

An Interactive Fun Lesson to Introduce **Formal Letters** for Pre-Intermediate and above
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The students analyse useful sentence stems in context and then practice them with an interactive, competitive writing game. 60-75 mins.

The lesson can be extended with error correction or discussion of formality in general.

Stage	Time	Procedure	Aims
1. Intro	5	a) Elicit when we write formal letters. Write on board. b) Make sure 'asking companies for information' is included. c) Introduce that is what we are covering in lesson.	Make aim of lesson clear Make writing in general and formal letters in particular relevant to Ss
2. Skim task	5	a) Instructions- 'I'm going to give you 4 letters between a restaurant and a customer. Read in groups and put them in the order in which they were sent, 1,2,3, and 4'. b) Give out task- one per group c) Ss do task in pairs or 3s d) Feedback as class. Answer- 1 c, 2 b, 3 a, 4 d	Familiarisation with texts Skim question
3. Letter layout	7	a) Instructions- fill in what is missing from each gap with a line b) Do one as class (Letter 1). Answers- addressee's name (Mrs P. Cornish). Date (2/ 12). Yours faithfully. c) Ss continue in pairs/ threes d) Feedback as class- make sure deal with 'Yours faithfully/ sincerely'-a good way for students to remember this is: 'Never two Ss'	Familiarisation with text layout Further check of comprehension of skim task
4. Analyse language by function	10	a) Explain task-'We are now going to take out the useful language you can use in your letters'. b) Give out functions sheets c) One as whole class (opening letters). Make sure Ss only write down fixed phrase (sentence stem). Check understanding of 'requesting/ demanding' d) Ss complete in pairs/ threes e) Feedback as class	Detailed comprehension of texts Guided discovery of language for later task Introduction to idea of fixed expressions

5. Writing game	25-35	<p>a) Set up- ask Ss what everybody has to study (English!). Ask them what they think English teachers should study, if everyone else is studying English.</p> <p>b) Tell Ss they are running a computer or English school. Give out role cards, paper and pens. Ss make 'signs' and stick them to desks.</p> <p>c) Tell them they are going to be asking for information about training for their teachers, firstly to the school next door. Tell them they must make a deal in the next 20 minutes and make as much money as possible. The 'cost price' is their no profit price. Best deal in 20 minutes is the winner.</p> <p>d) Discuss briefly what the first letter will say.</p> <p>e) On your marks, get set, go!</p> <p>f) Shout out time limits occasionally. Monitor errors. Only correct on spot if already covered, or would impede communication. Be language resource for Ss.</p> <p>g) If no groups finish by time limit, let them discuss it 'by phone'</p> <p>h) Feedback on who students made deals with and who made the most money.</p>	<p>Practice of language in Part 4</p> <p>Diagnosis of S problems with formality differences in general</p>
6. Error correction	Up to 10 mins	<p>a) If any groups finish early, give out error correction sheet to complete in groups. Run through as class. Continue to errors collected from class (if time). If necessary, give for homework.</p>	<p>Filler</p> <p>Chance to tackle problems that many groups had, possibly generalising rules on formality if sufficient/ suitable examples</p>