

Student Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 4

Learning Objective: To redraft a formal letter improving language and clarity.

Today you are going to learn how to redraft a formal letter. You will rewrite your first draft to improve the clarity and quality of language.

Success Criteria: By the end of the lesson, you will be able to:

- Use formal sentence openers and conjunctions
- Use strong adverbs to express intensity
- Use powerful adjectives to describe feelings and the main problem
- Use ambitious sentence openers
- Write with clarity

Lesson Procedure:

Task 1. Introduction (10 minutes)

- Redrafting is what professional writers do to make sure that what they say is clear, meaningful and is understood by the reader. This stage of the writing process involves improving the quality of language you use to make sure that you say exactly what you want to say, that the meaning is clear and everything makes sense. It is also about using powerful and expressive language. Redrafting is not about correcting spellings, punctuation or grammar - that's covered in the next lesson. Today's lesson is about improving our first draft and rewriting bits of it.
- Read and compare the two letters: **Letter of Complaint No.3** (from Lesson 3) and **Letter of Complaint No.4**. Read them together with an adult or another student and discuss the differences. What do you notice?
- Now sort the statements into the two columns on the **A Well Written Letter** worksheet. Which statements point to a really well written letter and which don't?
- Listen to the audio file: **School Dinner** sounds to get a sense of the atmosphere.

Task 2. (10 minutes)

- Look at the **Word Bank: Adverbs that mean 'very'**. Using adverbs like these before an adjective strengthens the description and can be far more persuasive than using

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weaker words like 'very'. Later you can use some of these adverbs to explain the strength of your feelings when you write your complaint.

- Put the adverbs in order from weakest to strongest in the **Adverbs that mean 'very'** chart. Cut and paste three words into each column or use green, orange and red highlighter pens to highlight the words on paper.

Task 3. (30 minutes)

- Now it's time to put everything you have learnt into improving the first draft of your letter of complaint. Make sure you use all the resources and ideas you have looked at so far to help you. Use these for inspiration:
 - A Well Written Letter** worksheet
 - Adverbs that mean 'very'**
 - Language for a Formal Letter of Complaint**
 - Your fabulous **scribeasy** scenario with labels for feelings and descriptions of the problem

Task 4. Review & Reflect (10 minutes)

If you are working one-to-one with an adult, read your letter aloud. This helps to hear any obvious mistakes. Now answer the **Review & Reflect Questions** (below) and correct any mistakes (not spellings, punctuation or grammar).

If you are working in a group, read your letter aloud to a partner. Your partner should pretend they are the recipient of the letter and use the following questions to give you helpful feedback. Next, swop over and do the same thing for your partner. Now correct any mistakes based on the feedback you received.

Review & Reflect Questions

Questions
Is the letter clearly written?
Is there anything missing?
Do you understand the letter or is anything confusing? If so, what?
Has the writer used polite, formal language?
Has the writer used ambitious sentence openers?
Has the writer used strong adverbs and adjectives to describe feelings and things?