

Match the beginning and ending of each tip:

☑1 The simplest way to get fewer emails

☑2 The more ideas you try to communicate in a single email,

☑3 If a message was truly urgent,

☑4 Inbox zero doesn't make you more productive

☑5 You don't need to sign your name at the end of your email

☑A — unless your job is to achieve inbox zero.

☑B — the recipient knows who it's from.

☑C the more likely one will be overlooked.

☑D is to send fewer emails.

☑E it wouldn't have been sent to you in an email.



If you _____ to emails immediately, you train people to expect you to reply immediately.

The more your email _____ like you speak, the more effective it will be.

The worst time to "do email" is every time you _____ an email.

You don't always _____ to reply.

The longer your email, the less likely someone is to _____ every word.

The best way to get your question answered is to _____ your email with the question.

The emails you send over and over again don't need to be written over and over again — _____ templates.

If you're not _____ on email now, your inbox shouldn't be open now.

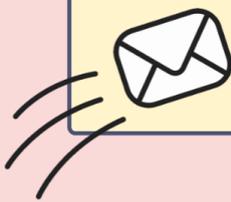
Write a line. Skip a line. _____ a line. Skip a line.

Every email should _____ the recipient what you want them to do after they read it.

My email action plan



I want to adopt these habits:

Habit #1	Habit #2	Habit #3
		
 Steps to take:	Steps to take:	Steps to take: 
		

Useful language - Habits:

One habit I'd really like to adopt is...
I'd like to change my.../the fact that I...
Starting from tomorrow, I'm going to...

Useful language - Steps to take:

To build the habit, I'm going to...
First, I'm going to...
Then, I'm...
Last but not least, I'm...

One-Sentence Email Tips business English

level: intermediate (B1)+

class: one-to-one

time: 60 min.

skills: speaking, reading

Note

This lesson is built on an blog post called [40 One-Sentence Email Tips](#) written by Josh Spector.

Warm up

1. Tell your student that today, you're going to start with a **poem** about the lesson topic. Read the following poem (several times if needed):

*Something old,
something new,
what to do,
we love you.*

Can they **guess** what your lesson topic is? If they can't (which is likely), give them another clue: it's something they can '*receive, send, write, forward and cc people on*'. Yes, it's email! Explain you're going to get to the poem in a moment and...

Lead-in conversation

2. ...have a little **lead-in conversation** about emails first. Ask your student: '*How often do you 'do' email? Are emails an important part of your work? Why/why not? How much time a day do emails take you? What would be an ideal amount of time for you? Do you mind dealing with emails or is that something you're fine with? What do you hate about emails the most? Is there anything that people do in emails that drives you crazy?*'
3. Go back to the **poem** now and explain that it is a summary of tips on how to write emails efficiently:

Something old = start with something the recipient already knows
(e.g. *It was great meeting you at the conference last week.*)
Something new = give them the new information you're writing about
(e.g. *I'm sending the e-book I promised.*)
What to do = tell them what you want them to do
(e.g. *Can you get back to me on the best date to meet?*)
We love you = greetings at the end
(e.g. *Best wishes,*)

Do they think it's a good approach? Do they have any other special strategies to help them work on emails efficiently?

One-sentence email tips

4. Explain that you're going to focus on efficient work with emails now and you're going to start with 5 tips. Give your student **worksheet 1** and let them match the beginnings and endings of the tips (1D 2C 3E 4A 5B).
5. Discuss each of the tips: *'Which of them do you think are a good idea/do you already follow/don't you agree with?'*
6. Cut out cards in **worksheet 2** and put them into a box. The student draws the cards out of the box one by one and completes the sentences with the best verb in the correct form. Then discuss each of the tips.

If you *reply* to emails immediately, you train people to expect you to reply immediately.

The more your email *sounds* like you speak, the more effective it will be.

The worst time to "do email" is every time you *get* an email.

You don't always *have* to reply.

The longer your email, the less likely someone is to *read* every word.

The best way to get your question answered is to *end* your email with the question.

The emails you send over and over again don't need to be written over and over again —*create* templates.

If you're not *working* on email now, your inbox shouldn't be open now.

Write a line. Skip a line. *Write* a line. Skip a line.

Every email should *tell* the recipient what you want them to do after they read it.

(Accept any other answers that fit both grammatically and logically.)

7. When you complete all the tips, **discuss**: *'Which of the tips do you like best? Which one would you like to adopt? Which one do you think is not a good idea?'*

My email action plan

8. Present the **action plan template** in worksheet 3. Based on everything you've talked about in the lesson, what would your student like to change about their email efficiency? What tips would they like to try out for themselves? Encourage them to complete the chart with 3 tips they'd like to turn into their new habits and specific steps they're going to take to adopt each habit.
9. Then discuss each habit in detail. At the bottom of the worksheets there are two boxes with some **useful language** the student may use. Give them enough time to plan their speaking turn and tell you in detail how they're going to change their email routine.

Homework

10. Ask the student to read the rest of [the email tips on Josh Spector's blog](#), choose the top 3 and write 3 more email tips of their own.
And next week, remember to ask how their action plan is going!