

Writing academic/ scientific e-mails

I. 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?

II. 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

III. Are those emails appropriate? Give arguments for/against

IV. 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

| DOs | DON'Ts |
|-----|--------|
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V. 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

VI. 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**

VII. Put the strips of paper given to you by your teacher in two emails: a formal and a semi-formal one

VIII. 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... | |

IX. 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