

# Session Guide: Letter to a County Governor

## Session Outline

### Description

In this session, learners will imagine an issue of importance to a community, such as the need for the building of a road, a bridge, pothole repairs, installation of a traffic light in a dangerous crossroad, or any other type of infrastructure needed in their local community. They will then discuss why this would be important, what benefits it could bring and find a number of arguments to justify the need for such a project. They will then be introduced to the key points of a formal letter and write a mock formal letter addressed to a local county governor requesting this project to be carried out.

### Session Objectives

The objectives of this session are to:

- Think about possible (imagined) infrastructure needs for a community.
- Develop argumentative skills.
- Understand the structure of a formal letter.
- Write a mock formal letter addressed to a local county governor.

### Expected Outcomes

By the end of the session learners will have:

- Created a fictional infrastructure project that could be of importance to a community.
- Come up with arguments to justify the need and benefits of this project.
- Written a mock formal letter to a county governor requesting this project.

### Areas involved

- Citizenship
  - Social Responsibility
- Language
  - Writing



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- Life skills
  - Making decisions
  - Communication

## Activity: Imagining an Infrastructure Project

### Objectives

To be able to identify possible projects that could benefit a community.

To develop argumentative skills.

### Expected Outcomes

Learners will have created a fictional infrastructure project for a community and found reasons and arguments to justify why this would be important and of benefit.

### Teaching Instructions

Split learners into groups of 2 to 4 members. Each group should create a fictional infrastructure project for an imagined community that would solve a problem or improve the community in some way. Suggest possible examples such as building a bridge, repairing potholes, installing a traffic light in a dangerous crossroad or anything else that could be relevant as a guide and suggest that anything they can come up with is possible. Groups should then share the project with the whole group.

Afterwards, each group should discuss why this would be important or of benefit and write a list of at least five reasons why this project would create a benefit to their imagined community. They should include arguments that demonstrate clear and specific reasons that would justify carrying out this project. The groups should then share their lists and arguments with the whole group.

### Suggested Guidelines

- This is not intended to be a political exercise but to build the basis for a language exercise. Emphasise that the community and the project should be fictional.



## Activity: The Structure of a Formal Letter

### Objectives

To understand the structure and required components in a formal letter.

### Expected Outcomes

Learners will have gained awareness of what are the requirements of a formal letter and made notes about this.

### Teaching Instructions

Describe to learners how formal letters should be written and ask them to take notes:

- The sender's address should be included on the top right corner of the page with the date underneath it, usually but not necessarily in the format 'Monday 15th September 2020'.
- Under the date and address but on the left side of the page the receiver's address should be included (this can be invented in this case).
- A line should be left blank and a greeting to the receiver should be included next, being careful to be respectful and include titles and honours of the receiver. It usually starts with 'Dear' and has a comma after the name and title.
- Another blank line should be left and, centred in the line, the summarised reason for the letter should be included, usually started by 'RE:' or 'Subject:'.
- A blank line follows and the body of the letter would come next.
  - There should be an initial paragraph explaining clearly the purpose of the letter.
  - A number of paragraphs should present the details and development of the letter.
  - A final paragraph concluding the letter summarising the key points.
  - NOTE: the tone of the letter should be formal so slang or informal wordings should be avoided. Formal letters should be short and to the point so, while it is important to give details, these should be the minimum required.
- Another blank line should be left and a salutation should be included, usually 'Yours faithfully' or 'Yours sincerely'.
- The final component is a signature with the sender's full name, usually written in block capitals.

The structure above is not unique and there are slight variations that are also suitable. There are plenty of guides for formal letters online and can be found through a search. Some examples can be found below:

- [Toppr](#)



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- [BBC](#)
- [NVTG](#)
- [UsingEnglish.com](#)

## Activity: Writing a Letter to a County Governor

### Objectives

To be able to write a formal letter.

### Expected Outcomes

Learners will have written a letter to the county governor for their imagined community requesting the infrastructure project.

### Teaching Instructions

Learners should use the information gathered in the previous activities to individually write a letter to the county governor of their imagined community requesting the infrastructure project. Learners should invent the address and name of the governor and not necessarily use real politicians. The letter should outline the need and explain the reasons why this project would be important.

After writing the letter a number of volunteer or selected learners would read it to the rest of the group for comments and constructive criticism.

