**Writing academic/ scientific e-mails**

1. **Discussion:**
	* Do you write emails in English?
	* On what occasions?
	* How often?
	* Who’s the recipient?
	* What kind of language/ register do you usually use in your English emails?
2. **Look at the three emails. How are they different? What are the reasons why they were written?**

From: 234567@mail.muni.cz

Subject: tomorrow

Hi teacher!

I cannot come to school tomorrow, ‘cause I’m real sick. I’ll do my presentation on Mammals next week.

See ya,

Tom Smiley

From: offthewall@email.com

Subject: Steven Bold, 3rd year student of Media and Communication, Monday seminar group, 9 a.m.

Good afternoon Mrs Crow,

I am very unhappy about the fact that I received F for my English exam. As a matter of fact, you are the only one who gave me such a bad mark, and now my distinction is in danger. When can I write the re-take? There are no more terms available, but I have to have it this semester, as I am very busy in summer.

Best regards,

Steven

Steven Bold

PR Assistant

Offthewall International

From: 54321@mail.muni.cz

Subject: Hello

Dear Mrs teacher,

I was not at school last Wednesday. Can you tell me what you did? And do I have to do any homework?

Robert Dark

1. **Are those emails appropriate? Give arguments for/against**
2. **Dos and Don’ts of academic/scientific email writing**

Look at the phrases and categorize them into the things you should remember about and those you’d rather avoid doing

* Use a title which is not an academic one
* Have no reference to the attachment ( the recipient will see it anyway)
* Use your university email account for academic and professional correspondence
* Leave out personal details
* Start emails with “I want…” or “I need…”
* Write a clear subject line
* Write a greeting appropriate to the addressee
* Omit greeting (the recipient knows that it’s him/her that the message is being addressed to)
* Have exclamation marks for something that is considered very important
* Include your full name and contact information (if there is a need)
* Write a detailed description of events preceding the situation discussed
* Emphasize the conversational aspect
* Keep messages as concise as possible

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| **DOs** | **DON’Ts** |
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1. **Discuss what features those email parts should contain:**

<https://www.softchalkcloud.com/lesson/serve/MXv2iJS1bBtQCR/html>

* + Title of the email
	+ Salutation
	+ The beginning
	+ The main body
	+ The ending
	+ Closing the email and signing
1. **Read the text giving tips on how to write an effective email** (you will be given a copy in the lesson)**, and complete the text with right adjectives**
2. **Put the strips of paper given to you by your teacher in two emails: a formal and a semi-formal one**
3. **Formal vs informal vocabulary:**

How would you change these words/expressions into more formal ones?

|  |  |
| --- | --- |
| INFORMAL | FORMAL  |
| Thanks |  |
| Sorry for… |  |
| Can you… |  |
| Do you know… |  |
| I can’t… |  |
| I don’t want to… |  |

1. **Choose one of the following email messages sent from students to Prof. Janet Maceda; think about the ways to convey the same information in a more appropriate way**

Sources: ( visited on February 10th, 2015)

<http://www4.ncsu.edu/~nmswishe/academic_email.pdf>

<https://www.softchalkcloud.com/>

<http://www.teachingenglish.org.uk/article/email-writing>

elt.oup.com