



INGARIHI  
**ENGLISH**



**EN1921**  
**WRITE LETTERS**  
**NCEA LEVEL 1**



# ENGLISH

## NCEA LEVEL 1

### **Expected time to complete work**

This work will take you about 15 hours to complete.

### **You will work towards the following standard:**

Unit Standard 10792 (Version 3)

### **Write formal personal correspondence**

Level 1, Internal

3 credits

### **In this booklet you will focus on this learning outcome:**

- people credited with this unit standard are able to write formal personal correspondence by traditional post (a letter) and by electronic mail (email).
- You need to complete three in total to meet the standard.

**All the work for this standard is in this booklet.**

# CONTENTS

- 1 What is formal personal correspondence?
- 2 The language of formal correspondence
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- 7 Writing a complaint about a product or service  
(Assessment Tasks 1 & 2)
- 8 Write your complaint about an issue  
(Assessment Tasks 3 & 4)
- 9 Writing a letter of thanks  
(Assessment Tasks 5 & 6)
- 10 Write to request information  
(Assessment Task 7)
- 11 Answer guide

# HOW TO DO THE WORK

## When you see:



*Complete the activity.*



*Check your answers.*



*Use the CD/DVD.*



*Contact your teacher.*



*Use the toolbox item.*

## You will need:

- EN1921: Write letters
- your own paper, blue or black pens.

## Resource overview

This module is designed to guide you through the process of writing formal personal correspondence – this means emails and letters.

Where there are lines, write your answer in this booklet, otherwise you should write on your own paper or do work on the computer.

Once you have read examples of formal personal correspondence, you will practise your own writing. This is where you will be **creating meaning**.

There is a table at the back with suggestions of suitable tasks that you can use for assessment or you may have examples of correspondence that you must write for an authentic purpose outside of your study. Please contact your teacher if you wish to choose a task of your own.

# 1 WHAT IS FORMAL PERSONAL CORRESPONDENCE?

## LEARNING INTENTION 1

In this lesson you will learn what formal personal correspondence is.

## INTRODUCTION

Formal correspondence is when you write letters or emails for a variety of purposes, for example, to:

- thank someone
- explain something or to apologise to someone
- request or give information
- complain about a product or service
- give important business details
- apply for a job
- resign from a job
- give your views on an issue.

Personal correspondence is the letters and emails that you write for your personal purposes rather than on behalf of someone else (as part of your job or as a member of a team or committee).

1A

1. Circle or highlight the types of letters or emails you have written.
2. Add any other types of letters or emails that you may have written.

A thank you	Letter to the editor	A complaint
An invitation to an event	A job application	An apology
A request for information		

1B

1. Read the following examples of formal personal correspondence on the following pages.
2. Match up the letters or the email with the purpose below.

Email/letter	Purpose
A	to request information
B	to cancel a subscription
C	to make a complaint



Check your answers.

## WHAT IS FORMAL PERSONAL CORRESPONDENCE?

### A – FORMAL LETTER

6 Lilly Place  
Hillcrest  
Hamilton  
12 January 2011  
The Manager  
Waikato Times  
8 Albert Street  
Hamilton

Dear Sir/Madam

I wish to cancel my newspaper subscription from the end of February as we are moving to Dargaville.

At the beginning of the year I paid for six months' subscription in advance, so I am due a refund for the four months. This comes to a total of \$250.00. My customer number is 662288.

Please cancel my newspaper subscription and post me the refund.

I look forward to hearing from you soon.

Yours sincerely

D Patrick

David Patrick

### B – FORMAL LETTER OF COMPLAINT

10 Kea Place  
Smith Park  
Invercargill  
15 July 2011  
The Manager  
Xtreme Sports Shop  
8 Albert Street  
Invercargill

Dear Sir/Madam

I am writing to complain about a snowboard that I bought from your shop last month. I have attached a copy of the purchase receipt and the guarantee that came with the snowboard.

The snowboard is an Option Echo and it cost me \$1,000.00. I have only used it twice. It has started to delaminate and I can no longer use it. I am very disappointed as I saved for a year to purchase this latest model.

I would like either a replacement model or a refund. Please contact me urgently as I am leaving for a snowboarding competition next week and need my snowboard.

My phone number is 03 777 6666 and my email address is Drummondfamily@xtra.co.nz

I look forward to hearing from you soon.

Yours sincerely

Anne Drummond

Anne Drummond

**C – FORMAL EMAIL**

<b>To:</b>	smith@outdoorextreme.co.nz
<b>Cc:</b>	
<b>Bcc:</b>	
<b>Subject:</b>	Application form for lifeguard
<b>Attachments:</b>	

Tena koe Mr Smith

Please email me an application form for the position of lifeguard.

I am a trained lifeguard and am currently working part-time whilst studying for my Diploma in Outdoor Adventure, so I am very interested in applying for this position.

Nāku noa, nā\*

*Anaru Patuawa*

Anaru Patuawa

\*means 'Regards from'

## 2 THE LANGUAGE OF FORMAL CORRESPONDENCE

### LEARNING INTENTION 2

In this lesson you will learn about what language to use in formal personal correspondence.

### INTRODUCTION

In the next lessons, you will consider the difference between formal and informal language and style.

The styles or ways you write a letter or an email can be quite different from each other. Your style will depend on your audience (who you're writing to) and your purpose (why you're writing).

When you think of style, think of clothes. The style or type of clothes you wear to the beach wouldn't be the style you'd choose to wear to a more formal occasion like a wedding or a funeral. The style of clothes you wear to a party wouldn't be the style you'd choose to wear to a job interview.

Dear Jo,

Hi, how's things?

Mum just told me your band is through to the finals. Choice one! I've just been out and bought some tickets, so the whānau will be there.

Have had a neat weekend. It was Mere's birthday so we went to the movies and then we all gorged out on pizza and her mum's chocolate cake filled with cream and covered in strawberries. Mmm, delicious!

See ya at the concert,

Arihia

2A

A letter to a friend, like the one above, is written in a friendly, informal style.

1. Who is Arihia writing to (her audience)?

---

2. Why is she writing to this person (her purpose)?

---

3. Circle the words and phrases in this letter which make it informal and friendly.

Formal correspondence such as a letter or email to give or request information is written in a much more polite and formal style.

---



Dear Sir/Madam,

Please find enclosed a cheque for \$50.

According to my records, this is my last hire purchase payment on the stereo which I purchased from you.

My account number is 126789.

Please send me a receipt to acknowledge this payment.

Yours sincerely

Ariha Smith

A letter to a business or organisation, like the one above, is written in a formal style.

4. Who is the audience for this letter?

---

5. What is the purpose of this letter?

---

6. Circle the words in this letter which make it polite and formal.



*Check your answers.*

## THE LANGUAGE OF FORMAL CORRESPONDENCE

Read this checklist to see some other differences between a friendly, informal letter and a formal letter.

An informal or personal letter	A formal letter
Uses the first name as a greeting. <i>Dear Jo ...</i>	Uses the surname as a greeting. <i>Dear Mr Brown or Dear Sir/Madam</i>
Has a friendly opening. <i>Hi there ... or Kia ora ...</i>	Begins by stating the purpose of the letter. <i>I am writing to ...</i>
Has some chatty, personal news. <i>I went to the movies</i>	Only gives important details. <i>Account no. 126789</i>
Uses abbreviated or shortened words. <i>I'm, I've, we'll, we're</i>	All words are written in full. <i>I am, I have, we will, we are</i>
Uses informal words like <i>choice and neat</i>	Uses formal wording like <i>according to and purchased</i>
Has a friendly sign off. <i>Lots of love/See ya</i>	Has a formal sign off like <i>Yours sincerely or Yours faithfully</i>
Ends with the writer's first name only. <i>Arihia</i>	Ends with the writer's full name. <i>Arihia Smith</i>

2B

1. Choose either letter A or email C from lesson 1, activity 1B.
2. Find examples to fill out the chart below. The first one has been done for you.

Features formal correspondence has	Examples
a formal greeting	Dear Sir/Madam/Tena koe Mr ...
the purpose stated at the beginning	
important details only	
words in full (no contractions)	
formal words or wording	
a formal sign-off	
the writer's full name to sign off	



Check your answers.

# 3

## CAREFULLY CHOOSING YOUR WORDS

### LEARNING INTENTION 3

In this lesson you will continue to learn about the formal style or register of language used in formal letters and emails.

### INTRODUCTION

When you write formal letters or emails it is very important that you:

- use formal, polite language
- use accurate punctuation and spelling
- write the information so that it is clearly understood.

3A

1. Read this letter that William Matthews wrote to Mrs Jo Davies.

3 Lane Place  
Palmerston North

14 February 2010

World Tours Ltd  
P O Box 645  
Wellington

Kia ora Jo

You guys planned a trip for us last month, remember?

Well, what a useless hotel you booked us into! Our whole family was crammed into one room and the bathroom if you could call it that, was way down the hallway.

Another thing, don't you guys know the difference between am and pm? am means morning right? The bit of paper you gave us said our plane left at 10 pm, but when we got to the airport, you guessed it. Our plane had left that morning. So we spent many unhappy hours at the airport waiting for the next plane to take us home.

So, guys, what are you gonna do to say sorry for all the mess-ups you caused? How about giving us a free weekend in Queenstown or something?

Get back to me ASAP.

Bill

## CAREFULLY CHOOSING YOUR WORDS

2. Circle or highlight the words or phrases that are too informal.



*Check your answers.*

3. Now rewrite this letter in the space provided using appropriate formal language. You can add some ideas of your own.

Here are some phrases you may want to use.

*Dear ...  
Your company organised a trip ...  
We were very disappointed with ...  
Our itinerary advised us ...  
To make up for ...  
We had asked for ...  
Instead, the hotel was ...  
Yours sincerely*



# 4 GETTING IT RIGHT

## LEARNING INTENTION 4

In this lesson you will learn about the importance of checking your letters and emails so that the ideas are clear and the spelling and punctuation is accurate.

## INTRODUCTION

When you are writing a formal letter or email to a person that you may not have met or as part of your job, it is important that you take extra time to get the language and grammar as correct as you can. This shows the recipient that you have thought about your ideas, and it indicates respect.

If you want the recipient to do something for you (e.g. provide information, forgive you, act on your complaint), taking the time to make your writing clear and accurate is more likely to make that happen.



You will find the toolbox items, including the ones about punctuation, proofreading and using correct nouns and verbs, useful.

## USING ACCURATE PUNCTUATION

### CAPITAL LETTERS

Capital letters are used to begin:

- the names of people
- the names of places
- the names of products or events
- the names of any business or organisation
- sentences.



1. Circle or highlight the letters in each sentence that should have a capital letter in this email message.

To dick smith electronics

I am writing to complain about the dvd I bought from your chartwell square branch during the easter holiday break. When I try to play a game, nothing happens. you have repaired it twice now and it still doesn't work. Can you please ask mr brown, the manager, to phone me on 235 6160 so we can sort this out?



*Check your answers.*

**SPELLING**

Spelling matters a lot in formal letters and emails. If there are spelling errors in formal letters or emails, the recipient is likely to think that the ideas in the writing are not as good as ideas in writing that has correct spelling.

- Use clues from around you – e.g. the box that a product comes in, letters or forms that go with your application, the telephone book, any instruction pages.
- If you have used a longer word that you are not confident about the spelling of, consider using a shorter, simpler word that you can spell correctly.
- Remember to check your spelling and use a dictionary.

**WRITING CLEARLY**

It is important that you edit or proofread your letter or email to check that the information you have given is clear, so that the person who reads it can understand your request or concern.

- Try not to use unnecessary (redundant) words.

For example:

*I want a total refund so please give me back all my money, as this DVD is faulty.*

Total refund means a refund of all the money you paid; you don't need to also write *give me back all my money*.

- Keep your sentences simple and, when you are making a series of points, have one sentence for each idea.

For example:

*The restaurant food was appalling and the service at the restaurant was of a very poor standard.*

This sentence is confusing as there are two separate points. It should be:  
*The restaurant food was appalling. The service at the restaurant was of a very poor standard.*

4B

Read each sentence carefully and write a clearer version on the lines below each one. You may need to make two sentences out of the longer sentence (b. and d.).

- a. I am writing to complain about the backpack that I purchased from your store a month ago and I am not happy with it.

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## GETTING IT RIGHT

b. The zip on this backpack is faulty and it is not a high quality product.

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c. I am writing to request a brochure for your holiday park, so can you please send me this brochure as we are thinking of holidaying in Napier this Christmas.

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d. We are moving to another town next month so I want you to cancel our subscription to your newspaper and send us the refund that we are owed as we have already paid for three months in advance.

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*Check your answers.*



# 5 WRITING FORMAL EMAILS

## LEARNING INTENTION 5

In this lesson you will learn about the conventions for writing formal emails.

## INTRODUCTION

It is now common to correspond through emails (electronic mail) as it is much quicker and more convenient than sending a letter through the mail.

Although emails are often shorter than a full letter, it is important that you take the same care to be accurate and clear.

## RULES (CONVENTIONS) FOR WRITING EMAILS

- Use formal polite language and avoid using contractions, such as you're for you are, and slang that is common to chat rooms, texting or emails to your friends such as ur for your or cya for see you.
- Break your message up into paragraphs. This will help make your message clear. Leave a space between paragraphs.
- Avoid using abbreviations, as you can't be sure that your recipient will know what you mean.
- Use accurate spelling and punctuation.
- Always read your message before sending it to make sure you have used 'netiquette', or manners. It is easy to write something you may regret.

## EMAIL FORMAT

Writing a formal email is very similar to writing a formal letter, but the layout is slightly different.

<b>To:</b>	Email address of person you are sending this email to.
<b>Cc:</b>	Carbon copy – use this if you want someone else to receive and read this email.
<b>Bcc:</b>	Blind carbon copy – this is used for privacy reasons, for example, when you are sending a group email, Bcc ensures that the recipients only see their own email address.
<b>Subject:</b>	The subject of your email.
<b>Attachments:</b>	Attachments are documents that are sent. Instead of writing a very long email, you attach the extra information.

5A

Main part of email, containing:

**a greeting** – Dear ... (name) or Tena koe ... (name)

**an opening sentence** that gives the purpose of your email

**the body or main message.** This part is organised into paragraphs, with space between each paragraph.

**a closing line** such as Regards or Yours sincerely or Nāku noa, nā (Regards, from ...)

**the name** of the person writing the email.

Read the following email and then answer the questions below.

<b>To:</b>	Wiremu_Heremiah@largepond.co.nz
<b>Cc:</b>	
<b>Bcc:</b>	
<b>Subject:</b>	Supplying taonga pendants
<b>Attachments:</b>	Whakatane Festival

Tena koe Wiremu

**Taonga pendant stock**  
Your taonga pendants are very popular and we have almost sold out. We would like to continue selling your pendants and need some more stock. Can you please urgently courier some more to us?

Please email us with details about how many you can supply and how soon you can do this.

We have been asked about matching earrings and believe we could sell these as well. Do you make any other items of jewellery?

**Whakatane Festival**  
Next Easter the local community is holding a cultural arts festival. We are keen to have artists and carvers from around the East Coast involved in demonstrating and selling their crafts.

I have attached an information sheet about the Festival and invite you to put your name forward for a space. If you're interested in booking a place, please let me know.

Nā

Martin Smith  
Whakatane Information Centre

1. What are the three purposes of this email?

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2. What attachment will be added to the email?




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3. What information does Wiremu need to email back to Martin?

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*Check your answers.*

**WRITING SUBJECT LINES**

Subject lines tend to be brief and give the recipient of the email a clear idea of what the email is about.

It is recommended that an email without a subject and from someone you do not know is one that you should delete as it may be unsafe (it may contain a virus).

Write subject lines for each of these emails (the first one is done for you).

<b>Subject:</b>	Supply of class set of 'The Whale Rider'
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## WRITING FORMAL EMAILS

Dear John

I need a class set of 25 copies of Witi Ihimaera's novel, *The Whale Rider*. Do you have 25 copies in stock? Please get back to me with a quote.

Regards

Mary Taylor

HOD English – Taranaki High School

**Subject:**

Tena koutou

At the team barbecue on Saturday we would like to give each of the coaches a gift.

As captain, I can arrange this but I need \$5.00 from everyone in the team to pay for it all.

Can you bring the money to school on Friday? Have some ideas about what to get too!

Cheers

Nathan M

**Subject:**

Dear Debbie

Attached is the information about travelling to Samoa that you asked for. You must buy your tickets by the end of July to get the 10% discount.

Regards

Mike Brown

Budget Travel



*Check your answers.*

# 6 PREPARING FOR ASSESSMENT

## LEARNING INTENTION 6

In this lesson you will learn about what Unit Standard 10792 requires and what you need to do to achieve it.

## INTRODUCTION

This lesson focuses on the requirements of Unit Standard 10792. It is important that you are clear about what you need to do to meet the standard so that you give yourself the best chance of achieving it.

The next lessons will each focus on a different type of formal personal correspondence. You should use these to practise your formal writing skills. You may choose your drafts from these lessons to revise and submit for a final assessment for the standard.

## CONDITIONS OF ASSESSMENT

As the drafts that you write could be used for a final assessment for the standard, there are some conditions that you must meet.

- You must keep all of your notes and brainstorms to send in with your booklet.
- You must be able to write formal personal correspondence independently (on your own).
  - It is okay to build your skills with your first pieces of writing. If you need help when you start practising formal writing, then we encourage you to ask for it. However, if you have had lots of help with a piece of writing, please show this on any early drafts and don't use this for a final assessment. Choose another task.
- Sign the statement on the cover sheet to state that this is your own work.

## THE STANDARD

6A

1. Read the NZQA standard on the following page (adapted slightly).
2. Circle or highlight any words that you don't understand. (There will be a simpler explanation following.)

**US10792 Write formal personal correspondence**

<b>Level</b>	<b>1</b>
<b>Credits</b>	<b>3</b>
<b>Communication skills</b>	

**Purpose**

People credited with this unit standard are able to write formal personal correspondence by traditional post (a letter) and by electronic mail (email).

**Notes**

1. Formal personal correspondence is written for personal purposes, and not on behalf of an organisation.
2. At least three items of formal personal correspondence are required, including at least one email and at least one letter.
3. Students should have the opportunity to edit and proofread their work.

**Elements and performance criteria**

**Element 1**

Write formal personal correspondence to be sent by traditional post (a letter).

**Performance criteria**

- 1.1 The letter is addressed to the intended recipient, and the purpose of the letter is stated at or near the beginning.
- 1.2 The information presented is accurate in detail, clear in meaning, relevant, and ordered in a sequence which fits the context.
- 1.3 Information is presented so that the content, vocabulary, and tone fit the context, subject matter, and audience.
- 1.4 Punctuation, spelling, and grammar errors do not appreciably affect the intended message.
- 1.5 A formal letter format is followed, and the form of address used fits the context and the relationship between writer and recipient.

**Element 2**

Write formal personal correspondence by email.

**Performance criteria**

- 2.1 The message is addressed to the intended recipient, and the subject is clearly stated in the subject line.
- 2.2 The information presented is accurate in detail, clear in meaning, relevant, and ordered in a sequence which fits the context.
- 2.3 Information is presented so that the content, vocabulary, and tone fit the context, subject

- matter, and audience.
- 2.4 Punctuation, spelling, and grammar errors do not appreciably affect the intended message.
- 2.5 The form of address used fits the context and the relationship between writer and audience.

**WHAT DOES THIS MEAN FOR ME?**

**Notes**

4. You need to submit *three pieces of formal personal correspondence*. At least one must be an email and one must be a letter.
5. You will have the opportunity to proofread and edit your work before it becomes a final draft for assessment.



Contact your teacher if you need help to understand the standard requirements.

## PREPARING FOR ASSESSMENT

### Performance criteria

These are the things that you need to show evidence of in your writing. The following table is a checklist that shows the things that we look for in your work that will show this evidence.

Performance criteria	Possible evidence
<b>Element 1 – letters</b>	
1.1 The letter is addressed to the intended recipient, and the purpose of the letter is stated at or near the beginning.	<ul style="list-style-type: none"> <li>• Letter is correctly addressed</li> <li>• A formal opening (salutation) is used</li> <li>• Writing purpose is in the first paragraph</li> </ul>
1.2 The information presented is accurate in detail, clear in meaning, relevant, and ordered in a sequence which fits the context.	<ul style="list-style-type: none"> <li>• Details of actions/issues given</li> <li>• Clear language is used in sentences</li> <li>• Letter only includes the main points and stays focused on the purpose</li> <li>• The letter has a clear introduction, body and closing</li> <li>• Paragraphs are used – this may include bullet-pointed lists</li> </ul>
1.3 Information is presented so that the content, vocabulary, and tone fit the context, subject matter, and audience.	<ul style="list-style-type: none"> <li>• The language used is appropriate for the purpose and reading audience</li> <li>• The tone of the letter is polite and respectful</li> </ul>
1.4 Punctuation, spelling, and grammar errors do not appreciably affect the intended message.	<ul style="list-style-type: none"> <li>• Punctuation, spelling and grammar are mostly accurate</li> <li>• Minor errors are okay as long as the message is clear to the recipient</li> </ul>
1.5 A formal letter format is followed, and the form of address used fits the context and the relationship between writer and recipient.	<ul style="list-style-type: none"> <li>• Letter is correctly formatted with sender’s address, date and recipient’s address at the top</li> <li>• There is a formal opening that is appropriate (e.g. Dear Sir) for the letter</li> <li>• There is a formal closure (e.g. Yours sincerely) at the end of the letter</li> <li>• It is signed by the writer</li> </ul>



<b>Element 2 – emails</b>	
2.1 The message is addressed to the intended recipient, and the subject is clearly stated in the subject line.	<ul style="list-style-type: none"> <li>• The email address is given with any Cc's</li> <li>• The subject line is completed and matches the email topic</li> </ul>
2.2 The information presented is accurate in detail, clear in meaning, relevant, and ordered in a sequence which fits the context.	<ul style="list-style-type: none"> <li>• Details of actions/issues given</li> <li>• Clear language is used in sentences</li> <li>• Email only includes the main points and stays focused on the purpose</li> <li>• The letter has a clear introduction, body and closing</li> <li>• Paragraphs are used – this may include bullet-pointed lists</li> </ul>
2.3 Information is presented so that the content, vocabulary, and tone fit the context, subject matter, and audience.	<ul style="list-style-type: none"> <li>• The language used is appropriate for the purpose and reading audience</li> <li>• The tone of the email is polite and respectful</li> </ul>
2.4 Punctuation, spelling, and grammar errors do not appreciably affect the intended message.	<ul style="list-style-type: none"> <li>• Punctuation, spelling and grammar are mostly accurate</li> <li>• Minor errors are okay as long as the message is clear to the recipient</li> </ul>
2.5 The form of address used fits the context and the relationship between writer and audience.	<ul style="list-style-type: none"> <li>• There is a formal opening that is appropriate (e.g. The Manager) for the letter</li> <li>• There is a formal closure (e.g. Regards) at the end of the letter</li> <li>• The writer's name is at the end</li> </ul>

The following lessons will focus on different types of formal personal correspondence. **Choose at least three lessons to complete.**

We recommend that you do more so that you have the opportunity to develop your formal writing skills.

You may have other types of formal correspondence that you need to complete outside of your schoolwork. Contact your teacher if you wish to use these as part of your practice and to submit for assessment.



Contact your teacher.

# 7 WRITING A COMPLAINT ABOUT A PRODUCT OR SERVICE

## LEARNING INTENTION 7

In this lesson you will learn about the conventions of writing a letter or email of complaint about a product or service.

## INTRODUCTION

These are formal letters or emails written to businesses, organisations or individuals to complain about a product or service. They explain the complaint, giving reasons and details, and state what action is being requested.

7A

1. Read the following letter of complaint about a product, in this case, a backpack.

Your address	15 Beach Street Otaki
Date in full	20 March 2011
Address of business or organisation	The Manager Back-block Bags 62 Queen Street Levin
Greeting	Dear Sir/Madam
Complaint is explained	I am writing to complain about the backpack that I bought from you a month ago. It is not a high quality product and I would like my money refunded.
Reason 1 and details	Your catalogue states that this backpack is 100% waterproof and is ideal for use in wet weather. I used the backpack recently in wet weather on a tramping trip. My gear got wet and my camera was damaged.
Reason 2 and details	These backpacks are also meant to be strong and durable, but already the seams are beginning to rip.
The action the writer wants the business or organisation to take	I am very disappointed with the poor quality of this backpack and would like you to refund my money. I am returning the backpack and am also sending a copy of the receipt.  I would appreciate your prompt action on this matter.
Signing off	Yours sincerely
Signature	<i>J Ashby</i>
Name in full	John Ashby

WRITING A COMPLAINT ABOUT A PRODUCT OR SERVICE



2. Complete the following table to show the reasons and details that John gives for his complaint.

Reason 1	Details
Reason 2	Details

3. What does John want the Back-block Bags company to do about this complaint?

---

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*Check your answers.*

7B

### ASSESSMENT TASK 1. WRITE A LETTER

*On your own paper or on the computer, plan and write a letter of complaint about a product or service. You can use the following task and details or talk to your teacher about another suitable task.*

You have bought a CD that, when you got home, you discovered was faulty. You tried to return it to the shop as you wanted it replaced or your money back.

The salesperson at the store refused to replace the product or give your money back.

Write a letter to the manager of the store explaining about the faulty CD and complaining about the way the salesperson treated you when you came in.

### DETAILS

**The details of the store:** CDs Galore, PO Box 321, Palmerston North

**Email address:** cdgalore@largepond.co.nz

**The complaint:** the CD (you choose the title) keeps skipping songs. Have tried it on your player and your neighbour's. Player is fine with other CDs.

**The salesperson:** was rude, interrupted, said there was a no refund or replacement of CDs policy, would not get the manager or senior sales person.

**Details:** Sale of Goods Act – goods sold must work or a replacement or refund should be given.



# 8 WRITE YOUR COMPLAINT ABOUT AN ISSUE

## LEARNING INTENTION 8

In this lesson you will learn about the conventions of writing a letter or email of complaint about an issue.

## INTRODUCTION

A different type of complaint is when you express your opinion about an issue and offer a suggestion of what action needs to be taken to improve a situation.

8A

1. Read the following example of a letter written to a mayor, expressing concern over a local issue. Awhi has written this letter because she wants the council to see that some changes are needed in Coastlands Park.

Your address

*53 Park Avenue  
Milburn*

Date in full

*23 March 2011*

Address of business  
or organisation

*The Mayor  
Milburn County Council  
P O Box 21  
Milburn*

Greeting

*Dear Sir/Madam*

Complaint is  
explained

*I am writing to complain about the lack of security in Coastlands Park. I think the council should improve the security in the park.*

Reason 1 and details

*The park is not well planned. There are a lot of trees and bushes close to the paths that people can hide behind. Many parts of the park cannot be seen from the street, so if you are alone and walking in the park during the day you are putting yourself at risk.*

Reason 2 and details

*The park is also very dangerous after dark. There are not enough lights and often the lights are not working. Also there is no regular security patrol in the park at night. Many people walk through the park on their way home from the movies or after socialising late at night, especially in the weekends.*

The action the writer  
wants the business  
or organisation to  
take

*I think the council should make Coastlands Park safer by improving the lighting, having more security patrols and cutting back some of the bushes.*

Signing off

*Yours sincerely*

Signature

*A Williams*

Name in full

*Awhi Williams*

2. What issue is Awhi complaining about in this letter?

---

---

---

The first reason Awhi gives is that the park has not been well planned.

3. Write two details Awhi gives to support this reason.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. What is her second reason for asking the council to improve security?

---

5. Write two details Awhi gives to support this reason.

a. \_\_\_\_\_

b. \_\_\_\_\_

6. What three things does Awhi suggest the council should do to improve the safety in this park?  
Write your answers below.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



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*Check your answers.*

## WRITE YOUR COMPLAINT ABOUT AN ISSUE

### LOCAL ISSUES

You are going to think about some local issues that concern you and then plan a letter to your local council or mayor.

The mayor and council of a town or city are responsible for local things (facilities and services) like:

- swimming pools, parks and sports grounds
- other recreational facilities like a community hall, library or gym
- public transport (buses, trains)
- public toilets
- dog/animal control
- noise control
- rubbish collection
- sewerage/pollution control of rivers, lakes and harbours.

### Think about some questions

- Do you have these facilities and services in your town?
- Do they need upgrading or improving?
- What hours are they available?
- Are they too expensive? Should access be free?
- Do they meet the needs of all the people who live in your town – young and old?



8B

### The issues in your community, town or city

1. What are the issues of concern in your community? To find this out:

- ask around
- tune in to your local radio station and listen to the local news or the talkback show
- look in your local paper.



2. Read these students' letters of complaint about three different issues.

Dear Sir/Madam I am concerned about swimming pool charges. I do not think the council should increase them.
Dear Sir/Madam I am disappointed that there are no skateboarding facilities in our town. I think the council should provide a special park for skateboarders.
Dear Sir/Madam I am concerned about the pollution in our harbour. I think it is time the council upgraded the sewerage system and cleaned up our harbour.

3. What local issue will you write about?

---

---

4. What do you think about this issue?

---

---

---

---

**Your reasons**

It's easy to have an opinion, but can you back it up?

You must have a clear reason if you want people to make changes. They need to understand why you feel that way. You also need to state what you think should happen or what action should be taken.

5. Look back at Awhi's letter to the mayor and read the reasons and the suggested actions she wanted the council to take.

## WRITE YOUR COMPLAINT ABOUT AN ISSUE

6. Think about your issue and then complete the following planning chart.

Reason 1	Details for reason 1 (paragraph 1)
Reason 2	Details for reason 2 (paragraph 2)
Action you want taken by the mayor or council (paragraph 3: last)	



### **ASSESSMENT TASK 3. WRITE A LETTER**

*On your own paper or on the computer, plan and write a letter of complaint to your mayor about the local issue that you have chosen.*

- Use the plan that you made in activity 8B.
- Remember to use the correct layout as shown at the beginning of this lesson.
- Proofread your draft copy.



# 9

## WRITING A LETTER OF THANKS

### LEARNING INTENTION 9

In this lesson you will learn about the conventions of writing a letter or email of thanks.

### INTRODUCTION

You may think it is not worth taking the time to write letters or emails thanking people or businesses for good service but it often means a great deal to the person who is being thanked.

People will often write when they are angry and wish to complain so a letter of thanks is of value. The person may find it useful as evidence of their doing a good job that they can use in their CV or when they are having a regular performance appraisal (meeting with a manager to talk about their job performance). It may simply make the person who is thanked feel good.

The benefit for the writer is that they are likely to continue to have a positive relationship with the person or business, and it will make them feel good. It is also a chance to reflect on exactly what is so great about the service that has been given.

9A

1. Read the following example of a letter written to the manager of a laboratory thanking a phlebotomist (person who takes blood samples) for his patience and calm words to a child.

28 North St  
Wellington 8234

28 December 2011

The Manager  
Aotea Pathology  
Private Bag  
Wellington 8234

Dear Sir/Madam

I wish to express my thanks to Daniel, the staff member who did the blood test on my frightened daughter last Wednesday.

She was very nervous about having an injection and Daniel's manner helped to calm her. He explained what he was going to do and listened to her concerns. Then he talked her through the process and it was over before she had time to get worked up.

At the end of the procedure, Daniel found a certificate and allowed her to choose stickers to put on it. This is now proudly shown to everyone who visits the house.

Her final comment as she was getting in the car was that it didn't hurt anyway!

The extra time that Daniel took to listen and explain things to my daughter was much appreciated and will help in the future if we need to come back. The care and respect shown to a frightened five year old was fantastic!

Yours sincerely

*Jo Davies*

Jo Davies

A simple thanks is more powerful if you put in specific details about why you appreciate the service or kindness shown to you. It shows that you are sincere and have really thought about the person you are thanking, and that what they do means a great deal.

2. Complete the following table that outlines the structure of the letter by writing in three things that Daniel did.

<p>Paragraph 1</p> <p>Outlining the who, what and when of the event that is being acknowledged.</p>	<p>Who – Daniel</p> <p>When – last Wednesday</p> <p>What – a blood test on a frightened young girl</p>
<p>Paragraph 2</p> <p>Details about the service – what Daniel did that is appreciated.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>Paragraph 3</p> <p>A detail that shows his successful manner in dealing with the situation.</p>	<p>Her final comment as she was getting in the car was that it didn't hurt anyway!</p>
<p>Paragraph 4</p> <p>Summary of the significance of his great service.</p>	<p>The extra time that Daniel took to listen and explain things to my daughter was much appreciated and will help in the future if we need to come back.</p>



*Check your answers.*



**ASSESSMENT TASK 5. WRITE A LETTER**

3. *On your own paper or on the computer, plan and write a letter of thanks to a person.* You can choose the person and what you want to show your appreciation of. It could include:

- thanking your liaison teacher, learning advisor or teacher for their advice
- thanking a family friend or member for a kindness (a gift or advice given)
- thanking a person for supporting you or for their kindness.

You may use a similar planning template to the following – or your own planning.

<p>Paragraph 1</p> <p>Outlining the who, what and when of the event that is being acknowledged.</p>	
<p>Paragraph 2-3</p> <p>Details about the service.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>Paragraph 4</p> <p>Summary of the significance and final thanks.</p>	

Remember to use the correct layout as shown at the beginning of this lesson.

Proofread your draft copy.



# 10 WRITE TO REQUEST INFORMATION

## LEARNING INTENTION 10

In this lesson you will learn about the conventions of writing a letter or email to request information.

## INTRODUCTION

Some organisations or businesses require that any request for information or actions is sent or emailed in writing as it creates a ‘paper trail’ that can be followed and the request can be traced. Often, it will not be to a specific person but to a group of people, one of who will deal with your request or enquiry.



1. Read the following example of an email requesting information about a holiday destination.

<b>To:</b>	Melbourne.holidaypark@largepond.co.au
<b>Cc:</b>	
<b>Bcc:</b>	
<b>Subject:</b>	Accommodation information
<b>Attachments:</b>	
<b>Formal opening</b>	The Manager
<b>Paragraph 1 - purpose of the letter</b>	My family and I are travelling to Melbourne for a family reunion and are interested in arranging accommodation with room for us to have a get together for a lunch.
<b>Paragraph 2 - details about the group</b>	We need accommodation for 25 adults and 10 children in self-contained units from June 8th to June 15th.
<b>Paragraph 3 - the request with bullet-pointed details</b>	<p>Please supply the following information:</p> <ul style="list-style-type: none"> <li>• Would you have units available at this time?</li> <li>• What are the costs for adults and children? Are there group rates for larger groups?</li> <li>• Would there be a conference room or barbeque area where we could meet in a large group? How much would it cost?</li> <li>• What facilities are there on site for children?</li> <li>• How close is it to public transport?</li> </ul>
<b>Paragraph 4 - extra request for less important information</b>	I would also appreciate any information about local sight-seeing and tourist places as we plan to do some short day trips during our stay. I look forward to your early reply to my questions.
<b>Closing</b>	Many thanks.
<b>Signature</b>	Regards Jane Smith



WRITE TO REQUEST INFORMATION

2. Complete the following table that outlines the structure of the email by writing in the four main information requirements – one is done for you - and the minor information request.

<p>Paragraphs 1 and 2 (note the shorter paragraphs for an email)</p> <p>The purpose of the request.</p>	<p>Who – family and the writer: 25 adults, 10 children</p> <p>When – June 8-15</p> <p>What – accommodation and room for a big group</p>
<p>Paragraph 3</p> <p>Detailed request – several questions so put in a bulleted list.</p>	<ol style="list-style-type: none"> <li>1. Costs</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p>Paragraph 4</p> <p>A minor request.</p>	
<p>Closing</p>	<p>I look forward to your early reply to my questions.</p>
<p>Action required and polite closing statements.</p>	<p>Many thanks.</p> <p>Regards</p> <p>Jane Smith</p>



*Check your answers.*

## WRITE TO REQUEST INFORMATION

10B

### ASSESSMENT TASK 7. WRITE AN E-MAIL

On your own paper, on the computer or using the following template, plan and write an email requesting information. **Choose** from the following suggested tasks or talk to your teacher about one that is authentic for you.

1. Request information from NZ Post about a package that has gone missing in the mail. Use the following details or change the details so they match yours (e.g. teacher, learning advisor, address and date).

#### Details

- NZ Post's email address is: enquiries@nzpost.co.nz
- You should include a copy to your teacher at school: firstname.lastname@tekura.school.nz
- The work was posted on September 1, 2009 at the postbox at Ahipara.
- The package was addressed to Te Kura in Wellington.
- It has not arrived.

You want them to trace the package – you are requesting information about where it was collected from and sent to.

2. Request information from your learning advisor about your course, about a career or training course.
3. Request information from a teacher about your course or about some work that you need help with.
4. Request information from a tertiary provider about a course (e.g. university, Industry Training Organisation, polytechnic, wānanga).

<b>Introduction</b> The purpose of the request.	
<b>Body</b> Detailed request.	
<b>Closing</b> Action required and polite closing statements.	



# 11 ANSWER GUIDE

1B

## 1. WHAT IS FORMAL PERSONAL CORRESPONDENCE?

Letter A – to cancel a subscription

Letter B – to make a complaint

Email C – to request information

2A

## 2. THE LANGUAGE OF FORMAL CORRESPONDENCE

1. Arihia is writing to her friend Jo.
2. Her purpose is to make contact with her friend Jo and tell her what she has been up to.
3. The informal, friendly words and phrases used are:  
Hi, how's things?  
Choice one!  
I've ...  
neat  
gorged out  
Mmm, delicious!  
See ya.
4. The audience is the business Arihia is writing to.
5. Her purpose is to inform the company that she is making her final payment on her stereo. She also asks for a receipt to be sent.
6. The formal, polite words used are:  
Dear Sir/Madam  
Please find enclosed  
According to my records  
purchased  
acknowledge  
Yours sincerely.

2B

Features of formal writing	Letter A	Email C
Formal greeting	Dear Sir/Madam	Tena koe Mr Smith
Purpose is stated in opening sentence	I am writing to inform you that I wish to cancel ...	Please email me an application form ...
Gives important details or information	Cancel at end of month, is due refund	Wants to apply for position, is already trained
Words written in full, no abbreviations or contractions	I am writing, we are moving, I am due	I am trained, I am very interested
Formal words or wording	to inform you, I wish to cancel, subscription in advance, due a refund. Please cancel, I look forward to hearing from you soon	Please email, for the position of lifeguard, and am currently working, I am very interested
Formal sign off	Yours sincerely	Nāku noa, nā/Regards from

3A

**3. CAREFULLY CHOOSING YOUR WORDS****Kia ora Jo**

**You guys** planned a trip for us last month, remember?

Well, **what a useless** hotel you booked us into! Our whole family was crammed into one room and the **bathroom if you could call it** that was way down the hallway.

**Another thing don't you guys know the difference between am and pm? Am means morning right?** The bit of paper you gave us said our plane left at 10 pm, but when we got to the airport, **you guessed it**. Our plane had left that morning. So we spent many unhappy hours at the airport waiting for the next plane to take us home.

So, guys, what are **you gonna** do to say sorry for all **the mess-ups** you caused? **How about** giving us a free weekend in Queenstown **or something?**

Get back to me ASAP.

Bill

4A

**4. GETTING IT RIGHT**

To **dick smith electronics**

I am writing to complain about the **dvd** I bought from your **chartwell square** branch during the **easter** holiday break. When I try to play a game, nothing happens. **you** have repaired it twice now and it still doesn't work. Can you please ask **mr brown**, the manager, to phone me on 235 6160 so we can sort this out?

4B

- a. I am writing to complain about the backpack that I purchased from your store a month ago.  
**Reason:** writing 'I am not happy with it' is unnecessary, as you make a complaint when you are not happy with something.
- b. The zip on this backpack is faulty. It is not a high quality product.  
**Reason:** two different points, so separate each point.
- c. I am writing to request a brochure for your holiday park as we are thinking of holidaying in Napier this Christmas.  
**Reason:** writing 'please send me this brochure' is unnecessary, as to request means you want something.
- d. We are moving to another town next month so I want you to cancel our subscription to your newspaper. Please send us the refund that we are owed as we have already paid for three months in advance.  
**Reason:** two different points, so separate each point.

5A

**5. WRITING FORMAL EMAILS**

1. To ask Wiremu to send more taonga pendants and email information about other jewellery (1) and to invite him to the Whakatane Festival (2).
2. Information sheet about the Whakatane Festival.
3. Email how many pendants he can supply and when they will be sent. He could also email information about his other jewellery.

5B

**Suggested answers**

Farewell barbecue for Harry Short  
 or Social club barbecue to farewell Harry Short

Itinerary for U16 team trip to Melbourne

**7. WRITING A COMPLAINT ABOUT A PRODUCT OR SERVICE**

7A

Reason 1  It is not 100% waterproof and isn't able to be used in wet weather.	Details  His gear got wet and his camera was damaged.
Reason 2  The backpacks are meant to be strong and durable	Details  The seams are beginning to rip.

3. John wants the company to refund him his money.

8A

**8. WRITE YOUR COMPLAINT ABOUT AN ISSUE**

2. Awhi is complaining about the lack of security in Coastlands Park.
3.
  - a. The trees and bushes close to the park are a place where people could hide, making it unsafe to walk through.
  - b. There are many parts of the park that can't be seen from the street so people who are alone could be putting themselves at risk.
4. That the park is dangerous after dark.
5.
  - a. There aren't enough lights and they often don't work.
  - b. There is no regular security patrol in the park at night.

6. Awhi wants the council to improve the park by:
- improving the lighting
  - having more security patrols
  - cutting/pruning the bushes.

9A

**9. WRITING A LETTER OF THANKS**

2. Three of the following:
- Explained what he was going to do
  - Listened to her concerns
  - Talked her through the process
  - Gave her a certificate

10A

**10. WRITE TO REQUEST INFORMATION**

- Available units
- Room for a large group to meet
- Facilities for children
- Near public transport

# ACKNOWLEDGEMENTS

Every effort has been made to acknowledge and contact copyright holders. Te Aho o Te Kura Pounamu apologises for any omissions and welcomes more accurate information.

English online: unit plan 'To the letter' written by Amber Lloyd, [www.english.unitecology.ac.nz/resources/units/10792/home.html](http://www.english.unitecology.ac.nz/resources/units/10792/home.html)

## **Bigstock**

Photo: Main Street shops; Quaint shops in bright morning sunlight on historic Main Street of Hudson, Ohio. 3252541.

## **Shutterstock**

Photo: Path through the landscaped park. 34984951.

Photo: Small tourist or school backpack set – from four sides (red). 12559315.



# SELF-ASSESSMENT

# EN1921

Fill in the rubric by ticking the boxes you think apply for your work. This is an opportunity for you to reflect on your achievement in this topic and think about what you need to do next. It will also help your teacher. Write a comment if you want to give your teacher more feedback about your work or to ask any questions.

Fill in your name and ID number.

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

	Not yet attempted	Didn't understand	Understood some	Understood most	Very confident in my understanding
I learned what formal personal correspondence is.					
I learned what language to use in formal personal correspondence.					
I learned about the formal style (register) of language used in formal letters and emails.					
I learned about the importance of checking emails and letters for clear ideas, correct spelling and punctuation.					
I learned the conventions for writing formal emails.					
I learned about the requirements of US10792 and what I need to do to achieve it.					
I learned about the conventions of writing letters or emails of complaint about a product or service.					
I learned about the conventions of letters or emails of complaints about an issue.					
I learned about the conventions of writing letters or emails of thanks.					
I learned about the conventions of writing letters or emails to request information.					

## SELF-ASSESSMENT

Please place your comments in the relevant boxes below.

	Student comment
I learned what formal personal correspondence is.	
I learned what language to use in formal personal correspondence.	
I learned about the formal style (register) of language used in formal letters and emails.	
I learned about the importance of checking emails and letters for clear ideas, correct spelling and punctuation.	
I learned the conventions for writing formal emails.	
I learned about the requirements of US10792 and what I need to do to achieve it.	
I learned about the conventions of writing letters or emails of complaint about a product or service.	
I learned about the conventions of letters or emails of complaints about an issue.	
I learned about the conventions of writing letters or emails of thanks.	
I learned about the conventions of writing letters or emails to request information.	
Any further student comments.	



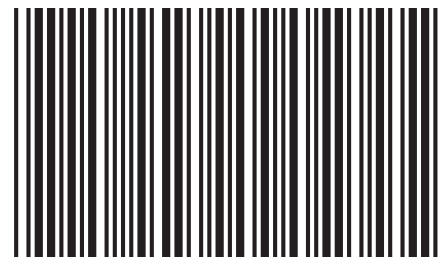
*Phone, fax or email your teacher if you want to talk about any of this work.  
Freephone 0800 65 99 88*

**TEACHER USE ONLY**

Please find attached letter <input type="checkbox"/>
--

Teacher comment

# COVER SHEET – EN1921



**STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.**

Full Name \_\_\_\_\_

ID No. \_\_\_\_\_

Address  
(If changed) \_\_\_\_\_

## **AUTHENTICATION STATEMENT**

I certify that the assessment work is the original work of the student named above.

Signed \_\_\_\_\_  
(Student)

Signed \_\_\_\_\_  
(Supervisor)

## **FOR SCHOOL USE ONLY**

### **ASSESSMENT**