

Coursebook, pages 10 and 11
Workbook, pages 10 and 11
Lead-in

Revise briefly the different communication technologies that students have looked at in the theme – mobile phones, the Internet, e-mails.

Coursebook, page 10, Activity 1

In groups, students discuss the questions relating to e-mails. Ask each group to appoint a spokesperson to give a summary to the class of interesting points that arose from their discussion.

Workbook, page 10, Activity 1

Show students the e-mail and go through the terms in the box at the top. Tell students to label the e-mail.

Answers:

- a 1
- b 4
- c 7
- d 2
- e 10
- f 13
- g 14
- h 8
- i 12
- j 9
- k 3
- l 6
- m 11
- n 5

Coursebook, page 10, Activity 2

Students read the statements and decide, in their own opinions, whether they are True or False. They can do this individually or with a partner.

Answers:

- a F. Only send your e-mail to people who need to read it.

- b T
- c F. Only use 'smileys' in informal e-mails.
- d T
- e F. It is important to write a subject line.
- f F. Never write out long sentences in capital letters. This is known as 'shouting'.
- g F. Always check grammar carefully.
- h T

Coursebook, page 10, Activity 3

This activity is related to Activity 2. Students match their answers from Activity 2 against the ten rules for writing e-mails. They have to decide which rule gives the relevant information for each sentence in Activity 2.

Answers:

- a – relates to rules 3 and 9
- b – relates to rule 5
- c – relates to rule 7
- d – relates to rules 1 and 4
- e – relates to rule 8
- f – relates to rules 2 and 6
- g – relates to rule 5
- h – relates to rule 4

Coursebook, page 11, Activity 4

Students read the four e-mails and discuss which rules are being broken in each one. They should make notes in their exercise books of how the rules are being broken.

Answers:

- a
Rule 1. The writer is being impolite about Auntie Muna. This information would be better not written down.
- b
Rule 4. The relationship is formal (business), but the style of the e-mail is informal and therefore inappropriate.
- Rule 6. The use of capital letters means that the writer is 'shouting'.
- Rule 7. The e-mail is formal, so it should not contain a 'smiley'.

Theme 1 Unit 5

E-Mail

Rule 8. There is no subject line.

c

Rule 5. Spelling and punctuation are careless.

Rule 9. Confidential information – a password – is being sent.

d

Rule 1. This is sensitive information – it would be better to talk about it in private.

Rule 3. The e-mail is being sent to people who don't need to read it.

Rule 9. This is confidential information which should not be sent by e-mail.

Workbook, page 11, Activity 2

Students choose one of the messages and write an e-mail. They can think of their own e-mail topic if they don't want to choose one from the list of suggestions. Give students five minutes to choose their topic and discuss with a partner why they have chosen it and what they are going to include in it.

Workbook, page 11, Activity 3

Students write their e-mails. Explain that they are going to do this in stages. As a first step, direct them to the Writing Guide on page 70 of the Workbook and go through the guidelines with them. Discuss the main elements of the layout and language appropriate for an informal e-mail. However, point out that an informal e-mail is fine when e-mailing friends, but for an e-mail to a teacher or older relative, they should use more formal language.

Tell students to write a draft of their e-mail, and to do this in their exercise books. Allocate 15 – 20 minutes for them to write their drafts in class. Circulate around the classroom offering guidance and support. Tell students to edit their draft at home, and write a second draft to bring to the next lesson. After checking, they should copy their final draft into the blank e-mail on page 11 of the Workbook.

Across Cultures

Coursebook, pages 12 and 13

Workbook, page 12

Country Focus: United Kingdom

Reading for Pleasure

Coursebook, pages 14 and 15

Workbook, page 13

William Shakespeare

Genre: Biography

Review and Reference

Coursebook, page 16

Workbook, pages 14 and 15

Note: At the end of this theme, don't forget to check students' spellings of the core words in the Glossary in the Review and Reference section on page 16 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the learning objectives for this theme in Activity 1 of the Review and Reference section on page 16 of the Coursebooks, turn to Activity 1 on page 14 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 14 and 15 of their Workbooks. They then complete the chart in Activity 3 on page 15 with 15 words of their choice from the theme – 5 verbs, 5 nouns and 5 adjectives. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 15.

Additional activities

The following are suggestions for some additional activities for this theme.

1. Internet .tags

Write the following tags on the board. Elicit from students what they mean at the end of a website address. Can students find other examples?

.com

.gov

.edu

.om

.net
.org

.co
.info

Answers:

- .com** – a commercial website
- .gov** – a government website
- .edu** – an educational institution's website
- .om** – a website in Oman
- .net** – a network website
- .co** – a private company website
- .org** – a non commercial organisation's website for example, a charity
- .info** – an information website

2. Voicemail

In groups of three, students prepare a voicemail message for their friends. Elicit the kind of information they need to include:

- their name and number
- the reason for the message
- changes in timing or other details

Give each group a different situation to prepare. Some suggestions are given below. Regroup students into new groups of three so that each student is now with different students. Students take it in turns to 'leave a message' while the others write down the details. Remind them to speak at normal speed. They can ask each other to repeat a message by saying 'replay'. Students check details together.

If you have access to recording equipment, the messages can be recorded and shared out among groups.

Ideas for messages:

- cancelling a meeting with a friend. Give a reason and suggest a new time.
- calling to say you are interested in a job advertised in the newspaper.
- your car has a puncture and you need to be picked up.
- inviting a friend to a wedding.
- your satellite TV has stopped working and you want it repaired.
- ordering a pizza for home delivery

Answers to Across Cultures: Activity 1

Name	How It Is Made Up	Capital City
The United Kingdom (UK)	1. England 2. Scotland 3. Wales 4. Northern Ireland	1. London 2. Edinburgh 3. Cardiff 4. Belfast
Britain or Great Britain (GB)	1. England 2. Scotland 3. Wales	
People in the UK	1. English 2. Scots 3. Welsh 4. Northern Irish 5. People from the Caribbean, India, Pakistan and Hong Kong	

Activity 2

1 **F.** Britain is made up of three countries; the UK is made up of four.

2 **T**

3 **F.** Dr Johnson was a famous English writer.

4 **NG**

5 **F.** Football is the most popular sport in the UK

6 **NG**

Activity 3

1 the weather

2 being good at singing and acting

3 the City of London

4 over eighty

5 on the east coast of Scotland

Theme 1 Unit 5

E-Mail

6 tennis

Answers to Review and Reference:

Activity 2

- a live
- b I don't eat
- c play
- d am looking
- e do ... eat
- f is studying
- g Are you doing ..

Activity 4

- a gesture
- b download
- c connect
- d job interview
- e mobile phone
- f conversation
- g liar
- h online
- i blog
- j confident
- k message
- l laptop
- m communication
- n Internet