

Lesson Plan  
Business Letters

Learning Objectives	Learning Materials	Learning Activities	Character building	Knowledge		Skills	
				Indicator	Assessment	Indicator	Assessment
<p>Students will:</p> <p>review examples of business letters.</p> <p>compare inappropriately informal business letter and appropriately formal business letter.</p> <p>write letters in response to specific writing prompts.</p> <p>apply knowledge of language structure and conventions.</p> <p>adjust their use of writing conventions, style, and vocabulary for a variety of audiences and</p>	<p>Contemplating correspondence</p> <p>Examples on inappropriately informal business letter and appropriately formal business letter.</p> <p>Situations</p> <p>Peer evaluation rubric</p>	<p>Students answer questions that ask them to think about letters and the reasons that people write them.</p> <p>Students discuss the difference between inappropriately informal business letter and appropriately formal business letter.</p> <p>Students write letters based on the situation they choose in groups of three.</p> <p>Students show the result of their work.</p> <p>Students conducted peer evaluation on their friends' work.</p>	<p>Politeness, work in teams, respect, differentiate cultural points in the context of business English.</p>	<p>Identifying structure of the texts and the language expression used in the text</p>	<p>Written test</p>	<p>Demonstrating writing business letter skills</p>	<p>Demonstration</p>

purposes.							
		<p>Discuss examples of situations when students would need to write business letters.</p> <p>Request information  Register a product or service complaint or express a compliment  Letter to an editor or public official</p> <p>Discuss what information you would include for each of the above letters.</p> <p>Request for information</p> <ol style="list-style-type: none"> <li>1. Explain your purpose for writing</li> <li>2. Ask any questions you may have</li> <li>3. Describe what information you would like to receive and when</li> <li>4. Thank them for their help</li> </ol> <p>Lodge a complaint</p> <ol style="list-style-type: none"> <li>1. Describe the product and then the</li> </ol>					

		problem 2. Explain how you have tried to solve the problem 3. Express what you would like the company to do 4. Exchange, cash refund, discount coupons, etc.					

### Teacher's Notes

1. Distribute copies of the Contemplating Correspondence sheet.
2. Explain that most questions have more than one “correct” answers. Suggest that students leave any questions that they are unsure about blank and return to them after the class discussion of the sheets.
3. Allow students a few minutes to respond.
4. Review the students' responses to the Contemplating Correspondence sheet, using the questions as a springboard for a brief class discussion about writing letters. Refer to the Contemplating Correspondence Key to ensure students recognize the most basic details.
5. Tell students that they will be completing a letter writing project. Before writing the letters, however, they will review standard business and friendly letter formats.
6. Discuss the difference between the friendly letter format and a friendly tone. Explain that people can use the friendly letter format for letters that have a more formal tone (e.g., a condolence letter to someone the author does not know well).

7. Share the [Friendly Letter Sample](#) by distributing copies to students, and displaying the sample using an overhead transparency.
8. Have students take turns reading the body of the letter aloud.
9. Identify the main parts of a friendly letter (heading, greeting, body, closing, and signature) by allowing student volunteers to take turns using a non-permanent transparency marker to label each of the five main parts. Ask students to label their handouts in the same manner.
10. Use [Writing the Basic Business Letter](#) from the Purdue OWL to supplement the discussion of the parts of letters.

