

Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 2

Learning Objective: To generate ideas for writing a letter of complaint.

Explain to students that they are going to create a visual scene in preparation for writing a letter of complaint and be able to identify the purpose and recipient of the letter.

Age Group: 8-11 years old

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

- Identify the audience for their letter of complaint
- Identify the object or scenario of the complaint
- Use precise vocabulary to describe a faulty product or service
- Describe their feelings about this situation

Materials Needed (See also Unit Overview):

1. [Interactive activities on Scribeasy.com](#)
2. [Word Bank: Words for 'Broken' & 'Damaged'](#)
3. [Labels: Elements of a Formal Letter](#)
4. [Language for a Formal Letter](#)

Lesson Procedure:

Task 1. Introduction (5 minutes)

Think about and/or discuss the following questions:

- What might you buy that could be damaged, faulty or broken?
- Or: What experience might you have that is unsatisfactory? For example, eating in a café/restaurant, going to the cinema, visiting a theme park, etc.
- Where did this take place? In a shop? Café? Zoo?
- Who would you complain to?

Task 2. (25 minutes)

Using [Scribeasy.com](#) ask students to follow these instructions:

Go to the **Picture Gallery** on the menu. Use the **settings**, **characters** and **objects** to create a scenario which helps them visualise and plan a situation where they may need to write their own formal letter of complaint.

Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 2

Use the **settings** to create a scene. This could be where the item was purchased or where the experience took place, or it might be a scene where the person they are complaining to works, like an office.

Now go to **objects**. If the scene is where the item was purchased or where the experience took place, add pictures of the objects or things they would expect to see in that setting.

If the scene is where the person they are complaining to works, like an office, add appropriate items and furniture such as a desk and a computer, for example.

Next, add one **object** or item that is broken, damaged or faulty, like the pair of trainers in the example letters you read in Lesson 1. Explain that this is what the student will write a letter of complaint about.

Now ask the student to find or create their own image of the **character** (the person) they are writing to who will read the letter. Is it a man or a woman? What are they wearing? Are they the boss of a company or a manager in a shop?

Task 3. (10 minutes)

When the visual scenario is complete, ask the student to choose 5 appropriate words from the vocabulary list you looked at in Lesson 1, (see: **Word Bank for 'Broken' & 'Damaged'**), to label their picture with synonyms for 'broken' and 'damaged'. The student can also add words of their own to describe what is wrong with their product or experience.

Word Bank for 'Broken' & 'Damaged'

smashed, crushed, snapped, torn, ripped, split, marked, cracked, dirty, dented, shredded, crumbled, scratched, bent, in pieces, in bits, broken, damaged, faulty, defective, spoilt, flawed, impaired, imperfect

Task 4. (15 minutes)

Ask the student to return to the **Picture Gallery** on the menu and go to **characters**. Direct them to create a character that looks like them. What expression would they have on their face if they had just purchased a faulty item or had a bad experience?

Tell the student to use the adjectives that describe feelings from Lesson 1 (see: **Language for a Formal Letter of Complaint**) to label their picture with 3 words that describe their feelings about the situation.

Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 2

Feelings Vocabulary

disappointed, distressed, frustrated, furious, annoyed, dissatisfied, frustrated, disgruntled, disgusted, upset, let down, disheartened, baffled, confused, saddened

Task 5. Review & Reflect (5 minutes)

Review & Reflect

Creative Thinking	
Ask the student to make up a name and a title for the person they are writing to (the recipient of their letter of complaint). It can be as funny as they like!	Example: Mr V. Useless
Ask the student to make up a name and a title for themselves (the writer of the letter of complaint). It can be as funny as they like!	Example: Lady Hopeful

Check that the student knows:

- Who they are writing to
- Why they are writing
- How they feel about the issue
- What they want to happen next