**Reading Lesson 1**

**Description**

The topic of this lesson is business correspondence. It looks at key expressions and variations in register for business emails. It also provides structured practice of multiple-choice reading tasks based on short texts, which are part of the Linguaskill Business Reading test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise expressions which can be used to begin and end business emails * to raise awareness of the requirements of short reading tasks with multiple-choice options * to develop techniques and strategies for this task-type based on practice of a sample task |
| **Time required** | * 45 minutes |
| **Level** | * Suitable for B1 level and above |
| **Materials required** | * Student’s Worksheets 1–4 (one copy for each learner) |

**Procedure**

1. Explain that the lesson will focus on language suitable for business emails and techniques which are useful for multiple-choice short reading tasks, such as the Linguaskill Business Discrete Graphic questions.
2. Ask learners to suggest the easiest and quickest ways of communicating in business. Expect them to suggest emails, phone and text messaging. Explain that the focus of this lesson will be on business emails.
3. Give learners **Student’s Worksheet 1** and ask them to look at the questions in **Exercise 1** with a partner. Discuss responses as a group.

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| **Student’s Worksheet 1**  **Exercise 1**  **Answer Key**   1. In the modern business environment, emails are a common form of communication and can be sent to colleagues, clients and supervisors. 2. Some estimates put the number as high as 120. (Source: Guardian.co.uk) |

1. Ask learners to look at **Exercise 2** of **Student’s Worksheet 1**. Let them work alone to put the words into the gaps in the text, then check with a partner before checking the correct answers with the whole class.

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| **Student’s Worksheet 1**  **Exercise 2**  **Answer Key**   1. brief 2. purpose 3. audience 4. formal 5. greeting 6. step |

1. Draw learners’ attention to three points raised in **Exercise 2** of **Student’s Worksheet 1**: register (formal or informal) and opening and closing comments. Give them **Student’s Worksheet 2** and ask them to put the expressions in the table.

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| **Student’s Worksheet 2**  **Answer Key**   |  |  |  | | --- | --- | --- | |  | **Opening comments** | **Closing comments** | | **More formal** | *As discussed at our meeting, I am pleased to send details of our current pricing.*  *I appreciate you taking the time to contact me.* | *I’d appreciate your feedback at soon as possible.*  *Thank you for your time.*  *I look forward to your response.* | | **Less formal** | *Just a quick note to say the order arrived on time.*  *Thanks for getting in touch.* | *I’ll be in touch.*  *I’ll get back to you by the end of the day.*  *Can you take care of this?*  *Let me know when you are free to discuss this.* | |

1. Check responses as a group. Draw attention to collocations and fixed expressions [*be in touch/get in touch/take care of/let me know*] and ask learners to note that some expressions can be suitable for beginning or ending emails. Also ask learners to note that more formal expressions tend to be longer.
2. Give learners **Student’s Worksheet 3**. Ask them to underline the expressions which connect the writer with the reader (opening expression) and communicate the next steps (closing expression).

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| **Student’s Worksheet 3**  **Answer Key**  connecting the writer with the reader – *Thanks for sorting out … price lists.*  communicating the next steps – *I’ll be in touch once I’ve spoken with him.* |

1. Explain that **Student’s Worksheet 4** is a multiple-choice short Reading task from the Linguaskill Business Reading test and that identifying the purpose of the information included in the text can help identify the correct answer. Give learners **Student’s Worksheet 4**, which has the full task, and ask them to answer the question.

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| **Student’s Worksheet 4**  **Answer Key**  C |

1. Check responses and discuss why the other two options are not correct. Make sure that learners are aware that close reading of the text and the options is required – at first sight, all options are possible, because they are all closely linked to the wording in the text.

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| **Student’s Worksheet 4**  **Answer Key**  A is not correct because ‘tomorrow morning’ is the time when Manfred will speak to his director. Any decision about printing will happen after, not before (‘by’) tomorrow morning.  B is not correct because at the start of the email Manfred thanks Sandi for dealing with the price-list layout problem, not for bringing it to his attention. |

1. To finish the lesson, you could ask learners to practise writing and responding to emails. One learner could write an email outlining a business problem or request. They can then pass this to another learner, who will respond and move the communication forward.

**Student’s Worksheet 1**

**Exercise 1**

1. In a business context, who might you send emails to and receive emails from?
2. How many emails do you think an average office worker receives on a typical day at work?

**Exercise 2**

**Complete this short text giving advice on email-writing using the words in the box below**.

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| Emails should be professional, but **1.** \_\_\_\_\_\_\_\_\_ . Emails which are too long risk being ignored. There needs to be a reason, or **2.** \_\_\_\_\_\_, for writing, which should be clearly stated. The writer needs to be aware of their **3.** \_\_\_\_, the person they are writing to, because this will determine the style of the email and how **4.** \_\_\_\_\_\_\_it should be. Emails should begin with some kind of **5.** \_\_\_\_\_\_\_\_\_ and an opening comment which connects the writer with the reader. At the end of the email, there should be some reference to the next **6.** \_\_\_\_\_\_\_\_\_, such as requesting a reply or some action, offering help or information or arranging a meeting or some other further contact. |

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| step brief formal audience greeting purpose |

**Student’s Worksheet 2**

**Put the email opening and closing comments into the table below.**

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| --- | --- | --- |
|  | **Opening comments** | **Closing comments** |
| **More formal** |  |  |
| **Less formal** |  |  |

*I’ll be in touch.*

*Just a quick note to say the order arrived on time.*

*I’d appreciate your feedback as soon as possible.*

*I’ll get back to you by the end of the day.*

*Thank you for your time.*

*As discussed at our meeting, I am pleased to send details of our current pricing.*

*I appreciate you taking the time to contact me.*

*Can you take care of this?*

*Thanks for getting in touch.*

*Let me know when you are free to discuss this.*

*I look forward to your response.*

**Student’s Worksheet 3**

**Underline the expressions below which:**

* **connect the writer with the reader**
* **communicate the next steps**

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| Hi Sandi,  Thanks for sorting out the problems with the layout of the price lists. They should be fine to go to print now but I just need to get my director’s approval on this. He’s in the office tomorrow, so I’ll be in touch once I’ve spoken to him. |

**Student’s Worksheet 4**

**For this question, choose the correct answer.**

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| **1** | **To:** Sandi, Print Department  **From:** Manfred, Sales Manager  Hi Sandi,  Thanks for sorting out the problems with the layout of the price lists. They should be fine to go to print now but I just need to get my director’s approval on this. He’s in the office tomorrow, so I’ll be in touch once I’ve spoken to him. | **A**  **B**  **C** | Sandi needs to print the price lists for Manfred’s boss by tomorrow morning.  Sandi has brought a problem with the price lists to Manfred’s attention.  Sandi should wait to hear from Manfred again before she prints the price lists. |