

Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 4

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

Explain to students that they are going to learn how to redraft a formal letter. They will focus on clarity and quality of language to improve their first draft.

Age Group: 8-11 years old

Success Criteria: By the end of the lesson students 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
- Write with clarity

Materials Needed (See also Unit Overview):

1. Formal Letter of Complaint No.3
2. Formal Letter of Complaint No.4
3. A Well Written Letter
4. Language for a Formal Letter
5. Word bank: Adverbs for 'very'
6. Audio File: School Dinner
7. Red, orange and green highlighter pens

Lesson Procedure:

Task 1. Introduction (10 minutes)

- Explain to students that redrafting is what professional writers do to ensure 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 to make sure that what is said is precise, 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 by rewriting bits of it.
- Give students two letters to compare: **Letter of Complaint No.3** (from Lesson 3) and **Letter of Complaint No.4**. Read them together and discuss the differences.
- Play the audio file: **School Dinner** sounds to get a sense of the atmosphere.

Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 4

- Ask students to sort the statements into the two columns on the **A Well Written Letter** worksheet.

Task 2. (10 minutes)

- Give each student a copy of Word Bank: **Adverbs that mean 'very'**. Explain that using adverbs like these before an adjective strengthens the description and can be far more persuasive than using weaker words like 'very'.
- Ask the student to rank the adverbs from weakest to strongest in the **Adverbs that mean 'very'** chart. Cut and paste three of each or use green, orange and red highlighter pens to highlight the words.

Task 3. (30 minutes)

- Ask students to redraft their letter of complaint using all the resources and ideas they have looked at so far to help them. Remind them to use:
 - **A Well Written Letter** worksheet
 - **Adverbs that mean 'very'**
 - **Language for a Formal Letter of Complaint**
 - Their **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 a student, ask them to read their letter aloud. This helps to hear any obvious mistakes. Ask them the following **Review & Reflect Questions** (below) and tell them to correct any mistakes (not spellings, punctuation or grammar).

If you are working with a group or class, get students to read their letter aloud to a partner, then swop over. The partner should act as if they were the recipient of the letter and use the following questions to give feedback. Students should correct any mistakes based on feedback.

Review & Reflect Questions

| Questions |
|--------------------------------|
| Is the letter clearly written? |

Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 4

| |
|--|
| 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? |