortening people's names
- **Use CAPITAL LETTERS sparingly**
They make you appear too emotional and even impolite
- **Reply in a timely manner**
Don't take longer than 24 hours
- **Use spell-check and proofread**
Re-read your email several times before you click send

www.lessonplandsdigger.com

Appendix 3.1 – For studentsFormal and Informal Email Phrases

Work with a partner to categorise your cut-outs as formal, informal or in-between.

Formal	Informal



Extension:

Can you think of a phrase to formally tell someone you have hired a new employee?

Can you think of a phrase to informally congratulate someone on a recent promotion?

Appendix 3.2 – For the teacher (cut out before the lesson)

Dear Sir or Madam,	Hi John,
Dear Mr. Adams,	Hello everyone,
I am writing to enquire about your next event.	Good morning all,
I hope this email finds you well.	How are things?
It was a pleasure to meet you yesterday.	I hope you had a great holiday!
Thank you for your consideration.	I hope to hear from you soon.
I hope we have the opportunity to meet again soon.	See you on Monday.
If I can be of any further assistance, please let me know.	Let me know if you need any help!
I am contacting you to inform you that I will be unavailable next week.	This is just a quick message to say I will be out of the office next week.
I am writing to you about your presentation yesterday.	Thanks for your quick reply.
Please find attached the project report.	I've attached the timetable for next week.
Please see the attachment for further details.	Look at the attachment for more information.
If you need further information, please don't hesitate to contact me.	If you have any questions, just send me a message.
I look forward to meeting with you soon.	I look forward to seeing you again next week!
Many thanks,	Have a great weekend!
Best wishes,	Cheers.
Sincerely,	Thanks again,

Appendix 4.1 – For students (front)Formal and Informal Emails

First, scan each email for register. Is it formal or informal? Circle the answer above each email.

Next, read the emails with the purpose of guessing the emboldened word meanings from context. Then, complete handout 4.2 by matching the words and their definitions.



Formal or informal? (circle the answer)

From: Joseph Smith <joseph.smith@xyz-inc.com>

To: Jaspreet Singh <j.singh@zyx-inc.org>

Cc: Pamela Adams <pamela.adams@xyz-inc.com>

Date: 14.05.2021

Subject: Meeting Tomorrow

Attachment: ProjectReport.doc

Hi Jas,

How are you doing?

I'm writing about our meeting tomorrow. Where would you like to meet? We could grab lunch before if you're free. What time is your lunch break? Unfortunately, Pam can't join us as she is ill. Is Michael available instead? I don't have his **email address**, so I can't **contact** him. Can you **send** him an invitation? Or **forward** this email to him?

I've **attached** the project report. Do you have time to look over it before the meeting?

If you get a chance, can you **send** me a **document** with your team's key figures on?

I look forward to seeing you soon!

Joe

Appendix 4.1 – For students (back)



Formal or informal? (circle the answer)

From: Joseph Smith <joseph.smith@xyz-inc.com>

To: Daniel Hurdley <daniel.h@yzx-inc.com>

Cc:

Date: 21.03.2021

Subject: Job Training Details

Attachment: PastTraining.doc

Dear Mr. Hurdley,

It was a pleasure to meet you at the interview last week. Thank you so much for this opportunity.

I am writing to send you details of my relevant training and qualifications, as requested. Please find **attached a document** with details of these. If you need any further information, please don't hesitate to **contact** me. Would you like me to **send** you my CV too?

In addition, what is my new manager's **email address**? What are her working hours? I would like to send an introductory email before I begin working at the firm.

I look forward to working with you soon.

Best wishes,

Joseph Smith

Appendix 4.2 – For studentsVocabulary Matching

To send	To join a file, such as a document or picture, to an email (verb).
Cc	To cause an email that you have written to go to another person (verb).
To attach	A file sent with an email (noun).
Attachment	To communicate with someone by calling or sending them an email (verb).
To forward	To feel pleasure because an event or activity is going to happen (verb).
To contact	A text that is written and stored on a computer (noun).
Email address	A series of letters, numbers and symbols used to send and receive emails (noun).
Subject	An introduction to an email, which should tell the recipient what the email is about (noun).
Document	Written in an email before the names of the people who will receive a copy (noun). This also means to send a copy of an email to someone (verb).
To look forward (to something)	To send an email that you have received to someone else (verb).

Appendix 5 – For students (front)Fill in the Gaps!

Use the words below to fill in the gaps in the following two emails. The words can be used multiple times. You do not need to use all of the words.

Document	I look forward to
Attachment	Send
Contacting	Attach
Cc	Subject
Email	Document
Email address	Forward
Attached	Contact

From: Jaspreet Singh <j.singh@zyx-inc.org>

To: Jane Herbert <j.herbert@abc.org>

Cc: Donna Lane <donna.lane@123.com>

Date: 18.06.2021

Subject: Out of office

(1) : EmailAddresses.doc

Dear Mrs. Herbert,

I hope you are well.

I am (2) you to inform you that I will be out of the office from the 10th-16th May. If you wish to (3) the business during this time, please direct all enquires to my employee, Ms Donna Lane, who is Cc'd into this (4) . I assure you that any concerns will continue to be dealt with quickly and efficiently.

In addition, please find (5) a (6) with the email addresses you requested on. Please can you (7) this to Mr. Russel?

Many thanks and I sincerely apologise for any inconvenience,

Ms. Jaspreet Singh

Appendix 5 – For students (back)

From: Joseph Smith <joseph.smith@xyz-inc.com>

To: Sales Team <sales-team@abc.org>

Cc: Alyssa Clark <alyssa@sales.org>

Date: 29.04.2021

(8) : Out of office!

Attachment: Rota.doc

Hi team,

I hope you are all doing well!

This is just a quick note to say I will be out of the office 10th-16th May. I've (9) the rota for those dates. Could someone please (10) the document to Kieran? I don't have his (11) so can't contact him.

Alyssa – please remember to forward this email to Abdul.

Thanks and (12) seeing you all when I'm back,

Joe

Appendix 6.1 – For students (front)

Formal Email Writing



Use at least **three** of this lesson’s vocabulary words in the body of the email. You will receive feedback on structure, register and inclusion of this vocabulary.

You are writing to a customer called Stanley Webster. He has just returned from holiday in Italy. You need to find out:

- If he enjoyed his holiday
- If he will arrange a meeting with you to trial a new product (and, if so, when?)
- Whether he is interested in stocking this new product

You must also attach a product specification. Direct Mr. Webster’s attention to this in the body of the email and ask him to read it.

From:
To:
Cc:
Date:
Subject:
Attachment:

Appendix 6.1 – For students (back)



Extension:

Pretend you are Stanley Webster. Write a reply to the email. Answer all the questions.

From:
To:
Cc:
Date:
Subject:
Attachment:

Appendix 6.2 – For students

Peer Feedback on Email Writing

Vocabulary:



Did your partner include at least three of this lesson's vocabulary items?

Structure:



What is good about the structure of the email? Give two things.



What could be improved about the structure of the email? Give one thing.

Register (formality):



What is good about the register of the email? Give two things.



What could be improved about the register of the email? Give one thing.

Appendix 7.1 – For students

Homework – Formal and Informal Emails

Top tip: remember to use the suggestions from the peer feedback exercise to help you write these emails!

Email 1:

You are writing an email to your boss about a meeting you have next week. Use at least **three** of this lesson's vocabulary words in the body of the email.

Your boss is called Mrs. Ella Harris. You must specify what the meeting is about (use your imagination!). You need to find out:

- What time the meeting will be
- Where the meeting will be held
- Who else will be present
- If you need to invite any of your colleagues

You must also attach a project report. Tell Mrs. Harris whether she needs to read this before the meeting or not.

Email 2:

You are writing an email to your colleague asking for advice on your latest project. Use at least a **different three** vocabulary words in the body of the email.

Your colleague is called Rufus Robinson. You are friends with him. You must specify what your project is (use your imagination!). You need to find out:

- If he will help you
- If he would prefer a call or a meeting to give you advice
- When he is available to call or meet
- If he would like your help on any of his projects

Extension:

Pretend you are Mrs. Harris. Reply to Email 1. Make sure you answer all the questions in the email.

Perhaps you could remind your employee that he/she/they should know this information already!

Appendix 7.2 – For students (front)

Name:

Date:

Homework – Formal and Informal Emails

Email 1:

From:
To:
Cc:
Date:
Subject:
Attachment:

Appendix 7.2 – For students (back)

Email 2:

From:
To:
Cc:
Date:
Subject:
Attachment:

Appendix 7.3 – For students

To send – to cause an email that you have written to go to another person.

Cc – written in an email before the names of the people who will receive a copy. This also means to send a copy of an email to someone.

To attach – to join a file, such as a document or picture, to an email.

Attachment – a file sent with an email.

To forward – to send an email that you have received to someone else.

To contact – to communicate with someone by calling or sending them an email.

Email address – a series of letters, numbers and symbols used to send and receive emails.

Subject – an introduction to an email, which should tell the recipient what the email is about.

Document – a text that is written and stored on a computer.

To look forward (to something) – to feel pleasure because an event or activity is going to happen.

All definitions adapted from the Cambridge Dictionary (2021).

Appendix 9.1 – Vocabulary profile of Appendix 4.1 (front), via Lextutor (2021).

Lextutor (2021). 'Web VP Output for File: Appendix 4.1 (front)'. *Compleat Lexical Tutor*. Available from: <https://www.lextutor.ca/cgi-bin/vp/eng/output.pl> [accessed 18 May 2021].

	Families	Types	Tokens	Percent			Words in text (tokens):	142
K1 Words (1-1000):	51	61	99	69.72%			Different words (types):	95
Function:	...	...	(72)	(50.70%)			Type-token ratio:	0.67
Content:	...	...	(27)	(19.01%)			Tokens per type:	1.49
> Anglo-Sax	...	...	(13)	(9.15%)			Lex density (content words/total)	0.49
K2 Words (1001-2000):	6	6	9	6.34%			<i>Pertaining to onlist only</i>	
> Anglo-Sax	...	...	(4)	(2.82%)			Tokens:	115
1k+2k			...	(76.06%)			Types:	74
AWL Words:	6	7	7	4.93%			Families:	63
> Anglo-Sax	...	...	(1)	(0.70%)			Tokens per family:	1.83
Off-List Words:	?	21	27	19.01%			Types per family:	1.17
	63+?	95	142	100%			Anglo-Sax Index:	%
							(A-Sax tokens + functors / onlist tokens)	
							Greco-Lat/Fr-Cognate Index:	%
							(Inverse of above)	

Current profile	
%	Cumul.
69.72	69.72
6.34	76.06
4.93	80.99
19.01	100.00

Appendix 9.2 – Vocabulary profile of Appendix 4.1 (back), via Lextutor (2021).

Lextutor (2021). 'Web VP Output for File: Appendix 4.1 (back)'. *Compleat Lexical Tutor*. Available from: <https://www.lextutor.ca/cgi-bin/vp/eng/output.pl> [accessed 18 May 2021].

	Families	Types	Tokens	Percent			Words in text (tokens):	132
K1 Words (1-1000):	54	62	96	72.73%			Different words (types):	90
Function:	...	...	(58)	(43.94%)			Type-token ratio:	0.68
Content:	...	...	(38)	(28.79%)			Tokens per type:	1.47
> Anglo-Sax	...	...	(21)	(15.91%)			Lex density (content words/total)	0.56
K2 Words (1001-2000):	8	8	8	6.06%			<i>Pertaining to onlist only</i>	
> Anglo-Sax	...	...	(1)	(0.76%)			Tokens:	110
1k+2k			...	(78.79%)			Types:	76
AWL Words:	5	6	6	4.55%			Families:	67
> Anglo-Sax	...	...	()	(0.00%)			Tokens per family:	1.64
Off-List Words:	?	14	22	16.67%			Types per family:	1.13
	67+?	90	132	100%			Anglo-Sax Index:	%
							(A-Sax tokens + functors / onlist tokens)	
							Greco-Lat/Fr-Cognate Index:	%
							(Inverse of above)	

Current profile	
%	Cumul.
72.73	72.73
6.06	78.79
4.55	83.34
16.67	100.00

Appendix 10 – Seating plan

