Formal and informal language and filling in forms

Group:	
Tutor:	
Location:	

SESSION PLAN

Aims

- To identify the difference between formal and informal texts in the use of language and style
- To explore the vocabulary used in forms.
- To discuss the purpose of different types of forms in the workplace.

Objectives

Participants will have:

- discussed the use and appropriateness of formal and informal language when completing documentation for work and what effect this may have on quality assurance or health and safety
- identified common words and phrases used in forms in the workplace
- discussed and understood the requirements when completing machine breakdown report forms.

Time/activity	Teacher activity	Learner activity	References
Introduction 10 minutes	• Recap on last week • Introduce aims and objectives using **module 4 presentation slides 1 – 3**.	• Listen and respond	SLlr/L2.1
Formal language 10 minutes	• Discuss difference between formal and informal language. • Ask participants for examples from work and home environment. • Write responses on flipchart. • Stress the need to avoid slang in formal writing.	• Listen and respond. • Speak to communicate.	SLlr/L2.1 SLc/L2.1 Wt/L2.4, 5, 6 Wt/L2.5

Time/activity	Teacher activity	Learner activity	References
Formal and informal text 15 minutes	• Distribute **Activity 1 Words and phrases: Using appropriate language.** • Set activity. • Encourage use of thesaurus. • Take feedback. • Show **presentation slide 4 – writing for work** and discuss relationship between audience/purpose and tone in writing. • Discuss formal language related to letter writing. • Distribute **Activity 2 Words and phrases for formal writing** activity sheet. • Set activity. • Take feedback.	• Paired activity/small group discussion. • Paired activity	Rw/L2.2 Wt/L2.5 SLlr/L2.1 Rw/L2.3 Wt/L2.3
Watch out! 15 minutes	• Introduce writing using appropriate language for different audiences by showing **presentation slide 5**. • Ask participants to work in small groups of 3 or 4 to create a set of safety instructions for their colleagues (e.g. correct use of some dangerous equipment) and a different set for the general public. • Create instructions on a piece of flipchart paper. Diagrams to be included • Note they should think about the formality of the language and the use of jargon. Also explore what effect making the message accessible (or inaccessible) may have on safety	• Listen and respond • Group activity – create instructions on flipchart paper • Use coloured pens • Use IT as an alternative • Give feedback	SLlr/L2.1 Wt/L2.5 Wt/L2.6

Time/activity	Teacher activity	Learner activity	References
Risk assessment 10 minutes	• Give out **Activity 3 Risk assessment** • Ask participants to complete activity • Take feedback • Refer again to **presentation slide 5** and discuss the professional use of language	• Listen and respond • Individual activity -complete sheet. • Give feedback.	Wt/L2.5
Break 10 minutes			
Words used in forms 10 minutes	• Ask why are forms necessary and what do we use forms for? • List different types of forms on flipchart including the forms used in the workplace e.g. risk assessment and accident report forms • Distribute **Handout 1 Reporting and recording faults** and go through contents	• Listen and respond. • Read handout. • Individual/paired activity. • Give feedback.	SLlr/L2.1 Rw/L2.3
Reporting a breakdown 15 minutes	• Give out **Activity 4 Machine breakdown report form** • Ask participants to spend 5/10 minutes highlighting any of the words or phrases they are unfamiliar with • Take feedback and list responses on flipchart • Ask group for suggested definitions and encourage participants to copy down • Participants to work in pairs or small groups to complete task 1 and 2 of activity sheet	• Listen and respond • Read handout • Individual activity – use highlighter pens and give feedback • Paired activity	SLlr/L2.1 Rw/L2.3 Wt/L2.5
Practice test questions 15 minutes	• Give out **Practice test questions**	• Complete test questions • Note time and problem areas.	

Time/activity	Teacher activity	Learner activity	References
Summary and self-directed study 10 minutes	• E-learning: direct participants to complete the relevant e-learning activities relating to this session. • Alternatively, hand out paper based activity sheets on formal and informal language for completion during the week. • Revisit session aims and objectives using **slides 2&3**. • Take feedback and questions. • Ask participants to complete evaluation section in their ILP.	• Listen and respond. • Complete evaluation in ILP.	

Resources/aids

- Module 4 PowerPoint presentation/OHP slides
- Handouts: Handout 1 Reporting and recording faults
- Activity sheets: Activity 1 Words and phrases – using appropriate language; Activity 2 Words and phrases for formal writing; Activity 3 Risk assessment; Activity 4 Machine breakdown report form
- Practice test questions
- Highlighter pens
- Flipchart and markers

Individual learning planning

Learner	Skills	Activity/resources	Evaluation

get on at work

MOVE ON
IN MANUFACTURING

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MOVE ON IN MANUFACTURING

Writing for work

Key planning factors:

- audience
- purpose
- layout
- content
- order
- tone and style

MOVE ON IN MANUFACTURING

Writing for work

Language:

- Words used are precise and clear
- Language can be understood by the intended reader
- Whole words used – not contractions
- Use of formal phrasing
- Use of a polite, positive tone

MOVE ON IN **MANUFACTURING**

Activity summary and guidance

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 4 aims and objectives using **slides 1-3**.

Formal language

Discuss the difference between formal and informal language. Ask participants for examples from work and home. Write responses on flipchart. Note the difference between, for example, writing an email or text message to a good friend and the sort of language that would be appropriate in this context i.e. abbreviations and text language, and writing a report for work where language would need to be formal and informative. Discuss the appropriateness of language in different contexts and stress the need to avoid slang in formal writing.

Formal and informal text

Distribute **Words and phrases: using appropriate language** and ask participants to think of alternatives both in slang/informal language and formal language. Encourage them to use the thesaurus. Show **slide 4** and discuss the relationship between audience/purpose and tone in writing – what is an appropriate tone for use when writing to your work colleagues (in the first person and a more informal chatty style) may not be appropriate when writing for senior management (in the third person and formal). Discuss formal language related to letter writing and link this to appropriate phrases by introducing **Words and phrases for formal writing** activity. Participants are generally amused by the concept of including the phrase 'I'm cheesed off about' when writing to the bank manager! Ask them to think of any amusing anecdotes related to formal letter writing.

Watch out!

As an extension of the above activity, introduce **slide 5** on using appropriate language for different audiences. Ask participants to think about these factors when writing for work : ask

- Who is the audience?
- What is the purpose of the text – is it, for example, to inform or persuade?
- What would be an appropriate layout – for example for a poster?
- What should the text contain and how much information is necessary?
- In what order should the information appear?
- What would be the appropriate tone and style?

Ask participants to work in small groups of 3 or 4 to create two sets of safety instructions. Participants can make their own suggestions as to the topic, or set the task of the correct use of some dangerous equipment. The intended audience for one set of instructions would be their work colleagues and the audience for the other set would be the general public. Instructions may be created on a PC or on a piece of flipchart paper. Diagrams to be included where possible.

Encourage participants to think about the formality of the language appropriate to each audience and also to think about the use of jargon – be aware that manufacturing jargon can make the message inaccessible to members of the public but a certain level of technical jargon may be appropriate for their work colleagues in order that the message is not patronising.

Risk assessment

Give out activity and ask participants to complete. On completion discuss how language needs to be clear and easy for everyone to understand when completing work documentation. It is also important that the language is professional and impartial.

Words used in forms

Ask why forms are necessary and what are forms used for. Many examples will be given ranging from joining a gym to applying for a mortgage or passport. Discuss the different levels of complexity of forms. List the different types of forms on the flipchart and include forms used in the workplace e.g. risk assessment and accident report forms. Ask why forms used in the workplace are of particular relevance? Discuss the issue of the form as a document with legal implications e.g. if a claim is made against an organisation as a result of an accident, the form is necessary to clarify exactly what happened. Distribute **Reporting and recording faults** handout and go through the contents with participants.

Reporting a breakdown

Give out the **Machine breakdown report form**. Ask participants to spend 5/10 minutes highlighting any of the words or phrases they are unfamiliar with. List responses on a flipchart and ask the group for suggested definitions. Use this opportunity to demonstrate how form filling can be approached in a methodical way that will help make vocabulary feel less intimidating. Set activity by asking participants to complete task 1 individually. When completing task 2 encourage participants to work with a partner to use information from their own place of work to complete the form. They should think of an example of a breakdown and use the information to fill in the form. The breakdown can be imaginary but by asking them fill out the form in as much detail as possible, the participants will explore the processes and requirements of their own work environments. Encourage them to make comparisons between the report form provided and what they are actually required to do at work.

Practice test questions

Alternative practice test questions may need to be offered depending on the overall skill level of the participants. If the majority of the participants are working at level 2 then the questions should be retained but answers discussed in detail at the end of the activity. If the majority of the participants are at level 1, I would suggest giving alternative questions.

At this stage in the programme, although participants are encouraged to attempt practice test questions individually, I would use this as a group activity.

Summary and self-directed study

E-learning: direct participants to complete the relevant e-learning activities relating to this session. They may also wish to visit the Skillswise website if there hasn't been an opportunity during the session. Alternatively, hand out paper based activity sheets on formal and informal writing for completion during the week. Revisit session aims and objectives using **slides 2&3**.Take feedback and questions. Ask participants to complete evaluation section in their ILP.

Activity 1: Words and phrases – using appropriate language

Discuss in pairs slang/informal or formal words or phrases to fill in the gaps in the table below:

Slang/informal	Formal
Off colour	Ill, unwell
	Exhausted
Chinwag, natter	
	Unintelligent
Over the moon, made up	
In a strop	
	Dispose
Got a cob on	
Legged it	
	Affluent

Activity 1: Words and phrases –
using appropriate language

Answers

Slang/informal	Formal
Off colour	Ill, unwell
Wiped out	Exhausted
Chinwag, natter	*Conversation*
Thick	Unintelligent
Over the moon, made up	*Delighted*
In a strop	*Angry*
Get rid of	Dispose
Got a cob on	*Taken offence*
Legged it	*Ran away*
Loaded, minted	Affluent

Activity 2: Words and phrases for formal writing

Read the following pairs of opening and closing sentences for formal letters.
Highlight the appropriate option:

1. A.   Following on from our telephone conversation
    B.   Following on from our chat

2. A.   I fancy the job I saw in the paper
    B.   I would like to apply for the post of

3   A.   I'm writing back to
    B.   In reply to your letter dated

4. A.   Send me the red shirt from your catalogue
    B.   I would like to order item no…

5. A.   Thanks for the brill invite
    B.   Thank you for the invitation

6. A.   I am writing to complain
    B.   I'm cheesed off about

7. A.   Get this sorted quickly
    B.   Please give this matter your urgent attention

8. A.   I look forward to seeing you on
    B.   See you shortly

9. A.   Thank you for your cooperation
    B.   Thanks for everything

10. A.   Give us a bell if you need anything
    B.   Please let me know if you require further details

11. A.   I hope you will consider my application
    B.   Let me know when you want to interview me

12. A.   I look forward to meeting you on
    B.   It'll be great to get together on

Activity 2: Words and phrases for formal writing

Answers

1   A

2   B

3   B

4   B

5   B

6   A

7   B

8   A

9   A

10   B

11   A

12   A

Activity 3: Risk assessment

You may be asked to write comments or remarks when completing a risk assessment checklist. Assessments need to be clear and easy for everyone to understand. It is important that you use clear and professional language. Some of the language used in the risk assessment below has been used unnecessarily and is unprofessional. Change the document where you think this language appears. Use the sheet with blank spaces to fill in your suggested amendments.

Risk assessment checklist – using a drilling machine

Step 1 What are the hazards?	Step 2 What type of injury or accident might occur?	Step 3 Who is at risk?	Step 4 What can be done?
Hair, rings and clothing getting caught in the spindles	Someone could be horribly crushed or have dreadful cuts which will take a long time to heal	Workers	• Tie back hair. Workers, especially men, shouldn't have long hair anyway. • Get rid of jewellery. • Make sure sleeves of overall are fastened tightly. They shouldn't be flapping around. • Use machine guards. • Pay attention at all times. Don't spend time thinking about last night's football game!
Loose swarf flying off the machine	Eye damage	Anyone who comes near this dangerous machine	• You'd better wear something to protect your eyes otherwise you could be seriously injured. • Keep other people away from the machine. Shout at them if necessary!
Breathing in dust from soft drilled materials such as wood	You'll feel like you can't breathe, coughs, wheezing like an old man	Anyone near the machine	• Get air into the area. • Wear one of those big masks to protect you from dust.

Risk assessment checklist – using a drilling machine

Step 1 What are the hazards?	Step 2 What type of injury or accident might occur?	Step 3 Who is at risk?	Step 4 What can be done?
Hair, rings and clothing getting caught in the spindles		Workers	
Loose swarf flying off the machine	Eye damage		
Breathing in dust from soft drilled materials such as wood		Anyone near the machine	

Activity 3: Risk assessment

Answers

Risk assessment checklist – using a drilling machine

Step 1 What are the hazards?	Step 2 What type of injury or accident might occur?	Step 3 Who is at risk?	Step 4 What can be done?
Hair, rings and clothing getting caught in the spindles	Crush injury or cuts	Workers	• Tie back hair. • Take off jewellery. • Make sure sleeves of overall are fastened tightly, not hanging loose. • Use machine guards. • Pay attention at all times.
Loose swarf flying off the machine	Eye damage	Anyone near the machine	• Wear eye protection. • Keep other people away from the machine.
Breathing in dust from soft drilled materials such as wood	Breathing problems, coughs, wheezing	Anyone near the machine	• Ventilate the area. • Wear a dust mask

Handout 1: Reporting and recording faults – filling in a form

As well as reporting a fault face to face or on the phone, you may have to fill in a fault form.

Before you start:
• **Read the whole form**, including the 'small print'. There may be **instructions** about filling in the form and other **important** information.

• Find out the meaning of anything you don't understand.
• Check that you have all the information you need.

Look at the title. Are you filling in the correct form?

Look at the headings carefully to decide what information goes where.

• Think carefully about the spaces where extra information is needed.
• Keep to the facts.

When you are writing:
• Complete **straightforward information** accurately and clearly.
• Be **clear and precise**.
• Include details but **keep to the point**.
• Make sure **details** are accurate.

• Make sure that you are following the instructions on the report sheet.
• Make sure your handwriting can be understood by anybody reading it.
• Make sure you copy unusual words, such as the names of machine parts, accurately.
• Is the meaning clear?

After you have filled in the report sheet:
• read what you have written.

If you want to, write in pencil first, check it through, making any changes, then complete the form in pen.

Check that all the information is in the proper places.
• Check that the information is accurate.
• Check that words are spelt correctly.

MACHINE BREAKDOWN REPORT
To be completed by operator and given to Manager/Supervisor immediately.
Machines with identified defects should NOT be used until they have been inspected by
maintenance staff or permission has been given by the Manager/Supervisor.

Only to be filled in using ink
No 0251

Department:		
Date:		Time:
Operator:	No:	Supervisor:

Reason for breakdown:
Machine no:
Operator's comments:

PASS TO QUALITY ASSURANCE OFFICE

Recipient:
Action taken to rectify breakdown:

Number of personnel carrying out repair		Total number of hours	
Further action required to prevent re-occurrence: (i.e. changes to process/machine/tooling/further training)	Classification:		
	1.	Operator	
	2.	Tooling	
	3.	Faulty part	
	4.		
	5.		

Repaired by:	Name:	Signature:	Date:

RETURN TO THE QA OFFICE

Must be signed before detaching top copy. Top copy to be given to workshop supervisor.
Bottom copy to be kept in file.

Activity 4: Machine breakdown report form

<table>
<tr><td colspan="5">

MACHINE BREAKDOWN REPORT
To be completed by operator and given to Manager/Supervisor immediately.
Machines with identified defects should NOT be used until they have been inspected by
maintenance staff or permission has been given by the Manager/Supervisor.

Only to be filled in using ink
No 0251
</td></tr>
<tr><td colspan="5">Department:</td></tr>
<tr><td colspan="3">Date:</td><td colspan="2">Time:</td></tr>
<tr><td>Operator:</td><td colspan="2">No:</td><td colspan="2">Supervisor:</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td colspan="5">Reason for breakdown:</td></tr>
<tr><td colspan="5">Machine no:</td></tr>
<tr><td colspan="5">Operator's comments:</td></tr>
<tr><td colspan="5">

</td></tr>
<tr><td colspan="5" align="center">**PASS TO QUALITY ASSURANCE OFFICE**</td></tr>
<tr><td colspan="5">Recipient:</td></tr>
<tr><td colspan="5">Action taken to rectify breakdown:

</td></tr>
<tr><td colspan="2">Number of personnel carrying out repair</td><td></td><td>Total number of hours</td><td></td></tr>
<tr><td colspan="2" rowspan="6">Further action required to prevent re-occurrence: (i.e. changes to process/machine/tooling/further training)</td><td colspan="3">Classification:</td></tr>
<tr><td>1.</td><td>Operator</td><td></td></tr>
<tr><td>2.</td><td>Tooling</td><td></td></tr>
<tr><td>3.</td><td>Faulty part</td><td></td></tr>
<tr><td>4.</td><td></td><td></td></tr>
<tr><td>5.</td><td></td><td></td></tr>
<tr><td>Repaired by:</td><td>Name:</td><td colspan="2">Signature:</td><td>Date:</td></tr>
<tr><td colspan="5" align="center">**RETURN TO THE QA OFFICE**</td></tr>
<tr><td colspan="5" align="center">Must be signed before detaching top copy. Top copy to be given to workshop supervisor.
Bottom copy to be kept in file.</td></tr>
</table>

Task 1

Answer the questions below :

1.   What is another word for 'defect'?

   _____

2.   Who do you give the form to when you have completed it?

   _____

3.   What happens to the top copy of this form?

   _____

4.   What happens to the bottom copy of this form?

   _____

5.   When can you use the machine again?

   _____

6.   What should you use to complete the form?

   _____

Task 2

Work with a partner and use information from your own place of work to complete the form. Think of a time when there was a breakdown of plant or machinery and what had to be done to rectify the problem. Fill in the form accordingly.

Activity 4: Machine breakdown report form

Answers

Task 1

1. fault

2. You give it to the manager/supervisor.

3. You give it to the workshop supervisor.

4. It is kept in the file.

5. When it has been inspected by the maintenance staff or permission has been given by the manager/supervisor.

6. ink

Practice test questions

Questions 1 to 5 are based on the following document.

BMA attacks 'sausage factory' NHS

DOCTORS will not work in 'sausage factory' hospitals, warned the British Medical Association yesterday.

Chairman Dr Ian Bogle said 'Quality care must not be compromised in favour of greater productivity.'

Initiatives to cut waiting lists were part of a 'sausage factory service' which threatened to ignore the needs of individuals, he told the BMA's annual conference in Harrogate. He said the NHS had 'become the Punch and Judy show of British politics' and this, coupled with chronic under-investment, had brought it to its knees.

Healthcare professionals should be allowed to look after patients 'without the distraction of unnecessary hoops, hurdles, targets and wheezes from Whitehall'.

He warned: 'Doctors won't be the dog the government kicks when things don't go quite according to plan. Doctors won't be the pawns in anyone's political game.'

1   **The phrase 'Punch and Judy Show' in the third paragraph suggests that the NHS**

A   appeals to a wide audience
B   should focus on children
C   is being laughed at
D   is a place for entertainment

2   **The BMA insists**

A   it will not be a dog for the government to kick
B   it cannot provide individual treatment
C   quality care can be compromised
D   it is responsible for under-investment

3   **The eventual aim for the NHS is to**

A   increase productivity
B   remove targets
C   compromise quality
D   politicise hospitals

4   **The report suggests that the tone of Dr Bogle's speech was**

A   argumentative
B   threatening
C   defiant
D   light-hearted

5   **According to the document, Dr Bogle's message was intended mainly for**

A   the British Medical Association
B   the National Health Service
C   government ministers
D   healthcare professionals

Questions 6 to 10 are based on the following document.

THE STORY OF 'EYE' - A SMALL MARKET TOWN

The name 'Eye' is derived from the Saxon word for island, originally being surrounded by water or marshland. The settlement was situated on higher ground, the castle occupied one end and a long Bailey stretched westwards. The shape is still imposed on the town today.

A Benedictine Priory was founded east of the town in 1087 by Robert Malet. The priory was richly endowed with income from churches and tithes, including those of Dunwich, and at its peak housed 10 monks. The priory's income was reduced when Dunwich was overrun by the sea. At this time, the Red Book of the Gospels which belonged to St. Felix, was brought to Eye from Dunwich for safe keeping. The book, which derived its name from its cover, has since disappeared.

Through the centuries Eye remained one of the largest settlements in Mid Suffolk and prospered as a market town. Markets were held here as early as 1066 and continued to the present day. An annual Whit Monday fair was held until the early 1900s and the present Eye Show could have derived from Finningham Fair which was transferred to Eye in 1868. Local industry consisted of a number of breweries, an iron foundry and a flax works.

6   The main purpose of the document is to

A   give details of Eye breweries
B   advertise the Whit Monday Fair
C   tell you all about the importance of 'Eye'
D   encourage people to visit 'Eye'

7   The document is most likely to form part of

A   a textbook
B   a leaflet
C   a poster
D   an essay

8   The language used in the document could be described as

A   objective
B   amusing
C   persuasive
D   poetic

9   The three paragraphs of the document

A   trace the town's commercial development
B   follow an historical sequence
C   follow a geographical sequence
D   trace the town's architectural development

10   The word 'endowed', as used in the second line of the second paragraph, could best be replaced by

A   gifted
B   enhanced
C   laden
D   provided

Practice test questions

Answers

1.   C

2.   A

3.   A

4.   C

5.   C

6.   C

7.   B

8.   A

9.   B

10.   D