

Move On with your learners

Module 6

Text formats;
formal and informal language

Session plan

Module 6: Text formats; formal and informal language

Group: _____

Teacher: _____

Location: _____

Aims

- To discuss text formats, language and style
- To explore the use of material presented in non-text formats
- To sample a full practice test

Outcomes

Participants will:

- have identified a range of formats and templates used for specific purposes
- have discussed the use and appropriateness of formal and informal language
- have discussed the role and effectiveness of non-text formats
- have assessed skills through practice test.

Activity and time	Teacher activity	Learner activity
Introduction 5 mins	<ul style="list-style-type: none"> • Recap the text type activity from module 3. • Show module 6 presentation slides 1–3 and outline module's aims and objectives. 	<ul style="list-style-type: none"> • Listen and respond. SLlr/L2.1
Ways of writing for work 5 mins	<ul style="list-style-type: none"> • Ask: 'What different ways are used to present writing in work situations?' • Write responses on flipchart. 	<ul style="list-style-type: none"> • Speak to communicate. Slc/L2.1

Activity and time	Teacher activity	Learner activity
<p>Formats 5 mins</p>	<ul style="list-style-type: none"> ● Distribute Writing for work handout, talk through and discuss contents. Draw attention to how format can assist reading and how it prompts particular responses from the reader: e.g. a formal letter layout indicates formal business that needs to be responded to in a formal manner. ● Draw attention to importance of showing good examples to learners and giving guidance on format, etc. 	<ul style="list-style-type: none"> ● Listen and respond. <p>SLlr/L2.1</p>
<p>Letter layout 5 mins</p>	<ul style="list-style-type: none"> ● Introduce a letter layout activity as an example. ** ● Write a list of formal letter layout features on a flipchart and ask participants to discuss where key elements of a business letter should be located. ● Emphasise how by giving learners good ‘models’ of letters, reports, etc their presentation quality will improve. ● Draw attention to module 3’s General guidance: Formal letters and Learner letter handouts. ● Note that if the author of the Learner letter had been given this guidance, errors made in relation to layout and format could have been avoided. 	<ul style="list-style-type: none"> ● Paired activity. <p>Wt/L2.4</p>

Activity and time	Teacher activity	Learner activity
<p>Appropriate formats 5 mins</p>	<ul style="list-style-type: none"> ● Show presentation slide 4 and discuss key factors to consider when deciding on appropriate format when writing in work situations. ● Note the need to draw learners' attention to each factor covered in the slide. Learners need to ask themselves: <ul style="list-style-type: none"> – Who is it for? – What is the best layout? – What needs to be included? – What style of language should be used? ● Discuss links with test questions – sometimes candidates are asked to: <ul style="list-style-type: none"> – define given text types – say what text type/format you would use for a given piece of text – identify an author's purpose or intention. 	<ul style="list-style-type: none"> ● Listen and respond. <p>SLlr/L2.1</p>
<p>Formal language 5 mins</p>	<ul style="list-style-type: none"> ● Introduce the use of formal language by asking: 'What is the difference between formal and informal language?' ● Take feedback. ● Stress the need to avoid slang in formal writing. ● Read out informal extract featured in the handout Now, what was I saying? ● Ask participants to note factors that would be inappropriate in a formal writing situation. ● Take feedback. 	<p>Wt/L2.4, 5, 6</p> <p>Wt/L2.5</p>

Activity and time	Teacher activity	Learner activity
5 mins	<ul style="list-style-type: none"> Show presentation slide 5 and summarise key features of formal writing for work. 	
30 mins	<ul style="list-style-type: none"> Set individual/extension activities. *** 	
Non-text information 10 mins	<ul style="list-style-type: none"> Ask: 'How is information presented other than in straightforward text?' Take feedback. Note that similar reading strategies apply to non-text formats as well as straightforward text (e.g. scanning for detail). Distribute Presenting and using information in non-text formats activity sheets and set activities. Take feedback. Note that test questions sometimes ask participants to define the format that information is presented in. 	<ul style="list-style-type: none"> Speak to communicate. SLc/L2.1 Rt/L2.7 Wt/L2.4 <ul style="list-style-type: none"> Paired activity. Engage in discussion. Read and respond.
Break 20 mins		
Practice test 60 mins	<ul style="list-style-type: none"> Set practice test to time (1 hour). * 	<ul style="list-style-type: none"> Complete test. Note time and problem areas.
Summary 10 mins	<ul style="list-style-type: none"> Revisit session aims and objectives. Take feedback and questions. Give out Journal sheet for module 6. 	<ul style="list-style-type: none"> Listen and respond.

Resources/aids

- Module 6 PowerPoint presentation/OHP slides
- Handouts: Writing for work; General guidance: Formal letters; Learner letter; Now, what was I saying?; Journal
- Activity sheets: Words and phrases: Using appropriate language; Selecting appropriate words and phrases for formal writing; Presenting and using information in non-text formats

- Practice test paper
- Thesaurus
- Highlighter pens
- Flipchart and markers.

Assessment evaluation



Individual learning planning

Learner	Skills	Activity/ Resources	Evaluation (where next?)

Module 6 PowerPoint presentation

The National Certificate in Adult Literacy
Level 2 Basic Skills Support Strategies
Module 6:
Text formats; formal and informal language

Department of Education and Skills

Aims

- To discuss text formats, language and style
- To explore role and purpose of non-text formats

Outcomes

Participants will have:

- identified a range of formats and templates used for specific purposes
- discussed the use and appropriateness of formal/informal language
- discussed the effectiveness and purpose of non-text formats.

Writing for work

→ Key planning factors:

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

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

Handout: Writing for work

E-mail

An e-mail screen is pre-formatted. It prompts you for the information it needs, such as:

- e-mail address of recipient
- addresses of those you want to send copies to
- the subject matter you are writing about.

The content needs to be clear and to the point.

Memos

A memo is usually presented in a standard memo form:

- It can be written to one person, or a group of people.
- It usually conveys information, instructions or procedures to be followed.
- It should be written in sentences, give clear information, be precise and use formal language.

Notices

A notice is used to pass on general information to a large number of people:

- The layout should be clear, eye catching, and highlighting key information.
- It should have clear headings.
- It should be easily understood.
- It should contain only essential information.
- It should be polite.

Instructions

Instructions are used to advise people how to do something. They:

- are easy to follow
- use short, easy words
- are written in clear print
- are broken down into short steps
- are supported by pictures and diagrams.

Formal letters

Formal letters are used for formal business purposes:

- They have a particular layout and conventions.
- They use formal words and phrases.
- They are clear, to the point and contain exact details.
- The language is polite and does not sound chatty.

Reports

Reports are about factual subjects but may include opinions of your own and/or others.

- They use formal language
- Information is organised into sections using headings, including:
 - title
 - background
 - method
 - observations/findings
 - conclusions
 - recommendations.

Now, what was I saying?

Read out the extract below and ask participants to listen and identify factors that would be inappropriate in written communication:

Well, folks let's get started. Is it a bit cold in here, or is it me? Where was I? Oh yes, we'll take about an hour for the meeting – oh, no, I've mislaid my agenda. Has anyone got one? Thanks – whoops! I've dropped it – clumsy me! You should see the mess under this table! Who's been in here before us – they should be reported! Now then, where was I? Oh, yes – let's get started!

Feedback:

- Note conversational phrases and interjections not used in writing – Oops, Oh yes, Is it me?
- Language informal and chatty.
- Message lost in unnecessary commentary and asides.

Activity: 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

Answers: Words and phrases – Using appropriate language

Suggested answers are in italics.

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

Activity: Selecting appropriate 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

Answers: Selecting appropriate words and phrases for formal writing

1 = A

2 = B

3 = B

4 = B

5 = B

6 = A

7 = B

8 = A

9 = A

10 = B

11 = A

12 = A

Handout: Presenting and using information in non-text formats

The Adult Literacy Core Curriculum

The national qualifications framework

The national standards for adult literacy and numeracy are specified at three levels: Entry level, Level 1 and Level 2. Levels 1 and 2 are aligned to the key skills of communication and application of number (this alignment is signposted on the left-hand page of the curriculum documents at these levels). Entry level is further divided into three sub-levels: Entry 1, Entry 2 and Entry 3. Entry level has been set out in this way to describe in detail the small steps required for adults to make progress. This sub-division also signals a clear alignment of the skill levels with levels 1, 2 and 3 of the National Curriculum.

The three levels of the national standards for adult literacy and numeracy correspond to the levels of demand of qualifications in the national qualifications framework, illustrated in Table 1.

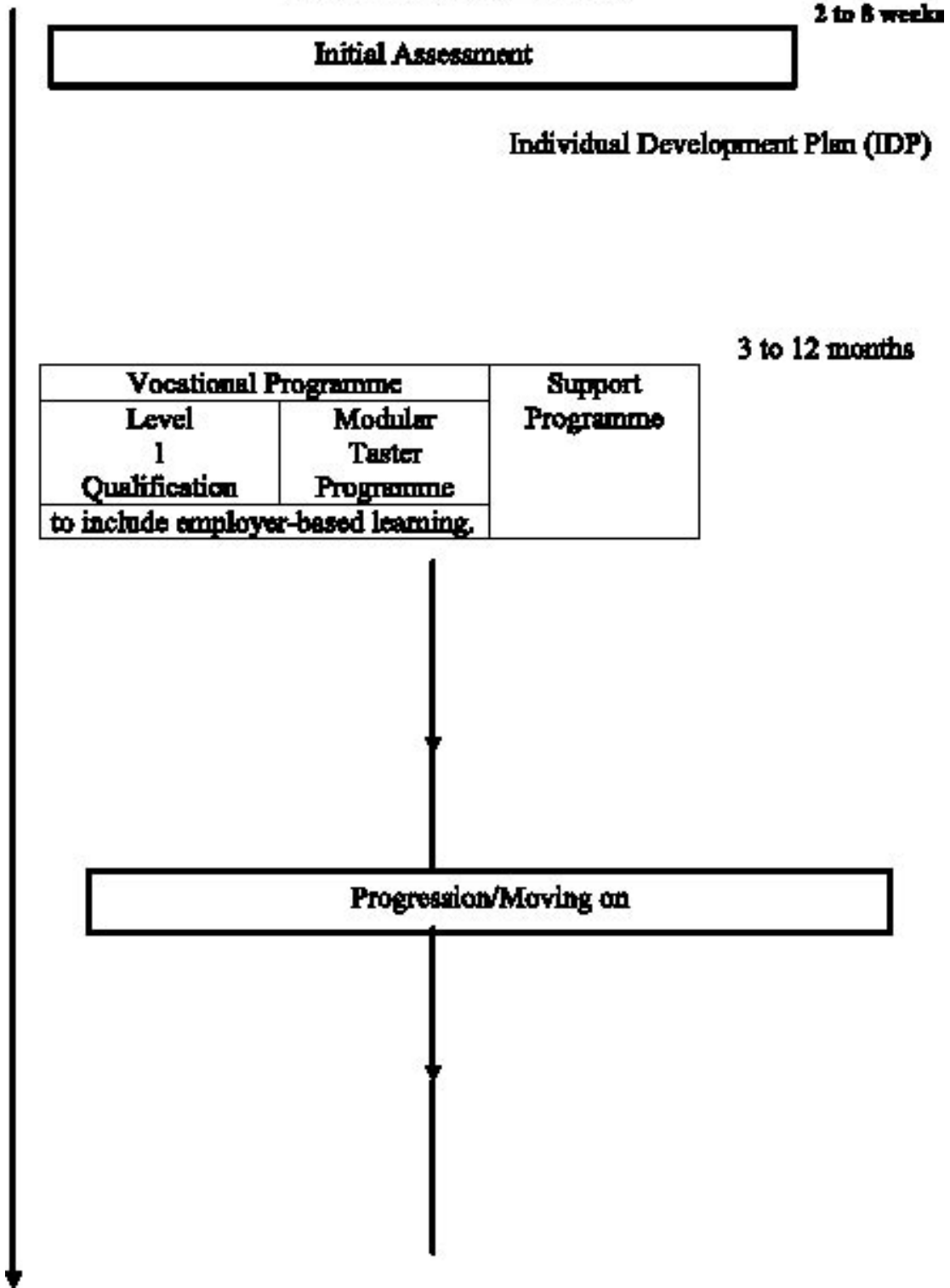
Table 1. The national qualifications framework

		Key skills Level 5	National qualifications framework Level 5
		Key skills Level 4	National qualifications framework Level 4
		Key skills Level 3	National qualifications framework Level 3
	Literacy/Numeracy Level 2	Key skills Level 2	National qualifications framework Level 2
National Curriculum Level 5	Literacy/Numeracy Level 1	Key skills Level 1	National qualifications framework Level 1
National Curriculum Level 4			
National Curriculum Level 3	Literacy/Numeracy Entry 3		Entry Level
National Curriculum Level 2	Literacy/Numeracy Entry 2		
National Curriculum Level 1	Literacy/Numeracy Entry 1		

Agenda item

EZE

OUTLINE FRAMEWORK



Liverpool to Manchester via Newton-le-Willows

Monday to Saturdays

	MM	MM	MM	MM	MM	MM	MM	MM	MM
	W	MO	TU	WE	TH	FR	S	S	W
Liverpool Lime Street	07:40	08:40	09:10	09:20	—	—	—	—	07:10
Edge Hill	07:50	08:50	09:20	—	—	—	—	—	07:20
Warrington Technology Park	08:20	09:20	09:40	—	—	—	—	—	07:50
Broad Green	08:30	09:30	09:50	—	—	—	—	—	08:00
Haydock	08:40	09:40	10:00	—	—	—	—	—	08:10
Widnes	08:50	09:50	10:10	—	—	—	—	—	08:20
Widnes	09:00	10:00	10:20	—	—	—	—	—	08:30
Widnes	09:10	10:10	10:30	—	—	—	—	—	08:40
Widnes	09:20	10:20	10:40	—	—	—	—	—	08:50
Widnes	09:30	10:30	10:50	—	—	—	—	—	09:00
Widnes	09:40	10:40	11:00	—	—	—	—	—	09:10
Widnes	09:50	10:50	11:10	—	—	—	—	—	09:20
Widnes	10:00	11:00	11:20	—	—	—	—	—	09:30
Widnes	10:10	11:10	11:30	—	—	—	—	—	09:40
Widnes	10:20	11:20	11:40	—	—	—	—	—	09:50
Widnes	10:30	11:30	11:50	—	—	—	—	—	10:00
Widnes	10:40	11:40	12:00	—	—	—	—	—	10:10
Widnes	10:50	11:50	12:10	—	—	—	—	—	10:20
Widnes	11:00	12:00	12:20	—	—	—	—	—	10:30
Widnes	11:10	12:10	12:30	—	—	—	—	—	10:40
Widnes	11:20	12:20	12:40	—	—	—	—	—	10:50
Widnes	11:30	12:30	12:50	—	—	—	—	—	11:00
Widnes	11:40	12:40	13:00	—	—	—	—	—	11:10
Widnes	11:50	12:50	13:10	—	—	—	—	—	11:20
Widnes	12:00	13:00	13:20	—	—	—	—	—	11:30
Widnes	12:10	13:10	13:30	—	—	—	—	—	11:40
Widnes	12:20	13:20	13:40	—	—	—	—	—	11:50
Widnes	12:30	13:30	13:50	—	—	—	—	—	12:00
Widnes	12:40	13:40	14:00	—	—	—	—	—	12:10
Widnes	12:50	13:50	14:10	—	—	—	—	—	12:20
Widnes	13:00	14:00	14:20	—	—	—	—	—	12:30
Widnes	13:10	14:10	14:30	—	—	—	—	—	12:40
Widnes	13:20	14:20	14:40	—	—	—	—	—	12:50
Widnes	13:30	14:30	14:50	—	—	—	—	—	13:00
Widnes	13:40	14:40	15:00	—	—	—	—	—	13:10
Widnes	13:50	14:50	15:10	—	—	—	—	—	13:20
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Widnes	16:20	17:20	17:40	—	—	—	—	—	15:50
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Widnes	22:30	23:30	23:50	—	—	—	—	—	22:00
Widnes	22:40	23:40	00:00	—	—	—	—	—	22:10
Widnes	22:50	23:50	00:10	—	—	—	—	—	22:20
Widnes	23:00	00:00	00:20	—	—	—	—	—	22:30
Widnes	23:10	00:10	00:30	—	—	—	—	—	22:40
Widnes	23:20	00:20	00:40	—	—	—	—	—	22:50
Widnes	23:30	00:30	00:50	—	—	—	—	—	23:00
Widnes	23:40	00:40	01:00	—	—	—	—	—	23:10
Widnes	23:50	00:50	01:10	—	—	—	—	—	23:20
Widnes	00:00	01:00	01:20	—	—	—	—	—	23:30
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Widnes	00:20	01:20	01:40	—	—	—	—	—	23:50
Widnes	00:30	01:30	01:50	—	—	—	—	—	00:00
Widnes	00:40	01:40	02:00	—	—	—	—	—	00:10
Widnes	00:50	01:50	02:10	—	—	—	—	—	00:20
Widnes	01:00	02:00	02:20	—	—	—	—	—	00:30
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Widnes	01:40	02:40	03:00	—	—	—	—	—	01:10
Widnes	01:50	02:50	03:10	—	—	—	—	—	01:20
Widnes	02:00	03:00	03:20	—	—	—	—	—	01:30
Widnes	02:10	03:10	03:30	—	—	—	—	—	01:40
Widnes	02:20	03:20	03:40	—	—	—	—	—	01:50
Widnes	02:30	03:30	03:50	—	—	—	—	—	02:00
Widnes	02:40	03:40	04:00	—	—	—	—	—	02:10
Widnes	02:50	03:50	04:10	—	—	—	—	—	02:20
Widnes	03:00	04:00	04:20	—	—	—	—	—	02:30
Widnes	03:10	04:10	04:30	—	—	—	—	—	02:40
Widnes	03:20	04:20	04:40	—	—	—	—	—	02:50
Widnes	03:30	04:30	04:50	—	—	—	—	—	03:00
Widnes	03:40	04:40	05:00	—	—	—	—	—	03:10
Widnes	03:50	04:50	05:10	—	—	—	—	—	03:20
Widnes	04:00	05:00	05:20	—	—	—	—	—	03:30
Widnes	04:10	05:10	05:30	—	—	—	—	—	03:40
Widnes	04:20	05:20	05:40	—	—	—	—	—	03:50
Widnes	04:30	05:30	05:50	—	—	—	—	—	04:00
Widnes	04:40	05:40	06:00	—	—	—	—	—	04:10
Widnes	04:50	05:50	06:10	—	—	—	—	—	04:20
Widnes	05								

Activities: Presenting and using information in non-text formats

Information can be presented in many ways other than just text, such as:

- pictures
- diagrams
- charts
- tables
- graphs.

As with text, skimming and scanning techniques can be applied when reading this type of information. Other cues need to be followed as well: arrows, keys etc.

Read the information on the handout to find answers to the following questions:

Activity 1

Match one of the definitions below to each piece of information:

- a table
- a table plus text
- a chart

Activity 2: Train timetable

- 1 You leave Liverpool Lime Street at 10.19:
A What time would you arrive at Manchester Victoria?
B How long would the journey take?
- 2 If you miss the 12.26 from Wavertree Technology Park, how long would you have to wait for the next train to take you to Earlstown?

Activity 3: E2E framework

- 1 How long might a young person stay on a support programme?
A 1 day
B 2 months
C 12 months
D 2 weeks

- 2 Who will facilitate the learners' progress on the programme?
- A a tutor
 - B a key worker
 - C an assessor
 - D a manager
- 3 This information is most likely to be presented:
- A in guidance notes
 - B in a meeting
 - C in a textbook
 - D in a leaflet

Activity 4: Core curriculum literacy

- 1 National Curriculum Level 2 is equivalent to:
- A NVQ 4
 - B Entry Level
 - C NVQ 2
 - D NVQ 5
- 2 Another word for *illustrated* as used in the text is:
- A drawn
 - B pictured
 - C shown
 - D demonstrated
- 3 The word *correspond* in the text could be replaced by:
- A write
 - B equate
 - C compare
 - D contrast

Answers: Presenting and using information in non-text formats

Activity 1

- a table = train timetable
- a table plus text = National Qualifications Framework document
- a chart = E2E outline framework document

Activity 2

1A = 11.21

1B = 1 hour 2 minutes

2 = 30 minutes

Activity 3

1 = C

2 = B

3 = B

Activity 4

1 = B

2 = C

3 = B

Journal

Module 6: Text formats, including charts and tables plus formal and informal language

What have you learnt from this module?

How will you apply skills/strategies learnt with learners within your organisation?