

Lesson and Title: Writing Lesson – How to write an informal e-mail			Grade: Elementary	Duration: 50 minutes	
Objectives: By the end of the lesson, the students will have; ➤ Analyzed an informal email through a model email ➤ Discovered the components of an informal email through a matching activity ➤ Written their own email by synthesizing what they have learned ➤ Revised an informal email written by a peer using a checklist					
STAGE	STAGE AIM	TIMING	TEACHER ACTIVITY	INTERACTION PATTERN	MATERIALS/AIDS
Warm-up	To activate students’ prior knowledge and introduce the topic of the next activity.	5’	Teacher greets the students and elicits what they did in the previous lesson. Teacher asks some questions to make them familiar with the topic. <i>When you are on holiday, what do you do?</i> <i>Do you know these places?</i> <i>What do you do in these cities?</i> <i>How can you communicate with a friend in a different country?</i> <i>Do you write emails to your friends?</i> <i>Do you write formal or informal emails to your friends?</i> <i>Who else do you write emails?</i> <i>Do you write emails to your teachers?</i> <i>Do you write formal or informal emails to your teachers?</i>	Pair-work	

Exposure	To model an e-mail for further practices.	10'	<p>T introduces a model of email from Suzan to Paul about her holiday and asks students to read the email and answer the questions.</p> <p><i>Who sent this email?</i></p> <p><i>Who received this email?</i></p> <p><i>What is the subject of the email?</i></p> <p><i>Why does Suzan write an email to Paul?</i></p> <p><i>Is the email formal or informal? Why?</i></p> <p>Teacher elicits the answers from the students.</p> <p>Teacher asks students to work in pairs and match the parts of the email with the correct heading.</p> <p>Teacher elicits the answers from the students.</p>	Pair-work	
Useful Language	To raise the students' awareness of informal email and highlight and clarify useful language.	15	<p>Teacher introduces some useful language to be used in writing informal email and asks them to categorize these structures in groups of three.</p> <p>Teacher elicits the answers from the students.</p> <p>Teacher distributes a sheet so that the students can plan their writing. They write words or phrases before they start writing.</p> <p>Teacher monitors the students and guides them if necessary.</p>	Group work	
Productive Task			Teacher gives students a blank email sheet and asks them to write a similar email.	Individual work Pair-work	

	To provide an opportunity to practice target productive skills	15	When students finish their writing, Teacher gives students a checklist and asks them to check the distributed email by putting ticks and crosses with the help of the checklist on the board. They can write make comments if necessary.		
Feedback & Wrapping-up	<p>To make students focus on the common mistakes to correct them</p> <p>To revise what has been taught</p>	5'	<p>While the teacher is monitoring, she notes down common students' mistakes and writes them on the board, Then, she asks students to correct them.</p> <p>T asks students some questions such as <i>What kind of email do you write to a friend?</i> <i>What kind of language do you use?</i> <i>Can you use contractions or emoticons in informal email?</i> <i>Do you use surname for greeting in informal email?</i></p>		
Homework			The students will be asked to write a similar e-mail to their friends.		