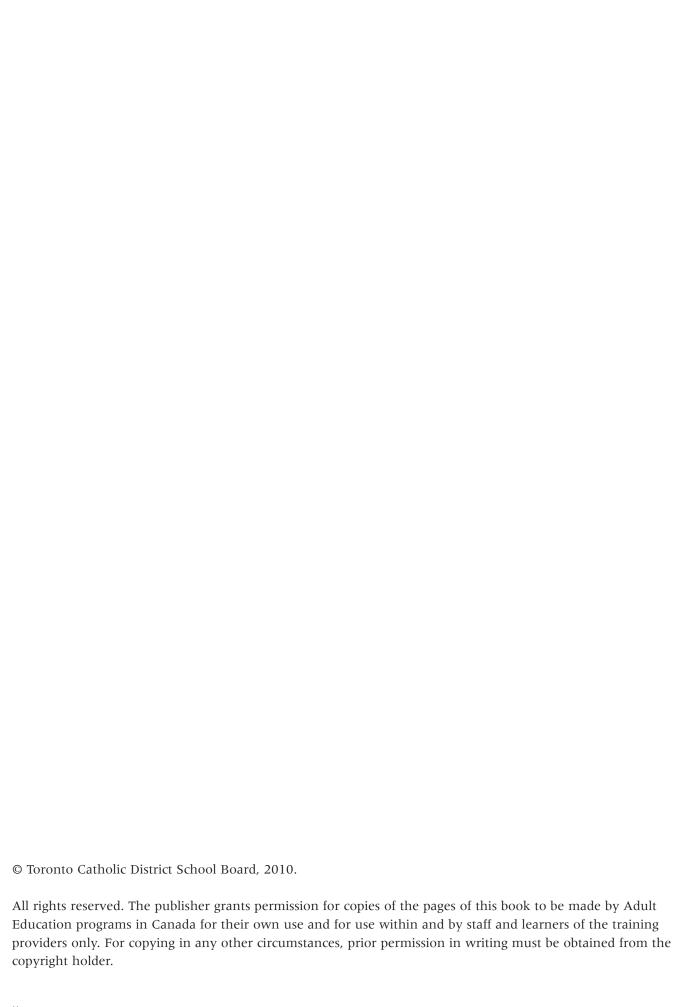
LINC 5–7 Classroom Activities

Volume 1

Accompanied by online activities

Based on | LINC 5–7 Curriculum Guidelines | Canadian Language Benchmarks





LINC 5-7

Classroom Activities

Volume 1

Acknowledgements	1V
User Guide	UG-3
Chapter 1 Academic Skills	
Introduction	3
LINC 5: Writing Paragraphs	7
LINC 6: Note Taking and Study Skills	29
LINC 6/7: Writing Paragraphs and Essays	53
Chapter 2 Business Writing	
Introduction	89
LINC 5: Business Writing	95
LINC 6: Business Writing	145
LINC 7: Business Writing	201
Chapter 3 Interacting With Others	
Introduction	241
LINC 5: Social Interaction	247
LINC 5: Customer Relations	287
LINC 6: Customer Relations	321
LINC 7: Social Interaction	357
Chapter 4 Looking for a Job	
Introduction	393
LINC 5/6: Job Search Strategies	397
LINC 7: Résumés, Cover Letters and Interviews	435

See Volume 2 for

Chapter 5: Managing Information

Chapter 6: Meetings

Chapter 7: Telephone Calls

Acknowledgements

Project Manager Manager, Budget and Operations

Anne-Marie Kaskens Sharon Rajabi

Principal Writers E-learning Development

Karen Geraci Jim Edgar

Anne Hajer Mary-Ellen Gillespie

Anne-Marie Kaskens

Margaret Stasiak

Audio Production

Mary-Ellen Gillespie

Contributing Writers

Cellan Jay

Joanne Millard Patti Ryan, Southside Communications

Sharron Tan de Bibiana Graphic Design
Susan Webb Figgs Design

Susan Webb Fizzz Design
Pat Witol

The writers would like to thank Sheila McMullin, Hanna Cabaj and Sharon Rajabi for their support throughout this project, Citizenship and Immigration Canada for funding this project, and the following individuals and organization for their generous contribution of time and expertise.

Advisory Committee Expert Readers

Hanna Cabaj Anna Gris
Laura Coronado Peggy Irwin
Jim Edgar Victoria Poe

Marta Lee Karen Macari Sheila McMull

Sheila McMullin

Carol Olson Mavis Spencer

Sharon Rajabi

Survey Participants

The 193 LINC learners and 53 LINC instructors who participated in the initial needs assessment survey

Field Test Instructors

Denise A. Copland, Donald Crowe, Heather Davis, Linda Foerster, Katie Anne Fraser, Violet Funk, Elaine Harmstron, Valerie Mason, Margaret Mikkelborg, Joseph Ng, Mary Jane Nice, Paula Paron, Grzegorz Protalinski, Laura Purdy, Karen Sotiriou, Ludmila Vago, Melita Vrakela

User Guide

LINC 5-7

Classroom Activities

User Guide | Table of Contents

	Introduction to the LINC 5–7 Classroom Activities	5
	Introduction to the User Guide	6
Part A	: Overview and Approach	
	The Four LINC 5–7 Resources	7
	LINC 5–7 Classroom Activities: Organization	
	Chapter Organization	
	Guiding Principles	
	How the LINC Curriculum Guidelines informed the LINC 5-7 Classroom Activities	
	Essential Skills and the LINC 5–7 Classroom Activities	14
Part R	: Incorporating the Activities into Program Planning and Delivery	
. u.t D	Q: How can I use the LINC 5–7 Classroom Activities?	16
	Q: How can I select activities that are relevant to the needs and interests of learners in my class?	
	Q: How can I address the diverse needs and interests of the learners in my class?	
	Q: How can I determine the outcomes of learning for learners in my class?	
	Q: How can I select activities that will prepare learners to perform the outcome tasks successfully?	
	Q: How can I use the activities in the <i>LINC 5-7 Classroom Activities</i> to form a lesson?	
	Q: How can I select from the <i>Activities</i> to form a theme-based lesson?	
	Q: How can I use the LINC 5-7 online activities?	
	Q: How can I incorporate ongoing needs assessment into lessons?	
	Q: How can I use the <i>Activities</i> for formative assessment of learners' performance?	
	Q: How can I ensure I address a variety of CLB competencies?	
	Q: I have a multi-level class. How can I adapt the activities so that they suit the level of learners?	
	Q: How can I incorporate Essential Skills into classroom activities?	
	Q: How can I integrate technology into classroom activities?	
Appen		•
	CLB Competencies: Spiralling Grids	
	CLB Performance Conditions	
	Essential Skills Resources	
	Bibliography	39

Introduction to LINC 5-7 Classroom Activities

LINC 5–7 Classroom Activities (hereafter called Activities) was developed for Language Instruction for Newcomers to Canada (LINC) levels 5 to 7 instructors in Ontario. It offers a collection of reproducible classroom activities based on the communication situations and themes presented in the LINC 5–7 Curriculum Guidelines. The Guidelines contain suggestions for contextualizing Canadian Language Benchmarks (CLB) competencies in situations and topics that are especially relevant to newcomers to Canada. The Activities were developed based on a selection of those suggestions. In addition, the activities:

- are CLB-based and referenced to LINC levels (see chart below)
- are relevant to the needs of Ontario newcomers at LINC levels 5–7 (CLB 5–8)
- provide language instruction that facilitates newcomers' social, cultural and economic integration into Canada
- integrate learner performance assessment
- represent a range of media and text types commonly found in Canadian contexts
- integrate the Essential Skills

The *Activities* are not intended to prescribe lesson content for particular LINC levels, but to be one of many potential resources that instructors can draw on to plan and deliver lessons. You can select, adapt and supplement them with content drawn from other sources to form a syllabus tailored to the language needs and interests of your learners.

The development of the LINC 5-7 Classroom Activities was guided and informed by:

- The LINC 5-7 Curriculum Guidelines
- The Canadian Language Benchmarks 2000
- Consultations on the Settlement and Language Training Services Needs of Newcomers, 2006
- An advisory committee of key stakeholder representatives
- A field test by Ontario LINC instructors
- A critical review by expert readers

The *Activities* target the following levels:

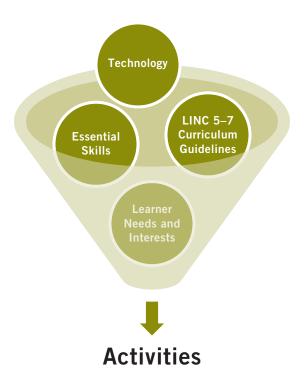
	LINC 5	LINC 6	LINC 7
CLB	6	7	8
CLB	6	7	8
CLB	5	6	7,8
CLB	5	6	7,8
	CLB CLB	CLB 6 CLB 6 CLB 5	CLB 6 7 CLB 6 7 CLB 5 6

Introduction to the User Guide

This User Guide was developed to help you incorporate the LINC 5-7 Classroom Activities into your program planning and delivery. It provides suggestions for selecting, adapting and integrating the activities into lessons using the LINC 5–7 Curriculum Guidelines and learner needs as planning tools.

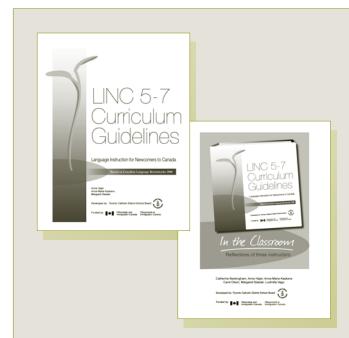
The User Guide consists of three main sections: Part A, Part B and an appendix:

- Part A outlines the approach taken in the development of the LINC 5-7 Classroom Activities.
- Part B provides suggestions and tools to help you integrate the activities into your program planning and delivery.
- The Appendix lists the CLB competencies and performance indicators for LINC 5, 6 and 7 in chart form, and includes a bibliography of sources used to develop the LINC 5-7 Classroom Activities.



The Four LINC 5-7 Resources

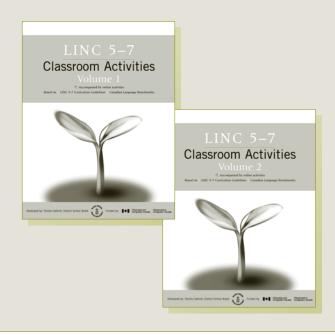
To make the most of the *LINC 5–7 Classroom Activities*, it's helpful to understand how it is related to the other LINC 5–7 resources. The *Activities* was developed as a companion resource to the *LINC 5–7 Curriculum Guidelines* and the *LINC 5–7 Curriculum Guidelines in the Classroom*.



LINC **5–7** *Curriculum Guidelines* provides suggestions for curriculum content related to 20 units and 12 LINC themes.

LINC 5–7 Curriculum Guidelines in the Classroom profiles three LINC instructors and describes how they used the *Guidelines* to plan their programs during five stages of program planning:

- needs assessment
- long-range planning
- lesson planning
- learner performance assessment
- program evaluation



LINC 5–7 Classroom Activities Volume 1 and Volume 2 offers a collection of sample classroom activities based on the *LINC 5–7 Curriculum Guidelines*.

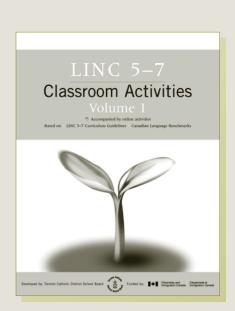
LINC 5–7 Online Activities offer interactive and self-directed online activities that are based on the print activities. Information on how to access the online activities is posted on the Settlement.Org website (in the section on LINC documents).

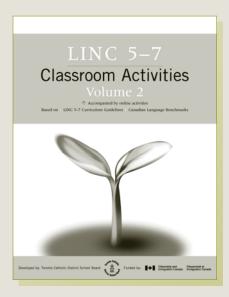
These documents are available for download at http://atwork.settlement.org/ATWORK/.

LINC 5-7 Classroom Activities: Organization

LINC 5–7 Classroom Activities is presented in two volumes. Each volume includes the User Guide, reproducible activities, audio CDs with listening texts and a CD containing PDF files of the entire document. These PDF files are also available on the Settlement. Org website.

The reproducible activities are organized into seven chapters that reflect the seven tabs of the *LINC 5–7 Curriculum Guidelines*. Volume 1 includes chapters 1–4. Volume 2 includes chapters 5–7.





Volume 1

Chapter 1: Academic Skills

LINC 5 • Writing Paragraphs

LINC 6 • Note-taking and Study Skills

LINC6/7 • Writing Paragraphs and Essays

Chapter 2: Business Writing

LINC 5 • Business Writing

LINC 6 • Business Writing

LINC 7 • Business Writing

Chapter 3: Interacting with Others

LINC 5 • Social Interaction;

• Customer Relations

LINC 6 • Customer Relations

LINC 7 • Social Interaction

Chapter 4: Looking for a Job

LINC 5/6 • Job Search Strategies

LINC 7 • Résumés, Cover Letters and Interviews

Volume 2

Chapter 5: Managing Information

LINC 5 • Reading

• Presentations

LINC 6 • Reading

• Presentations

LINC 7 • Reading

Chapter 6: Meetings

LINC 5 • Meetings

LINC 6 • Meetings

LINC 7 • Meetings

Chapter 7: Telephone Calls

LINC 5 • Telephone Calls

LINC 6 • Telephone Calls

LINC 7 • Telephone Calls

In addition to the print version of the *Activities*, learners can independently access the interactive online activities.

Chapter Organization

Introduction to Each Chapter

Chapters in the *Activities* are divided into three levels – LINC 5, LINC 6 and LINC 7 – and each level has its own table of contents. However, each chapter begins with an introduction, intended for use by *all three levels*. These shared pages include the following:



CLB Competencies

Each chapter introduction contains a list of the CLB competencies that directly relate to the chapter content. These CLB competencies are copied directly from the CLB 2000 document. They can be used to guide your selection of activities. They can also be shared with learners. A full list of the CLB competencies for each LINC level is also provided in the appendix of this User Guide.

In Context

This page includes a broad listing of sample daily tasks in workplace and community contexts. This list can help you choose relevant contexts in which to practise the skills introduced in the chapter.

Essential Skills Profiles

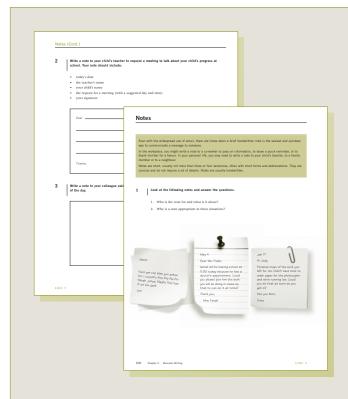
With the exception of the Academic Skills chapter, every chapter includes an activity that introduces learners to the Essential Skills Profiles.

This activity can be used to familiarize learners with typical Canadian workplace tasks related to the language skills addressed in the chapter and to help learners become aware of the skills they need to improve for specific occupations.

You can use this activity with learners at any LINC level (5, 6 or 7) at any point in the chapter.

Activities for Each LINC Level

The introductory chapter pages are followed by the LINC 5–7 activities. Along with its own table of contents, each level of activities includes a collection of activities and instructor notes.





Activities

The activities consist of both skill-building and skillusing activities. Skill-building activities provide learners with opportunities to acquire background information and learn the language needed to perform tasks they may encounter in the real world.

Skill-using activities provide learners with opportunities to practise language in tasks that approximate real-world tasks.

Some of the skill-using activities are termed Putting It in Practice. These tasks allow learners to demonstrate their language proficiency in situations that approximate real-world tasks. They can be used for formative assessment purposes. Suggested CLB competencies and assessment criteria are provided for these tasks in the instructor notes.

Instructor Notes

Instructor notes follow the activities for each LINC level. They are on coloured paper for ease of reference. They include suggestions for teaching procedures, answer keys and transcripts of the listening texts.

Guiding Principles

The LINC 5–7 Classroom Activities was developed with the LINC program objectives and CLB-based approach to language instruction in mind.

1. The LINC Program Objectives

The LINC program aims to provide language instruction to adult immigrants in order to facilitate their social, cultural and economic integration into Canada.

The LINC 5–7 Curriculum Guidelines – on which the Activities is based – suggest 12 themes as well as a number of relevant communication situations (outlined in 20 units) as possible contexts for the CLB competencies. The themes represent broad subject areas that offer opportunities for introducing vocabulary and information relevant to social, cultural and economic integration into Canada. The communication situations in the 20 units (e.g., meetings, telephoning, job searching) reflect a variety of common situations in Canadian community, workplace and study contexts.

2. CLB-based Approach to Language Instruction

The CLB-based approach used in LINC classrooms involves language instruction that is task-based and learner-centred.

Task-based instruction

In LINC classrooms, successful learner performance of CLB competencies is the intended outcome of instruction and learning. CLB competencies are language tasks – real-world uses of language meant to accomplish a purpose in a specific situation. The CLB competencies for a particular benchmark level reflect a wide range of language ability, divided into four broad areas of communication: social interaction, following and giving instructions, suasion (getting things done), and exchanging information.

In classroom activities in LINC classes, learners acquire language skills (in skill-building tasks and activities) and apply those skills by performing tasks that reflect authentic, everyday communication tasks (in skill-using activities). These skill-using activities are communicative, requiring language skills and strategies (such as clarifying information or indicating non-understanding) to convey and interpret meaning. Because these tasks simulate real-life situations, they often provide wide exposure to vocabulary, language functions, sociocultural conventions and grammatical structures.

Learner-centred instruction

The CLB competencies are generic language tasks, not contextualized in particular situations. For example, the CLB 6 speaking competency *ask for and provide information in an interview related to daily activities* is a generic task. In CLB-based language instruction, instructors contextualize the CLB competencies with specific purposes and situations relevant to the learners in their classes. For example, *provide information to an insurance representative to arrange for home/apartment insurance*, or *provide information about trip details to a travel agent to arrange a flight*.

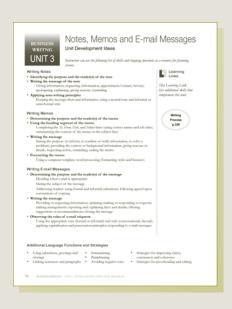
How these guiding principles are reflected in the Activities

The selection of texts and situations in the *LINC 5–7 Classroom Activities* reflect Canadian contexts, possible settlement needs of LINC learners¹ and the Canadian Language Benchmarks. The activities:

- contextualize a range of CLB competencies (from the four competency areas) in realistic, everyday situations and with topics relevant to learner needs in academic, workplace and study contexts
- include both skill-building and real-world (skill-using) language learning tasks
- reflect functional, linguistic, textual, socio-linguistic and strategic language use

How the LINC 5-7 Curriculum Guidelines informed the LINC 5-7 Classroom Activities

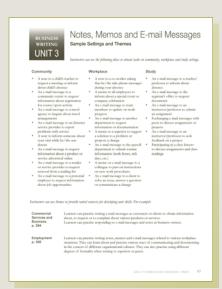
The units and themes of the Curriculum Guidelines informed the content of the activities. Each activity has both a language focus and a context, or situation. The language focus was determined by selecting from the *Unit Development Ideas* page and the *Sample Language and Independent Learning* pages in the Curriculum Guidelines. The context or situation of each activity was determined by selecting from the *Sample Settings and Themes* and the *Sample Tasks* pages.



The **Unit Development Ideas** page of each unit in the *LINC 5–7 Curriculum Guidelines* lists skills, language functions and background knowledge related to a communication situation.

The *Unit Development Ideas* page pictured to the left is from Business Writing, page 96. The ideas listed on this page were used to determine the language focus of the activities in the Business Writing chapter in the *LINC 5–7 Classroom Activities*.

As determined by LINC 5–7 Curriculum Guidelines and the Consultations on the Settlement and Language Training Services Needs of Newcomers, 2006.



The **Sample Settings and Themes** page of each unit in the *LINC 5–7 Curriculum Guidelines* provided ideas for contextualizing CLB competencies in real-life situations in community, workplace and study settings.



The **Sample Tasks** pages of each unit in the *LINC 5–7 Curriculum Guidelines* provided task ideas for LINC 5, 6 and 7 activities.

Essential Skills and the LINC 5-7 Classroom Activities

Essential Skills (ES) refer to nine skills essential to success in Canadian occupations. They are considered skills not only for work, but also for learning and life. Adults who have strong essential skills are able to apply their skills across many different tasks in a variety of contexts.

Thousands of interviews were conducted to find out how these essential skills are used in Canadian workplaces. This research is compiled in the Essential Skills Profiles. There are currently profiles for 300 occupations accessible on the Essential Skills website². Each profile lists typical tasks for each essential skill.

Integration of Essential Skills

In the *Activities*, Essential Skills are integrated in three ways:

1. Some activities introduce learners to the Essential Skills Profiles. In most chapters, an activity in the chapter introduction engages learners in searching the ES Profiles for workplace tasks related to the chapter content. For example:



In Chapter 2, Business Writing, learners locate specific ES profiles and identify the workplace writing tasks for those occupations.

The purpose of these activities is to help learners:

- become familiar with the Essential Skills Profiles
- be informed about typical skill demands in Canadian workplaces and in their occupation
- reflect on their own essential skills and set learning goals

The Nine Essential Skills and Typical Applications

Reading Text

- Scan for information; Skim for overall meaning
- Read to understand, learn, evaluate
- Integrate & synthesize information

Document Use

 Read signs, labels or lists; Interpret information on graphs or charts; Enter information on forms

Numeracy

Numerical estimation and calculation

Writing

- Organize, record or document; Inform or persuade
- Request information or justify a request
- Present an analysis or comparison

Oral Communication

- Greet people or take messages
- Reassure, comfort or persuade; Resolve conflicts
- Seek/obtain information; Facilitate or lead a group

Work with Others

- Work independently; with a partner or helper; Work as a member of a team
- Participate in supervisory or leadership activities

Thinking Skills

- Problem Solving; Decision making; Critical thinking
- Job task planning and organizing
- Significant use of memory; Finding information

Computer Use

- Operate a computerized cash register
- Use word-processing software
- Send e-mails; Create /modify spreadsheets

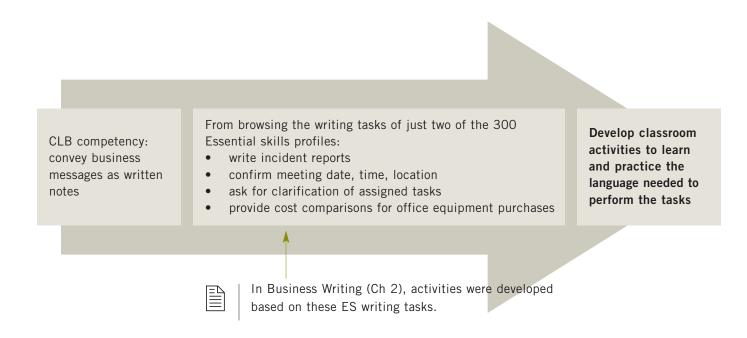
Continuous Learning

 Know how to learn; Know how to gain access to a variety of materials, resources, learning opportunities

Adapted from Defining Essential Skills, and Readers Guide to Essential Skills, http://srv108.services.gc.ca/english/

² Essential Skills Profiles: www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml.

2. Many activities were inspired by sample tasks in the Essential Skills Profiles. These example tasks provided ideas for contextualizing CLB competencies in workplace contexts. For example, writing tasks in two of the more than 300 Essential Skills Profiles – *Guest Service Attendant* and *Executive Assistant* – provided inspiration for contextualizing a CLB writing competency (*convey business messages as written notes*) in the Business Writing chapter (see below).



3. Some activities introduce learners to using resources that are based on or linked to Essential Skills research.

For example, in Chapter 4 (Looking for a Job), learners are introduced to the following resources:

- Ontario Skills Passport: This website is based on Essential Skills research and the Essential Skills Profiles. It includes a clear list of the nine Essential Skills and nine Work Habits essential to success in Canadian occupations.
- **National Occupation Classification (NOC):** This website includes occupational information organized by a four-digit code, called the NOC code. Essential Skills Profiles also list the NOC code, which is hyperlinked to the NOC website. In addition, you can search for a specific Essential Skills Profile by NOC code.
- **Service Canada's Job Bank:** This is a job-listing website operated by the government of Canada. Each job posting includes the NOC code.
- **Service Canada's Job Futures:** This is an online career planning tool that provides information about 265 occupational groups. This information can be searched by the NOC code.

The purpose of these activities is to help learners:

- research occupations in Canada
- become aware of the skills needed in specific occupations
- · become aware of their own skills and skill gaps
- express their skills in résumés, cover letters and interviews

Part B: Incorporating the Activities into Program Planning and Delivery

This part of the User Guide can help you to incorporate the *LINC 5–7 Classroom Activities* into your program planning and delivery. It provides suggestions and tools – in a question-and-answer format – on ways to select, adapt and supplement the *Activities*.

Q: How can I use the LINC 5-7 Classroom Activities?

You can use the *Activities* as one of many resources to help you to plan and deliver instruction. You can use the activities as is, adapt them or supplement them with other materials. These activities are not lesson plans; nor do they offer enough practice of language skills to be considered complete modules of learning. They are merely samples of possible level- and content-appropriate activities for LINC 5–7 classes. Whether or not they are suitable for the learners in your class depends on the needs of those learners and the CLB competencies you want to address.

When selecting activities, you can start with your learners' needs (i.e. the language skills and topics they want to work on) and the CLB competencies you want to address. Then, you can determine the real-life tasks that relate to these needs and contextualize the competencies (e.g., write a short essay, write a cover letter, arrange a meeting). These real-life tasks will become the outcomes of learning and teaching. With these tasks in mind, browse the *Activities* and draw from those that either address these tasks or address the language skills needed to perform them.

Although the sample activities are organized by chapters and LINC levels, you can draw from the activities in all the levels and from a range of chapters. You can adapt the activities to the level of your learners, order them and supplement them with a variety of other resources to form lessons tailored to the needs of your class.

Q: How can I select activities that are relevant to the needs and interests of learners in my class?

The concept of "learner-centeredness," where learner needs, interests and preferred learning styles are taken into account to plan and deliver language instruction – and where CLB competencies are contextualized in themes and tasks of interest and relevance to learners – is fundamental to the CLB and the LINC Curriculum Guidelines methodology.

The purpose of language instruction in LINC classes is to help learners use English to perform real-life tasks in their daily lives. So it is essential to have an understanding of what those tasks may be for the learners in your class, and to provide classroom activities that simulate them. For example, you can teach listening and re-telling strategies by listening to a recording about any topic, but by listening to an automated information line about tenant rights in Ontario, the learner practises listening and re-telling strategies while also learning about tenant rights, and about a free service that he/she can access independently. He/she learns the language while performing a relevant real-life task that he/she can perform outside the classroom.

The *Activities* reflect situations, topics and language elements that are relevant to the general needs of newcomers. However, only by considering the particular learners in your class can you determine whether or not those situations, topics and language elements will be relevant to them.

→ General needs of newcomers to Ontario

An awareness of the needs of Ontario newcomers, and of specific newcomer groups such as youth, seniors and women, can help you choose and adapt activities that address specific settlement needs.

In 2006, Citizenship and Immigration Canada studied the needs of newcomers to Ontario. Extensive consultations with newcomers and service provider organizations were conducted to obtain information about newcomer needs, expectations and experiences. These consultations revealed specific trends and needs that can inform LINC instructors.

One trend documented in various research reports is that "over the past 20 years, immigrants have fallen behind economically in comparison with Canadian-born residents." During the consultations,⁴ the need for employment ranked as the highest priority for nearly all newcomers, and was related to three barriers:

- obtaining equivalencies for education or professional certification acquired in other countries
- obtaining recognition for previous work experience outside of Canada
- obtaining references for work, housing and other purposes

The needs expressed by newcomers who participated in the consultations fell into nine primary areas, as illustrated in the chart below. The top three needs were employment, language and better guidance and information.

Newcomers' nine primary areas of need	AII	Seniors (age 50+)	Youth	Women
Employment	1)	1		①
Language	2	3	2	2
Information & guidance	3	3		3
Initial orientation				
Financial stability				
Housing				
Cultural integration			1	
Social & emotional support				
Health		2		
Education			3	
Childcare				

Seniors: Employment is the highest priority; most seniors report they are actively looking for work. Financial stability is a significant concern. Barriers to employment include difficulty learning English, older age, and obtaining proof of education. Health is a higher priority than for other groups.

Youth: Education is a higher priority than employment for youth. They lack information about Canada in general, and the education system in particular.

Women: The top three needs are the same for both women and men, but women report additional concerns, experiences and barriers to finding employment, including concerns about child care, loneliness, and loss of confidence.

³ Strategic Plan for Settlement and Language Training, Citizenship and Immigration Canada, January 2007

⁴ Consultations on the Settlement and Language Training Services Needs of Newcomers, 2006

→ Needs assessment

An awareness of the needs of the particular learners in your class can help you to select relevant activities. You can consider the specific needs and interests of learners in the class. What are their language needs, interests and existing abilities? Do they want to improve their writing? Expand their vocabulary? Feel more confident making small talk? Are there many women, seniors, youth, or internationally trained professionals in your class? What are their goals? Do they want to pursue further education? Achieve credential recognition? Obtain direct entry into the workforce? What are their challenges? Do they need help finding services for housing? Employment? Health care? Child care? What are their interests? Do they enjoy reading about current events? Sports? Noteworthy Canadians? These answers can only be discovered through consulting the learners themselves. This can be done through an initial needs assessment, and on an ongoing basis by observing and talking with them.

To learn more, see ...

- The LINC 5–7 Curriculum Guidelines (pp. 19–27)
- The LINC 5–7 Curriculum Guidelines in the Classroom. In the Classroom outlines a classroom needs assessment process and provides examples of needs assessment tools.
- CLB 2000: A Guide to Implementation: Chapter 3, Needs Assessment in a Learner Centred Approach.

Q: How can I address the diverse needs and interests of the learners in my class?

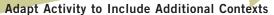
Many LINC classes in Ontario are multi-level, often combining learners from two to four different LINC levels in the same class. Learners in these classes often have different education levels, a variety of goals and interests, and different learning styles. Using the communicative approach, encouraging self-directed learning, and focusing on the transferability of language are three instructional methods that work well with multi-level classes.

As a first step, you can select activities based on the needs and interests that are common to the majority of learners. Vary activity types so they appeal to the learning preferences of all learners some of the time.

Integrating independent learning activities, research activities and the use of technology into lessons can also provide opportunities to address the varying needs and interests of learners and encourage them to take responsibility for their own learning.

Communicative activities are well-suited to multi-level classes because they require using language for communication tasks that approximate real-life situations. Learners are encouraged to use the range of language abilities they already have in their exchanges with each other. For example, in a class discussion, a lower-level learner may state his opinion; a higher-level learner may state *and justify* her opinion.

Finally, emphasizing the transferability of language structures and strategies to different contexts can help address a variety of needs. For example, language strategies can be taught in the context of one situation (e.g., calling the landlord and tenant automated information phone line, taking notes and re-telling the information to a partner), then applied to other situations (e.g., calling an automated phone line about consumer rights, legal rights, or victim support). Learners themselves can suggest these situations, and conduct Internet research to locate suitable texts related to them. This provides spiralling of language strategies as well as opportunities to address a variety of learner needs (see the visual, next page.)



This provides opportunities to address a variety of learner needs, and to spiral language in different contexts

Consult Learners

On how they transfer the language strategies to situations they are interested in (e.g., listening to information about legal rights, the weather, consumer rights)

Sample Activity (from *LINC 5–7 Activities*)
Take notes on tenant rights from an automated information line (Legalline); use notes to re-tell information

For example:

The activity below (from Chapter 5, Reading LINC 5) demonstrates how language skills can be spiralled in different contexts. The CLB 5 reading competencies below are initially contextualized with an employment theme and task.

- LE 5-II: Understand and follow moderately complex everyday texts.
- CLB 5–III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
- CLB 5-IV: Access and locate information ...



Situation and activity: You just got a job as a server in a bar. You have been offered \$7.50 an hour. You want to know what the minimum wage in Ontario is, and when it will increase.

Use the Internet to find the information and complete the table. Successful performance of the task is demonstrated by completion of the table.

Then, a similar task can be used to transfer the language skills (e.g., limiting an Internet search, scanning a home page) to other situations relevant to learners. For example, if learners have young children, a task could be:

Your daughter is nine years old and you want to know if she is still required to sit in a booster seat in the car. Use the Internet to find the information and pass on the information to the class.

Q: How can I determine the outcomes of learning for learners in my class?

In CLB-based classes, the outcomes of learning are determined by real-life tasks that are relevant to the goals and needs of learners in your class and that contextualize the CLB competencies (e.g., write a short essay, write a cover letter, arrange a meeting, describe your skills in a job interview). You can use these real-life tasks as models to develop or select classroom activities that resemble them. These classroom activities can be used for assessment of learner performance.

The outcome tasks can be determined by considering the needs and goals of learners – what do they want/need to be able to do? Listings of sample tasks can provide ideas for these outcome tasks. You can find these listings in CLB resources, *LINC 5-7 Curriculum Guidelines* and the Essential Skills Profiles.

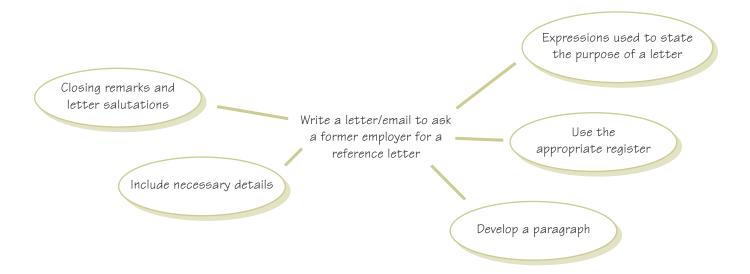
To learn more, see ...

- LINC 5-7 Curriculum Guidelines, sample tasks pages
- CLB 2000 sample tasks are listed beside most CLB competencies
- CLB 2000 Additional Sample Task Ideas (available at www.language.ca)
- Essential Skills Profiles

Q: How can I select activities that will prepare learners to perform the outcome tasks successfully?

The ability to perform the CLB competencies (contextualized in tasks relevant to learners) is the primary objective of LINC classes. To achieve that objective, learners need plenty of opportunities to practise performing those tasks with a variety of relevant texts and situations. They also need instruction and practice with the language elements involved in those tasks, such as pronunciation, vocabulary, grammar, background knowledge and knowledge of social conventions. These are termed skill-building activities. Various resources can help you determine the focus (content or language focus) of the skill-building activities, such as:

• **A Task Analysis:** If you have the performance of a real-life task in mind as a learning outcome, a task analysis can help identify language elements that are implicit in that real-life task. Consider the task analysis below, which determined the skill-building activities in Chapter 2 (Business Writing, LINC 5) of the *LINC 5–7 Activities*.



UG-20 User Guide Classroom Activities | LINC 5-7

• **CLB performance indicators:** The CLB performance indicators provide details on what learners should be able to do (and by extension, what should be taught) to achieve the CLB competencies. These indicators can provide ideas for the focus of skill-building activities. For example, consider the CLB competency and performance indicators below:

CLB 6 listening competency: Take phone messages with three to five details.

Performance indicators: - Answers phone appropriately

- Clarifies/confirms accuracy of information

- Gets all details in message

The performance indicators above provided ideas for some of the skill-building activities in Chapter 7 (Telephone Calls), which focus on telephone greetings, strategies for clarifying information, and strategies for confirming accuracy. These same performance indicators can also become the assessment criteria in the assessment tasks. In the *LINC 5–7 Curriculum Guidelines* (pp. 52–68), the performance indicators appear under each CLB competency.

- **CLB 2000**, *What may need to be taught* **pages:** For each skill, the CLB 2000 document includes one page titled *What May Need to be Taught* that lists strategies, background knowledge and language elements that may need to be taught for learners to achieve the Benchmark competencies. These strategies and elements can provide ideas for skill-building activities. (See CLB 2000, pages 55, 75, 87, 99.)
- **The learners in your class:** Learners' present language abilities, interests and the results of ongoing assessment of their progress should determine the language focus of skill-building activities.
- The LINC 5–7 Curriculum Guidelines: The Unit Development Ideas page of each unit in the Guidelines provides a broad list of the skills and language functions involved in communicating in particular situations (e.g., business writing). The Sample Language and Independent Learning page lists possible vocabulary, grammar and pronunciation to focus on, and the Teaching Suggestions and Resources page lists resources.

Q: How can I use the activities in the LINC 5-7 Classroom Activities to form a lesson?

A lesson is a planned sequence of activities that enables learners to practise specific elements of English. CLB-based lessons typically contain both skill-building and skill-using activities – that is, activities that offer instruction and practice in specific language structures as well as communicative activities that offer opportunities to apply language in classroom tasks that approximate real-life situations. Forming a lesson involves selecting, developing and sequencing skill-building and skill-using activities that are relevant to learners.

Because the *LINC 5-7 Classroom Activities* includes both skill-building and skill-using activities, as well as *Putting It in Practice* tasks, it provides samples of the ingredients needed to form a lesson or a series of lessons. However, there may not be enough activities provided for some learners to perform the *Putting It in Practice* activities proficiently. This is because certain language elements may be emphasized too much or others not enough for the language needs of particular learners; the level may be too high or too low; or the content may not be relevant to their learning goals or interests. To form lessons appropriate for the learners in your class, you will need to rely on a range of resources to adapt and supplement these activities.

To learn more, see ...

- CLB 2000: A Guide to Implementation, Chapter 6, Planning for Teaching and Learning
- LINC 5-7 Curriculum Guidelines In the Classroom

Q: How can I select from the Activities to form a theme-based lesson?

Instructors who organize activities by theme (e.g., Canadian law, education) can select and adapt activities from many of the chapters to develop a lesson or series of lessons. The example below illustrates how one instructor (Margaret) could use the *LINC 5–7 Activities* while planning a theme-based lesson on Canadian law. Margaret teaches a group of LINC 5 learners, all of whom listed listening practice as a priority. Learners also indicated an interest in Canadian law and social services. Margaret decides to focus her lesson on introducing note-taking strategies to help learners listen. She also wants to introduce information about Canadian law and social services.

From Chapter 5: Managing Information

Margaret wants to start the lesson with a reading about a Canadian law topic. Although her learners are LINC 5, she browses the LINC 6 section and finds an activity that explores the Service Canada website to find information about CPP and OAS. She uses this activity, but adapts it by printing sections of information from the website and using them as readings. Note: For other reading topics, draw from the ideas, topics and resources listed in the LINC 5–7 Curriculum Guidelines theme section.

From Chapters 1 and 7: Telephoning and Note-taking

Margaret wants a listening activity to follow her readings on CPP and OAS. She browses the chapter on telephone calls and notices an activity that uses Legalline, an automated information line with 1,000 different topics. She doesn't use the activity because it is about tenant issues, but she records another listening text from Legalline that is about the OAS, and plays it in class. Margaret likes one of note-taking activities, but doesn't think the listening text would interest her learners. She uses the note-taking task with the listening text on OAS.

From Chapter 5: Presentations

Margaret draws from the LINC 5 presentations activities and decides that each learner will choose a source of government income support (OAS, OW, ODSP) and give a presentation about it to the rest of the class. During the presentation, learners will need to listen, take notes based on their co-learners presentations, and use their notes to summarize the information.

Q: How can I use the LINC 5-7 online activities?

The LINC 5–7 online activities offer interactive activities – based on the print activities – that can be accessed and completed independently. Most of the online activities are self-correcting. They are especially useful for learners who prefer to learn in a self-directed way, or for learners who want additional practice on specific activities. Some of the online activities have been designed to be facilitated by a classroom instructor and involve sharing ideas or getting feedback from the instructor or classmates. The online activities can be used either within or outside of class time:

- During class time (in the computer lab) learners can use the online activities to review, confirm and enhance their classroom learning. You could assign learners the online activities that are related to the topics or print activities you are addressing in class. Learners can complete the activities at their own pace, and listen to the audio texts as often as they want to.
- Outside of class time, learners can also access the online activities. This is especially helpful if only a few learners in your class are interested in a particular section of the activities.

Q: How can I incorporate ongoing needs assessment into lessons?

Although an initial needs assessment can provide information on learner needs and interests, it is often through classroom activities and in informal ongoing discussions that we discover learners' needs, language abilities, interests and learning preferences.

Ongoing needs assessment can be a regular part of classroom activities. In the *LINC 5–7 Activities*, the first page of each LINC section of activities is designed to elicit information about learners' experiences, observations and interest in the chapter content.

During activities, you can encourage feedback from learners. Be curious about whether or not (and why) the learning activities are useful, interesting or challenging. Listen to the responses. Observe learners' performances to find out how much they are participating and how proficient they are becoming. After an activity, ask learners how they thought it went. Find out whether or not they think they can use the language structure or strategy taught in class in their daily lives, and how. Use the information you gather to plan, select and adapt activities for upcoming lessons.

You may be able to get a better sense of how effective the learning activities were – and whether or not you are making the most of them – by asking yourself some of the following questions:

- ☑ Did learners understand the intended outcomes of learning for this lesson?
- ☑ Did learners understand the purpose of each activity?
- ☑ After learners performed a task, did I provide an opportunity to talk about how it went?
- ☑ Do learners seem interested in the content of this activity?
- ✓ Are the activities relevant to learners' lives?
- ☑ If I focus on a language structure, am I providing learners with the opportunity to apply it in a communicative task?
- ☑ Do learners seem to like the type of activity (role-play, discussion, debate, research)?
- ☑ Is the activity too easy, about right or too difficult?
- ☑ In what other relevant situations can learners apply these language skills?

Q: How can I use the Activities for formative assessment of learners' performance?

Formative assessment is conducted for two main reasons: to inform learners about their strengths and areas that need improvement, and to inform you about the effectiveness of your teaching and the elements of CLB competencies that need further instruction. This information informs your lesson planning.

Formative assessment can be done on an ongoing basis while learners are participating in activities. Formative assessment differs from a regular activity in that specific components of the activity are clearly articulated as criteria for successful performance. This criteria should be shared with learners. Learner performance is evaluated against the criteria (by you and by learners themselves), and the results are used both to inform learners and to inform your own lesson planning.

Although many of the activities can be used for formative assessment, specific activities in each chapter, titled *Putting It in Practice*, are especially suitable for assessment purposes. They are suitable because they lack scaffolding, are communicative, and approximate real-life tasks, which are the outcomes of learning in a CLB-based class. In the instructor notes, related CLB competencies are listed with possible assessment criteria to choose from. The assessment criteria were drawn from the CLB performance indicators.

Learner performance assessment can include both summative and formative assessment. Summative assessment is conducted to determine whether or not learners can proficiently perform CLB competencies for a Benchmark level. It is typically done either when learners are ready to demonstrate mastery of particular CLB competencies, or at the end of a teaching cycle. If these tasks are used for *summative* assessment purposes, care must be taken to ensure that a sufficient number of related practice activities have been done before the assessment task, that the task reflects the performance conditions of the target CLB level, that learners understand the assessment criteria, and that a variety of assessment tasks are used to assess performance.

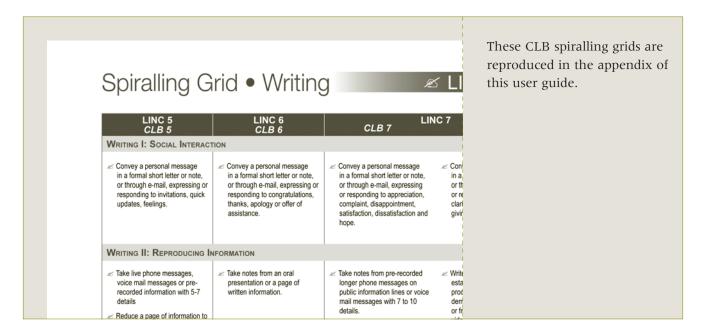
To learn more, see ...

- CLB 5–10 Exit Assessment Tasks
- CLB 2000: A Guide to Implementation, Chapter 8: Classroom-Based Assessment
- Integrating CLB Assessment into your ESL Classroom

Q: How can I ensure I address a variety of CLB competencies?

Familiarity with the CLB competencies in all four areas (social interaction, reproducing information/instructions, suasion and information) can help you to select activities that address a variety of competencies. Browsing the CLB competency statements in chart form can provide a visual overview of the outcomes of learning and help you to develop this familiarity. It can also help you to see how the CLB competencies and performance conditions for each LINC level progress in complexity.

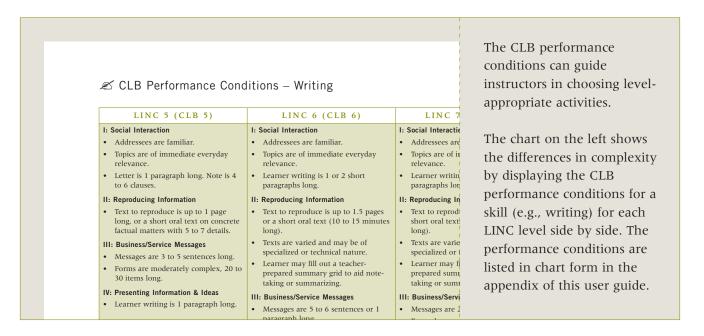
The Canadian Language Benchmarks are described in the publication *Canadian Language Benchmarks 2000*, available for purchase or PDF download at www.language.ca. CLB competencies are also reproduced in a variety of visual formats in the *LINC 5–7 Curriculum Guidelines* (pages 49–68 and 321–331). For example, the "Spiralling Grid" below shows the differences in CLB levels by displaying the CLB competency statements for writing for each LINC level side by side.



Q: I have a multi-level class. How can I adapt the activities so that they suit the level of learners?

In the *Activities*, separate activities are included for LINC 5, LINC 6 and LINC 7. You can draw from the activities in any of these levels and adapt them to suit your learners' various levels. For example, LINC 7 learners may benefit from LINC 5 activities, but these activities would need to be supplemented or extended with additional activities (e.g., discussion, research, reading). LINC 5 learners may benefit from LINC 6 activities, but the texts may need to be shortened or simplified.

You can refer to the CLB performance conditions as a general guide when you are selecting or adapting texts and tasks so that they are level-appropriate. The performance conditions provide details about the purpose of communication, the audience, time constraints, length and complexity of the text for each CLB level.



Q: How can I incorporate Essential Skills into classroom activities?

The Essential Skills Profiles provide hundreds of examples of actual Canadian workplace tasks for each of the nine essential skills. Instructors can draw from these tasks to contextualize CLB competencies with classroom tasks that approximate the tasks learners will encounter in the workplace. Although the workplace tasks in the Essential Skills Profiles are connected to specific occupations, many are transferable to a range of occupations. There are a number of online resources that can help you integrate Essential Skills into classroom activities. See the appendix of this user guide for a list.

Q: How can I integrate technology into classroom activities?

The use of web-based texts and tools can supplement activities and enhance language teaching and learning. They can be used to access, locate, present and exchange information.

Integrating technology in a way that is consistent with CLB-based instruction involves using technology to facilitate communication. Using web-based tools adds authenticity to classroom tasks because the communication task can be for a real audience for a real purpose. For example, consider the difference in the two tasks below:

- Task 1: Read an article, write a one-paragraph summary and submit it to the instructor.
- Task 2: Read an article, write a one-paragraph summary and post your summary on the class blog. Read your classmates' summaries. Select one that interests you. Make a comment to that learner on the blog, telling him/her why the summary interested you.

Here are some tips for integrating technology in classroom activities.

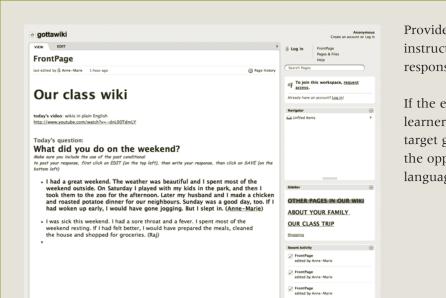
Include opportunities to exchange (or present) information

Have learners use web-based tools to present and exchange information, such as email, blogs, wikis, forums, photo-sharing tools (e.g., Flickr, VoiceThread) and podcasting tools. These tools can be free and do not require a lot of technical knowledge to use. Such tools include:

Wiki: A class wiki is a useful tool for exchanging information. Setting up either a blog or a wiki is free and will take only a few minutes. You can use a class wiki to:

- upload articles and provide links to videos, podcasts or pictures
- provide a forum for learners to comment on class or wiki content
- provide opportunities for learners to contribute to the wiki (learners can add content and comment on each other's content)

For example, you could pose a question or assign a task on the wiki, then have learners respond to the question or complete the task. For example, if you were practicing the use of the past conditional, you could ask learners to tell you what they did over the weekend, and use the past conditional in their description. See the wiki page example below.



Provide learners with clear instructions and a model for posting responses on a wiki.

If the entire class posts a response, learners see 20 authentic uses of the target grammar structure and have the opportunity to apply their language for a real audience.

UG-26 User Guide

Learners can also use the wiki to post what they learned in a particular class. This can help them reflect on their learning. It also provides a purpose for writing: to supply information to learners who may have missed the class.

Digital Storytelling: Digital storytelling is essentially telling a story (voice narration) with images (pictures or video) on the computer. One example of a free web-based digital storytelling tool is *VoiceThread* (http://voicethread.com). Users can upload pictures or images and overlay them with voice narration, to be shared with others who can comment on it. Another example is an online tool called *Jing* (www.jingproject.com). With Jing, users can create a short video of the computer screen and add voice narration. For example, they can make a video of a PowerPoint presentation (with their voice describing the slides), or a video describing and showing a computer process (such as using MSWord to make a table, or describing and demonstrating the features of a website).

Podcasts: Podcasts make excellent listening material because of the flexibility they provide. They can be copied to a CD or an iPod, played in class, or accessed by learners independently. Learners can listen as many times as they like, and pause listening when needed.

Integrate Internet Research Activities

Internet research activities can be added to almost any activity. The challenge in the LINC class is to ensure that activities are consistent with the communicative approach. Consider the examples below:



An activity on emailing in Chapter 2 is supplemented with an Internet research activity in which learners use relevant search terms to locate a list of emailing tips. Then a task can be assigned to engage learners in a CLB-related task, such as:

- take notes to reduce the emailing tips to a list of three or four points you feel are most important, then share these points with a partner
- write an email message to a classmate to describe the list and provide a link to the webpage
- post a one-paragraph review of (and a link to) the webpage on the class wiki



An activity on making enquiries about purchasing used items in Chapter 3 is supplemented with an activity in which learners locate ads for a desired item on a *buy and sell* website (e.g., Kijiji, Craigslist), and draft an email to the seller. This activity adds authenticity to the task – learners are researching actual used items and composing an email to a real person.

Internet research activities can also be used to facilitate project work. A project is a longer-term activity that culminates in a presentation or a product of learning. Projects are valuable in the LINC class because they can involve a variety of communication situations (e.g., meetings, working with others, researching, summarizing, re-telling, planning and assigning work, presenting), allow for independent and self-directed learning, and provide learners with opportunities to use their language abilities to inform others.

Integrate online texts and videos in classroom activities

Videos, podcasts and online texts can enhance the instruction offered in class and supplement many of the LINC 5–7 activities. Including them in class introduces learners to relevant websites and web-based tools they can access independently.

Videos: Short online videos are valuable because they provide a common viewing experience in the classroom and can spark discussion. After viewing a video, common classroom activities include discussing it, taking notes on the main ideas, re-telling the content, writing a review and describing the chronology.

Keep in Mind:

Viewing online videos and podcasts need not be an individual exercise for learners. Instructors can use one computer hooked up to a data projector to view the podcast as a class activity. This can promote discussion in a way that individual viewing cannot.

Instructional videos can provide instruction and demonstration of a concept or process that you are addressing in class. For example,



An activity on resume writing in Chapter 4, *Resumes, Cover Letters and Interviews* can be supplemented by viewing an instructional video about writing a resume and taking notes on the main ideas.

Video-sharing websites allow users to search video collections, view videos and post comments. Some common video-sharing websites are:

- www.YouTube.com
- <u>www.howtovideos.org</u>
- www.ehow.com

News or Feature Stories: News articles and podcasts found on the Internet can be excellent classroom texts because learners are often already familiar with the content of the stories. Many news websites allow readers to post and read comments about the stories. These posts provide opportunities to identify language used to express opinions and give reasons. The following websites include news and/or podcasts and allow reader comments:

- <u>www.thestar.com</u> (podcasts at <u>http://starweb.blogs.com/podcasts/</u>)
- www.cbc.ca/news/ (podcasts at www.cbc.ca/podcasting/)
- <u>www.TVO.org</u>: Includes podcasts about current issues, documentaries, and *CIVICS 101* (animated videos that explain how Ontario's government works)

Activities for English language learners: Many websites have been developed especially for English-language instructors and learners. They provide free online activities, podcasts, news and discussion forums. These activities can supplement the print activities.

For example:



An emailing activity in Chapter 2, Business Writing (LINC 5), can be followed by listening to a podcast that includes email terminology, such as podcast #110 on the China232 website.

It can be a challenge to find online activities on topics you are addressing in class that are also interesting and about the right length and complexity. However, several of these websites are searchable by topic and in some cases by language level. It is worth taking the time to familiarize yourself with some of these websites. Below are just a few examples:

- <u>www.china232.com</u>: Offers a large collection of podcasts on many topics. Most podcasts come with a partial transcript and a list of expressions and their meanings.
- <u>www.englishclub.com/listening/news.htm</u>: Features the *English Club Monthly News Digest*, four short audio news reports (posted monthly) with accompanying activities; discussion forums and language tutorials.

- <u>www.real-english.com</u>: Features dozens of short video clips of authentic, spontaneous English spoken on streets across the world. The videos combine specific language functions with natural speech provided by people the filming crew meets during filming.
- <u>www.eltpodcast.com</u>
- www.eslpod.com
- <u>www.breakingnewsenglish.com</u>: Features over 1,000 lessons for English language learners based on a current news item.

To learn more, see ...

• Fast Forward: An Analysis on Online and Distance Education Language Training (available on the Settlement.Org website)

Integrate navigating websites (relevant to learner needs) with a purpose

The Internet provides up-to-date information about local community services, health information, legal rights and processes, government income supports, job search resources, educational opportunities and Canada's laws. Many government websites have links to clear language guides to Ontario laws. These websites can be used to find current information about local opportunities and services while learners are practicing reading, research and presentation skills.

For example:



Activities in Chapter 5 introduce three websites (Settlement.org, Service Canada and Service Ontario). Various scenarios are presented and learners are required to navigate the website to find the needed information.

LINC 5-7 | Classroom Activities

CLB Competency Spiralling Grid⁵ – Speaking

LINC 5 (CLB 6) LINC 6 (CLB 7) LINC 7 (CLB 8) SPEAKING I: SOCIAL INTERACTION Propen, maintain and close a short **●** Introduce a guest, speaker formally to **●** Introduce a person formally to a large routine formal conversation. a large familiar group. unfamiliar audience. **♀** Introduce a person (e.g., guest, Express and respond to gratitude, Express/respond to a formal speaker) formally to a small familiar appreciation, complaint, welcome/toast. group. disappointment, dissatisfaction, Express sympathy formally. satisfaction and hope. Respond to a minor conflict or Make or cancel an appointment/arrangement. • Confirm own comprehension. complaint. Comfort and reassure a person in **⊈** Express/respond to apology, regrets, **●** Use a number of strategies to keep the conversation going. distress. excuses. **●** Indicate partial comprehension. Manage conversation. Check Hold the floor. Take turns by interrupting. Resume after interruption. comprehension. Encourage others in a conversation **●** Use a variety of strategies to keep **Change topic.** by adding supportive comments. Take live phone messages with 5 to 7 conversation going. • Avoid answering a question. details. **●** Encourage others to participate. Carry on a brief phone conversation Take phone messages with 3 to 5 in a professional manner. details. SPEAKING II: INSTRUCTIONS Give clear instructions and directions Give a set of instructions dealing with Give/pass on instructions about an simple daily actions and routines related to moderately complex established familiar process or familiar technical and non-technical where the steps are not presented as procedure (technical or nontasks. technical). a point-form sequence of single clauses. SPEAKING III: SUASION (GETTING THINGS DONE) Make a simple formal suggestion; Give and respond to a warning; ¶ Indicate problems & solutions in a provide reason. discourage others. familiar area. Make a simple prediction of Request a word. Ask for and respond **♀** Propose/recommend that certain consequences. to recommendations or advice. changes be made in a familiar area. Make an extended suggestion on Make a verbal request for an item. how to solve an immediate problem or make an improvement. SPEAKING IV: INFORMATION Presentations Presentations Presentations Relate a detailed sequence of events **⊈** Give a summary/report of the main **Give** a presentation to describe and from the past; tell a detailed story, points of a presentation by someone explain a complex structure, system including reasons and consequences. or process based on research. Use a diagram to support the explanations. **●** Describe and compare people, places Fell a story, including a future Tell a story, including an anecdote. etc. scenario. One-to-One and Group Interaction Process. **●** Describe, compare and contrast in One-to-One and Group Interaction detail two events, jobs or procedures. Ask for or provide detailed • Ask for and provide information in ♣ Describe a moderately complex information related to personal an interview related to daily needs, varied daily activities & process. activities. One-to-One and Group Interaction routine work requirements. **●** Participate in a small group Ask for and provide detailed Properties of the Discuss options. discussion/meeting on non-personal information related to personal **♀** Participate in a debate/discussion or familiar topics and issues: express needs, varied daily activities & meeting on an abstract familiar topic opinions, feelings, obligation, ability, routine work requirements. or issue. Participate in a small group ■ Express & analyse opinions & certainty. feelings. discussion/meeting: express opinions and feelings; qualify opinion, express Express doubts and concerns, oppose reservations, approval and or support a stand or a proposed

Express or ask about possibility,

disapproval.

probability.

solution.

⁵ CLB competency statements are from the Canadian Language Benchmarks 2000; Spiralling Grids are from LINC 5-7 Curriculum Guidelines, pp. 328-331.

© CLB Competency Spiralling Grid – Listening

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)			
LISTENING I: SOCIAL INTERACTION					
 Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling appointments, apologies, regrets, excuses, problems in reception and communication. Identify mood/attitude of participants. 	Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.	Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences.			
LISTENING II: INSTRUCTIONS					
Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.	 Understand sets of instructions related to simple technical and nontechnical tasks. Understand simple directions on the phone. Understand simple messages left on voice-mail (with 5 to 7 details). 	Follow an extended set of multi-step instructions on technical and non- technical tasks for familiar processes or procedures.			
LISTENING III: SUASION (GETTING THINGS DO	NE)				
Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.	Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.	 Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. Evaluate the validity of a suggestion or proposed solution. 			
LISTENING IV: INFORMATION					
 Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). Suggest an appropriate conclusion to a story based on inference. 	 Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse. 	 Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations. Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic. 			

CLB Competency Spiralling Grid – Reading

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7)	LINC 7 (CLB 8)			
READING I: SOCIAL INTERACTION						
Identify factual details & inferred meanings in moderately complex notes, e-mail messages & letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.	Identify factual details in moderately complex notes, e-mail messages, letters & announcements containing cancellations of arrangements, apologies.	Identify factual details & inferred meanings in moderately complex notes, e-mail messages & letters expressing appreciation, complaint, hope, satisfaction, and dissatisfaction.	Obtain factual details & inferred meanings in moderately complex notes, e-mail messages & letters containing general opinions & assessments of situations, response to a complaint & expressions of sympathy.			
READING II: INSTRUCTIONS						
☐ Understand & follow moderately complex written instructions for 7-10-step procedures. ☐ Understand/follow moderately complex everyday texts.	Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred.	Follow a set of written instructions on 10-13-step everyday procedures related to simple technical & non-technical tasks. Follow everyday instructional texts.	Follow an extended set of multi-step instructions for established process. Follow coherent extended instructional directions.			
READING III: BUSINESS/SERVICE T	EXTS					
☐ Identify factual details & some implied meanings in moderately complex business/service texts, including formatted texts.	☐ Identify factual details & some inferred meanings in moderately complex texts containing advice, requests, specifications. ☐ Find 2 or 3 pieces of information in moderately complex formatted texts.	☐ Identify factual details & some inferred meanings in moderately complex texts containing assessments, evaluations, advice. ☐ Locate 3 or 4 pieces of information in moderately complex formatted texts.	☐ Identify factual & inferred meanings in written proposed solutions, recommendations & proposals; & in statements of rules, regulations, laws & norms of behaviour. ☐ Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted texts.			
READING IV: INFORMATIONAL TEXT	rs					
Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. Demonstrate comprehension of standard maps, basic diagrams, basic graphs. Access ℰ locate 2 pieces of information in CD-ROM ESL educational software. Access and locate information through tables of content, indexes, glossaries.	Show comprehension of a 1-page moderately complex descriptive/ narrative text on a familiar topic. Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule. Access/locate/compare 2 or 3 pieces of information in a CD-ROM electronic reference source.	Demonstrate comprehension of a 1- or 2-page moderately complex extended description, report or narration on a familiar topic. Demonstrate comprehension of moderately complex tables, graphs, diagrams & flow charts. Access and locate 3 or 4 pieces of information in on-line electronic reference sources, if available, or from print reference sources.	Demonstrate comprehension of factual details & inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. Express in alternate forms verbal ideas and graphics contained in charts, graphs. Access/locate several pieces of information in on-line electronic reference sources.			

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7)	LINC 7 (CLB 8)
WRITING I: SOCIAL INTERACTION			
Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.	Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.	Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.	Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy, clarifying a minor conflict, or giving reassurance.
WRITING II: REPRODUCING INFOR	MATION		
 ✓ Take live phone messages, voice mail messages or pre-recorded information with 5-7 details ✓ Reduce a page of information to a list of 7 to 10 important points. 	Take notes from an oral presentation or a page of written information.	 Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with 7 to 10 details. Take notes in point form from an oral presentation. Write an outline or a summary of a longer text. 	 Write instructions about an established process or procedures given in a live demonstration, over the phone or from prerecorded audio or video material. Write an outline or a summary of a longer text.
WRITING III: BUSINESS/SERVICE N	MESSAGES		
	Convey business messages as written notes. Fill out moderately complex forms.	 Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. Fill our moderately complex forms. 	 Convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information. Fill out forms and other materials in pre-set formats with required brie texts.
WRITING IV: REPRESENTING INFO	RMATION AND IDEAS		
Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.	Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.	Write 2 or 3 paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.	Write 3 or 4 paragraphs to narrate a historical event; tell a story; express or analyse opinions on a familiar abstract topic; or to provide a detailed description ℰ explanation of a phenomenon or a process. Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

CLB Performance Conditions⁶ – Speaking

LINC 5 (CLB 6)

- Interaction is face-to-face or on the phone, with familiar and unfamiliar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is familiar, or clear and predictable, but moderately demanding (e.g., real-world environment, limited support from speaker).
- Topics are familiar, personally relevant and mostly concrete.

Presentations

- Presentations are 5-7 minutes long with visuals for a small and familiar audience.
- Topic is concrete and familiar.

One-on-one interaction

- Interaction is face to face or on the phone.
- Learner can partially prepare the exchange.

Group interaction

- Group interaction is with 3-5 familiar people.
- Topic or issue is familiar, nonpersonal, concrete.

LINC 6 (CLB 7)

- Interaction is face-to-face or on the phone, with familiar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is mostly familiar and clear, but moderately demanding (e.g., realworld environment, limited support from speaker).
- The steps in instructions are not always presented in sequence.

Presentations

- Presentations are 10 minutes with visuals for a small familiar or unfamiliar audience in a familiar setting.
- Topic is concrete and familiar.

One-on-one interaction

- Interaction is face to face or on the phone.
- Learner can partially prepare the exchange.

Group interaction

- Group interaction is with 3-5 familiar people.
- Topic or issue is familiar, nonpersonal, mostly concrete but also abstract.

LINC 7 (CLB 8)

- Interaction is face-to-face or on the phone, with familiar individuals and small informal groups.
- Rate of speech is often at a normal rate.
- Speech is partly predictable and does not always support the utterance.
- Considerable level of stress affects performance when verbal interaction may result in personal consequences (e.g., on the job).

Presentations

- Presentations are 15-20 minutes long with visuals for a small familiar and unfamiliar informal audience.
- Topics are familiar, concrete and abstract.
- Setting and context are familiar, clear and predictable.

One-on-one interaction

- Interaction is face to face or on the phone.
- Learner can partially prepare the exchange.

Group interaction

- Group interaction is with a familiar group of up to 10 people.
- Topic or issue is familiar, nonpersonal, concrete and abstract

⁶ Performance Conditions are from the Canadian Language Benchmarks 2000 and CLB Companion Tables.

CLB Performance Conditions – Listening

LISTENING TEXT IDEAS (live or taped): dialogues, conversations with 3-5 participants, monologues, presentations, lectures; Suasion: shows, talks, public announcements, commercials, infomercials.

LINC 6 (CLB 7) LINC 7 (CLB 8) LINC 5 (CLB 6) • Listening texts are moderately short Listening texts are dialogues on Listening texts are monologues/ (5 to 8 exchange turns, each turn 3 familiar general topics. presentations and dialogues, five to to 5 sentences long, or 2 to 5 10 minutes long, within familiar Learner is adequately briefed for minutes), on familiar topics. general topics and technical discourse focused listening; may require one or in own field. Learner is adequately briefed for two repetitions. focused listening; may require one or Learner is adequately briefed for Speech is clear and at a slow to two repetitions. focused listening. normal rate. Speech is clear and slower to normal. Speech is clear and at a normal rate. Exchanges are approximately 5 Exchanges are approximately 2 to 5 minutes long, or 8 to 12 exchange Exchanges are 5 to 10 minutes long, minutes or 5 to 8 turns, each turn 3 turns, each turn up to 5 sentences. or over 15 turns, each turn up to 5 to 5 sentences. sentences. Instructions are clear and explicit, Instructions are clear and coherent. Instructions are clear and explicit, with some visual clues, not always with some visual clues, not always presented step by step. **Presentations** presented step by step. **Presentations** Presentation/lecture is informal or Presentation is informal with the use semi-formal with the use of visuals • Presentation or interaction is live, up of visuals and 10 to 15 minutes long and 10 to 15 minutes long, on to 10 minutes with visuals used. (live or video- and audio-mediated familiar topics. (e.g., CD, online). Length of discourse is up to 10 Learner is briefed for focused Learner is adequately briefed for minutes. listening. focused listening. Topic is concrete and familiar. Speech is clear, at a normal rate. Speech is clear, at a normal rate. Setting and context are familiar.

CLB Performance Conditions – Reading

LINC 5 (CLB 5)

- Texts are 2 or 3 paragraphs long, mostly in plain language with clear organization.
- Content is relevant, related to personal experience or familiar contexts, with pictures occasionally accompanying the texts.
- Texts have a range of common vocabulary with occasional idioms.
- Learner is adequately briefed for focused reading.

I: Social Interaction Texts

 Text is 2 to 3 paragraphs long, related to personal experience or familiar context

II: Instructional Texts

• Instructions are clear and explicit, for everyday situations, used with some visual clues, presented step by step. They include 7- to 10-step procedures, or 3-paragraph instructional texts.

III: Business/Service Texts

- Text has clear organization.
- Text types include business brochures, memos, form letters, websites, flyers, graphics, charts, schedules, bus route maps, directories.

IV: Information Texts

- Texts are moderately complex descriptive or narrative texts, 2 to 3 paragraphs long on familiar topics.
- Text types: include short newspaper articles or reports, educational content materials, stories, encyclopaedia entries, adapted literary texts, standard maps, diagrams and basic graphs.

LINC 6 (CLB 6)

- Texts are up to 1 page long, mostly in plain language with occasional idioms with clear organization.
- Content is relevant, related to personal or common experience.
- Texts have a range of common vocabulary.
- Learner is adequately briefed for focused reading.

I: Social Interaction Texts

 Text is up to 1 page long (3 to 5 paragraphs) and related to a personal or common experience, or a familiar context.

II: Instructional Texts

 Instructions are clear and explicit, for everyday situations, used with some visual clues, but not always presented step by step. They include up to 10step procedures.

III: Business/Service Texts

- Text has clear organization.
- Text types include business brochures, memos, form letters, websites, notices, announcements, work orders, invoices, course calendars.

IV: Information Texts

- Texts are moderately complex descriptive or narrative texts, 1 page long on familiar topics. Partly predictable to learner.
- Text types: include news items, reports, interviews, stories with explanations and examples, cycle diagrams, flow charts, timelines and schedules.

LINC 7 (CLB 7,8)

- Texts have clear organization, can be visually complex.
- Content is relevant and not always familiar and predictable.
- Texts have an expanded inventory of concrete, abstract, conceptual, technical and idiomatic language.

I: Social Interaction Texts

 Text is 1 page long (5 to 10 paragraphs). Text types include authentic notes, email messages and letters and related to a personal or common experience, or familiar contexts.

II: Instructional Texts

Instructions are multi-step, clear and explicit, for everyday situations, used with some visual clues, but not always presented step by step.

III: Business/Service Texts

- Text has clear organization.
- Text content is relevant, and can include written proposed solutions, recommendations and proposals, statements of rules, regulations, laws and norms of behaviour and formatted texts such as advertising features, business form letters, brochures.

IV: Information Texts

- Texts are up to 2 pages (CLB 7) or up to 3 pages (CLB 8) long with clear organization with clear organization in print or electronic form.
- Language is both concrete and abstract, conceptual and technical.
- Text types: include news articles, stories, short articles, reports, editorials, opinion essays, ideas and graphics contained in charts and graphs.

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7,8)
I: Social Interaction	I: Social Interaction	I: Social Interaction
Addressees are familiar.	Addressees are familiar.	Addressees are familiar.
• Topics are of immediate everyday relevance.	Topics are of immediate everyday relevance.	Topics are of immediate everyday relevance.
• Letter is 1 paragraph long. Note is 4 to 6 clauses.	• Learner writing is 1 or 2 short paragraphs long.	• Learner writing is 1 or 2 short paragraphs long.
II: Reproducing Information	II: Reproducing Information	II: Reproducing Information
• Text to reproduce is up to 1 page long, or a short oral text on concrete factual matters with 5 to 7 details.	• Text to reproduce is up to 1.5 pages or a short oral text (10 to 15 minutes long).	• Text to reproduce is 1 or 2 pages or short oral texts (10 to 15 minutes long).
III: Business/Service Messages • Messages are 3 to 5 sentences long.	• Texts are varied and may be of specialized or technical nature.	• Texts are varied and may be of a specialized or technical nature.
 Messages are 3 to 5 sentences long. Forms are moderately complex, 20 to 30 items long. 	 Learner may fill out a teacher- prepared summary grid to aid note- taking or summarizing. 	Learner may fill out a teacher- prepared summary grid to aid note- taking or summarizing.
IV: Presenting Information & Ideas	III: Business/Service Messages	III: Business/Service Messages
• Learner writing is 1 paragraph long.	Messages are 5 to 6 sentences or 1	• Messages are 2 or 3 paragraphs long.
	paragraph long.Forms are moderately complex, 30 to 40 items long. III: Business/Service Messages	• Forms have over 40 items or pieces of information. Brief texts required in preset formats are 1 to several sentences, up to 1 paragraph long.
	IV: Presenting Information & Ideas	IV: Presenting Information & Ideas
	• Learner writing is 1 to 2 paragraphs long.	• Learner writing is 2 or 3 (CLB 7) or 3 or 4 paragraphs long (CLB 8).
	Topics are familiar and personally relevant.	Topics or issues are non-personal abstract, but familiar.
	Where necessary for the task, learner must include information from other sources.	Where necessary for the task, learner must include information from other sources.

Essential Skills Online Resources

The following are the online resources you could use to incorporate Essential Skills into your lessons.

The Essential Skills (www.hrsdc.gc.ca/eng/workplaceskills/essential skills/general/home.shtml)

The Essential Skills Profiles: Provide examples of Canadian workplace tasks for hundreds of occupations. You can draw on them to contextualize CLBs with classroom tasks that approximate actual workplace tasks.

Authentic Workplace Materials: A collection of authentic documents from Canadian workplaces.

Literacy and Essential Skills Toolkit: Includes tip sheets and sample activities that you can print and use as reference materials for the classroom, or as a starting point for creating your own activities. To find it: From the Essential Skills home page, click on *Essential Skills Toolkit* from main menu on left side. Follow the links to locate resources organized by assessment, learning (activities).

The CCLB/Essential Skills in the Workplace (www.itsessential.ca)

On the Job: ESL and Essential Skills for Work: A series of short documents (one for each essential skill) with ideas on how to incorporate essential skills into classroom activities. To find it: On the CLB/Essential Skills homepage, click on Publications. Then click *On the Job, Tips for Teachers*.

Sample Lesson Plans: A series of CLB/ES sample lesson plans aimed at CLB 1–7. Lesson plans incorporate the Essential Skills, focusing on the transferability and development of CLB language-based, work-related skills. To find it, click on *Sample Lesson Plans*.

Language for Work: CLB and Essential Skills for ESL Instructors (available by order): A guidebook with guidelines and best practices to help ESL instructors (CLB 1 to 7) integrate Essential Skills into lesson planning. To find it, click on *Language for Work Series* (on the left sidebar).

Measure Up (http://measureup.towes.com)

Online activities featuring authentic workplace documents that learners can use to assess and practise reading, document use and numeracy essential skills. The activities can be sorted by occupation, level or Essential Skill.

Ontario Skills Passport (http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp)

A website designed to help users understand the Essential Skill demands in work, learning and life. Learners can use the site to find information about occupational demands, to practise and assess skills with online activities, and to create a work plan.

The Working in Canada Tool (www.workingincanada.gc.ca)

An online tool designed to help prospective immigrants and newcomers prepare for employment. It produces reports on job descriptions, wages, skill requirements, language training and job opportunities based on input about occupations and locations.

Planning to work in Canada: An essential workbook for newcomers: Created for internationally trained individuals and intended for use after using the Working in Canada resource, this workbook helps individuals gather information about living and working in Canada. Also available at the Working in Canada website above.

National Occupational Classification (NOC) (www.hrsdc.gc.ca/eng/workplaceskills/noc/index.shtml)

This system organizes occupational data in Canada. Every occupation in Canada has a NOC job description, identified by a four-digit code, which lists sample job titles, main duties and employment requirements. NOC codes can be used for job search and occupational analysis.

Job Futures (www.jobfutures.ca)

A Service Canada website designed for career planning. Includes information such as average earnings, job prospects, job duties and educational programs for 265 occupational groups.

Bibliography

Dozens of resources were used in the development of the LINC 5–7 Classroom Activities. These resources included research report about the needs of adult newcomers to Ontario, ESL activities (print and web-based), resources based on Essential Skills research, and language teaching methodology texts. However, the following resources especially informed the development of the activities:

Centre for Canadian Language Benchmarks resources:

- Canadian Language Benchmarks 2000: A Guide to Implementation
 - T. Holmes, G. Kingwell, J. Pettis and M. Pidlaski. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2001.
- Canadian Language Benchmarks 2000: Additional Sample Task Ideas
 - G. Pawlikowska-Smith. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2002.
- Canadian Language Benchmarks 2000: English as a Second Language for Adults
 - G. Pawlikowska-Smith. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2000.
- Canadian Language Benchmarks 2000: Theoretical Framework
 - G. Pawlikowska-Smith. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2002.
- Canadian Language Benchmarks 5-10: Exit Assessment Tasks
 - Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2007.
- Companion Tables to the Canadian Language Benchmarks 2000
 - Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2006.
- Integrating CLB Assessment into Your ESL Classroom
 - T. Holmes. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2005.
- Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework Ottawa, Ontario: Centre for Canadian Language Benchmarks and HRSDC, 2005.

LINC:

- LINC 1-5 Curriculum Guidelines
 - Toronto, Ontario: Toronto Catholic District School Board, 2002.
- LINC 5-7 Curriculum Guidelines
 - Toronto, Ontario: Toronto Catholic District School Board, 2007.
- LINC 5-7 Curriculum Guidelines In the Classroom
 - Toronto, Ontario: Toronto Catholic District School Board, 2008.

Methodology:

- Designing Tasks for the Communicative Classroom
 - D. Nunan. Cambridge: Cambridge University Press, 1989.

Newcomer needs:

- Executive Summary of Consultations on the Settlement and Language Training Services Needs of Newcomers: in Support of the Canada–Ontario Immigration Agreement InterQuest Consulting, 2006.
- Strategic Plan for Settlement and Language Training Citizenship and Immigration Canada, 2007.

Chapter 1

Academic Skills

Introd	uction
	Academic Skills: The CLB Competencies4
	Academic Skills in Context5
	Academic Skills and the Ontario College Writing Exemplars6
LINC	5
	Activities: Writing Paragraphs
	Instructor Notes
LINC	6/7
	Activities: Note Taking and Study Skills (LINC 6)29
	Instructor Notes
	Activities: Writing Paragraphs and Essays (LINC 6/7)53
	Instructor Notes
This ch	apter relates to the Academic Skills section of the LINC 5–7 Curriculum Guidelines:
Unit 1:	Note Taking and Study Skillsp. 71
Unit 2:	Writing Paragraphs and Essaysp. 81

Chapter 1 Academic Skills Introduction

Academic Skills: The CLB Competencies

The following CLB competencies relate to writing and note-taking in academic contexts. For a complete listing, see the User Guide. For the performance conditions for each LINC level, please see the instructor notes. You can share the competencies and performance conditions with learners.

LINC 5	LINC 6	LINC 7
Writing Paragraphs	Writing Paragraphs	Writing Paragraphs
Write a paragraph to relate/ narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. Note-taking Reduce a page of information to a list of seven to 10 important points.	Write one or two paragraphs to relate a familiar sequence of events or tell a story; provide a detailed description and comparison of people, places, objects, animals, plants, materials, or routines; or to describe a simple process. Note-taking Take notes from an oral presentation or a page of written information.	EX (CLB 7) Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description or comparison. EX (CLB 8) Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process. EX (CLB 8) Write a paragraph to relate/explain information in a table, graph, flow chart or diagram. Note-taking EX (CLB 7) Take notes in point form from an oral presentation. EX (CLB 7, 8) Write an outline or a summary of a longer text.

Academic Skills in Context

The Canadian Language Benchmark competencies should be contextualized within situations and topics that are relevant and meaningful to learners. You can draw from the *LINC 5–7 Curriculum Guidelines*, the 12 LINC themes, and the Essential Skills Profiles for ideas. You can also elicit from learners the types of academic writing they have done or need to do, and include those situations in activities. Below are some examples of common writing tasks drawn from the *Ontario College Writing Exemplars* and the Sample Settings and Themes pages (see pp. 75 and 85) of the *LINC 5–7 Curriculum Guidelines*.

Academic Writing and Note-taking in the Community

- Taking notes in meetings to remember or pass on information
- Using notes to study for tests such as first aid, driver's licence, Canadian citizenship test
- Writing a response to an opinion or issue expressed in a newspaper article

Academic Writing and Note-taking in Academic Settings

- Using note-taking strategies to take notes from lectures or texts
- Using notes to study for exams
- Paraphrasing a text to deepen understanding
- Writing paragraphs to: compare/contrast; show cause and effect; explain a concept or process
- Writing a paragraph or essay to summarize a text
- Writing a one-page essay on a researched topic
- Writing a four-paragraph essay as part of a standardized language proficiency test
- Writing a paragraph to accompany a college/university application, stating reasons for applying
- Writing a paragraph or essay to describe a historical event
- Writing a paragraph or essay on the consequences of a topic of sociological or environmental significance
- Writing an essay identifying the consequences of a proposed legislative or commercial change
- Writing an essay to address the issues and consequences related to a common social problem
- Writing an essay comparing and contrasting information on a topic

The specific language elements inherent in real-life tasks (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge of cultural conventions) should be determined by what the learners need to know to complete a task and what they already know. The activities in this chapter include sample skill-building and skill-using activities.

How can you find out about what kinds of writing skills you need to succeed in Ontario colleges? Seven Ontario colleges collected hundreds of samples of first-year college student writing. The samples were rated and grouped according to assignments that are typical in first-year college programs (memos, short reports and research essays). A total of 70 samples were selected as examples of writing skills at four levels. Although each level is a pass, level 1 is the lowest and level 4 is the highest.

Each writing sample is rated (level 1 to 4) and includes comments about its strengths and weaknesses. Reading the writing samples and the evaluation comments can give you insight into what is considered good writing, and may help you to improve your own writing.

View the college writing samples at <u>www.hol.on.ca</u>. Click on *Single Large File*.

The Ontario College Writing Exemplars

Write a memo

Level 4: 4 samples

Level 3: 6 samples

Level 2: 8 samples

Level 1: 6 samples

Write a short report

Level 4: 4 samples

Level 3: 5 samples

Level 2: 9 samples

Level 1: 5 samples

Write a research essay

Level 4: 4 samples

Level 3: 4 samples

Level 2: 6 samples

Level 1: 7 samples

1 🤚	
-----	--

Find the online document titled *The Ontario College Writing Exemplars*. Find a level 4 writing sample and a level 1 writing sample. Make sure both samples are of the same writing type: memo, short report or research essay.

Read the two writing samples and the evaluation comments on the left-hand side of the first page of each writing sample. Fill in the chart below and discuss the questions that follow.

Level 4 writing sample	Level 1 writing sample

- 1. Based on the chart above, how are level 4 and level 1 writing different?
- 2. Find two more samples of level 4 and level 1 writing and add the evaluation comments for each level to the chart above.
- 3. A level 1 is the lowest level, but it is still a pass at the first-year college level. How do you think your skills compare to these level 1 writing samples?
- 4. What writing skills do you want to improve? Draw ideas from the evaluation comments.

Chapter 1
Academic Skills | Writing Paragraphs
LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when writing in academic settings. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills addressed in these activities.

CLB

∠ CLB 5–IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

ES

These activities can help to develop the following Essential Skill:

Writing

The activities in this section focus on the following language skills:

- Identifying parts of a paragraph
- Identifying and writing an effective topic sentence
- Identifying and writing supporting details
- Recognizing standard paragraph structure

Activities | Chapter 1 | Writing Paragraphs | LINC 5

Introduction to Paragraph Writing11	
Parts of a Paragraph	
Topic Sentence	
Supporting Details	
Transitions	
Concluding Sentence	
Editing Paragraphs20	
Writing a Paragraph: Putting It in Practice22	
Instructor Notes	

Introduction to Paragraph Writing

1 In small groups, discuss the following questions.

- 1. How would you rate your writing skills?
- 2. What do you think your weaknesses are in writing?
- 3. In what situations do you think you need to write paragraphs?
- 4. Why do you think it is important to structure your writing in paragraphs?
- 5. How do you think a paragraph is different from a series of sentences?



Culture Note

In Canadian colleges and universities, it is expected that students know how to write clear and effective paragraphs. In fact, paragraph structure is taught in Ontario elementary schools as early as grade four and is addressed in the elementary and secondary school curricula in every year after that. However, many people still have trouble following correct paragraph structure. Poor writing by students is a common complaint among secondary, college and university educators.

Parts of a Paragraph

A paragraph is a group of sentences about one topic. It contains a topic sentence, supporting details and sometimes a concluding sentence. The sentences follow one another from the beginning to the end of the paragraph. A paragraph is usually part of a longer piece of writing, such as a letter or essay.

The topic sentence

The topic sentence is usually the first sentence of the paragraph. It states the main idea of the paragraph. A good topic sentence tells the reader exactly what the rest of the paragraph will be about.

The supporting sentences

The supporting sentences are the middle sentences of the paragraph. They provide details such as explanations or examples that expand on or support the topic sentence. Supporting sentences are sometimes connected by transition words or phrases.

The concluding sentence

A concluding sentence is sometimes used in longer paragraphs to sum up the ideas presented. It expresses the same idea as the topic sentence but in different words. It can start with a transition such as *clearly* or *in conclusion*.

Terry Fox was a Canadian who suffered from bone cancer and raised awareness for cancer research by trying to run across Canada. He attracted a lot of attention by running the distance of a marathon daily on one prosthetic leg. He also challenged each Canadian citizen to contribute one dollar for cancer research. Unfortunately, Fox was forced to end his run near Thunder Bay because of health complications. The CTV network organized a nation-wide run to continue Fox's fundraising efforts. Clearly, Terry Fox had an impact on both cancer research and the millions of Canadians who participate in the Terry Fox Run every year.



Search the Internet for a more detailed explanation and examples of each part of a paragraph. Write three tips for writing a paragraph. Share your tips in small groups.

Possible search terms: writing paragraphs; parts of paragraph

2 Read the paragraph and discuss the questions that follow.

Glenn Gould is widely regarded as Canada's most famous and eccentric pianist. He is renowned for his recordings of the music of Johann Sebastian Bach. For example, Bach's Goldberg Variations, Gould's first recording, was among the best-selling classical music albums of its time. Gould is also famous for his unusual behaviour. He would only play concerts while sitting on an old chair his father had made, and he usually hummed while he played. Contrary to most pianists, he disliked playing in concert halls, and devoted most of his career to the recording studio until his death in 1982. In brief, Glenn Gould was an unconventional pianist who made a significant impact on the world of music.

- 1. What is this paragraph about?
- 2. What is the topic sentence? How is it different from your answer to question 1?
- 3. What are the details that support the topic sentence?
- 4. What transitions are used? What is the purpose of each transition?
- 5. What is the purpose of the concluding sentence?

3	Number the sentences below (from 1 to 5) to form a paragraph. On each line, write topic sentence, supporting detail or concluding sentence to indicate the sentence's purpose. Then write the paragraph in order, adding appropriate transitions.
	☐ Hydroelectric power is a valuable source of renewable energy

	Nickel is another natural resource used in the making of stainless steel as well as coins.	
	These are just a few of the resources Canada offers.	
	Canada offers a variety of natural resources that are used for different purposes.	
_		

☐ Timber is used for building materials and furniture.

Find two or three examples of a paragraph (from a textbook or from the Internet). Identify the parts 4 of each paragraph. Work in a group and discuss the structure of each paragraph.

Topic Sentence

The topic sentence is usually the first sentence of a paragraph, and states the main idea of the paragraph. The topic sentence has a clear focus that tells the reader what the paragraph will be about. It makes a statement that can be supported with explanations, examples or facts.

Consider the example below. The topic sentence introduces the topic (*Canadian winter weather*) and has a clear focus (*poses a number of challenges*). From the topic sentence, the reader knows that the paragraph will elaborate on the number of challenges that winter weather poses for newcomers from tropical climates.

Topic sentence: Canadian winter weather poses a number of challenges for newcomers from tropical climates.

Possible supporting details:

- adjusting to snow and low temperatures
- choosing appropriate winter clothing
- driving on snowy and icy roads
- 1 Identify the focus in each of these topic sentences. For each topic sentence, discuss what you think the rest of the paragraph would be about.
 - 1. Fundraising for research into particular diseases can take many forms.
 - 2. The risk of developing cancer can be reduced by changes to your lifestyle.
 - 3. Running the distance of a marathon each day is hard on your body.
- 2 Search the Internet for information and practice activities on writing a topic sentence. Write three tips for writing topic sentences. Share your tips in a small group.

Possible search term: topic sentence

- The topic sentence is missing in each paragraph below. Circle the most effective topic sentence. Explain your choice.
 - 1. a. Canada's Arctic has dark winters, low temperatures and permanently frozen soil.
 - b. Agriculture is impossible in Canada's Arctic regions.
 - c. Canada's Arctic regions receive only a small amount of sunlight.

The temperatures in the Arctic range between -22 °C and 6 °C. In addition, much of the region has permafrost (permanently frozen ground) all year. The winters are long and dark, and the short Arctic summers do not provide enough sunlight for growing crops. It is clear that farming is not likely to be a successful pursuit in Canada's north.

- 2. a. Vancouver Island's climate and landscape are unique.
 - b. There are mountains, farmland and trees on Vancouver Island.
 - c. Rain plays a key role in determining Vancouver Island's climate.

Vancouver Island has the most comfortable, temperate climate of any region in Canada. In addition, Vancouver Island contains both farmland and mountains. Furthermore, its west coast contains the oldest and tallest trees in Canada. This astounding variety of features makes Vancouver Island one of Canada's most unusual places.

- 3. a. Niagara Falls and the Bay of Fundy are very famous for their water.
 - b. Canada's geography has many superlatives.
 - c. Canada's border passes through Niagara Falls at one point.

To begin with, Canada boasts the world's longest undefended and open border. In addition, Hudson Bay is the world's largest bay. Also, with rises and falls of 20 to 40 feet in some places, Nova Scotia's Bay of Fundy tides are the highest in the world. Lastly, Niagara Falls has the highest volume of water in the world. With these and other amazing wonders, Canada is truly a nation of superlatives.

Write a suitable topic sentence for each paragraph below. Reading the details and the concluding sentence can help you to form the topic sentence. Compare your topic sentence with a partner's.

l. _

You can use it by pouring it on pancakes, waffles and cereal. You can also use it to sweeten coffee, tea and milkshakes. In addition, you can mix the syrup with butter and use it to glaze squash, sweet potatoes, or carrots. It is easy to see why a bottle of maple syrup is useful to have in the kitchen.

2.

First, ripe grapes are left on the vine after regular harvest. Next, the temperature must be at -8 °C or colder for at least 24 hours before workers harvest the grapes, usually before sunrise. Then, the grapes are quickly pressed for their juice. Finally, this juice is fermented slowly to make wine. Making ice wine is a lot of work, but the tasty results are worth it!

3.

Wild harvested fiddlehead greens are pesticide free. They are nutritious, as they are a very good source of vitamins A, B and C. Fiddleheads are also easy to cook and tasty. Their unique taste is like a mixture of asparagus, green beans and broccoli. Clearly, there are many reasons why fiddleheads are a good vegetable choice!

Supporting Details

The sentences that follow the topic sentence in a paragraph should support the topic sentence. They can include explanations, reasons, facts and examples to demonstrate or elaborate on the topic sentence. Consider the paragraph below. Each supporting sentence provides an example of wild animals being a nuisance.

<u>Certain wild animals can be a nuisance to city dwellers.</u> Raccoons make messes in garbage cans and can spread rabies. Squirrels like to eat garden plants and nest in attics and chimneys. Furthermore, skunks spray bad-smelling liquid and dig up gardens. People living in cities need to keep an eye on their homes and gardens for these unwelcome animal visitors.

In good paragraphs, every supporting sentence demonstrates the focus of the topic sentence. Consider the next paragraph, in which the three underlined sentences are not related to the topic sentence.

Certain wild animals can be a nuisance to city dwellers. Raccoons make messes in garbage cans. They are like little masked bandits. Squirrels like to eat garden plants and nest in attics and chimneys. My garden lettuces didn't grow very well this year. Actually, I used to keep a squirrel as a pet years ago. And skunks spray bad-smelling liquid and dig up gardens. People living in cities need to keep an eye on their homes and gardens for these unwelcome animal visitors.

- Read the two paragraphs below and discuss which one contains more effective supporting details, and why.
 - 1. Finding suitable housing in cities can be a challenge. First of all, it is really unbelievable how expensive apartments and houses are. It seems that most of my income is spent just on housing. This doesn't leave me with very much money for buying groceries, clothing or even having a car. Having a car would make getting to work so much easier for me. Also, it would be nice to be able to walk to work and grocery stores. It takes so long to get anywhere. Clearly, we must search carefully to find affordable, comfortable, and convenient city housing.
 - 2. Finding suitable rental housing in cities can be a challenge. First of all, the cost of rent is high, especially in Toronto, Montreal and Vancouver. Also, it may be difficult for large families to find large enough apartments because of the shortage of such housing. Finally, not all housing is located within comfortable walking distance to work or stores. Clearly, we must search carefully to find affordable, comfortable, and convenient city housing.

When writing supporting details, first look at the topic sentence and determine reasons, facts and examples that can support it. Brainstorming is a good way to come up with a list of these reasons, facts or examples. Then, decide on the most relevant three or four items and develop supporting sentences from them. Consider these brainstormed ideas and the finished paragraph below.

I earned a university degree, but getting it was full of challenges. First of all, I spent four years working two jobs. I saved a little bit of money each week so that I could afford the tuition. Then I spent months studying for the TOEFL test. And finally, while I was attending university, I needed to make sure my daughter was in good care, and that we had an affordable place to live. Although I am proud of my degree, it was certainly not easy to earn.

Getting my university degree was full of challenges.

- saving enough money for tuition
- studying for TOEFL test
- completing an application
- getting my documents together
- arranging for full-time daycare for daughter
- finding people to help me proofread and edit my essays
- finding affordable places to live

1.	Ontario cottage country offers many fun activities during the summer.
2.	You can learn new vocabulary in different ways.

- Use one of the topic sentences below. Then brainstorm as many details as you can that support your topic sentence. Use reasons, facts and examples. Then choose three or four details and write a paragraph.
 - Winter in Canada offers a variety of leisure activities.
 - Working and studying at the same time is full of challenges.
 - Getting an Ontario driver's licence involves several steps.

3

Transitions

Transitions are words or phrases that connect ideas within a sentence or paragraph. They help to make a paragraph easy to understand. Here are some common transition words and phrases. Add your own to the list.

For describing a sequence or a step-by-step process:

- first; next
- then; after that
- finally: lastly

For giving examples or additional information:

- to begin/start with; first of all
- also; in addition; besides
- further; furthermore

- for example; such as
- for instance; in particular
- in addition; moreover

1 Underline the transitions in the following two paragraphs and discuss the purpose of each one.

- 1. To become a Canadian citizen, you must meet several requirements. First of all, you must be a permanent resident of Canada. Also, you have to live in Canada for at least three years before applying. In addition, you must be able to communicate in either one of Canada's official languages. Furthermore, you have to pass a test on the rights and responsibilities of Canadians, and know about Canada's political system, history and geography. Meeting these requirements will make you eligible to apply for Canadian citizenship.
- 2. There are a number of steps to take when applying for Canadian citizenship. First, print the application form from the Citizenship and Immigration Canada website. Next, fill in the form, attach the required documents, photos and fees, and mail it. Then, study the book *A Look at Canada* and learn everything you can about Canada's political system, history, geography and population. After that, take the citizenship test. Finally, take the Oath of Citizenship to receive your citizenship.
- The paragraph below has no transition words or phrases. Rewrite the paragraph with appropriate transitions.

The federal government follows a certain process to pass bills into laws. The bill is introduced in the Senate or House of Commons in Ottawa. Cabinet considers and then approves the bill. The bill receives three readings in the House of Commons. The bill is sent to the Senate for its consideration. The governorgeneral gives the bill royal assent. Passing bills into laws in Canada involves input from all sections of Parliament.

Search the Internet for a list of transition words and phrases for different purposes. Create a list for your own use.

Possible search terms: transitions; logical connectors

Concluding Sentence

Sometimes a paragraph will have a concluding sentence. This final sentence often summarizes the paragraph and re-states the topic sentence. Consider the topic sentence and the concluding sentence in the paragraph below.

<u>Canada offers a variety of interesting foods from coast to coast.</u> The west coast produces a lot of smoked salmon and tasty Nanaimo bars. Fiddleheads and butter tarts are common in central Canada. Quebec offers French-Canadian dishes such as tourtière (a meat pie) and poutine (french fries with cheese and gravy). Finally, the Maritime provinces are known for their lobster and salmon. <u>Wherever you go in Canada, you can find unusual and delicious food.</u>

Re	ad the following paragraphs. Write appropriate concluding sentences.		
1.	Visitors can enjoy a wide variety of activities in Canada's Atlantic provinces. In New Ethey can go whale-watching on the Bay of Fundy. In Nova Scotia, they can take a scealong the Cabot Trail and visit important historic sites like Port Royal and the Fortress on Prince Edward Island, they can see the home of Lucy Maud Montgomery (author <i>Green Gables</i>) in Cavendish. And finally, in Newfoundland they can visit St. John's, or oldest cities, or hike through Gros Morne National Park.	enic drive of Louisbo of <i>Anne o</i>	ourg. f
2.	Ontario is a great place to go fishing. First of all, Ontario has a vast number of freshwarivers and streams In addition, there are many tasty fish species like whitefish, trout, smallmouth bass. Finally, anglers can enjoy beautiful scenery and tranquil settings.		
ser thr	ite a paragraph about the reasons why you chose to live in this city or town. Write antence. Then brainstorm as many details as you can that support your topic sentence or four details and write a paragraph. Include a concluding sentence. Exchange ragraph with a partner and use the checklist below to evaluate your partner's paragraph.	ce. Choos your	e
		YES	NO
•	There is a topic sentence with a clear focus.		
•	There are enough details to support the topic sentence.		
•	All details relate to the focus of the topic sentence.		

A concluding sentence sums up the paragraph.

Transitions are used appropriately.

Editing Paragraphs

After writing a paragraph, it is always a good idea to edit it. While editing your paragraph, make sure that it follows correct paragraph structure. It should have a topic sentence with a clear focus, and include details that support the topic sentence. Your paragraph should also be free of spelling, punctuation and grammar errors. You should always spell- and grammar-check your writing. Remember that the spell-check feature on your computer will not help if you spell the word correctly, but use it incorrectly. Use a dictionary or a thesaurus if you are unsure how a word is used.

To edit your paragraph, read it carefully. Reading it out loud can be more effective than reading it silently. You can also ask someone else to proofread it for errors. Here is a list of items to check for while reading your paragraph:

Paragraph structure

- Does your paragraph contain a topic sentence with a clear focus?
- Does each supporting sentence include a fact or example that relates to the topic sentence?
- Does your paragraph have a concluding sentence that sums up the main idea of the paragraph?
- Are the sentences connected to each other so that they flow?

Grammar, punctuation and spelling

- Does each sentence begin with a capital letter and end with a period?
- Are commas, apostrophes and other punctuation marks used correctly?
- Is every word used and spelled correctly?
- Are verb tenses used correctly and consistently?
- Is each pronoun used correctly?
- Are articles used correctly?



Search the Internet for information that will help you as you edit your paragraphs. Choose one kind of error that you frequently make. Search for web pages that offer practice activities relating to this error. Share with your classmates.

Possible search terms: writing common errors ESL; spelling rules; verb tense + paragraphs; word order + sentence; pronoun reference; articles

2 Read the paragraph below and answer the questions that follow.

The beaver has long been considered an emblem of Canada. In addition, it appeared on Canada's first postage stamp in 1851. It is brown in colour and has a flat tail that makes a loud noise when it slaps the water. It is also pictured on the back of Canada's five-cent coin. In addition, a sugar-coated flat Canadian pastry is named the "beaver tail." In 1975, the beaver officially became a Canadian emblem when it received royal assent. Beavers can make trees fall just by chewing through them. Clearly, Canadians embrace the beaver as a national symbol.

1.	What is the focus of the topic sentence?		
2.	Which supporting details do not relate to the topic sentence?		
3.	Which transition is used incorrectly?		

The paragraph below has 13 errors in grammar, spelling and punctuation. Circle them and make the necessary corrections.

Hint: There are three errors in verb tenses. There is one error in pronoun reference.

Raccoons have adapted very well city life in the southern Canada. To begin with, the chimneys, garages, attics and porches everywhere provide home for raccoons. In addition, raccoons found much of its food supply in garbage cans and composts. Finally, few of there natural predators (like red foxs and bobcats) are living in the city. With plentiful living spaces, nearby food supplies and a safe environment from predators, raccoons will continued to live comfortable in southern Canadian city

Writing a Paragraph: Putting It in Practice

1 Choose one of the topics below or create your own. Write a paragraph using correct paragraph structure, spelling and grammar. Include a topic sentence, supporting details and a concluding sentence.

Write a paragraph to:

- Describe your weekend
- Describe your employment history
- Describe a significant event in your life
- Describe a person you know well
- Describe a movie or book you like

Use the rubric below to rate your own paragraph.

	Not good yet	Getting Better	Excellent
Topic sentence	Topic sentence is not clear. Topic sentence is incorrectly placed.	Topic sentence is clear and is correctly placed.	Topic sentence is clear and is correctly placed.
Supporting details	There are no supporting details about the topic sentence.	Some details support the topic sentence; some do not.	Each detail supports the topic sentence.
Grammar and punctuation	Paragraph has several grammar, punctuation and spelling errors. These errors make the paragraph hard to read.	Paragraph has a few grammar, punctuation and spelling errors.	Paragraph has no errors in punctuation, spelling or grammar.

This chapter includes activities that can help learners develop the skills and background knowledge they need to write basic paragraphs. These skills include: identifying the subject and focus in topic sentences, writing topic sentences, identifying transition words and phrases, writing supporting details, and recognizing and identifying the parts of a paragraph.

These activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities, consider the following performance conditions relevant to academic writing:

Performance Conditions

• Writing is one paragraph long

Some of the activities are termed Putting It in Practice. These tasks allow learners to demonstrate their knowledge and skills in paragraph writing. They can be used for formative assessment of learner progress.

You can use some or all of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to academic skills, see the *LINC 5–7 Curriculum Guidelines*, Units 1–2.



p. 11 | Introduction to Paragraph Writing

Introduces the topic of paragraph writing; serves as a needs assessment tool

1 This is a warm-up discussion that introduces basic paragraphs. It can be used to help you determine how familiar learners are with paragraph structure and how interested they are in improving their paragraph writing skills.

Extend the Activity: Discuss the Culture Note. Elicit from learners whether or not they think academic writing conventions in Canada are different from those in other countries.



p. 12 | Parts of a Paragraph

Introduces basic paragraph structure

1 Before learners read about the parts of a paragraph, elicit from them the function of each part of a paragraph and how a paragraph differs from a group of sentences. After they read about the parts of a paragraph, have them search for information on the parts of a paragraph on the Internet. You can have learners post links to their favourite web pages on the board or a class wiki.

2 Answers

- 1. Glen Gould
- 2. Glen Gould is widely regarded as Canada's most famous and eccentric pianist.
- 3. Renowned for his recordings of Bach; famous for unusual behaviour (played concerts while sitting on a particular chair and humming); disliked playing in concert halls
- 4. For example; also; in brief
- 5. Summarizes the paragraph

3 Answers

2 or 3 or 4	Hydroelectric power is	Supporting detail
2 or 3 or 4	Nickel is another	Supporting detail
5	These are just a few of the	Concluding sentence
1	Canada offers a variety of natural	Topic sentence
2 or 3 or 4	Timber is used	Supporting detail
Turnsitions on all as four au		

Transitions such as for example, also, in addition, moreover can be used to connect sentences to each other.



p. 14 | Topic Sentence

Provides practice identifying the topic sentence

1 You can introduce this activity by distinguishing between the subject of a sentence (located at the beginning of the sentence), and the focus of a sentence.

Answers (the focus is underlined)

- 1. Fundraising for research into particular diseases <u>can take many forms</u>. The rest of the paragraph will be about the different forms of fundraising for research.
- 2. The risk of developing cancer <u>can be reduced by changes to your lifestyle</u>. The rest of the paragraph will be about different lifestyle changes that can reduce the risk of developing cancer.
- 3. Running the distance of a marathon each day <u>is hard on your body</u>. The rest of the paragraph will explain how running a marathon daily is hard on your body.

Extend the Activity: To offer learners more practice identifying the focus of topic sentences, you can use the sample topic sentences below (focus is underlined). You can also have learners brainstorm possible supporting details for each topic sentence.

Additional topic sentences:

- 1. Dressing properly for Canadian winter requires a number of suitable items of clothing.
- 2. Pollen from spring flowers can cause various health problems.
- 3. Foggy conditions can cause problems while driving.
- 4. Adapting to a new climate is a challenge.
- 5. Mosquito and other insect bites can cause discomfort.
- 6. Driving in winter weather can be dangerous for several reasons.
- 7. Hot, humid weather can be uncomfortable in many ways.
- 8. Staying healthy during the winter requires several steps.

3 Answers

1. b 2. a 3. b

4 For this activity, you can instruct learners to carefully read the details and the concluding sentence of each paragraph to help them write a suitable topic sentence. Topic sentences will vary, and are correct as long as the topic sentence expresses a focus that relates to each detail of the paragraph. Learners can work on the activity individually or in pairs. They can share their answers orally as you write them on the board, then discuss the suitability of each one.

Possible Answers (answers will vary)

- 1. Maple syrup is a versatile ingredient in both food and drink.
- 2. Producing ice wine requires a number of steps.
- 3. Fiddlehead greens are becoming more popular in Canada for a number of reasons.



p. 16 | Supporting Details

Provides practice identifying and writing effective supporting details

1 Answer

Paragraph B contains more effective supporting details, because those details state reasons, facts or examples that demonstrate the claim made in the topic sentence. Paragraph A contains personal opinions and irrelevant information.

- 2 This activity helps learners to write details that relate to the focus of the topic sentence. Learners can write the sentences individually, or in pairs and share their supporting details in small groups. If learners require more practice, you could have them write supporting sentences for the additional topic sentences listed on p.24 (Instructor Notes).
- **3** Possible Answer

Winter in Canada offers a variety of leisure activities. First of all, you can enjoy ice skating on one of the many natural or man-made ice rinks. Also, you can go downhill skiing in hilly or mountainous areas. In addition, you can hike through woods. Finally, you can go ice fishing through a hole in the ice of a frozen lake. Get outside this winter and enjoy some of these fun pastimes!



p. 18 | Transitions

Provides practice identifying the function and use of transition words and phrases in a paragraph

In this activity, learners locate and underline the transition words and phrases. Learners can work individually or in pairs.

Answers

- 1. First of all; also; in addition; furthermore
- 2. First; next; then; after that; finally

Extend the Activity: Bring in paragraphs from newspapers or magazines and have learners locate the transitions. You could also use the paragraphs as cloze exercises in which learners fill in the blanks with appropriate transition words.



p. 19 | Concluding Sentence

Provides practice identifying and writing a concluding sentence

1 Possible Answers (answers will vary)

- 1. It's easy to see why the Atlantic provinces have become a popular holiday destination!
- 2. Ontario offers anglers a great place to cast their lines.

Extend the Activity: Learners can brainstorm other possible supporting details for each topic sentence.



p. 20 | Editing Paragraphs

Provides practice identifying and editing for paragraph structure and grammar, spelling and punctuation

2 Answers

- 1. The subject is the beaver, but the focus of the topic sentence is has long been considered an emblem of Canada.
- 2. It is brown in colour and has a flat tail that makes a loud noise when it slaps the water; beavers can make trees fall just by chewing through them.
- 3. *In addition* in the second sentence.

3 Answers

Raccoons have adapted very well <u>to</u> city life in <u>the</u> southern Canada. To begin with, the chimneys, garages, attics and porches <u>everywhere</u> provide <u>homes</u> for raccoons. In addition, raccoons <u>find</u> much of <u>their</u> food supply in garbage cans and composts. Finally, few of <u>their</u> natural predators (like red <u>foxes</u> and bobcats) <u>live</u> in the city. With plentiful living spaces, nearby food supplies and a safe environment from predators, raccoons will <u>continue</u> to live <u>comfortably</u> in southern Canadian <u>cities</u>.



p. 22 | Writing a Paragraph: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task

Performing this activity requires learners to integrate a number of skills and language abilities needed to write an effective paragraph. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. A copy of this task along with the assessment results can be included in the learner's portfolio for future reference.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons
Sample Assessment Criteria
☐ Reader can easily understand the paragraph
☐ Learner writes a topic sentence with a clear focus
☐ Learner writes enough supporting details to describe the subject
☐ Each supporting detail is related to the focus of the topic sentence
☐ Transitions are used appropriately
☐ Paragraph is free of grammar, spelling and punctuation errors

Chapter 1
Academic Skills |
Note Taking and Study Skills
LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can improve learners' note taking and study skills. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies that relate to note taking and study skills for LINC 6.

CLB

ES

∠ CLB 6–II: Take notes from an oral presentation or a page of written information.

These activities can help to develop the following Essential Skills:

- Writing
- Document use
- Continuous learning

The activities in this section focus on the following language skills:

- Using effective note-taking techniques while listening to a presentation or reading a text
- Using symbols and abbreviations to speed up the process of note-taking
- Using pre-reading strategies: posing questions about a text, skimming for gist
- Indentifying important information in a text
- Summarizing information using own notes

	Introduction to Note Taking and Study Skills	33
	Note Taking While Reading	34
n	Note Taking While Listening	35
	Note-taking Symbols and Abbreviations	37
	Using Symbols and Abbreviations	39
	Note-taking Formats	ŀ 1
	Study Strategies: Cornell Notes	14
	Instructor Notes	! 7

Introduction to Note Taking and Study Skills

1 With a partner or in a small group, discuss the following.

- 1. In what situations do you take notes?
- 2. Do you take notes in your English class? If so, how do you use them?
- 3. When you read in English, do you take notes? If so, how? (For example, on a separate piece of paper, in the margins of the book, by highlighting important words and ideas.)
- 4. Describe how you studied or prepared for exams in your past school or study situations.
- 5. What study habits do you find effective when studying English?



How do you study?

Some people need complete silence when studying. Others need heavy metal music blaring in the background. Some people read their lecture notes to their pets to help them remember. Others insist they remember better when they put their textbook under their pillow and sleep on it the night before an exam. Some people study lying down, others while sitting down and still others while moving around from one place to another.

In the end, it doesn't really matter how unusual your study habits are as long as they work for you.

Note Taking While Reading

When reading for study purposes, it is common to take notes. People take notes for different reasons: to stay focused on what they are reading or listening to, to remember information better, or to deepen their understanding of the information. Here are some steps for note-taking:

- 1. Define your purpose for reading. Is it to get a general understanding of the text? To find specific information for a class assignment? Or to be able to recall information during an exam? Thinking about the purpose will help you stay focused on the information in the text that is relevant to your needs.
- 2. Preview the text to get a general sense of its content and how the information is organized. For example, skim headings, sub-headings, chapter summaries and charts. Getting a sense of how the entire text is organized and what the main ideas are will help you organize your notes. For example, the headings in the text (or table of contents) can be used as headings for your own notes.
- 3. While reading the text, try to differentiate between the main points and supporting details. It is helpful to read the introduction to the text and topic sentence of each paragraph for the main points. Take notes of the main points and supporting details.
- Skim the following text to find out what it is about. Highlight the information you think you need to take notes on. Compare and discuss with a partner. Read the text again and take notes on the key information. Use your notes to write a summary of the text.

In today's economy, more and more workers are being laid off and relying on the employment insurance program. Today we're featuring the history of Canada's Employment Insurance program. When did it start? Why did it start? What's it like today?

The Employment Insurance program was launched in response to severe economic conditions during the Great Depression. The Depression lasted from 1929 right up until the Second World War in 1939. During that time, millions of Canadians were out of work. With no government aid, families were forced to rely on whatever community aid was available. Many Canadians lost their homes, and many more were unable to provide for their families.

There was a lot of discussion about the pros and cons of an unemployment insurance program (as it was then called). People who were in favour of unemployment insurance said it would give families enough income to keep food on the table and a roof over their heads. But others felt that such a program would encourage people to stay unemployed.

Despite the debate, the Unemployment Insurance Act came into effect in 1941. In 1971, the program expanded, and began to cover maternity and sickness benefits. In 1996, the program changed its name to Employment Insurance. Today, EI places an emphasis on skills training. The program encourages laid-off workers who receive benefits to attend training programs before re-entering the workforce.

Employment Insurance operates like any insurance program: workers pay into a fund, and can apply for benefits under certain conditions. Workers most commonly receive benefits when they are laid off. However, they can also receive benefits when caring for a newborn or newly adopted child (maternity, parental and adoption benefits), when suffering from a long-term illness (sickness benefits), or when caring for a family member who is seriously ill (compassionate care benefits). Not all workers are eligible for benefits. Eligibility depends on how long workers have been employed and what type of work they have been doing.

Adapted from information on www.hrsdc.gc.ca

Note Taking While Listening

Most of the strategies for note taking while reading also apply to note-taking while listening: you need to think about your purpose for listening, recognize the main ideas, and make decisions about what information is relevant to your purpose. But there are two important differences. First, your note-taking must keep up with the speaker, so you have to take notes quickly. And second, your initial notes will follow the order and outline of the speaker's talk, so you may need to review and re-organize your notes later so that they make sense to you.

Here are some tips for effective note taking while listening:

- 1. Listen carefully to the introduction of the presentation because most presenters will give an overview of their talk in the introduction.
- 2. Use symbols and abbreviations to speed up the process of taking notes. You can develop your own system of symbols and abbreviations, but make sure you use them consistently so that you always remember what they mean.
- 3. Listen for phrases (signposts) that indicate how the presentation is organized and signal different parts of a presentation/lecture. For example:
 - Introducing the topic: The topic of my presentation today is ...; I intend to show that ...
 - Indicating the organization: First, I'd like to talk about ...; In the second place ...; And finally ...
 - Reviewing information: As I mentioned previously ...; It's clear that ...; You probably remember that ...
 - Emphasizing information: I'd like to stress that ...; The main point is that ...
 - Starting a new point: I'd like to move on to ...; Now let's turn to ...
- 4. Listen for logical connectors that express the relationship between ideas. For example, as a result of, in contrast to, although.
- Audio 1.1: Listen to the introduction of a presentation. Write the main topics that the presentation will address. Prepare to take notes by writing headings for your notes. Compare with a partner and discuss differences.
- 2 https:// Listen to the next part of the presentation. Take notes on key information. Compare your notes and discuss the strategies you used (listening for key words, using abbreviations, using a chart).
- Listen to the rest of the presentation and take notes on the information so you can re-tell it. Compare your notes and discuss the strategies you used (listening for key words, using abbreviations, using a chart).
- 4 Listen to the entire presentation again. Review your notes for organization and accuracy. Revise where necessary. Compare with others in the class and discuss any challenges you faced.

5 Working with a partner, take turns giving a presentation and taking notes. Use the instructions below.



Student A

Prepare and give a two-minute talk to your partner on any topic that you know a lot about. Your presentation must include some information that will be new and interesting to your partner. Some possible topics are:

- an interesting place you have visited in your community
- how to do one of the main tasks in your job or profession
- a review of your favourite movie, including the main points of the story and why you liked it

Prepare some notes to help you make your talk. **Your notes should only be 20 words**. When you give your presentation, speak clearly and at a normal pace. Clarify or repeat words if your partner asks for confirmation of understanding, but do not repeat the entire presentation.

Student B

Listen to your partner's presentation and take notes on the most important information and ideas. Read over the notes you took while listening to your partner's presentation, and select the **20 most important words**. Compare these 20 words with your partner's original 20 words. How close are they? Have you captured the most important ideas and information?

6 Discuss the following questions.

- 1. How did you decide what to write down while your partner was speaking?
- 2. When you were selecting your final 20 words, how did you decide which words to select?
- 3. What tips or advice can you give on taking notes while someone is speaking? (E.g., what abbreviations or symbols you could use)

Note-taking Symbols and Abbreviations

Using symbols and abbreviations will help you to take notes quickly. You can make your own symbols and abbreviations, or use ones that are commonly understood. There are a number of common note-taking symbols in English. Some are mathematical symbols, such as: = (equals), > (greater than) and + (plus, in addition to).

Some abbreviations come from Latin. For example, etc. (and other things), e.g. (for example) and a.m. (morning).

Match the following symbols and abbreviations with the correct meanings. Add additional symbols 1 to the list.

1.	 λ	a.	approximately, similar to
2.	 #	b.	and others (people)
3.	 @	c.	per
4.	 K	d.	per cent
5.	 p.m.	e.	money
6.	 ≈	f.	correct
7.	 <	g.	versus
8.	 vs.	h.	not the same as, does not e
9.	 re:	i.	woman, female
10.	 i.e.	j.	rises, increases
11.	 ≠	k.	causes, leads to
12.	 \$	l.	in other words
13.	 \checkmark	m.	number
14.	 et al.	n.	man, male
15.	 1	о.	at, with
16.	 \rightarrow	p.	afternoon and evening
17.	 %	q.	less than
18.	 φ	r.	therefore
19.	 \uparrow	s.	concerning, with regard to
20.	 8	t.	thousand

does not equal

 Canadian 	 not available 	•	report	• year, month, day
 experience 	 university 	•	difficult	 millennium
 employment 	 altitude 	•	document	 required
• equipment	• language	•	information	• minimum
Work with a partner you know and share	_	abbrevia	tion means. Add	any additional abbreviation
1. pp		3.	b/c	
Q & A			w/	
FYI			w/o	
2. poss		4.	dept.	
prob.			impt.	
gov.			intl.	
cont.			avg.	
approx			acct.	
ea			wgt.	
max.			hgt.	
cent.			mgmt.	
With a partner, discu	iss how the abbreviations	s in sets	s 1 to 4, above, I	have been formed.

Possible search term: abbreviations for note-taking

Using Symbols and Abbreviations

1 Look at the following notes about an article you are going to read. Discuss with a partner what the abbreviations might refer to. Predict the content of the article based on the notes.

Learning & Remembering Vocab - Notes

Ways to Learn

- 1. Reading
 - guess from contxt must know 95% other wds.
 - must see new words ≈ 16x
 - sts. dev. vocab thru reading > 1 2 books / term
- 2. Borrowed wds
 - (e.g. 'T-shirt')
- 3. Cognates
 - (e.g. governmnt, gobierno), but b/ware 'false friends'
- 4. Remembering:
 - brain ≠ organize wds. like a dictionary, i.e. alphabetical
 - words org. in brain activity. to meaning, not spelling
 - some memry thru pronunc. & spell
 - best memry thru using words for a task not just study list
- 2 Read the article on the next page. Do the following.
 - 1. Locate the words in the article that are abbreviated or symbolized in the notes.
 - 2. In each paragraph of the article, highlight the information that was included in the notes.
 - 3. Discuss which information was not included in the notes and why.
- Read the article again and take notes using your own style. Include the information you think is important. Compare your notes to the notes above and to your partner's notes.
 - 1. How do your notes differ?
 - 2. What information that was not in the sample notes or your partner's notes, did you include? Why did you take notes of this information?

LEARNING AND REMEMBERING VOCABULARY

What is a good way to learn words, and how do we remember them? Many researchers have conducted experiments with learners of languages to try to find answers to these questions.

It is often assumed that the best way to acquire a large vocabulary in a foreign language is by reading. This assumes that a reader will be able to learn new words by guessing the meaning of them from the context, the meaning of the other words in the sentence. Some researchers, however, have found that to correctly guess a meaning of a new word from the context, the reader needs to know 95% or more of the other words. Also, researchers estimate that, to learn a new word, most people need to see, hear and understand it up to 16 times, and even more before it is possible to use the word automatically in fluent speech or understand it in a new context. A researcher in Montreal studied how well adult ESL students learned new words by reading simplified novels: literary classics, biographies, romances, mysteries. Students signed books out of their class library, and read them on their own time over 6 weeks. The researcher tested them on their vocabulary before and after this time, based on the books they had read. She found that the reading did benefit the students' vocabulary if the students read frequently, i.e. more than just one or two books per semester.

Many people have learned a lot of English words through frequent exposure to 'borrowed' words like *hotel, hamburger,* and *T-shirt,* that are common around the world. In some cases, the 'form' of a word can help to learn it, especially when the word is similar in both form (spelling or pronunciation) and meaning to a word in another language you know. Such words are called "cognates;" for example, *government* (English); *gouvernement* (French) and *gobierno* (Spanish). Most language learners, however, are familiar with the problem of 'false friends,' or words that appear to mean the same thing, but don't, as in *library* (English – a place to borrow books) and *librairie* (French – a place to buy books).

Once we know the meaning of a word, how do we store that meaning in our brain? Researchers have found that the human memory does not seem to organize words like a dictionary, in alphabetical order. Rather, words seem to be organized in categories having to do with their meaning. For example, if people are asked to: (a) Name a fruit that begins with 'p,' or (b) name a word beginning with 'p' that is a fruit, they could answer (a) more quickly than (b). Once people thought about *fruit*, they could come up with 'p' words more quickly than if they thought about 'p' words, then tried to name a fruit. The spelling and pronunciation of a word does contribute to how we remember it; however, many people have the experience of trying to remember a word that is 'on the tip of their tongue;' they can remember the first letter, or approximately how long it is. In general, however, we use meaning associations, rather than sound-symbol associations, to find words in our memories.

In another interesting study, researchers used three different groups. Each group was given a list of the same 30 words. The members of group A were told they would be tested on their ability to remember the words. Group B had to rate each word according to whether it had a pleasant or unpleasant meaning; they were not told that there would be a test on the words. Group C was also not told that there would be a test, and they were asked to decide whether the items on the list would be important if they were stranded on a desert island. When all the groups were tested, Groups A and B had similar results. Group C had the best results of all. This study supports the theory that we will learn and remember words best if we are using them in a meaningful way, with a theme or category to help us organize them in our memory.

References:

Information from: Lightbown, Patsy M., and Spada, Nina. 2006. How Languages Are Learned, 3rd Ed. Oxford University Press; Gairns, Ruth, and Stuart Redman. 1986. Working with Words: A guide to teaching learning vocabulary. Cambridge University Press.

Note-taking Formats

Two common formats for taking notes when reading or listening to information are outline formats and diagram formats.

1. Outline formats

Outlining is a way of organizing your notes vertically using indenting (with or without numbering) to show the level of importance. Outline notes are organized in such a way that the main points are aligned on the left margin and supporting details or less important points are below and indented.

2. Diagram formats

Using a visual representation of information is another way of organizing your notes. Diagram formats show the relationship between ideas by using headings, shapes or lines. Some examples of diagram formats include flow charts, concept maps, Venn diagrams and other graphic organizers.

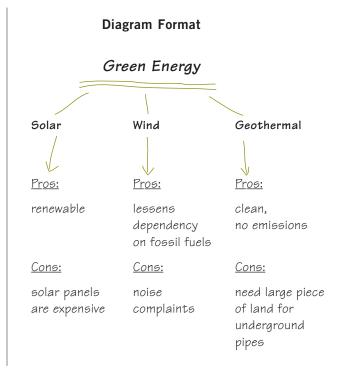
- 1 Look at the samples of two types of note-taking formats below. Answer the questions.
 - 1. Which format is easiest for you to understand? Why?
 - 2. What do you think are some advantages and disadvantages of each format?

Outline Format

Green Energy

3 sources: solar, wind, geothermal

- Solar
 - Pros: renewable source of energy
 - Cons: high cost of solar panels
- Wind
 - Pros: lessens dependency on fossil fuels
 - Cons: noise complaints
- Geothermal
 - Pros: clean, no emissions
 - Cons: need large piece of land for underground pipes





Search the Internet for information on different note-taking formats. Select one format and write brief notes about the advantages and disadvantages of this format. Present the information in small groups.

Possible search terms: note-taking formats; graphic organizers; outline notes

Imagine you are studying for the Canadian citizenship test. Choose one of the note-taking formats you researched in Activity 2 and use that format to take notes of the text below.

ABORIGINAL PEOPLES OF CANADA

The Aboriginal peoples were the first people to live in Canada. They had many different spiritual beliefs and cultural traditions that have been passed down from generation to generation. Today, they live in every region of the country.

Aboriginal peoples developed a special relationship with nature, since they depended on it for survival. Those who lived on Canada's coasts depended on fishing and hunting. Those who lived in central and eastern Canada hunted and grew vegetable crops.

The *Constitution Act* of 1982 recognizes three main groups of Aboriginal peoples in Canada: the First Nations, the Inuit and the Métis. Today, there are more than 50 different languages spoken by Aboriginal peoples, most of which are spoken only in Canada.

The Aboriginal population is growing almost twice as fast as the rest of the population in Canada. Aboriginal peoples make up about three percent of all Canadians, or roughly 790,000 people. About 69 percent are First Nations, 26 percent are Métis and five percent are Inuit.

First Nations

The term "First Nations" has been used since the 1970s instead of "Indian." First Nations describes all Aboriginal people in Canada who are not Inuit or Métis. Different First Nations communities have different languages, cultures and traditions, depending largely on where they are located.

First Nations people living in eastern North America invented bark canoes to travel on rivers and lakes. Some First Nations people lived on the plains, and moved with the buffalo herds, which they hunted for food, clothing and tools. They made lightweight, solid homes that were easy to move. These homes, called "tepees," were made of poles arranged in a cone shape and covered with animal skins.

Inuit

Inuit are Aboriginal people who live in Canada's North, which includes Nunavut, the Northwest Territories, Northern Quebec and Labrador. They have a close connection with the land and all the plants and animals that share it. They adjusted to the cold northern weather and lived by hunting seals, whales, caribou and polar bears. Some Inuit people still hunt for food and clothing.

Métis

Many early French fur traders and some English traders married First Nations women. Their descendants are called the Métis people. The Métis, who developed their own distinct culture on the Prairies, played an important role in the fur trade. Today, the majority of Métis people live in the western regions of Canada.

(continued on the next page)

Treaties—past, present and future

The British and Canadian governments made many agreements, or treaties, with the Aboriginal peoples between 1701 and 1923. These treaties granted the Aboriginal peoples certain rights and benefits in exchange for giving up their title to the land. Each treaty is unique and is seen as a solemn promise.

Aboriginal groups and the Canadian government are still negotiating new agreements for land and other rights. These modern agreements are known as land claim settlements. Nunavut, Canada's newest territory, was created as a result of a land claim settlement.

The Canadian government continues to negotiate with Aboriginal peoples so that they can regain control over decisions that affect them and manage their own affairs. This is known as self-government. Canada is also working with them to improve their economic situation and general quality of life. Aboriginal peoples have unique histories, cultures and languages. They continue to play an active role in Canadian society.

Source: A Look at Canada, extracted July 15, 2009, www.cic.gc.ca/english/resources/publications/look/index.asp

- 4 With a partner, compare your notes and discuss the following questions.
 - 1. What information about First Nations people did you take notes on?
 - 2. What information about Inuit people did you take notes on?
 - 3. What information about the Métis people did you take notes on?
 - 4. What information about treaties did you take notes on?
 - 5. Did you use any abbreviations or symbols? What were they?
- In pairs, try to re-tell the information using your notes. How effective were your notes for this purpose?

Study Strategies: Cornell Notes

The Cornell System is a way of structuring, summarizing and reviewing notes from a lecture or textbook so that they are most useful for studying and remembering the information.

In the Cornell system, you set up each page of your notes in three sections:

- Two-thirds of the page, on the right-hand side, is for taking notes, usually in outline format.
- One-third of the page, on the left-hand side, is for you to record main ideas, key words, and the most important facts when you review your notes after the lecture or at the end of the day. This is the section you will look at when you study.
- The bottom of the page is where you record a summary of what is important about the information from the notes, how it connects to other information from the course, the significance of this information, and any implications.

Taking notes in this format, and reviewing them systematically, is widely recommended as one of the best ways to make sure that your studying is efficient, and that you are not trying to remember all of the course information in the last week before the final exam.

Key word column (Step 3)	Note-taking column (Step 1)
Summary (S	Step 2)

Cornell Note-taking Page Set-up

- **Step 1:** Take notes from a written text or presentation.
- **Step 2:** Write a summary of your notes. Make connections to other related information. Reflect on the significance and implications of the information.
- **Step 3:** Write main ideas, key words and facts. To study, cover the note-taking column and use the key words to summarize the information from your notes in your own words.

1 ♣

Search the Internet for samples or tools relating to the Cornell note-taking system. Present and discuss them in small groups.

Possible search terms: Cornell notes; Cornell notes page



Search the Internet for information about other study strategies. Choose one strategy that appeals to you. Prepare a short presentation of this strategy to your classmates.

Possible search terms: study strategies; reading strategies; study skills

Read the blog posts below from university students. Write a blog post to share information about the study strategy you researched in activity 2.

Posted by Reid Gangley

I want to share a well-known, tried and tested study method called SQ3R. It involves five steps: <u>Survey, Question, Read, Recite and Review</u>. I like it because it keeps me active and learning while I'm reading. I find that when I don't use it, I waste time reading something without making an effort to understand it. Here are the five steps:

Survey: Skim the reading or chapter to get an overall sense of what you are going to study. This involves skimming the title, headings, sub-headings, introduction, end-of-chapter summary, diagrams, charts and captions. This will provide you with the scope and main idea of the text.

Question: Before reading each section of the text, ask questions about it based on the heading or topic sentence. What do you want to know? These questions give you a purpose for reading.

Read: As you read each section of the text, try to answer the questions you posed.

Recite: After reading each section of text, tell (orally or in writing) what it was about in your own words. This can involve first taking notes of the main ideas and key details or drawing diagrams and charts for yourself to outline main ideas. Summarize and paraphrase what you read.

Review: This step is an ongoing process. It involves looking over your notes (of the key information) then covering them with your hand and trying to recall them. This step can be done right after you read, and again daily until the information is fixed in your memory.

Posted by Jane Kerney

I've heard of SQ3R. The method I use is similar, and is just called the Question Method. I read about it last year and have been using it ever since then. It basically involves asking and answering your own questions about each section of text you read (or listen to) as a way of understanding and remembering information. Often I just turn a statement I read into a question, then answer it. Often I write the question in the margin of the book. It really helps me remember what I read. The types of questions you can ask are divided into four levels, with each level helping you to get a more in-depth understanding of what you are studying.

Level 1 questions are factual, usually answered with a specific, exact answer. For example: What is the definition of ...?; Who did ...?; What does ... mean?; When did ... occur?

Level 2 questions are about relationships between concepts and ideas. For example: What causes ...? How is ... similar to/different from ...? What is the author's main point and how is it supported?

Level 3 questions ask predictive or hypothetical questions. For example: *If ... occurs, what will happen? If ... changed, what else would change?*

Level 4 questions require answers that involve consideration and judgment. For example: *Is (something)* good or bad/effective or ineffective/proven or not proven? Why?; What are the advantages/ disadvantages of ...?; Do I agree or disagree? Why?

I read about this study strategy on the McMaster University website. I'm going to give you the URL because there are a bunch of podcasts (all about three to five minutes) with full transcripts of different study strategies like the ones below. Check them out!! http://maclife.mcmaster.ca/academicskills/online resources.cfm

- The Good, the Bad and the Useless
- Notes and More Notes
- Getting Ready for Exams

- Think Like a Professor
- Question Method of Studying
- Under Time Pressure

This section includes activities that can help learners develop the skills and background knowledge needed for note taking and studying effectively. These skills include: using note-taking symbols and abbreviations, distinguishing relevant from irrelevant information when taking notes, recognizing signposts in lectures and using common study strategies.

The activities have been guided by the CLB performance conditions relating to LINC 6. If you want to develop your own activities for note-taking, consider the CLB performance conditions below.

Performance Conditions

- Text to reproduce is up to one or one-and-a-half pages in legible handwriting or print
- Text could also be a short oral text (10 to 15 minutes)
- Learner can complete a summary grid to aid note-taking or summarizing

You can use all or some of the activities in the order in which they are presented, or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to note-taking, see the LINC 5-7 Curriculum Guidelines, Unit 1.



p. 33 | Introduction to Note Taking and Study Skills

Introduces note-taking and study skills

Have learners discuss the questions in pairs or small groups, then take them up as a class. You could also use the questions to spark a class discussion. Ask learners to read the information box at the bottom of the page and talk about any study habits they find effective. They can also talk about unusual study habits they may have.



p. 34 | Note Taking While Reading

Provides background information on note-taking steps when reading

Begin by asking learners to skim the text about the history of Employment Insurance to get a general sense of what it is about and how the information is organized. You can alert them to the fact that the information is organized around answers to the three questions listed in the first paragraph: When did it start? Why did it start? What's it like today? You can also introduce a common skimming strategy – reading the first sentence of each paragraph (usually the topic sentence) to glean the main ideas/key points. You could also ask learners to give the text a title, based on the key points of the text.

Learners can then highlight the information they think is important and compare with a partner. Alternatively, you could have a class discussion about what everyone thinks are the main ideas and supporting details are. Ask learners to write a summary and compare with a partner.

Extend the Activity: Practise skimming techniques with other texts to help learners get proficient in identifying the main ideas and supporting details in a text. You can use any of the readings in the Managing Information chapter.



p. 35 | Note Taking While Listening

Provides background information and practice in taking notes while listening

Learners will listen to a presentation comparing Alberta and Saskatchewan. They listen and take notes on different parts of the presentation through the four activities below. During each activity, pause the recording so learners can complete the activity and discuss it.

Learners listen to the introduction of the presentation (Part 1) to get a general sense of what it is about and also to set up their page of notes with headings that relate to the main points of the talk. Learners can set up their notes in the form of an outline with headings down the left side of the page, or as a chart, as in the example below. After playing Part 1 of the presentation, pause the recording to give learners a chance to talk about what the presentation will be about and to set up their notes.

	Alberta	Saskatchewan
Geography		
Climate		
Demographics		
Economy		

- Introduce this note-taking activity by talking about how to listen for key words that alert the listener to important information. Remind learners not to write down all the details they hear. This activity allows learners to practise note-taking with a part of the text. Play Part 2 of the presentation and have learners take notes. They can compare information they noted with others in the class and discuss any note-taking strategies they used and challenges they faced.
- Have learners listen to Part 3 of the presentation and take notes. You could have everyone take notes on the same topic, or ask one group of learners to take notes about the economy and another about the population.
- Play the entire presentation again so that learners can review their notes and make any changes.

Extend the Activity: Ask learners to write a summary of the presentation using their notes.

1 Audio 1.1: Transcript

Presentation comparing Alberta and Saskatchewan

Part 1 Hello everyone, and welcome to my presentation about two Canadian provinces: Alberta and Saskatchewan. You may wonder, why these two provinces? Well, both of them are prairie provinces; they have a lot in common because of their geographical proximity, yet there are also many differences between them. So, that's what I'll tell you about today. I'll compare different features of Alberta and Saskatchewan. I'll talk about their geography, climate, demographics and economies. If you have any questions or comments, please feel free to ask me any time. Don't be afraid to interrupt me. Now, let's start. Note: Pause the recording.

Part 2 First, I'll tell you a bit about the geographical locations of these provinces. If you look at the map here, you can see that both provinces are landlocked, which means they don't have access to a large body of water, such as an ocean or sea. Also, both of them border the United States. Notice here that the border line corresponds with the line of latitude and is almost straight.

Audio 1.1: Transcript (continued)

Let's compare the climate in both provinces. Because they are next to each other geographically, their climates are similar in many ways. In Saskatchewan, the central and eastern parts of the province have a humid continental climate, which changes to a drier climate to the west. In the northern parts of the province, the climate is subarctic. Winds in Saskatchewan are usually dry. Warm winds blowing from the west, called Chinooks, bring periods of mild weather, even in winter. The same winds blow in Alberta. As mentioned, Alberta's climate is in many ways similar to that of Saskatchewan's. The major difference is caused by the Rocky Mountains, which make Alberta's climate drier and cooler than Saskatchewan's. *Note: Pause the recording.*

Part 3 Now, let me tell you a bit about the economy and natural resources in both provinces. Alberta and Saskatchewan are the two largest oil-producing provinces in Canada, with Alberta first and Saskatchewan a distant second. Saskatchewan, meanwhile, is the world leader in potash and uranium exports. An emphasis on agriculture and farming are other similarities; Alberta and Saskatchewan produce many of the same agricultural crops, including wheat, canola, flax, rye and oats. They are also the two largest producers of beef cattle in the country, again with Alberta in the lead. Alberta also produces large quantities of softwood lumber, wood pulp and newsprint. Forestry is also significant in Saskatchewan, but to a lesser extent. And here's an interesting tidbit for you: did you know that Alberta is the leading beekeeping province in Canada? And it's also the leading producer of plains buffalo, or bison, for the consumer market!

Overall, the major difference between the two economies is that Alberta's is much larger. Alberta's GDP, or gross domestic product, is about five times larger than Saskatchewan's. Alberta is the richest province in Canada on a per capita basis, largely because of its oil and natural gas production. But one final note on something important that these two provinces have in common: even though Alberta's economy is much larger, the economies of Alberta and Saskatchewan have both been growing faster in recent years than that of any other Canadian province.

Now, let's move on to population. From statistical data you can tell that Saskatchewan is less populated than Alberta. It has about one million people, while Alberta's population is about 3.5 million (that's another reason why Alberta's economy is larger!). In recent years, Alberta and Saskatchewan have enjoyed the highest rates of population growth in Canadian history. If we look at the ethnic diversity of both provinces, Saskatchewan's largest ethnic group is German, followed by English, Scottish, Irish and Ukrainian. Likewise, in Alberta the immigrant population is predominantly English, Scottish, Irish, German and Ukrainian.

As my presentation comes to an end here, I would like to do a quick review. I talked about similarities and differences between Alberta and Saskatchewan in the areas of geographical location, climate, natural resources, economy and population. I also pointed out factors that shaped those similarities. Now, is there anything that I missed, or that you are particularly interested in and would like to know more about? Does anyone have any questions? *Note: Replay the recording for Activity 4.*

6 Extend the Activity: Ask learners to create a list of tips on effective note-taking strategies.



p. 37 | Note-taking Symbols and Abbreviations

Provides practice identifying common note-taking symbols and abbreviations

1	Answers				
	1. r	5. p	9. s	13. f	17. d
	2. m	6. a	10. l	14. b	18. i
	3. 0	7. q	11. h	15. c	19. j
	4. t	8. g	12. e	16. k	20. n

Extend the Activity: Ask learners to search the Internet for additional symbols and abbreviations they could use when taking notes. They can share their findings with the class and create a comprehensive list for their own use.

2 **Possible Answers**

- Canadian: Cdn.
- experience: exp.
- employment: *empl*.
- equipment: equip.
- not available: *n/a*
- university: univ.
- altitude: alt. language: lang.
- report: rpt.
 - difficult: diffelt.
- document: doc.
- information: info.
- year, month, day: y,m,d
- millennium: m
- required: req'd
- minimum: min

3 **Answers**

- 1. pp. pages
 - question and answer Q&A
 - for your information FYI
- 2. poss. possible, possibly
 - prob. probable, problem
 - government gov.
 - cont. continue approx. approximate
 - ea. each
 - maximum max.
 - century cent.

- 3. b/c because
 - w/ with
- without w/o

intl.

- 4. dept. department
 - impt. important

international

- average
- avg.
- acct. account wgt. weight
- height hgt.
- management mgmt.

3 **Answers**

Common ways of forming abbreviations for note-taking:

- 1. Use the first initial of very common words or expressions
- 2. Use the first three or four letters of the word enough to indicate which word it is
- 3. Use a slash symbol (/) to show phrasal verbs or compound words
- 4. Use the first, last, and some middle consonants of long, common words

Extend the Activity: Have learners dictate short paragraphs to each other and practise using symbols and abbreviations to take notes. They can then compare their notes with the original text.



p. 39 | Using Symbols and Abbreviations

Provides practice identifying important information when taking notes

Ask learners to read the notes and give an oral summary of the information they think will be in the reading. They can then compare their ideas to the actual text.



p. 41 | Note-taking Formats

Provides background information on different note-taking formats

2 Have learners research various note-taking formats or graphic organizers, present one to the class and discuss its advantages and disadvantages.

Extend the Activity: Have learners listen to a podcast (e.g., on the CBC website) or a television documentary and take notes on what they hear. In a class discussion, talk about the information they noted, any abbreviations or symbols they used in their notes, and the format they used to organize their notes.

CBC podcasts can be downloaded at www.cbc.ca/podcasting/index.html to a computer or MP3 player, then played for the class. A variety of podcasts are available, such as:

Between the Covers: podcasts featuring Canadian literature; stories are narrated by actors.

The Current: features different perspectives on issues that affect Canadians.

Editor's Choice: daily podcast of a highlight of what was broadcasted that day on CBC radio.



p. 44 | Study Strategies: Cornell Notes

Provides background information on study strategies (Cornell Notes, SQ3R, and the Question Method)

1 Before discussing the Cornell Notes study strategy, you could ask learners to describe study strategies they have used in that past, and to think about how they could apply good study habits to their current learning of English. You could also introduce/review common terms and idioms related to studying for exams, such as the terms below.

Idioms: cramming, pulling an all-nighter, hitting the books, plugging away, burning the midnight oil

Terms related to exams: final exam, mid-term exam, take-home exam, open-book exam, multiple-choice, essay, true/false, short answer

Extend the Activity: Have learners practise the Cornell note-taking system using a written or oral text of your choice. Ask them to follow the three steps to study the information in the text. Then test their knowledge of the information by giving them a short-answer or multiple-choice test.

3 You can introduce this activity by explaining what a blog post is (if learners are not familiar with the term). After reading the blog posts, learners can write a blog post to describe a study strategy, and provide an Internet link for more information about the strategy. Learners can post their description on a class blog or wiki, or on an online forum about study strategies.

Chapter 1
Academic Skills
Writing Paragraphs and Essays
LINC 6/7

LINC 6/7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when writing in academic settings. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills addressed in these activities.

CLB 6–IV: Write one or two paragraphs to relate a familiar sequence of events or tell a story; to provide a detailed description and comparison of people, places, objects, animals, plants, materials, or routines; or to describe a simple process.

CLB 7–IV: Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.

CLB 8–IV: Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.

CLB 8–IV: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

Writing

These activities can help to develop the following Essential Skill:

The activities in this section focus on the following language skills:

- Identifying parts of a paragraph and recognizing standard paragraph structure
- Identifying and writing an effective topic sentence
- Identifying and writing supporting details
- Identifying organizational features of an essay
- Writing an outline for an essay
- Writing a thesis statement
- Writing supporting sentences

ES

CLB

Activities | Chapter 1 | Writing Paragraphs and Essays | LINC 6/7

Instructor Notes	
Writing an Essay: Putting It in Practice	
Editing an Essay74	
Supporting Paragraphs: Transitions	
Thesis Statement	
Essay Structure	
Introduction to Essay Writing69	
Writing a Paragraph: Putting It in Practice	
Paragraphs to Describe Graphs and Charts66	
Paragraphs to Describe a Process65	
Narrative and Descriptive Paragraphs64	
Coherent Paragraphs: Pronoun Reference63	
Coherent Paragraphs: Transitions61	
Supporting Details	
Elements of a Paragraph	
Introduction to Academic Writing57	

Introduction to Academic Writing

1 In small groups, discuss the following questions.

- 1. What types of longer writing assignments did you have at school (e.g., in college, university, or secondary school)?
- 2. What do you find difficult when writing longer texts (e.g., compositions or essays)?
- 3. Do you think academic writing conventions are different in Canada than in other countries? How?
- 4. Do you want to improve your writing skills? What do you want to improve?
- 5. Do you plan on attending college or university in Canada? For what purpose? What kind of writing do you think you will need?



Culture Note

In North American academic writing, it is important to state the purpose of writing at the beginning of a document. In essay writing, the introductory paragraph should summarize what you plan to talk about in the rest of your essay. It is important to present the main points clearly and precisely, without putting the onus on the reader to decipher the meaning of the essay.

Elements of a Paragraph

Topic sentence

The topic sentence is usually the first sentence of the paragraph and states the main idea of the paragraph. A good topic sentence makes a point that will be developed in the rest of the paragraph.

Body of the paragraph

The body of the paragraph consists of sentences that support the topic sentence. They can provide explanations, reasons, facts and examples. There can be both major and minor supporting details. Major details support the topic sentence. Minor details expand on, or provide reasons and examples of, the major details.

Sentences that are linked together

Sentences in a paragraph are connected to each other so that a reader can easily read through the paragraph. This can be achieved by effectively using:

- **Transitions:** words and phrases that express connections between two or more ideas. Examples of transitions include *for instance, on the other hand, moreover, as a result, first,* and *then*.
- **Pronouns that refer to something/someone in a previous sentence:** For example, *My sister used to brush my hair each night.* This small gesture created a strong bond. The pronoun this in this example refers to brush my hair at night, and connects the two sentences.
- **Parallelism:** Parallelism can refer to using similar parts of speech (such as verb forms or nouns) in sentences. Using parallel structures makes sentences grammatically correct.

In class, I practise speaking, writing, reading and to listen (should be listening).

I try to write carefully and <u>accurate</u> (should be accurately).

Parallelism can also refer to repeating a similar sentence structure in a paragraph, which can create cohesion and make a paragraph smoother and easier to read. Consider the two pairs of sentences below. Although both are grammatically correct, the second is easier to read.

In class, I practise speaking and listening. I usually read and write a lot at home.

In class, I practise speaking and listening. At home, I practise reading and writing.

Concluding sentence

A concluding sentence sums up the paragraph and appears at its end. It is used to signal that the writer has completed what he/she wanted to say.

Find an example of a paragraph that includes the above elements. In groups, identify and discuss these elements.



Choose one of the elements of paragraph writing. Search the Internet for detailed information about it. Re-tell the information to your classmates.

Possible search terms: parts of paragraph; supporting details; topic sentence; pronoun reference; transitions; parallelism

Supporting Details

Supporting details expand on the topic sentence of the paragraph and provide reasons, facts and examples to support it. There can be major and minor details. Each major detail supports the topic sentence. Minor details elaborate on the major details.

1 Read the paragraph below and discuss the questions that follow.

Bison meat is a healthier kind of red meat than beef for various reasons. Bison meat exports have more than doubled over the past five years, according to Statistics Canada. One reason is that bison meat contains one-third less fat than beef does. Indeed, bison is lower in fat than beef is. Canadians need to be concerned about the amount of fat in their diets. Another reason is that bison are raised naturally without growth hormones. Growth hormones add more chemicals to the meat of any kind of animal. By contrast, beef cattle are usually raised with growth hormones. Finally, bison meat has 40 per cent more protein than beef. The Canada Food Guide outlines the recommended daily serving size of protein-rich foods. To sum up, it is easy to see why bison meat, a lean alternative to beef, is a healthy way to eat red meat.

- 1. Which three sentences can be removed to make the paragraph more effective? Explain why each sentence should be removed.
- 2. Which sentences include major details and which sentences include minor details?
- 3. What transitions are used and what is the purpose of each?
- Read the topic sentence and the concluding sentence below. Then order the supporting details from 1 to 5 to form a complete paragraph. Indicate whether each detail is a major or a minor detail.

Topic sentence: Canadians enjoy many types of ethnic foods.

Concluding sentence: Clearly, Canadians have embraced ethnic foods.

Many Canadian families regularly cook spaghetti and lasagne at home,				
or order take-out pizza.		major		minor
 Chinese food is another popular ethnic food in Canada.		major		minor
 Italian food is by far one of the most popular cuisines.		major		minor
 Furthermore, many grocery stores now stock Indian cooking staples like curry, chutney, basmati rice and naan breads.		major		minor
In fact, nearly every city in Canada has at least one Chinese restaurant	П	maior	П	minor

]	The province of Québec offers many traditional and distinctive foods. For example, most cities and towns in Québec produce tourtière, a traditional meat pie made with pork and spices.	П	major	Г
	a traditional meat pic made with policiand spices.		major	_
2			major	
3			major	
4.]	In fact, a number of fast food chains in Québec have now added poutine		,	
1	to their menus.		major	
5			major	
	Even visitors from out of province travel to Montréal to enjoy smoked meat at Montréal delis.		major	
7			major	
a)	Of course, tourtière is just one of many kinds of meat pies available in Qué	bec.		
b)	Finally, soupe aux pois jaunes (pea soup made with yellow peas) dates back nineteenth century and began as common Québec farmhouse fare.	k to at	least th	е
c)	Besides, the tourtière recipe itself varies from region to region.			
d)	Secondly, Canadians love poutine, which is tasty but full of fat.			
e)	Some other distinctive Québec foods are the smoked meat and bagels of M are world-famous.	ontréa	l, which	
f)	Secondly, poutine, which originated in rural Québec in the 1950s, is widely Québec restaurants and cafes.	y availa	able in	
and	ch the Internet for tips on writing the supporting sentences of a parag share them with your classmates. ible search terms: supporting details + paragraph; major and minor supporting			tv

Coherent Paragraphs: Transitions

Transition words or phrases can help to connect sentences together and show the reader how they are related. For example, transitions for comparing help to show the reader how two subjects are similar or different. Here are some common transitions for different purposes:

- Transitions for comparing and contrasting: in the same way; similarly; on the other hand
- Transitions to give examples or to add information: for instance; for example; such as, first; to begin with, second, in fact
- Transitions to give reasons or indicate cause and effect: because; thus; therefore; due to
- Transitions to show a sequence or order: first; second; third, then; next; after that; finally; at last
- 1

Search the Internet for a list of transitions for different purposes. Create a list for your own use or to post in the classroom or on the class wiki.

Internet search terms: transitions; transition words and phrases

In the following paragraph, identify the transition words and phrases, the topic sentence, supporting details and the concluding sentence.

Living in a large city means easy access to different types of newcomer information. First, immigrant-serving agencies help newcomers find English classes, job search resources, and services that interpret and translate documents. In addition, community information centres provide information about community, social, health and government services. Moreover, public libraries carry multilingual books and resources as well as free Internet access. Newcomers can find information on just about everything they need by accessing these important sources of information.

3 | Fill in the blanks below with the appropriate transitions.

such as	further	finally	in addition	first
in particular	for example	specifically	in short	

Cancer is one of the leading causes of premature death in Canada, but there are several ways we can
reduce our risk of developing it, we can eat better, we can eat foods that
are high in fibre and low in saturated fat, black beans and whole grain breads.
, we can be more active, we can exercise for at least 30 minutes a day.
, we can avoid smoking or being exposed to second-hand smoke, we
can get screened for the types of cancer common to our gender, women can have
mammograms to screen for breast cancer, while men can have PSA (prostate-specific antigen) tests
to screen for prostate cancer, by taking steps to reduce the risk of developing
cancer, we can live longer, healthier lives.

4 Underline the transitions and identify the purpose of each one.

There are many differences between the province of Ontario and the territory of Nunavut. To begin with, Ontario, which joined Confederation in 1867, is one of Canada's oldest provinces. By contrast, Nunavut became Canada's newest territory in 1999. In addition, Ontario and Nunavut differ greatly in population. Ontario is home to about 10 million people (or one in three Canadians), whereas Nunavut, with only about 28,000 residents, has Canada's smallest population. Furthermore, Ontario and Nunavut each have different language groups. In Ontario, especially in Toronto, dozens of languages can heard on the streets every day. On the other hand, in Nunavut, where 85 per cent of the residents are Inuit, Inuktitut and English are the two most frequently heard languages. Although Nunavut and Ontario are both part of the same country, they differ in many ways.

5	Write appropriate transitions to show	w comparison or contrast in the following	sentences.
	1 Vancouver	Montreal are cities that attract newc	omers.
	2. New Brunswick, the largest of Ca officially bilingual province.	nada's three Maritime provinces, is	Canada's only
	3. Most of Canada's provinces advar April to October. Saskatchewan,	nce their clocks by one hour to mark dayligh	nt savings time from
	4. In southern and central Canada, a in Canada's Arctic regions is not p	agriculture of various kinds flourishes possible due to permafrost.	, agriculture
6		about the challenges of living in a high-ris e major and minor details or add your owr	
	Major details	Minor details	
	 difficult to meet neighbours 	 no social space to meet o 	others

- not able to plant garden
- doing laundry takes long time
- no yard
- need to carry laundry to laundry room and back
- Write one or two comparison paragraphs on one of the following topics. Use an appropriate topic sentence and relevant supporting details. Include suitable transitions.
 - Your previous country's geography and Canada's geography
 - The weather in your previous country and in Canada
 - Your present apartment/house, and your previous apartment/house
 - Learning English in your previous country and learning English in Canada

Coherent Paragraphs: Pronoun Reference

Using pronouns helps to connect sentences to one another by referring from one sentence back to a sentence earlier in the paragraph. When using pronouns, it is important to make it clear what or who the pronoun is referring to. Consider the sentence below. The "it" refers to smoked salmon; "them" refers to Canadians.

British Columbia's smoked salmon is world-famous; Canadians often bring it with them on holiday overseas as gifts for their friends.

1 Locate and underline pronouns in the following paragraph. Then, list them (in order) on a chart, along with the idea to which each pronoun refers.

Canada's cheese guru, Gurth Pretty, is aiming to raise the profile of Canada's little-known artisanal and regional cheeses, including those made from cow, goat and sheep's milk. He has conducted extensive cross-country research on them. He has also spoken at length with many cheese makers about their products. In addition, they and Gurth have developed a number of recipes that incorporate the cheeses to encourage Canadians to taste them. As a result of Gurth's efforts, Canadian artisanal cheeses are becoming better known and will no doubt become more popular in the future.

Pronoun	Refers to
those	

2	Read the following paragraph	. Then write t	he appropriate	pronouns in the blanks.
---	------------------------------	----------------	----------------	-------------------------

Of the hundreds of Canadian artisanal cheeses that Gurth Pretty has discovered, a number of
have special characteristics. One of cheeses is a Niagara-region cheese
made from the milk of Guernsey cows. Canada has only a few herds of, and
milk is rich and creamy, so is used to produce several kinds of Guernsey
cheese. Another is a cheese made from the milk of rare Canadienne cows grazing on Québec's
Magdalen Islands tastes slightly salty because the grass graze on is coated
with salt mist from the Gulf of Saint Lawrence. Finally, there is an aged goat's milk cheese from British
Columbia is soaked for five days in local red wine and grape skins. All in all, Canadian
artisanal cheeses vary greatly from region to region.

Write one or two paragraphs about a person who has influenced your life. Use appropriate pronoun references to make the paragraph coherent.

Narrative and Descriptive Paragraphs

Descriptive paragraphs describe a person, place or thing. Narrative paragraphs usually describe an event, a series of events, or what a person does or did.

1 Read the paragraphs below and answer the questions that follow.

- A The Group of Seven, a group of Canadian landscape painters in the 1920s, brought the Canadian landscape to wider appreciation through their paintings. Initially, most of the group members met as employees of a design firm in Toronto. Shortly after that, they often traveled to Georgian Bay and Algonquin Park in Ontario for painting inspiration. Following WWI, the painters traveled through Ontario's Muskoka and Algoma regions, where they sketched the landscape and developed art techniques. In 1920, their first exhibition of Canadian landscape paintings garnered mixed reviews. Eventually, the Group of Seven were recognized as pioneers of a new, Canadian school of art. The Group of Seven clearly had a major influence on Canadian art, especially on how it depicted landscapes.
- B The Group of Seven's paintings offer an unparalleled depiction of the unique character of Canada's landscape. They depict a different approach to landscape than the traditional European pastoral one. The paintings feature the rugged nature of the often harsh Canadian landscape; they capture the Canadian landscape's feel of untamed wilderness. In addition, they have a bold style and often vibrant use of colour. The Group of Seven's distinctly Canadian style successfully shows Canada's rough yet beautiful landscape.
- 1. Which paragraph is descriptive and which is narrative? How do you know?
- 2. What is the topic sentence of each paragraph?
- 3. What are the supporting details of each paragraph?
- 2 Choose one of the topics below. Write either a descriptive or narrative paragraph. For the narrative paragraph, you can create a timeline and brainstorm events/steps you would like to include.
 - Describe your most treasured possession
 - Describe your favourite place
 - Describe the best job you have ever had
 - Narrate the events leading up your coming to Canada
 - Describe the best day of your life

Paragraphs to Describe a Process

Process paragraphs explain how to do or make something. They often include several instructions or a sequence of steps. In a process paragraph, the topic sentence identifies what is being explained while the supporting sentences provide a sequence of steps. Transitions for sequencing or ordering are used to indicate the order of steps.

When writing a paragraph to describe a process, you can use either the passive or the active voice. Regardless of the voice or verb form used, it is generally best to keep them consistent throughout the paragraph.

- Read the following two paragraphs. In small groups, analyze the paragraphs for the grammatical structures and transitions used to describe the processes.
 - A Conducting a successful job search in Canada requires several steps. First, check for job postings on Internet sites like www.monster.ca, www.workopolis.com, and www.jobbank.gc.ca. Next, polish your résumé. Ensure that it is concise, error-free and does not exceed two pages in length. After that, put together a winning cover letter. Finally, apply for a number of jobs, as there can be hundreds of applications for a single position.
 - B There are many steps involved in conducting a survey. First, the purpose of the study, the required information, and the sample population are identified. Then, the questions are developed and the method of gathering answers is determined. Once this is done, the survey is conducted, the data are collected and, finally, the findings are analyzed and reported.
- Write a paragraph to describe a process you know well. Choose one of the topics below or create your own. Include a topic sentence, supporting details and appropriate transitions.
 - How to cook a meal
 - How to plan a social event for a large group of people
 - How to set up Skype on your computer
 - How to become a Canadian citizen
 - How to make the perfect cup of coffee
 - How to send a text message on your cell phone
 - How ...(something) works

Paragraphs to Describe Graphs and Charts

Often in academic writing, students will use information and facts presented in charts and graphs to support the topic sentence of their paragraph. Often, the data presented in a graph or table show change over time. There are specific verbs, adjectives and adverbs that can help you describe these changes. For example:

Verbs for describing how data have changed:

- to increase
- to go up
- to rise
- to climb

- to remain (unchanged)
- to be steady
- to plateau

- to decrease
- to go down
- to decline
- to drop

Adjectives and adverbs to describe how fast the change occurred:

- sharp
- dramatic
- significant

- steady
- gradual
- slight

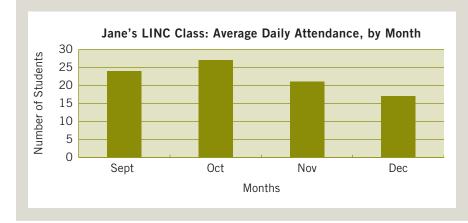
- sharply
- dramatically
- significantly

You can describe the changes presented in the graph in two ways:

From October to December, attendance <u>decreased steadily</u>.

or

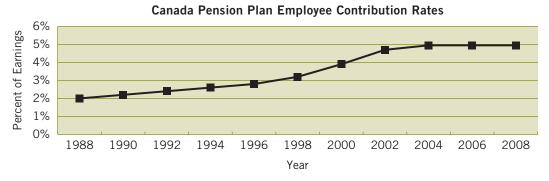
From October to December, there was a <u>steady decrease</u> in attendance.



1 Write a paragraph to describe the bar graph above. Write three details to support the topic sentence.

Topic sentence: Average attendance in Jane's LINC class followed a distinct pattern over time.

2 Examine the graph below. Complete the paragraph that follows with appropriate supporting details.



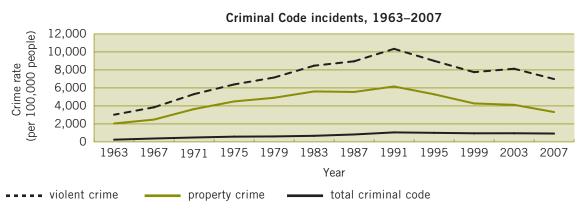
Data Source: Canada Revenue Agency

The Canada Pension Plan (CPP) is one of Canada's retirement income pension plans. It provides a monthly income to people (who contributed during their working years) when they become disabled or retire. Every person over 18 who earns more than about \$3,500 a year contributes to the CPP, usually through paycheque deductions.

Employees contribute about 4.5 per cent of their employment earnings to the CPP, but the contribution rate was not always this high.

Write a paragraph to describe the graph below. Begin with the provided topic sentence and prompts, and indicate possible reasons for the highs and lows in your supporting details.

The crime rate has changed significantly over the past 45 years.



Data Source: Statistics Canada. Total criminal code refers to crimes addressed by criminal law and excludes rtraffic offences.

Writing a Paragraph: Putting It in Practice

- Write one or two paragraphs to describe a process, narrate a series of events, or describe a person, place or thing. Choose a topic below or make up your own. Use the checklist below to make sure your paragraph is well-structured and correct.
 - Describe how to apply for Employment Insurance
 - Describe how to obtain an Ontario driver's licence
 - Describe how to enrol in a LINC class
 - Describe your first day on a new job/at your present school/ in Canada
 - Describe an embarrassing/frightening/happy/memorable experience
 - Describe an event that was a turning point in your life
 - Describe your dream house or apartment
 - Describe a memory of a place you have been to
 - Describe a scene from a movie, concert or public event
 - Describe a character from book, movie or a TV program

Paragraph structure				
Does your paragraph contain a topic sentence with a clear focus?				
Does your paragraph include major and minor supporting details?				
Does each major detail relate to the topic sentence?				
Are techniques (such as transitions, pronoun references and parallel structures) used to make the paragraph coherent?				
irammar, spelling and punctuation				
Frammar, spelling and punctuation Are pronoun references clear?				
_				
Are pronoun references clear?				
Are pronoun references clear? Is every word used and spelled correctly?				

Introduction to Essay Writing

Just as a paragraph is a group of sentences about one topic, an essay is a group of paragraphs about one topic. It contains an introduction with a thesis statement, supporting paragraphs and a conclusion.

The introduction and the thesis statement

The introduction usually begins with a general discussion of the subject that is followed by the main idea of the essay – the thesis statement. The thesis statement is usually expressed in one sentence and it defines the point you intend to prove in your essay. A good thesis statement will help you organize your essay and give it direction; it is the central idea around which the rest of the essay is built.

The body

The body of an essay consists of supporting paragraphs that expand on the main idea of the essay, providing reasons, facts and examples for the thesis statement. Each paragraph should focus on one idea that relates to the thesis statement. The idea is summarized in the paragraph's topic sentence. The rest of the paragraph should prove or explain the topic sentence. Together, all the paragraphs should support the thesis statement of the essay. The order of paragraphs should make logical sense.

The conclusion

The conclusion sums up the essay and usually expresses the same idea as the introduction, but in different words. It generally starts with a summing-up transition like *consequently*, *in short* or *in conclusion*.

An outline can help structure and focus your essay. An outline is a plan that lists a thesis statement, main points and supporting details. You can list the main points as topic sentences for the supporting paragraphs of the essay. This can help you organize your paragraphs in the most effective order.

1

Search the Internet for information on essay writing and answer the questions below.

Sample search terms: essay writing; academic essays; types of essays; parts of essays

- 1. What are some types of essays? Describe and give examples of each type.
- 2. Prepare tips on writing an outline and different parts of the essay.
- 3. What does proofreading of an essay involve? Write tips on editing and proofreading.

Essay Structure

Sample Essay

Urban sprawl refers to the growth of a city at its outer edges, mainly through low-density, single family homes in suburban settings. While urban sprawl creates a lifestyle that can be attractive to those who live in the suburbs, it comes at a big price to society.

For some families, living in a new housing subdivision on the edge of town is the best of all possible arrangements. Homes here are close enough to downtown that parents can still drive to work in the city, yet far enough away that families can afford a big house with lots of land and green play space for the kids, away from endless high-rises and busy downtown streets. The lure of suburban life has led to urban sprawl in cities all over North America.

But suburban life is car-dependent and affects the environment. Houses are spread out and built on large plots of land. Shops, community facilities and even schools are far away from where people actually live, so most people drive everywhere they go. With this spread-out development of suburban areas, public transportation, such as buses or subways, isn't usually a realistic option. The heavy car use increases traffic congestion on roads and highways heading into the city. In addition, pollution from the increased number of cars contributes to global warming.

Car dependency resulting from urban sprawl has a negative impact on people's health. Residents whose lives revolve around cars don't get the physical fitness benefits of walking or biking as part of their daily routines, a trend that leads to higher rates of heart disease and other illnesses. Car-related air pollution can also contribute to an increase in respiratory problems for people living in suburban and urban areas.

Finally, the health of the natural environment and animal and plant species is also affected. The loss of farmland, consumed by suburban development, has negative implications on ecosystems and water supplies. The spread of concrete and asphalt makes it more difficult to collect clean water through the ground, while the prevalence of oil, gas and industrial metals increases the risk of contamination. The natural habitats of plants are also threatened.

Cities are trying to limit the negative effects of urban sprawl in a number of ways. Municipalities are enacting planning policies that encourage higher-density residential development of underused land in the city. They are also trying to make suburban development more compact, and are incorporating public transportation ideas into new developments. As population growth continues to focus on urban areas, strong civic and political leadership will be needed in the areas of transportation, health and environmental policy to ensure the negative effects of urban sprawl are kept under control.

1 Read the essay above and discuss the following questions.

- 1. What is the general subject of this essay?
- 2. What claims are made in the thesis statement?
- 3. What is the first supporting paragraph about? How is the topic sentence supported?
- 4. What is the second supporting paragraph about? What are the supporting details?
- 5. What is the third supporting paragraph about? How is the topic sentence supported?
- 6. What transitions are used in this essay? What is the purpose of each?
- 7. How does the conclusion relate to the introduction?
- 8. Do you think this essay is well-written? Why or why not?

Read	d the following paragraphs. Put them in the correct order so they form a coherent essay.				
	Algonquin is a sought-after place for many outdoor activities. In the winter, for instance, visitors who are keen on cross-country skiing and snowshoeing will not be disappointed. In the summer Algonquin is where some of Canada's best canoeing and camping can be found, as well as fishing for bass, yellow perch, trout and pike. Furthermore, the very popular wolf howls, which attract large numbers of visitors, are held weekly every August, weather and wolves permitting.				
	Captured on canvas by Tom Thomson and other members of the Group of Seven painters, Algonquin Provincial Park in Ontario is Canada's first provincial park. It was established in 1893. The park, which is located in central Ontario between Georgian Bay and the Ottawa River covers about 7,630 square kilometres and is Ontario's largest provincial park, with over 2,400 lakes. A number of natural characteristics make Algonquin hugely popular, among them its diversity of habitats, its wide variety of flora and fauna, and an attractive array of year-round outdoor activities.				
	All in all, Algonquin Provincial Park offers a not-to-be-missed natural setting for people who enjoy the outdoors. Whether they prefer to admire the various plants, catch a glimpse of wildlife camp in rugged surroundings, take in an exciting wolf howl or just enjoy a pleasant hike along one of the trails, Algonquin is one of the best showcases for the natural beauty that Ontario has to offer.				
	Algonquin is home to a staggering number of animals, birds, plants and trees. Although many mammals such as black bears, moose, porcupines, deer, beaver, flying squirrels and wolves live around the park's borders, they can also be found within the park. Besides mammals, there are birds like herons, loons, and the over-wintering gray jay. Moreover, numerous reptiles and amphibians, like snakes, turtles, frogs and toads, live in the park. In addition, Algonquin contains an amazing assortment of trees, such as balsam fir and eastern white cedar, as well as several kinds of maple, spruce, pine, and ash. Visitors can also find numerous plants like the insect-eating pitcher plant and the uncommon and beautiful pink lady's slipper.				
	To start with, Algonquin's geographic location provides it with several kinds of natural habitats. For instance, because it is located in a transition zone between southern deciduous forests and northern coniferous forests, Algonquin contains both leafy trees and trees with pine-type needles. On just a short hike, visitors can see maple forest, spruce bogs, beaver ponds, lakes and cliffs.				

Thesis Statement

The thesis statement states the main idea of an essay. It is similar to a topic sentence in a paragraph. Just as a topic sentence outlines what the paragraph will be about, the thesis statement outlines the main points that will be developed in the body of the essay.

A well-written thesis statement needs to make a point or claim and include the arguments that support that claim. It needs to be specific and focused. Consider the following thesis statement. It makes a claim (a diet high in fibre and low in fat is good for you), and lists the arguments that will be made in the body of the essay.

A diet high in fibre and low in fat is good for you because it helps to maintain a healthy weight, aids digestion and decreases the risk of many cancers.

- 1 Look at the following essay prompts. For each one, develop a thesis statement that makes a claim and lists arguments/reasons that will support it.
 - 1. In Canada people are living longer and longer. What are the possible reasons?
 - 2. Watching television has an impact on children. Give examples of how children can be influenced by television viewing.
 - 3. Agree or disagree with the following statement: Being successful means earning a lot of money.
 - 4. Describe a place of interest in your previous country, such as a tourist destination or historical location.
 - 5. Review a movie or book you have recently watched/read.
- Search the Internet for sample essay topics and select three sample essay questions. Write a thesis statement for each. Then select one of the topics and write a point-form outline for an essay. Include main points for each paragraph and list supporting details. Exchange with a partner for peer evaluation.

Internet search terms: sample essay topics; essay topics examples or search the www.ets.org website for sample essay topics.

3 Using your outline, write the body of the essay. Use appropriate transitions to connect ideas within paragraphs and to link paragraphs with one another.

Supporting Paragraphs: Transitions

The paragraphs in this essay are in the wrong order. Number them from 1 to 5 to show the correct order. Then, write appropriate transition words or phrases from the list below.

on the one hand	by contrast	on the other hand	in addition	conversely
furthermore	even though	in conclusion	such as	first of all
although				

, prevention methods for a cold are different than those for the flu, in both cases there is no guaranteed way to avoid catching these viruses altogether. Preventing a cold generally involves washing your hands frequently, avoiding close contact with infected people, and following a healthy lifestyle. A diet that includes fruits and vegetables high in vitamin C will keep your immune system strong and better able to fight off colds, preventing the flu commonly involves getting a seasonal flu vaccine (shot). These flu shots are available beginning in late October each year. They are free for all Ontario residents, and also in a number of provinces for people belonging to particular risk groups, infants, seniors and pregnant women.
, cold symptoms and flu symptoms differ from one another, cold symptoms occur about two days after being infected and include a sore, scratchy throat, followed by sneezing and nasal congestion, and sometimes muscle aches. It takes the better part of a day for these symptoms to develop enough to make you feel unwell. Flu symptoms,, occur rapidly after infection takes place and include chills, sudden fever, a sore throat, dry cough and extreme fatigue. You feel unwell fairly quickly.
 , if you come down with a sore throat during the period from November to April, it is important to distinguish between whether you have a relatively minor cold or the more serious flu. Knowing the differences between these contagious viral diseases can help you to deal with them more effectively, and maybe even take steps to prevent catching them.
Wintertime in Canada can be miserable from a health standpoint. Because Canadians spend much more time indoors than out during the winter, they are more prone to catching communicable diseases, since germs spread more easily from one person to another indoors. Colds and influenza are common Canadian winter diseases. Although both colds and influenza (commonly known as the flu) are highly contagious viruses, there are a number of differences between them, specifically in their symptoms, duration and effective preventive measures.
, the durations of colds and flus vary. A cold tends to last from two to seven days and causes minor discomfort. Doing things staying home from work or school, getting bed rest and drinking hot chicken soup and other warm liquids are the best ways to deal with a cold. The flu,, lasts from seven to 10 days and can cause serious complications (such as pneumonia) that can be dangerous for children and senior citizens. You usually feel so physically weak that you have no choice but to stay in bed.

Editing an Essay

It is important to check your essay for subject-verb agreement, pronoun referents, spelling and punctuation. The spell-check feature on your computer will not help if you spell the word correctly, but use it incorrectly. Use a dictionary or a thesaurus if you are unsure how a word is used.

The essay below has 14 errors in subject-verb agreement, pronoun referents, spelling and punctuation. Find the errors, indicate the type of each error, and make the necessary corrections.

Looking for rental accommodation is a task who can be daunting for a newcomer to Canada, especially if you are not familiar with local neighbourhoods, rental costs and types of housing available. It is important to choose your new place carefully, since housing, particularly in Ontario, will be one of your largest monthly expenses. There are several major steps involved in looking for a place to rent. The process of searching for rental houses and apartments are not easy, but he will be less stressful if you follow the steps outlined below.

The first thing to do is to conduct sum research in the neighbourhood in where you would like to live. An important consideration for both amenities and day-to-day activities are location. In Canadian cities, it is usually difficult to find a place that is within easy walking distance of work or shopping, so you may need to compromise and live a little further away from these places than you would like. Examples of important amenities in one's neighbourhood includes shopping, doctor, dentist, fire department, recreation centre and park. For carrying out your day-to-day activities, you might want to consider living in a neighbourhood that is close to public transportation schools and places of worship.

The next step is to consider the cost of your rental accommodation. Location is usually the main factor in determining how expensive a rental accommodation is. In particular, a desirable location generally commands high rent. You need to find out whether or not utilities (heating and hydro) are included in your monthly rent, and if them are not included, how much extra you will have to pay for them. In Ontario, the monthly cost of most high-rise rental apartments include everything except parking, telephone and cable service.

Finally, you must consider the type of housing you wish to rent. Depending on the size of your family and your living requirements, you need to know what the most common types of house and apartment dwellings available in Canada are. If you want to live in a house, for instance, you can rent a basement apartment, a detached house, semi-detached (duplex) house or a room in a rooming house. If you prefer to live in an apartment building, you can rent an apartment in a walk-up (usually up to four storeys) building or in a high-rise building

Finding rental accommodation that suits you and your family's needs can be a challenge. However, if you conduct your search carefully, they will yield rewarding results once you find a place to live in a neighbourhood that makes you feel comfortable. Then you can focus on settling into your community.

Writing an Essay: Putting It in Practice

- 1 Choose one of the following statements/questions and write an essay. State a position or make a claim and provide specific reasons, facts and examples to support your claim.
 - 1. Online learning is much more effective than classroom-based learning.
 - 2. Computers have changed the way we communicate with others.
 - 3. Living in a retirement home when you are old is a better option than living with a family member.
 - 4. Children should be paid for doing chores around the house.
 - 5. Women make far better politicians than men.
 - 6. Everybody can contribute to "living green."
 - 7. What are your professional goals, and how do you plan to achieve them?
 - 8. Compare two places of interest, such as tourist attractions or historical locations.

Use the checklist below to guide your essay writing.

Essay structure				
☐ Is there a thesis statement that makes a claim and lists the arguments/reasons that support that claim?				
☐ Are there at least three supporting paragraphs?				
☐ Does each supporting paragraph have a topic sentence that focuses on one point that supports the thesis statement?				
☐ Does each supporting paragraph include details that support the topic sentence?				
☐ Are techniques (such as transitions, pronoun references and parallel structures) used to make the paragraph coherent?				
Grammar, spelling and punctuation				
☐ Are pronoun references clear?				
☐ Is every word used and spelled correctly?				
☐ Are verb forms used correctly and consistently?				
☐ Is punctuation used correctly?				

This chapter includes activities that can help learners develop the skills and background knowledge they need to write paragraphs and short essays. These skills include identifying the structure and elements of a paragraph, writing topic and supporting sentences, using appropriate transitions and pronoun references, recognizing and developing an essay structure, writing a thesis statement and supporting sentences, and editing and proofreading.

These activities have been guided by the CLB performance conditions relating to LINC 6 and 7. If you want to develop your own activities for academic writing, consider the following performance conditions.

Performance Conditions

- Learner text is one to two paragraphs (LINC 6); three or four paragraphs (LINC 7)
- Topics are familiar and personally relevant (LINC 6); topics and issues are non-personal, abstract but familiar (LINC 7)

Some of the activities are termed *Putting It in Practice*. These tasks allow learners to demonstrate their knowledge and skills in paragraph writing. They can be used for formative assessment of learner progress.

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to academic skills, see the LINC 5-7 Curriculum Guidelines, Units 1-2.



p. 57 | Introduction to Academic Writing

Introduces the topic of paragraph writing; can be used as a needs assessment tool

This is a warm-up discussion that introduces academic writing. It can help you determine how familiar learners are with paragraph and essay writing conventions, and how interested they are in improving their academic writing skills.



p. 58 | Elements of a Paragraph

Provides information on paragraph structure and ways to make paragraphs coherent

Discuss the information box; elicit from learners what, in their opinion, makes a good paragraph. You can provide learners with a sample paragraph to demonstrate its structure (e.g., use paragraphs from Paragraph Writing LINC 5).

- Ask learners to bring in examples of paragraphs (e.g., from a textbook or Internet) and discuss the structure and cohesive devices used (transitions, parallelism, etc.) in them. If learners have difficulty finding "ideal" paragraphs, discuss the ones they bring and elicit ways to improve them.
- 2 Have learners work in small groups; assign one element of paragraph writing to each learner and have them share the results of their research. Learners can take notes on the information or print the information from the web pages.



p. 59 | Supporting Details

Provides practice identifying and writing supporting sentences for a paragraph

1 To introduce this activity, elicit from learners what type of information supporting sentences should include (e.g., examples, reasons, factual details such as numbers, dates, names, descriptions). Have learners compare their answers in pairs.

Answers

- 1. The following sentences can be deleted because they do not support the topic sentence: Bison meat exports have more than doubled over the past five years, according to Statistics Canada; Canadians need to be concerned about the amount of fat in their diets; The Canada Food Guide outlines the recommended daily serving size of protein-rich foods.
- 2. Sentences with major details are: One reason is that bison meat contains 1/3 less fat than beef does; Another reason is that bison are raised naturally without growth hormones; Finally, bison meat has 40 per cent more protein than beef does.

Sentences with minor details are: *Indeed, bison is lower in fat than beef; Growth hormones add more chemicals to the meat of any kind of animal; By contrast, beef cattle are usually raised with growth hormones.*

- 3. The following transitions are used:
 - one reason is ...; another reason is ...; finally ...: to provide reasons in order
 - *indeed*: to emphasize the information
 - by contrast: to show contrast
 - to sum up: to conclude a paragraph

2 Answers

- 2 Many Canadian families regularly cook spaghetti and lasagne at home ... (major)
- __3_ Chinese food is another popular ethnic food in Canada. (major)
- 1 Italian food is by far one of the most popular cuisines. (major)
- _____5__ Furthermore, many grocery stores now stock Indian cooking staples ... (major)
- 4_ In fact, nearly every city in Canada has at least one Chinese restaurant. (minor)

3 Answers

- 1. The province of Québec offers many traditional and distinctive foods.
- 2. For example, most cities and towns in Québec ... (major)
- 3. a) (minor)
- 4. b) (major)

In fact, a number of fast food chains in Québec have now added ... (minor)

- 5. e) (major)
- 6. Even visitors from out of province travel to Montréal to enjoy ... (minor)
- 7. b) (major)
- **4** Have learners share their findings in small groups and create a list of tips.

Ask learners to write a paragraph; emphasize the importance of structuring the paragraph (topic sentence, supporting sentences with major and minor details, concluding sentence). You can review learners' outlines (brainstormed ideas) before they write their paragraphs. Have learners exchange their writing for peer editing.



p. 61 | Coherent Paragraphs: Transitions

Provides information on and practice using transitions in a paragraph

Elicit from learners what transitions are and when they are used; have learners add more transitions to those listed in the information box.

- 1 Have learners search various websites, including ESL ones. Learners can create a list of transitions grouped by purposes. You can have learners practise using these transitions in sentences.
- **2** The focus of this activity is to identify the transitions, but you can also use it to reinforce paragraph structure.

Answers

Transitions: first, in addition, moreover Concluding sentence: the last sentence

Topic sentence: the first sentence in the paragraph Supporting sentences: the remaining sentences

3 Answers

Cancer is one of the leading causes of premature death in Canada, but there are several ways we can reduce our risk of developing this disease. First, we can eat better. For example, we can choose foods that are high in fibre and low in saturated fat, such as black beans and whole grain breads. In addition, we can be more active. Specifically, we can exercise for at least 30 minutes a day. Further, we can avoid smoking or being exposed to second-hand smoke. Finally, we can get screened for the types of cancer common to our gender. In particular, women can have mammograms to screen for breast cancer, while men can have PSA (prostate-specific antigen) tests to screen for prostate cancer. In short, by taking steps to reduce the risk of developing cancer, we can live longer, healthier lives.

4 Answers

There are many differences between the province of Ontario and the territory of Nunavut. To begin with, Ontario, which joined Confederation in 1867, is one of Canada's oldest provinces. By contrast, Nunavut became Canada's newest territory in 1999. In addition, Ontario and Nunavut differ greatly in population. Ontario is home to about 10 million people (or one in three Canadians), whereas Nunavut, with only about 28,000 residents, has Canada's smallest population. Furthermore, Ontario and Nunavut each have different language groups. In Ontario, especially in Toronto, dozens of languages can heard on the streets every day. On the other hand, in Nunavut, where 85 per cent of the residents are Inuit, Inuktitut and English are the two most frequently heard languages. Although Nunavut and Ontario are both part of the same country, they differ in many ways.

The purpose of each transition:

To begin with: to show sequence

By contrast, whereas, on the other hand, although: to compare or show contrast

In addition, moreover: to add information

Answers

5

- 1. <u>Both Vancouver and Montreal are cities that attract newcomers.</u>
- 2. New Brunswick, the largest of Canada's three Maritime provinces, is <u>also</u> Canada's only officially bilingual province.
- 3. Most of Canada's provinces advance their clocks by one hour to mark daylight saving time from April to October. Saskatchewan, <u>however</u>, does not.
- 4. In southern and central Canada, agriculture of various kinds flourishes. <u>On the other hand</u>, agriculture in Canada's Arctic regions is not possible due to permafrost.
- 6 Have learners discuss the challenges of living in a high-rise apartment. Ask learners to write an outline of their paragraph. Learners can use the major and minor details provided, or write their own. Ask learners to exchange their paragraphs for peer editing.
- 7 This activity can be used for formative assessment. Learners can choose one of the topics or write a few paragraphs for more practice. Stress the importance of editing and proofreading their paragraphs.



p. 63 | Coherent Paragraphs: Pronoun Reference

Provides practice in identifying and using correct pronoun referents

1 Answers (underlined)

Canada's cheese guru, Gurth Pretty, is aiming to raise the profile of Canada's little-known artisanal and regional cheeses, including <u>those</u> made from cow, goat and sheep's milk. <u>He</u> has conducted extensive cross-country research on <u>them</u>. Secondly, <u>he</u> has spoken at length with many cheese makers about <u>their</u> products. Thirdly, <u>they</u> and Gurth have developed a number of recipes that incorporate the cheeses, to encourage Canadians to taste <u>them</u>. As a result of Gurth's efforts, Canadian artisanal cheeses are now becoming better known, and <u>they</u> will no doubt become more popular as time goes on.

Pronoun	Refers to
those	cheeses
he	Gurth
them	cheeses
he	Gurth
their	cheese makers
they	cheese makers
them	cheeses
they	cheeses

2 Answers (underlined)

Of the hundreds of Canadian artisanal cheeses that Gurth Pretty has discovered, a number of <u>them</u> have special characteristics. One of <u>those</u> cheeses is a Niagara-region cheese made from the milk of Guernsey cows. Canada has only a few herds of them, and <u>their</u> milk is rich and creamy, so <u>it</u> is used to produce several kinds of Guernsey cheese. Another is a cheese made from the milk of rare Canadienne cows grazing on Québec's Magdalen Islands. <u>It</u> tastes slightly salty because the grass <u>they</u> graze on is coated with salt mist from the Gulf of Saint Lawrence. Finally, there is an aged goat's milk cheese from British Columbia. <u>It</u> is soaked for five days in local red wine and grape skins. All in all, Canadian artisanal cheeses vary greatly from region to region.

3 This activity can be used for formative assessment. Learners can write an outline before writing their paragraphs. Stress the importance of editing and proofreading learners' work.



p. 64 | Narrative and Descriptive Paragraphs

Provides practice in writing a description or a narration in a paragraph form

1 Elicit from learners examples of narrative and descriptive paragraphs and possible situations in which they are written, such as a narrative paragraph to describe what happened at the scene of an accident/incident or a descriptive paragraph to describe a house/apartment or vacation rental.

Answers

- 1. The first paragraph is narrative: it uses the past tense to describe events and actions, and uses transitions for sequencing; the second paragraph is descriptive: it uses the present tense and descriptive adjectives.
- 2. The first sentences in each paragraph are topic sentences.
- 3. The supporting details for paragraph A narrate the significant events and activities in the work and life of the Group of Seven. The supporting details for paragraph B describe the Group of Seven paintings.
- **2** This activity can be used for formative assessment. Learners can choose one of the topics or write a few paragraphs for more practice. Learners can write an outline before writing their paragraphs. Stress the importance of editing and proofreading.



p. 65 | Paragraphs to Describe a Process

Provides information about and practice in writing paragraphs to describe a process

- 1 Elicit from learners examples of a process (e.g., giving step-by-step instructions on how to change a tire, find a job or apply for EI; describing how paper is made, how a law is passed or how an experiment is conducted). Ask what specific language (such as grammar structures) they would use to describe it. Elicit the use of parallelism and how it influences the flow of a paragraph. For example, a paragraph can read better if only the passive or only the active voice is used consistently to describe the steps of the process. Elicit transitions that can be used.
- 2 This activity can be used for formative assessment. Learners can choose one of the topics or write a few paragraphs for more practice. If learners are not familiar with any processes, they can search the Internet for information. Learners can write an outline before writing their paragraphs. Stress the importance of editing and proofreading.



p. 66 | Paragraphs to Describe Graphs and Charts

Provides information on and practice in writing paragraphs to describe graphs and charts

Ask learners to read and discuss the information box; elicit other verbs and adjectives/adverbs that could be used. Learners can also search the Internet for a list of vocabulary used in descriptions of graphs and charts.

1 The first activity can be used as a warm-up to familiarize learners with the terminology related to changes in line graphs. This activity can be done in pairs. Learners can first discuss the changes represented by the graph and then create an outline before writing their paragraphs. Have learners exchange their work for peer evaluation.

2, 3 These activities provide opportunities for learners to write sentences that describe changes depicted in line graphs (to support a topic sentence of a paragraph). Learners can use verbs such as: going up/down, staying the same, and reaching high and low points. Learners can use either the noun-verb-adverb or verb-adjective-noun pattern. In their paragraphs, learners can also indicate possible reasons for the changes in the line graphs.

Learners can work individually, in pairs or in small groups. Pairs or small groups can present their work on flipchart paper. You can also use the third activity for a formative or summative assessment of individual learner progress.

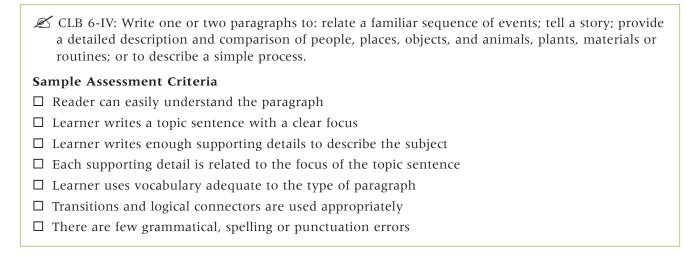


p. 68 | Writing a Paragraph: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task

Performing this activity requires learners to integrate a number of skills and language abilities needed to write effective paragraphs. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. A copy of this task, along with the assessment results, can be included in the learner's portfolio for future reference.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.





p. 69 | Introduction to Essay Writing

Provides background information on the parts of an essay

Have learners read and discuss the information box. Elicit examples of essay writing topics and situations (e.g., TOEFL test, college admission test, English class, licensing exam).

1 Have learners search the Internet for the answers to all the questions, or assign a question to a pair or small group of learners. Learners can present their answers/findings on chart paper.



p. 70 | Essay Structure

Provides practice in identifying the parts and elements of an essay

1 Have learners answer the questions in groups or as a class.

Answers

- 1. Urban sprawl
- 2. While urban sprawl creates a lifestyle that can be attractive to those who live in the suburbs, it comes at a big price to society.
- 3. The first supporting paragraph is about the attractive lifestyle urban sprawl creates. The topic sentence is supported by reasons why living on the edge of town is attractive (parents can still drive to work in the city; families can afford a bigger house with more land; far away from high-rises and busy streets).
- 4. The second supporting paragraph is about one of the costs to society of urban sprawl (the effect of car-dependency on the environment).
- 5. The third supporting paragraph is about another cost of urban sprawl to society (the negative impact on people's health that car-dependency creates). The topic sentence is supported by reasons why car-dependency has a negative impact on health.
- 6. The transition finally is used to indicate that what follows is the final reason, or price to society of urban sprawl.
- 7. The conclusion of the essay (As population growth continues to focus around urban areas, strong civic and political leadership will be needed ... to ensure the negative effects of urban sprawl are kept under control) is related to the introduction in that it restates the main point that urban sprawl comes with negative effects on society. The conclusion in this essay also makes a suggestion.
- 2 To help learners order the paragraphs, alert them to the order of arguments in the thesis statement (underlined below). As a follow-up, you can use questions from the previous page and have learners analyze the structure of the essay.

Answers

Paragraphs in correct order (with the thesis statement underlined)

Captured on canvas by Tom Thomson and other members of the Group of Seven painters, Algonquin Provincial Park in Ontario is Canada's first provincial park. It was established in 1893. The park, which is located in central Ontario between Georgian Bay and the Ottawa River, covers about 7,630 square kilometres and is Ontario's largest provincial park, with over 2,400 lakes. A number of natural characteristics make Algonquin hugely popular, among them its diversity of habitats, its wide variety of flora and fauna, and an attractive array of year-round outdoor activities.

To start with, Algonquin's geographic location provides it with several kinds of natural habitats. For instance, because it is located in a transition zone between southern deciduous forests and northern coniferous forests, Algonquin contains both leafy trees and trees with pine-type needles. On just a short hike, visitors can see maple forest, spruce bogs, beaver ponds, lakes and cliffs.

Algonquin is home to a staggering number of animals, birds, plants and trees. Although many mammals such as black bears, moose, porcupines, deer, beaver, flying squirrels and wolves live around the park's borders, they can also be found within the park. Besides mammals, there are birds like herons, loons, and the over-wintering gray jay. Moreover, numerous reptiles and amphibians, like snakes, turtles, frogs and toads, live in the park. In addition, Algonquin contains an amazing assortment of trees, such as balsam fir and eastern white cedar, as well as several kinds of maple, spruce, pine, and ash. Visitors can also find numerous plants like the insect-eating pitcher plant and the uncommon and beautiful pink lady's slipper.

Answers (continued)

Algonquin is a sought-after place for many outdoor activities. In the winter, for instance, visitors who are keen on cross-country skiing and snowshoeing will not be disappointed. In the summer, Algonquin is where some of Canada's best canoeing and camping can be found, as well as fishing for bass, yellow perch, trout and pike. Furthermore, the very popular wolf howls, which attract large numbers of visitors, are held weekly every August, weather and wolves permitting.

All in all, Algonquin Provincial Park offers a not-to-be-missed natural setting for people who enjoy the outdoors. Whether they prefer to admire the various plants, catch a glimpse of wildlife, camp in rugged surroundings, take in an exciting wolf howl or just enjoy a pleasant hike along one of the trails, Algonquin is one of the best showcases for the natural beauty that Ontario has to offer.



p. 72 | Thesis Statement

Provides practice in writing effective thesis statements

- 1 Have learners discuss what an introduction for an essay could include for each essay prompt and what the thesis statement could focus on. Learners can work in pairs and present their statements to the class on chart paper.
- **2** Learners can search the Internet for sample essay topics, or you can provide them with a list to choose from. There are many web pages with essay topics that contain lists of prompts or open-ended questions. You can also use theme pages from the *LINC 5–7 Curriculum Guidelines* to create your own topics.
 - Learners can brainstorm possible ideas to use in their essay and then write an outline. You can also choose one topic and then, to model the process, brainstorm and create an outline of the essay content with the class, then have learners work individually.
- 3 This activity can be used for formative assessment to help you identify the areas of writing the learners in your class may need to improve. You can provide learners with a list of possible transitions to use, or have them research transitions on the Internet or in grammar texts. Stress the importance of editing and proofreading written work.



p. 73 | Supporting Paragraphs: Transitions

Provides practice in using transitions and logical connectors to connect clauses, sentences and paragraphs

1 Answers

Paragraphs in order with correct transitions

Wintertime in Canada can be miserable from a health standpoint. Because Canadians spend much more time indoors than out during the winter, they are more prone to catching communicable diseases, since germs spread more easily from one person to another indoors. Colds and influenza are common Canadian winter diseases. <u>Although</u> both colds and influenza (commonly known as the flu) are highly contagious viruses, there are a number of differences between them, specifically in their symptoms, duration and preventive measures.

<u>First of all</u>, cold symptoms and flu symptoms differ from one another. <u>On the one hand</u>, cold symptoms occur about two days after being infected and include a sore, scratchy throat, followed by sneezing and nasal congestion, and sometimes muscle aches. It takes the better part of a day for these symptoms to develop enough to make you feel unwell. Flu symptoms, <u>on the other hand</u>, occur rapidly after infection takes place and include chills, sudden fever (38–39°C), a sore throat, dry cough and extreme fatigue. You feel unwell fairly quickly.

Answers (continued)

<u>In addition</u>, the durations of colds and flus vary. A cold tends to last from two to seven days and causes minor discomfort. Staying home from work or school, getting bed rest and drinking hot chicken soup and other warm liquids are the best ways to deal with a cold. The flu, <u>conversely</u>, lasts from seven to 10 days and can cause serious complications (such as pneumonia) that can be dangerous for children and senior citizens.

<u>Furthermore</u>, prevention methods for a cold are different than those for the flu, <u>even though</u> in both cases there is no guaranteed way to avoid catching these viruses altogether. Preventing a cold generally involves washing your hands frequently, avoiding close contact with infected people, and following a healthy lifestyle. A diet that includes fruits and vegetables high in vitamin C will keep your immune system strong and better able to fight off colds. <u>By contrast</u>, preventing the flu commonly involves getting a seasonal flu vaccine (shot). These "flu shots" (the composition changes each year according to the type of flu strains active at the time) are available beginning in late October each year. They are free for all Ontario residents, and also in a number of provinces for people belonging to particular risk groups, <u>such as</u> infants, seniors and pregnant women.

<u>In conclusion</u>, if you come down with a sore throat during the period from November to April, it is important to distinguish between whether you have a relatively minor cold or the more serious flu. Knowing the differences between these contagious viral diseases can help you to deal with them more effectively, and maybe even take steps to prevent catching them.



1

p. 74 | Editing an Essay

Provides practice in editing an essay for grammar, spelling and punctuation errors

Answers

Error types: 1: subject-verb agreement; 2: pronoun reference; 3: spelling; 4: punctuation Error is underlined and correction is in parenthesis:

- Par. 1: Looking for rental accommodation is a task who (which) ... (error type 2)
 - The process of searching for rental houses and apartments <u>are</u> (is) not easy, but <u>he</u> (it) will be less stressful if you follow the steps outlined below. (error types 1, 2)
- Par. 2: The first thing to do is to conduct <u>sum</u> (some) research in the neighbourhood in <u>where</u> (which) you would like to live. (error types 3, 2)
 - An important consideration for both amenities and day-to-day activities <u>are</u> (is) location.
 - ... further away from these places than you woud (would) like. (error type 3)
 - Examples of important amenities in one's neighbourhood includes (include) ... (error type 1)
 - ... public transportation(,) schools and places of worship. (error type 4)
- Par. 3: You need to find out whether or not utilities (heating and hydro) are included in your monthly rent, and if <u>them</u> (they) are not included ... (error type 2)
 - In Ontario, the monthly cost of most high-rise rental apartments <u>include</u> (includes) everything except parking ... (error type 1)
- Par. 4: Depending on the size of your family and your living requirements(,) you ... (error type 4)
 - If you prefer to live in an apartment building, you can rent an apartment in a walk-up (usually up to four storeys) building or in a high-rise building(.) (error type 4)
- Par. 5: However, if you conduct your search carefully, they (it) will yield ... (error type 2)



p. 75 | Writing an Essay: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task

Performing this activity requires learners to integrate a number of skills and language abilities needed to write an effective short essay. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. A copy of this task along with the assessment results can be included in the learner's portfolio for future reference.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

 CLB 7-IV: Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison. CLB 8-IV: Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.
Sample Assessment Criteria
☐ Reader can easily understand the essay
☐ Learner writes an introduction with a well-defined thesis statement
☐ Learner writes enough supporting details to describe the subject
☐ Each supporting paragraph is related to the thesis statement
☐ Learner uses vocabulary adequate to the type of essay
☐ Transitions and logical connectors are used appropriately
☐ There are few grammatical, spelling or punctuation errors

Chapter 2

Introduction

Business Writing

	Business Writing: The CLB Competencies	90
	Business Writing in Context	91
	Business Writing and the Essential Skills Profiles	92
LINC	5	
	Activities	95
	Instructor Notes	129
LINC	6	
	Activities	145
	Instructor Notes	183
LINC	7	
	Activities	201
	Instructor Notes	229
This ch	apter relates to the Business Writing section of the <i>LINC 5–7 Curric</i>	ulum Guidelines:
Unit 3:	Notes, Memos and Email Messages	.p. 91
IInit 4.	Formal Letters and Departs	n 102

Chapter 2 Business Writing Introduction

Business Writing: The CLB Competencies

The following CLB competencies relate to Business Writing. For a complete listing, see the User Guide. For the performance conditions for each LINC level, please see the instructor notes. You can share the competencies and performance conditions with learners.

LINC 5	LINC 6	LINC 7
 ✓ Convey a personal message in a formal short letter or note, or through email, expressing and responding to invitations, quick updates, feelings. ✓ Convey business messages as written notes. ✓ Fill out forms. ✓ Write a paragraph to relate/ narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. 	 Convey a personal message in a formal short letter or note, or through email, expressing and responding to congratulations, thanks, apologies or offers of assistance. Convey business messages as written notes. Fill out moderately complex forms. Write one to two paragraphs to relate a familiar sequence of events; tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or describe a simple process. 	 Convey a personal message in a formal short letter or note, or through email, expressing and responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction, hope or sympathy; clarifying a minor conflict; or giving reassurance. Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations or warnings. Write an outline or a summary of a longer text. Convey business messages as written notes, memoranda, letters of request, or work record log entries to indicate a problem, request a change or request information. Fill out forms and other materials in pre-set formats with required brief texts. Write three to four paragraphs to analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or process.

Business Writing in Context

The Canadian Language Benchmark competencies should be contextualized within situations and topics that are relevant and meaningful to learners. You can draw from the *LINC 5–7 Curriculum Guidelines*, the 12 LINC themes, and the Essential Skills Profiles for ideas. You can also elicit from learners the types of business writing they have done or need to do (in the workplace or at home) and include those in activities. Below are some examples of common business writing tasks drawn from the Essential Skills Profiles and the Sample Settings and Themes pages (see pp. 97 and 107) of the *LINC 5–7 Curriculum Guidelines*.

Business Writing in the Community

- Writing a note to a child's teacher to request a meeting
- Writing an email to request information
- Writing an email to a teacher/professor to inform him or her about an absence
- Writing a letter of complaint to a service provider or a retailer about products or services
- Writing a letter of request
- Writing an accident report
- Writing a letter to a teacher or school principal

Business Writing in the Workplace

- Writing a note to a co-worker asking that he/she take phone messages during your absence
- Writing a memo to all employees to inform them about a special event
- Writing an email to team members to update them on the progress of a project
- Writing a letter of apology to a customer or client
- Writing a report or entry in a work record log detailing routine activities such as weekly responsibilities
- Writing a report to describe and compare two suppliers and their products or services

The specific language elements inherent in real-life tasks (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge on cultural conventions) should be determined by what the learners need to know to complete a task and what they already know. The activities in this chapter include sample skill-building and skill-using activities.

Business Writing and the Essential Skills Profiles¹

How can you learn about the kinds of writing tasks you will need to do on the job in Canada? Researchers interviewed over 3,000 employers to find out. As a result, writing tasks for over 300 Canadian occupations are listed on the Essential Skills website.

Essential Skills refer to the nine skills and abilities that are essential to success in Canadian occupations. The Government of Canada has compiled detailed lists, called Essential Skills Profiles (ESPs), of how workers in hundreds of jobs use these nine skills. Each Essential Skills Profile lists examples of job tasks for each essential skill.

Writing is one of the nine Essential Skills. It includes all kinds of writing, such as notes, email messages, memos, letters and reports.

Here is an example of writing tasks in the Essential Skills Profile for a Hotel Front Desk Clerk:

- complete phone message forms
- complete computerized forms to make reservations, noting information such as guests' names, number of rooms required and special requests

Nine Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Work with Others
- Thinking Skills
- Computer Use
- Continuous Learning

Think of a work or volunteer experience you have had and complete the following checklist.

In your work or volunteer experience, how often did you	Regularly	Sometimes	Rarely	Never
Write notes to remember things				
Write email messages				
Write letters				
Write reports				
Other:				

Essential Skills

1

¹ See the User Guide for a description of the use of this Essential Skills Profiles activity.

2	Think about your experience with each of the previous kinds of writing. What did you find least challenging? What did you find most challenging?						
3 🐴	Find the Essential Skills website. Use the search term <i>Essential Skills Profiles home</i> . On the home page, click on <i>Essential Skills Profiles</i> on the left sidebar. Then click on <i>List of all Profiles</i> . Find the <i>Hotel Front Desk Clerks</i> profile and click on <i>View Entire Profile</i> .						
	1. Is writing listed as one of the most important Essential Skills for this occupation? What are the skills that are most important?						
	2. Look at the writing task examples. Each task describes what the worker writes and why the worker writes it. Choose three writing tasks from the profile and write them below.						
	What do Hotel Front Desk Clerks write	?	Why do they write it?				
Choose an occupation that interests you from the list of Essential Skills Profiles, and client Entire Profile. List five writing tasks from the profile to complete the table below.							
	What do they write?	Why do they write it?		I want to work on this			
				П			

What makes writing difficult?

Complexity Ratings

Each task example in an Essential Skills Profile has a complexity rating from 1 (least complex) to 4 or 5 (most complex). The difficulty is determined by the length and the purpose of the writing that is required.

The complexity rating can help you get a sense of what the demands are for each essential skill in an occupation. The table below shows how complexity ranges from Level 1 to Level 5 in writing.

Least complex (1)

Write short texts to remind or inform about day-to-day matters

Somewhat complex (2) Write longer texts to inform, explain, request or direct



Most complex (3-5)

Write lengthy texts or short but original texts to evaluate or recommend

Writing task example: Write detailed case reports outlining clients' injuries, treatments provided, results achieved and recommendations for returning to work. (Level 4).

Choose an occupation that interests you from the list of Essential Skills Profiles, and click on View Entire Profile.

- 1. List three writing task examples (and their complexity rating) from the profile to complete the table below.
- 2. In small groups, compare your list of writing tasks.
- 3. Discuss whether or not you think these writing tasks are difficult and what makes them difficult.

Writing examples	Complexity rating

Chapter 2 Business Writing LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency in business writing. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

While writing email messages, business letters and memos:

- CLB 5-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to invitations, quick updates, feelings.
- CLB 5-III: Convey business messages as written notes.
- ∠ CLB 5-III: Fill out forms.
- CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.

These activities can help to develop the following Essential Skills:

S

CLB

- Writing
- Computer Use
- Reading Text

The activities in this section focus on the following language skills:

- Determining the purpose and the reader of the note, memo, email, letter or report
- Writing the message to: give information, make a request, apologize, explain or give reasons
- Using the proper formats for email messages and business letters
- Using the appropriate tone and degree of formality
- Writing clearly and concisely

Activities | Chapter 2 | Business Writing | LINC 5

	Introduction to Business Writing99	
	Notes	
	Email Messages	
	Email Subject Lines	
	Degrees of Formality	
Ð	Formal and Informal Messages	
•	Email Writing: Putting It in Practice	
	Business Letters at a Glance	
	A Quick Guide to Business Letter Writing111	
	The Opening Paragraph113	
	Grammar in Context: Prepositional Collocations	
	Expressions for Letter Writing	
	Letter Closings	
	Gender-neutral Language117	
	Errors in Letter-writing Conventions	
	Business Letter Format	
	Letter Editing121	
J	Letter of Complaint: Putting It in Practice	
v	Letter Editing Checklist	
	Incident Reports: Introduction	
	An Incident Report	
Ð	Incident Report: Putting It in Practice	
	Instructor Notes	

Introduction to Business Writing

1 Think about these questions and discuss them in a small group.

- 1. How often do you use email to communicate with your friends and family?
- 2. What do you think are the advantages and disadvantages of communicating by email?
- 3. In what situations have you recently written formal letters? If you haven't written any formal letters lately, think of examples of possible situations.
- 4. When do you think a face-to-face or telephone conversation is more appropriate than written communication, such as an email message or a letter?
- 5. Which method of communicating do you find most difficult? Why?



"And another thing, stop sending me e-mails."

source: www.businesscartoons.co.uk/shop

Culture Note

In some cultures, verbal agreements and handshakes are enough to close a deal. However, in Canada people will more likely want you to "put it in writing." Whether you are cancelling your car insurance, hiring a contractor or agreeing to something informally with a co-worker, most people prefer to have things written down to avoid memory lapses and possible misunderstandings. Putting things in writing clarifies the terms of an arrangement so that everyone is clear about what to expect and what has been agreed to. It also leaves a paper trail for future reference.

LINC 5 Chapter 2 | Business Writing

Notes

Even with the widespread use of email, there are times when a brief handwritten note is the easiest and quickest way to communicate a message to someone.

In the workplace, you might write a note to a co-worker to pass on information, to leave a quick reminder, or to thank him/her for a favour. In your personal life, you may need to write a note to your child's teacher, to a family member or to a neighbour.

Notes are short, usually not more than three or four sentences, often with short forms and abbreviations. They are concise and do not require a lot of details. Notes are usually handwritten.

1 Look at the following notes and answer the questions.

- 1. Who is the note for and what is it about?
- 2. Why is a note appropriate in these situations?



100 Chapter 2 | Business Writing

2

 today's date the teacher's name your child's name the request for a meeting (with a suggested day and time) your signature Dear	•	
 your child's name the request for a meeting (with a suggested day and time) your signature Dear		today's date
• the request for a meeting (with a suggested day and time) • your signature Dear Thanks, Write a note to your colleague asking him to turn the security alarm on before he leaves at		
• your signature Dear		
Thanks, Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Thanks, Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Thanks, Write a note to your colleague asking him to turn the security alarm on before he leaves at		Dear
Thanks, Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Write a note to your colleague asking him to turn the security alarm on before he leaves at		
Write a note to your colleague asking him to turn the security alarm on before he leaves at		Thanks
		Inanks
		manto,
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at
		rite a note to your colleague asking him to turn the security alarm on before he leaves at

Write a note to your child's teacher to request a meeting to talk about your child's progress at

LINC 5 Chapter 2 | Business Writing

101

Email Messages

Email has become one of the most popular ways of communicating in business and everyday life. An email message has several components:

- The recipient's email address
- A subject line (a few words that tell the reader what the message is about)
- An optional salutation, e.g., Hi Jane; Dear Mr. Shelda
- The body of the message
- A complimentary closing (also optional) e.g., Sincerely; Thanks; Cheers; Best
- The sender's name

There are also additional features in email such as the copy and attachment features.

1 Read the email messages below and answer these questions.

- 1. What is the relationship between the sender and the recipient of each email message?
- 2. What are the messages about?
- 3. Are the messages written in a formal or informal tone? How can you tell?
- 4. Which of the components mentioned above are included in each message?

\bowtie M	essage
-------------	--------

To: David Lager From: Tomas Aklil Subject: lunch! Date: June 4, 2010

Hi David,

Are you free for lunch today? My treat. How about the Madcap Diner at 12:30? It's right at the corner of Mayfield and Jones. Let me know if you can make it.

Cheers.

Tomas

⊠ Message

To: Vanessa Julian From: Mirella Attenda Subject: Presentation Date: June 28, 2011

Hi Vanessa,

I just wanted to confirm your presentation is from 1:00-3:00 in the Sussex Ballroom at the Holiday Inn on Monday July 6th, 2011. The hotel is located at 55 Pollar St. The Ballroom is on the second floor.

So far, 38 people have registered for your workshop and there may be a few more people who sign up at the last minute. There will be an LCD projector and flipchart paper in the room. Please let me know if there is anything else you need. I will be happy to assist you.

Mirella

Email Subject Lines

The subject line of an email message summarizes the content of the message. It is short, usually a word or a phrase. Read each message and write a subject line that reflects the content of the message. Compare with a partner.

⊠ Message

To: Pat Crosby (pcrosby@goo.com) From: Tania Foster
Subject: Date: June 1, 2010

Hello,

I am interested in the digital piano you have advertised on the Kijiji website. Is it still available? If it is, could you tell me how old it is and what make it is?

Thank you, Tania Foster

To: Margaret Bondaryuk (bondaryuk@blah.ca) From: Mary Blithe Subject: Date: March 8, 2009

Dear Margaret Bondaryuk:

This is to inform you that your professional association membership is going to expire in two months. In order to maintain your status as a member of our organization, you need to return a completed membership application form with an enclosed payment of \$300 by the end of October.

Failure to submit a renewal application may result in the suspension of your professional status.

Sincerely,

Mary Blithe

⊠ Message

To: Jonas Adams (adams@utopiau.com) From: Natalia Minova
Subject: Date: October 30, 2011

Dear Professor Adams:

I am writing to inform you that I will not be able to complete the latest monthly assignment because of a family emergency. I have to travel to my hometown for a week and I will miss the deadline. I have tried contacting you over the phone and in person but I was not successful.

I would really appreciate if I could be granted an extension for this assignment. I truly regret not being able to speak to you in person and I hope you will understand my situation. Thank you.

With regards,

Natalia Minova

Degrees of Formality

An important part of business correspondence is its degree of formality. The degree of formality depends on the purpose of the message and the relationship you have with the reader. For example, a memo reporting the results of a meeting will be more formal than an email inviting someone for a cup of coffee. Similarly, an email to your friend will be less formal than an email to your employer. A note is often written in a very informal style.

Formal language conveys respect, politeness and distance. On the other hand, informal language can convey familiarity and friendliness.

There are a number of ways to convey degrees of formality in writing, including:

- the choice of words, phrases and expressions
- the use of specific grammar structures e.g., the passive voice
- the use of contractions for informal messages

1 Read the sentences below and discuss what makes them formal or informal.

- 1. a) Should you require additional information regarding this project, please do not hesitate to contact me at 555-123-4567.
 - b) If you need to know more about this project, please give me a call at 555-123-4567.
- 2. a) I was not informed about the change in the schedule.
 - b) Nobody told me about the change in the schedule.
- 3. a) I am not satisfied with the work that was done by your company.
 - b) I'm not happy with the work your company did.

Write more formal synonyms for the words below. Use a dictionary or thesaurus if needed.

1.	phone	6.	awesome
2.	job	7.	home
_			
3.	kids	8.	t.v
4.	ad	9.	fridge
5	mom	10	cmart

Rewrite the sentences below, replacing the words in italics with their formal equivalents from the box. Make sure you use the correct form of the verb.

review	concerned	angry	ensure	receive
purchase	complete	assure	request	would like

- 1. I can promise you this will never happen again.
- 2. We will *make sure* the computer is repaired by one of our technicians.
- 3. The book I bought online was damaged.
- 4. I want you to give me my money back.
- 5. I hope you *got* the package I sent last week.
- 6. He's really *mad* about the service he received at our store.
- 7. The work will be *finished* by the end of the month.
- 8. The manager is *worried* that they won't meet their deadline.
- 9. Please *go over* the proposal and make any necessary changes.
- 10. She asked for the information a long time ago.

4 Complete the table below using formal or informal words. Write your own sentences using formal words.

	FORMAL	INFORMAL	YOUR SENTENCE
1.	request		
2.	ensure		
3.		help	
4.		tell	
5.	concerned		
6.	prior to		
7.	fail to do		
8.	assure		
9.		get	
10.	complete		

	ad the sentences below and decide whether or not they use the degree of formality appropriat the given situation. Revise the sentences if necessary.
1.	a note to a co-worker: The meeting is at 10 sharp. Don't be late.
2.	a letter to a Member of Parliament: Thank you for your help in this matter.
3.	an email message to a friend: I am looking forward to seeing you there :)
4.	a note to a child's teacher: I would greatly appreciate it if you could inform me when I could meet with you.
5.	an email message to a superior: I'll let you know about the time of the meeting ASAP.
6.	a manager to her subordinates: Thanks for your hard work, guys!
7.	a letter accompanying your résumé: Here is my résumé.
8.	a note to the office cleaner: I would appreciate it if you could kindly clean under my desk in a timely fashion.

Formal and Informal Messages

Read the following messages sent to a co-worker. Discuss what makes them formal or informal, and whether or not they are appropriate for the situation. Rewrite each message using a more suitable degree of formality.

To: Miriam Costa, Manager of Accounting From: Anne Chag
Cc: Lucia Jones Sent: 04/05/2010

Subject: Missing files Attachment:

I didn't get your last email with attachments. Maybe you didn't send it to me? Now I don't have all the files and I can't finish my work. Please send me all the files right away. I don't want to be late with my report.

⊠ Message

To: Miriam Costa, Manager of Accounting From: Anne Chag
Cc: Lucia Jones Sent: 04/05/2010

Subject: Missing files Attachment:

To: Thomas Blake, Technical Support From: Edward Alb Cc: Sent: 06/01/2010

Subject: Software manuals Attachment:

Dear Mr. Blake,

Pursuant to my previous message, please be advised that the enclosed instructions for new software should be distributed only among the employees using the aforementioned software. I greatly appreciate your prompt attention to this matter.

Edward Alb

⊠ Message

To: Thomas Blake, Technical Support From: Edward Alb Cc: Sent: 03/07/2010

Subject: Software manuals Attachment:

108

2	Audio 2.1: You are an administrative assistant in a small office. Listen to three voice mail messages and write the details of each one. You need to pass these messages on to another person in the office.
3	Write a short handwritten note to your co-worker summarizing the telephone messages. Include all the necessary details. Use the appropriate degree of formality.
4	Write an email message to the office manager reporting the same telephone messages. Use the appropriate degree of formality.

Write an email message to the office manager reporting the same telephone messages. Use the appropriate degree of formality.

Message

To:
Cc:
Sent:
Subject:
Attachment:

Email Writing: Putting It in Practice

- Read the three situations below. Choose one of them and write an email. Exchange with a partner and write a response to his or her message. Your email should:
 - Contain all the elements of a memo/email message
 - Clearly state the purpose of the message
 - Provide any necessary details
 - State what you want the recipient to do
 - Be proofread and edited for errors



Situation 1: Student A

You work in the human resources department of ACME company. You need to prepare an orientation for new staff. Write a memo/email to Maria Santos, manager of the accounting department, and ask her to suggest a convenient date for the orientation as well as possible topics to include.

Situation 1: Student B

You have just received a memo asking for some information. Write an email response, providing all the requested details.

Situation 2: Student A

You work as an administrative assistant in a large company. You have just been assigned to work with a team of salespeople who are away from their desks often. Write an email message to your new co-worker to introduce yourself.

Situation 2: Student B

Respond to the email message you have just received. Welcome your new co-worker.

Situation 3: Student A

You need to discuss some work you are doing on a project with a co-worker. Write a memo/email message to suggest a meeting. Include the topic you want to discuss and suggest the time and place to meet.

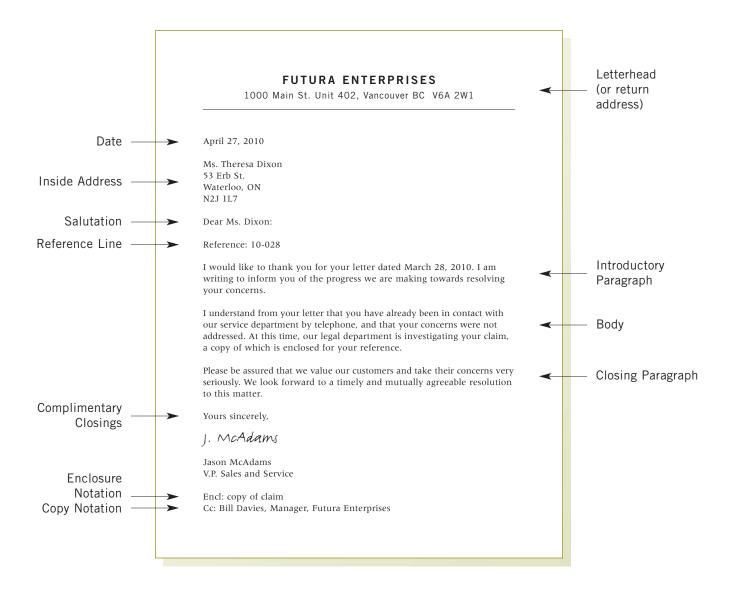
Situation 3: Student B

You have just received a memo/email message requesting a meeting. You are busy on the suggested day. You also think a meeting is not necessary. You would prefer a phone call. Write a memo/email message.

Business Letters at a Glance

1 Look at the sample business letter and discuss the questions below.

- 1. Identify and discuss the function of each part of the letter.
- 2. Discuss how a business letter is different from a personal letter.
- 3. In what situations have you written business letters?
- 4. What types of business letters have you received recently?



A Quick Guide to Business Letter Writing

Read the text below and answer the questions.

Parts of a Business Letter

The Return Address or Letterhead

The return address is the sender's address. It does not include the sender's name. If a letter is sent by a company, it is usually on letterhead, which includes the name and address of the company.

The Date

1

The date is written in a specific format. It includes the month, day and year, usually in that order.

The Inside Address

The inside address is the address of the person or company to whom you are sending your letter. It should include the name and title of the recipient and the full address.

The Salutation

The salutation usually begins with *Dear* and ends with a colon. If you know the name of the person you are writing to, the last name is preceded by a title (e.g., Mr., Mrs., Ms.). If you do not know the name, choose a salutation that includes both genders. For example, instead of *Dear Sir* you can use *Dear Sir or Madam* or *To Whom it May Concern*.

The Reference

The reference alerts the reader to the subject of the letter. It can also refer to a specific file number, previous correspondence or a person's name. It is brief and takes the form of a phrase rather than a sentence.

The Opening Paragraph

The first paragraph should state the purpose of the letter. Make it clear why you are writing the letter. Are you writing to complain about something, to make a request, to inform someone of something? Sentence openers, such as *This letter is to complain about ...*; *I am writing to apply for the position of ...* are used to state the purpose of your letter.

The Body of the Letter

The body of the letter gives details or background information related to the purpose of the letter. A good business letter states information clearly and concisely. Sentences should not be too long. The entire letter should fit easily on one page.

The Concluding Paragraph

The end of the letter sometimes states the action you want the reader to take (or the action you will take), for example: Please do not hesitate to call me if you need more information. It can also include a reference to future contact with the reader, for example: I look forward to meeting with you to discuss this matter in greater detail; I look forward to hearing from you in the near future. When making a complaint, a business letter often ends with a request, for example: Please give this matter your immediate attention.

The Complimentary Closing

The complimentary closing adds a polite end to the letter. It begins with a capital letter and ends with a comma (e.g., *Yours sincerely*,). It is followed by the your signature and name. Under it, you can include your contact information (name, email, phone number) for quick reference.

Spelling and Grammar

You should always spell- and grammar-check your letter before sending it. Remember that the spell-check feature on your computer will not help if you spell the word correctly but use it incorrectly. Use a dictionary or a thesaurus if you are unsure how a word is used.

Reread your letter carefully. You may be surprised at the number of errors you find. It can be helpful to read the letter out loud to yourself to check for tone and the length of sentences. You can also ask someone else to proof read your letter before sending it out.

2 | Circle True or False.

1.	A letter written by an employee of a company will probably be written on letterhead.	T	F
2.	The reference is a sentence that states the purpose of the letter.	T	F
3.	The inside address is the address of the person writing the letter.	T	F
4.	The salutation should always end in a colon.	T	F
5.	The salutation should never include a person's title.	T	F
6.	If you are writing to complain about something, it is best not to state this in the opening paragraph.	T	F
7.	The concluding paragraph can include a reference to future contact with the reader.	T	F
8.	When you are writing a letter of complaint, the final paragraph should tell the reader what you want them to do.	Т	F

3 Discuss the following questions.

- 1. Why do you think a business letter should be no longer than a page in length?
- 2. Why is it important to state your purpose at the beginning of the letter?
- 3. How are business letter writing conventions in Canada different from those in other countries?

The Opening Paragraph

The opening paragraph of a business	letter begins by	y telling the read	er the reason for	writing. It is usually	stated
directly and clearly. For example:					

- I am writing to ...
- I would like to ...
- This letter is to ...
- This is to ...

apologize for ...
inform you about ...
complain about ...
apply for ...

- 1 Imagine you are writing letters for the following situations. Decide who you will address the letter to. Write a salutation and an opening sentence that states your reason for writing.
 - 1. You were charged for telephone calls you didn't make.
 - 2. You are an insurance agent and made a mistake on a client's policy.
 - 3. You want information about a company's services.
 - 4. You want to ask a professor for a reference.
 - 5. You are applying for a job.
 - 6. You want to complain about a policy being implemented by the company you work for.
 - 7. You want to cancel your Internet service.
 - 8. You want to confirm the conditions of a verbal agreement that you have with a client.
- Think of three other situations in which you would write a letter. Then write opening sentences that state your purpose.

Grammar in Context: Prepositional Collocations

When stating the purpose of a letter, we often use verbs or adjectives followed by one or more prepositions. These are called prepositional collocations.

For example: I am writing to inform you about decisions made at the last board meeting.

1 Complete the sentences below with the correct verb or adjective followed by an appropriate preposition (e.g., for, to, with, about). Then write six sentences of your own using prepositional collocations.

thank	apply	inform	respond
inquire	upset	interested	complain
invite	sorry	concerned	apologize

1.	I would like to my absence at the meeting.
2.	I am the lack of supervision in the playground.
3.	I am writing to the poor service I received at your store.
4.	I am very not being able to meet the deadline.
5.	We would like to you the ABC Company's open house on Saturday, June 16 at 1:00 p.m.
6.	I am writing to you the new budget proposal.
7.	I would like to take this opportunity to you being a loyal customer over the years.
8.	I am finding out about the training programs that you offer.
9.	I am very the way I was treated by one of your admin staff.
10.	I am writing to the position you have available.
11.	I am your advertisement in the <i>Globe and Mail</i> on June 3, 2009.
12.	I would like to the position of Sales Manager that was advertised in the <i>Kingston Whig Standard</i> on September 31, 2010.

Expressions for Letter Writing

I/we regret to inform you that ...
I am writing to request that ...

Here are some common expressions used in business writing:

•	I would	be delighted/pleased/delighted/happy to				
•	Please find enclosed					
•	I am afraid that					
•	I wish to inform you that					
•	I would	appreciate it if you could				
•	I am wr	iting to confirm our telephone conversation of [date].				
•	Could y	ou please?				
•	Unfortu	nately				
•	I look f	orward to hearing from you soon				
•	I would	be grateful if you could				
•	Please	be advised that				
•	I would	appreciate your immediate attention to this matter.				
_						
1	Wri	te expressions you could use for the following situations:				
	I					
	1.	Giving bad news:				
	2	Military				
	2.	Making a request:				
	3.	Stating the purpose of a letter:				
	4.	Offering to do something:				
	5	Referring to a future contact:				
	٦.	Referring to a future contact.				
	6.	Including an additional document with a letter:				

Letter Closings

Here are some common expressions used at the end of a business letter:

Closing Remarks

- Thank you for your assistance in this matter
- I look forward to hearing from you soon/meeting with you next week
- Thank you for your help
- Please look into this matter
- Please contact me/us at your earliest convenience
- Please contact us again if we can help in any way/if there are any problems/if you have any questions

Complimentary Closings

- Yours truly
- Thank you
- Best wishes
- Warm regards

- Yours sincerely
- Thanks
- All the best
- Best regards

Sincerely

Best of luck

1 Write appropriate closing remarks and complimentary closings for each situation.

Sit	uation	Closing Remarks	Complimentary Closings
1.	A letter to your Member of Parliament thanking him/her for help getting a visa for a family member		
2.	A letter asking Revenue Canada to review your income tax return because you think there was a mistake		
3.	A letter to your financial advisor to thank her for her service		
4.	A letter to a client offering to give more information if he/she needs it		
5.	A letter to a customer advising him/her that a payment is overdue		
6.	A letter of complaint requesting that some action be taken		

Gender-neutral Language

It is important to use neutral language in business writing. Gender-neutral language means not referring to a person's gender or making assumptions about their marital status. For example:

In the salutation

- We use the neutral title Ms. instead of Mrs. or Miss to avoid assumptions about a woman's marital status.
- We use Dear Sir/Madam rather than Dear Sir if we don't know the name or gender of the reader.

In the body of the letter

- We use gender-neutral pronouns when we don't know the person being referred to in the letter. For example, we would say A client can choose his/her own program instead of A client can choose his own program.
- For job titles, we use chairperson, salesperson or sales associate instead of chairman or salesman.
- We avoid referring to gender when gender is not relevant. For example, we would say *staff members* instead of *the girls/women in the office*.
- 1

Search the Internet for other examples of neutral language. Create a list of the examples you find. Compare and share your list with classmates.

Possible search terms: neutral language; gender-neutral language; non-discriminatory language

- With a partner, discuss what may be wrong with each of the sentences below. If necessary, change the sentence so that it uses gender-neutral language.
 - 1. You are invited to our annual Open House on February 28. We would like to extend this invitation to your wife as well.
 - 2. I am writing to complain about one of the salesmen in your show room.
 - 3. A manager should treat his staff fairly.
 - 4. The male nurse who took care of me was very helpful.
 - 5. Each student is expected to bring a notebook to class with him.
 - 6. The mailman left the mail at the side door and it got all wet.
 - 7. Dear Mrs. Jones:
 - 8. The girl answering the phone in your office was very rude to me.

Errors in Letter-writing Conventions

1

This letter has nine errors relating to proper business letter conventions. Circle and correct them. Re-write the letter so that it is correct.

Mrs. Lucinda Minto, Manager Bright Star Lighting Store 11 Glendale Ave. Oshawa, ON L1H 8K9

Monday September 12, 2009

Dear Lucinda;

On August 25, 2009, I bought a floor lamp in your store. Unfortunately, I wasn't able to use it because it did not work properly. Every time I switched it on, it switched off by itself after about 30 minutes. I took the lamp back to the store but the salesgirl refused to give me my money back. I had a telephone conversation with you about it and you confirmed that your store's policy is to exchange faulty merchandise rather than refund the money. Unfortunately, the lamp that I want is no longer available at your store. Given these circumstances, I would like to request that you refund my money.

I want to hear from you soon.

Cheers,

Marisa Romer

2 Answer the questions.

- 1. What is the purpose of the letter?
- 2. What is the problem?
- 3. What is the customer requesting?
- 4. Is it a reasonable request? Why?

Business Letter Format

Business letter format refers to the way information is laid out on the page. Different formats can be used when writing business letters: block, semi-block and modified block. The most common format is the block format where all text is aligned to the left-hand side of the page. Here is an example:

Center for Excellence 1600 Main Street Kitchener, ON (four single spaces)

November 15, 2010 (two single spaces)

Ms. Maria Lakov 111 Allen Rd. Scarborough, ON M7B 2AO (two single spaces)

Dear Ms. Lakov: (two single spaces)

On behalf of the Center for Excellence, we would like to thank you for your assistance in developing the training package for our management staff. The information has been reviewed by the advisory committee and everyone is in agreement that the quality of the materials is superior. We look forward to using them at our upcoming training seminar.

Thank you again for a job well done. We look forward to working with you again in the near future.

(two single spaces)

Sincerely, (four single spaces)

[Signature] of sender Typed name of sender

1	Put the parts of the following letter in order by writing the correct number on each line.
·	[Date]
	Please send me written confirmation that my account has been closed.
	[Company name]
	Encl.
	[Your signature]
	[Company address]
	Please be advised that I am terminating my cell phone service plan effective immediately. My telephone number is 555-999-0000. I have decided to go with another company that offers much cheaper rates. You will find enclosed a cheque for \$100 to cover the fee for the early termination of my contract with your company.
	Dear Sir or Madam:
	[Your name]
	[Your address]
	Sincerely,
2 4	Search the Internet for sample letters using three different formats (e.g., block). Print a sample letter for each format. Answer the questions below. Possible search term: business letter formats
	1. What is the same about each format?
	2. How do the three formats differ?
	3. Which format do you usually use when writing formal letters?
	4. Which format do you like best? Why?
3 🥠	Word-process the above letter using one of the formats. Include complete information in the letter. (You can search the Internet for the name and address of a cell phone company.

Letter Editing

The letter below has seven errors in the use of verb tenses. Underline the errors and re-write the letter so that it is correct.

February 16, 2010

Zakir Khan, Patient Relations Officer Pineview Hospital 99 Jupiter Road Sault Ste Marie, ON P6G 1V9

Dear Mr. Khan:

I write on behalf of my mother who is a patient in the Intensive Care Unit at Pineview Hospital from February 2nd to February 10th of this year. While she stayed in the hospital, one of the cleaning staff accidently throwed her hearing aid in the garbage. The nurse manager in ICU was telling me that I should contact you about getting the hearing aid replaced. The nurse manager also has told me that the hospital would pay for the replacement.

Please send me the necessary forms so that I can begin this process as soon as possible because my mother will have great difficulty hearing without her hearing aid.

Sincerely,

Thomas Rhiner

2 Are the statements below true or false? Circle your answer.

1.	This is a letter of complaint.	T	F
2.	The actual patient is not writing the letter.	T	F
3.	The cleaning staff didn't intend to throw the hearing aid in the garbage.	T	F
4.	The hospital will not pay for a new hearing aid.	T	F
5.	The hospital will complete the forms.	T	F
6.	The man has difficulty hearing.	T	F

3 Discuss the following.

- 1. How can errors in verb tenses confuse the reader?
- 2. Which errors in the letter above are particularly confusing? Why?

Letter of Complaint: Putting It in Practice

When	writing	а	letter	of	comp	olaint,	it's	im	portant	to:

- State the reason for the complaint
- Provide supporting details
- Say what you want done to resolve the issue

When you complete the first draft, use the Letter Editing Checklist on the next page to edit your letter.

Letter Editing Checklist

The following is a list of things to look for when proofreading your letters. It might be helpful to proofread in two stages.

Stage 1: look for errors in style and content

Stage 2: look for errors in grammar, punctuation and spelling

Stage 1	
Content	
The purpose of the letter is clear to the reader. All the necessary details are included in the letter. The overall message is clear to the reader. Expressions appropriate to a business letter are used. There is neutral language in the letter. The letter has the appropriate level of formality.	
Letter-writing Conventions	
The letter includes the sender's address. The date is written in the proper format. The letter includes the name and address of the reader. The letter includes an appropriate salutation. The opening sentence states the purpose of the letter. The body of the letter has all the information the reader needs. The letter includes an appropriate closing sentence. The letter includes an appropriate complimentary closing.	
Stage 2	
Grammar	
Verb tenses are used correctly. There is subject-verb agreement in all sentences. Prepositions and articles are used correctly. Pronouns are used correctly.	
Punctuation	
There is a colon after the opening salutation. There are capital letters at the beginning of every sentence and proper names. There are periods at the end of sentences. There are commas where necessary (including after the complimentary closing).	
Spelling All words are spelled correctly.	
All Hords are speriod correctly.	Ц

Incident Reports: Introduction

An incident report describes something that happened. Incident reports are commonly used in the workplace to report the facts about:

- serious illnesses that result in a 911 call
- health and safety issues
- situations when someone acts violently
- thefts or serious damage to workplace equipment or private property
- · situations where someone's rights are being violated

At work, you may need to fill out an incident report form if you witnessed or were involved in an incident in the workplace.

In your personal life, you may have to write a report about a traffic accident or an incident you witnessed or were involved in.

Here are some tips for writing an incident report:

- 1. **Present the facts.** It's important to be objective when presenting the facts. Describe the events as they happened without adding your own opinion or feelings about the situation.
- 2. **Use chronological order.** Always report the events in the order in which they happened. You can use sequence markers (*first, then, next, and finally*) to show chronological order.
- 3. **Use clear language.** Use short, concise sentences that clearly state the facts.
- 4. **Be accurate.** Present the information as accurately as possible. Include the exact time, date, location and names of the people involved. Incident reports are sometimes used in court cases and union grievances, where an accurate account of the facts is crucial.

1 Discuss the following.

124

- 1. Give examples of incidents that would require you to write a report. You can use examples of incidents that you've witnessed or experienced.
- 2. Why would it be necessary to write a report about an incident where someone's rights at work were violated?
- 3. Imagine that you were present when a co-worker had a heart attack at work. Do you think it would be necessary to write an incident report? Explain why or why not.
- 4. Why would you need to write a report if someone had an accident at work and injured themselves?

An Incident Report

An incident report should answer most of these questions:

- Who? (includes everyone who was involved)
- What? (includes everything that happened in chronological order)
- When? (includes the date and time of day the incident occurred)
- Where? (includes all of the locations where the incident took place)
- How? (includes how the incident happened, if you have that information)
- Why? (includes why it happened, if you know the reason)

1 Read the following incident report and answer the questions above.

Incident Report							
Date of Incident: September 6, 2011 Date Reported: September 6, 2011							
Time of Incident: 11:40							
Name of Person Reporting the Incident: Lucy Lee (Medical Receptionist)							
Location of Incident: Reception area of the Moya Clinic							

Incident Description:

Today at approximately 11:20, one of Dr. Weise's patients, Mr. Adam Ducha, arrived at the clinic and asked to see Dr. Weise.

I checked my appointment book and saw that Mr. Ducha did not have an appointment. I told him that it would not be possible to see Dr. Weise because his schedule was completely full. I offered to make an appointment for him, but the earliest opening I had was October 10. Mr. Ducha refused to wait so long and insisted on seeing Dr. Weise today. He seemed very agitated, so I asked him to take a seat while I talked to Dr. Weise.

As I started to leave my desk, Mr. Ducha suddenly ran towards me. He was yelling and shaking his fist at me. I felt threatened and thought he was going to hit me. I hesitated for a moment and was trying to decide what I should do next. One of the patients in the waiting room (Mr. Rabin) immediately grabbed Mr. Ducha by the arm and pulled him away from me. This made Mr. Ducha very angry, and he began punching Mr. Rabin. At this point, several doctors came out of their offices to find out what was going on. They managed to calm Mr. Ducha and told me to call 911. The paramedics came at 11:55. The police arrived a few minutes later. Mr. Ducha was calm and got on the stretcher without any problems. The paramedics restrained him and took him to Princess Grace Hospital.

Signature: Lucy Lee

Write the correct letter on each line to match the words on the left with their meanings. 2 1. ____ schedule was booked a. a type of bed for transporting patients 2. ____ agitated b. space available in the schedule 3. ____ grab person who does emergency medical procedures 4. ____ an opening d. in danger 5. ____ punch e. to prevent someone from doing something 6. ____ paramedic to take hold of something quickly or forcefully reserve a place at a specified time 7. ____ stretcher 8. ____ restrain h. closed hand 9. ____ threatened no time was available 10. ____ fist to hit something with a closed hand 11. ____ hesitate k. feeling anxious, nervous or disturbed 12. ____ book an appointment l. to pause before doing something Circle True or False. 3 1. Mr. Ducha could not see Dr. Weise because he was not in the clinic. T F The receptionist told Mr. Ducha to sit down in the waiting room. 3. Mr. Ducha punched the receptionist. F 4. Mr. Rabin tried to protect the receptionist. F 5. The paramedics calmed Mr. Ducha. F 6. The paramedics had to restrain Mr. Ducha because he refused to get on the stretcher. With a partner, role-play a dialogue between Dr. Weise and Lucy Lee. Dr. Weise was on the third 4 floor of the clinic at the time of the incident and wants to know what happened to his patient, Mr. Ducha.

Incident Report: Putting It in Practice

1 ,	6		dio 2.3: Listen to someone describing an incident that happened to a co-worker on company operty. Answer the questions.
		1.	Who did this happen to?
		2.	What happened?
		3.	Provide details about how it happened.
		4.	Where and when did it happen?

2 Audio 2.3: Listen to the recording again. Write a list of events in point form as they happened. Use time references when they are given.

	3	
1.		

3.

2.

- 4.
- 5.

Write a report about the incident. Refer to your list of events to make sure you have included the necessary details. Make sure you answer the five information questions (who, what, when, where, how). Check your report for grammar, spelling or punctuation errors.

Incident Report							
Date of Incident:	Date Reported:						
Time of Incident:							
Name of Person Reporting the Incident:							
Location of Incident:							
Incident Description:							

This chapter includes activities that can help learners develop the skills and background knowledge they need to write notes, email messages, memos, formal letters and incident reports. These skills include: determining the best method of communicating, using the appropriate degree of formality, stating the purpose of a message, writing supporting details, and using a standard format. The activities included in this chapter – such as preparing an outline, writing a first draft, proof-reading and editing – also offer practice in the writing process.

These activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities for business writing, consider the following performance conditions relevant to business writing:

- Messages are three to five sentences long.
- Information presented in writing is one paragraph long.

Some of the activities are termed *Putting It in Practice*. These tasks allow learners to demonstrate their knowledge and skills in business writing tasks. They can be used for formative assessment of learner progress.

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Business Writing, see the LINC 5-7 Curriculum Guidelines, Units 3-4.



p. 99 | Introduction to Business Writing

Introduces the topic of business writing

This activity can help you determine how familiar learners are with business writing and what they perceive as most difficult when communicating in business situations.

Have learners discuss the questions in pairs or small groups and take them up as a class. You could also use the questions for a class discussion. Ask learners to read the culture note and discuss whether the importance of "putting it in writing" applies in other cultures.



p. 100 | Notes

Introduces typical components of a note

Introduce the topic of notes by asking learners about notes they have written in the past: What were they about? Who were they for? How were they written?

Learners read the three notes for different purposes and answer the comprehension questions.

- Learners practise writing a note to a child's teacher. You could ask them to exchange their notes with a partner for peer editing.
- Learners write another note to a colleague. You could use these two activities to introduce the idea that there will probably be differences in tone and formality between a note to a teacher and one to a colleague.

You could also use this activity for formative assessment since one of the writing competencies for CLB 5 is to convey business messages as written notes.



p. 102 | Email Messages

Introduces the topic of writing email messages

1 Have learners identify the components of two different email messages. The activity also asks them to think about the tone of each message. The messages may contain words or expressions that learners are not familiar with, such as: *free for lunch, can you make it?, workshop, flipchart paper*. Discuss the meanings before learners read the messages.



p. 103 | Email Subject Lines

Provides practice writing the subject lines of email messages

1 Discuss briefly/elicit from learners the purpose and typical style of subject lines. You can use the following examples of email subject lines: *Meeting to discuss contract; Catalogue request; Piano for sale; Room reservation; Order #1234; Service cancellation*

After learners write their subject lines, discuss them as a class.



p. 104 | Degrees of Formality

Introduces learners to various registers (degrees of formality) in business writing and how they differ depending on the purpose and audience

To introduce the topic, elicit from learners:

- examples of formal and informal use of language
- what each of the degrees of formality conveys e.g., a formal message can convey distance or respect, whereas an informal message can convey friendliness or lack of respect if used inappropriately
- suggestions on how to make a message sound formal or informal
- Have learners compare the examples of formal/informal sentences. Discuss how the sentences are different in terms of word/expression choice and grammar structure, and the tone that each conveys. You can list the phrases in the sentence pairs on the board, for example:

Sentence 1: a) should you ... versus b) If you ...

- a) require additional information regarding ... versus b) need to know more about ...
- a) contact me versus b) give me a call

2 Answers

1. phone	telephone	6. awesome	wonderful
2. job	employment	7. home	residence
3. kids	children	8. TV	television
4. ad	advertisement	9. fridge	refrigerator
5. mom	mother	10. smart	intelligent

3 Discuss with learners when it is appropriate to use informal words and their formal equivalents.

Answers	
1. assure	6. angry
2. ensure	7. completed
3. purchased	8. concerned
4. would like to	9. review
5. received	10 request

4 Answers

FORMAL	INFORMAL	FORMAL	INFORMAL
1. request	<u>ask for</u>	6. prior to	<u>before</u>
2. ensure	make sure	7. failed to do	<u>did not do</u>
3. <u>assist</u>	help	8. assure	<u>promise</u>
4. <u>inform</u>	tell	9. <u>receive</u>	get
5. concerned	worried	10. complete	<u>finish</u>

5 This activity can be done independently from the vocabulary activity above. Have learners work in pairs or groups of three to discuss whether or not each sentence is appropriate for the situation. If it is not, they should write their own sentence. Take up the sentences as a class.

Possible Answers

- 1. *Don't be late* may be too direct and sound inappropriate.
- 2. I appreciate your help/assistance sounds more formal and, therefore, more appropriate.
- 3. This message is appropriate for the situation.
- 4. This sounds too formal for a handwritten note to a teacher. Better: *Could you please tell me when you could meet with me?*
- 5. Depending on the relationship with a superior, it may be fine or too informal. *I will inform you about the time of the meeting* sounds more formal.
- 6. This is very informal and sounds sexist. *I would like to thank everybody for their hard work* is more formal and neutral.
- 7. Too informal. *Please find attached my résumé* is more appropriate for a cover letter.
- 8. This is too formal for a handwritten note. Also, it uses a cliché, which makes the message unclear. *Could you please clean under my desk?* Sounds more direct yet it is still very polite.



p. 107 | Formal and Informal Messages

Provides practice writing formal and informal messages

- 1 After learners read the messages, elicit:
 - How formal the messages are
 - Why the degree of formality is not appropriate
 - What makes the first message too informal (e.g., negative tone, very direct, using *you*, very firm, almost rude)
 - What makes the second message too formal (e.g., uses clichés and legalese such as *pursuant to*, *aforementioned*)

This activity works best if done on a computer. Learners write the first draft of their messages and proofread them. You can also ask them to exchange their messages with a classmate for peer proofreading. After editing, learners print and hand in their work. Correct and discuss the errors individually. You can post learners' corrected messages on the board/class wiki and compare/discuss them with the whole class.

- 2 This activity has a listening and note-taking component. Play each of the three telephone messages twice. Ask learners to write all important details while listening. Take them up and write them in point form on the board, if needed.
- **3, 4** Have learners write, proofread and edit both messages.



Audio 2.1: Transcript

Telephone Messages

Message 1

Hello, this message is for Sonia. This is Linda calling from head office. We've decided to reschedule our Tuesday team meeting for Wednesday at 1 p.m. The meeting will be in the boardroom on the second floor. Please confirm that you're available at this time. You can email me or call me at 555-987-6543.

Message 2

Hi Sonia, sweetie, this is Mom. I was just thinking that maybe we could have lunch together, today or maybe tomorrow? What do you think? Let me know, honey, I'll be waiting for your call.

Message 3

Good afternoon, Mrs. Rodriguez. This is Peter O'Reilly from ABC Company returning your call regarding the April shipment. I just wanted to let you know that it was shipped on schedule and you should be receiving it any day now. We have included the invoice and all the necessary documentation with the shipment. Please let us know when you receive it. My number is 555-345-6789.



p. 109 | Email Writing: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing memos and email messages

1 There are three situations for memo/email writing. Learners read a description of the situation and write a memo/email. They should have a brief list of elements their writing should include, since this can guide them when they edit their work. They can also use the list to assess themselves by simply checking off the items they have identified in their writing.

This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. It relates to the benchmark competencies below. You can use the sample assessment criteria provided or develop your own based on what you have taught. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 5-III: Convey business messages as written notes.CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.					
Sample Assessment Criteria					
Holistic: ☐ The purpose of the task is achieved					
Analytic: \square The learner describes the purpose in a clear way and includes all the necessary details					
\square The learner provides an explanation of reasons					
☐ The message clearly states what the reader should do					
☐ The message follows a memo/email format					
☐ The message includes the appropriate headings					
☐ The learner uses an appropriate degree of formality					
☐ The learner uses correct verb tenses					
☐ The learner uses subject-verb agreement correctly					
☐ The learner uses logical connectors effectively					
☐ The learner conveys a sense of audience in language and format					
☐ The learner uses adequate vocabulary for the topic					
☐ Spelling, capitalization and punctuation are correct					



p. 110 | Business Letters at a Glance

A warm-up discussion that introduces business letters

1 This discussion can be used to familiarize learners with the terminology and function of various parts of a business letter. It can also help you determine the kinds of business letters learners usually receive and send. The discussion can be done in pairs, small groups or with the class.

Elicit from learners the following differences between business and personal letters:

- Business letters from a company are usually written on letterhead.
- They use more formal tone and language.
- The salutation and complimentary closings are different from those used in personal letters.
- Business letters include the inside address.
- The information in a business letter is concise and to the point.
- A business letter has a clear purpose stated at the beginning.

Extend the Activity: Ask learners to bring business letters they have received at home and compare them to the sample provided.



p. 111 | A Quick Guide to Business Letter Writing

Provides background information about different parts of a business letter

2 Answers

1. T 2. F 3. F 4. T 5. F 6. F 7. T 8. T

3 The discussion questions can be done in pairs, small groups or as a class. If the discussion is in small groups, try to arrange the groups so they include learners from different countries. This way, learners can make comparisons when answering question 3.

Extend the Activity: Have learners practise writing the date. Begin by asking the class how the date is usually written in business correspondence in their previous country. Compare this to the format used in Canada. You can use the information below.

There are several different ways to write the date in English. For example:

- a) April the seventh, 2009
- b) April the 7th, 2009
- c) April 7th, 2009
- d) April 7, 2009

When writing a formal business letter, we usually use C or D.

Numerical formats are more commonly used in memos or personal letters. For example,

- e) 4/7/2009
- f) 04/07/09
- g) 4/7/09
- h) 04-07-09

Note that numerical formats can sometimes cause confusion. For example, would you say that 4/7/2009 is April 7^{th} or July 4^{th} ? The standard way of writing the date in Canada is the same way that it is spoken: month/day/year. Therefore, the date would be April 7, 2009.

Have learners practise identifying appropriate letter salutations. You could have them complete a chart similar to the one below (first remove the salutations from the chart), in which learners would write salutations under formal, somewhat formal or informal: *Dear Sir/Madam, Dear Bill, Dear Ms. Alvarez, Hi Jan, My dearest Anya, Dear Mr. Thomas Lee, To whom it may concern*

Formal	Somewhat formal	Informal	When/with whom you would use it
Dear Sir/Madam:			Used when you don't know the name or gender of the person who will read the letter; Should be avoided in a cover letter.
	Dear Bill:		Used in a personal letter; Could be used in an informal business letter.
Dear Ms. Alvarez:			Used when the name and gender of the reader are known.
		Hi Jan,	Could be used in an informal message in a business situation if there is an established rapport with the reader.
My dearest Anya:			Should only be used in very close relationships as an expression of affection.
Dear Mr. Thomas Lee:			Using the recipient's title, first and last name is usually only done on a form letter that is part of a mass mailing. Otherwise the recipient's first name is omitted.
To whom it may concern:			Used when you don't know who will be reading the letter, e.g., when writing a reference letter for someone.



p. 113 | The Opening Paragraph

Provides practice making clear statements about the purpose of the letter in the opening paragraph

1 Possible Answers

- 1. I am writing to inform you about the mistake on my telephone bill.
- 2. I am writing to apologize for ...
- 3. I am writing to request information about ...
- 4. I am writing to request a reference letter ...
- 5. I am writing to apply for ...
- 6. I am writing to complain about ...
- 7. I am writing to request that you cancel ...
- 8. I am writing to clarify the conditions of our agreement.



p. 114 | Grammar in Context: Prepositional Collocations

Provides practice using prepositional collocations in formal business letters

Extend the Activity: Have learners write their own sentences using prepositional collocations.

1 Answers

- 1. I would like to *apologize for* my absence at the meeting.
- 2. I am *concerned about* the inadequate supervision in the playground.
- 3. I am writing to *complain about* the poor service I received at your store.
- 4. I am very *sorry about* not being able to meet the deadline.
- 5. We would like to *invite* you to the ABC Company's open house on Saturday, June 1 at 1:00 p.m.
- 6. I am writing to *inform* you *about* the new budget proposal.
- 7. I would like to take this opportunity to *thank* you *for* being a loyal customer over the years.
- 8. I am *interested in* finding out about the training programs that you offer.
- 9. I am very upset about the way I was treated by one of your admin staff.
- 10. I am writing to *inquire about* the position you have available.
- 11. I am responding to your advertisement in the Globe and Mail on June 3, 2009.
- 12. I would like to *apply for* the position of Sales Manager that was advertised in the *Kingston Whig Standard* on September 21, 2010.



1

p. 115 | Expressions for Letter Writing

Introduces different expressions used when writing business letters for specific purposes.

Answers

- 1. Giving bad news: I/we regret to inform you that ...; I am afraid that ...; Unfortunately ...
- 2. Making a request: I am writing to request that ...; I would appreciate it if you could ...; Could you please...? I would be grateful if you could ...; I would appreciate your immediate attention to this matter.
- 3. Stating the purpose: I wish to inform you that ...; I am writing to confirm our telephone conversation of [date]; Please be advised that ...
- 4. Offering to do something: I would be delighted/pleased/delighted/happy to ...
- 5. Referring to future contact: I look forward to hearing from you soon.
- 6. Including an additional document with the letter: Please find enclosed ...

Extend the Activity:

- Ask learners to decide whether each expression would be more appropriately placed at the beginning of the letter, in the body, or in the closing paragraph, and giving reasons for their decisions.
- Have learners research other phrases for business writing on the Internet and sharing them in a class discussion.
- Ask learners for their own examples of situations (giving bad news, making a request, etc.) and have them use appropriate expressions.



p. 116 | Letter Closings

Provides practice selecting appropriate closing remarks and complimentary closings for letters

1 Learners write complimentary closings for the six situations provided. In some cases, there may be more than one correct way to close the letter, but the purpose of the activity is to help learners distinguish appropriate from inappropriate closings and to be able to justify their choice.

Extend the Activity: Ask learners for alternatives to what they wrote that would still be considered appropriate.



p. 117 | Gender-neutral Language

Introduces the topic of gender-neutral language

Begin by asking the class to define the term and give examples.

1 Learners search for other examples of neutral language on the Internet. They can then share their findings with the class and compile a list. You could also ask learners to group non-neutral words/expressions in different categories such as job titles (e.g., stewardess instead of flight attendant), pronouns (e.g., overuse of the pronoun "he"), demeaning words/phrases (e.g., using "girls" when referring to women).

Extend the Activity: Have learners word-process their lists or post them on the class wiki for future reference.

- **2** Some things to point out:
 - 1. The word *partner* is preferred over the word *spouse*, which assumes all couples are married. The word *partner* includes different relationships as well.
 - 2. Salespeople are often referred to as sales associates.
 - 4. In this sentence it may be irrelevant to mention the gender of the nurse. The word "male" would only be used if it were necessary to make a clear distinction between two different nurses who treated the patient.

- 1. You are invited to our annual Open House on February 28. We would like to extend this invitation to your *partner* as well.
- 2. I am writing to complain about one of the sales persons/sales associates in your show room.
- 3. A manager should treat *all* staff fairly.
- 4. The male nurse who took care of me was very helpful.
- 5. Each student is expected to bring a notebook to class with him.
- 6. The letter carrier left the mail at the side door and it got all wet.
- 7. Dear Ms. Jones:
- 8. The woman answering the phone in your office was very rude to me.



p. 118 | Errors in Letter-writing Conventions

Provides practice with error correction

The sample letter contains errors relating to business letter conventions. This activity can be done in several ways, for example:

- as a large group discussion, in pairs, in small groups or individually
- as a timed scavenger hunt where learners have a set amount of time to find all the errors
- as a contest where the first person to find all nine errors is declared the winner

1 Answers

- 1. The letter does not include the sender's address.
- 2. The manager's title should be Ms. instead of Mrs.
- 3. The date is written incorrectly. It should not include the day of the week.
- 4. The salutation should be Dear Ms. Minto, not Dear Lucinda.
- 5. The salutation should be followed by a colon, not a semi-colon.
- 6. The opening sentence does not state the purpose of the letter.
- 7. The closing sentence is not polite.
- 8. The complimentary closing is not appropriate.
- 9. The word "salesgirl" is not gender-neutral.

2 Answers

- 1. The purpose of the letter is to make a complaint.
- 2. The lamp switches off by itself after 30 minutes.
- 3. The customer wants a refund.
- 4. It's a reasonable request because the lamp that the customer wants is no longer available at the store.



p. 119 | Business Letter Format

Provides familiarity with different business letter formats

- _2_ [Date]
- __3_ [Company name]
- <u>11</u> Encl.
- 9 [Your signature]
- 4 [Company address]
- _6__ Please be advised that I am terminating my cell phone service plan effective immediately. My telephone number is 555-999-0000. I have decided to go with another company that offers much cheaper rates. You will find enclosed a cheque for \$100 to cover the fee for the early termination of my contract with your company.
- _5_ Dear Sir or Madam:
- 10 [Your name]

Answers (continued)

- __l__ [Your address]
- <u>8</u> Sincerely,
- 2 Have learners search the Internet for other business letter formats (e.g., semi-block, modified block) and identify similarities and differences in each. Each learner could research three different formats, or you could assign each learner a different format to research. When the research is completed, learners could present their format in groups and discuss the similarities and differences.
- **3** Learners word-process the letter, putting its parts in the correct order and adding the missing information.

Extend the Activity: Ask learners to bring business letters they have received at home and identify the format used.



p. 121 | Letter Editing

Provides practice proofreading a letter for grammatical errors

1 Begin by stressing the importance of checking a letter carefully before sending it.

The activity can be done in pairs, small groups or individually. It can also be done as a timed scavenger hunt where learners have a set amount of time to find the errors. Alternatively, it can be done as a contest where the first person to find all seven errors is declared the winner.

Extend the Activity: Ask learners to brainstorm a list of things to look for when proofreading a letter. They can type the list and use it for editing other letters that they write in the future.

Answers (Errors in the letter are underlined, with correction in italics)

- 1. <u>I write</u> on behalf of my mother who <u>is</u> a patient in the Intensive Care Unit at Pineview Hospital from February 2nd to February 10th of this year. *I am writing on behalf of my mother who was a patient* ...
- 2. <u>While she stayed</u> in the hospital, one of the cleaning staff accidently <u>throwed</u> her hearing aid in the garbage. *While she was staying in the hospital, one of the cleaning staff accidentally threw* ...
- 3. The nurse manager in ICU <u>was telling me</u> that I should contact you about getting the hearing aid replaced. *The nurse manager in ICU told me* ...
- 4. The nurse manager also <u>has told</u> me that the hospital would pay for the replacement. *The nurse manager also told me* ...
- 5. Please send me the necessary forms so that I can begin this process as soon as possible because my mother <u>have great</u> difficulty hearing without her hearing aid. *Please send me the necessary forms so that I can begin this process as soon as possible because my mother (has or is having) great difficulty ...*

- 1. F
- 2. T (Her son is writing.)
- 3. T
- 5. F (The family will have to complete the forms.)
- 6. F (The letter says the mother has difficulty hearing.)

3 Possible Answers

- 1. The incorrect use of verb tenses can cause confusion about time references. For example, in the first sentence, the use of *is* instead of *was* might leave the reader wondering if the woman is still a patient at the hospital.
- 2. The writer could have:
 - proofread the letter before sending it
 - re-read the letter out loud to make sure it made sense
 - given the letter to someone else to read before sending it



p. 122 | Letter of Complaint: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing formal letters

- 1 Learners listen to a short dialogue between two parents complaining about a fundraising activity at their children's school. Discuss the nature of the complaint.
- 2 Learners write an outline of a letter and use the outline to write or word-process the first draft of their letter. Once the first draft is written, learners check their letters carefully for grammar, spelling or punctuation mistakes. They could use the Letter Editing Checklist on the next page as a guide. Remind them of the dangers of relying on spell- and grammar-check if they are writing the letter on the computer.

Extend the Activity: Have learners give or email their letter to a partner, who reads it and offers suggestions for improvement. Learners then make final changes to their letter and submit it for instructor review.

This task can also be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. The task relates to the benchmark competencies below. You can use the sample assessment criteria provided or develop your own based on what you have taught. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 5-III: Convey business messages as written notes.CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe an object, scene, picture, procedure or routine; or to explain reasons.
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: ☐ The purpose of the letter is clearly stated
☐ All the necessary details are included
☐ The letter clearly states what the reader should do
\square It follows the proper format of a business letter
☐ The letter has the appropriate degree of formality
☐ Grammar structures are correct
☐ There are no errors in punctuation, capitalization or spelling



Audio 2.2: Transcript

Arnie: Margaret, do your kids have pizza day at school?

Margaret: Yeah, they do. They love it. I love it too. I don't have to worry about packing them a lunch.

Arnie: Yeah, I like that part too but ... What I don't like is that at my son's school they give kids doughnuts and sugary drinks to go with the pizza. You know, with all the talk in schools about good nutrition, and all the stats on childhood obesity, I just think the school should be setting a better example.

Margaret: Hmm, that's a good point. Maybe you should do something about it. Have you talked to the principal?

Arnie: Yes, I have. I sent her a letter last year telling her what I thought.

Margaret: What happened?

Arnie: Nothing really. She called me for a meeting but when we talked about it, I got the impression that this was a kind of fundraising activity for the school and she didn't really want to make any changes. She agreed that they should be promoting a healthier example, but then she didn't act on it.

Margaret: Maybe we should get other parents involved. How about writing a letter to the principal again and this time getting other parents to sign it?

Arnie: That's a great idea!



p. 123 | Letter Editing Checklist

Provides a sample checklist learners can use to edit letters

Encourage learners to use the checklist when proofreading their writing. The instructions suggest a twostep editing process; however, you could also ask learners to read the letter first to check the content, then read it again to make sure it follows appropriate letter-writing conventions, then again for grammar, and so on.



p. 124 | Incident Reports: Introduction

Introduces the topic of incident reports

The discussion can be done with the class or in small groups. Below are some words from the reading that learners may not be familiar with. You can ask learners to look them up in a dictionary or infer the meanings from the context.

incident violate concise grievance theft chronological crucial union

Possible Answers

- 1. It is important to write an accurate report of any incident(s) involving the violation of someone's rights in case the company is taken to court. If the incident(s) takes place in a unionized workplace, the information would be needed if a grievance is filed.
- 2. It is necessary to write an incident report if someone had a heart attack at work in case there is any type of legal action in the future.
- 3. It's important to write a report about an accident or injury in case the victim files a claim with the Workplace Safety and Insurance Board. If the accident or injury was the result of unsafe practices in the workplace, there may be legal action that would require accurate documentation of what happened.



p. 125 | An Incident Report

Provides a sample incident report that can be used for reading comprehension

1 Introduce the topic by asking learners to brainstorm types of information that might be included in an incident report. You can do the vocabulary development activity on the next page before learners read the report. Learners can try to infer the meanings of words/phrases from the context or look them up in a dictionary. They can do this activity individually or discuss the vocabulary in small pairs/small groups.

2 Answers

1. <u>i</u> schedule was booked	7. <u>a</u> stretcher
2. <u>k</u> agitated	8. <u>e</u> restrain
3. <u>f</u> grab	9. <u>d</u> threatened
4. <u>b</u> an opening	10. <u>h</u> fist
5 j _ punch	11. <u>l</u> hesitate
6. <u>c</u> paramedic	12. <u>g</u> book an appointment

3 Answers

Answer	S				
1. F	2. T	3. F	4. T	5. F.	6. F

4 Before the role-play, ask learners to brainstorm questions Dr. Weise might ask the receptionist. If learners have difficulty constructing information questions, review this grammar point.

You could also discuss the chronology of events with the class before they role-play their dialogues. Learners can present their dialogues to the class.



p. 127 | Incident Report: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing accident reports

- 8:45 Eliana was walking on the sidewalk in front of office building.
- She slipped and fell forward on her stomach.
- Eliana was gasping for air for about 20 seconds and began to feel pain.
- Marc Brennan from the Accounting Department was walking by, saw what happened and called 911 immediately.
- Paramedics came and took her to East General Hospital.



1 Audio 2.3: Transcript

A description of an incident, witnessed by a co-worker

Yesterday, on February 2nd, 2009, I was walking along the sidewalk in front of our office building with Eliana Ramirez. It was about 8:45 a.m. It was snowing quite heavily yesterday morning and the sidewalk in front of the building was very slippery. Eliana, who is 8 months pregnant, slipped on some ice and fell forward on to her stomach. The fall knocked the wind out of her and she was gasping for air for about 20 seconds. She then began feeling pain. She said that she thought she might be going into labour. Marc Brennan from the Accounting Department was walking by and when he saw what happened, he called 911 immediately. When the paramedics came, (about three minutes later) they also said that she might be in labour. They rushed her to East General Hospital. I called Eliana's husband to let him know what happened.

This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. It relates to the CLB competency below. You can use the sample assessment criteria provided or develop your own based on what you have taught. For more information on how to assess learner progress, see the LINC 5-7 Curriculum Guidelines, pp. 37-45.

CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: The report is at least one paragraph long
☐ It provides an accurate description, explanation or account of events
☐ It includes all of the necessary details
☐ There is good control of simple grammatical structures
☐ The report conveys a sense of audience in language and format
☐ The report includes adequate vocabulary for the topic
☐ The report has accurate spelling and punctuation

Chapter 2
Business Writing
LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency in business writing. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

While writing email messages, business letters, memos and reports:

- CLB 6-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to congratulations, thanks, apology or offer of assistance.
- ∠ CLB 6-III: Convey business messages as written notes.
- € CLB 6-III: Fill out moderately complex forms.
- ∠ CLB 6-IV: Write one to two paragraphs to: relate a familiar sequence of events, tell a story, provide a detailed description (...), or routines, or to describe a simple process.

These activities can help to develop the following Essential Skills:

S

146

CLB

- Writing
- Computer Use
- Reading Text

The activities in this section focus on the following language skills:

- Using email, memo and letter writing conventions
- Using appropriate tone and degree of formality
- Structuring a business letter (opening, body and closing paragraphs)
- Structuring an informal report
- Stating the purpose, providing or requesting information, providing details
- Reporting and explaining facts and details
- Making suggestions or recommendations
- Expressing thanks and congratulations
- Writing a message clearly and concisely

Activities | Chapter 2 | Business Writing | LINC 6

	Introduction to Business Writing149
	Business Communication
a	Email Conventions
	Email: Semi-formal and Informal Messages
	Email Writing: Being Clear
	Grammar in Context: Using Indirect Questions
	Thank-you Messages
	Messages of Congratulations
	Email: Putting It in Practice
	Memo Writing: Introduction
	A Memo or a Letter?
	Memo: Subject and Recipient
	Being Clear and Concise
6	Memo: Putting It in Practice
	Business Letters: Introduction
	The 5 Cs of Writing Business Letters
	Being Clear
	Being Concise
	Considering Tone
a	Business Letters: Using Appropriate Tone
6	Writing Business Letters: The Process
	Business Letter: Putting It in Practice
	Accident Report: Introduction
	Accident Report: Putting It in Practice
	Workplace Reports: Introduction
a	Informal Reports
	Using Logbook Entries
	Informal Report: Putting It in Practice181
	Instructor Notes

Introduction to Business Writing

1 Discuss these questions in a small group.

- 1. How has business correspondence changed in the last 20 years?
- 2. When do you think sending a letter is more appropriate than sending an email message?
- 3. What types of business correspondence have you written in the last year?
- 4. Which method of communicating do you find most difficult: notes, memos, email or letters? Why?



"I'm sorry Parker, but I don't think it's confusing enough."

source: www.businesscartoons.co.uk/shop

Culture Note:

There is an idiomatic expression in English that describes one of the cultural norms of business writing in North America. The expression is "in a nutshell," which means to present the facts briefly and concisely without a lot of unnecessary details. So when someone says, "Just give me the facts in a nutshell" or "Please get to the point," they are asking for a summary of the facts in the most concise way possible.

LINC 6 Chapter 2 | Business Writing 149

Business Communication

- 1 Look at the following situations and decide on the most appropriate way of communicating the message. In some cases, more than one method of communication may be appropriate.
 - a. by memo
 - b. by letter
 - c. in person
 - d. by email
 - e. by phone
 - 1. The personnel manager wants to inform all staff that there have been changes to the company benefits package. Staff can find information about the changes on the company website.
 - 2. The Human Resources department wants to inform the staff that the company is offering free English as a Second Language classes three times a week during the lunch hour.
 - 3. The administrative assistant needs to arrange a meeting between a client and two members of the design department.
 - 4. The manager is going to a conference in another city. She would like her assistant to book the flight and hotel.
 - 5. There is a new company policy. No one is allowed to listen to music while on duty.
 - 6. The accounts receivable clerk has not received payment from a customer. The invoice is now 90 days overdue.
 - 7. An employee wants to invite your co-worker to lunch on his birthday.
 - 8. Some staff members have been leaving dirty dishes in the lunchroom. The administrative assistant wants to remind everyone to clean up after themselves.
 - 9. An employee would like to request a three-month leave of absence to take care of a family member who is very ill.
 - 10. The personnel manager wants to inform a staff member that she will be receiving a pay increase effective next month.

Email Conventions

You are going to hear a radio show guest talking about communicating by email. Before listening, 1 discuss these questions with your partner. 1. What rules or conventions for email messages are you familiar with? 2. When writing email messages, how much attention do you pay to punctuation and spelling? 3. Have you ever received an email that you thought was inappropriate? Why did you think it was inappropriate? 2 The following words come from the recording. Use a dictionary to find the definition of each word. whimsical mumbling emoticon netiquette acronym to re-route blunt spam attachment hastily Audio 2.4: Listen to the recording and answer the questions below. Base your answers on what you hear in the talk, not your opinions. 1. Melanie thinks that email is present everywhere. T F 2. Email messages can be factual and express our feelings at the same time. F 3. It is important to show good manners in email writing. F T 4. You can use emoticons in all kinds of email messages. F Т 5. Acronyms and abbreviations used in email have been in use for a long time and are common in formal and informal correspondence. F 6. Writing whole words in uppercase is considered mumbling. 7. You should respond to spamming right away. 8. What are some reasons why miscommunication can occur when using email? Give examples from the talk. 9. Why does Melanie think it is important to be careful with emoticons and acronyms?

10. What does Melanie say about email privacy?

4 4	Write the meaning of each of the common email for other emoticons used in email and add them		v. Search the Internet						
	Possible search term: <i>emoticons</i>								
	1. :)	_ 6							
	2. ;)	_ 7							
	3. :(8							
	4. : 0	9							
	5. :-<	_ 10							
5	The following acronyms and abbreviations are community with their meanings and explain when you would		ess writing.						
	1. asap 6. Att	11.	c/o						
	2. FYI 7. Encl	12.	n/a						
	3. TTYL 8. Cc	13.	i.e.						
	4. FAQs 9. Bcc	14.	w/						
	5. BTW 10. e.g	15.	tks.						
6	Discuss the following questions.								
	1. Do you use emoticons in email correspondence	? Why?							
	2. Do you use acronyms and abbreviations? Why?	Do you use acronyms and abbreviations? Why?							
	3. Have you ever written or read an email messag What caused the misunderstanding?	e and misunderstood it	s intent or tone?						
	4. What are some things you can do to ensure that	t an email message is n	not misunderstood?						

Email: Semi-formal and Informal Messages

When you write email messages, you can use two distinct styles: semi-formal and informal. A semi-formal style is used for communicating with people you do not know well or who are outside your regular working relations. Messages written in this style are similar to business letters: they are concise and informative. An informal personal style is used for emails with people you know well or within your company. This style is more conversational and reflects spoken language.

Elements that can make your message more informal are:

- Salutations and closings
 e.g., Hello Juan instead of Dear Mr. Rodriguez; no closing at all instead of Sincerely
- Omitting pronouns e.g., *No problem* instead of *It is not a problem*; *Looking forward* ... instead of *I am looking forward*
- Informal vocabulary and expressions e.g., *Thanks* instead of *I really appreciate*; *Phone me* instead of *Please contact me*; *Is it okay*? instead of *Is it convenient*?

1 Read the email messages below and discuss how they are different.

- 1. What is the relationship between the recipient and the sender of each message?
- 2. How is the style of each message different?

Message 1

Dear Martina,

I will be attending the conference in Toronto next week and I would like to take this opportunity to meet with you to discuss your latest project. Please let me know when you will be available.

Best regards,

Felippa

Hi Joanna,

I'm going to be in Toronto for a conference next week. Do you think we could meet some time? I'd love to know how you are doing and talk to you about your latest project. Let me know if we can get together.

Cheers,

Mel

Write a response to each message using the same style as the above messages. Include the following:

- express happiness about hearing from the other person
- agree to meet
- suggest a time and place
- end the message appropriately

LINC 6 Chapter 2 | Business Writing 153

3 Write email messages for the situations below. Decide whether the style is semi-formal or informal.

2

Situation 1

You were going to have a meeting with your manager. Unfortunately, your plans have changed and you will not be able to meet at the arranged time. Write an email and include the following:

- inform the reader that you can't meet on the date that was previously arranged; give reasons
- suggest a new time
- apologize for any inconvenience
- end the message appropriately

Situation 2

You have received an email from a team member requesting a report on the progress of a project. You were away on holidays for two weeks and still need more time to collect and process the information. Write an email in response and include the following:

- confirm receiving the request
- explain the reason for the delay in submitting the report
- suggest a new deadline
- end the message appropriately

Situation 3

You have received an email from a long-time co-worker inviting you and your spouse to an end-of-summer barbeque at her place. The date of the barbeque coincides with the date of your in-laws' 40th anniversary, so you will not be able to attend. Write an email in response and include the following:

- thank your co-worker for the invitation
- · express regret and explain why you will not be able to attend
- end the message appropriately

Situation 4

You have received a formal invitation for you and your partner to the company's annual New Year's Eve gala. Write an email in response and include the following:

- thank the sender for the invitation
- confirm who will be attending
- end the message appropriately

4 Proofread and edit your work. Exchange your messages with a classmate for peer editing.

Email Writing: Being Clear

When writing an email message in a business situation, it is important to include all the necessary details. Not providing adequate details could cause miscommunication or delays. On the other hand, providing too many or irrelevant details will make your message unclear.

1 Read the email below and discuss the questions.

⊠ Message

Dear Professor Janson,

I am writing to inform you that I will not be able to attend your classes for a few weeks due to a family situation. My younger sister has just had a baby and she will need my help. I am the only person she can rely on because all of our family members live in Nova Scotia. I am her only relative living here. Her baby son is so cute, but he requires constant care and my sister (her name is Cathy) had a C-section and is in no shape at the moment to do this.

I hope I can be back at school in a few weeks. I will apply for an extension but I just wanted to inform you about my situation. Thank you for your understanding.

Best regards,

Felippa

- 1. What information in this email is irrelevant?
- 2. What information is missing?
- 3. How could you improve this message?

Write your own message for the situation above and do the following:

- inform the professor about your absence; provide the dates
- give a reason for your absence without giving unnecessary details
- end the message appropriately

LINC 6 Chapter 2 | Business Writing 155

Grammar in Context: Using Indirect Questions

In written messages we often use indirect (embedded) questions to inquire about something or to make a request. Indirect questions sound more polite than direct questions.

For example:

Direct: When will you be able to meet with me?

Indirect: Could you please let me know when you will be available to meet with me?

Direct: Can I get a refund?

Indirect: I would like to know if I can get a refund.

Indirect questions are preceded by opening phrases, such as:

Could you let me know if ..., Please tell us when ..., I would be grateful if ...,

I was wondering whether ..., Do you happen to know where ..., etc.

Write email messages for the situations below. Use indirect questions to make inquiries.



1

Situation 1

You want to order catering services for your company's end-of-year luncheon for 60 people. Write an email requesting the following information:

- the menu and price list
- the possibility of having vegetarian, kosher or halal dishes
- what can be included: plates, silverware, linens, etc.
- how many servers will be available

Situation 2

You want to register your eight-year-old child for a music program in a private school. Write an email requesting the following information:

- what instruments and programs are offered
- what age groups they are for
- what the schedule is
- how much it costs

Situation 3

You would like to ask your professional mentor to review your resumé and give you feedback. Write an email asking him/her this favour and requesting the following information:

- how effective your resumé is
- what needs to be improved

Situation 4

You plan to travel to an exotic destination for two weeks. Write an email message to the embassy of the country you are going to and request the following information:

- what vaccinations are needed
- what precautions you should take while travelling in the country

Thank-you Messages

1 Read the thank-you email messages below and answer these questions.

- 1. What is the relationship between the writer and the recipient of each message?
- 2. How formal is each of the messages? What conveys the level of formality?

⊠ Message 1

Dear Samantha,

On behalf of ABC Centre, I would like to thank you for the interesting and informative series of training workshops that you presented to our staff. Everyone found your sessions both useful and enjoyable. We hope you will be able to provide workshops for our staff again next year. Thank you again,

Sonia Rodriguez

Hi Pete,

I had a great time at your barbeque party last weekend. It was fun to get together with everyone from the ACME Company and talk about the good old days when we worked together. Thanks for having me.

Lucy

Write a thank-you email message for the situation below.



2

Situation

You were at your office finishing a progress report on a project when you received a call from your child's school. Your child was sick and you had to pick her up immediately. Your co-worker offered to finish the report and submit it before the deadline. She did a very good job and you would like to thank her. Write an email message.

157

Messages of Congratulations

1 Read the email messages of congratulations below and discuss the questions.

- 1. What is the relationship between the writer and the recipient of each message?
- 2. How formal is each of the messages? What conveys the level of formality?

⊠ Message 1

Dear Johana,

Congratulations on your promotion! I am very happy and sad at the same time, as we are no longer going to be working together. I am sure you will be a great success in your new job. Let's stay in touch.

Margaret

Dear Ms. Mulai:

Please accept my congratulations on your promotion to Vice-President of ABC Ventures. I would like to wish you every success in your new position. I look forward to continued cooperation between our companies.

Sincerely yours,

Belinda Khan

2 Write an email message of congratulations for the situation below.



158

Situation

Moira, your co-worker of many years, has received an Employee of the Year Award. Write an email congratulating her on her achievement and wishing her good luck and success in the future.

Email: Putting It in Practice

Read the steps below and exchange emails with a partner. Each of you will work on the same step of the flow chart at the same time.

Step 1

You are working with your partner on a project. You think you may need more information to move forward on the project, so you want to meet. Write an email suggesting a meeting. Include a possible time and place to meet, and mention the topic you want to discuss. Exchange emails.



Step 2

Respond to your partner's email. Agree to meet, but suggest another time. Give a reason. Exchange emails.



Step 3

Respond to your partner's email. Give the reason why you are not available then. Propose an alternative time to the one your partner suggested. Exchange emails.



Step 4

Agree to the new meeting arrangements. Offer to bring coffee and some sweets. Exchange emails.



Step 5

Respond to your partner's email. Confirm the arrangement.

Memo Writing: Introduction

Memos are typically used for communication within a company or organization. They can be semi-formal or formal, depending on the recipient. Memos are often used when a large group of people is being addressed at the same time or when a hard copy (rather than an email) needs to be transmitted or posted.

The format and overall tone of a memo are different from a business letter. Memos do not include a formal salutation or complimentary closing; instead, they use "To," "From," "Date" and "Subject" headings. Often a company uses a specific template or letterhead for this internal communication.

An effective memo usually states its purpose in the first sentence, briefly discusses details of the situation, and states the expected result or action in the last sentence. Bulleted lists, point form and short sentences are often used to make the message clear and concise. The language used is polite and professional.

When writing a memo, it is important to address it to the person(s) that you expect to take action on the subject. Anyone else who needs to know about the action should receive a copy as well, and be listed under the *Cc* notation. If you need to communicate any additional information, include it as a separate attachment.

Read the memo below and answer the questions.

MEMO

To: All staff From: Aida Nolan Date: November 1, 2010

1

160

Subject: New incident reporting protocol

As of January 1, we will no longer be using the incident report forms that were distributed to all staff last year.

We are introducing a new incident-reporting protocol to speed up the review process for all work-related incidents. Detailed information about the protocol and the new report forms are attached.

Please discard the old forms. You can contact me if you need clarification on specific documents or procedures.

- 1. What is the relationship between the sender and the recipients of the memo?
- 2. What is the purpose of the memo?
- 3. What are the details of the situation? In which paragraph are the details presented?
- 4. What makes this memo effective?

1

Read the following examples of memos and letters and answer the questions.

MEMO

TO: All Sales Representatives

FROM: Bill Davies

RE: New Software Training

DATE: Sept/2/10

The new scheduling software has just been installed and there will be in-house training for it. We will offer four sessions: Sept. 14, Sept. 18, Sept. 21, and Sept. 28. Each session is from 4 to 6 p.m.

If you would like to register, please complete the attached form and return it to me before Monday, Sept. 10.

Memorandum

To: All Staff

From: Dana Smith, Human Resources

Date: 08/1/10

Subject: Golf Tournament

Our annual company golf tournament will take place this year at Green Hills Golf and Country Club in Burlington on Friday, August 20, 2010. We will be sending out a detailed schedule

next week.

We hope that once again this fundraiser is a great success and fun for everyone.

TMJ Company

September 19, 2010

Martin Corbes 131 Glen Crescent Hamilton, ON L6M 3Y6

Dear Martin Corbes:

Please find enclosed the benefit enrolment information as per your employment contract with TMJ Company.

Our records indicate that you are presently enrolled and continue to qualify for the benefit plans offered. If you wish to make any changes to one or all of the plans, please complete the benefit enrolment form on our company website (www.hr@tmj.com) by October 15, 2010.

If you have any questions or concerns, please contact the Benefits Department.

Sincerely,

Doris Grey

Manager, Benefits Department

Bright Star Lighting Store Toronto

November 1, 2010

Linda Powes 345 Brown Street Unionville, ON L6M3Y6

Dear Ms. Powes,

Thank you for your letter of October 25, 2010.

We are sorry to hear that the lamp you purchased at our store is defective. Unfortunately, we no longer carry the model you are interested in. Therefore, we are not able to exchange your lamp. Instead, we would like to offer you a

store credit towards another purchase.

Please accept our apologies for the inconvenience. We look forward to doing business with you again.

Sincerely,

Susan Hallbank

- 1. How are letters and memos similar or different (e.g., format, length, audience)?
- 2. Give examples of situations when you would send a memo.
- 3. Give examples of situations when you would send a formal letter.

Memo: Subject and Recipient

1.	You are the administrative assistant to the store manager. You have been asked to remind all part-time employees of the store that if they don't submit their sign-in sheets before the end of the week, they will not get paid.
	MEMO
	To:
	Subject:
	Cc:
2.	You are a shift supervisor and you need to communicate changes in the schedule to staff wor other shifts. The new schedule will be introduced next week.
	MEMO
	To:
	Subject:
	Cc:
3.	You want to organize a food drive at your workplace. You want to ask everybody in the com to donate non-perishable food items to a local food bank. Provide details about when and whether donations should be dropped off.
	МЕМО
	To:
	Subject:
	Cc:
4.	You work in the Engineering department. You need to get feedback from co-workers in your department on a progress report you have written about a project. Attach the report and ask recipients of the memo to send their comments to you.
	МЕМО
	To:
	Subject:

2 Choose one of the situations above and write a memo. Proofread and edit it. Exchange with a partner for peer editing.

Being Clear and Concise

- 1 Read the first draft of the memo below. Discuss the questions below with a partner.
 - 1. What is the purpose of this memo?
 - 2. Why are the headings incorrect?
 - 3. Where should the main idea of the memo be?
 - 4. Which information does not need to be included?
 - 5. Why is the message not clear to the reader?

Memorandum

To: Everybody
From: Your Manager
Date: June 23, 2010

Subject: Urgent!

It is very important that our company become more eco-friendly and start paying more attention to recycling. Everybody nowadays is doing what they can to save the environment and we should, too.

I noticed that many of you do not recycle your office waste. I can see scrap paper in regular garbage bins together with plastic containers and paper coffee cups. Also, many of you do not dispose of used toner cartridges properly. This really needs to change. It is important to note that everybody should be responsible for their garbage and dispose of it properly. The blue, grey and green bins are placed throughout our offices. If you think we need more of them, please let me know. And remember, toner cartridges are highly toxic—so it is really important that we not put them into the garbage but drop them off in the designated box next to the photocopier.

Please, let me also remind you that paper should be separated from plastic, glass and cans and should go into separate blue bins. I hope we can resolve this problem quickly.

- Think of a possible workplace situation. Prepare an outline of a memo. In point form, state the purpose of the memo, provide relevant details, and state the required action.
- Write the first draft. Exchange with a partner for peer editing. Make revisions, proofread and print the final version of your memo. Discuss with the class.

LINC 6 Chapter 2 | Business Writing

163

Memo: Putting It in Practice

1 Write a one-paragraph memo for the situations below. Proofread, edit and hand in for instructor feedback.



Situation 1

You are the manager of a small language school. The school building is going to be renovated in the next few months. You would like your staff to offer suggestions for redecorating areas of the school. You plan to have a suggestion box so staff can contribute their ideas.

Situation 2

Audio 2.5: Listen to a fragment of a meeting. You will need to inform the department staff about the decisions made at the meeting. Take notes and draft a memo.

Questions to help you draft the memo:

- 1. Who is the memo addressed to?
- 2. What is the subject line?
- 3. What is the purpose of this memo?
- 4. What background information do the readers need?
- 5. What do you want the readers to do?

Business Letters: Introduction

Business letters usually include:

An opening paragraph

The first paragraph should state the purpose of the letter so that the reader knows what to expect. You can use phrases like: I am writing to inquire about .../thank you for .../apply for the position of .../complain about .../request ...

The body of the letter

The body of the letter should provide enough information for the reader to develop a good understanding of the situation.

A concluding paragraph

The end of the letter can sometimes state an action you want the reader to take (e.g., *Please give this matter your immediate attention*). It might include a reference to future contact with the reader (e.g., *I look forward to meeting with you to discuss this matter in greater detail; I look forward to hearing from you in the near future*). It may include a statement to thank the reader for their time, assistance, etc. (e.g., *Thank you for your assistance with this matter.*)

See the sample below.

RFC Enterprises

Dear valued customer:

Please be advised that as of Monday, November 22, 2010, RFC Enterprises will be moving to our new offices.

Our new location is 200 Madelen St., Orillia, Ontario. Our new telephone number will be (555) 555-5428. Our Manufacturing Division will remain at 444 Santa Fe Avenue in Bracebridge. Please direct all future communication to our new location.

We look forward to continued business with you.

Sincerely,

Martin Blanik Marketing Manager

LINC 6 Chapter 2 | Business Writing 165

1 Complete the following sentences with an appropriate word. Decide whether your completed sentences belong in the opening paragraph (O), in the body (B) or in the closing paragraph (C) of a business letter.

		O	В	C
1.	If you require any additional, please do not to contact me at 905-345 1212.			
2.	please find a copy of our latest catalogue.			
3.	The shipment was on October 30, 2010, and the invoice was signed by John Smith in your Receiving Department.			
4.	I look forward to meeting with you at your earliest			
5.	I am writing to about the service I received at one of your stores.			
6.	Your immediate to this matter would be greatly			
7.	This letter is in to your phone call of June 17, 2010.			
8.	I can be at <u>cathy.pearson@tgb.com</u> if you require further			
9.	When I tried to return the microwave oven at one of your stores, the sales associate told me that the company would not my money.			

The 5 Cs of Writing Business Letters

A good business letter is always written with the reader in mind. The writer considers: Who will be reading the letter? What does the reader already know? What does the reader need to know? What does the reader need to do? Knowing the 5 Cs of business writing can help you write effective letters.

Your letter should be:

- Clear: Make sure your purpose and intent is clear to the reader.
- Complete: Include all the information the reader needs to have.
- Concise: Make sure your letter is not too wordy.
- Courteous: Address the reader politely.
- Correct: Edit and proofread your letter so that it has no grammar, spelling and punctuation errors.

1 The letter below does not follow the 5Cs. In groups, discuss the questions to identify what is wrong.

- 1. Is the opening statement clear? If not, how would you change it so that it is clear?
- 2. Is the information complete? If not, what is missing?
- 3. Are the sentences concise? If not, what words would you eliminate to make them more concise?
- 4. Is the message courteous? If not, which sentence would you change?
- 5. Is the letter correct (free of grammar, punctuation and spelling errors)? If not, what needs to be corrected?

Dear Mr. Tom Black:

I wish to draw your attention to an upcoming event that we are organizing for the purpose of celebrating the retirment of our Director of Finance, Mr. Melvin Switzer. The event will take place on the 23rd of July and we anticipate your attendence at this function. You are cordially invited to a dinner being held at the Diamond Golf and Country Club at 6:30. The dinner will be a formal affair so please make sure you wear formal clothes. You are also welcome to bring your wife if you care to do so.

If you have any questions, please contact Julie Smith at ext. 451 and she would be happy to furnish you with any additional details.

Sincerely,

Julian Cuddmore

President

2 Rewrite the letter so that it is clear and concise, complete and correct.

LINC 6 Chapter 2 | Business Writing 167

Being Clear

Clear writing involves presenting information in a way that is easy for the reader to understand. When the message is clear, it is less likely to be misunderstood. Here are three questions to ask yourself when writing a business letter:

- What is the purpose of the message? Is it clearly stated at the beginning of the letter?
- What information does the reader need to know? Have I included all the relevant information?
- How is the information organized? Can the reader follow it?
- Read the letters below. One of them is not clear and the other is not complete.

 Answer the questions.
 - 1. What is the purpose of each letter?
 - 2. Why is each letter unclear?

Letter 1

Dear Mr. Amponza:

It is with great pleasure that I am sending you this message for the purpose of following up on your phone call on the date of June 9th. I have checked with one of our computer technicians and there is a good possibility that he may be able to provide your company with the assistance you have requested. He is available on June 16th and will be at your head office by 9:00 a.m. In the event that he cannot make it on that date, we will inform you by way of a phone call the day before.

Sincerely,

Doug Brown

Letter 2

Dear Ms. Rozelli:

Judith and I have known each other for many years. We worked together at Sears from 2001–2009. At that time, she and I were both sales associates in the cosmetics department. Judith was very hard-working and she was always willing to work overtime. The customers loved her because she had a way of making them feel special. She would go out of her way to help them with any requests they had.

As a co-worker, Judith was a very pleasant person to work with. She was cheerful and optimistic and always had a smile on her face. She got along well with everyone in the department.

Yours sincerely,

Lorna Klutz

2 Choose one of the letters above and rewrite it so that it is clear. Exchange it with a partner for feedback.

Being Concise

Being concise involves stating only the important information and avoiding irrelevant details. Here are a few tips to help you write concisely.

- 1. Start your letter with a statement that contains the purpose of the letter. Here are some phrases you can use for specific purposes, such as:
 - Asking for information: I would like some more information about ...
 - Making a request: Please send me ...; I would be grateful if you could ...
 - Responding to a previous message: Thank you for your letter dated March 16, 2010
 - Sending an attachment: Please find attached ...
- 2. Use single words instead of phrases with a lot of prepositions. For example:
 - Use because instead of as a result of
 - Use regarding instead of with regard to
 - Use to or, for instead of for the purpose of
 - Use if instead of in the event that
- 3. Use sentences that are grammatically simple. You are less likely to make grammatical errors if you avoid complicated sentences. Try to keep your sentences short, with one idea per sentence. For example:
 - Use We met to discuss the new proposal instead of The purpose of the meeting was to discuss the new proposal.
- 4. Use modals instead of phrases to express necessity, possibility or ability. For example:
 - Use We might have a meeting tomorrow instead of There is a possibility that we will have a meeting tomorrow
 - Use He can operate the equipment instead of He has the ability to operate the equipment
- 5. Use verbs instead of noun clauses if possible. For example:
 - Use meet instead of hold a meeting
 - Use assist instead of provide assistance
 - Use respond to instead of write in response to



Search the Internet for additional tips on writing concisely.

Possible search term: concise writing tips

LINC 6 Chapter 2 | Business Writing 169

Below are two examples of the same letter. One sample is concise while the other is not. Compare the similarities and differences. Which letter sounds better? Why?

Sample 1

Dear Mr. Kovak:

I would like to take this opportunity to congratulate you on your recent promotion from sales manager to the position of Director of Marketing. Your previous successes in the sales department of XYZ Company are very impressive and we know that you will be an asset to the marketing department.

You will be starting in your new position as Director of Marketing on January 11, 2011. Since this is a full-time permanent position, you will be entitled to full benefits, including dental and extended medical coverage, as of April 12, 2011.

Please do not hesitate to contact me if you have any questions or concerns and I would be more than happy to answer any questions you may have.

Sincerely,

3

Sample 2

Dear Mr. Kovak:

Congratulations on your promotion to Director of Marketing. Your previous successes with XYZ Company are impressive. We know you will be an asset to the department.

Your start date in the new position is January 11, 2011. Since this is a full-time permanent position, you will be entitled to full benefits, including dental and extended medical coverage, as of April 12, 2011.

Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Rewrite the following letter to make it more concise.

Dear Ms. Ng:

I am writing in response to your letter dated April 28th which lists several problems you have had with the GanX fire alarm you purchased from us early in April. These problems include an intermittent ring when the alarm goes off, the unusual tone of the alarm, and the low volume of the alarm. This is an unusual situation because no one has ever complained about these types of problems with the GanX model before.

Please accept our heartfelt apologies for any inconvenience this may have caused you. If you would kindly return the fire alarm to our shipping department, we will most certainly provide you with a refund for the total amount you paid for the alarm.

Sincerely,

Considering Tone

The tone of a business letter refers to the mood, attitude and feelings you convey through your message. The tone of a letter might be friendly, firm or angry depending on the situation and the type of letter you are writing. For example, if you are writing a letter to accept a job offer, you probably want the tone to reflect your appreciation and enthusiasm for the offer. If you are writing a letter of complaint, you may want to sound firm and serious, especially if you have made the same complaint before and nothing was done about it. A letter of request will probably have a neutral tone, whereas a letter of invitation to a social event will probably convey a happy or friendly tone.

Describe the tone in each of the letters below and decide whether it is appropriate for the situation. Circle the words/expressions that convey the tone.

Letter 1 Letter 2

Dear Mr. Samuels:

I am writing to complain about the service I received from your company. Three months ago I received the wrong merchandise. The delivery person insisted that I pay C.O.D. before I had a chance to check the order. I informed the order desk about the mistake the next day, but nothing was done about it. I am completely disillusioned with your company.

I demand that someone pick up the order immediately. I want my money back or I will begin the process of suing your company for damages.

Sincerely,

Dear Mr. Samuels:

I am writing to complain about the service I received from your company.

On April 16, I received the wrong merchandise from your company. The delivery person insisted that I pay C.O.D. before I had a chance to check the shipment. I called Sylvia Razik at the order desk on April 17 and reported the error to her. She informed me that on April 19 someone would come to pick up the merchandise and return my payment of \$3,986 within a few days. That was three months ago. No one has come for the order, and my money has not been refunded.

I am requesting that you give this matter your immediate attention and resolve this situation as quickly as possible.

Sincerely,

Letter 3

Hi Mr. Samuels,

Three months ago, your order desk messed up and sent me the wrong order. The delivery person made me pay C.O.D. before I had a chance to check the order and now I'm out \$3,986. I called the girl at the order desk but she didn't do anything about it and now three months have passed.

Can you get someone to pick up the shipment and arrange for a refund right away?

Thanks,

Business Letters: Using Appropriate Tone



Audio 2.6: Listen to a conversation between a parent and a teacher and discuss the following questions.

- 1. What is the parent concerned about?
- 2. Why is she concerned?
- 3. What does she want the teacher to do?
- 4. What is the teacher's response to the parent's complaint?
- 5. Which adjective best describes the tone of the conversation?

amicable

confrontational

cordial

Imagine you are the parent. A month has passed since you spoke to the teacher and there has been no change in the class. Write a note to the principal requesting a meeting to discuss the situation.

Your note should be a few sentences long and should:

- state your request
- suggest a possible day and time for the meeting

3 🞧

Audio 2.7: Now listen to a conversation between the parent and the principal during a meeting. Answer the following questions.

- 1. What does the principal say he will do?
- 2. What action does the parent want the principal to take?
- 3. Does the principal agree to the request? If not, why not?
- 4 Now imagine that it has been three weeks since your meeting with the principal and nothing has changed. Write <u>a letter</u> to the principal telling him that if your son is not moved out of Mr. Green's French class immediately, you will move him to another school.

Your letter should be one to two paragraphs long and should:

- restate the problem and what you have done to resolve it so far (e.g., met with the teacher, spoke to the principal, etc.)
- state what you would like done about the problem
- state the facts clearly and concisely
- be written with the appropriate tone for the situation

Writing Business Letters: The Process

Writing the content of a letter often involves three basic steps:

Step 1: Planning

- a. Determine who your reader is
- b. Decide what you want your reader to know first (your statement of purpose)
- c. Decide what other information you want your reader to know
- d. Decide whether or not there is something you want the reader to do

Step 2: Writing

- a. Write an outline that lists the main ideas and supporting details of each paragraph
- b. Use your outline to write the first draft of your letter

Step 3: Editing

- a. Edit your letter to make sure the message is clear, necessary information is included, and your ideas are presented in logical order
- b. Make any necessary changes
- c. Proofread your letter again to make sure there are no spelling, grammar or punctuation errors
- d. Make any necessary changes

1

Audio 2.8: Listen to a dialogue between two neighbours and answer these questions.

- 1. What is Iravan's problem?
- 2. What did he do to solve the problem before talking to Amina?
- 3. What does Iravan want Amina to do?
- 4. What is the tone of this conversation?

Follow the three steps above and write a letter to City Hall to support your neighbour's request. Make sure that:

- the purpose of the letter is clearly stated in the opening paragraph
- the letter is concise
- the message is clear
- the tone of the letter is appropriate to the situation

LINC 6 Chapter 2 | Business Writing 173

Business Letter: Putting It in Practice

1 Write a letter for <u>one</u> of the following situations. Your letter should:

- contain the necessary elements of a business letter (e.g., name, address, opening salutation, body, closing paragraph, complimentary closing)
- include the reason for the letter and relevant information
- use the appropriate degree of formality
- have no spelling, grammar or punctuation mistakes



Situation 1

You purchased a dishwasher from a large department store. When the dishwasher was delivered, you hired a plumber to install it for you. The cost of the installation was \$375.00. However, the first time you tried to use the machine, it did not work. The store offered to replace the dishwasher, but the salesperson you spoke to on the phone said that the company would not cover the cost of installing a new dishwasher. Write a letter to the store stating why you think they should pay the installation fee on the new dishwasher.

Situation 2

Your mother was in a nursing home before she passed away. The personal support worker who took care of her provided excellent care. Write a letter to the worker's boss telling him or her how much you and your family appreciated the support worker's kindness.

Situation 3

Write a letter to a community college asking for a transcript of your marks. Provide details about when you studied there and the program you attended. Be sure to include a return address where the transcripts could be sent.

174 Chapter 2 | Business Writing

Accident Report: Introduction

An accident report is written documentation of an accident. Accident reports are often used for insurance claims, possible legal proceedings, and future reviews of a company's safety procedures.

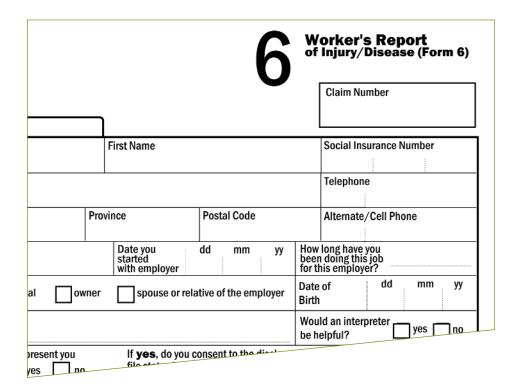
An employer or company will often have its own accident report form. In addition, there is also a WSIB accident report form. WSIB (Workplace Safety and Insurance Board) is the Ontario government agency that provides benefits to injured workers. The WSIB form is a Form 6, and is completed by an employee when an injury at work causes him/her to take time off or seek professional medical attention.



Locate information on the WSIB website about how to fill out a Form 6. On the home page, click on *Workers*, then on *Making a Claim* (listed under *Working with the WSIB*). You will find a link to the *Form 6 Reference Guide for Workers*. Refer to this Guide to answer the questions below.

Possible search term: WSIB Ontario

- 1. What is a Form 6?
- 2. When should you complete a Form 6?
- 3. What do WSIB benefits (payments) cover?
- 4. What details do you need to provide in Section C of the Form 6?
- 5. Describe how a description of a sudden injury would be different than a description of a gradual injury.



Source: Form 6 accessed May 4, 2009 at: www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/DownloadableFileForm6forWorker/\$File/0006A.pdf

175

Accident Report: Putting It in Practice

A description of an accident or illness should be included in section C of the WSIB Form 6. This description should be written as a narrative in paragraph form. The narrative should:

- describe the events before, during and after the accident in chronological order
- be objective
- include all of the relevant details
- present the facts as accurately as possible
- state the information clearly so that the reader can understand exactly what happened
- Look at the pictures. Imagine you witnessed the accident as it happened to one of your co-workers. Role-play a dialogue with your manager describing the accident. Be sure to include all relevant details (e.g., who it happened to, what happened, where and what time the accident happened, who else was present at the time, what action was taken after the accident).

Here is some vocabulary to help you with your description:

plywood	safety guard	paramedics	stretcher	severed
table saw	bleeding	ambulance	bandage	







The accident above needs to be reported to WSIB. Locate the WSIB Form 6 on the Internet and complete section C using the information from the role-play above.

176 Chapter 2 | Business Writing

Workplace Reports: Introduction

Along with emails, memos and letters, reports are a routine type of written communication in many workplaces. Some reports are directed at problem solving. They usually analyze a situation and recommend certain actions or solutions. They are often informal and are written to help managers in the decision-making process. Other reports are written just to provide information. Examples of these are status reports or monthly sales reports. Some companies use printed forms for these types of reports because the details in them can be routine.

A short internal workplace report can look similar to a memo: it has *Date, To, From* and *Subject* headings. However, the body of the report is usually divided into sections and subsections, depending on its purpose. The three main sections are:

• Statement of purpose

Briefly and clearly states why the report has been written. It can also include the methods that were used in gathering information for the report.

Discussion of findings

The discussion of findings is the longest part of the report and may be divided into sub-sections with headings. The details can be organized in different ways. For example, they can be organized chronologically, geographically, by cause and effect, comparison, etc.

Conclusions and/or recommendations

The conclusions/recommendations result from the discussion of findings and should be listed in order of importance.

Workplace reports are written to provide information and, therefore, should be objective and based on facts. They should also be clear, concise and easy to understand, avoiding unnecessary details and wordiness. The tone of an internal report can be conversational or semi-formal depending on the purpose of the report and the relationship between the writer and the recipient.

- Survey five classmates about report writing. Find out whether they have ever written a report, what kind of report it was, and who they wrote it for. Share your findings with the class.
- 2 Search the Internet for examples of possible workplace reports.

Possible search terms: informal reports; memo reports

LINC 6 Chapter 2 | Business Writing 177

Informal Reports

1 Read the sample report below and answer the questions.

Date: January 10, 2010 To: Joanne Mirou From: Melissa Noble

Subject: Recommended Communication Interface for Internal Use

The following report compares two software programs and makes recommendations about the most suitable product for our company. I have researched software packages offered by various companies

and narrowed my choices to two: Softronic and MediaCorp. The main criteria used when selecting the software were: 1. cost, 2. user-friendliness, and 3. technical support.

1. Cost:

Softronic offers a more competitive price in comparison to some other companies, including MediaCorp. The one-time price is \$23,000. There is an annual user fee of \$650, which includes installation, upgrades and technical support. The MediaCorp product has a slightly higher price and an additional

fee for each upgrade. However, it does not charge an annual user fee. See the table below:

Cost:	Softronic	MediaCorp
Price	\$23,000	\$25,700
Annual fee	\$300	\$0
Upgrades	\$0	\$250

2. User-friendliness:

Both companies sent demos of their products. I asked some staff to test them for user-friendliness. Our staff found that both products are easy to use and no extensive training would be required. Softronic offers free software training with a five-year contract for their services. MediaCorp provides manuals and training materials free of charge. The Softronic product may require additional upgrading of the hardware in some of our offices.

3. Technical support:

Both companies offer excellent technical support online and by phone.

Conclusions and Recommendations:

The Softronic product is a more cost-effective choice in comparison to the MediaCorp product. It meets our requirements and offers more flexibility by offering staff training and upgrades. The annual user fee raises the cost slightly but it seems to be worth it.

- 1. What is the purpose of this report?
- 2. How are the findings organized?
- 3. What are the final conclusions/recommendations?
- 4. What makes this report easy to read?

178 Chapter 2 | Business Writing

2

Audio 2.9: Listen to a fragment of a meeting, take notes, and answer these questions.

- 1. Who participated in the meeting?
- 2. What was the meeting about?
- 3. What information did Dan want to include in a staff memo?



The following memo was written by Dan Morris after the meeting. It is an example of a status report, which is routinely written in many workplaces. Status reports inform about the current situation or status of work in progress. Listen to the meeting again and complete the report. Answer the questions below.

MEMO
To: Engineering Department Staff From: Dan Morris Date: October 26, 2010 Subject: Project Status in November
This is to inform you about the work status of our department and planned activities until the end of November.
New Brunswick site: The project is in progress. The estimated date of completion is, given the difficulties with and staff shortage on site. If these difficulties are resolved, the project will be completed by
Regina site: The blueprints were completed on time and submitted to The construction work will start immediately.
Burlington site: Our team is currently working on contract specifications and drawings for the Burlington site. As soon as they are ready, Samuel's team will start producing blueprints. The documentation will be ready by
Overall, all our projects are operating on time and we should have no problems meeting the deadlines. This will also give us time in December to for for the next year.

- 1. What is the purpose of this report?
- 2. How is the information in this report organized?
- 3. What are the conclusions or recommendations?
- 4. What makes this report easy to read?

Using Logbook Entries

In many workplaces or practicum placements, it is common to keep a logbook documenting activities on the job. The purpose is to record one's work in an organized and easy-to-read format. Information is entered daily and includes a brief description of what a person did, the equipment they used, and what the result was. Entries are usually made in phrase form, starting with an action verb in the past, omitting articles, and using acronyms and abbreviations. Logbook entries can be used to report on monthly activities of employee(s) or students in an informal report.

1 Read the sample page from a co-op program logbook and answer the questions.

- 1. What were the routine activities Norah performed in March? How often did she do them?
- 2. What independent tasks did she complete?

		Sales and Marketing : Margaret Sanchez	
Date	Record of work for the month of March, 2010	Supervisor's initials	
10/03	Participated in team meeting; reviewed project documentation	M.S.	
12/03	Researched data for preliminary report	M.S.	
13-16/03	Prepared research report & summary; prepared PowerPoint presentation	M.S.	
17/03	Gave presentation to team	M.S.	
18/03	Filed documentation; prepared letters to clients	M.S.	
19/03	Compiled client list	M.S.	
22/03	Filed documentation	M.S.	
23/03	Participated in weekly team meeting; reported research results	M.S.	
24/03	Prepared letters to clients	M.S.	
25/03	Attended in-house workshop on complaint protocol	M.S.	
25-26/03	Surveyed clients; prepared report on client needs	M.S.	
29/03	Co-ordinated team meeting	M.S.	
30/03	Filed client documentation; prepared letters	M.S.	

Based on the logbook entries above, draft a memo describing the activities on the job week by week. Use a memo format. Add your own details to some entries to make your report more realistic.

180 Chapter 2 | Business Writing

Informal Report: Putting It in Practice

1 Read the situation below and write a report.



Situation

You work for a medium-sized family business that will soon celebrate its 25th anniversary. One of the events that are planned for this occasion is a big company gala to which all employees, long-term clients and contractors will be invited. There will be 100 to 120 guests. Your manager has asked you to research two local venues suitable for this occasion and prepare a report.

- 1. In small groups or as a class, discuss and decide what type of venue is suitable for the occasion (e.g., a hotel? a banquet hall?). Make a list of the criteria you will use to decide on the venue.
- 2. Individually, conduct research and write a report. Follow the steps below:
 - Search the Internet and locate two venues suitable for the occasion.
 - List information about each of the two selected venues for example, location, available facilities, cost of rental, décor, service, menu, additional features, etc. You can use a table to organize your information.
 - Draft an outline of the report: statement of purpose, discussion of findings, conclusions/recommendations.
 - Decide how to organize your findings and write headings.
 - Write the first draft of your report. Exchange with a partner for peer editing. Make necessary revisions and corrections: this is your second draft.
 - Review and edit your report. Print a final version and submit it for instructor feedback.

Useful language

To state the purpose of the report:

- The purpose of this report is to ...
- In this report I will ...
- The following report presents ...
- As you requested, I researched ...

To present the discussion of findings:

- According to my research ...
- Based on my research ...
- I found out that ...
- I discovered that ...

To present conclusions or recommendations:

- Based on my research, I recommend that ...
- Based on the information outlined above, I suggest that .../I think that ...

This section includes activities that can help learners develop the skills and background knowledge needed to write notes, email messages, memos, formal letters and workplace reports. These skills include: determining the appropriate way of communicating, using the appropriate tone, stating the purpose of the message, writing supporting details, and using standard formats. The activities included in this chapter can also offer practice in various elements of the writing process, such as organizing the text, writing the first draft, proofreading and editing.

The activities have been guided by the CLB performance conditions relating to LINC 6. If you want to develop your own activities for business writing, consider the CLB performance conditions for business/service messages and presenting information below.

Performance Conditions

- Messages are one paragraph long
- Forms are moderately complex in format, 30 to 40 items long
- Information presented in writing is one to two paragraphs long

You can use all or some of the activities in the order they are presented, or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Business Writing see the LINC 5–7 Curriculum Guidelines, Units 3–4.

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.



p. 149 | Introduction to Business Writing

Introduces the topic of business writing; helps determine aspects of business writing learners would like to work on

Have learners discuss the questions in pairs or small groups, then take them up as a class. You could also use the questions for a class discussion.

Extend the Activity: Ask learners to read the Culture Note and discuss the extent to which being direct and concise applies to business writing in their culture.



p. 150 | Business Communication

Provides an opportunity to discuss the appropriateness of different ways of communicating in different situations

1 **Answers**

- 1. memo or email (might also be a letter addressed to each individual staff member)
- 2. memo or email
- 3. phone or email
- 4. could be in person, by phone or by email
- 5. memo, email

- 6. letter, phone, possibly email
- 7. email, person, phone
- 8. memo, email
- 9. in person and then in writing (letter)
- 10. letter

Extend the Activity: Have learners write letters, memos or email messages for some of the situations.



p. 151 | Email Conventions

Introduces common email conventions

- Introduce the topic by having a discussion using the three questions. This can help you determine learners' familiarity with email conventions.
- Have learners write and present definitions of unfamiliar words they will hear in the recording. To save time, you can assign only one or two words to each learner and have them write the definitions on the board. This could be an opportunity to practise using the dictionary (online or print).

3 **Answers**

- 1. T 2. F 3. T 4. F 5. F 6. F 7. F
- 8. Messages are written quickly and may lack the right tone. There are no visual cues from body language like there are in face-to-face conversations.
- 9. You have to be careful using emoticons because they add expressions of emotion to a message, which may not be appropriate in a business or other formal situation.
- 10. Since emails can be forwarded and copied to other people, they are easily be read by an unintended audience.

Audio 2.4: Transcript

Radio talk show interview

Sara: Hi everyone and welcome to the Sara Kato Show. Today we have Melanie Koplov, a communications consultant back on the show and Melanie's going to offer us some of her thoughts on email writing. Hello, Melanie!

Melanie: Hi Sara. Thanks for having me on the show.

Sara: It's great to have you. So, to start with, what, in your opinion, are the most common reasons for misunderstandings when people communicate by email?

Melanie: Well, email started with the Internet, and its rules and guidelines have been based on a very simple principle: we don't want to waste anybody's valuable time, including our own. Consequently, messages sent by email can be hastily written and lack the right tone. Quite often they're so factual that someone can read them as blunt. Also, because email uses an electronic medium, it lacks body language or the whimsical tone of voice that can change our message and give it an additional layer of meaning, such as sarcasm or humour. That's why I think it's really important to display good manners and to have special consideration for the feelings of the people reading our email messages.

Sara: But I noticed that people have found a great way to show their feelings in email messages - they use smilies, or emoticons.

Melanie: Oh, yeah, that's true. People started using them to soften the tone of their messages or to add some fun to them. That's why the most common emoticons are a smile, a frown, a wink, or a sad face. Try typing a colon and a left parenthesis ... Now look at it tilting your head sideways ... Clearly, you will see a sad face.

Now, the question is when to use emoticons. I would be careful using them at work or in a business situation -I would only use them when writing to people I have a close working relationship with, like someone who has been working with me on a team and knows me well. So, what I'm saying is, emoticons add an expression of emotion to your message and you need to be cautious when using them.

Sara: And what about acronyms or common abbreviations?

Melanie: Oh, they have been used in writing for a long time ... Some frequently used phrases, shortened to just a few letters, are used in workplace memos, personal notes, and of course in email. We all know what ASAP, FYI, or Tks mean ... And, again, we need to be careful using them because they're informal.

Sara: So, what other issues in email writing should we be aware of?

Melanie: Well, something that we need to pay attention to is the use of capitalization. When we use ALL CAPS, it is read as shouting. Another thing to consider is the issue of privacy. Email is about as private as a fax or a public notice, which means anyone can read it. We should be aware that it could be accidentally re-routed or copied and quite possibly read by an unwanted audience.

Sara: In other words, we shouldn't include in our email anything we wouldn't want broadcast on national television?

Melanie: Right. Oh, one more thing I'd like to mention is spamming. Beware of spam. Spamming is simply sending the same message to a wide audience, very often unknown, and it's considered bad netiquette. Spam often includes junk mail, not to mention viruses or worms. They are often contained in the body of a spam message or in attachments. Simply, it is a good idea not to respond to them. It's even better not to open them, to be on the safe side.

Sara: Right, Melanie, this has been a fascinating talk but I'm afraid our airtime is coming to an end. Could you tell us where we can get more information on this topic and how our audience could get in touch with you?

Melanie: Sure. You can find lots of information on the Internet and you can also visit our website. My email address is listed there if anyone wants to contact me directly.

Sara: Okay. Well thank you again, Melanie. And thank you, everyone for tuning into the show.

4 This activity can be done on its own or as a follow-up to the previous activity.

Answers

- 1. smile 2. wink 3. sad 4. surprised 5. mad
- 5 Have learners deduce the full word forms and meanings of the acronyms and abbreviations.

Extend the Activity: Have learners list other common abbreviations and share them with the class. You can post them the on the board or a class wiki for future reference.

- 1. as soon as possible
- 2. for your information
- 3. talk to you later
- 4. frequently asked questions
- 5. by the way
- 6. attachment
- 7. enclosure
- 8. carbon copy

- 9. blind carbon copy
- 10. for example (from Latin exempli gratia)
- 11. care of
- 12. not applicable
- 13. in other words (from Latin *id est*)
- 14. without
- 15. thanks



p. 153 | Email: Semi-formal and Informal Messages

Introduces two distinct styles in email writing: semi-formal and informal

1 Have learners read the messages and identify the semi-formal style in Message 1 and the informal style in Message 2. Elicit and discuss the use of specific phrases in Message 1 that are more formal than in Message 2. For example, *Dear* vs. *Hi; I will be attending* vs. *I'm going to be; I would like to take this opportunity to meet* vs. *Do you think we could meet?*, etc.

Have learners identify the recipient-sender relationship in each message: professional (two colleagues) in Message 1, and personal (two friends, possibly long-time colleagues) in Message 2.

2 Ask learners to write a response to each letter using the appropriate style.



p. 155 | Email Writing: Being Clear

Provides practice writing clear messages to avoid miscommunication

1 Answers

- 1. Irrelevant information: all our family members live in Nova Scotia, her baby son is so cute, my sister (her name is Cathy) had a C-section.
- 2. Missing information: date of absence.
- 3. The message can be improved by omitting the unimportant details, adding the missing information, and shortening the sentences.



p. 156 | Grammar in Context: Using Indirect Questions

Reviews indirect questions to make email requests; provides practice writing email messages

1 Before learners write their messages, elicit opening phrases for indirect questions that can be used in writing. Ask them to come up with indirect questions for each situation orally.

Learners can write email messages for all the situations or they can select the ones they want to write about. Have learners peer edit each other's work.

Extend the Activity: Learners can search the Internet for information or online activities that provide practice with forming indirect questions. Possible search term: *indirect questions*



p. 157 | Thank-you Messages

Provides practice writing thank-you email messages

- 1. Message 1 illustrates a professional relationship with someone outside the company/organization. Message 2 is for a friend and former co-worker.
- 2. Message 1 is semi-formal (*Dear..*, *I would like to thank you, We hope, You will be able to*). Message 2 is informal (*Hi, It was fun, the good old days,* no complimentary closing).



p. 158 | Messages of Congratulations

Provides practice writing email messages of congratulations

1 Answers

- 1. Message 1 is written to a long-time co-worker, possibly a friend. Message 2 is written to someone in a high position in another company. This is also an example of a goodwill message.
- 2. Message 1 is informal (*I am happy ..., Let's stay in touch;* no complimentary closing). Message 2 is formal (*Please accept ..., I would like to wish you ..., look forward to continued cooperation ...,* complimentary closing is included).



p. 159 | Email: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in an email writing task

1 Have learners work on the same step of the email exchange at the same time. When they are ready, they exchange their messages and respond to their partner's message. When they are finished, learners can print the entire thread of email exchanges for assessment.

This task can be used for formative assessment purposes. It relates to the CLB competency below. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria below or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

∠ CLB 6-III: Convey business messages as written notes.
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: ☐ Clearly states the purpose of the message
☐ Uses the appropriate degree of formality
☐ Uses clear and concise sentences
☐ Provides adequate details relevant to the message
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.
☐ Uses correct punctuation, capitalization and spelling



p. 160 | Memo Writing: Introduction

Introduces elements of effective memo writing: format, style and audience

- 1. The sender of the memo holds a supervisory position. The recipients are all employees of the company. It is a professional relationship.
- 2. The purpose of the memo is to inform staff about a change to the incident reporting procedures and forms.

Answers (continued)

- 3. The details are presented in the second paragraph. They are: the reason for the change, where the detailed information is included (attachment).
- 4. The memo is informative. It is brief and clear, with no unnecessary details. It's short and easy to read. The detailed information about the new report forms is attached rather than included in the memo.



p. 161 | A Memo or a Letter?

Compares memos to business letters

1 Ask learners to look at the samples of memos and business letters and discuss the questions in pairs or small groups. Learners may be more familiar with letters than memos, so they may need some guidance in the discussion.

Answers

- 1. Memos are used for internal communication. They can be used to communicate routine messages in the workplace: to announce something, to report, to inform, to congratulate someone. Memos are a quick way to inform a large group of people about something. They may be sent to each person individually or posted to a group, e.g. on a bulletin board. A memo shouldn't be sent when a faceto-face or telephone conversation is needed, such as when you want to get an answer or ask someone's opinion about something.
- 2. Business letters are generally used for external communication to communicate with clients, suppliers, etc. A letter may be written to an employee if the message is personal (e.g., a letter from the human resources department about benefits, salary, etc.).
- 3. Memos and letters use different formats. The formatting features of a letter include the addresses of the sender and receiver, the date, a salutation, complimentary closing, etc. Formatting features of a memo include a title and four headings: date, from, to, and subject. There is no complimentary closing and usually no signature.
- 4. Memos and letters differ in length and style. A memo can be very brief, even in point form. It can also be longer than one page. For example, a report can be written as a memo. The length depends on the subject matter. A letter usually fits on one page. It usually includes formulaic expressions of greeting, purpose, or closing.

Extend the Activity: You could add comprehension questions about the content of each sample memo/letter. For example: Who is it for? Who wrote it? What is the purpose? What details are included? Is it formal? You may also want to provide more examples of memos and letters.



p. 162 | Memo: Subject and Recipient

Provides practice writing effective subject lines for memos

1 You can introduce the activity by reviewing the characteristics of an effective subject line: It is short, usually in the form of a phrase; it summarizes the message or signals the subject of the memo. Provide examples of effective subject lines and ask learners to give examples of their own. Discuss the importance of sending the memo only to interested individuals and copying others when needed. Provide sample memos to illustrate various situations.

Extend the Activity: Have learners search the Internet to locate and print a sample memo. Possible search term: *sample memo*.



p. 163 | Being Clear and Concise

Provides practice identifying and writing a clear memo

1 Answers

- 1. The purpose of this memo is to remind and inform all staff about the recycling procedures in the office.
- 2. The headings should be All Staff, Manager, and Recycling in Our Office.
- 3. The main idea should be presented in the first paragraph.
- 4. The references to everybody nowadays and saving the environment, being green could be very brief or even omitted.
- 5. The memo is too wordy and the information is not organized clearly. For example, the purpose of the memo should be in the opening paragraph; further details belong in the middle; and words of encouragement and where to go for further details should be in the closing paragraph.

Extend the Activity: Print and distribute sample memos written by Ontario first-year college students. Each sample memo has evaluative comments from raters about the strengths and weaknesses of the memo. Samples can be printed from the online document *Ontario College Writing Exemplars*, accessible at www.hol.on.ca. Learners can analyze the sample memos, and compare the evaluative comments on memos rated at a level 1 (considered a pass, but at a low level) and level 4 (highest rating).



p. 164 | Memo: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a memo-writing task

1 Have learners write memos for both situations or ask them to choose one. The guiding questions apply to both situations.

This task can be used for formative assessment purposes. It relates to the CLB competency below. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria below or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.

CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, provide a description of a routine or describe a simple process
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: The memo has a main idea that is supported by details
☐ The purpose of the memo is stated clearly
☐ Uses the appropriate degree of formality
☐ Uses clear and concise sentences
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.
☐ Uses correct punctuation, capitalization and spelling



Audio 2.5: Transcript

Meeting Dialogue

Gina, Manager: So, it looks like we're all ready for the management meeting. I look forward to these meetings. It's always great to see our staff from all the branches together.

Kamryn, Assistant Manager: Oh, just one little thing that we need to resolve – parking.

Gina: What about it?

Kamryn: There will be over 15 people attending and there aren't enough spaces in our parking lot.

Gina: Oh, yeah, you're right. I remember last year our staff parked in the neighbour's visitor parking area, and their staff got really angry at us because their clients had no parking at all.

Kamryn: Hmmm, and this year it's going to be the same.

Gina: You know, I think we should let everybody know about the public parking lot two blocks south of the office. They could park there. Or even better, they could park on the street – there is a three-hour limit and our meeting will only be about two hours.

Kamryn: Yes, that's a good idea. Okay, I'll write a memo and send it to all the branches.

Gina: Great, thanks for taking care of this.

Kamryn: No problem.



p. 165 | Business Letters: Introduction

Provides background information about the three main sections of a business letter

1 Learners practise using vocabulary/phrases common to formal business letters. They can fill in the blanks on their own (or with a partner), or you could scramble the list of words in the answer box below and write them on the board as a guide.

Answers

3. delivered B

- 1. information, hesitate C
- 2. enclosed B or C 5. compl
 - 5. complain O

4. convenience C

- 6. attention, appreciated C
- 7. response O
- 8. reached, assistance C
- 9. refund B



1

p. 167 | The 5 Cs of Writing Business Letters

Provides background information on effective business-letter writing

- 1. No. The message is confusing. The opening sentence should clearly state the purpose of the message, which is an invitation. Combining the information in sentences 1 and 3 would convey the message more clearly.
- 2. No. The message is missing the address of the country club.
- 3. No. There are a lot of unnecessary words or phrases in the invitation. (E.g., *I wish to draw your attention to an upcoming event that we are organizing* would be better stated as *You are cordially invited to a dinner being held at the Diamond Golf and Country Club to celebrate* ...
- 4. *Please make sure you wear formal clothes* is a bit too direct. It is sufficient to say that this is a formal affair. The phrase *You are welcome to bring your wife* is not gender-neutral. A more appropriate way of saying this would be *You are welcome to bring a guest*.
- 5. No. The words *retirement* and *attendance* are spelled incorrectly.



p. 168 | Being Clear

Reinforces the importance of writing clearly and including all relevant information in a letter

1 Answers

- 1. In letter 1, the reader is a client who has requested technical support. Letter 2 is a reference letter for an employer.
- 2. In letter 1, the message is confusing and too wordy. For example, the writer says that there is a possibility the technician will come and then says that the technician will be there on a specific date. In letter 2, the purpose of the message is not clearly stated at the beginning of the letter.



p. 169 | Being Concise

Offers suggestions and practice in writing concisely

2 Answers

Sample 1 is very wordy. Phrases that could be deleted include: *I would like to take this opportunity to congratulate you; recent* (promotion); *from sales manager; as Director of Marketing;* and *I would be more than happy to answer any questions you may have.* Sample 2 is a concise version of Sample 1.

When learners have rewritten the letter, ask them to proofread it for spelling, grammar or punctuation errors. They can also exchange the letter with a partner for peer editing.



p. 171 | Considering Tone

Provides practice in recognizing and using words and phrases to express the intended tone of a letter

You could introduce this activity by providing examples of sentences that each convey a different tone and asking learners to identify the differences in tone. For example:

Please submit your report by Friday.

It would be great if you could submit your report by Friday.

Make sure you submit your report by Friday.

If you don't submit your report by Friday, I will be taking you off the project.

- Letter 1: The tone is angry and threatening. (completely disillusioned, demand, I will begin the process of suing your company for damages)
- Letter 2: The tone is serious and business-like. (*I am requesting* ...)
- Letter 3: The tone is too informal for a business letter. (Your order desk messed up, I'm out \$3986, I called the girl ..., Can you get someone ...)



p. 172 | Business Letters: Using Appropriate Tone

Provides listening and letter-writing practice

- This listening activity is the first of four related activities. Discuss the instructions for all four activities before learners start this activity.
 - Learners listen to a telephone conversation between a parent and a French teacher, and answer comprehension questions.
- Learners take on the role of the parent. When the discussion with the teacher fails to bring about any changes, they write a note to the principal requesting a meeting to discuss the problem. The note should be a simple request for a meeting written with a neutral tone.
- Learners listen to a dialogue between the parent and the principal during a meeting and answer the questions.
- Three weeks have passed since the meeting with the principal and the issue is still not resolved. Learners now write a letter of request to the principal. The tone of this letter should be firm and serious.



1 Audio 2.6: Transcript

Telephone dialogue between a parent and French teacher

Mr. Green: Hello. Can I speak to Ms. Santos, please?

Ms. Santos: Yes, this is Mrs. Santos.

Mr. Green: Oh, hi. This is Mr. Green. You left a message for me to call you?

Ms. Santos: Yes, I did. Thank you for getting back to me. I wanted to speak to you about your French class. From what my son, Luis, tells me, the children seem to be spending a great deal of class time either colouring or playing on the computer instead of actually learning French. My son will be going to middle school next year and I'm very worried that he won't be prepared if he doesn't learn more French this year.

Mr. Green: Well, Ms. Santos, I can assure you that the children are not just coloring. I've been teaching them a lot of vocabulary and I read a story to them in French every day. They do lots of other exercises in class as well.

Ms. Santos: Hmm ... That's not the impression I'm getting from Luis. And another thing, Luis tells me that sometimes what you're teaching the children isn't correct. Did you tell the class that le nez means toes? Because that is what Luis told me, and from what little French I know, I am certain that le nez means nose.

Mr. Green: I most certainly did not teach them that. Maybe he just misunderstood.

Ms. Santos: Maybe. Anyway, I would feel more comfortable if I knew what my son is actually learning in the class, so I would appreciate it if you could send home his folder with all of his work so that I can see for myself.

Mr. Green: Sure. I can do that. I'll give Luis his folder tomorrow and you can keep it for the weekend. But please have him bring it back on Monday. The children's folders usually stay in the classroom and I need to mark their work.

Ms. Santos: No problem. I'll make sure he brings it back.

Mr. Green: That would be great. Thanks for letting me know about your concerns, Ms. Santos. Feel free to call me anytime.

Ms. Santos: Thank you. Good-bye.

Mr. Green: Good-bye.



Audio 2.7: Transcript

Meeting between the school principal and the parent

Ms. Santos: Hi, Mr. Facelli. Thanks for meeting with me today.

Mr. Facelli: Hi, Ms. Santos. What seems to be the problem?

Ms. Santos: Well, it's about Mr. Green, the French teacher. My son, Luis, is in his class and he tells me that he's not really learning much French. Most of the time, the children just colour and play on the computer. I'm worried that Luis will fall behind in French and when he goes to a new school next year, the other children will be so far ahead of him.

Mr. Facelli: I see. Have you spoken to Mr. Green about this?

Ms. Santos: Yes. I spoke to him a month ago. He assured me that the kids were doing a lot more than just colouring. He even let me look at Luis' folder with all of the work they have done so far this year. But when I looked at it, I thought Mr. Green could be doing so much more in the class. So I spoke to him again and he told me he would give Luis extra work. He hasn't done that, and my son tells me that they do less and less in French class each day. He also told me Mr. Green speaks in English most of the day.

Mr. Facelli: Hmm ... That's not good. I'll speak to Mr. Green and find out what he is doing. He has a curriculum that he's expected to follow, and I'll make sure he's doing that.

Ms. Santos: Thanks, but what I'd really like is for my son to be moved to Ms. Bettencourt's class. I just think he's wasting his time in Mr. Green's class.

Mr. Facelli: Well, I'm afraid I can't do that. Ms. Bettencourt's class is full. I'll speak to Mr. Green and make sure he's teaching what he's supposed to be teaching, but I'm afraid that's about all I can do for now.

Ms. Santos: You can't move my son to the other class?

Mr. Facelli: I'm afraid not.

Ms. Santos: Okay. Well, I hope things improve, because right now I feel as if the French class is a complete waste of time.

Mr. Facelli: I promise I'll speak to Mr. Green. We'll do all we can to make sure your son is receiving proper instruction.

Ms. Santos: Thanks, Mr. Facelli. Mr. Facelli: You're welcome.



p. 173 | Writing Business Letters: The Process

Provides background information about the process of writing

- 1. Iravan does not have a driveway and there is no permit parking on his street. Every time he parks on the street, he gets a parking ticket.
- 2. He submitted an application to City Hall to turn his front lawn into a parking pad, but the request was denied. He also applied for a parking permit and that too was denied.
- 3. Iravan would like Amina to write a letter of support.
- 4. The tone of this conversation is amicable.



Audio 2.8: Transcript

Dialogue between two neighbours

Iravan: Hi. My name is Iravan Ghandi. I live down the street at #42.

Amina: Hi, Iravan. How can I help you?

Iravan: Well, I have a bit of a problem and I'm hoping to get some support from everyone on this street to resolve it.

Amina: What is the problem?

Iravan: You see, I own one of the houses on this street that doesn't have a driveway. I usually park my car on the street, just outside my house. But this has now become a problem! I think someone on this street must have reported it to the police because lately, they've been ticketing my car. In the past three weeks, I've got four \$30 parking tickets! I can't afford to keep paying these parking fines!

Amina: Oh, of course not. That's more expensive than paying for parking in a lot downtown!

Iravan: Yes. I've tried to solve this problem on my own but that didn't work. Last year, I submitted an application to the municipality so that I could convert my front lawn into a parking space, but unfortunately my application was turned down. I was told the city is no longer allowing front-yard parking pads.

Amina: Oh – that's too bad.

Iravan: I also applied for a street parking permit so that I could park on the street overnight. As you know, our street currently has a three-hour parking limit. But, my application for permit parking was also turned down. Lots of neighbourhoods in the city have permit parking on the street, so I don't understand why they can't do the same on this street. I'm really frustrated.

Amina: Hmm. While I sympathize with your dilemma, Iravan, I'm not sure how I can help you.

Iravan: Well, I'm going to submit another application for overnight permit parking, and this time I would like to include letters of support from my neighbours. I would really appreciate it if you could write a short letter requesting that the three-hour parking restriction on our street be changed to allow permit parking. I'm hoping that if I get enough letters from people on this street, the city will give me a permit.

Amina: Oh sure. I'd be happy to write a letter. Where do I send it?

Iravan: You send it to City Hall. Here's the address. Thank you so much for doing this. I really appreciate it.

Amina: You're very welcome and good luck. I hope it works out for you this time.

Iravan: Thanks.

Extend the Activity: Have learners use an editing checklist (such as the checklist in LINC 5 Business Writing) to edit their work.



p. 174 | Business Letter: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a letter-writing task

1 Learners select one of the three situations to write about. The list of elements their writing should include can guide them while they are writing and editing their letter.

This task can be used for formative assessment purposes. It relates to the CLB competencies below. You can choose to assess one or both competencies listed. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria below or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

 CLB 6-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to () thanks, (), offer of assistance. CLB 6-III: Convey business messages as written notes.
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: ☐ Clearly states the purpose of the message
☐ Uses the appropriate degree of formality
☐ Uses clear and concise sentences
☐ Provides adequate details relevant to the message
☐ Clearly states if the reader should do anything
☐ Uses grammar correctly (e.g., verb tenses, articles or any grammar item taught in class)
☐ Follows a letter format
☐ Completes all sections of a letter accurately and correctly
☐ Uses correct punctuation, capitalization and spelling



p. 175 | Accident Report: Introduction

Provides background information on an accident report; introduces the Workplace Safety and Insurance Board Form 6

Learners can research the WSIB website to find out when a Form 6 needs to be submitted, how to fill it out and what information to include in it. Learners can also practise filling out the Form 6 using a scenario.

Answers

- 1. A Form 6 is a WSIB form that a worker completes and sends to WSIB after a work-related illness or injury to make a claim for benefits.
- 2. A worker should complete a Form 6 as soon as possible after the work-related injury or illness. A claim must be filed within 6 months of the worker learning of the accident (p. 5 of Guide.)
- 3. WSIB benefits cover health care to treat the injury or illness, medications and temporary income for lost wages.
- 4. In section C, you provide details about the accident or injury (p. 9 of Guide).
- 5. If you had a sudden injury, the description would include details about what happened when the event occurred. If the injury developed over a period of time, the description would include details about the conditions of work (such as tools used, usual duties, length of time worked.)



$p.\ 176$ | Accident Report: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task involving writing an accident report

1 This task can be used for formative assessment purposes. It relates to the CLB competency below. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria below or develop your own based on what you have taught.

Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: ☐ Expresses main ideas and supports them with details
☐ Provides an accurate description, account of events in the report
☐ Uses adequate vocabulary for the topic
☐ Uses grammar correctly (e.g., subject-verb agreement, logical connectors or any grammar item taught in class)
☐ Uses correct punctuation, capitalization and spelling



p. 177 | Workplace Reports: Introduction

Introduces common workplace reports

Ask learners to prepare five survey questions. As a class, decide on the survey questions that all learners will use. In groups, have learners survey their classmates and present their findings to the class. As a class, learners can make a list of occupations where reports are commonly written.



p. 178 | Informal Reports

Introduces a typical informal workplace report format and style

1 Have learners read the report and, in pairs or small groups, answer the questions.

Answers

- 1. The purpose of the report is to assist management in the decision-making process: choosing the right software. The report compares and makes recommendations on two specific products.
- 2. The findings are organized using three headings, which were the criteria for the selection made.
- 3. The conclusions/recommendations indicate the specific product by Softronic.
- 4. There is a clear organization into purpose, discussion of findings and conclusions/recommendations; It is in point form. There is a table to compare cost. The report is brief and uses clear language.
- To introduce this activity, elicit from learners what a status report is and who may need to write status reports routinely (e.g., heads of departments, team leaders, accountants, engineers, etc.). Play the recording two or three times, if needed.

- 1. Dan, Linda, Samuel
- 2. The meeting was about the status of various projects
- 3. A summary of the work plan until the end of November
- **3** Have learners read the memo/report (written after the meeting) and complete the report with the missing information based on the recording.

Answers (underlined)

New Brunswick site: The project is in progress. The estimated date of completion is <u>November 20th</u>, given the difficulties with steel shipping and staff shortage on site. If these difficulties are resolved, the project will be completed by November 12^{th} .

Regina site: The blueprints were completed on time and submitted to the site manager. The construction work will start immediately.

Burlington site: The team is currently working on contract specifications and drawings for the Burlington site. As soon as they are ready, Samuel's team will start producing blueprints. The documentation will be ready by the end of November.

Overall, all our projects are operating on time and we should have no problems meeting the deadlines. This will also give us time in December to prepare for tenders for the next year.

- 1. The purpose is to inform staff about the status and work plan of current activities.
- 2. It is organized by headings each heading representing a project.
- 3. The conclusion is that the projects are operating on time and that the department will meet its deadlines.
- 4. A statement of purpose in the first paragraph; headings; a final statement in the last paragraph that summarizes the report.



1 Audio 2.9: Transcript

A meeting between a manager and two team leaders

Dan (Manager): So, since we're almost at the end of October, we need to hear about various projects due next month so that I can adjust our work plan. Linda, can you tell us when you think your team will be ready with stage one of the New Brunswick project?

Linda: Well, at the moment I can only estimate a possible date of completion, which is November 20th. I think that given the situation with the steel shipping and the labour shortage at the construction site, this is the most realistic date I can give you right now. Hopefully, if these problems get resolved, the project can be ready a week earlier.

Dan: Okay Samuel, what about the Regina project? Has your drafting team completed the blueprints?

Samuel: Yes. We've just submitted the blueprints to the site manager so they'll be starting their work any time now.

Dan: Great. And what's happening in Burlington?

Linda: Well, we're in the process of preparing the contract specifications and plans for the Burlington site. Sam, do you think you could start working on the blueprints for it?

Samuel: Sure. If you send me the details, I can plan and distribute the work to my team.

Linda: Okay, I'll get right on that.

Samuel: Thanks.

Dan: Great, it looks like we are ahead on this one. So, to wrap up, Sam, your team is done with the Regina project and is starting the documentation for Burlington. How long do you think it will take you to finish it?

Samuel: If there are no glitches, we should be ready by the end of November. But you know how it is ...

Dan: Okay and Linda, your team is still working on the New Brunswick project and starting the Burlington site project?

Linda: Correct.

Dan: Good, it looks like we'll have some relief in December so we can prepare for tenders for the next year. I'll send you a memo with a summary of the work plan until the end of November. Thank you all for the meeting.

Linda, Samuel: Thanks. Talk to you later, bye.



p. 180 | Using Logbook Entries

Introduces the use of logbook entries for report writing

1 You can introduce this activity by asking learners if they have ever used a logbook in their occupation and eliciting the jobs/occupations in which they think logbooks are used.

Answers

- 1. filing documentation, preparing letters, writing reports
- 2. research, presentation, participating in a meeting, co-ordinating a meeting
- **2** Elicit from learners how they think the information from the logbook entries can be organized in a report (e.g., by week, by type of tasks). Elicit pros and cons of a chronological organization of the report. (e.g., too long, a lot of repetition, difficult to read).

Review the features of a memo. Have learners draft an outline and then write a report in memo format. Encourage peer editing. Provide feedback on the final draft of learners' reports.



p. 181 | Informal Report: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task involving writing an informal workplace report

- 1 Have learners work in small groups or as a class. Ask them to decide on the type of venue and criteria for selecting the best one. List the criteria on the board to use by all learners in Activity 2.
- 2 Individually, learners research venues in their town/city and narrow their search to two choices.
 - Have learners list only the information they intend to use in the report. They can list it side by side or tabulate it for easy comparison.
 - Learners prepare an outline of their report. Give learners feedback on how they plan to organize their information before they write the report.
 - Encourage learners to review and proofread their reports. Have them exchange their work for peer editing.
 - Post learners' reports on the board or class wiki. Discuss with learners their impressions on the process of preparing the report, their challenges and things they found easy to do.
 - Review learners' reports and provide feedback.

This task can be used for formative assessment purposes. It relates to the CLB competency below. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria below or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.

CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: Expresses main ideas and supports them with details
☐ Provides an accurate description, account of events in the report
☐ Uses adequate vocabulary for the topic
☐ Uses grammar correctly (e.g., subject-verb agreement, logical connectors or any grammar item taught in class)
☐ Uses correct punctuation, capitalization and spelling

Chapter 2 Business Writing LINC 7

LINC 7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency in business writing. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

While writing email messages, business letters, memos and reports:

- CLB 7-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.
- CLB 8-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to sympathy, clarifying a minor conflict, or giving reassurance.
- CLB 7-III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations or warnings.
- CLB 8-III: Convey business messages as written notes, memoranda, letters of request, or work record log entries to indicate a problem, request a change, or request information.
- ∠ CLB 7/8-III: Fill out moderately complex forms.
- ECLB 8-IV: Write three to four paragraphs to (...) provide a detailed description and explanation (...)

These activities can help to develop the following Essential Skills:

Writing

CLB

- Computer Use
- Reading Text

The activities in this section focus on the following language skills:

- Determining the purpose and audience of correspondence
- Using email, memo, letter and report writing conventions
- Using the appropriate degree of formality and tone
- Writing a message clearly and coherently
- Making written requests, complaints, suggestions and recommendations

202 Chapter 2 | Business Writing

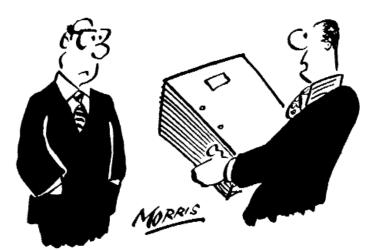
Activities | Chapter 2 | Business Writing | LINC 7

Introduction to Business Writing	
Communicating Online	
Email Writing: Introduction	
Email Messages: Being Clear	
External vs. Internal Emails	
Email Messages: Putting It in Practice	
Memos	
Writing Memos: Putting It in Practice	
Writing Coherently214	
Level of Formality	
Complaint Letters	
Grammar in Context: Articles	
Request Letters	
Making Requests: Ontario Works	
Writing Letters: Putting It in Practice	
Workplace Reports	
Common Errors in Business Writing	
Report Writing: Putting It in Practice	
Instructor Notes	

Introduction to Business Writing

1 Discuss the following questions in small groups.

- 1. What kind of writing is expected in your occupation?
- 2. What types of business writing do you feel you need to work on? Why?
 - a. Emails
 - b. Memos
 - c. Formal letters (e.g., letters of complaint, cover letters, letters of enquiry)
 - d. Workplace reports
- 3. What aspects of business writing do you find most difficult?
 - a. Writing clearly and concisely
 - b. Reporting information
 - c. Using the appropriate degree of formality
 - d. Using appropriate business-writing conventions



"It's a report from that consultancy firm, they say it will help clarify things."

source: www.businesscartoons.co.uk/shop

Culture Note

Organizations and companies have different norms and expectations when it comes to internal and external written communication. How do you know what those norms and expectations are? Some organizations have formal guidelines on how they want letters, emails and memos to be written. Others might have sample documents you can examine. Many companies have no formal guidelines, so it is up to you to figure out what the norm is. One way to do this is by looking at samples of letters, emails and memos circulating within the company. You can also take cues from the people sending you memos, emails and letters. Think about how formal/informal their writing is and what format they use.

LINC 7 Chapter 2 | Business Writing 205

1

Read the following text about online communication.

COMMUNICATING ONLINE

Today, the Internet is at the very heart of how we communicate. It lets us write to people all over the world and expect responses from them almost immediately, all from the comfort and convenience of our own homes. This isn't new anymore, of course, but for many of us who came to the Internet as adults, it's a constant source of amazement. Just think of it: you can send an email message from Toronto to someone in Stockholm in a matter of seconds, and use instant messaging to chat with that person very nearly live.

The Internet has given us a new medium in which to communicate. This medium demands that we develop a new process for doing so – a speaking/writing hybrid. This process requires creativity in how we use language, sensitivity to the nuances of language, and the ability to translate our thoughts and emotions quickly and effectively from our minds to the screen in a way that uses the act of writing but comes across as much closer to speaking. What's fascinating about Internet communication is that it combines writing with speaking to an unprecedented degree. Email, chat and instant messaging are all written, but crucial elements of speech come into play.

The Internet application called "chat" automatically suggests speech, and while people often refer to "writing" an email message, a fast exchange of email messages quickly takes on terminology related to speaking as well. Most importantly, the writing style tends to come very close to speech. Punctuation and grammar, as well as other prescriptions of formal writing, get lost in the <u>flurry</u> of messages. Capitalization becomes thoroughly unimportant. Slang and abbreviations <u>abound</u>. People say something quickly in one message, then explain it again in <u>subsequent</u> messages. And as in speech, a fast exchange forces the parties to think on their feet and say something – type something – without taking much time to consider what they are writing. Even email can be like this, when fast responses are expected or demanded, or when the email "conversation" is personal.

Interpersonal communication on the Internet has required a significantly greater degree of learning, including particular communication <u>conventions</u>. How do we learn these conventions? The same way we learn all conventions of communication: through observation, and trial and error. And where did these conventions come from in the first place? From a combination of existing communication <u>modes</u> – such as letters, memos, notes, telephone conversations, face-to-face conversations – and from new conventions created precisely for the new mode. And this is where the true fascination lies.

Adapted with permission from: Lingo Online: A Report on the Language of the Keyboard Generation, by Dr. Neil Randall, Ph.D., Department of English, University of Waterloo, June11, 2002.

206 Chapter 2 | Business Writing

2

2	The following words come from the reacheck your answers with a dictionary.	ding. Try to guess their meanings from the context and then
	1. medium	5. flurry
	2. hybrid	6. subsequent
	3. nuance	7. abound
	4. unprecedented	8. modes
3	The following idioms come from the te with a partner. Write your own sentence	ct. Guess their meanings from the context and compare es using these idioms.
	Idiom	Meaning
	1. take something for granted (par. 1):	
	2. come into play (par. 2):	
	3. think on your feet (par. 3):	
	4. trial and error (par. 4):	
4	Answer the following questions.	
	1. What is the main idea of the reading	?
	2. How has Internet-based communica	ion changed the way we use written language?
	3. How does communicating online im	tate speaking?
	4. What features of written language get	lost in email? Give examples from the text and provide your own.
	5. In your opinion, how has online cor Give examples.	nmunication changed the way we obtain and read information?
	6. How has it changed the way we mai Give examples.	ntain our relationships (e.g., friends, family, co-workers)?
	7. What social networking Internet too	s have you used? (e.g., Facebook, MSN, Twitter, Skype)?

Email Writing: Introduction

1	In a small group, discuss each statement. Provide to refute each statement.	de three reasons to support and three reasons
	a. Email has changed the way I communicate wi	th my friends.
	b. Today email is more important than the teleph	none.
	c. Email is the best way to send correspondence	to friends and relatives.
	d. Email causes misunderstandings.	
	e. Email makes me spend too much time in from	t of my computer.
2	Survey your classmates on their email habits. In your survey. You can use an Internet polling tool and summarize your findings. Present your findings.	(e.g., Polleverywhere) to do this. Tally the results
3	Search the Internet for information about email Create a list of Dos and Don'ts. Share your list v	
3 4		
3 4	Create a list of Dos and Don'ts. Share your list v	
3 4	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.
3	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.
3	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.
3 4	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.
3	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.
3 4	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.
3 4	Create a list of Dos and Don'ts. Share your list very possible search terms: netiquette; email etiquette	with the class or post your list on the class wiki.

Chapter 2 | Business Writing

LINC 7

208

Email Messages: Being Clear

There are a number of things that make a message clear. For example:

- Having an effective opening sentence that states what the message is about
- Presenting the ideas in the message logically and separating them (e.g., by paragraphs or bulleted lists) for easy reading
- Being concise
- Being correct (having no grammatical or spelling errors)

1 Look at the messages below. With a partner, answer the following questions.

- 1. What makes the first message unclear? Underline the items in the letter that readers may find confusing.
- 2. What makes the second email easier to read?

⊠ Message 1

Dear Miss Jessica,

We had the meeting yesterday of the Project Management to discuss the way to move forward. Many things were discussed about the project and we found some problems, but the problems we can solve with some care and attention to the technical details. For example, how to make extra time for the retrofit phase to comply with the codes necessary? We need your help. This decision we could not take at the meeting, and I believe we need your advice on the matter. Mahmud, Joanna and Walid attended the meeting, in addition to myself. There are some other things that we discussed with great success, such as all the final specifications for the collapsible ladder and finalization of the production floor plan safety features and equipment, which will to be very important. We hope you can provide us with some guidance.

Yours, Daniel

Hello Jessica,

Here is a summary of the project management meeting yesterday that Mahmud, Joanna, Walid and Lattended.

We were able to finalize the following issues:

- specifications for the collapsible ladder
- production floor plan
- safety features & equipment

However, we need your advice on how to build in extra time for the retrofit phase to comply with applicable codes. We're not sure how to move forward with this. Otherwise, everything else is on track.

209

Please let me know your availability to talk about this issue.

Daniel

External vs. Internal Emails

In companies, email is used to convey information externally (to customers/clients) and internally (to staff within the company). When writing an external email, you are representing the company, so it is important that your message sound professional.

Internal emails may be less formal, but they still need to be carefully written. Some companies monitor messages sent by employees. Emails can also be forwarded to others, so it is important not to write anything you wouldn't want others to read. Here are some general tips that apply to writing emails at work:

- Make sure the subject line clearly indicates what the message is about.
- Try to make your message concise and to the point.
- Use paragraphs and bullets to make your message easier and quicker to read.
- If you send an attachment, refer to it in your email.
- Always check your message for errors before sending it.
- If you are sending a sensitive message, read it carefully for tone to make sure you are conveying your intended message.

Write email messages for the situations below.



1

Situation 1

You would like to inform a customer (who is a contractor) that the shipment of ceramic tiles he ordered last week will be delayed. You have known this customer for 10 years and have a good working relationship with him. Write an email and include the following:

- inform him about the delay and give reasons
- ask if he might consider an alternative product
- describe a similar alternative that is available immediately (e.g., colour, size, material)
- apologize for any inconvenience
- end the message appropriately

Situation 2

You have received an email from your manager requesting a report on your monthly expenses. She would like to meet with you on Monday to discuss the report. You have other important business to attend to on Monday. Write an email in response and include the following:

- confirm that you received the request and attach your report
- give reasons for not being able to meet, and suggest an alternative meeting date (or offer to rearrange your previous commitment if needed)
- end the message appropriately

Proofread and edit your work. Exchange your messages with a classmate for peer editing.

Email Messages: Putting It in Practice

ituation 1	
Message To: Cc: Subject: Retirement party	From: Sent: Attachment:
MINICOSARE	From:
To:	
tuation 2 ☑ Message	From:

Memos

Memos are a form of internal business correspondence and are used to communicate anything from routine information to proposals and reports. They are often only a few paragraphs in length, but can be much longer depending on their purpose. Some typical uses of memos are:

- to inform staff about new or changed policies, procedures, organizational details
- to announce meetings and events
- to present decisions, directives, proposals or briefings
- to transmit internal documents
- to report on work-related activities

Memorandum

To: All staff Re: Company policy

Internet usage

- 1. The Internet should be used for work-related purposes only. During work hours, use of the Internet for personal activities is unacceptable. Personal use of the Internet during break times is permitted, provided that it does not interfere with the duties of employees.
- 2. The Internet cannot be used to visit websites containing offensive or inappropriate material such as pornography or information relating to criminal activities.
- 3. The company reserves the right to monitor server logs of websites accessed by employees.

Email usage

- 1. Email should be used for work-related purposes only. Personal use of email during break times is permitted, provided that it does not interfere with the duties of employees.
- 2. Company email cannot be used to exchange proprietary information or any other confidential information about the company unless authorized by management.
- 3. Employees may not create or exchange messages that are offensive, threatening or obscene in nature. This includes chain letters or other unsolicited messages.

This policy applies to all full- and part-time staff working for PPG Inc. Failure to comply with the above noted policy may result in disciplinary action and/or immediate dismissal.

1 Discuss the following questions in small groups.

- 1. How would you describe the tone of the message?
- 2. How would you feel if you received a memo like this in your workplace?
- 3. How do you think an opening sentence stating the purpose of the memo could change its tone? Write your own example of an opening statement.

2 \mathcal{A} | Search the Internet for tips on how to write effective memos. Use those tips to evaluate the memo above.

Possible search terms: Tips for effective memos

Writing Memos: Putting It in Practice

}	
Situation 1	
You are the office manager and want to remind everyone to clean up after them. There was recently an infestation of cockroaches. The building has since been require the cooperation of staff to prevent a re-infestation.	
State the purpose of the memo, your reason(s) for sending it (i.e. the kind of b and what actions you want taken.	ehavior you have noticed
Situation 2	
You are an administrative assistant. You want to tell 10 people about an upcon seminar. You are attaching a brochure about the seminar from the presenter, by inform them of the following:	
what the training is for	
• who the presenter is, including a brief statement about his/her background	I
 where the training will be held, including the date and time 	
• whether or not parking is available	
 whether or not lunch and/or any refreshments will be served 	
Situation 3	
Write a memo about a topic of your choice. Tell recipients the purpose of the n sending it and what action (if any) you want taken. Provide suggestions in your	
Exchange your memo with a partner and use the checklist below to evaluate	te each other's work.
Memo-writing checklist	
The memo is written in the proper format (e.g., To, From, Date, Subject, etc.)]
The subject line clearly states the purpose of the memo	I
The first sentence of the memo states the purpose	1
The message of the memo is clear	I
Attachments included with the memo are referred to in the body of the memo]
There are no grammar, spelling or punctuation errors	

Writing Coherently

Clear writing involves paying attention to how each paragraph is structured, how sentences are linked to each other (sentence cohesion), and how each paragraph contributes to the writer's purpose.

Paragraph structure: Each paragraph should have a single focus, usually stated in the first sentence of the paragraph. Each sentence in the paragraph should include details that relate to the main idea or focus.

Cohesion: Cohesion in writing refers to the connections within and between sentences that make the intended meaning clear and easy to follow for the reader. Specific strategies (or devices) are used to convey the relationship between ideas in our sentences. They include using transitional words and phrases (e.g., *therefore*, *for instance*, *so*), repeating key words, and using reference words (e.g., *this*, *it*, *them*) that refer back to something already stated.

1 Read the letter. Answer the questions below.

- 1. What is the purpose of the letter?
- 2. What is the purpose and main idea of each paragraph?
- 3. In each paragraph, is each sentence related to the main idea?
- 4. Within each paragraph, identify words that are used to connect or link information within a sentence or from one sentence to another.

Chief of Appeals, Tax Services Office

Re: Objection to 2007 reassessment

Dear Sir or Madam:

I am writing to object to my 2007 income tax return re-assessment. Yesterday, I received my 2008 Notice of Assessment. It notified me that although I was granted a refund of \$780, Canada Revenue Agency used \$730 of it to pay off the balance I owed from a 2007 re-assessment. I do not agree with the re-assessment.

Several months ago, I received a phone call from a CRA officer, who informed me that CRA was re-assessing my 2007 income tax return. The officer said that the earnings I made from caring for my neighbour's daughter should have been listed on my tax return as employment income, but I listed them as occasional earnings. She said that because those earnings are employment income, I should have made CPP payments on those amounts.

I do not agree that these care-giving earnings are employment income. I believe they are occasional earnings for two reasons. First, it is not my regular employment. I am employed in a full-time position at Harlo Industries. Second, I am taking care of my neighbour's daughter as a favour. Because I have flexible work hours, I was available to take care of her before and after school and I agreed to do so temporarily as a favour to her. She insisted on paying me a small amount for this care.

Please review this objection. I am enclosing copies of my 2008 Notice of Assessment, my 2007 re-assessment, my 2007 T4 slip from my employer, and receipts I provided to my neighbour for the care of her child in 2007. I would be pleased to discuss this matter with you.

Sincerely, Janika Eldo

2

Search the Internet for tips on writing coherently. Choose one tip you want to work on. Share this tip with the class.

Possible search terms: cohesive writing; clear writing; coherent writing

- The letter below contains some information that is not relevant. Underline that information and compare with a classmate.
- Rewrite the letter. Include short clear paragraphs that provide only the necessary details. Make sure your letter is coherent. State the purpose of your letter in the opening paragraph. Provide relevant details in the middle paragraphs. In the final paragraph, request action and include closing remarks.

Samba Airline 5555 Airport Rd. Ottawa, ON K2T 9V6

Attention: Customer Service

Dear Sir/Madam:

Last December, my husband and I planned a trip to Cuba to celebrate our tenth wedding anniversary. This was our first trip overseas since we came to Canada eight years ago and we were very excited about it. We made all the arrangements through Niko Travel agency in Ottawa and our flight was with your airline.

When we got to the airport on January 12th, we checked our two suitcases. We also had two pieces of carry-on luggage with us – my husband's laptop and my overnight bag. The flight was great and we have no complaints about the service on the plane. Everyone was very friendly and helpful to us. But the problem was that when we arrived in Cuba, we found out that one of the bags we had checked at the airport in Ottawa was missing. We were very upset because this suitcase contained all of my husband's clothes and other personal belongings. I am requesting that you reimburse us for the cost of a new suitcase and the clothing we had to purchase to replace what was lost by your airline. I am enclosing all of the receipts for the items we purchased. Your immediate attention to this matter would be very much appreciated.

We reported the missing bag to your airline representative at the airport in Cuba and she told us she would get in touch with us if the bag turned up. After a few days in Cuba and still no suitcase, my husband and I had to go shopping and buy all new clothes for him to wear. Three weeks have now passed and we still do not have the suitcase.

Sincerely, Tina Lopez

Level of Formality

How formal or informal a business message should be depends on several factors, for example: your relationship to the reader, the purpose of the message, the type of correspondence and the business writing norms of the company you are writing to or for.

Achieving the right level of formality can be a challenge. If your message is too formal for the situation and the reader, you may come across as overly serious or distant. If the message is too informal, the reader may think you are unprofessional.

1 Look at the messages below. What makes them formal or informal? Are they appropriate for the audience and the situation? Why?

Dear Ms. Dolma:

We got your letter asking us to cancel your long distance plan on December 3, 2009. Sorry but we are going to have to charge you a penalty fee of \$300 if you cancel this service before January 10, 2011 because you're locked into a three-year contract with us. I'm sending you a copy of the original contract so that you can have a look at it.

If you still don't want the service, just send a cheque for \$300 and I'm sure the customer service department will have no problem cancelling your contract.

Cheers,

Memo

To: Management Staff

From: Tammy Saunders (Director)

Date: March 16th, 2010 **Subject:** Fire Safety Training

LMN Inc. places great importance on the periodic assessment of the emergency preparedness of all staff to ensure they understand the procedures to follow upon discovery of a fire on the premises. Our most recent fire drill indicated that many staff members were unclear about these procedures. In the event of an actual fire, this could prove to be life-endangering. As such, I am requesting that all management staff review the fire drill procedures with their subordinates so that everyone is clear on how to conduct themselves during a drill.

2 Rewrite the messages using the appropriate degree of formality.

Complaint Letters

When writing a letter of complaint:

- explain the reason for your complaint and include relevant details
- tell the reader how you are expecting him/her to resolve the issue
- state why you think your request should be granted

When responding to a letter of complaint:

- begin by acknowledging that the letter of complaint was received, and include the date. You can use phrases like: Thank you for your letter dated ..., or This is in response to your letter of complaint dated ... or I am responding to your letter of complaint dated ...
- summarize the nature of the complaint as you understand it
- if appropriate, include a statement of apology. For example: We apologize for the problems you had with ... or We are very sorry that ...
- include an explanation of how you have solved (or will solve) the problem in the body of the letter. For example: I have asked the salesperson to refund your money as soon as possible.
- Write a letter of complaint for one of the situations below. Exchange your letter with a partner and write a response to his/her letter.



1

Situation 1

Complaint

You have been having problems with your cable TV service. You called the company and asked them to send a technician to look at it. The technician did not arrive at the scheduled time, and when he did arrive two hours late, he said he could not do the repair. Write a letter of complaint. Include all relevant details. State what you think should be done about the situation.

Response

You are employed in the customer service department of a cable TV company. You have received a complaint from a customer. Respond to the complaint.

Situation 2

Complaint

You would like to cancel a magazine subscription that you have had for the last three years. You called the subscription department and told them to cancel the subscription, but they did not. You have a charge on your credit card statement for the renewal.

Response

You work for a magazine publishing company. You have received a letter of complaint from one of your subscribers. Respond to the complaint. Write a letter to the customer apologizing for the mistake and telling him/her how you will solve the problem.

Grammar in Context: Articles

Fill in the blanks with definite or indefinite articles (the, a, or an). If no article is needed, put \emptyset in the blank.

Dear Mr. Lipias:
I am writing to express my dissatisfaction with summer camp program at Caukley Recreation Center this year. My daughter first attended this camp about four years ago and loved it! children did a lot of fun activities and my daughter had wonderful time. However, in last two years I have seen program at Caukley slowly deteriorate.
My first complaint is about swimming schedule camp offers two hours of swimming three or four times a week. It seems that on most days, that time period is shortened by sometimes as much as half an hour as form of punishment because some children are misbehaving. All of children are made to sit against the wall in pool area for 30 minutes while counsellors are in pool having fun themselves. This is completely unacceptable.
I am also unhappy with programming offered at camp this year. In previous years, children did lot of arts and crafts. During four weeks that my daughter spent at camp this year, she only did art once when someone from outside organization came to Caukley.
And my final complaint involves behaviour of one of counsellors named Sandy. My daughter told me that this particular counsellor was going through children's lunches looking for leftover snacks in afternoon because she was hungry. My daughter said that counsellor went into her bag without asking her permission. This is extremely unprofessional behaviour.
I am very unhappy with Caukley camp this year and I would like to have my money refunded. I trust you will give this matter your immediate attention and I look forward to hearing from you soon.
Sincerely,

- Write a letter in response to the complaint. Proofread your letter and exchange with a partner for peer-editing.
- Search the Internet for activities or instructions about the use of articles. Review three websites that offer practice activities. Choose your favourite website and in small groups, present reasons you like it.

Possible search terms: grammar + articles practice; articles + exercises

Request Letters

There are a number of instances where you may need to write a letter of request: to ask a former instructor for a reference letter; to get information from a company; or to ask for someone's help in solving a problem. Here are some things to keep in mind when writing a letter of request:

- A request can be an imposition, so it is important to be courteous.
- If needed, introduce yourself and remind the reader of your connection.
- Make the request clearly and directly, and explain why you are making it.
- Keep your message brief.
- Ask the person to contact you if they have questions.
- Thank the person at the end of the message for taking the time to consider your request.

1 Read the following letters of request and answer the questions below.

Dear Ms. Rusza:

I was a student in your Marketing 101 course this past year and was wondering if you could kindly write a letter of reference for me.

I am planning to apply for a summer position in a marketing firm and I have been asked to provide reference letters before they will consider my application.

Please feel free to contact me if you have any questions or concerns. I can be reached at 555-345-9876 or by email at Julie@email.ca.

Thank you for considering this request. I look forward to hearing from you.

Sincerely,

Deari Mr. Chung:

Our records show an outstanding balance on your account dating back to October 27, 2010. Your October invoice was for \$823.93 and we have yet to receive payment for this amount. Please find a copy of the invoice enclosed.

If this amount has already been paid, please disregard this notice. Otherwise, please forward the amount owed in full by December 1, 2010. As our contract indicates, payment is due within 30 days of receipt of the invoice, and we begin charging 18% interest for any outstanding balance after 60 days.

Thank you in advance for your cooperation.

Sincerely,

- 1. What is the request in each letter?
- 2. In each letter, how is the request expressed? Describe the differences in these expressions of request.
- 3. What information that supports the request is included in each letter?
- 4. What is the tone of each letter?

Write a letter to your landlord making a request. Use details from your personal experience or make up the details to include in your letter.

LINC 7 Chapter 2 | Business Writing 219

Making Requests: Ontario Works

Ontario Works (OW) has a number of additional benefits for OW clients who qualify for them. One such benefit is called the **Community Start-Up and Maintenance Benefit** (CSUMB). This is money given to OW clients to help pay for expenses related to setting up or moving to a new home. The money can also be used to help people stay in their homes if they have expenses they are not able to cover.



Read the online pamphlet about the *Community Start-Up and Maintenance Benefit* on the CLEONet website at www.cleonet.ca/resources < Social Assistance and Pensions. Scan the list for the title of the pamphlet. Answer the following questions.

- 1. Who is eligible for the benefit?
- 2. What payments does a CSUMB cover?

3. How much can you receive?

- 4. How often can you get the benefit?
- 2 Read the following situation. Answer the questions that follow.



Situation

Pina Silvera is a single mother with three small children aged two to seven. She lives in a small two-bedroom basement apartment that she moved into a year ago after leaving an abusive relationship. At that time, she received \$1,300 from the **Community Start Up and Maintenance Benefit** program to pay for her moving expenses.

Six months ago her basement apartment flooded after a severe rainstorm. The landlord hired a professional crew to clean the place, but Pina feels they didn't do a very good job. One of her children is constantly ill and Pina suspects that mould behind the drywall is causing it. She wants to move to a new apartment. She spoke to her case worker about getting the benefit again, but her request was denied. Pina disagrees with the decision.

- 1. Why do you think Pina's request was denied? 2. What can Pina do now?
- 3. How much time does she have to do it?
- It has been 15 days since Pina received the initial letter from Social Services saying that she was not eligible for the CSUMB. Imagine you are Pina and write a letter to request an internal review. Your letter should follow standard business letter format and include:
 - your case identification number (which is your date of birth)
 - the date of the rejection letter
 - your reasons for requesting the review
 - acknowledgement that you are late in requesting the review
 - your reason for being late

Writting Letters: Putting It in Practice

1 Write a letter up to four paragraphs in length for one of the following scenarios. Proofread and edit your letter.



Situation 1

Write a letter to someone who works in your profession (whom you have never met) asking them to mentor you.

- Provide necessary information: your background and experience, how you think this person can help you, specific things you want the person to help you with (e.g., putting a résumé together).
- Ask the person to contact you if they have questions or concerns.
- Thank the person for taking the time to consider your request.

Situation 2

You are unhappy with a grade you received for a university course assignment. You spoke to the professor who marked your assignment. The professor insists the grade is accurate. You would like an independent review of your assignment.

Write a letter to the Chair of the Department. In your letter of request:

- Introduce yourself and state your request.
- Give reasons why are making the request.
- Ask the reader to contact you if he/she has any questions or concerns.
- Thank the reader for taking the time to consider your request.

Situation 3

Write a letter of request or complaint about a topic of your choice. In your letter:

- State the nature of the request/complaint.
- Provide all necessary details.
- Say what action you want taken.
- Ask the reader to contact you if he/she has any questions or concerns.

Workplace Reports

Here are some things to keep in mind when writing workplace reports:

- · Before you begin writing, clarify the purpose of the report and who your audience is
- Structure the information in the report so that it addresses its purpose
- Write with the audience in mind. Use the appropriate degree of formality, and include the information the audience needs
- Make the report easy to follow by using headings and bullets
- Make sure there are no spelling, punctuation or grammatical errors



There are two standard types of workplace reports: information and analytical. Search the Internet for information about one of them.



Student A

Search the Internet for information about writing effective **analytical reports**. Create a list of tips. Share your findings with your partner and compare similarities and differences between information and analytical reports.

Possible search term: writing analytical reports

Student B

Search the Internet for information about writing effective **information reports**. Create a list of tips. Share your findings with your partner and compare similarities and differences between information and analytical reports.

Possible search term: writing information reports

- You are about to read a workplace report. Look at the cover page (below) of the report and answer the questions. Then read the report on the next page and see if your predictions are accurate.
 - 1. What do you think the purpose of this report is?
 - 2. Who do you think the report is for?

Ontario Language School

Recruitment Trip: Taiwan, South Korea, China

February-March, 2010

MEMO

To: Hanna Coleman (Director)

From: Beryl Johnson Date: March 26, 2010

Re: Recruitment Trip: Taiwan, South Korea, China

From February 23 to March 14, 2010, I visited Taiwan, South Korea and China. This was my first visit to these countries. The purpose of this three-week trip was twofold: to recruit students wanting to improve their English language skills and to promote Ontario Language School's programs to potential partners in Taiwan, South Korea and China. Overall, the trip was very productive. Recruitment agents in all three countries were very welcoming and indicated that they would appreciate future visits from the Ontario Language School.

Contact statistics

High Schools

Schools visited: 24
Number of students: 460

Public Fairs

Education Recruitment Fairs: 2 (Taipei and Seoul)

Number of direct contacts with students/parents: 550

Overview of Asia as a recruitment market

Taiwan: According to *International Trade Canada*, Canada is among the most attractive destinations for Taiwanese students after the United States because of the quality education system, a perception of safety, <u>competitive costs</u> and Canada's less-restrictive visa policies. Taiwanese parents see learning English as a way of ensuring their children have a <u>competitive edge</u> in the future job market. They prefer sending their children abroad because of the prestige of having studied in an English-speaking country.

South Korea: In Korea, studying abroad is considered an <u>integral part</u> of one's education and its value in preparing people for a global economy is highly regarded. Each year, about 150,000–180,000 students leave Korea to pursue studies in English-speaking countries. This number increases steadily year after year. Canada ranked second overall in 2009 (behind the U.S.) as a recognized destination.

Korean parents are willing to make sacrifices in order to ensure the best education for their children. The highly competitive education system in Korea is driving demand for foreign education at all levels. *International Trade Canada* reports that Korean families are willing to pay high fees and even move abroad to ensure their children have the best educational opportunities.

In Korea, more so than the other two countries, importance is placed on name-brand schools. While the Ontario Language School was recognized as a quality school, repeat visits are needed to increase awareness of our programs.

China: China is currently experiencing a <u>booming</u> economy. There is an increase in personal income and a growing number of students are considering studying abroad. However, one drawback is that some Chinese students have difficulty getting visas to come to Canada just to study English.\

School visits

I visited a total of 24 schools in all three countries. A typical day comprised visits to two or three schools at which I gave a formal presentation on Ontario Language School to prospective students and school counsellors, then answered questions. The number of students I spoke with at each school varied from just a couple (at the top schools in Korea) to the entire graduating class of more than 100 students at one school in Korea and several schools in China. A number of students in Korea expressed an interest in computer-assisted language learning, which Ontario Language School does not offer at this time.

Many of the schools were outside the city center and required lengthy travel by bus or train. I spent a lot of time spent on logistics, figuring out how to get to and from the schools. Fortunately, the <u>concierges</u> at the hotels I stayed at assisted me by writing directions in Korean or Chinese and <u>deciphering</u> train and bus schedules. In Shanghai, I was able to arrange for a driver. This was inexpensive and made travel much easier.

Education fairs

The Taipei fair was held over two days – a Saturday and Sunday. In total the Ontario Language School booth attracted approximately 200 students and parents. In total, I spent over 14 hours at this event. Targeted information sessions, such as the two-hour sessions in Shanghai, proved to be much more cost-effective and attracted a relatively larger audience.

Seoul was a one-day event. Unfortunately the event was not well-marketed (schools were not contacted directly about our participation). As a result, there were far fewer enquiries.

Promotional material

For school visits I brought copies of Private Languages' brochures and magnets. I also distributed our course calendar to people who requested it.

At the education fairs I had a flyer outlining the Institute's history and achievements translated into the <u>dominant</u> language (Chinese and Korean). I also distributed business cards with my name in English on one side and in Chinese on the other wherever I went. These two items impressed many of the students and parents I met.

Recommendations

1. Make China the primary focus of recruitment since it has a huge market of potential students and growing income levels.

1	competitive costs	a.	Necessary part of something
2	competitive edge	b.	Staff that provide assistance to guests in a hote
3	integral	c.	By comparison to something else
4	booming (economy)	d.	Have an advantage over a competitor
5	concierges	e.	Figuring something out; de-coding something
6	decipher	f.	Most common, most widely used
7	relatively	g.	Prices that are lower than the competition
8	dominant (language)	h.	Doing well

LINC 7 Chapter 2 | Business Writing

225

Common Errors in Business Writing

Business correspondence should always be proofread for grammar, spelling, punctuation or word choice errors. It is also a good idea to read the first draft of your correspondence for tone, style and degree of formality to check that your writing conveys your intended message.

The following are some examples of common errors in business writing. With a partner, discuss how to change each sentence so that it is correct.

Sentence structure

- Incomplete sentences e.g., Because he wasn't at work that day.
- Run-on sentences e.g., The meeting was adjourned we all left right after that.
- Comma splices e.g., Julie presented the layout to the clients, they liked it.

Spelling and punctuation

- Errors using capitals e.g., She works in the ford building.
- Incorrect punctuation e.g., Dont use the photocopier.
- Spelling mistakes e.g., *Puntuality is very important.*

Grammar

- Incorrect use of verb forms e.g., I seen the client yesterday.
- Incorrect subject-verb agreement e.g., Every manager and employee in the company agree with the decision.
- Improper use of transitions e.g., The meeting was long although the team talked a lot.
- Pronoun references that are unclear e.g., Sam went to the manager's office to pick up his report.
- Improper use of articles e.g., *They discussed advantages and disadvantages of the proposal.*
- Incorrect use of subject/object pronouns e.g., The boss gave a raise to Julia and I.

Word choice

• Incorrect use of similar words e.g., Their very concerned about how the layoffs will effect there morale.

Improper tone, style or level of formality

- Use of informal style or casual language e.g., He's really ticked off that people continue that is not appropriate in business writing to come late.
- 2

Search the Internet for other common business writing errors. Choose the errors you commonly make in your business writing. Read about ways to avoid those mistakes.

Possible search terms: common errors in business writing

The following report has 12 errors. Underline the errors. With a partner, identify the type of error and correct it.

Background

On July 17, 2010 one of the warehouse workers at NBR packaging fell off a step ladder while loading heavy boxes into an eight-foot high storage unit he sustained numerous injuries including several broken bones. However, this incident follows other similar incidents where workers have suffered minor injuries using ladders in our various warehouses.

As a member of the Health and Safety Committee for NBR, I was asked to look into the possible causes of these accidents and provide recommendations on how you guys can stop them from happening in the future. This report is based on my observations of how ladders were being used in our three warehouses over a 10-week period from April to June 2010. Me and the workers also met to talk about what I observed.

Observations

I observed several unsafe practices involving: the step ladders and extension ladders in the three warehouses.

- Their were several instances where step ladders was used in a folded position and leaning against a wall because there was no extension ladder available.
- At times when people were using extension ladders, they were not far enough away from the wall to be in a safe position.
- Workers were standing on the rear part of step ladders rather than on the front steps which is also unsafe.
- In one instance, a worker places an extension ladder in front of a door without blocking the door before climbing the ladder.
- Some of the ladders in the warehouse are old and are no longer in good condition.

Recommendations

I would recomend that the following actions be taken:

- Create an information sheet with tips on the proper use of ladders to be distributed to all warehouse staff.
- Provide safety training for staff on a regular basis.
- Replace some of the ladders with new ones that are longer and have safety grips on the bottom.
- Consider investing in rolling safety ladders which are safer than step ladders and extension ladders. Rolling safety ladders they may be costly but they are worth the investment if accidents and injuries are minimized in the future.

LINC 7 Chapter 2 | Business Writing 227

Report Writing: Putting It in Practice

Select one of the situations below and write a report. Your report should be up to four paragraphs long.



1

228

Situation 1

Imagine you work for a settlement agency in your city or town, and you have been asked to research and report on information about services available in your community.

Before writing the report:

- Brainstorm the types of services you think can address the needs of newcomers (e.g., subsidized daycare centers, ESL/LINC classes, walk-in clinics and other medical services, employment centers, recreation facilities with programs for youth or seniors, career counselling services for women).
- Using the Internet, research the services that you would like to write about. Take notes on the most important information. Decide which information you will include in your report.

While writing your report:

- Draft an outline, including three parts (introduction, body and conclusions).
- Write the content of your report. Format the information so it is easy to read (e.g., you can use tables, columns, bulleted lists). Write three or four paragraphs.
- Edit your report and submit it for assessment.

Situation 2

The company you work for would like to replace 12 outdated computers for the office staff. A budget of \$15,000 has been allocated for this purpose. Your boss has asked you to research different options and present a report with your recommendations.

Before writing the report:

• Research information about three different brands that are priced within your budget.

When writing the report:

- Clarify the purpose of the report in your opening statement.
- Use headings and bullets to highlight key details.
- Make sure your report contains facts and details about the three options as well as your reasons for recommending a particular brand.

After you have written the report:

Proofread it to make sure there are no spelling, punctuation or grammatical errors.

This section includes activities that can help learners develop the skills and background knowledge they need to write email messages, memos, formal letters and workplace reports. These skills include: determining appropriate ways of communicating, using an appropriate tone, stating the purpose of a message, writing supporting details, and using standard formats. You can also use the activities in this chapter to practise preparing an outline for a report, memo or letter, writing a first draft, and proofreading or editing.

The activities have been guided by the CLB performance conditions relating to LINC 7. If you want to develop your own activities for business writing, consider the CLB performance conditions for business/service messages and presenting information:

Performance Conditions

- Messages are two or three paragraph long
- Information presented in writing is three or four paragraphs long on non-personal, abstract but familiar topics and issues
- Topics are of immediate, everyday relevance

You can use all or some of the activities in the order they are presented, or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Business Writing, see the LINC 5-7 Curriculum Guidelines: Unit 3: Notes, Memos and Email Messages; Unit 4: Formal Letters and Reports.

Some of the activities in this chapter are followed by Putting It in Practice tasks. These tasks allow learners to demonstrate their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.



p. 205 | Introduction to Business Writing

Introduces the topic of business writing and serves as a needs assessment tool to determine the focus of instruction

You can have learners discuss the questions in small groups, then have a class discussion about learners' interests as they relate to business writing.

Extend the Activity: Have learners read the culture note and discuss other strategies for finding out about workplace business writing norms (e.g., asking a co-worker to check correspondence before it goes out, finding out what the expectations are from a supervisor, etc.).



p. 206 | Communicating Online

Introduces the topic of communicating by email

You could introduce the topic of online communication by asking learners how they think the Internet has changed the way people communicate and how they think online communication will evolve in the future. After learners read the article, you can have them complete the vocabulary activity on their own, or assign words to specific learners and ask them to share the meanings with others in the class.

3 **Answers**

- 1. Take something for granted: Assume/accept something to be true
- 2. Come into play: To become an important factor in something
- 3. Think on your feet: Act/react quickly and instinctively

Answers (continued)

4. Trial and error: Experimenting, making mistakes and learning from those mistakes until you achieve a satisfactory outcome

4 Possible Answers

- 1. The fast-paced environment of online communication is more closely related to speaking than to writing.
- 2. A message can be conveyed quickly online. A lot of formal writing conventions are eliminated in the fast-paced environment of online communication.
- 3. Online communication allows us to translate our thoughts and emotions quickly and effectively from our minds to the screen almost as quickly as speaking.
- 4. Punctuation and grammar, as well as other prescriptions of formal writing, get lost in email because messages are sent quickly. Capitalization becomes unimportant. People use slang and abbreviations.
- 5. We have instant access to vast amounts of information; we can instantly communicate with others.



p. 208 | Email Writing: Introduction

A warm-up activity to introduce email writing

2 Have learners conduct a class survey about email use. They can brainstorm a list of questions in small groups, with each group presenting their questions to the class. As a class, learners can agree on six survey questions that can be used by everyone. Learners conduct the survey and tally the results.

Possible Survey Questions

- 1. Do you have an email account?
- 2. How often do you check your email inbox?
- 3. How many email messages do you receive every day?
- 4. How many emails do you send in an average week?
- 5. How quickly do you respond to email?
- 6. Do you ever use emoticons in your messages?
- 7. Do you prefer email or the telephone? Explain.
- **3** Ask learners to locate and read online information on netiquette. They can summarize their findings in the table and share them with the class. They can also compile a common list of dos and don'ts for the class and post it on the board for future reference.



p. 209 | Email Messages: Being Clear

Provides practice identifying and correcting writing that is unclear

1 Possible Answers

- 1. The first message is not clearly written. It is very wordy. It contains grammatical errors (e.g., *But the problems we can solve with some care ...*).
- 2. The second message is easier to read. The message is clear and concise. There are no errors. It separates information into paragraphs. It contains a bulleted list of important points.



p. 210 | External vs. Internal Emails

Provides practice writing internal and external email messages



p. 211 | Email Messages: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing email messages

1 Have learners write one- or two-paragraph email messages for each of the situations provided. Encourage them to proofread their email messages when they are done. You could have learners peer edit each other's work and provide feedback.

This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 7-III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings.			
Sample Assessment Criteria			
Holistic: ☐ The purpose of the message is achieved			
Analytic: ☐ The learner uses the appropriate degree of formality			
☐ The learner uses clear and concise sentences			
☐ Provides adequate details relevant to the message			
☐ The learner uses grammar structures correctly, (e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.)			
☐ The learner uses correct punctuation, capitalization and spelling			
☐ Uses correct punctuation, capitalization and spelling			



p. 212 | Memos

Introduces workplace memos and how tone can be conveyed

You can use the memo to discuss the tone and purpose. Elicit learners' impressions of the memo. It is grammatically correct with proper punctuation and spelling, but learners may have different opinions about its tone. The tone is formal, impersonal and seems somewhat stern. There may be reasons for using this tone, especially when writing about policies. However, you can discuss the effect of tone on the reader, identify the words and grammatical structures that convey this tone, and discuss some strategies for softening the tone (e.g., providing a purpose statement, or prefacing statements with "please").

Possible Answers

3. It has come to management's attention that the Internet and email are being used by staff for purposes that management considers unacceptable. The following policy outlines how the Internet and email should be used at PPG Inc.

Extend the Activity: Learners can search the Internet for clear explanations and examples of how tone is conveyed in business messages. Possible search terms: *tone + business writing*.

2 Have learners search the Internet for tips on writing effective memos. They can compile a general list of tips for a class discussion. They can use the list of tips to evaluate the sample memo and their own memos (e.g., for the *Putting It in Practice* task).

Possible Answers

When learners evaluate the memo, they may notice that it does not include the date and sender, the subject of the memo is not clearly stated ("Company policy" is too vague), and the memo is missing an introduction that states what the memo is about and why it is being sent.



p. 213 | Writing Memos: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in memo writing

1 Have learners write a one- or two-paragraph memo for one of the situations provided. Encourage them to proofread their memos when they are done. You could have learners peer edit each other's work using the memo-writing checklist and provide feedback.

This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-III: Convey business messages as written notes, memoranda, letters of request, or work record log entries to indicate a problem, request a change, or request information.
Sample Assessment Criteria
Holistic: ☐ The purpose of the memo is achieved
Analytic: ☐ Conveys essential information to the reader
☐ Clearly states the purpose of the memo
☐ Uses the appropriate degree of formality
☐ Uses clear and concise sentences
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.
☐ Uses correct punctuation, capitalization and spelling



p. 214 | Writing Coherently

Provides an introduction to elements of coherent writing

1 Learners use the sample letter to identify the structure of the letter, the main idea of each paragraph and the cohesive devices used in sentences.

Answers

- 1. To object to the 2007 income tax re-assessment
- 2. Par 1: main idea: I object to my 2007 income tax return re-assessment.

Par 2: main idea: phone call from a CRA officer

Answers (continued)

Par 3: main idea: I do not agree with the re-assessment

Par 4: States request (please review this objection).

- 3. Yes
- 4. Par.1: although, it, this
 - Par 2: but, because, who, them, those, those
 - Par 3: First, Second, Because, these they
- Point out to learners that this letter is not an affective business letter for two key reasons: it includes irrelevant information, and the purpose of the letter (and of each paragraph) is not clearly stated.

Answers (Irrelevant information)

Paragraph 1:

- Trip planned to celebrate 10th wedding anniversary
- This was their first trip overseas
- They came to Canada eight years ago
- They were excited about the trip
- Travel arrangements made through Niko Travel agency

Paragraph 2:

- Information about carry-on luggage
- Details about how enjoyable the flight was

Extend the Activity: Have learners practise writing concisely and coherently by writing a letter about a similar situation.



p. 216 | Level of Formality

Provides practice using the appropriate level of formality in business writing

Extend the Activity: Have learners search the Internet for explanations and online practice with formal and informal language. Possible search terms: *formal and informal language practice activities*



p. 217 | Complaint Letters

Provides practice writing complaint letters and responses to the complaint

Extend the Activity: Have learners search the Internet for sample letters of complaint and then analyze the language used. Possible search term: *complaint letters samples*



1

Answers (underlined)

Dear Mr. Lipias:

I am writing to express my dissatisfaction with <u>the</u> summer camp program at <u>the</u> or <u>O</u> Caukley Recreation Centre this year. My daughter first attended this camp about four years ago and loved it! <u>The</u> children did a lot of fun activities and my daughter had <u>a</u> wonderful time. However, in <u>the</u> last two years I have seen <u>the</u> program at Caukley slowly deteriorate.

My first complaint is about <u>the</u> swimming schedule. <u>The</u> camp offers two hours of swimming time three or four times a week. It seems that on most days, that time period is shortened by sometimes as long as half an hour as <u>a</u> form of punishment because some children are talking. All of <u>the</u> children are made to sit against the wall in <u>the</u> pool area for 30 minutes while <u>the</u> counsellors are in <u>the</u> pool having fun themselves. I find this completely unacceptable.

I am also unhappy with <u>the</u> programming offered at <u>the</u> camp this year. In previous years, children did <u>a</u> lot of arts and crafts. During <u>the</u> four weeks that my daughter spent at camp this year, she only did $\underline{\circ}$ art once when someone from <u>an</u> outside organization came to Caukley.

And my final complaint involves <u>the</u> behaviour of one of <u>the</u> counsellors named Sandy. My daughter told me that this particular counsellor was going through <u>the</u> children's lunches looking for \bigcirc leftover snacks in <u>the</u> afternoon because she was hungry. My daughter said that <u>the</u> counsellor went into her bag without asking her permission. This is extremely unprofessional behaviour.

I am very unhappy with \bigcirc Caukley camp this year and I would like to have my money refunded. I trust you will give this matter your immediate attention and I look forward to hearing from you soon. Sincerely,

2 Learners write a response to the letter of complaint. They can use the *Letter Writing Checklist* (in Business Writing LINC 5) to check their work before they give it to a partner to proofread.



p. 219 | Request Letters

Provides practice writing letters of request

Extend the Activity: Have learners search the Internet for sample letters of request and then analyze the language used. Possible search term: *sample request letter*



p. 220 | Making Requests: Ontario Works

Provides practice writing request letters; provides background information about a supplementary Ontario Works benefit

Have learners find the Community Legal Education Ontario (CLEO) online pamphlet and refer to it to answer the questions. You could provide the website address, or have learners find the webpage through an Internet search using these instructions: Go to the CLEONet website at www.cleonet.ca/resources > Social Assistance and Pensions > Community Start-Up and Maintenance Benefit. Then click on the link to the PDF document. (Note: The symbol > means click on or select)

Search the Internet for the CLEO website homepage using the search term *CLEO Ontario*. Then click on *Publications*. Then click on *Social Assistance*.

Answers

- 1. People who are on Ontario Works (OW) or Ontario Disability Support Program (ODSP) and are in <u>one</u> of the following situations: a) they are leaving an institution that provided for their basic needs and shelter; b) they have been evicted or their landlord is beginning the eviction process; c) they have received a final demand for a mortgage payment; d) one of their utilities is about to be cut off unless they make a payment (or has already been cut off); e) they need to move because it would be harmful to stay.
- 2. The benefit can help pay for things you need to set up a new home or stay in the home you live in now. It can cover costs such as household goods, moving costs, rent you owe, last month's rent, late utility payments.
- 3. You can get up to \$1500 (up to \$799 if you have no dependent children).
- 4. You can get the benefit once every 24 months (unless there are exceptional circumstances or you did not receive the maximum the last time you received the benefit).

2 Answers

- 1. Pina's request was probably denied because she had already received money a year ago. A person can only apply for the benefit once every 24 months.
- 2. She can appeal the decision.
- 3. She has 10 days to appeal the decision.
- **3** Ask learners to write a letter of request for Pina. Since the letter is dated 15 days after the denial letter, they will need to include a reason why the request letter is late. Elicit from learners what a good excuse might be. A valid excuse might be that she was in the hospital, or that there was a death in the family.

Encourage learners to proofread their letters when they are finished. They can exchange their letters with a partner for peer-editing.

Extend the Activity: Ask learners to write letters to request appeals to decisions for other situations (e.g., Canada Revenue Agency decision, EI benefits being denied, a Children's Aid Society (CAS) decision, an appeal to the Landlord and Tenant Board Tribunal). Learners would need to research information about the appeals procedures for the specific agency (e.g., CAS) before writing the letter.



p. 221 | Writing Letters: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing business letters

1 Learners select one of the situations and write either a letter of request or a complaint letter. Alternatively, they could write a letter about a topic of their choice. Learners can use the *Letter Editing Checklist* (in Business Writing LINC 5) to review their letter.

This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-III: Convey business messages as written notes, memoranda, letters of request () to indicate a problem, request a change, or to request information.
Sample Assessment Criteria
Holistic: The purpose of the letter is achieved
Analytic: Clearly states the purpose of the message
☐ Uses the appropriate degree of formality
☐ Uses clear and concise sentences
☐ Provides adequate details relevant to the message
☐ Clearly states whether or not the reader should do anything
☐ Uses grammar correctly (e.g., verb tenses, articles or any grammar item taught in class)
☐ Follows a letter format
☐ Completes all sections of a letter accurately and correctly
\square Uses correct punctuation, capitalization and spelling



p. 222 | Workplace Reports

Provides background information about workplace reports

1 You could begin this activity by eliciting from learners examples of the kinds (and purposes) of workplace reports that may be expected in specific occupations. Then have learners research information about different types of reports and present their findings to a partner. They could print sample reports and analyze their format, level of formality, length and purpose.

3 Answers

- 1. <u>g</u> competitive costs
- 2. <u>d</u> competitive edge
- 3. <u>a</u> integral
- 4. <u>h</u> booming (economy)

- 5. <u>b</u> concierge
- 6. <u>e</u> decipher
- 7. <u>c</u> relatively speaking
- 8. <u>f</u> dominant (language)

4 Possible Recommendations

- 1. Make China the primary focus (bigger market, growing income levels)
- 2. Use promotional materials translated in Chinese and Korean when traveling in this region
- 3. Use targeted promotion instead of attending fairs
- 4. Hire drivers for school visits
- 5. Only stay at hotels that offer concierge service
- 6. Travel with a translator
- 7. Do more research on schools to target in China

Extend the Activity: Have learners locate sample memos and reports written by Ontario first-year college students from the *Ontario College Writing Exemplars* accessible at www.hol.on.ca. Each writing sample has evaluative comments about the strengths and weaknesses of the memo or report. They can analyze the samples, and compare the evaluative comments on those rated at a level 1 (considered a pass, but at a low level) and level 4 (highest rating).



p. 226 | Common Errors in Business Writing

Provides information about common business-writing errors

1 Learners can discuss the errors in pairs and rewrite the sentences individually.

Extend the Activity: Have a class discussion about the types of errors learners typically make. These errors could be the focus of more in-depth instruction.

2 Learners can research other common errors in business writing. The class could compile a list of common errors that could be used when learners edit their own writing.

Extend the Activity: Give learners written passages with different types of errors and have learners correct them. Alternatively, the class could analyze samples of learners' writing for errors.

3 Answers

Error	Type of Error	Correction
NBR packaging	Capitalization	NBR Packaging
he sustained numerous injuries including several broken bones.	Run-on sentence	He sustained numerous injuries including several broken bones.
However	Improper use of transitions	No transition needed
on how you guys can stop them from happening in the future.	Use of informal style that is not appropriate	on how we can prevent this from happening in the future.
Me and the workers	Incorrect use of subject/ object pronouns	The workers and I
involving: the step ladders	Incorrect punctuation	No colon necessary
Their	Incorrect use of similar words	There
Where step ladders was used	Subject-verb agreement	Where step ladders were
At times when people were using extension ladders, they were	Unclear pronoun references	At times when people were using extension ladders, the ladders were
places	Incorrect verb tense	placed
recomend	Spelling mistake	recommend
Rolling safety ladders they may costly	Incorrect use of pronoun (none needed)	Rolling safety ladders may be costly



p. 228 | Report Writing: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing a report

1 This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

∠ CLB 8-IV: Write three or four paragraphs to: provide a detailed description
Sample Assessment Criteria
Holistic: The purpose of the report is achieved
Analytic: Expresses main ideas and supports them with details
\square Provides accurate and detailed descriptions/explanations in the report
☐ Uses the appropriate degree of formality
☐ Demonstrates good use of complex grammatical structures with only minor errors
☐ Provides an introduction, development and conclusion in paragraph form
\square Uses adequate vocabulary for the topic
☐ Presents information in a coherent way using appropriate logical connectors
\square Uses accurate punctuation, capitalization and spelling

Extend the Activity: Learners can give an oral presentation of their report. They can include visuals and create handouts with the most important information for the audience.

Chapter 3

Introduction

Interacting With Others

	Interacting With Others: The CLB Competencies242
	Interacting With Others in Context
	Interacting With Others and the Essential Skills Profiles244
LINC	5
	Activities: Social Interaction
	Instructor Notes
	Activities: Customer Relations
	Instructor Notes
LINC	6
	Activities: Customer Relations
	Instructor Notes
LINC	7
	Activities: Social Interaction
	Instructor Notes
This ch	apter relates to the Interacting With Others section of the <i>LINC 5–7 Curriculum Guidelines</i> :
Unit 5:	Social Interactionp. 115
Unit 7:	Customer Relations p. 135

Chapter 3 Interacting With Others Introduction

Interacting With Others: The CLB Competencies

The following CLB competencies relate to Interacting with Others. For the performance conditions for each LINC level, please see the instructor notes.

LINC 5	LINC 6	LINC 7
• Open, maintain and close a short routine formal conversation.	• ≮ Introduce a guest, speaker formally to a large familiar group.	♀ Introduce a person formally to a large unfamiliar audience.
• Open, maintain and close a short	● Introduce a guest, speaker formally	 ♣ Introduce a person formally to a large unfamiliar audience. ♣ Express/respond to a formal welcome/toast. ♣ Express sympathy formally. ♣ Respond to a minor conflict or complaint. ♣ Comfort and reassure a person in distress. ♣ Manage conversation. Check comprehension. ♣ Use a variety of strategies to keep conversation going. ♣ Encourage others to participate. ♣ Participate in a debate/discussion/meeting on an abstract familiar topic or issue. ♣ Express and analyze opinions and feelings. ♣ Express doubts and concerns; oppose or support a stand or a proposed solution. ♠ Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic. ♣ Identify factual details and inferred meanings in moderately complex notes, email messages and letters
invitations, quick updates, feelings.		
	information, make requests, or respond to recommendations and warnings.	

Interacting With Others in Context

The Canadian Language Benchmark competencies should be contextualized within situations and topics that are relevant and meaningful to learners. You can draw from the *LINC 5–7 Curriculum Guidelines*, the 12 LINC themes, and the Essential Skills Profiles for ideas. You can also elicit examples of social interaction situations from learners and include those in activities. Below are some examples of common tasks drawn from the Essential Skills Profiles and the Sample Settings and Themes pages (pp. 119, 129, 139, 149) of the *LINC 5–7 Curriculum Guidelines*.

Interacting With Others in the Community

- Interacting with friends and acquaintances
- Planning and hosting a social event
- Engaging in conversations with strangers
- Interacting with sales/service people
- Inquiring about goods and services
- Making complaints

Interacting With Others in the Workplace

- Engaging in conversations with colleagues
- Interacting with people from other departments
- Participating in conversations in a customer service context

The specific language elements inherent in the real-life tasks (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge on cultural conventions) should be determined by what the learners need to know to complete a task and what they already know. The activities in this chapter include sample skill-building activities.

Essential Skills

1

Essential Skills refer to the nine skills and abilities that are essential to success in Canadian occupations. The Government of Canada has compiled detailed lists, called Essential Skills Profiles (ESPs), of how workers in hundreds of jobs use these nine skills. Each Essential Skills Profile lists examples of job tasks for each essential skill.

Oral Communication is one of the nine Essential Skills. It includes interacting with co-workers, supervisors, subordinates and customers. Examples in the Essential Skills Profiles include all types of interactions, including one-to-one discussions, meetings and presentations.

What makes oral communication difficult?

Each task example in an Essential Skills Profile has a complexity rating from 1 (least complex) to 4 (most complex). The complexity rating can help you get a sense of what the demands are for each essential skill in an occupation. The examples below illustrate the difference between a level 1 and a level 4 oral communication task.

Nine Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- **Oral Communication**
- Work with Others
- Thinking Skills
- Computer Use
- Continuous Learning

Level 1: Oral Communication

- familiar topic
- highly predictable
- low risk associated with poor communication



Level 4: Oral Communication

- requires subject matter expertise
- unpredictable
- serious consequences associated with poor communication

Think of a previous work or volunteer experience and complete the following checklist.

In your work or volunteer experience, how often did you	Regularly	Sometimes	Rarely	Never
Speak with customers or members of the public				
Speak with supervisors				
Interact with co-workers				
Give instructions, direct subordinates				
Participate in meetings				
Give presentations				

2	Consider your	experience v	with each	of the	tasks abo	ve. Answer	the questions.
---	---------------	--------------	-----------	--------	-----------	------------	----------------

- 1. What did you find least challenging?
- 2. What did you find most challenging? What made it challenging?
- Search the Internet for the Essential Skills website. Use the search term Essential Skills Profiles home. On the home page, click on Essential Skills Profiles. Then click on List of all profiles. Find the Library Clerks profile and click on View Entire Profile. Complete the table below with oral communication tasks from the profile. Include one level 3 task.

Who do Library Clerks interact with?	For what purpose?
staff in branch libraries	to request, search for, or take requests for books

Choose an occupation that interests you from the list of Essential Skills Profiles, and click on *View Entire Profile*. List oral communication tasks from the profile to complete the table below. Include tasks for each level of complexity (1–4).

Who is the interaction with?	For what purpose?	I need to improve this

5 In small groups, share your lists of tasks from activities 3 and 4. Discuss the following:

- 1. What makes the level 3 and 4 tasks more difficult than the level 1 or 2 tasks? Use specific tasks as examples.
- 2. What kind of classroom activities can help you to improve your oral communication skills for the occupation you listed in Activity 4?

Chapter 3 Interacting With Others Social Interaction LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency for interacting socially. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills addressed in these activities.

During social interactions:

- ≰ CLB 6–I: Open, maintain and close a short routine formal conversation.
- CLB 6–I: Introduce a person (e.g., guest speaker) formally to a small familiar group.
- CLB 6–I: Express/respond to apology, regrets and excuses.
- CLB 6–I: Encourage conversation by adding supporting comments.
- **♀** CLB 6–I: Take turns by interrupting.
- © CLB 6–I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.
- © CLB 6–I: Identify mood and attitude of participants.
- CLB 5–I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to invitations, quick updates, feelings.

ES

These activities can help to develop the following Essential Skill:

• Oral Communication

The activities in this section focus on the following language skills:

- Making small talk
- Starting and ending conversations
- Using courtesy expressions to respond to thanks, good news and bad news
- Complimenting
- Making, accepting and declining invitations orally and in writing

Activities | Chapter 3 | Social Interaction | LINC 5

	Introduction to Social Interaction25	51
	Creating Your Social Network25	52
	Appropriate or Not?25	53
a	Making Introductions	54
a	Introduction to Small Talk	56
	Making Small Talk25	57
	Chatting With Strangers25	58
	Grammar in Context: Tag Questions	59
	Complimenting and Responding to Compliments26	50
	Small Talk: Putting It in Practice	61
a	Conversations: Using Courtesy Expressions	52
6	Conversation Strategies26	54
U U	Conversation Strategies: Putting It in Practice20	6 6
a	Identifying Emotions in Conversations20	6 7
W U	Extending and Responding to Invitations26	68
	Invitations: Putting It in Practice	70
	Instructor Notes	71

Introduction to Social Interaction

- Discuss these questions in a small group. Ask one group member to provide a summary of your discussion to the class.
 - 1. Do you prefer to interact with one person or with a group?
 - 2. What kinds of social situations make you uncomfortable? Why do you think you feel that way?
 - 3. Have you ever been in a social situation where you were unsure of the right thing to do or say? What was the situation? How did you handle it?
 - 4. Have you ever "put your foot in your mouth"? How did the other person react?
 - 5. In your previous country of residence, what kinds of "social mistakes" do newcomers or tourists make?



Culture Note

You might hear it at the end of a sentence; it's one of the things that distinguishes Canadians from Americans. In fact, it's what Americans love to make fun of. It's that well-known Canadian expression -eh? (pronounced "ay?"), and most Canadians, young or old, use it.

Canadians sometimes add *eh* to the end of a sentence to make it into a tag question. It's used in the same way as a tag: to get agreement from the listener, as in *You're not going to go, eh?*; to give a warning (*That last cookie is mine, eh?*); to express sarcasm (*Winters in Canada are great, eh?*); or to reinforce the listener's interest when telling a story, as in, *I was in the bank, eh, and all of a sudden a man walked in with a gun, eh and ...* People pronounce *eh?* in different ways – sometimes with rising intonation, sometimes with falling intonation. Interesting, eh?

Creating Your Social Network

A social network refers to the people and groups of people with whom you are connected socially. It can include the group of people you exercise with, talk about books with, or go to social events with. People who move to a new country, city or town usually feel the need to establish a social network.

You can build and maintain your network of social contacts in many ways. By going to places where you can practise your hobbies, learn new things or just be around other people, you can create opportunities to meet new people. You can also do this through the Internet – with social networking websites (e.g., MySpace or Facebook), friendship and dating websites, or through online forums about a shared interest.



In small groups, brainstorm possible places in your community where you could meet other people. Add your ideas to the list below. Then, choose five places from your list and research them on the Internet (you can also use the 211 telephone service) to get information about specific programs, activities or events you could participate in. Present your findings to the class.

- community recreation centre
- public library
- volunteer opportunities (e.g., senior centres, hospitals, humane society)
- local board of education programs
- hiking, cycling, and naturalist clubs
- sports teams
- children's activities
- mom/caregiver and baby groups
- amateur orchestra and theatre groups



Imagine that you want to connect with others who share a specific interest or problem you have (e.g., an interest in music, basketball, line dancing or a health problem). On a forum, locate one post and three replies to this post. Summarize the post and the replies to your classmates.

Possible search terms: <u>line dancing</u> forum; <u>line dancing</u> discussion board; <u>line dancing</u> chat room (substitute the underlined words with your interest).

Appropriate or Not?

Social conventions refer to the set of behaviours that are considered normal and accepted in social situations. Social conventions differ from culture to culture. Behaviours that are socially accepted in one culture may be considered rude in another. Being aware of the common social conventions in a culture can help us avoid offending others in our social interactions.

In multi-ethnic societies such as Canada, a wide range of socially acceptable behaviors and conventions exists, and what is considered polite or appropriate can vary from community to community.

- In small groups, consider each scenario below. Discuss whether or not you think the behaviour is appropriate in Canada, and compare the behavior to that of your culture. Discuss the differences.
 - 1. Nila has made some new friends at work. She invited them over last weekend for a barbecue, and they had a lot of fun. She decides to invite them again this weekend.
 - 2. Etta and Juan are invited to a barbecue. They are new in the neighbourhood. When they arrive, their host introduces them to all the neighbours (over 30 people). Both Etta and Juan go around and shake hands with everybody.
 - 3. Zhiao is invited to a baby shower for a woman she works with. She doesn't know what to buy, so she decides to give her colleague a gift card from a department store.
 - 4. Janice invites three families over for a "pot luck" dinner. She asks each of the families to contribute a dish for the dinner.
 - 5. Svieta is invited to a friend's home for a dinner party. She has a wonderful time. The next day she doesn't phone or email to thank her hostess.
 - 6. Julio contacts his former LINC teacher and asks if she can give him some private tutoring to help him improve his writing skills. They arrange to meet at the library. Julio greets his teacher and kisses her on both cheeks.
 - 7. Jim is invited to a dinner party by a friend. He brings a bottle of wine for the host.
 - 8. Penny looks after her neighbour's cats when her neighbour is away for the weekend. Penny's neighbour gives her a small brass candlestick when she returns to thank Penny for her trouble. Penny does not feel comfortable accepting the gift and returns it to her neighbour.
 - 9. When Roger passes away from lung cancer at the age of 62, his family requests that mourners give donations to the Canadian Cancer Society instead of sending flowers to the family.

Making Introductions

The language for introducing yourself and others ranges from formal to very informal, depending on the situation. Being able to make smooth introductions in a variety of situations can help you to feel more socially confident.

Here are some tips for making introductions:

- When you are introduced to someone, it is common to make direct eye contact, nod or smile, and greet the person to acknowledge the introduction.
- When greeting someone you have just been introduced to, try to repeat the person's name so that you remember it. For example, *Nice to meet you, Joan*.
- Depending on the situation, you may need to shake hands, especially in formal workplace or business situations.



Audio 3.1: Listen to four people making introductions. As you listen, record who the speakers are in each introduction and their relationship. Rate each introduction as formal or informal.

	Speakers and their relationship	Level of formality
Introduction 1		
Introduction 2		
Introduction 3		
Introduction 4		

Here are some common phrases for introducing yourself and others:

Less formal

Introducing self:

Bob: I'm Bob.

Andrea: Hi, Bob. I'm Andrea.

Bob: Hi, Andrea.

Sheila: By the way, my name is Sheila.

Beth: Hi, Sheila. I'm Beth. Sheila: Sorry, was that Bess?

Beth: No, Beth.

Sheila: Nice to meet you, Beth.

Introducing others:

A: Jim, I'd like you to meet my wife, Stella.

B: Nice to meet you, Stella.C: Nice to meet you too, Jim.

More formal

Introducing self:

Robert: I don't think we've met. My name is Robert Forrester. Eric: Very pleased to meet you, Robert. I'm Eric Hand. Robert: Nice to meet you, Eric.

Introducing others:

A: Professor Cummer, allow me to introduce Mr. Li Zhen.

He's a visiting professor from Beijing. B: Very pleased to meet you, Mr. Li. C: Nice to meet you, Professor Cummer.

B: Please call me Benjamin.C: And please call me Zhen.

And now it is my pleasure to introduce our guest of honour, Mr. Harold Jackman.

In groups of three, role-play introducing yourself and others using the role cards below.



2

Situation 1: Student A

You are attending a parentteacher meeting for the first time. Meet your daughter's teacher. Introduce yourself and your wife/husband.

Situation 1: Student B

You are a teacher in a school. Greet the parents who have just arrived and introduce yourself.

Situation 1: Student C

You are attending a parentteacher meeting with your husband/wife. Meet your daughter's teacher.

Situation 2: Student A

You are a manager in an office. Introduce a new employee to the Accounting Department manager.

Situation 2: Student B

It's your first day at a new job. Your manager will introduce you to another staff person.

Situation 2: Student C

You are the Accounting Department manager. Greet the new employee when introduced.

Introduction to Small Talk

- 1 Small talk is a common form of communication. Before you listen to a dialogue between the host of a radio show and a communications expert on the subject of small talk, discuss the questions below in a small group.
 - 1. What is small talk?
 - 2. What is the purpose of small talk?
 - 3. Can you give some examples of small talk that you have recently engaged in?
 - 4. When and where do people engage in small talk?
 - 5. What small-talk topics are popular in Canada?
 - 6. What small-talk topics do you think are not acceptable in Canada?
- The following words/phrases come from the radio show you will listen to. Write down what you think the phrases mean. Then listen for the phrases in the recording and revise your definitions based on what you hear.
 - create rapport
 - no-no's
 - break the ice
 - engage in (a conversation)

- interaction
- · casual friends
- robotic
- colleagues

3 Audio 3.2: Listen to a radio show guest talk about small talk. Circle true or false below.

- 1. Small talk is mainly used to get things done and to provide information.
- 2. When someone asks, *How are you?* they are asking for information about your health. T
- 3. In Canada, people always expect you to ask about their family.
- 4. People use small talk in the workplace to keep their work relationships friendly.
- 5. An example of small talk is giving a compliment to someone.
- 6. Couples who have been together for a long time often engage in small talk. T
- 7. People in Canada talk about the weather all the time because they love it so much.

4 \(\cdot\) Search the Internet for a list of small-talk topics. Take notes on five topics you think you would use in small talk. Share your list with the class.

Possible search terms: small talk topics

Making Small Talk

In small groups, read the situations below. For each situation, discuss whether or not you would make small talk, and if you would, what you might talk about.

Is sr	nall talk appropriate?	What could you talk about?
1.	With a taxi driver while getting a ride.	
2.	With a customs official at the airport.	
3.	With your child's teacher before a parent-teacher interview.	
4.	With a resident of your apartment building in the elevator.	
5.	With a police officer who stops you for speeding.	
6.	With a bus driver.	
8.	With a stranger walking their dog in your neighbourhood.	
9.	With people who are about to interview you for a job.	
10.	With a client/customer of your company who calls you for information	1.
11.	With the receptionist in a busy doctor's office.	

2 Complete the table below with other possible conversation starters for each small talk topic. Practise using them in conversations with a classmate.

Conversation starters
The weather: I can't believe how warm it is! And it's only April.
Current events: So, I heard we are going to have a transit strike again.
A compliment: I love those earrings! Did you bring them from your trip to Peru?
A social event: It's a great party, isn't it? And the food is amazing!

Chatting With Strangers

Initiating small talk with a stranger can be a pleasant way to pass the time. It may even lead to a new friendship. However, striking up a conversation with someone you don't know can be awkward unless you are able to establish that you have something in common with the other person. To do so, you can:

- Ask a question or make a statement related to something you may have in common, like the situation in which the conversation is taking place. For example, in a long line-up to see a movie, you could say, *I can't believe the line-up to see this film. I sure hope it's worth the wait.*
- Ask for the other person's opinion about a particular situation. For example, I heard this mall is closing down and they're going to build a bunch of condos instead. Isn't that awful?
- 1 Imagine yourself in the following locations. What could you say to start a conversation with a stranger? Add more situations where you could make small talk. Then, with a partner, practise responding to these comments.

1.	Waiting for the bus	I hear they're going to raise the bus fare again. What do you think?
2.	In line at the grocery store	
3.	At your child's daycare	
4.	At a work-related seminar	
5.	The first day of your ESL class	
6.	In your doctor's waiting room	
7.	At the community centre	
8.	In an airport waiting area	
9.		
10.		
11.		
12.		

2 Choose four of the above locations or another location of your choice. With a partner, role-play a dialogue between two strangers.

Grammar in Context: Tag Questions

Common statements that are used to initiate small talk are often followed by mini questions, for example *It's a beautiful day, isn't it?*, or *You don't live in this building, do you?* These are called tag questions. More colloquial ways of saying tags include *Beautiful weather, eh?/no?/right?* Tag questions are used in small talk to seek confirmation or agreement from another person and are spoken with a falling intonation when used for this purpose.

1	Listen as your teacher models the following short dialogues. Then practise the dialogues with
	your partner.

A: It's a lovely day, isn't it?	A: This is nasty weather, isn't it?	A: This rain is awful, isn't it?
B: Yes, it's absolutely gorgeous.	B: Yes, it certainly is.	B: Yes, it is.

Add a tag to the following statements used to initiate small talk. Then write an appropriate response. Practise reading your exchanges with a partner. Use falling intonation for the tag question and to express agreement when you respond.

1.	Example: The food is really great here, isn't it?	Yes, it is.
2.	Roberta performed really well,?	
3.	They sure know how to throw a party,?	
4.	The new office isn't very big,?	
5.	Harold did a great job with the presentation this morning,?	
6.	This is such a lovely wedding,?	
7.	That wasn't a great movie last night,?	
8.	Mirella dresses really well,?	
9.	Ms. Jones was a really good teacher,?	
10.	Bonnie is a good friend of yours,?	
11.	They've done a nice job of decorating this place,?	
12.	The music is always so loud in this place,?	

Complimenting and Responding to Compliments

Complimenting is a common way to start a conversation. Women sometimes compliment each other on their clothing, hairstyle, accessories, etc. It is also common to give compliments on skills, abilities, behaviour, and personal characteristics. You don't have to know a person well to give them a compliment. However, you should be cautious about complimenting a member of the opposite sex as your compliment may be interpreted as flirting.

1	Co	mplete the following sentences s	o they include compliments. Then add a po	ssible response.
	1.	A: That's a		
		B: Thank you. I		
	2.	A: You look		
		B:		
	3.	A: That		really suits you.
		B: Thanks.		
	4.	A: You're a		
		B: Thank you for saying that		
	5.	I love your		
		Thanks.		
	6.	Your	looks	
		Thank you.		
	7.	I love those		
		Thanks.		
	8.	What a		
		Thank you		

2 Discuss the questions below.

- 1. When do you think it is not a good idea to compliment someone? Why?
- 2. What (if any) differences have you noticed about the way people compliment each other in Canada and in your previous country?

Small Talk: Putting It in Practice

Role-play small-talk conversations with a partner using the scenarios below.



1

Scenario 1: Your ESL centre is having a centre-wide potluck party to celebrate the winter holidays. You are standing in line to get something to eat. Strike up a conversation with the person standing beside you.

Scenario 2: You are attending the reading circle for moms and kids at your local library for the first time. After the storybook reading, everyone stays for coffee and cookies. Initiate a conversation with one of the other moms.

Scenario 3: You are a bank teller at Canadian First Bank. Initiate some small talk with your client.

Scenario 4: You are a dental hygienist working in a dental practice in a shopping mall. Initiate some small talk with your next patient.

Scenario 5: You notice that a new family has moved into the apartment beside yours. Knock on the family's door and welcome them to the neighbourhood. Enjoy some small talk.

Scenario 6: You are a student at a community college. Your class in workplace communication has just ended. As you leave the class, strike up a conversation with one of your classmates.

Scenario 7: It's a cold snowy day and as you leave your house, you see your neighbour shoveling his driveway. Initiate some small talk.

Scenario 8: Your colleague at work has just returned from a maternity leave. Welcome her back and initiate some small talk.

Scenario 9: It's the first warm day of spring. Everybody is walking around enjoying it. You go into your local variety store to buy some milk. Initiate some small talk with the owner of the store.

Scenario 10: You are taking an exercise class at your local community centre. Strike up a conversation with another participant in the class.

Scenario 11: You are at a party held by your friends. You don't know other guests. Initiate small talk with another guest at the party.

Scenario 12: It is Monday morning at work. Initiate small talk with a colleague.

Conversations: Using Courtesy Expressions

Courtesy expressions are phrases that are commonly used in daily interactions. They are used in a variety of social situations to greet people and respond to greetings, to signal the end of conversations, to say goodbye, and to sympathize, apologize, and express and respond to thanks.

Audio 3.3: Listen to the conversation between two friends at a community centre. As you listen, fill in the blanks with the courtesy expressions you hear. Practise the dialogue with a partner.

Lynn: Hi, Julie.	?
Julie:	How about you?
Lynn:	
Julie: Listen, Holt. I met with her yesterday and she was very impr	
Lynn: It was my I was	
Julie: She's going to pass my resumé on to someone e	else she knows who is hiring right now.
Lynn:	_, Julie!
Julie: I'll let you know what happens.	
Lynn: Great. I hope you get the job. By the way, how	is your cat doing?
Julie: Oh, poor Tiger. He got to the point where he we sleep.	asn't eating or drinking so we had to put him to
Lynn: Oh, Julie,	Tiger was a wonderful cat.
Julie: Yes, he was. I miss him so much Mark is picking me up and he's probably in the parking	
Lynn:	
Julie:	·
Lynn:	
Julie: Bye.	
Lynn: Bye.	

2 Write other expressions that you are familiar with for the purposes below.

- Greetings & Responding to Greetings
- Responding to Bad News
- Signaling the End of a Conversation
- Responding to Good News
- Expressing Thanks
- Saying Goodbye

Situation 1: Student A					
You have just returned to work after a vacation that didn't go well. Have a conversation with your colleague describing what happened (make up some details). Thank your colleague for finishing a report for you while you were away.					
Situation 1: Student B					
Greet your colleague who has just returned from of the conversation. Say goodbye.	n a vacation. I	lave a short	conversatio	n. Signa	I the end
Situation 2: Student A					
Knock on your neighbour's door. Exchange greetings. Offer your garden. When asked, explain that your husband's health worsen in a nursing home. Signal the end of the conversation. Say good				-	
Situation 2: Student B					
Your neighbour knocks on your door. Exchange greetings. Inquire about you has been ill.				ur's hust	oand who
Nork with a partner to prepare a dialogue bet expressing thanks, responding to good news a nd saying goodbye. In pairs or small groups, read the following st ecide whether you agree or disagree with the	and bad news	, signaling to	he end of kes a goo	the con	nversation
xpressing thanks, responding to good news a nd saying goodbye. n pairs or small groups, read the following st ecide whether you agree or disagree with the	and bad news catements abo em and discu	, signaling to out what ma ss why.	he end of kes a goo	the conditions the converse of	nversation
xpressing thanks, responding to good news a nd saying goodbye. In pairs or small groups, read the following streecide whether you agree or disagree with the large of the good conversation, listening is more im	catements about and discussions and discussions and than	out what mass why.	he end of kes a goo	the conditions the converse of	nversation
xpressing thanks, responding to good news a nd saying goodbye. n pairs or small groups, read the following st ecide whether you agree or disagree with the	tatements about a portant than ons in a converbally that y	out what mass why. speaking.	he end of kes a goo	the conditions the converse of	nversation
xpressing thanks, responding to good news a nd saying goodbye. In pairs or small groups, read the following strecide whether you agree or disagree with the large of the conversation, listening is more im large. People usually don't like being asked question. There is no need to let other people know we have the conversation of the conversation.	catements above and discurrent than ons in a converbally that y enough.	out what mass why. speaking. ersation. ou are	he end of kes a goo	the conditions the conversion of the conversion	nversation

6. If you have a great comment to add, it is okay to interrupt another person.

263

Conversation Strategies

Keeping a conversation going can be a difficult thing to do, especially if you are shy or in the company of people you do not know very well. Here are some techniques you can use to encourage another person to speak:

- Ask questions. You can initiate a conversation by asking another person about something you think you might have in common or something you think they might be interested in talking about. For example, *How long have you lived in this neighbourhood? How do you know Gina? How do you like the school?*
- Answer questions with longer answers, adding specific/interesting information. For example, *Do you like living here? Yes, there are so many interesting places to visit. Last week we went to ...*
- Answer a question, then redirect it using these expressions: And you? What about you?
- Respond to the other person's comment/answer with a follow-up question. For example, I live in Toronto.

 Oh, really, which part of Toronto? How long have you lived there? How do you like it there?
- Comment on what the other person is saying to encourage more details or to show interest: *That's really interesting; I had no idea!; I lived in Montreal. Really? I love Montreal! What a great city.*
- Use a short response or vocal filler to show that you are listening. For example, *Oh, yeah; Really?; Uh-huh; Mmmmm; Yes; I see; Wow.*
- Signal a change of topic when you feel you are "running on empty." For example, *Oh, by the way ...;* So, ah, ...; Now, what about ...;

Audio 3.4: Listen to three dialogues. Complete the chart by writing the topics in each conversation. Record who the speakers might be and where each conversation might be taking place. Write down the words and expressions used by the speakers to keep the conversation going.

	Topics	Speakers	Location
1.			
2.			
3.			



Search the Internet for tips on having a good conversation or being a good conversationalist. Present your findings to the class.

Possible search terms: how to have a great conversation; good conversationalist; conversation strategies

- Choose one of the statements below. Create questions (as many as you can) that can be used to keep a conversation going. Exchange your questions with a classmate for peer evaluation. Then role-play the conversation using your questions and other strategies to keep the conversation going.
 - 1. I've just returned from Vancouver.
 - 2. I am starting college after this course.
 - 3. We are moving next month.
- Work in pairs. Take turns responding to the questions below to keep the conversation going. Give answers with some details to keep the conversation going. When your partner is speaking, use short responses and vocal fillers to show that you are listening.
 - 1. How long have you lived in Canada?
 - 2. Where did you learn English? You speak so well.
 - 3. Do you live around here?
 - 4. Have you ever been to the Planetarium?
 - 5. Do you still go to the yoga classes at the Y?
- Body language is an important element of a conversation and can convey different messages. In small groups, discuss and demonstrate how you could convey each of the messages below through body language.
 - 1. It's interesting what you're saying.
 - i. It's interesting what you're saying.
 - 3. I can't believe it!
 - 4. I would like to end this conversation.
 - 5. I'm all ears.

2. Oh, no!

- 6. I'm in a hurry and don't have time to talk.
- 7. Wait a moment!
- 8. I don't agree.
- 9. You're right.
- 10. Really? It sounds quite unbelievable.
- Work in groups of four. With a partner, role-play a conversation starting with one of the statements below. Use a variety of conversation strategies and add details to keep the conversation going. Your partners will observe your role-play and give you feedback on the strategies you used.
 - 1. I thought I would never make it to class this morning!
 - 2. We had a great weekend!
 - 3. You will never guess who I just met in the lobby!

Conversation Strategies: Putting It in Practice

1 With a partner, choose one of the situations below and role-play a conversation. Make sure that your conversation includes:

- Greetings
- Small talk
- At least two topics
- Different strategies to keep the conversation going
- Active listening techniques



Situation 1: Student A

You run into someone you used to work with but have not seen in a long time. Greet the person, carry on a conversation about topics of your choice, suggest getting together in the future, end the conversation.

Situation 1: Student B

You run into someone you used to work with but have not seen in a long time. Greet the person, carry on a conversation about topics of your choice, end the conversation.

Situation 2: Student A

You are a stylist in a hair salon. Your client has been coming to you for three years. Greet your client, carry on a conversation about topics of your choice, end the conversation.

Situation 2: Student B

You are having your hair cut by a stylist who has been doing your hair for three years. Greet the stylist, carry on a conversation about topics of your choice, end the conversation.

Situation 3: Student A

You are attending a job fair and you don't know anybody there. Strike up a conversation with a person next to you. Make small talk, carry on a conversation about topics of your choice, end the conversation.

Situation 3: Student B

You are attending a job fair and you don't know anybody there. A person next to you seems interested in talking to you. Make small talk, carry on a conversation about topics of your choice, end the conversation.

Identifying Emotions in Conversations

more than one categor		
• ambivalent	• discouraged	 overwhelmed
• ambivalent	 discouraged 	• Overwheimed
 annoyed 	 embarrassed 	 regretful
anxious	 enthusiastic 	 relieved
 apprehensive 	 frustrated 	 shocked
 concerned 	 furious 	 thrilled
 content 	 grateful 	uneasy
 defensive 	 grieving 	 vulnerable
 determined 	 miserable 	wary
 disappointed 	 optimistic 	 upset

Read the following adjectives for emotions and identify which words describe a positive, neutral or negative feeling. If necessary, look up unfamiliar words in a dictionary. Some words may fit into

- 2 The list above contains adjectives to describe emotions. Where possible, change them into nouns.
- 3 Choose five of the emotions from the list above. For each emotion, describe a situation you have experienced that made you feel this way.
- Audio 3.5: Listen to three short dialogues. Complete the chart to identify each situation, the relationship between speakers, and their emotional states. What helped you to identify each speaker's emotions (e.g., tone, phrases)?

	Situation	Relationship between speakers	Speakers' emotions
1.			
2.			
3.			

1

Extending and Responding to Invitations

1	6	g
ı	Ф	ф

Audio 3.6: Listen to short dialogues in which people extend and respond to invitations. Complete the chart below.

	Nature of invitation	Relationship between speakers	Expressions used to make invitation	Invitee's response
1.				
2.				
3.				
4.				

- Often when someone declines an invitation, they give a reason. Here are some examples of declining invitations and giving reasons. Add three possible reasons of your own.
 - Oh, I'm afraid I can't. I already have plans.
 - We'd love to, but I'm afraid we'll be away that weekend.
 - Sorry, I have an appointment today.
 - No, I can't today. I'm in a rush. How about next week sometime?
 - I'd love to, but I have to pick up my daughter at camp that day.
 - Thanks so much for the invitation, but I'm afraid I'm busy on Saturday.
 - Gee, I'm not sure. Can I get back to you on that?

•	
•	
•	

- Read the spoken invitations below. Then give possible responses for each invitation. Compare your responses with a partner.
 - 1. Do you want to go out for a drink after work?
 - 2. Are you up for a movie tonight?
 - 3 I've got two tickets to the opera for Saturday night. Would you like to go?
 - 4. We're having a few people over on Friday evening. Can you come?
 - 5. We're having a barbecue on Saturday. We'd love it if you could come.
 - 6. Let's grab a coffee.



Imagine you are going to hold a social event (e.g., a birthday party, summer barbecue, karaoke night). As a class, decide on the event and create a written description. Your instructor will use an online invitation tool (e.g., www.evite.com) to invite the class to the event. Accept or decline the invitation online. Below is a sample of what an online invitation might look like.

Invite Online

Host: Taylor Jenk

When: Friday October 4, 6:30 PM

Location: The Jenks', 888 VIin Ave.

Who: All the wonderful women in my life!

Since last year's PINK party was such a success, I decided to do it again! We'll have PINK drinks and a ton of FOOD. It's a perfect opportunity to get together with friends. Pledge cards will be available if you want to make a donation to support breast cancer research. Raised funds will be donated in memory of my mother.

Send a message Who's coming? As of September 23, 7:49 pm

YES 26 NO 11 NOT YET REPLIED 12

<u>YES</u> 26

Linda Jenkins: A Pink party?! Who would miss it?? I'll be there & can't wait!

Helen Wong: Thank you for the invitation. I will be there. I'll bring something pink for us to drink!!

Laurie Jones: Yes, yes, yes!! I'll definitely come – looking forward to it!

Tanya Blair: Sounds like a lot of fun! I'm in for sure!

Erin Osargo: Thank you for the invite Taylor! I'd love to come – see you there! Let me know if I can bring something.

NO 11

Jane Black: I'm sorry I can't be there, but I will drink pink lemonade that night and think of you ... next year for sure!! Love Jane

Andrea Blin: Sorry Taylor ... I have to go to a business dinner that night ... rather be at your place. Thanks for including me. Talk soon.

Josephine Renner: Thanks so much for the invite! Unfortunately I can't make it, I have a B-day celebration to attend that night. Have a great time!

Val Thorm: I'm so sorry I have to miss out this year! Have a great time – I look forward to the 3rd annual pink party!



6

Search the Internet for advice on writing invitations and responding to them. Make a list of tips and present it to the class.

Possible search terms: how to write invitations

- Write an email inviting your classmate to a social event of your choice. Exchange emails with a classmate. Respond in writing to your classmate's invitation. You can accept or decline it, but remember to provide a reason if you decline it. In your email include:
 - place and time of the event
 - directions on how to get there
 - other important details

Invitations: Putting It in Practice

Work with a partner to role-play giving, accepting and declining invitations.



1

Student A: You are planning a barbecue and would like to invite five families from the street. Invite one of your neighbours.	Student B: One of your neighbours is inviting you to a barbecue. Decline the invitation and give a reason.
Student A: A colleague is inviting you (along with other people from work) to a dinner at his/her home. Decline the invitation; give a reason.	Student B: You would like to invite a colleague from work to your home for dinner. You are also inviting two other work colleagues. Invite your colleague.
Student A: You would like to invite your friend to a little get-together for a sister/brother's birthday. The gathering will be at your home and there will be a sit-down dinner. Invite your friend.	Student B: Your friend is inviting you to a gettogether at his/her home. Decline the invitation and give a reason.
Student A: You have become friendly with someone you play badminton with at a community centre. Invite the person out for a coffee/beer after practice today.	Student B: You have become friendly with someone you play badminton with at a community centre. Accept his/her invitation.
Student A: You volunteer at the Humane Society and have become friendly with another volunteer. Accept the person's invitation.	Student B: You volunteer at the Humane Society and have become friends with another volunteer. Invite the person to your home to see your new kitten.
Student A: You have made a friend in your LINC class. Invite him/her and his/her family to go to Niagara Falls with you and your family.	Student B: You have made a friend in your LINC class who you would like to spend time with. Decline his/her invitation. Give a reason and suggest an alternative date.

This chapter includes activities that can help learners develop the skills and background knowledge needed to participate in personal and workplace social interactions. These skills include:

- Creating social networks
- Introducing yourself and others
- Making small talk
- Giving and responding to compliments
- Using courtesy expressions in conversations
- Using conversation strategies
- Extending, accepting and declining invitations

The activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities for social interaction, consider the CLB performance conditions below.

Performance Conditions

- Interaction is face-to-face or on the phone, with familiar and unfamiliar individuals and small informal groups
- Rate of speech is slow to normal
- Context is familiar or clear and predictable
- Topics are concrete and familiar
- Interactions are formal or semi-formal

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Social Interaction, see *Unit 5: Social Interaction*, pp. 115–124 in the *LINC 5–7 Curriculum Guidelines*.



p. 251 | Introduction to Social Interaction

Introduces the topic of social interaction; serves as a needs assessment tool to determine the focus of instruction

You can have learners discuss the questions in small groups, then have a class discussion about learners' interests relating to social interaction.

Extend the Activity: Have learners read the Culture Note and discuss other idiosyncrasies they have noticed about social interaction in Canada.



p. 252 | Creating Your Social Network

Provides an opportunity to research local programs, activities and events to expand social networks; provides an opportunity to research online discussion forums

- 1 Facilitate a class discussion about how learners have made friends in Canada. Discuss the suggestions on the handout and brainstorm other ways they might expand their social network. Have learners choose a category to research. Learners can use the Internet, the Yellow Pages or 211 to conduct research. Ask them to be prepared to share what they learn with the class.
- **2** Elicit specific learner interests, and demonstrate (with the use of a computer and a data projector) how to locate an online discussion forum about that interest. Encourage learners to join a particular discussion forum. For example, they may be interested in joining an English language discussion forum.



p. 253 | Appropriate or Not?

Provides an opportunity to discuss social conventions

The purpose of this activity is to initiate a discussion about differences (between cultures) in social interaction conventions. None of the scenarios are necessarily inappropriate; they all depend on details about the situation, the relationships between people and the community they happen in. Ask learners to discuss the scenarios in small groups. Then have a class discussion. Invite learners to share examples of social situations in which they felt they (or others) have committed a "faux pas."

Extend the Activity: Ask learners to discuss social behaviors that are considered inappropriate in the culture of their previous country. Have them search the Internet for common social conventions in Canada. Possible search term: etiquette in Canada



p. 254 | Making Introductions

Provides practice identifying the language used for formal and informal introductions

1 **Answers**

	Speakers and their relationship	Level of formality		
Introduction 1	Mother, daughter, daughter's friend	informal		
Introduction 2	Work situation: Manager, new assistant and four employees	formal (the manager)and informal (colleagues)		
Introduction 3	John Billings, Shelley Gamboni	formal		
Introduction 4	Richard, his sister Anna, and Richard's friend Mary	informal		

Extend the Activity: Ask learners to write down the expressions they hear that signal whether the introduction is formal or informal.



♠ Audio 3.1: Transcript

Four people making introductions

Introduction 1

Sarah: Mom, this is Kelly. She's my partner for my science project.

Mom: Hi, Kelly. Kelly: Hi, Mrs. Kelso.

Sarah: We're going to go upstairs and work on our project. Mom: Okay, sweetheart. I'll call you when dinner's ready.

Audio 3.1: Transcript (continued)

Introduction 2

Manager: Everyone, I'd like you to meet Jack Farrow. He's my new assistant.

Everyone: Nice to meet you, Jack. Hi. Nice to meet you. Welcome.

Manager: So let me introduce you to everyone. This is Hugh Jackson, our IT man.

Jack: Hi Hugh, nice to meet you.

Hugh: Hi Jack, and welcome!

Manager: This is Evelyn Carter, our senior accounts manager.

Jack: Nice to meet you, Evelyn.

Evelyn: Nice meeting you too, Jack.

Manager: And Raquel Gagneau, our marketing specialist.

Jack: Sorry, was that Rachel?

Raquel: Close. Actually it's Raquel.

Jack: Nice to meet you, Raquel.

Raquel: Nice to meet you, too, Jack.

Manager: Okay, let's get down to business here.

Introduction 3

John: Welcome, everyone, to the opening of the Pinewood Gallery. My name is John Billings and it is my pleasure to introduce the person responsible for this lovely new art gallery, Shelley Gamboni. Over the last year, Shelley has worked tirelessly to get corporate sponsors, organize fundraising events and coordinate a publicity campaign so that the Pinewood Gallery could finally become a reality. Shelley has a business degree from the University of Michigan and has worked in fundraising for the last 12 years. She has been instrumental in establishing several galleries in the western United States and we're very fortunate to have her on our team. Please join me in welcoming Shelley Gamboni.

Shelley: Thank you, John, for such a warm welcome.

Introduction 4

Richard: Have you met my sister, Anna?

Mary: No, I haven't. It's great to meet you, Anna. I've heard a lot about you.

Anna: Only good things, I hope.

Mary: Oh, of course.

Anna: Great to meet you, Mary.

2 Discuss the tips for making introductions, then model the language for introducing yourself and others. Ask learners to work in groups of three. Have them role-play making the introductions on the role cards. Ask learners to present their role-play to the class. Provide (and have learners provide) feedback.



p. 256 | Introduction to Small Talk

Introduces small talk

3 Answers

1. F 2. F 3. F 4. T 5. T 6. F 7. F

Audi

Audio 3.2: Transcript

A radio show interview about making small talk

Sara: Hi everyone and welcome to the Sara Kato Show. Today we have Melanie Koplov back with us. Melanie is a communication consultant and she's here to talk to us about something we all do a lot of, and that is small talk. Welcome back to the show, Melanie.

Melanie: Thanks, Sara. It's good to be back.

Sara: So tell me, Melanie, what exactly is small talk?

Melanie: Well, small talk is all the talk we do just for the purpose of being sociable. In other words, it's the talk that isn't mainly about getting something done or providing information.

Sara: So, what is the purpose of small talk then?

Melanie: We use small talk as a kind of social lubricant, if you will. It makes things go smoothly. It's mostly used to create rapport with other people, to build and maintain social relationships. It's also a way to "break the ice," before engaging in more functional topics of conversation. And when we engage in small talk with strangers, it shows we just want to be friendly.

Sara: Can you give me some examples of small talk, Melanie?

Melanie: Yes, certainly. Greetings and responses to greetings are a form of small talk. When someone says "Hi, how are you?" the person doesn't really expect a detailed summary of your physical and emotional state. They're just asking the question to be friendly or polite. So a common response in this situation is "Fine thanks. How are you?" On the other hand, when your doctor asks you, "How are you feeling?" that is not small talk. She really wants information from you.

Sara: Yes, that's true.

Melanie: Or, let's say, someone at work asks you, "So how was your weekend?" In this case, the person is asking for information, but the main point of the <u>interaction</u> is not really the information itself. It's more about the social interaction between the two of you. Your colleague just wants to have a nice working relationship with you, so he lets you know that he's interested in you and this makes you feel good.

Sara: It sounds like small talk plays an important role in our everyday communication, Melanie. It's not really so small after all, is it?

Melanie: Indeed it's not, Sara. Try to picture a person who never engages in small talk. This person would appear robotic to us – cold and unfriendly. It's not likely this person would meet with much success in life.

Sara: Yes, you're right.

Melanie: Another interesting thing about small talk is that couples who have been together a long time rarely engage in it at all. That's because they can comfortably accept silence in situations that would be uncomfortable for two people who were only <u>casual friends</u> or work <u>colleagues</u>.

Sara: Hmmm. I've never thought about that. So tell me, Melanie, how important is small talk in work situations? Don't most employers see it as a waste of time?

Melanie: No, not exactly. Small talk at work often occurs between colleagues on the same level. This small talk serves to maintain a friendly atmosphere at work, and is not at all a waste of time. Small talk is also really common at work as an icebreaker before meetings.

Sara: What about topics of small talk conversations? How flexible can we be?

Melanie: There are lots and lots of small talk topics!! They can be about the news, or about a shared experience – like when a person says, "So that was a great party, last night, eh?". Or small talk can include personal observations about a person's appearance, like when you give someone a compliment.

Sara: But aren't compliments kind of risky, Melanie?

Melanie: Well, they can be. It depends on the relationship between the two people. Compliments are not usually given to a stranger, but they are very common between people who know each other well.

Sara: And what about the weather? That seems to be a favorite topic for small talk in Canada, wouldn't you say?

Melanie: Yes, it's probably in the top five, Sara. Canadians are obsessed with the weather, probably because it's always changing!

Sara: Are there topics that are <u>no-nos</u> for small talk, Melanie?

Audio 3.2: Transcript (continued)

Melanie: Well, as I said, suitable topics completely depend on the relationship you have with the person you are talking to. But in general, for people who are not close, I recommend staying away from topics that might lead to conflict or that are too personal. You may wonder what I mean by too personal.

And of course, that depends ... In Canada, with people you don't know very well, questions about personal finances or marital status or religion are generally considered too personal. Remember, the whole idea of small talk is to make people feel good, so you have to choose your topics with that in mind. In many cultures, asking about one's family is expected. But I would say that is not as true in Canada.

Sara: Well, thank you, Melanie. This certainly was informative. Thank you, everyone, and please tune in again tomorrow at noon.



p. 257 | Making Small Talk

Provides practice identifying appropriate topics of small talk in different situations

1 Ask learners to discuss in small groups whether or not they would feel comfortable making small talk in each situation and why. Whether or not someone makes small talk in these situations depends on the situation and comfort level of the speakers.



p. 258 | Chatting With Strangers

Provides practice opening small talk conversations with strangers

1 Invite learners to share their experiences of initiating small talk with a stranger. Ask them to work with a partner and prepare statements/questions they could use to initiate small talk in each of the given locations. Discuss with the class.



p. 259 | Grammar in Context: Tag Questions

Provides an opportunity to practise using tag questions with appropriate intonation

- 1 Model the intonation of the two-part small-talk exchanges for the class. Ask learners to practise each short dialogue with a partner, paying particular attention to rising and falling intonation patterns.
- **2** Ask learners to complete the tag questions and provide appropriate responses. Review the structure before the activity.

Answers

1.	Example: The food is really great here, isn't it?	Yes, it is.
2.	Roberta performed really well, didn't she?	Yes, she did.
3.	They sure know how to throw a party, don't they?	Yes, they do.
4.	The new office isn't very big, is it?	No, it isn't.
5.	Harold did a great job with the presentation this morning, didn't he?	Yes, he did.
6.	This is such a lovely wedding, isn't it?	Yes, it is.
7.	That wasn't a great movie last night, was it?	No, it wasn't.
8.	Mirella dresses really well, doesn't she?	Yes, she does.
9.	Ms. Jones was a really good teacher, wasn't she?	Yes, she was.
10.	Bonnie is a good friend of yours, isn't she?	Yes, she is.

Answers (continued)

- 11. They've done a nice job of decorating this place, haven't they?
- 12. The music is always so loud in this place, isn't it?

Yes, they have.

Yes, it is.



p. 260 | Complimenting and Responding to Compliments

Provides practice in giving and responding to compliments

1 Introduce the topic of compliments by facilitating a class discussion about what type of compliments and responses to compliments are typical in their native cultures. Emphasize that a common response to a compliment in North America is "Thank you." You can add that deflecting responses are also common. Some typical deflecting responses include shifting credit ("It was a birthday present"); questioning ("Do you really think so?"); downgrading ("This old thing?"); and returning ("You look great, too."). In a class discussion, elicit possible responses to the first few questions so that learners can keep the conversation going for longer than one turn.

Extend the Activity: Play a game involving complimenting. Have learners form two circles, one inside the other with learners facing each other. Ask them to give a compliment to the person standing in front of them. Learners keep moving within the circles, complimenting the person in front of them until everyone has had a chance to compliment everyone else. You may want to caution learners not to give compliments that are too personal (e.g., about one's body or shape).



p. 261 | Small Talk: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills with making small talk

Ask learners to select scenarios that they are interested in or assign different scenarios to different pairs of students. Have learners perform their dialogues in front of the class. Provide feedback.

Performing this activity requires learners to integrate a number of skills and language abilities needed to participate in small-talk conversations. This task can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competency below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

	4	CID 6	τ. (Inon	maintain	and close	achart	routing	formal	conversation
_ \	- 78	CLB 6-		men	maintain	and close	a snort	rollline	torma	conversation

CLB 6-I: Encourage conversation by adding supportive comments.

Sample Assessment Criteria

Holistic: \square Completes the task as required; speaks intelligibly; listener can follow

Analytic: ☐ Opens, maintains and closes a short formal conversation

- ☐ Closes a conversation in three customary steps (pre-closing, closing, leave-taking)
- ☐ Encourages a conversation
- ☐ Uses adequate vocabulary for the conversation
- ☐ Uses the appropriate degree of formality

Extend the Activity: Ask learners to initiate a small-talk conversation with a stranger or someone they don't know well. Ask them to take notes about the conversation when they get home. Based on their notes, they can write a script of their conversation and share it with the class.



p. 262 | Conversations: Using Courtesv Expressions

Provides practice identifying and using common courtesy expressions

Have learners practise the completed dialogue in pairs.



1 Audio 3.3: Transcript

Dialogue between two friends at a community centre

Lynn: Hi, Julie. How's it going? Julie: Pretty good. How about you?

Lynn: Not bad.

Julie: Listen, thanks so much for referring me to Lorraine Holt. I met with her yesterday and she was very

impressed with my résumé!

Lynn: It was my pleasure. I was happy to do it.

Julie: She's going to pass my résumé on to someone else she knows who is hiring right now.

Lynn: That's wonderful, Julie!

Julie: I'll let you know what happens.

Lynn: Great. I hope you get the job. By the way, how is your cat doing?

Julie: Oh, poor Tiger. He got to the point where he wasn't eating or drinking, so we had to put him to sleep.

Lynn: Oh, Julie, <u>I'm so sorry</u>. Tiger was a wonderful cat.

Julie: Yes, he was. I miss him so much. Anyway, I should get going. Mark is picking me up and he's probably in the parking lot. Thanks again for your help.

Lynn: Don't mention it.

Julie: Have a great weekend.

Lynn: You too. Julie: Bye.

Lynn: Bye.

Ask learners to work in small groups to brainstorm other courtesy expressions for greeting and responding to greetings, responding to good and bad news, expressing and responding to thanks, signaling the end of a conversation, and leavetaking. Take the answers up as a class and make sure the following expressions are covered:

Possible Answers Greetings and Responding to Greetings Responding To Good News Good morning/Good afternoon Congratulations! Hello/Hi/Hi there That's wonderful! How are you? (Fine, thanks. And you?) You must be so happy! How have you been? (No complaints.) That's good/nice to hear. How's it going?/How are you doing? I'm glad things are going so well. (Pretty good/ Not bad) That's great! What's new? (Nothing much) Good for you!/Way to go! (informal) Nice/good to see you (Nice to see you, too.) for me/Give my best to ... Say hello to **Responding To Bad News Expressing Thanks** I'm so sorry to hear that. Thank you. (You're welcome/You're most That's too bad. welcome.) That's terrible/awful. Thank you very/so much. (Not at all.) Oh no! Thanks for everything. (Don't mention it.) Thanks a lot. (It was my pleasure. I was happy to Oh dear! Oh, what a terrible (thing, day ...). do it.) I'm very sorry for your loss (a death). Thanks again for all your help. You're so kind. How thoughtful! (When receiving a gift) Signaling the End of a Conversation **Saying Goodbye** Well, it was nice talking to you. Have a good evening/weekend/afternoon. Well, it was nice meeting you. Bye; See you later. Well, I should get going. Take it easy. Well, I have to run. See you soon. Have a good one.

- **3** Have learners work in pairs to role-play the scenarios. Encourage learners to use the courtesy expressions from their lists.
- 4 Ask learners to work with a partner to prepare a short dialogue that includes greetings and responses to greetings, responses to good news and bad news, expressions of and responses to thanks, signals that help end the conversation, and leave-takings (saying goodbye). Ask them to include standard courtesy expressions in their dialogues.



1

p. 264 | Conversation Strategies

Provides practice listening to and participating in extended conversations

Possible Answers

Topics	Speakers	Location	
Traffic; compliment about house/ landscaping; new house office; landscaping	Tax specialist and client	Home office of tax specialist	
Activities at community centre; current job; how long at community centre; swimming pool; children's ages; compliment about appearance	Two former colleagues	Community centre	
The company where they both work; the departments they work in; job responsibilities; compliment about marketing campaign; company soccer team; where Pedro is from	Two employees	Company cafeteria	

Extend the Activity: Have learners listen to the dialogues again and identify the conversations strategies (e.g., asking or redirecting a question).



Audio 3.4: Transcript

Dialogue 1: A tax specialist and client

Tax Specialist (Ted): Hi, Vivian. Come on in. Let me take your coat.

Vivian: Thanks so much, Ted. I'm sorry I'm a bit late. There was a lot of traffic.

Ted: No problem, Vivian. I'm buried in tax returns right now, so I've just been working away.

Vivian: I love your new house. The landscaping out front is gorgeous.

Ted: Oh, that's right. You haven't been here before, have you?

Vivian: No, last year you were still in your office on Berry Road. So I guess you're enjoying having your office at home now.

Ted: Oh, yeah, it's great. I love commuting from the kitchen to the office every morning!

Vivian: Did you guys do the landscaping yourselves?

Ted: Oh, no, that was all here when we bought the place. Come on in to the office, Vivian. Can I get you anything? Coffee?

Vivian: A glass of water would be great.

Ted: Sure, have a seat. So how has your year been?

Vivian: It's been really good, Ted. I've got several new clients and the business has expanded.

Ted: Glad to hear it, Vivian. Now, I see you've brought all your receipts. That's good. And all your invoices. It's a pleasure to work with you because you're always so organized! So let's have a look.

Audio 3.4: Transcript (continued)

Dialogue 2: In a community centre change room

Abbey: Grace? **Grace:** Abbey?

Abbey: Wow! It's great to see you. How are you?

Grace: I'm great. How are you?

Abbey: I'm really good. So, are you swimming here or what are you doing?

Grace: I was just at a yoga class. What about you?

Abbey: Swimming. Wow, I can't believe it. I haven't seen you for what, seven, eight years? Not since I left

Dobson Manufacturing. Are you still there?

Grace: Gosh, no. I'm practicing law again, just part-time.

Abbey: And how long have you been coming here?

Grace: Just since the renovations.

Abbey: I just joined this summer ... mainly for the salt-water pool.

Grace: Yeah, isn't it nice? I love that it doesn't wreck your bathing suit and make your eyes red.

Abbey: Yeah, I know what you mean. So, Grace, how old are your kids now?

Grace: Eight and twelve.

Abbey: Wow, I can't believe it. I think you were pregnant when I left.

Grace: Yup. They're growing up. Time passes, eh?

Abbey: It sure does. But you don't look a day older.

Grace: Neither do you! You look exactly the same!

Abbey: Well, I've got to get to the pool. It's great to see you. Do you come here every week? Maybe we could go

out for a coffee some time and catch up.

Grace: I would love to. I'm usually here on Thursday mornings.

Abbey: So, one of these weeks.

Grace: Definitely, that would be great. I'll look forward to that.

Abbey: Me too.

Grace: Okay, well it was great to see you. **Abbey:** Great to see you, too, Grace. See ya.

Grace: See you later.

Dialogue 3: In the company cafeteria

Pedro: Do you mind if I sit here?

Alex: Not at all, go ahead.

Pedro: Thanks. So, this seems like a pretty good place to work. I just started last week.

Alex: Yeah, it's not bad. What department are you in?

Pedro: Product development. And you?

Alex: Marketing.

Pedro: Oh, so are you responsible for the new campaign for the Omnivex line?

Alex: That would be me, or at least my team.

Pedro: I like it! How do you guys come up with those ideas anyway?

Alex: Well, a lot of coffee and late nights.

Pedro: Yeah, I bet. So I hear there's a company soccer team.

Alex: Yes, I think you're right. I don't have any firsthand experience of it, not being a sportsman, myself.

Why, are you interested?

Audio 3.4: Transcript (continued)

Pedro: Yeah, I used to play soccer in my country.

Alex: Oh yeah? Where are you from?

Pedro: Colombia.

Alex: Oh. How long have you been in Canada?

Pedro: Seven years.

Alex: Like it here?

Pedro: Everything except the winter.

Alex: I hear you, man. My name's Alex, by the way.

Pedro: I'm Pedro.

Alex: Well, I've gotta get back, Pedro.



p. 266 | Conversation Strategies: Putting It in Practice

Pedro: Yeah, me too. See you again, Alex.

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in participating in extended conversations

Ask learners to select a situation that they are interested in or assign different situations to pairs of students. Have learners perform their dialogues in front of the class. Provide feedback.

Performing this activity requires learners to integrate a number of skills and language abilities needed to participate in lengthier conversations. This task can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 6-I: Open, maintain and close a short routine conversation.
 CLB 6-I: Encourage conversation by adding supportive comments.
 Sample Assessment Criteria
 Holistic: □ Completes the task as required; speaks intelligibly; listener can follow
 Analytic: □ Opens, maintains and closes a short formal conversation
 □ Closes a conversation in three customary steps (pre-closing, closing, leave-taking)
 □ Encourages a conversation
 □ Uses adequate vocabulary for the conversation
 □ Uses the appropriate degree of formality
 □ Speaks intelligibly; listener can follow



3

p. 267 | Identifying Emotions in Conversations

Introduces vocabulary for describing emotions; provides practice identifying mood and attitude of speakers

Possible Answers

Situation		Relationship between speakers	Speakers' emotions	
1.	Friends arriving at another friend's new house.	Old friends. Haven't seen each other for a while.	Happy. Relieved to be there after the long drive. Enthusiastic about the friend's new house. Looking forward to the visit.	
2.	A parent has been asked to come and speak to the daycare manager of the school about her son.	Daycare manager and parent.	Manager is concerned about child's behaviour and its effect on other children. Parent is wary and a bit defensive.	
3.	At a funeral.	A bereaved husband and his late wife's friend.	Husband is shocked and grieving, but also resigned. Woman is sad.	

Audio 3.5: Transcript

Dialogue 1

Lydia: Hi, come on in! It's great to see you!

Emma: Oh, it's great to be here. I can't believe how long it's been.

Lydia: Way too long. Give me a hug! It's soo good to see you both. Here, let me take your coats.

Jim: Good to see you, too, Lydia.

Emma: Is that Jason? He's grown TWO FEET!

Jason: Yeah, hi.

Jim: Hi Jason. How are you doing?

Lydia: How was the driving?

Jim: Pretty good, bare pavement for the most part, not too much blowing snow. I'm really glad we got here before

the storm.

Lydia: Me, too.

Emma: Oh, Lydia, look at your place. It's gorgeous.

Lydia: Come in, come in! I'll give you the tour and then I'll sit you down in front of the fireplace and get you a

drink.

Jim: That sounds great. Just what we need.

Lydia: Okay, follow me. We'll do downstairs first and then I'll take you upstairs and show you your room. This is

the kitchen. We had it remodeled before we moved in \dots right outside there's a deck \dots

Dialogue 2

Daycare Manager: Come in, Mrs. Walker. Please have a seat.

Mrs. Walker: Thank you.

Daycare Manager: I just want to assure you that Jamie is not in any serious trouble. But we have some concerns

that we wanted to discuss with you.

Mrs. Walker: Okay.

Daycare Manager: Well, Jamie has been acting rather aggressively lately. We just wondered if he might be reacting to some stresses at home or ...

Mrs. Walker: I don't know what you mean.

Daycare Manager: Well, have there been any changes at home? Anything that might affect Jamie's well-being or confidence?

Mrs. Walker: No, everything's just the same. When you say aggressive, what do you mean?

Daycare Manager: Well, he's been taking toys away from the other children and refusing to share. The other day, another boy protested and Jamie threw the toy and hit the boy in the chest.

Mrs. Walker: Okay, well, I'll speak to him about that. He knows he's not allowed to throw things.

Daycare Manager: But the reason I called you in today is because Jamie has started picking on another little girl as well and yesterday he pinched her hard enough to make her cry.

Mrs. Walker: I see.

Daycare Manager: We just wanted to try to understand his behaviour because this is quite unlike the Jamie that we know.

Mrs. Walker: Yes, it doesn't sound like Jamie at all. I don't know why he's acting this way. I'll talk to him.

Daycare Manager: We have been giving him "time outs," but you know we don't want to get into a situation where he feels like he's always being punished.

Mrs. Walker: Well, that's kind of you. I will speak to him and ask him why he's been doing these things.

Dialogue 3

Sunita: Brian.

Brian: Oh, Sunita, thank you so much for coming. It means a lot to me that you're here.

Sunita: Oh, you're so welcome. I'm so sorry for your loss. Bernadette was a wonderful person. It's so unfair. I just can't believe she's gone.

Brian: None of us can believe it. It all happened so fast. She was only diagnosed a month ago. We're just in complete shock.

Sunita: It must be terrible to lose someone so unexpectedly.

Brian: Yes, it would almost have been easier if she had been ill for a while. Then we would've had time to get used to the idea – not that you ever can. Not really. But you know what I mean – we could have been somewhat prepared.

Sunita: Yes, I do know what you mean. It's overwhelming, the loss. You can't take it in.

Brian: Yes, I don't know how we will manage without her. Well, thanks so much for coming.

Sunita: I'm just going to go over and speak to Bernadette's aunt.

Brian: Of course.

Extend the Activity: Activity 3 relates to the CLB competency below and could be used for formative assessment purposes. You could use the sample assessment criteria below to assess learners, or develop your own based on what you have taught.

CLB 6-I: Identify mood/attitude of speakers.
Sample Assessment Criteria
☐ Identifies specific factual details and inferred meanings in a listening text
☐ Identifies mood/attitude of participants



p. 268 | Extending and Responding to Invitations

Provides practice recognizing and using formal, informal and neutral registers to extend and respond to invitations

1 **Answers**

Nature of invitation	Relationship of speakers	Language used to make invitation	Invitee's response
Going out to eat after a movie	Close friends	Do you feel like getting a bite to eat?	Sure.
Baseball game	Friends or colleagues but not close	Would you be interested in going?	I'd love to.
Baby shower	Strangers with a mutual friend	Would you like to come?	Yes, I'd love to.
Fundraising dinner	Strangers	I was wondering if you would be interested in attending?	Let me check with my husband.

1 Audio 3.6: Transcript

Four short dialogues to extend and respond to invitations

Dialogue 1

A: Do you feel like getting a bite to eat after the movie?

B: Sure. Where do you want to go?

A: I don't know. Someplace close by where we can get something light.

B: Sure. I know a great place just down the road from the theatre that we could go to. It's called Charlies.

A: Great.

Dialogue 2

A: I have tickets for the baseball game tomorrow night. Would you be interested in going?

B: Sure. I love baseball. I haven't been to a game in ages.

A: Great. I can pick you up at 6:00 p.m.

B: Okay.

Dialogue 3

A: I'm a friend of Mary Peters' and I'm organizing a baby shower for her on the 18th. Would you like to come?

B: Yes, I'd love to! Where are you having it?

A: It will be at my place from 1:00 to 4:00 p.m. Do you have an email address? I can send you all the details.

B: Okay. It's ...

Dialogue 4

A: I'm a volunteer with the Humane Society. We're organizing a fundraising dinner and a silent auction. I was wondering if you would be interested in attending?

B: Oh, gee. I'm not sure. When is it?

A: It will be held on the 23rd of January from 6:00 to 9:00 p.m.

B: Okay - well, let me just check with my husband to make sure he doesn't have anything planned for that evening. Is there a number where I can reach you to confirm?

3 Possible Answers

why not?; sure; okay; absolutely; sounds good; I'd love to; awesome, I love opera!; let's

- **4** Develop (or have one learner develop) an invitation using a web-based invitation tool and send the invitation electronically to learners. Have learners add comments to either accept or decline the invitation. Discuss expressions that can be used to accept or decline an invitation.
- **5** This activity relates to the CLB competency below and could be used for formative assessment purposes. You could use the sample assessment criteria provided or develop your own based on what you have taught.

CLB 5-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to invitations
Sample Assessment Criteria
Holistic: Conveys the message; reader can follow the text
Analytic: Uses language and content that is appropriate and relevant to the occasion
\square Uses appropriate grammar structures, punctuation and spelling with only a few errors

p. 270 | Invitations: Putting It in Practice

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in giving and responding to invitations

Performing this activity requires learners to integrate a number of skills and language abilities needed to give and respond to invitations. This task can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. Use the sample criteria below to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB	6-I: Open, maintain and close a short routine formal conversation.			
CLB	6-I: Express/respond to apology, regrets, excuses.			
Sample Assessment Criteria				
Holistic:	☐ Completes the task as required; speaks intelligibly; listener can follow			

Analytic: □ Opens, maintains and closes a short formal conversation
□ Closes a conversation in three customary steps (pre-closing, closing, leave-taking)
□ Encourages a conversation

 \square Uses adequate vocabulary for the conversation

 \square Uses the appropriate degree of formality

Extend the Activity: Ask learners to write a script for an invitation based on their own experiences and present their script as a role-play in front of the class for feedback.

Chapter 3 Interacting With Others I Customer Relations LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency while working with customers or being a customer. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

While interacting with and as a customer:

- **♀** CLB 6–I: Open, maintain and close a short routine formal conversation.
- CLB 6–I: Express/respond to apology, regrets and excuses.
- CLB 6–III: Make a verbal request for an item.
- CLB 6–IV: Ask for and provide information in an interview related to daily activities.
- © CLB 6–I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, ..., apologies, regrets, excuses
- © CLB 6–III: Demonstrate comprehension of details and speaker's purpose in ... requests.
- CLB 5–III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

S

ᆸ

These activities can help to develop the following Essential Skills:

- Oral Communication
- Work with Others

The activities in this section focus on the following language skills:

- Inquiring about, comparing and requesting services and products; placing orders
- Understanding sales/service contracts
- Providing service, assistance, explanations, solutions to problems
- Making a complaint on the phone and face-to-face
- Responding to a complaint
- Requesting assistance
- Expressing concern and empathy
- Understanding information in warranties and sales contracts

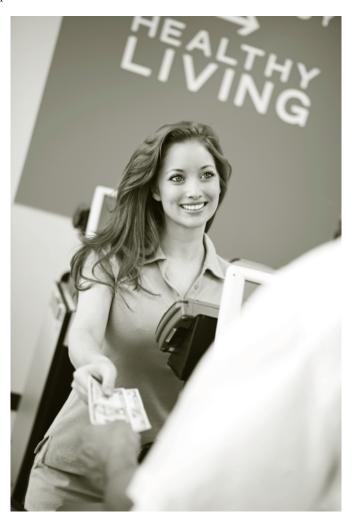
Activities | Chapter 3 | Customer Relations | LINC 5

	Introduction to Customer Relations	291
	Shopping Expressions	292
	Comparing Products	293
	Grammar in Context: Asking Questions	294
	Making Enquiries	295
	Enquiring About Services	297
	Enquiring About Used Products	299
ብ	Placing an Order	300
UV	Placing an Order: Putting It in Practice	301
	Returning Items	303
	Return Policies	304
	Warranties	306
ብ	Making and Handling Complaints	308
UV	Making and Handling Complaints: Putting It in Practice	309
	Instructor Notes	311

Introduction to Customer Relations

1 Think about your experiences as a customer. In a small group, discuss answers to these questions.

- 1. When shopping for groceries, clothes, or big-ticket items, do you go to big supermarkets and chain stores, or would you rather shop in small stores? Why?
- 2. Do you ever shop in discount stores or outlets? What do you usually buy there?
- 3. Do you ever shop online? If so, what kinds of things do you purchase?
- 4. Do you ever buy used items? What kinds of used items do you buy? Where do you shop for them?
- 5. Have you ever met a salesperson who gave you exceptional service? What did the person do/say that made it special?



Culture Note

In Canada, good customer service begins with a smile and a cheerful disposition. But it's more than that. Whether you are purchasing something, returning it or just making enquiries, everyone appreciates a salesperson who can understand their needs and try to meet them. Happy customers are more likely to return to a particular store and recommend it to others. And that is good for business!

Shopping Expressions

Have you ever "shopped 'til you dropped" or bought a "lemon"? Do you like to window shop when you have nothing better to do? Do you tend to shop around before making a purchase so you don't end up paying "through the nose"? There are a number of idiomatic expressions relating to shopping.

1		n pairs, discuss and write the meaning of the following expressions. Then decide which of the xpressions relates to a positive (P), negative (NEG) or neutral (N) experience.			
	1.	to pay through the nose	NEG		
		You paid \$3500 for the computer? Wow, you really paid through the nose!			
	2.	(something is) dirt cheap			
		The jacket was dirt cheap. I only paid \$18.00 for it.			
	3.	to buy a lemon			
		That car has so many things wrong with it. I bought a lemon.			
	4.	to shop around			
		Don't buy it in the first store you see. Shop around.			
	5.	to shop 'til you drop			
		I always try to get all my Christmas shopping done in one day. I just shop 'til I drop.			
	6.	to window shop			
		I didn't have any money so I was just window shopping.			
	7.	to pay an arm and a leg			
		I know I paid an arm and a leg for the renovations but the guy did a great job.			
	8.	shopaholic			
		My sister-in-law is a shopaholic. She just can't stay away from shopping malls.			
	9.	(to go on a) shopping spree			
		I got \$1,000 for my birthday so I went on a shopping spree and spent it all in one day.			
	10.	big-ticket item			

Write a paragraph describing a shopping experience you have had. In your story, include two (or more) of the expressions above.

There was a sale on washers, dryers and other big-ticket items.

Comparing Products

Many people compare products before they make a purchase, especially when buying big-ticket items. Comparison shopping may involve reading flyers or visiting several stores and comparing features, prices and special offers. Many people comparison shop online before going to the store to purchase the product. In today's competitive market, it is wise to shop around to be better informed as a customer.

1	$\mathcal{I}_{[}$	
1	(Ĵ

Search for the website of a large store offering two different brands of an item in one of the scenarios below (e.g., two different laser printers). Compare your findings by completing the table. Decide which brand you would buy and give reasons why.



Situation 1

You want to buy a laser printer. Your budget is \$300. You are looking for a printer that will also fax and scan. You do not need to print in colour.

Situation 2

You want to buy a microwave. Your budget is \$150. You are looking for a small, compact microwave with basic features, under 1.5 cu. ft. in size. You really like the look of stainless steel.

Situation 3

You want to buy a digital camera for your 14-year-old son. Your budget is \$170. You are looking for a user-friendly camera with a variety of features.

	Brand 1	Brand 2
Price:		
Features:		
Additional Information:		

Find classmates who researched the same type of product as you did. Take turns presenting the two brands you researched and their features. Explain your choice. As a group, compare all the options presented and decide on the best brand of your product. Present your choice to the rest of the class and give reasons why it is the best.

Grammar in Context: Asking Questions

Being an informed customer involves asking questions before purchasing a product or service. You can ask a direct question, such as a *wh*-question (using *who*, *what*, *when*, *where*, *why*, *how*) or a *yes/no* question. For example, *Do you have any in stock?* or *How much does it cost?*

You can also ask similar questions in an indirect way. Indirect (embedded) questions can sound more polite, more formal and less demanding than direct questions. For example:

Direct Indirect

Do you have any in stock? Can you tell me if you have any in stock? How much does it cost? Can you tell me how much it costs?

1 Complete the chart below by writing direct and indirect questions for each situation.

	Direct Question	Indirect Question
Ask about the person in charge	Who is the person in charge?	Can you tell me who the person in charge is?
Ask about available dress colours		
Ask about possible times the technician can come to your house		
Ask about the location of the nearest store		
Ask about reasons a serviceman hasn't arrived yet		
Ask how often the car should be serviced		

1 Look at the advertisement below and write five direct questions you would ask if you were interested in buying the piano.



- 2 With a partner, change your questions into indirect ones.
- With a partner, role-play making and responding to enquiries using the role cards below. Include direct and indirect questions in your dialogues.



Situation 1: Student A

You would like to make a reservation at a hotel. Pick a date and ask if there is a room available. Inquire about the following:

- The type of room
- The cost (see if you can negotiate the price)
- If breakfast is included
- Parking
- Pool
- Proximity to tourist attractions
- Check in/out time

Situation 1: Student B

You work at a large hotel.

- You have two rooms still available: a room with a queen size bed for \$120 per night and another with two double beds for \$110.00 per night
- Continental breakfast is included
- Parking is \$10.00 per day
- The hotel has a pool and an exercise room
- The hotel is close to a lot of tourist attractions
- Check in time is 3:00 p.m. Check out is 11:00 a.m.



Situation 2: Student A

You want to buy a laptop computer. Ask about the following:

- The cost
- Screen size
- DVD burner
- Memory
- Speed
- Warranty
- Whether you can lease the computer instead of buying it

Situation 2: Student B

You are selling a brand new laptop. Here are the details:

Memory: 1 GB RAM

Screen size: 14 inches

• Speed: 2.60 GHz

It includes DVD burner

• 1 year warranty

• Cost: 1,299.00

Situation 3: Student A

You want to buy a used car. Your budget is \$9,000. Ask for information about the following:

- Make and model of the car
- Mileage
- Price (negotiate the price)
- Color
- Year of the car
- Whether or not it has power steering and power windows
- Air conditioning
- Rust-proofing
- Whether or not it has ever been in an accident
- Why the seller is getting rid of the vehicle
- Warranty

Situation 3: Student B

You are selling a 2008 Honda Civic DX for \$10,000. It has 100,000 kms and comes with an extended warranty up to 160,000 km.

- The car is silver. It has power steering and power windows. It has no air conditioning.
- You have kept up the maintenance on the vehicle (regular tune-ups and oil changes).
 You also have the car rust-proofed every year.
- You have never been in an accident. You want to sell the car because you are moving to Europe.

1

Read the flyer below. Look up unfamiliar words in the dictionary.

ROYAL WINDS RD RECREATIONAL CENTRE

Fitness Classes (January 5-February 15)

Yoga (Mon: 9 a.m. & 7:30 p.m.)

An intense yoga class that builds strength and flexibility. Recommended for intermediate and advanced levels.

Boot Camp (Mon, Tue, Fri: 7 a.m.)

An exercise routine that builds strength and endurance through intense training.

Box Fit (Tues, Thurs: 10 a.m. & 7 p.m.)

High-intensity class for learning proper boxing techniques.

Pilates (Mon to Sat: 10 a.m., 1 p.m., 8 p.m.)

An exercise system that builds long, lean muscles, particularly focusing on the core muscles and lower body. Recommended for advanced levels.

Pre/Post-Natal Fitness (Wed: 7:30 p.m.)

Fitness class designed for the specific needs of women before and after giving birth.

Weight Room (daily, 7 a.m.-10 p.m.)

You can use the pay-as-you go option for weight rooms or take out a membership. Check the chart for membership options.

Payment Options

Fitness Class Registration

To register for any of the fitness classes, you must become a member. All classes are included with the membership fee.

One Week Unlimited Pass

This gives you the opportunity to try out different classes and our weight room for a period of one week. You may join scheduled classes as space permits.

Pav-As-You-Go

This is a good way to try out a new activity or add extra workouts to your routine. Pay at the door of designated classes as space permits. The fees for pay-as-you-go are the same as a one-day membership.

Membership fees: You must be a member to participate in any classes.

Membership →	1 day	1 week	6 months	1 year
Adult	\$10	\$25	\$200	\$380
Older Adult (60+ yrs)	\$5	\$20	\$100	\$160
Youth (16–18 yrs)	\$8	\$20	\$180	\$300

Work in pairs. Use the role cards to make enquiries about the programs at Royal Winds. Use the flyer to respond to your partner's enquiries. When it is your turn to make enquiries, use the role cards. When it is your turn to respond to enquiries, use the flyer.



Student A:

Situation 1

You want to join a box fit class at Royal Winds Recreation Centre. You have a very busy schedule and you are not sure if you can make it to each class.

Situation 2

You live in Chicago but are in town for a week visiting a friend. You want to keep up with your daily workout routine while you are here.

Situation 3

You want to try a yoga class once to see if you like it.

Student B:

Situation 4

You just turned 72. You want to attend three different fitness classes and use the weight room. You spend the winter months in Florida.

Situation 5

You are in high school and want to go to the Royal Winds every day after school to work out in the weight room. You also want to take a box fit class in the winter and then a boot camp class.

Situation 6

You just made a New Year's resolution to get in better shape. You want to join a Pilates class three nights a week and use the weight room on Saturdays.

Enquiring About Used Products

Many people buy and sell used items online using websites (e.g., Kijiji, Craig's List, E-bay). If you want to sell something, it is helpful to give a brief description of the item and include a picture.

If you want to purchase something from these sites, you can make email enquiries to the sellers to ask for additional information not included in the advertisement, or to inform the seller that you are interested in purchasing the item.

It is common to negotiate the price with the seller. Sometimes sellers will accept a lower offer; other times the price will be firm.

1 Imagine you would like to sell a girl's bicycle like the one below. Write a brief (three- to four-line) description. Include information about the wheel size (20 inches), age and condition of the bike, price and contact information. Exchange your description with a partner.



- 2 Write an email message to express interest in the bicycle and arrange to see it.
- Write brief descriptions for the items below and then role-play telephone calls to make enquiries.







4

Consider an item you need. Locate this item on a buy and sell website (e.g., Kijiji or Craigslist). Report to the class about how easy it was to locate the item and about the details provided in the ad.

Placing an Order

Orders for goods and services can be placed on the Internet or over the phone. A typical phone order dialogue includes the following:

Salesperson

- Greeting with company name, offering service
- Asking for details
- Clarifying and confirming information
- Thanking and closing the conversation

Customer/Client

- Greeting from the customer
- Requesting service or item(s)
- Providing details
- Clarifying information
- Thanking and closing the conversation

1	6	J
•	Q)	LP

Audio 3.7: Listen to a dialogue of someone placing an order for a car rental. Write the expressions you hear for each category.

1.	Salesperson's greeting	
2.	Salesperson offering service	
2	Customon vocuset	
3.	Customer request	
4.	Asking for details (provide two examples)	
5.	Clarifying and confirming information	
6	Thanking and closing the conversation	
0.	manning and closing the conversation	

2 Answer the following questions.

- 1. What type of vehicle does Mr. Singh need?
- 2. Why is it convenient for him to leave the car in Ottawa?
- 3. Are mileage and insurance included in the cost of the vehicle?
- 4. Will he have to pay extra to pick up the vehicle the day before?
- 5. Why do you think the salesperson only requests one type of payment (credit card)?
- 6. Do you think Mr. Singh is concerned about the cost of the rental?
- With a partner, prepare and role-play a dialogue ordering a cake for a friend's birthday. Include some of the expressions above in your dialogue.

With a partner, role-play a dialogue to place an order using one of the following scenarios.



1

Scenario 1: Student A (Salesperson)

You take telephone orders at a pizzeria. Greet the customer and offer to take the order. Use the flyer below to answer questions.

Information you need to give the customer includes:

- Details about specials (there is a two-for-one special on large pepperoni pizzas)
- You have free delivery
- Time they can expect delivery

Respond appropriately if you do not know the answer to any questions.

Information you need to ask the customer includes:

- Their order
- Their address
- How they will be paying: cash on delivery, credit/debit card

Thank the customer for the order. End the call.

Extra toppings? Drinks? Ask us - we have it!

Scenario 1: Student B (Customer)

Information you want to get from the person taking the order includes:

- If there are any specials
- If they have thin crust or whole wheat pizzas
- How much they charge for extra toppings
- If they have free delivery

Information you need to give the person taking the order includes:

- Your order (choose the size, type of crust and toppings based on your own family's preferences)
- An address where the pizza should be delivered
- Method of payment: you will pay cash when the delivery person arrives

Pizza Tonight	Medium (6 slices)	Large (8 slices)	X-Large (10 slices)	Family (12 slices)
Basic tomato sauce, cheese	6.95	8.50	10.00	11.95
Classic pepperoni, mushroom, green pepper	8.50	10.00	11.50	13.50
Vegetarian mushroom, green pepper, tomato	8.50	10.00	11.50	13.50
Meat Galore pepperoni, sausage, bacon	9.50	11.00	12.50	14.50
Extra toppings	0.75	1.00	1.25	1.75
* Available in thin, deep dish, regular or whole w	heat crust.			



Scenario 2: Student A (Salesperson)

You are taking orders for items in a catalogue. Greet the customer and offer your service. Take the order (write notes on the form below).

Information you need from the customer includes:

- Name of item
- Order number
- Size
- Method of payment (cash on delivery, credit card)
- Name and address
- Specific delivery instructions the customer might have

Information you need to give the customer includes:

- Confirm the cost of each item (girl's dress: \$22.95; bathing suit: \$24.99; clock: \$10.99)
- Repeat the order to confirm that it is correct and provide the total cost of the order (\$67.18 including taxes)
- There are no delivery charges

Respond appropriately if you do not know the answer to any questions.

Thank the customer for their order and end the call.

Scenario 2: Student B (Customer)

You would like to order a number of items from a catalogue. Greet the order taker. State the reason for the call.

Information you need to find out includes:

- Total cost of the order
- Delivery date
- Delivery charges

Information you need to give the person taking the order includes:

- Your order: girl's dress (size 6, pink, order #459883); woman's bathing suit (size 10, order #2223334); clock (order #899999)
- Credit card information: VISA 100003232, expiry date January 2012
- Delivery instructions: package should be left at the side door if the delivery person comes when you are not home

Name				
Address				
Item #	Price	Quantity	Total	Delivery Instructions

Returning Items

All stores have some kind of a return policy. Some stores give full refunds; others only provide a store credit or allow an exchange.

In most stores, you need the sales receipt to return an item for a refund. Some may refund your money without a receipt under certain conditions. It is best to check the store's return policy before you purchase anything that you think you may need to return. Usually you cannot return items that were bought on sale, especially if the tag says *All Sales Are Final*.

Here are some conditions that apply in most stores selling these products:

- Video games, DVDs or computer software can only be returned if the package has not been opened.
- Clothing items generally need to have the sales tag still attached.
- Intimate apparel (underwear) often cannot be returned.

1 In small groups, discuss whether or not you think you would get a refund in the following situations.

- 1. You bought a bathing suit but didn't have time to try it on at the store. When you tried it on at home, you found that it was too small.
- 2. You bought a jar of expensive face cream at the pharmacy. The first time you used it, you had an allergic reaction.
- 3. You bought a pair of winter boots. The tag on the boots said they were waterproof, but the first time you wore them, your feet were soaked.
- 4. You ordered an appetizer in a restaurant and didn't like it when you tasted it.
- 5. You bought a sofa from a large department store. When it was delivered, you realized the color didn't match the rest of the décor.
- 6. You bought a shirt for your son in a small clothing store. When he tried it on at home, you found that it was too big and one of the buttons was missing.
- 7. You bought the wrong kind of peanut butter and didn't realize it until you opened the jar.
- 8. You bought a pair of shoes for your seven-year-old daughter. After she wore them a few times, she told you they were uncomfortable and she didn't want to wear them anymore.
- 9. You bought a bottle of wine from the liquor store. After drinking half the bottle, you noticed there was sediment at the bottom.
- 10. You had a party and someone brought a case of beer. By the end of the night, only six of the 24 bottles of beer had been consumed. You don't like beer.

Return Policies

Return policies vary from store to store. In general, large stores are more likely to refund your money than smaller stores, which may only allow exchanges or in-store credits.

You can get information about a company's return policy from the following sources:

- The back of your receipt
- The company's website
- A sign in the store

1

Read the return policy. Circle true or false below.

Return Policy

If you are not completely satisfied with your purchase, you can return it for a refund or exchange within 60 days provided that you have proof of purchase (a valid sales receipt) and the items are still in their original packaging.

Returns of video and computer games, CDs and DVDs, will only be accepted if the package has not been opened. In the event of a manufacturing defect, we will gladly exchange it for the identical item.

Returns made before 30 days will be exchanged, credited to your account or refunded on a store credit card. Items returned after 30 days with a receipt will only be refunded on a store credit card.

No refunds will be given for the following:

- Items that have been altered in any way
- Items that have been used and are not in saleable condition
- · Shoes that are worn or scuffed
- Swimwear if the hygienic strip is missing
- Intimate apparel (for hygienic reasons)

1.	The store has a 30-day return policy.	T	F
2.	If a DVD is not working properly, you can return it for a refund.	T	F
3.	You can return something after 30 days with a receipt.	T	F
4.	You can return a bathing suit if the hygienic strip has been taken off.	T	F
5.	You can't return shoes if they have any marks on them.	T	F
6.	Undergarments can be returned within 30 days with a receipt.	T	F
7.	If you want to return anything, it has to be in its original packaging.	T	F

You have received either a word card or a definition card. Find the person in the class whose word or definition matches yours. Then, with your partner, practise using the word/phrase in sentences. Present the word, its meaning and your sentences to the rest of the class.

2	
manufacturing defect	Definition: something wrong with the item because it wasn't made properly by the manufacturer
,	,
identical	Definition: exactly the same
credited to your account	Definition: when money is refunded to the original source of payment (e.g., debit, credit or store gift card)
,	,
altered	Definition: changed from the original (e.g., a dress that has been hemmed)
	<u> </u>
saleable condition	Definition: when an item is in perfect condition for selling
scuffed	Definition: with a mark (e.g., on shoes) after they have been used
hygienic strip	Definition: a strip of plastic commonly placed on an area of a bathing suit or undergarment for hygienic reasons
,	,
intimate apparel	Definition: underwear

Warranties

Guarantees and warranties are written promises made by manufacturers or retailers that they will repair or replace either the entire product or specific parts of a product if it is defective in any way. Warranties often come with conditions, and it is a good idea to find out what those are before purchasing an item. Here are some things to consider when looking at a warranty:

- How long is the warranty period?
- Does the warranty cover the entire product or only certain parts?
- If there is a manufacturer's defect, will the item be replaced or repaired?
- Who pays the shipping charges if the item needs to be sent back to the manufacturer?
- If it is repaired, is the labour included?
- Who is responsible for repairing the product?
- Do repairs have to be made by an authorized dealer to keep the warranty in effect?

Most warranties are labeled "full" or "limited." A full warranty is one that will repair, replace, or refund money on a consumer product within the warranty period. A limited warranty has some limitations on what is covered.

Read the following warranty for an electrical appliance.

Limited Warranty:

This product is warranted by the manufacturer for two years from the date of original purchase against defects in workmanship and/or materials. Parts that are defective during the two-year period will either be repaired or replaced at our discretion.

This warranty does not include damage to the product resulting from accident, misuse, Acts of God, or repairs performed by unauthorized personnel. If the product becomes defective within the warranty period, contact the manufacturer for instructions. Have your original sales receipt ready.

For warranty service, contact:

Customer Service Panchu Electronics Inc. Tel.: (555)-555-9800 Fax: (555)-555-9800

1

2	Find these words/phrases in the text. Guess their meanings from the context and compare
	with a dictionary.

		I think it means	It really means
1.	workmanship		
2.	at our discretion		
3.	misuse		
4.	Acts of God		
5.	unauthorized personnel		

3 Answer the following questions.

- 1. How long is the warranty period?
- 2. What makes this a "limited" warranty?
- 3. Who decides if the faulty item will be repaired or replaced?
- 4. If you drop the item and it gets damaged, is it covered under this warranty?
- 5. If you leave the item outside and it is struck by lightening, is it covered under this warranty?
- 6. If your Uncle Joe decides to fix the item and is unsuccessful, is it covered under this warranty?
- 7. According to the warranty, what should a customer do if a product becomes defective?
- Find a warranty for a product you own, and bring it to class. In small groups, list the conditions in the warranty. Discuss the questions.
 - 1. Would you buy a "big-ticket" item without a warranty? In what circumstances?
 - 2. Would you buy an extended warranty? In what circumstances?

Making and Handling Complaints

If you have a complaint about a product or service, there are several steps you can take. First, you can speak to a customer service representative at the store. If you are not successful in resolving your complaint, you can ask to speak to the manager of the store. If that doesn't work, you can write to or call the head office, if it is a large company. If you are dealing with a small store, you have fewer options available for resolving a complaint.

If you are a customer making a complaint to a customer service representative, you need to:

- State the problem
- Say what you want done about it

If you are a customer making a complaint to a manager or head office:

- Restate the problem
- Summarize the steps you have already taken to resolve the issue

If you are a customer service representative handling a complaint, you need to:

- Apologize to the customer
- Express empathy
- Clarify facts
- Explain what you can or cannot do to resolve the problem

You may also need to report the complaint to a supervisor orally or in writing.



Audio 3.8: Listen to someone making a complaint. Put the steps of the complaint process listed below in the correct order.

omer	Ma	nager
State the complaint		Apologize to the customer
Summarize the steps already taken		Express empathy
o resolve the issue		Clarify the facts
Say what you want done		Explain what you can do to resolve the problem
	o resolve the issue	o resolve the issue

2

Listen again and answer the following questions.

- 1. What is the customer complaining about?
- 2. What does she want done about it?
- 3. Describe the customer's tone of voice when she expresses her complaint.
- 4. How does the manager express empathy?
- 5. How does the manager clarify the facts?
- 6. How does Mrs. Smith's account of the events change?
- 7. What does the manager do to resolve the problem?

Making and Handling Complaints: Putting It in Practice

With a partner, role-play a dialogue to make and handle a complaint for one of the following situations.



1

Situation 1

You ordered a new sofa bed from a large department store. When the delivery people brought it into your living room, they made a huge scratch on the floor. You are responsible for any damages to your apartment. Call the store. Explain what the problem is and what you want done about it.

Situation 2

You booked a hotel room for one night. While you are there, some guests in a room down the hall are having a party. They are making a lot of noise and you can't sleep. Call the front desk and ask to speak to the manager. Describe the problem and what you want done about it.

Situation 3

You have arranged for a technician from a cable company to come to your home at a certain time on a specific day. You took the day off work so you could be home when the technician arrived, but he or she didn't show up. You still want the cable installed but cannot afford to take another day off work. Call the cable company. Describe the problem and what you want done about it.

Situation 4

You ordered a meal in a restaurant. When the meal came, there were fries instead of the mashed potatoes that you had ordered, and the food was cold. When you complained to the waiter, he was rude to you and insisted that the order was correct. He offered to take it back and warm it up without replacing the fries with mashed potatoes. Ask to speak to the manager. Describe the problem with the food and the waiter's attitude. Say what you want done to solve the problem.

This section includes activities that can help learners develop the skills and background knowledge needed to interact as a customer and with a customer. These skills include: comparing products, enquiring about products and services, placing orders, understanding return policies and warranties, and making and handling complaints. You can use all or some of the activities in this chapter in the order they are presented or choose the activities that are of interest to the learners you teach.

The activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities, consider the performance conditions below.

Performance Conditions

Speaking:

- Context is mostly familiar or clear and predictable, but moderately demanding (real world environment, limited support)
- Topics are familiar, personally relevant and mostly concrete

Listening:

- Instructions are clear and explicit, with some visual clues, not always presented step by step
- Learner is adequately briefed for focused listening and may require one or two repetitions
- Speech is clear and slower to normal
- Exchanges are approximately two to five minutes in length, or five to eight turns, each turn three to five sentences

This chapter includes Putting It in Practice activities, which allow learners to demonstrate and apply their knowledge and skills in a communication task. These tasks can be used for formative assessment of learner progress.



p. 291 | Introduction to Customer Relations

A warm-up activity that introduces the content of the chapter

Have learners discuss questions in pairs or small groups and take them up as a class.

Extend the Activity: Discuss the Culture Note and ask learners to compare customer service in Canada to that of other countries.



p. 292 | Shopping Expressions

Introduces common idioms relating to shopping

Ask learners to brainstorm a list of familiar expressions relating to shopping before you introduce the expressions on this page. Then have learners discuss the meaning of the expressions on the handout. Learners can refer to the sentences under each expression to help them determine the meaning. Have learners decide whether each expression conveys a positive, negative or neutral shopping experience. Take up the answers as a class.

Extend the Activity: Have learners interview each other in pairs on their shopping experiences. Have them use the expressions in their questions and/or answers.

Ask learners to write a paragraph using at least two of the expressions. They should edit their work before submitting it for feedback (from other learners or instructor) or posting it on the class wiki.



p. 293 | Comparing Products

Provides practice expressing comparisons and describing features of a product

- 1 Introduce the activity by eliciting from learners their habits and experiences with comparison shopping. Then have them choose one of the situations and find web pages with information about two different brands of the product they selected. Learners should complete the chart with information about both brands and decide which is better.
- 2 Have learners form three groups based on whether they researched and compared the laser printer, the microwave, or the digital camera. They take turns presenting the brands they selected as the best option (from activity 1). Then, as a group, they decide which product is the best. Learners can elect a spokesperson to present the group's selection to the rest of the class.

Extend the Activity: Learners write a paragraph describing their brand of choice and why they chose it.



p. 294 | Grammar in Context: Asking Questions

Provides practice asking direct and indirect questions to make enquiries

1 You can introduce this activity by reviewing the construction of direct and indirect questions. You could write examples of each on the board and then have learners describe the differences and deduce the grammar rule. Tell learners that indirect questions sound more polite than direct questions and are often used at the beginning of a conversation when someone is making a request.



p. 295 | Making Enquiries

Provides practice in making enquiries using indirect questions

- **Extend the Activity:** With a partner, learners role-play a telephone dialogue that requires them to make an enquiry about the piano using the questions they wrote.
- 3 Before this activity, elicit possible phrases for opening and closing the conversation and possible strategies for responding to questions they don't know the answer to. In each of the three situations, student 1 (the customer) will be asking a question that student 2 (the salesperson) has no information about on the card. Ask them to brainstorm some polite responses (e.g., I'm not sure about that let me ask the manager; Would you mind holding while I ask the manager?; I can find out for you; could you hold for just a moment?).

Ask learners to role-play a telephone call to make an enquiry about one of the three situations. They can use both direct and indirect questions in their dialogues. Have them present their role-plays to the class. Learners can also add their own questions about the item in each situation.

Some specific explanations may be required for each situation. For example:

Situation 1: Learners are making an enquiry for a hotel reservation and will be asking if the price is negotiable. Discuss possible questions the customer might ask (e.g., *Is the price negotiable? Is there anything cheaper? Can I get a cheaper rate if I stay two nights instead of one?).*

Situation 2: Learners are enquiring about a laptop for sale. Discuss polite responses the salesperson could offer about whether or not the computer can be leased (e.g., *I'm not sure about that – let me ask the manager;* Would you mind holding while I ask the manager?; I can find out for you; could you hold for a moment?).

Situation 3: Some of the questions learners ask require the use of present perfect tense (e.g., *Has the car ever been in an accident?*). You could review this structure, if needed.



p. 297 | Enquiring About Services

Provides practice in making enquiries about a service

1 You can introduce the topic by asking if anyone in the class goes to a gym, if they have a gym membership, or if they have ever attended a fitness class in Canada. Have learners read the flyer so that they are familiar with the types of programs and membership options available at the Royal Winds Recreational Centre. Ask them to underline any unfamiliar words and discuss the meanings. They could look them up in a dictionary before presenting the definition to the class.

Extend the Activity: You could use the flyer to practise scanning for specific details. Begin by describing scanning techniques (e.g., looking at headings, tables, focusing on the center of a sentence). Then have learners practise by asking questions (e.g., *When is the weight room open?*) and having them scan the flyer for the answers. You could have them keep the flyer face down until you ask a question, then give them a time limit to find the answer.

In a class discussion, ask learners which programs and membership options would suit them and why.

2 First, give learner A a role card (with three situations on it) and learner B the flyer. Partner A begins by making enquiries about his/her situations while partner B responds by referring to the flyer. Then give partner B his/her role card, and have partner B ask questions (using his/her role card) and partner A responds using the flyer. Have a class discussion about which membership option was the most suitable for each of the situations.



p. 299 | Enquiring About Used Products

Offers opportunities to practise describing products and making enquiries

Introduce the topic by asking learners if they have ever purchased a used item, where they bought it (e.g., a thrift store, garage sale, online). Find out if learners have used websites such as Craig's List, eBay or Kijiji. You can also discuss advantages and disadvantages of buying used items. Elicit/discuss the procedure for enquiring about and buying a used item that is advertised online.

- 1 Learners can evaluate each other's descriptions for completeness.
- 2 This activity can be done in the computer lab. Ask learners to imagine they are interested in buying the bicycle and write an email message to the seller. The message could include: an opening statement expressing their interest in the bicycle; a question about when they can look at the bike; a question about the seller's address. Learners can respond to each other's messages.
- Assign or have learners select one of the three items and write a brief description about it. Possible things to include in the description are size, color, brand name, age, features, asking price and contact information. Ask learners to exchange their descriptions with a partner and role-play a call of enquiry using their partner's description. Instruct them to use direct and indirect questions in their enquiry. If this activity is done in the computer lab, learners could exchange emails asking when and where to call before doing the role-play.



p. 300 | Placing an Order

Introduces expressions used in ordering goods or services

1 Ask learners if they have ever ordered anything online or by phone, and what it was. Ask if they have ever rented a car (and if so, how they did it). After learners listen and write the phrases for each function, elicit additional phrases (not in the listening text) for the language functions.

Answers

- 1. XYZ Car Rental. George Wong speaking.
- 2. How may I help you?
- 3. Hello. I'm calling to reserve a van for the coming long weekend.
- 4. For example: First of all, can I have your name?: Now, could I have your address please?...
- 5. Could you spell that for me?; So, that's M-1-N-2-P-3; Now what kind of vehicle did you say you needed?; Okay, so that's 222-3333, extension 444?
- 6. Thank you for renting from XYZ Car Rental. See you on Thursday.



Audio 3.7: Transcript

Dialogue about renting a car

George: XYZ Car Rental. George Wong speaking. How may I help you today?

Customer: Hello. I'm calling to reserve a van for the coming long weekend. I'll be moving to Ottawa that weekend.

George: Okay. First of all, can I have your name please?

Customer: Parminder Singh.

George: Could you spell that for me?

Customer: Yes, it's P as in Peter, then a-r-m-i-n-d-e-r. S as in Sam, then i-n-g-h.

George: Okay, thanks Mr. Singh. Now, could I have your address please?

Customer: 123 Anywhere Road, Toronto, Ontario, M1N 2P3.

George: So that's M - 1 - N - 2 - P - 3?

Customer: Right.

George: Could I have your daytime telephone number?

Customer: (555) 222-3333, ext. 444.

George: Okay, so that's 222-3333, extension 444?

Customer: Yes, that's right.

George: Thanks. Now, what kind of vehicle did you say you needed?

Customer: I need a van that seats six people.

George: Okay, well we have a Ford Windstar that would easily fit six people. Would that be okay?

Customer: Sure, that would be great. **George:** When do you need it for?

Customer: Next Friday, for the long weekend.

George: Okay. What time would you like to pick it up?

Customer: 9 in the morning.

Audio 3.7: Transcript (continued)

George: Ohhh, sorry, our vehicles are only available from 3 p.m. on.

Customer: Oh – but I really need it earlier. I'm driving to Ottawa that day.

George: Perhaps you could reserve the van on Thursday.

Customer: Um, that's an idea. But would I have to pay for the extra day if I picked it up late Thursday evening?

George: Well, I could probably give it to you for half price.

Customer: Okay, that's fine. It looks like that's the only way I can get an early start on Friday.

George: Uh-huh. Would you like to drop off the van in Ottawa?

Customer: I didn't know I could do that.

George: Yes, we have a one-way rental. It is more expensive, however. The rate is \$38.00 per day plus mileage, insurance, and all applicable taxes. You have to pay for your own gas and you'll need to return the vehicle with the gas tank full, or we will charge you extra. We have an office in downtown Ottawa near the Parliament Buildings. Would that be convenient?

Customer: Yes. That's great.

George: Okay – so to book the vehicle, I'll need your credit card number. **Customer:** Okay, I can give you my VISA number. It's 123-456-789.

George: Thanks. And the expiry date?

Customer: It's 08/2012.

George: So you'll be returning the van in downtown Ottawa?

Customer: Yes. That's right.
George: On which day?
Customer: Monday morning.

George: Good. Please make sure it's there before 9 a.m., or we'll have to charge you for another day.

Customer: Okay, that's fine.

George: I think that's everything, Mr. Singh. I'll prepare the rental contract and we'll have everything ready for

you to sign next Thursday. Thank you for renting from XYZ Car Rental. See you on Thursday.

Customer: Okay. Thanks. Goodbye.

2 Have learners listen to the dialogue again and answer the comprehension questions.

Answers

- 1. A van that seats six people
- 2. Because he is moving to Ottawa
- 3. No. The cost of the rental is \$38.00 per day, not including mileage and insurance
- 4. Yes, but only half the price of a full-day rental
- 5. To ensure the rental company can get paid if something happens to the vehicle
- 6. Learners must make an inference based on what they heard. Mr. Singh never asks about the cost of the vehicle, so one could infer that issues other than cost are more important to him (e.g., type and availability of vehicle)



p. 301 | Placing an Order: Putting It in Practice

Provides an opportunity to demonstrate knowledge and skills in making enquiries and placing orders

Learners work in pairs with one person playing the role of the salesperson and the other the customer. Ask them to read their role card and think of questions they would like to ask (if they are the customer) or look at the flyer and think about the information they will need to give the customer (if they are the salesperson).

This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be worked on.

The task relates to the CLB competencies below. You can use the sample assessment criteria below to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.

CLB 6-I: Open, maintain and close a short routine formal conversation.
CLB 6-III: Make a verbal request for an item.
CLB 6-IV: Ask for and provide information in an interview related to daily activities.
Sample Assessment Criteria
Holistic: Completes the task as required; speaks intelligibly; listener can follow
Analytic: ☐ Explains the nature of enquiry and the information needed
☐ Provides necessary details
☐ Asks relevant questions
☐ Summarizes and repeats back. Offers thanks for the help and the information



p. 303 | Returning Items

Provides background information on making returns; gives opportunities to discuss situations relating to making returns

1 Have a class discussion about learners' experiences with returning items. Then, in pairs or small groups, learners discuss each situation and decide whether or not the item can be returned.

Extend the Activity: You could use this activity to teach the second conditional by eliciting from learners what they would do if any of the situations happened to them.

Answers

- 1. Normally you can't return a bathing suit; however, a store might take it back if the hygienic strip has not been removed.
- 2. Some chain pharmacies will give you your money back if the cream causes an allergic reaction.
- 3. If the manufacturer claims the boots are waterproof and you can prove that they are not, the store has to give you your money back.
- 4. Even though there may be no reason to return the dish (other than taste preference), the restaurant may offer to replace the item to keep the customer happy.
- 5. You will probably be able to return the couch but you may be responsible for a pick-up charge.
- 6. You may have difficulty getting a refund since the item was purchased at a small store. You may be offered an in-store credit or an exchange for a larger size.

Answers (continued)

- 7. Once the jar has been opened, you cannot return it.
- 8. It is unlikely a store will accept a return on a pair of shoes after they have been worn. However, if the shoes have no visible marks on the soles and are in saleable condition, you may be able to return them.
- 9. Yes, you can return the bottle even if you have drunk some of it.
- 10. You cannot return an opened case of beer.



p. 304 | Return Policies

Introduces common terms in a return policy

1 Answers

- 1. F
- 2. F. You can return it for an exchange.
- 3. T
- 4. F

- 5. T
- 6. F
- 7. F. This only applies to video and computer games, CDs and DVDs.
- 2 This is a vocabulary development activity relating to return policies. It could be done before the reading on the return policy to introduce the vocabulary. Cut out the word and definition cards and distribute them to learners. Each learner finds his/her match and makes up a sentence or two using the word they have been given.

Alternatively, you could have learners work in groups with a set of all the cards. As a group, they match the words with the definitions and try to use them in sentences.



p. 306 | Warranties

Introduces common terms in a product warranty

- 1 You could introduce this activity by eliciting learners' knowledge of and experience with warranties (e.g., what they are, what kinds of products have them, what they typically include). Have learners read the information box at the top of the page and discuss unfamiliar vocabulary or concepts. Then have them read the sample warranty.
- 3 Answers
 - 1. Two years
 - 2. It does not include damages resulting from an accident, misuse, Acts of God, or repairs performed by unauthorized personnel.
 - 3. The manufacturer
 - 4. No
 - 5. No
 - 6. No
 - 7. Contact the manufacturer for instructions and keep the original sales receipt.



p. 308 | Making and Handling Complaints

Provides information on and practise with making and handling complaints

You can introduce this activity by eliciting learners' experiences of making or handling customer complaints, using the following questions:

If you weren't happy with a product or service, would you complain? Why? Who would you complain to? If you have made a complaint before, what was it about? What did you do? Was the issue resolved? Is it common or uncommon to make complaints in your previous country?

- 1 Before the listening activity, discuss/elicit the steps involved in making a complaint (for a customer or a salesperson), and language strategies for handling each step in the process (e.g., phrases for expressing empathy, such as *I'm sorry about that*, etc.). Have learners listen for each step of the complaint process. Learners can check off the steps as they hear them.
- **2** Learners listen to the recording a second time and answer the questions.

Answers

- 1. She is complaining about a carpet cleaning service.
- 2. She would like to have her money refunded.
- 3. Frustrated and angry
- 4. He says "I'm sorry to hear you weren't happy with our service. I can see that 10 minutes certainly is not enough time to clean such a large rug."
- 5. He asks several questions about what time Rick arrived, how long he stayed, whether Mrs. Smith noticed any improvement in the rug at all.
- 6. First she said the cleaner stayed for 10 minutes, then it changed to 20 and later it was 30 minutes.
- 7. He offers to go to her house and look at the rug to see if anything more can be done.

1

Audio 3.8: Transcript

Someone making a complaint

Call 1

Manager: Hello, Sudsy Carpet Cleaning. Jim Taylor speaking.

Mrs. Smith: Hi. This is Mrs. Smith calling.

Manager: Oh, hello Mrs. Smith. What can I do for you today?

Mrs. Smith: (*frustrated tone of voice*) Well, I'm actually calling to make a complaint about the work done by one of your carpet cleaners.

Manager: Really, what seems to be the problem?

Mrs. Smith: (in an increasingly angry voice) Well, first of all, Rick – I think that was the name of the man who came to my place – arrived about four hours later than when he said he would. And then when he did come, he only stayed about 10 minutes to clean my rug, which is eight by eleven feet! He did a terrible job. The carpet is still dirty and I really expected much better service from your company. I'd like my money back!

Manager: Oh, Mrs. Smith, I'm sorry to hear you weren't happy with our service. I can see that 10 minutes certainly is not enough time to clean such a large rug. So can you tell me what time Rick arrived?

Mrs. Smith: I think he arrived at 1 p.m.

Audio 3.8: Transcript (continued)

Manager: Okay, and you said he only stayed for 10 minutes?

Mrs. Smith: Hmm, maybe it was more like 20 minutes. Yeah, I think he left at 1:30. **Manager:** And after the cleaning did you see any improvement in the rug at all?

Mrs. Smith: Well, maybe a little bit. But it's still quite dirty.

Manager: Well, I can't promise that we can refund your money. What I'll do is talk to Rick, and get back to you

within the next hour or so. Then we can talk about it further. Would that be okay?

Mrs. Smith: Yes, thanks.

Call 2

Manager: Hi, Mrs. Smith, it's Jim Taylor here.

Mrs. Smith: Hi Jim.

Manager: So I spoke to Rick. What he told me was that the rug was quite old and had a lot of stains that had been there for a long time. You know, sometimes old stains don't come out even with professional cleaning. But I want you to be happy with our service, Mrs. Smith. So here's what I can do for you. If you'd like, I can come out to your home and look at the rug myself to see if there is anything more we can do.

Mrs. Smith: Well, okay. You won't charge me anything extra, will you?

Manager: No, of course not. We want you to be happy. When would be a convenient time for me to come over?

Mrs. Smith: Can you come this Saturday, some time before noon? I have to go out in the afternoon.

Manager: Certainly. How about 10:00 a.m.?

Mrs. Smith: Yeah, that would be fine.

Manager: Okay, so let me just confirm your address. You are at 222 First Street, apartment 501.

Mrs. Smith: Yes, that's right.

Manager: Okay, Mrs. Smith. I'll see you this Saturday, January 26th, at 10:00 a.m.

Mrs. Smith: Okay, great. Thank you. **Manager:** My pleasure. Have a great day.

Mrs. Smith: You too. Thanks. Bye.

Manager: Bye for now.



p. 309 | Making and Handling Complaints: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in making and handling complaints

There are four situations provided. You can either assign a situation to learners or have them select one. Learners work in pairs with one person playing the role of the customer service representative and the other playing the role of the customer. Ask them to read their situation and think of how they would make or handle the complaint.

Performing this task requires learners to integrate a number of skills and language abilities involved in making and handling complaints. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be worked on.

This task relates to the CLB competencies below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same assessment criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 6-I: Open, maintain and close a short routine formal conversation.
•
CLB 6-I: Express/respond to apology, regrets, excuses.
CLB 6-III: Make a formal suggestion; provide a reason.
CLB 6-IV: Ask for and provide information in an interview related to daily activities.
Sample Assessment Criteria
Holistic: ☐ Completes the task as required; speaks intelligibly; listener can follow
Analytic: ☐ Explains the nature of enquiry and the information needed
☐ Provides necessary details
☐ Asks relevant questions
☐ Summarizes and repeats back. Offers thanks for the help and the information

Chapter 3
Interacting With Others
Customer Relations
LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when interacting as a customer and with customers. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

During interactions with and as a customer:

- CLB 7–I: Express and respond to ... complaint, disappointment, dissatisfaction, satisfaction and hope.
- CLB 7–III: Give and respond to warnings.
- CLB 7–III: Ask for and respond to recommendations or advice.
- CLB 7–III: Make an extended suggestion on how to solve an immediate problem or make an improvement.
- CLB 7–IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- © CLB 7–III: Demonstrate comprehension of factual details and some inferred meanings in simple advice and suggestions, announcements and commercials.
- CLB 6–III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.
- CLB 6–III: Find two or three pieces of information in moderately complex formatted texts.
- CLB 6–III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings.

These activities can help to develop the following Essential Skills:

CLB

- Oral Communication
- Work with Others
- Computer Use

The activities in this section focus on the following language skills:

- Making enquiries
- Providing information
- Understanding and responding to various sales styles
- Saying *No*
- · Making and handling complaints
- Reading a contract
- Writing a cancellation letter

Activities | Chapter 3 | Customer Relations | LINC 6

	Introduction to Customer Relations	
	Consumer Rights	
6	Making Inquiries About a Product or Service327	
	Making Inquiries: Putting It in Practice	
n	Styles in Customer Service	
	Saying <i>No</i>	
	Understanding Contracts	
	Cancelling a Contract In Writing	
	Making and Handling Complaints	
	Grammar in Context: Past Modals	
	Letter of Complaint	
	Making and Handling Complaints: Putting It in Practice341	
	Instructor Notes	

Introduction to Customer Relations

1 Discuss the following questions.

- 1. What are the standards of good customer service in the country you come from? How are they different from those in Canada?
- 2. Have you ever made a complaint about a product or service? What was the complaint about? How did you handle it?
- 3. What aspects of being a consumer do you find most challenging and why?
 - understanding contracts
 - dealing with aggressive sales people
 - making and handling complaints
 - getting information about your rights as a consumer in specific situations



"That order will be late, sir. Everybody's away on an 'Improve Customer Relations' course."

source: www.businesscartoons.co.uk/shop

Culture Note

The top five items that Ontarians file complaints about are:

- collection agencies
- home repairs
- new/used car purchases
- appliances
- health and fitness clubs

You can find detailed information on making complaints – including writing a complaint letter, cancelling a contract, or dealing with an unreliable seller/service provider – on Canadian Consumer Information Gateway, an Internet portal providing access to information relating to consumer rights.

Consumer Rights

In Ontario, consumers' basic rights are protected under the *Consumer Protection Act, 2002*. This legislation covers ground rules for common consumer transactions and situations. The Ontario government provides consumer information on its Ministry of Small Business and Consumer Services website. Through this website you can access specific consumer protection acts and get more information about your rights and what you can do if those rights are violated.

In small groups, discuss the following situations and decide what your rights as a consumer could be.



1

Situation 1

Last week, you signed a contract for a membership in a local gym. Now that a few days have gone by, you regret your purchase. You realize you won't be able attend fitness classes as often as you thought, and the monthly membership fee is too expensive. You would like to cancel your membership, but the contract you signed stipulates that you must be a member for at least a year.

Situation 2

You purchased a bedroom suite in a small furniture store. Because they did not have your selected model in stock, they promised they would deliver it to your home within a month. Six weeks have passed from the day of your purchase and the furniture you paid for has not arrived. You feel that the store didn't fulfill their part of the contract because the delivery has been delayed.

Situation 3

The chain store you bought cosmetics from last year keeps mailing you small packages of their products with offers to buy other products. You don't know what to do with the products – you don't want to go to the trouble of returning them, but you don't want to purchase them either. You are not sure if they are complimentary.

Situation 4

You have received a bill for a catered lunch you recently ordered for the office staff and noticed an unexpected surcharge listed on the bill. You phoned the caterer to find out what it was for. She explained that the surcharge is added to cover her tax costs. You find that suspicious because GST and PST were included on the bill you paid.

Situation 5

You hired a contractor to have some renovation work done. Because he has other obligations, he will complete part of work now, and the rest in two months. You want to get this timeline in writing, but the contractor says that you "shook on it" and that's good enough. The contractor also prefers to discuss the cost details later. You feel uncomfortable having him start work without knowing the total cost. ow close are they? Have you captured the most important ideas and information?



Locate information relating to each of the situations above. Go to the home page of the Ontario Ministry of Small Business and Consumer Services (www.gov.on.ca/mgs), then click on Consumer Services, then Know your Rights, then Your Rights. Present your findings to the class.

Making Inquiries About a Product or Service

1 60

Audio 3.9: Listen to a dialogue between a customer and a restaurant manager. Answer the questions below.

- 1. What product or service does the customer enquire about? What are her general requirements?
- 2. What are the specific items that the customer would like to have included in her order? How will the manager accommodate those needs?
- 3. Circle the items from the menu that are not mentioned in the conversation:
 - mini pizzas
- drinks
- steak
- Caesar salad
- cream filling
- 4. What is the final order that the manager wants the customer to confirm?
- 5. How and when will the order be finalized?
- 6. How would you describe the manager's style of customer service? Give reasons.
- 2

Listen to the recording again. Record the phrases and expressions you hear. Then, with a partner, add your own expressions to the list.

Asking for information:
Clarifying information:
Changing the topic:
Closing the conversation:

Prepare a dialogue between a customer and a restaurant manager using the role cards below. 3 Role-play your dialogue for the class.



Student A

You are a customer. Think of a social function you would like to have in a restaurant. Decide on the number of guests, style of meal, menu items you want and your budget. Enquire about details of a possible event.

Student B

You are a restaurant manager. Search the Internet for the menu of a local restaurant and use it to provide answers to the customer's questions. Make concessions and accommodate some of the customer's needs.

327

Work with a partner to prepare a dialogue about renting a cottage for a week. Use the information in the role cards to role-play the dialogue.



Student A

You are a potential cottage renter. You have two children and want a cottage with a yard that is close to a lake. The cottage must have a barbecue.

- Make a list of questions to ask the cottage owner.
- Call the owner to find out about all of the cottage amenities.
- Ask about the rental rate for the month of July.
- Ask about availability.
- Clarify details.
- Confirm a deadline to decide on the rental.

Student B

You are a cottage owner. You would like to rent out your cottage on a weekly basis in the summer. The cottage is a cozy two-bedroom cedar cabin on a small lake. It sleeps four to six people. There is a queen-sized bed in one bedroom and bunk beds in the other. The beachfront cottage is kid- and petfriendly. It has a wood stove, full kitchen, barbecue, screened-in porch, outdoor shower and canoe. The lake is small and private, with clean water and abundant wildlife. There are hiking trails in the vicinity. The site is located near a small village with historic attractions and a farmers' market. This cottage is ideal for a quiet vacation in beautiful surroundings. Decide on the weekly rate, deposit requirements, availability, and check-in and check-out times.

- Give cottage information to the prospective renter.
- Clarify details about the renter and the family.
- Set a date and time to confirm their interest in renting the cottage.

Write an email to follow up on your conversation. Place an order for renting the cottage for a specific period of time; request a contract with details about all charges and deadlines for payment.

Making Inquiries: Putting It in Practice

Working with a partner, prepare and role-play a telephone conversation making and responding to an inquiry about the venue for a party.



1

Student A

You are the manager of a venue that a potential customer will call you about. Inform yourself about this venue by searching the Internet for a possible venue in your city/town that is suitable for a birthday party for a seven-year-old girl. Possible party venues include a movie theatre, an indoor play place, local recreation centre, or a bowling alley. Find information about the following:

- available activities
- food and drink choices
- cost per person or total cost

Student B

Your daughter's seventh birthday is next month. You would like to give her a birthday party. Your daughter wants to invite 10 friends. Phone the possible venue and find out the following:

- date and time
- number of guests
- available activities
- food and drink choices
- adult supervision
- cost per person and total cost
- contact information (name and phone number)
- booking deadline
- confirmation of deposit and balance of payment

Styles in Customer Service

There are various styles in customer service. Sales techniques can range from subtle or soft-sell to more direct or hard-sell, depending on the type of product or service being offered.

Hard selling is more common in selling real estate, cars, furniture, major appliances, insurance, and financial services because these products and services are usually sold on a commission basis. In most retail stores, however, you will encounter soft selling.

1 🞧

Audio 3.10: Listen to two sales dialogues. Answer the following questions.

- 1. How are the two sales styles different?
- 2. What hard-sell techniques does the salesperson use in the first dialogue?
- 3. What constitutes soft selling in the second dialogue?

2 In a small group, discuss your personal experiences as a customer with various sales techniques.

- 1. In what situations have you, as a customer, experienced hard selling? What was being sold?

 Describe how the seller tried to convince you to make a purchase. How did you respond to it?
- 2. What are some effective ways of responding to hard selling?
- 3. Hard-sell techniques are often used in advertising. Give examples you have recently encountered (e.g., TV commercials, Internet or print advertisements).
- 4. What sales techniques do businesses mostly use in your previous country?



Audio 3.11: Listen to a consumer rights advocate discuss hard- and soft-selling techniques. Answer the questions below.

- 1. How can a consumer recognize hard-selling techniques?
- 2. Why do many customers not like a hard-sell approach?
- 3. What specific examples of phrases used in hard selling does the expert give?
- 4. How can consumers protect themselves against hard-selling techniques?
- 5. What makes soft selling good customer service?

4

on the rig	yht.		
1	explicit	a.	not very noticeable or strong
2	hype	b.	to gradually become more involved in a bad situation
3	bellow	c.	to be tricked into believing something that is not true
4	blather	d.	very surprisingly
5	blatant	e.	to be unfairly criticized for something
6	in-your-face	f.	very unpleasant
7	be put off	g.	causing fear
8	intimidating	h.	very direct and often shocking or surprising
9	obnoxious	i.	to feel uncomfortable or uncertain because of something
10	get a bum rap	j.	very clear, obvious
11	astonishingly	k.	to talk foolishly
12	to fall for	l.	to shout in a loud, deep voice
13	get sucked into	m.	publicize in an exaggerated way
14	subtle	n.	clear; very well-explained so there is no confusion

The following words come from the interview you heard. Match the terms on the left with meanings

Imagine you have to sell one of the items below. Decide what selling technique you would use and try to persuade your partner to buy the product/service. Your classmates will evaluate how effective your technique was.



Situation 1

You want to sell your car. It has 200,000 kilometres' mileage, but it is very reliable and in mint condition. You need money to buy a new car, so you want to sell the old one as soon as possible. You place an ad on the Internet and get a phone inquiry about it.

Situation 2

You are an insurance agent and work on commission. You sell rental property insurance. Your insurance company offers low premiums, flexible payment schedules and different plans depending on coverage.

Saying No

For many people, saying *no* is difficult. It is especially difficult with hard-sell techniques. Strategies for resisting hard selling include avoiding an answer, refusing without saying *no*, simply saying *no*, and making concessions. Here are some tips you could use when saying *no*:

- Be polite but firm in your response. No, thank you. I don't want ...
- When saying *no*, make sure the tone of your voice is firm, and use body language such as shaking your head or turning away to indicate a negative response.
- Say you want time to think it over. Ask the seller for written information about the product or service that you could read at home.
- Acknowledge the value of the product or service being offered and then refuse, e.g. It's a great product but I'm not interested.
- Begin your sentence with the word *No*, so that you send a clear message as in *No*, *I'm not interested*.
- Repeat your message calmly but firmly.
- 1 Match the sentences below with the strategies in the chart. Then, write your expressions for each of the strategies.
 - 1. If you don't mind, I'd rather not.
 - 2. I have to ask my wife/doctor/accountant/lawyer.
 - 3. No, thank you.
 - 4. I'm in a hurry. I don't have time to think about it right now.

Acknowledge the value of the product, but refuse:
Say <i>no</i> , and give a reason or excuse:
Say <i>no</i> firmly and politely:
Make a concession (state a condition or agree partially):

2 Listen to your partner try to sell you a product/service (see Activity 5 on the previous page). Respond negatively to the sales pitch. Use one or more of the above strategies.

Read the following situations. With a partner, discuss how you would respond in each situation.



Situation 1

A promotion at a gym allows you five free visits to check it out. After the third visit, the salesperson is pressuring you to purchase a one-year membership. You don't really want a membership. What do you say to the salesperson?

Situation 2

You ask a mechanic to look at your car because it's making a funny noise on the front driver's side. The mechanic tells you the front wheel bearing and hub on the driver's side are shot and need to be replaced. Upon inspecting the car, he also notices that the front engine pulley is worn and in need of replacement. The total cost of all this work is \$520. You believe the car may not need so many repairs and want a second opinion. You also suspect the estimate may be exaggerated because the mechanic assumes you don't know much about cars. What do you say to the mechanic?

Situation 3

An insurance sales agent comes to your home and wants to sell you different insurance policies. She plays on your fears and emotions by telling you how important it is to have a variety of insurance policies to protect you and your family from all the bad things that could happen. How do you say *no*?

Situation 4

An acquaintance at work invited you to a get-together at her place. When you arrive, you realize that the reason she is having the party is to sell household cleaning products to her friends (a job she does in the evenings). At the beginning of the evening, the host gives a 20-minute presentation to convince everyone about the exceptional qualities of the products. You are not interested in buying anything. How do you convey this message to her?

Situation 5

You receive a call from a charity asking you to sign up for a monthly donation plan. You think the charity does good work, but you are not interested in committing to a monthly plan. Also, you donate to other charities and are not in the financial position to make a donation to this charity as well. How do you say *No*?

Situation 6

Think of a situation from your own personal experience where you wanted to refuse a product or service. How did you say *no*? How could you have said it?

Understanding Contracts

Written contracts are important documentation in many consumer transactions. A contract is required by law in situations where some part of a contracted service or product is to be delivered in the future, such as a contract for a gym membership, a renovation, equipment rental, or a property lease. The law also requires that the information in a contract be clear and leave no room for misinterpretation. Understanding a contract can help you avoid lost time, energy or money when disputing your rights or obligations.

1 In groups, discuss the following questions.

- 1. In what situations have you signed a contract?
- 2. What type of information is typically included in a contract?
- 3. What can you do to ensure you are well-informed about the conditions of a contract?

2 Refer to the contract on the next page to answer the questions below.

- 1. What kind of service is this contract for?
- 2. What is the timeline for this contract? Can it be renegotiated?
- 3. What is the final amount that the contractor will receive for the rendered services?
- 4. What additional money can the contractor expect to be paid by the client?
- 5. What will happen if the contractor cannot complete the work because of a family emergency?
- 6. How much will the client pay the contractor if the client decides to cancel the contract?
- 7. Read the contract again and write a list of items that it includes (listed as A, B, C, etc.).
- Work in pairs. Take on the roles of the client and contractor and renegotiate one of the terms listed in the agreement. Present your role-play to the class.

	TERMS OF	AGREEMENT
Thi	nis agreement confirms the terms of service between	า:
	(the	Service Provider or Contractor), and
	(the	Client).
	ubject to terms and conditions listed in this Agreem ovide the services set forth below, and the Contract	
A.	The Contractor will provide the following services Stage I: tearing down existing kitchen Stage II: replacing upper and lower cabinets; inst Stage III: tiling backsplash and painting walls	
	ne samples of materials and design drawings are to ior to the project start date.	be provided by the Contractor for the Client's approve
В.	The services will take effect from July 2, 2011 the completion of duties under this Agreement. The unless determined through mutual agreement.	nrough September 30, 2011 or earlier upon Agreement cannot be extended or terminated earlier
C.		the completion of the entire project. Such
D.	During the term of this Agreement, the Contracto expenses incurred during the term of the Agreem reimburse the Contractor upon receipt of docume	ent. The Client shall approve those expenses and
Ε.	_	lient for vacation pay, health or employee benefits of surance relative to the service under this Agreement
F.	· · · · · · · · · · · · · · · · · · ·	re the set date requires payment of half of the unpair payment of any money owed by both parties, based o
G.		I health reasons and emergencies. In case of mutually agree upon a new arrangement to complete
	ne signatures of both the undersigned activate this arms and conditions outlined above shall become bit	agreement as of the day and year written below. The nding for both parties.
The	ne Contractor:	The Client:



One of the most commonly signed contracts is a "lease" or rental agreement for a house or apartment. Read the statements below and circle true or false. Then locate information about rental agreements on the Canada Mortgage and Housing Corporation website to check your answers. On the CMHC home page (www.cmhc-schl.gc.ca), enter the terms rental agreement in the site search box. Then select The Rental Agreement.

1.	A rental agreement should stipulate the rights of the tenant and the obligations of the landlord.	Т	F
2.	The terms of a rental agreement should include the names of all tenants.	T	F
3.	The terms of a rental agreement do not include tenants' emergency contact information.	T	F
4.	It is stipulated in a lease whether or not you can sublet the property to another person.	T	F
5.	A rental agreement outlines steps/procedures for disputing late rent payment, damage to property or termination of lease.	Т	F
6.	A lease can stipulate what kind of bed you can or cannot have on the premises.	T	F
7.	In Ontario, landlords cannot evict tenants who breach the "no smoking" clause in their lease.	Т	F
8.	Rental lease forms are the same in all provinces across Canada.	T	F
9.	A landlord can lock out a tenant for not paying a rent.	T	F
10.	Federal authorities are in charge of all housing legislation.	T	F



Search the Internet for sample contracts or agreements. Compare the language used in two or more sample contracts. Make a list of common terms relating to terms and conditions included in a contract.

Possible search terms: sample contracts; sample agreements

Cancelling a Contract in Writing



Search the *Ontario Ministry of Small Business and Consumer Affairs* website for information on canceling a contract. On the home page, click on *Consumer Services*, then on *Your Consumer Protection Toolbox*, then on *Cancelling a Contract*. Answer the questions below.

- 1. Explain what the following terms mean:
 - a. cooling-off period
 - b. vendor
 - c. deceptive misrepresentation of goods
 - d. rescission
 - e. non-disclosure
- 2. In what situations do you have the right to cancel a contract and have your money returned? Give examples for each of the situations.
- 3. Have you ever been in any of these situations? Describe the situation. What did you do?
- 2

Locate the three sample letters of cancellation that are provided on the same webpage as *Cancelling a Contract* (from the activity above). Compare them and discuss the differences.

Write a letter for one of the situations below. Use one of the sample contract cancellation letters as a model. Make up the details about the product where necessary.



Situation 1

You signed a contract for the purchase of a sophisticated air-purifying system that you want to install in your home. You have read the contract carefully and now realize that some features the sales agent claimed your system has are not listed there. You want to cancel the contract and have your money returned.

Situation 2

You bought a bedroom set that you that you will be paying for in weekly installments over three years. As you reviewed the purchase agreement, you noticed that it does not include any information about the rights of a purchaser to withdraw from the agreement. You realize you have been tricked into making an uninformed decision and you want to cancel the transaction.

Making and Handling Complaints

If you are not satisfied with a product or service, you have the right to complain. It is important to know the steps for making a complaint. When submitting a complaint, you should be aware of the hierarchy involved in the process and what you can do as a consumer.

- 1 Working with a partner, describe a personal experience with making a complaint about a problem with a defective product or unsatisfactory service. Use the questions as a guideline.
 - 1. What was wrong with the product or service?
 - 2. Who did you contact first? What did you say?
 - 3. What happened when you made a complaint? What did the customer service representative say or do?
 - 4. Did you take your complaint further? Why or why not?
 - 5. What was the final outcome?

The website for Canada's Office of Consumer Affairs provides information and advice on how to protect yourself as a consumer. Search the website for the Canadian Consumer Handbook and locate information about the process of filing a complaint. List the steps and a brief description of each below.

	Who to deal with	What to do
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		

Grammar in Context: Past Modals

You can use past modal verbs to describe someone's possible or alternate actions in the past in a complaint situation. Past modals such as *should have/ought to have/could have/might have* express advisability or possibility in the past. For example:

- You <u>could have spoken</u> to the manager. (but you didn't)
- He <u>shouldn't have opened</u> the package of computer software. (but he did)
- She should have returned it within the 14 days.
- The customer service representative <u>could have explained</u> the extended warranty more clearly.

1	Discuss the following situations with a partner. Discuss what each person could/should have done
	in each of the situations. Also talk about what you would have done.



Situation 1

Suna bought a new washing machine from an appliance store. After the delivery person left her home, she noticed several scratches and dents on the front of the machine. She called the company's toll-free number and yelled at the person who answered the phone.

Situation 2

Lara noticed that on her cell phone bill there are several charges for calls to Peru. She is certain that no one in her family made the long distance calls. This kind of mistake has happened before. She calls the phone company and tells them to disconnect the number because she wants to switch to a new phone company.

Situation 3

The cable television service at James' home has been disconnected because of a billing glitch. James always pays his monthly bill by automatic debit from his bank account. He has a record of payments for the last three months. The cable company claims they did not receive those payments, so they cut off the service.

Situation 4

Irina purchased an extended warranty for a laser printer in her home office. The printer stopped working during a crucial deadline for her consulting work. As a result, Irina lost income. She returned to the store where she purchased the printer in order to file a claim (to make a complaint and request an exchange). She did not have her receipt or the original box and packing materials for the printer.

Letter of Complaint

1	The following is a list of actions relating to a complaint about a vacuum cleaner. First, put the actions in the correct order by writing the correct numbers on the lines. Then, describe what happened in complete sentences using appropriate verb tenses.			
	1	Vacuum cleaner purchase on Nov. 20, 2010 \rightarrow I purchased a vacuum cleaner from your company or November 20, 2010.		
		Customer does not want to pay the repair charge		
		Goes back to store with vacuum cleaner and sales receipt		
		Customer complains to an unhelpful sales person		
		Customer requests an exchange and leaves vacuum cleaner at store		
		Manager is out		
		Customer asks for the manager		
		Staff repair vacuum and charge \$98 for the repair		
		Vacuum cleaner stops working in December		
2		a partner, role-play a dialogue with the company manager to complain about the situation the vacuum cleaner.		
3 🐴	handb	h Canada's Office of Consumer Affairs website for the Canadian Consumer Handbook. In the book, locate a sample letter of complaint. Using it as a template, write a letter of complaint e situation above and include the following:		
	• a	description of the problem		
	• a	description of your actions		

all necessary details: dates, numbers, amounts

a statement what you want done to resolve the problem

Making and Handling Complaints: Putting It in Practice

Work in groups of three. Using the role cards, prepare two dialogues about a complaint. Present your dialogues to another group of classmates. Listen to the dialogues of other groups and give feedback.



Student 1: Customer

You bought winter boots one month ago. You were told that the boots were waterproof and would keep your feet dry and warm. Instead, your boots are leaky, and your socks and feet are constantly wet and cold. You want an exchange or a refund. Talk to the sales person and, if needed, the store manager.

Student 2: Salesperson

You are the sales person in a chain shoe store. The exchange/refund policy of your store states that there are no exchanges or refunds on shoes or boots that have been worn. Refuse the customer's request.

Student 3: Manager

You are the manager of a chain shoe store. According to the store policy, there are no exchanges or refunds on shoes or boots that have been worn. All you can do is offer to have the boots repaired.

Take on the role of a customer and write a follow-up complaint letter to the company head office. Exchange your letter of complaint with a partner for peer editing.

This section includes activities that can help learners develop the skills and background knowledge needed to interact as a customer and with a customer. These skills include: enquiring about products and services, providing information, understanding and responding to various sales styles, understanding contracts, and making and handling complaints. You can use all or some of the activities in this chapter in the order in which they are presented or choose the activities that are of interest to the learners you teach.

The activities have been guided by the CLB performance conditions relating to LINC 6. If you want to develop your own activities, consider the performance conditions below.

Performance Conditions

Speaking:

- Context is mostly familiar and clear, but moderately demanding (real world environment, limited support)
- Topics are concrete and familiar

Listening:

- Learner may require one or two repetitions
- Speech is clear, at a normal rate
- Exchanges are approximately five minutes in length, eight to 12 turns, each turn three to five sentences long

This chapter includes *Putting It in Practice* activities, which allow learners to demonstrate and apply their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.



p. 325 | Introduction to Customer Relations

A warm-up activity that introduces the content of the chapter

Have learners discuss the questions in small groups or as a class. Ask learners what, in their opinion, is the most complained-about item. Have them compare with the Culture Note.



p. 326 | Consumer Rights

Provides practice locating information on consumer rights

- Have learners discuss all situations in small groups or assign a situation to one learner and have them present their opinion to the class.
- To locate the information, learners must go to the home page of the Ontario Ministry of Small Business and Consumer Services, then click on Consumer Services, then Know your Rights, then Your Rights. They will see a webpage with the information in the text box below. Encourage learners to explore the website and discover other information they could access that is relevant to their experiences as customers.

Answers

Situation 1: There is a 10-day cooling off period that allows consumers to cancel their transaction/contract within it. Find under A cooling-off period, below.

Situation 2: The delivery must take place within 30 days of the *promised* date, not the *purchase* date, so you still need to wait. Find under Deliveries must be made on time, below.

Situation 3: You can keep all the products you receive – they are complementary. Find under Unsolicited goods, below.

Situation 4: You shouldn't pay the surcharge. Find under *Misrepresentation is illegal*, below.

Answers (continued)

Situation 5: You have a right to see all costs involved in a renovation and have a written contract. Find under *Full disclosure of credit terms; Consumer agreements must disclose all details,* below.

Here is a list of your basic rights under the Consumer Protection Act, 2002.

You are entitled to a cooling off period. Let's say you make a purchase or sign a contract in your home and then change your mind. If the deal is worth more than \$50, you have the right to cancel within 10 days. It's best to cancel by registered mail or fax to get your money back.

Remedies must be timely. When you take advantage of your 10-day cooling off period and notify the company (preferably in writing) that you have changed your mind, the company has 15 days to return your money. The business has the right to take back the goods provided under the agreement by either picking them up or paying for the cost of sending them back.

If you are sent goods you didn't ask for, you don't have to accept or pay for them. In fact, you may use them or throw them out. You're not responsible for an unsolicited credit card, either – unless you buy something with it.

Pre-paid goods or services over \$50 must have a written contract. When some part of the contract occurs in the future (e.g. a gym membership), written contracts are required for goods or services worth more than \$50. The contract must contain complete details of the transaction and full disclosure of any credit terms.

Contracts must be clear and comprehensible. Vague language is discouraged in contracts. All required information must be clear, prominent and easy to understand. If there is a dispute over unclear language, it must be interpreted in favour of the consumer by law.

Credit terms must be fully disclosed. Anyone providing goods or services on credit must give the consumer a written statement showing all financing charges and the annual percentage rate of the credit transaction. It must also explain how any extra charges would be calculated if you failed to make the payments.

Misrepresentation is illegal. All charges in a contract must be what they say they are. For example, a business may not add a \$20 surcharge for a "tax" that is not really for tax. Make sure you understand what each charge is for and that it's valid.

Sales incentives may not be false, misleading or deceptive. A salesperson can offer you an incentive to help find other buyers, but the description of the incentive cannot be false, misleading or deceptive.

Consumer agreements must disclose all details. If a company isn't delivering on its contract with you, or if you encounter an aspect of the deal the company was required to disclose by law but didn't, you have the right to cancel within one year.

Your goods cannot be repossessed if you have paid 2/3 or more. A seller can't take back goods you've bought but not paid for fully, as long as you have paid two-thirds or more of the cost, except by court order. But remember, if you miss a payment, the seller can take you to court to get full payment, which could hurt your credit rating.

Deliveries must be made on time. If a delivery doesn't arrive within 30 days of the promised date, you can cancel the contract by sending a cancellation letter. But you lose the right to cancel the agreement if you accept delivery after the 30 days.

Anyone who violates the Consumer Protection Act, 2002 will have to pay. Individuals violating certain sections of the act are liable to a fine of up to \$50,000 or imprisonment of up to two years less one day. A corporation can be fined up to \$250,000.

Source: Ontario Ministry of Small Business and Consumer Services. Extracted on July 3, 2009, from www.gov.on.ca/mgs/en/ConsProt/STEL02_167849.html. © Queen's Printer for Ontario, 2006.



p. 327 | Making Inquiries About a Product or Service

Provides practice listening to, making, and responding to inquiries

Have learners listen to the dialogue two or more times. Take up the answers as a class.

Answers

- 1. Wedding anniversary dinner for 30 people, on June 5; 18 adults and 12 children; children's menu; vegetarian dishes; appetizers and choice of entrees; cake decorated for the occasion
- 2. Wheelchair access, vegetarian dishes, special cake (meringue); the manager offers a private room for the occasion; informs about the handicapped parking spots; offers kids' menu items to choose from; gives suggestions for vegetarian appetizers and one entrée
- 3. Caesar salad, steak
- 4. Three appetizers, green salad, fish and veal entrees for 18, a slab meringue cake with cream filling, assortment of kids' menu items for 12
- 5. By phone, within an hour
- 6. Very polite, flexible, soft sell, accommodating offers choices and listens carefully to the client's needs

2 **Answers**

Asking for information: I'd like to know if ...; Could I have...; What date ..? Your phone number please?; How many people ...?; What about the menu?; Would you like to start ...?

Clarifying information: Let me repeat the number ...; So, if I understand what you are suggesting ...; Would your staff serve ...? Would that be okay? Would you prefer ...?

Changing topic: Shall we talk about ...? Oh, do you have ...? What about the menu? Okay, let's decide on entrees ...; Now, for dessert ...

Closing a conversation: Okay, I'll wait to hear back from you. Thank you for calling us ...; Bye now



Audio 3.9: Transcript

Dialogue between a restaurant manager and a customer

Serge: Good morning. Gourmet Restaurant. Serge speaking. How may I help you?

Customer: Hello. I'd like to know if you do special functions? My brother and I were thinking of hosting a family dinner at your restaurant.

Serge: Oh yes, we do. What occasion is it for?

Customer: It's my parent's 40th wedding anniversary.

Serge: How many people are you planning it for?

Customer: Well, there are 30 of us in the immediate family. Hopefully everyone'll be able to come to the dinner.

Serge: So a party of 30. What date do you have in mind?

Customer: I'd like to book it for June 5th. It's a Friday evening. I know restaurants are pretty busy on Friday nights.

Serge: That's true, but I think we can accommodate you. Do you know that we have a private dining room? It's intimate yet spacious. If this interests you, I would suggest reserving it now. It's available on the evening of June 5th.

Customer: A private room? That sounds great. How big is it?

Serge: Well, it can accommodate 50 people for stand-up affairs. For a sit-down dinner, we can set up a long table for 30 people, which also leaves plenty of space to mingle before dinner. Maybe you'd like to offer drinks and appetizers before a sit-down dinner?

Customer: So, if I understand what you're suggesting, the room would have a table for 30 and there's standing room for drinks before dinner?

Serge: Yes, we could also set up five tables, with each table having six people. But given the occasion, I think one long table would work better.

Customer: I like your suggestion. Okay, please reserve the private dining room, then. What about the menu?

Serge: Okay, let me just get the number of your party. First of all, of the 30 people, how many are adults?

Customer: Let's see ... my brothers and their wives, Aunt May, Uncle Bill and Auntie Shirley ... I think that's 17 adults. Oh, my grandmother too. How could I forget my 84-year-old grandmother? She's in a wheelchair. Can she get in and out of the dining room easily?

Serge: Oh yes, our main floor is completely wheelchair accessible, including the washrooms. We also have two handicapped parking spots in the lot behind the restaurant.

Customer: Oh, great. That's good to know.

Serge: Then counting your grandmother, that's 18 adults. So, then there must be 12 children in the party. How old are they?

Customer: Hmm. My new niece will be four months old in June. The other kids are three to 10 years old.

Serge: Okay, so ... kids from four months to 10 years. I don't think you'll need a high chair for the baby.

Customer: No, not really. Shall we talk about the menu? Some of the little ones are picky eaters.

Serge: We have a children's menu that includes mini pizza, chicken nuggets, or spaghetti and meatballs. Children usually love our menu items. And, about the adult menu, it might be a good idea to think about offering just a few choices and pre-ordering them. These selected entrées and sides could be served on large platters. We call this "family style" – we often serve family style in the private dining room. Of course, your guests can also order à la carte from our regular menu. But, if budget is a consideration, I would suggest pre-ordering and serving family style on the large platters. Before you sit down for dinner, we could offer appetizers and drinks.

Customer: Right. I think choosing now would be good for me. That way I would know the total cost. Oh yeah, do you have vegetarian dishes? A couple of my cousins are vegetarians.

Serge: Actually, we have many vegetarian choices. Why don't we start with the appetizers? We usually recommend serving three appetizers at stand-up functions. You could have mini vegetable skewers, stuffed mushrooms and perhaps little veal sausages or grilled shrimp?

Customer: The vegetable suggestions sound lovely. I know our parents would prefer the shrimp instead of the veal appetizer. Would your staff serve the appetizers or would they be set out on a serving table?

Serge: We would serve your guests. Now once you sit down, would you like to start with a soup? Maybe a cold soup since it will be in June? Or perhaps a green salad?

Customer: A green salad would be good.

Serge: Okay. Let's decide on the entrées. Perhaps a vegetarian ravioli and a chicken or veal dish? That would cover your vegetarian needs. And, we would have local seasonal vegetables on the side. Would that be okay?

Customer: Sounds great, but I'd prefer a veal entrée rather than chicken. Now for dessert, we absolutely must have a large cake decorated for the anniversary.

Serge: Of course. Would you prefer a light cake or something richer?

Customer: I think a lighter one would be better. Once, in your restaurant I had a meringue with a fruit and a cream filling. It was heavenly! Can you make something similar in a big cake?

Serge: I'll check with the chef who does our baking. Can I get back to you on that?

Customer: Okay. So how much will this dinner cost?

Serge: Let me work that out for three appetizers, green salad, vegetarian ravioli, veal entrées and dessert served family style for 18 adults. The 12 children will have platters with selections from the children's menu, right? I'll talk to the chef about your request for a meringue-type cake. Could I call you back within the hour? I'll have an answer about the dessert and a price estimate then.

Audio 3.9: Transcript (continued)

Customer: Okay. I'll wait to hear back from you.

Serge: Could I have your name and your phone number, please?

Customer: Okay, my name is Mary Lee. It's 5 - 5 - 5 - 4 - 8 - 8 - 6 - 6 - 6 - 6.

Serge: Let me make sure I've got it right. Was that 5 - 5 - 5 - 4 - 8 - 6 - 6 - 6 - 6 - 6?

Customer: No. 5 - 5 - 5 - 4 - 8 - 8 - 6 - 6 - 6 - 6.

Serge: Okay, I'll get back to you shortly.

- **3** Ask learners to print a menu from the Internet and refer to it when providing details to their partner. They can also order a catered meal for a party at home. Have learners present their role-plays to the class.
- 4 You can ask learners to search the Internet for websites advertising vacation rental properties in Canada to find out what information is typically provided. Have learners present their role-plays to the class.
- **5** Learners can exchange emails about the possible rental.

Extend the Activity: You can have learners search the Internet for examples of vacation rental contracts and discuss the details.



p. 329 | Making Inquiries: Putting It in Practice

Provides learners with an opportunity to demonstrate their knowledge and skills in making enquiries and placing orders

1 Ask learners to read their role card and think of questions they would like to ask (if they are the customer) or look at the selected website and think about the information they will have to give the customer (if they are the salesperson). You can also assign different venues to different learners.

This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competencies below. You can use the sample assessment criteria below to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- CLB 7-III: Ask for and respond to recommendations or advice.
- CLB 7-III: Make an extended suggestion on how to solve an immediate problem or make an improvement.
- CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

Sample Assessment Criteria

Holistic: ☐ Completes the task as required; speaks intelligibly; listener can follow

Analytic: ☐ Explains the nature of enquiry and the information needed

☐ Provides necessary details

☐ Asks relevant questions

☐ Summarizes and repeats back. Offers thanks for the help and the information



p. 330 | Styles in Customer Service

Provides practice identifying hard- and soft-sell techniques

1 **Answers**

- 1. One is very pushy, hard-hitting, aggressive; the other is considerate, friendly, chatty
- 2. Focuses on adjectives describing a condo; uses superlatives; pushes people to sign the deal today
- 3. Makes small talk; ask questions but is not nosey; tactful



D Audio 3.10: Transcript

Two sales dialogues

Dialogue 1 Agent: Hello.

Man: I saw your sign about a free ski vacation. Tell me about the giveaway.

Agent: Okay - first of all, did you fill out our questionnaire? Oh good - I see that you did. Just let me have a look here. Yes, you qualify. I see that you are currently working and that you are over the age of 28. And yes, it is true we're giving away a free holiday. It's a two-day vacation at an amazing ski resort. Your hotel, meals and ski passes are paid for. All you have to do is attend a two-hour presentation about the resort.

Man: Really? That sounds too good to be true. Do I have to buy a condo or something?

Agent: You don't have to do anything. Just attend the presentation and listen.

Man: Oh. Well, I'm not sure I'm comfortable with that. My wife and I are really not in the market to buy a condo or a time share or anything.

Agent: Just go and enjoy your free two-day vacation. I know you'll love it. The food in the resort restaurant is fantastic. Let me book you for the February 14th weekend.

Man: I don't know. That's kind of soon.

Agent: Let me show you some pictures of the resort. You'll be staying in a unit like this one, here – it's located right on the ski hill. You can almost ski out your door. This is one of the biggest units in the complex. It's a one bedroom with 1 1/2 baths. Nearby is the recreation centre. It has an indoor pool, sauna, hot tub and gym. Just imagine yourself relaxing in the hot tub after a day on the ski hill.

Man: Wow. I must admit, it sounds great.

Agent: It is great! To take advantage of this offer, you have to book your two-day vacation now. Just sign this form promising to attend the two-hour presentation. So, just sign here, sir.

Man: Hmmmm. Well, I think I should let my wife know about it and together we can figure out a good weekend for us to go. Can I take the form home and mail or fax it to you?

Agent: No, I'm sorry. This is a limited offer. I can assure you, your wife will be delighted to go on this trip. And it costs absolutely nothing! These photos are the real thing. Sign today and we'll give you your free holiday certificate.

Man: Well, I'm not sure.

Agent: If you don't take this offer, someone else will. What are you waiting for? It's a free holiday certificate! So, shall I sign you up? I know she would love the free holiday!

Man: I'm sorry, I'm not going to sign up. I have to go!

Agent: Well, I guess you don't like saving money, huh?

Audio 3.10: Transcript (continued)

Dialogue 2

Salesperson: Good afternoon. How are you?

Customer: Okay.

Salesperson: Is it still cold outside?

Customer: It's absolutely freezing out there!

Salesperson: Are you looking for anything in particular toady?

Customer: Actually, I need to buy a gift for my niece. I have no idea what to get her!

Salesperson: All right. Well, how old is she?

Customer: Fourteen.

Salesperson: Fourteen years old. What does she like to do?

Customer: Oh, she's crazy about hockey. When she's not playing hockey, then she's watching hockey. Her dad

coaches her team. This love for hockey runs in the family.

Salesperson: I know what you mean. So, would you like to get your niece something related to hockey?

Customer: Well, she probably has all the hockey gear that she needs.

Salesperson: I see. Does she like clothes?

Customer: She only wears track pants on the weekends because she wears a uniform at school.

Salesperson: So ... casual clothing when not at school, and a passion for hockey.

Customer: She plays soccer in the summer and goes to sports camp, too.

Salesperson: Then she's quite active and athletic, would you say?

Customer: Definitely.

Salesperson: Well, hmmm, how about looking at the newest workout equipment?

Customer: That might be more than I planned to spend.

Salesperson: What budget do you have in mind?

Customer: Between \$25 and \$50.

Salesperson: Okay. Have you seen these new exercise balls? They're the latest rage for stretching and warming up before a workout. You can sit on this exercise ball as if it were a chair! And it's available in wonderful colours.

Customer: Wow! This is fun. Oh there's blue – that's her favourite colour!

1 Answers

- 1. Customers can watch for claims about bargain prices, time pressure, psychological pressure.
- 2. They find it intimidating or are put off by it; they feel like they are being taken advantage of.
- 3. Lowest prices; Act now; Tomorrow may be late; Special offer if you buy right now
- 4. They should recognize the hard-selling technique; be sure not to be pressed into buying; learn to say no.
- 5. It provides informative and helpful service that meets the customer's needs.

1 Audio 3.1

Audio 3.11: Transcript

Radio talk show interview about hard and soft selling

Sara: Hi everyone and welcome back to the Sara Kato Show. Today we'd like to uncover a few myths and truths about different sales techniques, so joining us in the studio is Mila McNamara. Mila is a consumer rights advocate and she'll be giving us some advice on how to avoid being duped by aggressive sales people. Welcome Mila.

Mila: Thanks Sara. It's great to be here today.

Sara: So Mila, people talk about hard and soft selling. What exactly is hard selling?

Mila: Hard selling is an aggressive type of selling, where the salesperson tells the customer to buy the product in an explicit and direct way. The salesperson convinces the customer to buy the product.

Sara: Okay, so what's all the hype? Is hard selling bad?

Mila: Some people would say that hard selling is pushy. Think of those television commercials with energetic announcers bellowing enthusiastically and blathering repetitively about a product.

Sara: Yes, those blatant and in-your-face infomercials.

Mila: Some people say that these high-pressure sales tactics take advantage of the customer. In fact, the principle of hard sell is pushing products at the customer and never giving him or her a chance to say no.

Sara: Do you think any customers like hard selling?

Mila: Well, I do have a friend who seems to be addicted to those infomercials, but most customers are put off by the hard-selling approach. Some find the hard sell intimidating. But, while some find hard selling obnoxious, from the point of view of the seller, hard selling can be very effective.

Sara: It sounds like hard selling has a bum rap.

Mila: Yes, but it does have its place. Especially for salespeople who rely on commission for their income. You can come across hard selling in real estate, insurance, vehicle, major appliance and furniture sales.

Sara: What are some specific tactics of hard selling that customers need to recognize?

Mila: Well, for one, hard selling often claims bargain prices or big sales. Some customers are seduced by the prices. They should watch out for ads claiming "lowest prices."

Sara: Yes, I see this all the time.

Mila: And hard selling also often uses time pressure. Look and listen for messages such as "Act now!" or "Tomorrow may be late!"

Sara: Yes – I can relate. Just last week I almost bought a laptop computer because the salesperson said it was only on sale for one day!

Mila: That's right. Hard selling often combines astonishingly low prices with time pressure. This strategy is known as a limited offer.

Sara: Yes, just like the computer sale. It's a good thing I didn't fall for it. The next day I saw the same laptop and it was \$50 cheaper!

Mila: You are a wise consumer, Sara. That leads me to one final hard-selling tactic to watch out for: psychological pressure. A sales pitch can appeal to a customer's guilt or vanity. For example, a salesperson may tell you how good clothing from a store looks on you, or someone may convince you to have an unnecessary car repair done by telling you that it is unsafe not to do so.

Sara: Yes, I've heard them all, but how do we know when a salesperson is telling us something legitimate, like about a needed car repair, or trying to suck us into buying something that we don't need?

Mila: Good question. You can't really know. But you can be aware that it happens, and get a second opinion or shop around. And, you can be on the lookout for the hard-selling tactics, and resist being pressured into buying something you don't really want. It also helps to be able to say no.

Sara: Good advice. Now what about soft selling? How is it different from hard selling?

Mila: Soft selling is different in that it is more respectful of the customer. Soft selling involves listening to what the customer wants and building a rapport with the customer. By listening to and finding out customer needs, then showing products and explaining benefits to customers, soft selling allows the customer to make a buying decision. In general, soft selling techniques are more subtle than hard selling.

Audio 3.11: Transcript (continued)

Sara: Where is soft selling used?

Mila: You tend to find soft selling in businesses that believe in good customer service. Soft selling techniques provide informative and helpful solutions to customer needs. This is good customer service.

Sara: Which is more effective, hard or soft sell?

Mila: From my point of view, hard selling seldom works. Most customers appreciate soft-selling techniques.

Sara: I know I do. Well, that's all our time for today. Thank you, Mila, for coming in today.

Mila: Thanks for inviting me!

4 Answers

1.	n	4. k	7. i	10. e	13. b
2.	m	5. j	8. g	11. d	14. a
3.	1	6. h	9. f	12. c	

5 You can ask learners to work in small groups and provide feedback to each other or present their sales pitches to the class.



p. 332 | Saying No

Provides practice declining an offer or refusing an invitation to buy something

- 1 Extend the Activity: Elicit from learners their experiences and preferred ways of saying *no* to sales pitches.
- **2** Have learners work in groups of four and provide feedback in pairs.
- **3** Ask learners to discuss possible responses and share with the class.

Extend the Activity: Learners can role-play dialogues for each situation; assign a situation or have learners choose one and prepare a conversation.



p. 334 | Understanding Contracts

Provides background information about contracts; provides practice reading a sample contract; provides practice accessing information about contracts

1 Elicit from learners how familiar they are with contracts for a service or product; you can ask learners to bring sample contracts to share with the class.

Possible Answers

- 1. Lease, buying a car, employment contract, renting equipment at a hardware store
- 2. Personal information, nature of contract (service, sale), description of work (for service), timing, terms and schedule of payment, warranty, insurance, dispute resolution, delays or termination
- 3. Read a contract carefully, ask questions about anything that is unclear, take a complex contract to a lawyer, read about contracts and your rights on government websites
- Have learners read the contract. Explain unfamiliar vocabulary (if needed), and phrases typical for legal documents (e.g., set forth, subject to terms; hereby; prior to; upon; shall; undersigned; binding; fee payable; the use of the passive voice)

Answers

- 1. Kitchen renovation, three stages
- 2. Deadline: September 30, 2011; can be renegotiated if needed or in emergency
- 3. \$12,500
- 4. Cost of materials needs to provide receipts
- 5. The deadline will be changed both parties must agree
- 6. Half of unpaid balance
- 7. Personal information; A work description; B timing; C terms of payment; D additional expenses; E liability and benefit coverage; F termination; G postponement due to emergency; signatures
- **3** Have learners choose the items of the contract (A, B, etc.) and role-play negotiating changes to it.

Extend the Activity: Learners can write an email message to request a meeting to renegotiate an item of the contract; or learners can suggest an alternate wording of one of the terms in the contract and send an email message requesting that it be changed.

4 Answers

MISWEIS							
1. F	3. F	5. T	7. T	9. F			
2. T	4. T	6. T	8. F	10. F			

Extend the Activity: Have learners develop more true and false questions based on the information on the Canada Mortgage and Housing Corporation website (www.cmhc-schl.gc.ca). Compile their questions to make a class quiz.

3 Learners can print sample contracts off the Internet. Some contracts are completed, some are blank forms. Learners can create a list of common terms used in various contracts and see how they vary from formal to neutral.



p. 337 | Cancelling a Contract In Writing

Provides practice accessing information about cancelling contracts; gives an opportunity to write a cancellation letter

To access this information, learners must go to the home page of the *Ontario Ministry of Small Business* and Consumer Affairs, then click on Consumer Services, then on Your Consumer Protection Toolbox, then on Cancelling a Contract. They will find the text below, as well as links to three sample cancellation letters.

Information below from www.gov.on.ca/mgs/en/ConsProt/STEL02 168951.html, extracted on July 3, 2009. © *Queen's Printer for Ontario*, 2006.

Cancelling a Contract:

Under the Consumer Protection Act, 2002, you have the right to cancel an agreement and have your money returned to you if:

- The contract is subject to a cooling off period. You have the absolute right to cancel (for any reason) within 10 days of receiving a written copy of the agreement.
- The vendor has made a false, misleading or deceptive representation about the goods or services you agreed to buy or lease.
- The information about the goods or services, or your rights as a consumer required by the Consumer Protection Act, 2002, are not provided to you in the agreement.

Send one of the following three cancellation or rescission letters to a business if you have changed your mind about a product or service you have purchased:

- Sample of a Cancellation Letter To Be Used Within 10 Days of Entering an Agreement
- Sample of a Cancellation Letter Resulting From Unfair Business Practice(s)
- Sample of a Cancellation Letter Resulting From Non-Disclosure

Answers

- 1. a) Cooling-off period: 10-day period during which one can cancel a contract/transaction
 - b) Vendor: seller
 - c) Deceptive misrepresentation of goods: wrong or incomplete description of a product/service
 - d) Rescission: annulment, cancellation
 - e) Non-disclosure: not providing information
- 2. E.g., a gym contract, a car purchase, a purchase from a door-to-door salesperson
- **2** You can also print these letters and distribute to learners for a discussion.
- **3** Ask learners to compare their letters.



p. 338 | Making and Handling Complaints

Provides practice accessing information about filing a complaint

1 Have learners share their personal experiences with making complaints; elicit how complaining can be done effectively and what they could have done better.

2 Answers

	Who to deal with	What to do
Step 1:	Salesperson, complaints department or manager	Talk face to face, describe the problem and what you want done about it
Step 2:	Customer service dept. in the company headquarters	Have a telephone conversation, request specifics on how and when something will be done, get the name of the company's representative for future reference, write down all details and keep them in a file, date your notes
Step 3:	General manager or owner	Write a letter, provide details describing all the efforts you made to have it resolved, request action, send a copy to a manufacturer (in case of a product), keep a copy for own records
Step 4:	Government offices and consumer organizations (see the ones in the Handbook)	Call any of the offices and follow their advice or file a complaint through the Complaint Courier online
Step 5:	Lawyer	Sue, investigate the legal process and any limitations in your province



p. 339 | Grammar in Context: Past Modals

Provides an opportunity to practice past modals in the context of making complaints

1 Teach or review the structure and usage of past modals; elicit examples from learners. Ask learners to write the sentences for each situation and share them with the class. They can also work in pairs and take sides of a customer and a sales representative.



p. 340 | Letter of Complaint

Provides practice in writing a letter of complaint

1 Have learners number the events in the correct order. Then have them write sentences for each event as if it happened to them. Some actions can be combined into complex sentences using appropriate time references or transitions (*then, after that, before ..., after ...*, etc.). For Activity 3, learners can use these sentences to write a letter.

Answers

- 1 Vacuum cleaner purchase on Nov. 20, 2010
- _9_ Customer does not want to pay the repair charge
- 3 Customer goes back to store with vacuum cleaner and sales receipt
- <u>4</u> Customer complains to an unhelpful sales person
- 6 Manager is out
- _5 Customer asks for the manager
- 8 Staff repair vacuum and charge \$98 for the repair
- 2 Vacuum cleaner stops working in December
- 2 Have learners role-play their dialogues in front of the class or in small groups.
- **3** Ask learners to use any situation that has happened to them. Alternately, they can use the situation about the vacuum cleaner. Learners can exchange their letters for peer evaluation.



p. 341 | Making and Handling Complaints: Putting It in Practice

Provides learners with an opportunity to demonstrate their knowledge and skills in making and handling complaints

Ask learners to work in groups of three and role-play the situation. Learners can prepare their questions and responses in advance.

This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competencies below. You can use the sample assessment criteria below to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

A CTR	7-1V: Ask for and provide detailed information related to personal needs
CLB	7-I: Express and respond to complaint, disappointment, dissatisfaction, satisfaction and hope.
CLB	7-III: Give and respond to warning.
CID	7-III: Ask for and respond to recommendations or advice.
L, CLD	7-iii. Ask for and respond to recommendations of advice.
	Assessment Criteria
Sample	•

Chapter 3 Interacting With Others I Social Interaction LINC 7

LINC 7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency in social interaction. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

- CLB 8–I: Manage conversation. Check comprehension. Use a variety of strategies to keep conversation going. Encourage others to participate.
- CLB 8–I: Respond to a minor conflict or complaint.
- CLB 8–IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
- CLB 8–IV: Express and analyze opinions and feelings.
- CLB 8–IV: Express doubts and concerns; oppose or support a stand or a proposed solution.
- © CLB 8–IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.
- CLB 8–I: Convey a personal message in a formal short letter or note, or through email expressing or responding to sympathy; clarifying a minor conflict; or giving reassurance.

These activities can help to develop the following Essential Skills:

- Oral Communication
- Work with Others

The activities in this section focus on the following language skills:

- Managing a conversation; checking comprehension; using a variety of strategies to keep a conversation going; encouraging others to participate
- · Avoiding miscommunication by requesting repetition, clarification or confirmation
- Being diplomatic
- Making polite requests
- Handling inappropriate questions and comments
- Participating in discussions, giving opinions and responding to others' opinions

Activities | Chapter 3 | Social Interaction | LINC 7

	Introduction to Interacting With Others	1
	Interactional Styles at Work	2
	Using Diplomatic Language	3
	Writing Diplomatic Email Messages: Putting It in Practice36	5
	Making Requests	6
	Making Requests: Role-Play36	8
6	Responding to Inappropriate Questions and Comments	9
	Being Assertive	0
6	Being Assertive: Giving and Handling Criticism	2
	Active Listening Strategies	5
6	Confirming and Clarifying Instructions	7
	Expressing Opinions: Putting It in Practice	8
	Messages for Special Occasions	9
	Instructor Notes	1

Introduction to Interacting With Others

- Discuss these questions in a small group. Ask one group member to provide a summary of your discussion to the class.
 - 1. In which social situations do you find interacting with others difficult? Why?
 - 2. How comfortable do you feel expressing a viewpoint that is not shared by others in social situations? Why?
 - 3. Have you ever had to give someone criticism about their work or behaviour? How did you broach the subject?
 - 4. How do you usually react when your work or your behavior is criticized?



"E-mails, memos - it's ridiculous! You should start talking to people again."

source: www.businesscartoons.co.uk/shop

Culture Note

Canadian workplaces are diverse, not only because employees are from many different cultural backgrounds, but also because, regardless of their culture, they can have vastly different communication styles and life experiences. These differences can sometimes lead to misunderstandings.

It is important to be aware that your way of communicating and your perceptions can differ from those of others. Keeping an open mind, being flexible and tolerant of differences, and not generalizing about others will help you get along well in a diverse workplace. In addition, learning about your co-workers' cultural backgrounds will help you avoid miscommunication and contribute to your success at work.

Interactional Styles at Work

We all have different styles of interacting with others in our personal and professional lives. Some of these differences are due to cultural factors; others simply reflect individual differences in personality and life experiences.

1 Read the examples of interactional styles below and discuss them in a small group. Consider:

- the possible impact of each person's interactional style on his/her career and job satisfaction
- how each person could adjust his/her interactional style to advance their career



Octavio

Octavio is an energetic marketing assistant. He enjoys his job and puts his heart into it. Whenever he hears negative feedback from his manager during performance evaluations, he becomes upset and angry. He defends himself vigorously against any suggestion that his work is not consistently excellent.

Sheila

Sheila is an administrative assistant in a large financial services company where she has worked for 11 years. She is quite shy and never attends any of the company's functions. She does not eat in the company cafeteria but instead runs errands everyday during her lunch hour. Sheila is very good at her job but wants a change. She has applied for several higher-level positions in the company, but has never been considered for any of them.

Alvin

Alvin is a hardworking manager in a pharmaceutical company. He is constantly worried that his staff are not carrying out their duties to his high standards. He frequently points out their mistakes to help them improve.

Fariba

Fariba is a sociable, outgoing woman who works as an accounts payable clerk in a government ministry office. Her big laugh can often be heard throughout the office. She enjoys chatting with her co-workers throughout the day.

Pascal

Pascal works as a counsellor for a non-profit organization providing community programming for children and parents. Pascal often has ideas for how things could be improved in his workplace. He talks about his ideas to some of the other counsellors but never speaks up at meetings.

Using Diplomatic Language

Diplomacy refers to interacting with others in a way that fosters good relationships. It involves tact and skill in handling interpersonal communication so that good relationships are maintained and there are no (or few) bad feelings. Being diplomatic involves using phrases to soften our statements when we deliver bad news or negative judgments. The use of these softening phrases conveys an awareness that our judgments are not necessarily right. Here are four tips to soften your language:

1. Avoid using negative adjectives. Instead, use not + very + a positive adjective:

The sales associate was unhelpful. The sales associate was <u>not very helpful</u>.

The building is ugly.

The building is <u>not very attractive</u>.

His English is <u>not very good</u>.

His English is <u>not very good</u>.

2. Use qualifiers which are words or phrases that minimize the certainty of a statement:

I'm going to be late.
I'm going to be a little late.

She's bossy. She's kind of bossy.

We had a disagreement. We had a bit of a disagreement.

3. Use hedges which are word or phrases that lessen the impact of a statement, or express uncertainty:

There's a problem with our bill.

There <u>seems to be</u> a problem with our bill.

We're out of stock.

I'm afraid we're out of stock.

We shouldn't do that.

I'm not sure we should do that.

That won't work. That might not work.

We should delay the project. <u>I wonder if maybe</u> we should delay the project.

4. Invite agreement by asking a question that is negatively-phrased:

That restaurant is too expensive. Isn't that restaurant kind of expensive?

We should wait for John. <u>Shouldn't we wait for John?</u>

In the email message below, underline examples of each of the four ways to soften language.

⊠ Message

Hi Patricia,

Thanks for your suggestions for the agenda. I think we should include Anwar in the meeting if he's available. I'm not sure about including the new brochure on the agenda, though, as we've only got an hour and a half. Perhaps it would be better to leave that until next time.

Re: the catering, maybe we should consider going with a different caterer. We haven't been very happy with Roland's Catering the last few times we've used them.

Also, wouldn't it be better to schedule the meeting later in the day? 8:30 a.m. seems a little bit early to me.

1	My estimate for installing a new kitchen in your house was low.
2.	It will be cheaper to fill this position with a student intern.
3.	Your sales projections for the next quarter are too high.
4.	He's a completely ineffective manager.
5.	The report was badly written.
6.	That's a bad idea.
7.	You made a mistake with my order.
8.	Your recent job performance has been terrible.
9.	My manager is intolerant of mistakes.
10.	I think we should do this first.
11.	The filing cabinet you bought is too small.
12.	There's going to be a delay in filling your order.

Writing Diplomatic Email Messages: Putting It in Practice

You have received an email message from a friend suggesting that the two of you organize a dinner out with three others. Your friend suggests a newly opened restaurant she wants to try. The restaurant is expensive and you know that two of the other people you want to invite are currently not working. Write a diplomatic email giving your opinion.

⊠ Message	
To: Subject:	From: Date:

You are a department manager. You have received a report from one of your subordinates. The report is poorly written and contains several errors. Also, it was submitted late. Write a diplomatic email message to your subordinate asking her/him to rewrite the report; give reasons.

⊠ Message	
To: Subject:	From: Date:

Making Requests

The words we choose when making requests depend on our relationship with the other person and the nature of our request. A request that is easy to fulfill may require less polite language than a request that is more of an imposition. A "hard" request, such as one made to a close friend to borrow money, may require more polite and careful language.

Using the appropriate language for making requests requires some sensitivity to the other person's personality and some awareness of the differences in cultural norms. For example, someone may find a request difficult to fulfill, yet feel uncomfortable saying no; a request that is considered "easy" in one culture may be considered "hard" in another culture.

- Read the following requests. Indicate who the speaker and the listener might be, the nature of their relationship (e.g., co-workers, friends), and whether or not you think the request is easy or hard to fulfill.
 - 1. I was wondering if I could possibly leave my kids with you for a few hours tomorrow.
 - 2. Would you mind looking over my essay before I hand it in tomorrow?
 - 3. Can you get me a coffee?
 - 4. I'd like you to have this finished by the end of the day tomorrow.
 - 5. Can you tell me where Sullivan Street is?
 - 6. I wonder if we could meet sometime next week.
 - 7. Pass the potatoes, please.
 - 8. Could I ask you to stop wearing that perfume?
 - 9. Could you refrain from wearing skirts that reveal your knees?
 - 10. Can I borrow your car tomorrow if you are not using it?
- 2 In groups, discuss the following questions.
 - 1. Why do you think making requests appropriately requires some sensitivity to the personality of the other person?
 - 2. Describe a time when someone made a request of you that you felt was difficult to fulfill. How did you handle the request?
 - 3. List some ways to word hard-to-fulfill requests.
 - 4. List some possible responses to hard-to-fulfill requests.
 - 5. Have you ever had to make a hard-to-fulfill request? What was it for?

For each of the following relationship/request combinations, write a request that reflects your own experience. Use appropriate language. Then practise making and responding to the requests orally with a partner.

Rela	tionship	Request
1.	Employee to supervisor, easy request	
2.	Employee to supervisor, hard request	
3.	Co-worker to co-worker, easy request	
4.	Co-worker to co-worker, hard request	
5.	Friend to friend, easy request	
6.	Friend to friend, hard request	
7.	Spouse to spouse, easy request	
8.	Spouse to spouse, hard request	
9.	Neighbour to neighbour, easy request	
10.	Neighbour to neighbour, hard request	
11.	Stranger to stranger, easy request	
12.	Stranger to stranger, hard request	

With a partner, take turns role-playing dialogues to make a difficult request in the following situations.



1

Situation 1: Student A

You would like to ask your co-worker to change a shift with you. You have an important family function to attend and you need the day off. You have asked your co-worker to change shifts on several occasions in the past and he/she has always accommodated your request.

Situation 1: Student B

Your co-worker has asked you to change shifts on various occasions. Each time he/she makes the request, you have said "yes" out of politeness, but you are getting tired of always being asked. You have never asked your co-worker to change his/her shift for you. Respond to your co-worker's request.

Situation 2: Student A

You like to collect used car parts, building materials and other items. You have no room left in your garage, so you store these items in your backyard and on your driveway. Respond to your neighbour's request.

Situation 2: Student B

You feel that your next-door neighbour hoards unsightly objects that you consider to be garbage. His backyard and driveway are full of junk. You are planning to put your house up for sale and are worried your neighbour's "garbage" will detract potential buyers. You have an amicable relationship with your neighbour and have never complained about the mess in the past. Speak to your neighbour about cleaning up his backyard and driveway.

Situation 3: Student A

Your friend borrowed \$300 from you about six months ago. She promised to pay it back when she got her next paycheque, but has not done so. Ask your friend for the money back.

Situation 3: Student B

You borrowed \$300 from your friend six months ago and promised to pay it back when you got your next paycheque. You have still not paid the money back because you needed to pay your rent. Respond to your friend's request.

Responding to Inappropriate Questions and Comments

1 Discuss the following questions in small groups.

- 1. In a social situation with people who are not family members, what kinds of personal questions do you consider rude or inappropriate?
- 2. Have you ever been asked an inappropriate question? How did you respond?
- 3. Have you ever asked someone a question and regretted it? What did you say? How did the other person react?

2

Audio 3.12: Listen to an excerpt from a CBC radio program in which listeners share stories about inappropriate questions. In your own words, write the meanings of the following expressions.

- blunt
- makes you cringe
- foot-in-your-mouth doozies
- oblivious
- wince
- to mess up
- the big light bulb
- nosy
- tighten your jaw

a flake

• snap

3 🔐

Listen to the excerpt again.

In groups:

- 1. Retell the story about the woman who drove her pregnant friend to an industrial baby shower.
 - Why was this woman embarrassed?
 - Why do you think people were asking her if she was pregnant?
 - How did she put an end to the inappropriate questions?
- 2. Retell Saddiqua's story in your own words.
 - Why was Saddiqua offended by the comment made by the man at the restaurant?
- 3. Share your own experiences of being offended by an inappropriate comment or question.
- 4. Brainstorm possible responses to the questions below.
 - Oh, I love that dress. How much was it?
 - How much do you get paid for doing a job like that?
 - You were quite old when you had your first child, eh?
 - Wow, you've put on a lot of weight since the last time I saw you, haven't you?

Being Assertive

Being assertive means expressing your needs, feelings and views in a way that is honest, direct and respectful of the rights and feelings of others. Below are two features of assertive communication:

1. Using "I" statements instead of generalizations or "you" statements

When we use "I" statements, we calmly state the feelings we have and the event that caused these feelings, without blaming others. "You" statements can convey accusations and generalizations; "I" statements focus on our own views and acknowledge that different people have different opinions. Consider the following examples:

Generalization or "you" statement: "I" statement:

You can't expect me to finish the report today!! I'll do as much as I can on this report today.

You make me so mad. I feel angry when you come home late without telling me.

2. Using descriptive, specific statements about others instead of judgements or generalizations

When we talk about others, we often make value judgements and generalizations, such as *He's so rude, She's brilliant,* or *You always come home late.* These statements are usually not factually true, but are exaggerations and generalizations. They are also value judgments. They praise or condemn someone, rather than focus on specific behaviour. Assertive communication focuses on accurate statements of fact. Because these statements are specific, they can lead to finding solutions. Consider the following examples:

Judgement or generalization: Descriptive and specific statements:

She's really irresponsible. She left early three times last week.

He's racist. On three occasions, he would not allow me to take the

day off work for a religious holiday.

You are always late. You were late five times last month.

1

Search the Internet for information and tips about using assertive language. Write three tips and provide examples of each tip in use. Share the tips with the class.

Possible search terms: being assertive; assertive language

For each scenario below, write an appropriate assertive statement. Use "I" statements and avoid generalizations.

- 1. Your manager frequently gives you work at 4:45 p.m. and tells you she needs it completed before you leave for the day.
- 2. A co-worker makes fun of your accent.
- 3. You ask a bus driver for directions. He mumbles something that you can't understand and you ask him to repeat. He says, "Are you deaf?"
- 4. A co-worker tells you jokes that you find offensive.
- 5. Your manager frequently criticizes you in front of your co-workers.
- 6. Your child's babysitter constantly teases your daughter about her weight.
- 7. At a job interview, the interviewer asks you if you are planning to become pregnant.
- 8. A co-worker asked you out for a drink after work several months ago and you accepted the invitation. However, you realized you didn't want to socialize with him/her again outside of work. Your co-worker keeps asking you out.
- 9. An acquaintance frequently sends mass emails that contains racist information. You want him to stop sending you these types of messages.
- 10. Your mother-in-law often makes negative comments about the way you are raising your children.

3 Role-play the scenarios with a partner.



Situation 1: Student A

You are in a lineup to place an order at a bakery. Another customer jumps in ahead of you. Speak to the customer.

Situation 1: Student B

You just stepped in front of someone who had been waiting in line longer than you. You are in a hurry and your order will be quick.

Situation 2: Student A

Your landlord frequently knocks on your door at inconvenient times and announces he needs to fix something in your apartment. You know that by law, he must give 24 hours notice to enter your home. Speak to your landlord.

Situation 2: Student B

You are the landlord. Your tenant requested a repair to a leaking faucet. You are very busy and want to do this repair now.

Being Assertive: Giving and Handling Criticism

Giving and receiving criticism can be difficult, and can result in feelings of anger, resentment and defensiveness. However, constructive criticism can lead to positive change and improved relationships. Giving and receiving criticism in a constructive way involves focusing on facts and specific observations, avoiding value judgments, and maintaining respect for the other person.

Handling criticism

Handling criticism assertively involves remaining calm, seeking clarity from the other person, agreeing with any specific truth in the criticism and calmly disagreeing with specific statements that are not true.

Criticism

You are a terrible driver!
You've been late all week.

Handling the criticism assertively:

It's true that speeding yesterday was a stupid thing to do.

I was late on Wednesday and I'm sorry about that.

But I started at 9 a.m. on the four other days. Can you double-check the sign-in sheets?

Giving constructive feedback and criticism

Giving criticism constructively involves expressing your observations about the behaviour of another person and the consequences of that behaviour. It includes observations about behaviour you appreciate and/or behaviour that bothers you, and making a request for change.

For example, I noticed your report was well written and carefully thought out. I also noticed it was submitted two days late. As a result, we weren't able to discuss the financial aspects of the project at our last meeting. In the future, could you submit your report at least two days before our planning meeting? This kind of feedback or criticism focuses on facts and specific behaviour rather than on people as individuals.

Constructive criticism generally follows three key steps:

- 1. Describing the behavior as you have observed it. Stating the facts.
- 2. Stating the effect of the behaviour on you or on the workplace.
- 3. Expressing appreciation or concern and requesting a change.



Audio 3.13: Listen to three dialogues of people giving and receiving criticism. For each dialogue, identify if and how the speaker follows the three steps of constructive criticism. Record the details in a chart (similar to the one below) for each dialogue.

	Details	Response
Step 1		
Step 2		
Step 3		

Here are some more tips for giving feedback about another person's behaviour:

- Don't generalize by using the words "always" and "never" (e.g., You never help me when I ask for help; You always interrupt me when I'm talking).
- Don't make judgments or accusations (e.g., You are a lazy person; You're spending too much money).
- Keep the focus on specific observations of behavior and state the consequences of the behaviour: Last month I noticed that you spent \$300 on clothes, and now we have a credit card debt.

I hear you mowing your lawn sometimes very early in the morning. It wakes my children up and they don't get enough sleep.

I really don't like it when you raise your voice.

2	Reword the following statements so that they focus on an observation of behavior consequences of that behaviour.	and the
	1. You never listen to my ideas.	
	2. Your work is sloppy.	
	3. You are so disorganized.	
	4. You never meet your deadlines.	
	5. You always criticize me in front of others.	
	6. You didn't do your share of work on the project.	
3	For each situation below, prepare an assertive response.	
,	·	

Situation 1

Your manager is angry because he believes, wrongly, that you are responsible for a serious mistake in the department. What do you say when your manager accuses you of making this mistake?

Situation 2

You frequently take your elderly mother to a walk-in clinic for appointments. You have noticed that the nurse speaks rudely to your mother and is rough with her when she gives her injections and takes her blood pressure. As a result, your mother gets very anxious before each visit. Speak to the nurse.

4 With a partner, role-play the following scenarios. When you give feedback, be sure to:

- Describe your observations of the behavior with "I" statements
- Describe how the behaviour affects you or the workplace
- Express appreciation or concern and request a specific change in behaviour



Co-worker A

Your co-worker recently had a negative performance evaluation. He is feeling resentful toward the manager and is constantly making negative comments to you about the manager and the company. You like the manager and are happy with your job at the company. Give your co-worker some constructive criticism.

Co-worker B

You recently had a negative performance evaluation. You feel your manager was unfair and you are feeling angry and resentful. You have been voicing your negative feelings about the manager and the company to your co-worker. Respond to criticism from your co-worker.

Co-worker A

You are getting married in two months and you have a lot to do to plan a big wedding. You are not too busy at work these days, so you have been spending time on the phone calling various vendors to make your wedding plans. Respond to criticism from your co-worker.

Co-worker B

You work in a cubicle beside a co-worker who is getting married. She spends a lot of time everyday on the telephone planning her wedding and discussing her plans with friends. You are tired of listening to these conversations and they are affecting your ability to concentrate on your work. Give your co-worker constructive criticism.

Co-worker A

You are part of a team of that is planning a project. During team meetings, one member of your team is consistently negative toward your ideas. In one meeting, she responded to a suggestion from you by saying, *Well, that's a stupid idea*. Give your team member some constructive criticism.

Co-worker B

You are part of a team that is planning a project. You are enjoying the project and feel you work well with the team members. You have a lot of ideas and you feel your team members are receptive toward them. You have more experience than your team members. Respond to criticism from a team member.

Employee

You prepared the monthly report for your manager as usual. You were a little late this month because your manager had given you several other responsibilities. Respond to criticism from your manager.

Manager

Your employee submitted a monthly report that contained some factual and typographical errors. You had to spend time redoing the report. Give your employee some constructive criticism.

With a partner, think of a workplace or personal situation where you might want to give constructive feedback. Prepare and role-play a dialogue.

5

Active Listening Strategies

When you are actively listening, you are doing two key things: you are encouraging the person to communicate with you, and you are focusing on understanding what the person is saying.

Encouraging communication

You can encourage communication by indicating verbally and non-verbally that you are interested in what the other person is saying and want them to continue. Supportive words and phrases, such as *Yeah?*, *Really!*, *Oh?* encourage someone to continue talking and are especially important in telephone communication. You can also use follow-up questions for the same purpose. Here are some examples:

Statement: I got a job! Response: Did you? (falling intonation; expresses interest)

Response: You did? (rising intonation; expresses surprise)

Statement: I just won a new car! Response: You didn't! (falling intonation; negative form;

expresses shocked disbelief)

Focusing on understanding what the person is saying

You can do this by asking questions to clarify information and paraphrasing what the other person says to make sure you understand. Try to remain focused on the other person's words and be aware of what gets in the way of active listening. For example, judgments about the speaker (*This person doesn't know as much as I do!*) or about what the speaker is saying (*That's ridiculous!*) will prevent you from listening actively. Being impatient about wanting to express your own views will also impact your ability to listen actively.

- 1 Work with a small group to brainstorm possible words that can encourage a person to keep talking, and add them to the list below. Practise using them with different intonation to express interest, shock, surprise, disbelief, etc.
 - Really?
 - Really!
 - Wow!
- Respond to each of the following statements. Use falling or rising intonation and discuss the differences in meaning.
 - 1. My daughter just got her PhD.
 - 2. I'm getting married in May.
 - 3. I love pickled pigs' feet.
 - 4. My son just broke up with his girlfriend.
- 5. I got this dress on sale for \$10.
- 6. I'm having surgery next month.
- 7. I'm going back to China for good.
- 8. I'm going to be a grandmother soon.

	A (Speaker): Speak about any personal topic for at least three minutes. Topics can inclu, pets, a vacation, an adventure, a current challenge, plans for the future, etc.
	B (Listener): Show interest and encourage the speaker to talk by using supportive commow-up questions.
to write	C (Observer): Keep track of the time (allow the speaker 3 minutes) and use the table be down the words/phrases the listener uses to encourage the speaker to continue, including p questions the listener uses.
I heard	the listener use these words and phrases to encourage the speaker to continue:

- An active listener focuses on what the speaker is saying, not on what their own response will be. In a group of three, choose one statement from the list below. One learner will argue in favour of the statement and one learner will argue against the statement. The third learner will observe. After each learner speaks, the other must paraphrase what the speaker has said before presenting his/her opposing view, e.g., So you think ... The observer checks that the ideas are paraphrased accurately.
 - 1. People who do not speak English perfectly should not be permitted to immigrate to Canada.
 - 2. Teachers should not be allowed to assign homework to children in elementary school.
 - 3. Sixteen is too young to get a driver's licence. The legal age in Ontario should be raised to 19.
 - 4. Stay-at-home mothers should be paid a salary by the government for their work at home.
 - 5. The world would be a better place if more women were politicians.
 - 6. Stores should remain closed on Sundays so that everyone can have a day of rest.

Confirming and Clarifying Instructions

It's always a good idea to clarify instructions by repeating back what you heard. This gives the speaker an opportunity to either correct your understanding (e.g., *No, I mean . . .*; *No, the second street*), or confirm that your understanding is correct (e.g., *Yes, that's right*). By clarifying instructions, you can avoid misunderstandings. Here are some tips for clarifying instructions:

- Alert the speaker to your problem by using any of the following: Wait ...; Sorry. . .; So. . .; Hold on . . .; Just a sec . . .; I just want to make sure I understand correctly ...
- Ask the speaker a direct question or state your own understanding by paraphrasing the instruction (e.g., *Do you mean. . .? Was that the first street on the right? So you will be waiting for him at the Air Italia ticket counter?*).



2

Audio 3.14: Listen to three conversations between a manager and an assistant. In the chart below, record what the assistant says to seek clarification.

Dialogue 1:	
Dialogue 2:	
Dialogue 3:	

With a partner, role-play giving and receiving instructions for the following scenarios. Take turns playing the role of the assistant. As the assistant you must use strategies to clarify and confirm the instructions.



Scenario 1

You are a real estate agent. Your partner is your assistant. Explain the following task to your partner:

You need a database of everyone who has attended your open houses. You need names, email addresses, the date they attended the open house, as well as the address of the open house.

You want to notify them of houses for sale. Answer all your assistant's questions. Make up details as required.

Scenario 2

You are an HR Manager. Your partner is your assistant. Explain the following task to your partner:

You need some information to evaluate your company's orientation sessions for new employees. Ask your assistant to design a questionnaire that will be given to all recently hired employees. Answer all of your assistant's questions. Make up details as required.

Expressing Opinions: Putting It in Practice

At work and in social situations, we often give opinions and suggestions, and respond to others' opinions and suggestions. In these discussions, we can use diplomatic language, active listening techniques, and assertive language to share our views while respecting the views of others. Here are some expressions you can use to:

Give an opinion or seek the opinions of others:

I think ...; If you ask me ...; As far as I'm concerned ...; The way I see it ...; What do you think?

Agree:

I agree; Exactly! Good idea; I think so, too; Good point! Sounds good! That's right!

Disagree:

You have a point but ...; I disagree because ...; I see what you mean, but ...; Yes, but don't you think ...; Yes, but what about ...; Yes, but don't forget ...; I know what you mean, but ...; I'm not so sure that's such a great idea ...

Interrupt and resist an interruption:

Can I say something here?; Sorry to interrupt, but ...; Could I just add something here?

Let me finish, please; Hang on, I'm not finished; Hold on ...

- In groups of four, discuss one of the controversial statements below. Offer your opinions and respond to those of your group members. Keep the discussion going, confirm your understanding of the views of others, and agree or disagree. Use diplomatic language and active listening techniques.
 - 1. Landlords should have the right to prohibit smoking in apartments.
 - 2. Drivers should not be permitted to make right-hand turns on red lights.
 - 3. Convicted murderers should get the death penalty.
 - 4. Assisting a terminally ill person to commit suicide should be legal.
 - 5. The government should provide free daycare to all children until they enter kindergarten.
 - 6. Boys and girls should be educated separately.
 - 7. Driving on Sundays should be banned to protect the environment.
 - 8. Nuclear energy is clean and efficient. The government should invest money in building new nuclear power plants.

Messages for Special Occasions

You can buy a special occasion card for almost any occasion you can think of. Some cards are blank inside; others contain a message. In either case, you should always write a short personal message of your own and sign your name.

1 Read the messages below. For each situation, write the letter for the type of card you would use.

a. Sympathy	c. Thank you	e. New baby
b. Going away	d. Birthday	f. Wedding

- 1. ____ Just wanted to let you know how much I appreciate your efforts on my behalf.
- 2. _____ Life will not be the same without you. Goodbye and good luck!
- 3. _____ We were so saddened to hear of your loss and send our deepest sympathies.
- 4. ____ Thank you so much for referring me to Jan Hunt. I'm starting work on Monday. Please accept this small token of my appreciation.
- 5. ____ Hope this special day is just the beginning of a year filled with happiness.
- 6. _____ I wish you every success in your future endeavours.
- 7. ____ Congratulations to you and your growing family.
- 8. ____ Best wishes for a long and happy life together.
- 9. ____ Hoping all your wishes come true this year.
- 10. ____ Wishing you both many years of joy and happiness.
- 11. _____ Please accept my condolences for your sad loss. My thoughts and prayers are with you and your family.
- 12. _____ Hope today is filled with all the things you love. Best wishes for a happy and fulfilling year ahead.
- 13. ____ Thank you so much for the beautiful plate. Every time I use it, I will think of you.
- 14. ____ Best wishes for a lifetime of love and happiness together.

$2 \mathcal{A}$ | Search the Internet for additional messages that you can write in special occasion cards.

Possible search terms: birthday card message; thank you card message

Write a two-paragraph personal message for one of the following situations:

- 1. Express thanks to a child's teacher at the end of the school year
- 2. Express condolences to a friend who has lost a close family member
- 3. Express appreciation to a mentor for his/her assistance

This chapter includes activities that can help learners develop the skills and background knowledge needed to interact socially in personal and workplace situations. These skills include:

- using active listening skills
- giving opinions and responding to others' opinions
- giving and responding to feedback
- making requests
- using diplomatic language
- being assertive

The activities have been guided by the CLB performance conditions relating to LINC 7. If you want to develop your own activities for social interaction, consider the CLB performance conditions below.

Performance Conditions

- Interaction is with one or more people, face-to-face or on the phone
- Rate of speech is normal
- Speech is partly predictable and does not always support the utterance
- Setting and context are familiar, clear and predictable but moderately demanding (e.g., real world environment; limited support)
- Topics are familiar, concrete and abstract
- Interactions are formal or semi-formal

You can use all or some of the activities in the order they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to social interaction, see *Unit 5: Social Interaction*, pp. 115–124 in the *LINC 5–7 Curriculum Guidelines*.

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.



p. 361 | Introduction to Interacting With Others

Introduces the topic of social interaction

1 The discussion questions will provide some insight into the kinds of situations learners have difficulties with. These situations can be used as practice scenarios in your lessons.

Have learners discuss the Culture Note and perhaps provide examples from personal experiences where they encountered misunderstandings because of cultural differences.



p. 362 | Interactional Styles at Work

Builds awareness of how different interactional styles at work can impact performance on a job and job satisfaction

1 Ask learners to read the profiles and discuss the questions in small groups. You can elicit other examples of interactional styles that can impact positively or negatively on someone's success (e.g., someone who always sees the negative side of things, someone who is flirtatious in the workplace, someone who constantly tries to ingratiate him/herself with the boss, etc.).



p. 363 | Using Diplomatic Language

Provides practice using diplomatic language

1 Discuss the diplomatic language strategies with learners. Elicit other examples for each strategy.

Answers

Strategy 1: We haven't been very happy with Roland's Catering.

Strategy 2: 8:30 a.m. seems a little bit early to me.

Strategy 3: I'm not sure about including the new brochure on the agenda.

Strategy 4: Wouldn't it be better to schedule the meeting later in the day?

2 Possible Answers

- 1. I think I may have underestimated the cost for installing a new kitchen in your house.
- 2. Wouldn't it be cheaper to fill this position with a student intern?
- 3. I think your sales projections for the next quarter might be too high.
- 4. He is not a very effective manager.
- 5. The report was not very well written.
- 6. I'm not sure that's a good idea.
- 7. It seems you've made a mistake with my order.
- 8. I am not very happy with your recent job performance.
- 9. My manager is not very tolerant of mistakes.
- 10. Maybe we should do this first.
- 11. Maybe we should get a bigger filing cabinet.
- 12. I'm afraid there's going to be a slight delay in filling your order.



p. 365 | Writing Diplomatic Email Messages: Putting It in Practice

Provides an opportunity for learners to demonstrate their skills in writing a diplomatic message

Have learners write one- or two-paragraph email messages for each of the situations provided. Encourage them to proofread their emails when they are done. You could have learners peer edit each other's work and provide feedback.

This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample criteria or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 7-I: Convey a personal message in a formal short letter or note, or through email clarifying a minor conflict.
CLB 7-III: Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings.
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: The learner uses the appropriate degree of formality
☐ The learner writes the message diplomatically
☐ The learner uses clear and concise sentences
☐ Provides adequate details relevant to the message



p. 366 | Making Requests

Builds awareness of the cultural and individual differences in what is considered a difficult request

- 1 Ask learners to work with a partner to complete the activity and take up the answers with the class. Answers will vary.
- 2 Have learners work with a partner to write the requests, then discuss the difficult requests and what makes them difficult.



p. 368 | Making Requests: Role-Play

Provides an opportunity to practise making difficult verbal requests

1 Have learners role-play one or more of the dialogues in front of the class and provide feedback on whether or not the appropriate register was used when making the request.



$p.\ 369\ \text{I}\ \text{Responding to Inappropriate Questions and Comments}$

Provides practice responding to inappropriate questions and comments

- 1 Ask learners to discuss the questions in groups and have one member of each group offer a summary of the group's discussion to the class.
- 2 Have learners listen to the recording and infer the meanings of the terms underlined in the transcript below from context. They are all from the first portion of the recording, so you could pause the recording to give learners a chance to write down the meanings. They can compare their answers with a partner or use a dictionary if needed. Take up the answers in a class discussion. You may also want to talk about the meanings of the following idioms from the text:
 - the Garden of Eden a biblical reference to the origin of the human species
 - the light bulb goes on to have a sudden realization
 - to be blown away to be completely surprised
 - to get all red to blush
 - to put your foot in your mouth to say something inappropriate
 - when a woman is due when a pregnant woman expects her baby to be born
 - a pick-up line a phrase used by someone to show the other person that they are interested in dating them



Audio 3.12: Transcript

Excerpt from CBC Ontario Today, May 9, 2009, reproduced courtesy of © Canadian Broadcasting Corporation

Rita: Good afternoon, I'm Rita Celli, this is Ontario Today.

Sometimes we can really <u>mess up</u>, being too <u>nosy</u>, too *blunt*, or just plain thoughtless and <u>oblivious</u>. Like the time you were at a dinner party and said, "<u>She's a flake</u>" and the person sitting next to you got all red and said, "She's my best friend."

Can you match that? Some of my personal all-time favourites go back to my own TV days – the people who say "Hey, you're skinnier in person" or better looking. Or the lady who stopped me in the grocery store and was absolutely fixated on my hair when she finally said, "I'm going to have to tell my husband that your hair really does look nice in person." She seemed decent! I have this image of her sitting down for dinner that night and then the big light bulb goes on and she thinks, "Oh, did I really say that?"

All true stories coming up, more real <u>foot-in-your-mouth doozies</u> and some advice on how to remain poised and polite in those very, very awkward moments.

Rita: We all know the feeling: someone asks you an outrageously personal question or says something that just makes you cringe. Now you might blush, wince, tighten your jaw, simply snap... listen to some of the stories that we collected in, oh, let's say a 10-metre radius of the Ontario Today office, because you really don't have to go far to find stories about inappropriate questions and comments.

It happened that I was taking a friend of mine to one of these industrial baby showers. That's where all of the diaper services and everything get together and they show their wares to pregnant moms. Anyway, needless to say this woman's husband wouldn't take her, she couldn't drive, and so I kindly volunteered to take her to the event. We go in the door and from the time we entered every woman that came up to me asked me when I was due! It just got to be more and more embarrassing as it went on because no one asked the pregnant woman when she was due. So finally someone came up to me and she said like, 'Is this your first child or have you had others?' And I said, 'I'm not pregnant, I'm just fat, okay?'. And that was that.

Rita: What is the most inappropriate question or comment that you have been subjected to? How did you handle the situation? Maybe you've asked a question or made a comment that you now regret because that happens too, although it is easier to think of the ones that stick with us. But we welcome all the calls at 1-888-817-8995. The number again 1-888-817-8995. Our guest is Louise Fox. She runs a service called "The Etiquette Ladies" and she is joining us from our studio in Toronto. Good afternoon.

Louise: Hello Rita, it's great to be here.

Rita: Let's go to Saddiqua in Toronto. Hello to you.

Saddiqua: Hi there.

Rita: Hi, so tell us about your story.

Saddiqua: Yes, so this is an example of an inappropriate comment I received. So I was in Geneva, Switzerland two summers ago and I was doing an internship there with the WHO. And one evening I had gone out for dinner with a girlfriend and we were just having a nice dinner, we get up to leave the restaurant and we walk by this table and these guys were sitting at the table and one of them stops me and he gave me some pick-up line. He said something, you know, regarding what I look like and asked me what I was doing there, so I gave him some reply, I can't remember exactly what I said but he replies, "Wow, your English is really good! Where did you learn it?" So just to give you some background, I'm of Guyanese descent so I look Indian. I have long dark hair, dark skin and yeah he gave me this reply, "Wow, you speak English!". So I replied to him and said, "Well, English is my mother tongue," and he was just blown away. I have grown up in the Toronto area, and I speak French a little bit, but English is my mother tongue, and he actually couldn't believe that I spoke English. So I mean I was just blown away that we're in this international city and never in my life have I received such an ignorant comment like that. So we walked out of the restaurant and he gets up and stops me and he says, "I must take you out for dinner tomorrow night," and I just said, "You must be kidding me," and walked right out and that was it.

Rita: And that was it, he really didn't win your heart?

Saddiqua: No.

Rita: Or were you going to say, "... and then I married him and the story ended." Louise Fox, we have Saddiqua, it is an interesting reversal from our experience overseas.

Saddiqua: Yeah, exactly.

Lousie Fox: Right, and rather unexpected, I would've guessed. We have to be more aware, particularly in Canada. There is a lot of cultural diversity here and we have to be more aware of that and be a little more sensitive to it. I had somebody tell me a very similar story about that where she was asked, "Where are you from?" And she said, "Well, actually, North York," and they said, "Well, no, no, I mean before that." And she said, "I lived downtown." "No, no, before that." And you know how far back do you want to go? And she said, "Well, if you want to go back really far, Garden of Eden." So there you are.

Rita: Saddiqua, thank you for your story as well.



p. 370 | Being Assertive

Provides practice responding assertively in various situations

- 2 Ask learners to work alone or with a partner to write an assertive response for each of the given scenarios. For each response, instruct learners to try to use "I" statements. You can also ask them for examples of situations they have encountered where they had to respond assertively. Discuss with learners how they feel when they respond assertively. Responding assertively may be more difficult for some learners than others.
- **3** You can have learners role-play the situations provided or use ones they have experienced.



p. 372 | Being Assertive: Giving and Handling Criticism

Provides background information and strategies for giving and handling criticism

1 Review the information about giving and receiving criticism. Elicit from learners how they would respond to negative feedback. Emphasize that it is usually not constructive to defend oneself from criticism or to argue with the person giving the feedback. As much as possible, they should listen to the criticism, ask questions in order to clarify the information, and resist becoming defensive or angry. They can always choose to accept or reject the feedback later.



Audio 3.13: Transcript

Three dialogues of people giving and receiving criticism

Dialogue 1

Sheila: Kim, can I speak to you for a moment?

Kim: Sure.

Sheila: Kim, I've noticed that you've sold a lot of merchandise this month. You exceeded your sales target by \$8,000. Excellent work. Two different clients called me to report that you were a great help to them. I really appreciate your efforts.

Kim: I'm so glad. Thanks for letting me know.

Sheila: My pleasure. But Kim, I've also noticed that there are grammatical and spelling errors in the closing agreements that you have been preparing. One client called our office yesterday to clarify three sentences in the agreement.

Kim: Oh, I didn't realize that. I'm sorry ... I ... I'm not very good at writing.

Sheila: I understand. Writing is only a small part of the job. Perhaps Jani could edit your agreements before you send them to clients.

Kim: Um ... yes, actually that would be great. I tend to spend a lot of time writing the agreements and I would welcome some guidance. I've been wanting to improve my writing skills anyway.

Sheila: That's great to hear, Kim. I'll let Jani know. Thanks again for your hard work.

Kim: You're welcome. Thank you for your support.

Dialogue 2

Emma: Hi Josh, how are you?

Josh: Great, how are you doing? How was your weekend? **Emma:** It was great. Listen, do you have a few minutes?

Josh: Sure, what's going on?

Emma: Well, first of all, I want to thank you for looking after my cat again. This is the third time you've taken

care of her while I've been on vacation. I appreciate it enormously.

Josh: I'm happy to do it, Emma. It's no trouble at all.

Emma: But the thing is, when I got home, I noticed that someone had cut back the bush in my front yard.

Was that you?

Josh: Well...yes, I did cut it back. I thought it needed a trim.

Emma: I know you were trying to help. But the thing is, it only flowers every two years and now that it's been cut back, it won't flower this year. So I'm disappointed about that. You've never seen it in bloom because you just moved in last year. But two years ago, it was an amazing sight.

Josh: Oh, Emma, I wish I'd known. I really thought I was saving you the trouble.

Emma: I know, but please don't do anything like that again without asking me first, okay?

Josh: Of course not. I won't touch anything without asking you.

Emma: Thanks.

Josh: And I'm really really sorry I wrecked your bush.

Emma: Well, that's okay. It's only a plant. Not the end of the world.

Dialogue 3

Barbara: Gabriela, have you got a minute? I wanted to talk to you about something.

Gabriela: Sure, what's up?

Barbara: Well, I wanted to talk to you about something that's been bothering me.

Gabriela: Okay, go ahead.

Barbara: You know, the other night we had made plans to see a movie. I was really looking forward to going out and I actually turned down another invitation because I wanted to spend time with you, just going to a movie and hanging out with you afterwards. And then you cancelled at the last minute. I know that things come up, but Gabriela, this is the third time in a row that this has happened. I'm starting to feel reluctant to make plans with you because they always seem to fall through.

Gabriela: I'm really sorry, Barbara. But you know things have been a bit hectic lately with my wedding coming up and everything. I'm not doing it on purpose. It's just that things come up at the last minute.

Barbara: I know. I know. Planning a wedding is so much work.

Gabriela: Maybe I just shouldn't make any plans anymore until this wedding is over. It's got me so stressed.

Barbara: Well, maybe ... but then again, maybe a night out would be good for you. So you can relax and get your mind off things. What do you think?

Gabriela: You're right. And I'm sorry I'm so edgy.

Barbara: That's okay. I understand.

Gabriela: Listen, are you free this evening? Why don't we try and see the movie tonight? I don't have any plans and I promise not to answer my cell for the rest of the day so that no one can get in touch with me about any wedding stuff.

Barbara: Promise?

Gabriela: Cross my heart!

Extend the Activity: Give learners the transcript of the three dialogues. Ask them to identify the components of the assertive feedback: 1) describing the behaviour you have difficulty with; 2) stating the effect of the behaviour on you; 3) asking for a specific change in behaviour.

2 Possible Answers

- 1. I feel that my ideas aren't being considered and that frustrates me.
- 2. I've noticed that you hand-write your reports. I wasn't able to read your last two reports because I couldn't make out your writing.
- 3. On two occasions last month, you misplaced signed client agreement forms, and we had to ask the clients to re-sign the forms. You also missed an important meeting with a potential client. That client later called us to cancel our business agreement.
- 4. Twice last week you missed your deadline.
- 5. I don't like being criticized in front of others. It's humiliating.
- 6. The project was due today. I didn't receive section two of the report from you, so I stayed up until 3 a.m. to finish it.



p. 375 | Active Listening Strategies

Provides background information on active listening strategies; provides practice using various strategies for listening actively

Possible Answers

- Really?
- Really!
- Wow!
- Seriously
- Right

- No way!
- Get out!
- I see
- Okay
- Yes

- That's nice
- Yeah?
- Uh-huh
- No! (disbelief)
- Is that right
- No kidding!
- Great!
- Excellent!
- Wonderful
- Go on
- Model statements and possible follow-up questions, emphasizing intonation. Explain that rising intonation expresses surprise and falling intonation expresses interest. Have learners work in pairs with one learner responding to the statement, and the other identifying the meaning conveyed. The purpose of this activity is to identify the meaning of rising and falling intonation. Learners can practise using different intonation patterns and compare the meaning. For example in question 1, possible responses could be *Did she?* (rising intonation conveying excitement and surprise); *Did she?* (falling intonation conveying interest); or *Really!* (falling intonation conveying unpleasant surprise).
- **3** Have learners work in groups of three to practise active listening using supportive continuers and follow-up questions. Have them take turns being the speaker, the active listener, and the observer. Ask the observer to complete the chart with the supportive continuers and follow-up questions used by the active listener. Discuss the activity with the class.
- 4 Have learners work with a different group of three. They can choose a controversial statement from the ones provided or invent one of their own. Two learners choose sides. One learner starts by stating his or her opinion. Before the other learner can respond by giving his or her opinion on the opposite site of the issue, he or she must paraphrase what the first learner said. Have learners do the activity and then discuss it with the class.



p. 377 | Confirming and Clarifying Instructions

Provides background information on how to avoid miscommunication by confirming and clarifying

You can introduce this activity by explaining that confirming and clarifying instructions at work is just as important for native speakers as for non-native speakers. Play the recording of three short dialogues and ask learners to complete the chart with the language used to confirm and clarify instructions.

Answers

Dialogue 1: Sorry, Peter, do you mean the sales report for March?; Thursday at what time?; Thursday at the end of the day; Okay, I'll leave it on your chair before I leave for the day.

Dialogue 2: What happened?; Anything else?; Okay, so the chip out of your desk ... where is the chip located?; Chip...right front of Peter's desk. Boardroom table missing a leg ... and sorry, sorry, what was the third thing?; You mean the microwave is missing?; Okay, kitchen dishes broken and microwave missing. Got it; Do you want me to ask them for a full refund?

Dialogue 3: For when?; Sorry, Peter, was that with Air Canada?; What time would you prefer on Monday evening?; You mean economy?; Okay, Peter, so you want the 7 a.m. next Monday, April 18 if possible. If not, the next best is 8:00 a.m. on Monday.



1 Audio 3.14: Transcript

Three conversations between a manager and an assistant

Dialogue 1

Peter: I need the report by Thursday, Merilee. And I'd appreciate it if you could ...

Merilee: Sorry, Peter ... do you mean the sales report for March?

Peter: Yes.

Merilee: Okay, Thursday at what time? **Peter:** By the end of the day will be fine.

Merilee: Thursday at the end of the day. No problem, Peter.

Peter: Great, and could you email it to me and also print out a hard copy and leave it on my chair? I have to

leave at 4:00 but I'll be in early on Friday to look at it.

Merilee: Okay, I'll leave it on your chair before I leave for the day.

Peter: Thanks a lot, Merilee. Merilee: You're welcome, Peter.

Dialogue 2

Peter: I'd like you to call the company that handled our move and let them know that we are not happy with their service.

Merilee: Oh, why, what happened?

Peter: Well, there's a big chip out of my desk, for one thing. The boardroom table is missing a leg so we can't put it together. And some of the dishes in the kitchen boxes were broken.

Merilee: Anything else?

Peter: I think that's about it. Well, and also the fact that they were a day late in delivering it.

Merilee: Okay, so the chip out of your desk ... where is the chip located?

Peter: It's on the right front of the desk. And it's really obvious.

Merilee: Chip ... right front of Peter's desk. And the boardroom table is missing a leg ... and sorry, what was the

third thing?

Audio 3.14: Transcript (continued)

Peter: Some of the kitchen dishes were broken. Oh, and the microwave? Where is it?

Merilee: You mean the microwave is missing?

Peter: That's what I mean.

Merilee: Okay, kitchen dishes broken and microwave missing. Got it. I'll phone them this morning. Do you want

me to ask them for a full refund?

Peter: Well, I doubt we'll get a complete refund, but ask for a 20 per cent refund and see what they say.

Merilee: Sure, I'll do that.

Peter: Thanks a lot, Merilee.

Merilee: You're welcome.

Dialogue 3

Peter: Merilee, I need you to book me a flight to Ottawa.

Merilee: Okay. For when?

Peter: Try to get me on the 7:00 a.m. flight next Monday. If you can't get that one, try 8:00 a.m. If you can't get

8:00 a.m., I'll have to go Monday evening or possibly ...

Merilee: Sorry, Peter, was that with Air Canada?

Peter: Yes.

Merilee: What time would you prefer on Monday evening?

Peter: Oh, let's say 8:00 p.m. There should be plenty of seats. But as a last resort, I'd go at 7:00. Get me the

cheapest seat.

Merilee: You mean economy?

Peter: Yes, the company's not paying for business anymore.

Merilee: Okay, Peter, so you want the 7:00 a.m. next Monday April 18 if possible. If not, the next best is 8:00 a.m. on Monday and if that's not possible you want the 7:00 or as a last choice 8:00 p.m. flight on the Monday evening.

Peter: Right.

Merilee: I'll book that for you this morning.

Peter: Thanks a lot, Merilee.
Merilee: You're welcome, Peter.



p. 378 | Expressing Opinions: Putting It in Practice

Provides an opportunity for learners to demonstrate their skills in expressing opinions and agreeing/disagreeing with others' opinions in a group discussion

1 Learners participate in a group discussion about a controversial topic. Learner can apply strategies they have practised throughout the activities in Social Interaction, such as using diplomatic language, active listening techniques and assertiveness techniques. They can also use the expressions for giving opinions, agreeing and disagreeing, interrupting, and maintaining the discussion.

This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.
Sample Assessment Criteria
☐ Learner qualifies opinions
☐ Learner adds information, elaborates
☐ Learner uses appropriate non-verbal behavior
☐ Learner summarizes and repeats back information
☐ Learner asks follow-up questions to keep the discussion going



$\stackrel{\square}{=}$ p. 379 | Messages for Special Occasions

Provides some models for writing messages in cards for special occasions

Chapter 4

Looking for a Job

1111104		
	Looking for a Job: The CLB Competencies	
	Looking for a Job in Context	
	Looking for a Job and the Essential Skills Profiles	
LINC	5/6	
	Activities: Job Search Strategies	
	Instructor Notes	
LINC	7	
	Activities: Résumés, Cover Letters and Interviews	
	Instructor Notes	
This ch	napter relates to the Looking for a Job section of the <i>LINC 5–7 Curriculum G</i>	uidelines:
Unit 9:	Job Search Strategiesp. 157	
Unit 10	D: Résumés and Cover Lettersp. 167	
TT24 1 1	1. International	

Chapter 4
Looking for a Job
Introduction

Looking for a Job: The CLB Competencies

The following CLB competencies relate to Looking for a Job. For a complete listing, see the User Guide. For the performance conditions for each LINC level, please see the instructor notes. You can share the competencies and performance conditions with learners.

LINC 5	LINC 6	LINC 7
LINC 5 ♣ Make or cancel an appointment or arrangement. ♣ Ask for and provide information in an interview related to daily activities. ♣ Open, maintain and close a short routine formal conversation. ▶ Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. L Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. ★ Fill out forms.	LINC 6 ♣ Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. ♣ Request a word. Ask for and respond to recommendations or advice. ♣ Describe, compare and contrast in detail two events, jobs, or procedures. ♣ Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. ♣ Find two or three pieces of information in moderately complex formatted texts. ★ Fill out moderately complex forms.	LINC 7 ♣ Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. ♣ Carry on a brief phone conversation in a professional manner. ♣ Access and locate three or four pieces of information in online electronic reference sources ♣ Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. ♣ Fill out forms and other materials in pre-set formats with required brief texts. ♣ Convey business messages as written notes, memoranda, letters of request ♣ Convey a personal message in a formal short letter or note, or through email, expressing and responding to appreciation

Looking for a Job in Context

The Canadian Language Benchmark competencies should be contextualized within situations and topics that are relevant and meaningful to learners. Below are some examples of common tasks related to looking for a job drawn from the Sample Settings and Themes pages (see pp. 161, 171, 181) of the LINC 5–7 Curriculum Guidelines.

Looking for a Job

- Calling an organization to inquire about volunteer or employment opportunities
- Calling a contact to arrange an information interview
- Researching the skills required for an occupation
- Researching labour market information
- Reading job descriptions and job advertisements
- Meeting with an employment counsellor
- Meeting with a mentor to discuss career goals and job search strategies
- Completing a job application form
- Writing an email message to accompany an online application form or a résumé
- Writing résumés to target specific positions
- Researching information about résumé and cover letter writing
- Participating in a one-to-one interview
- Participating in a panel job interview
- Contacting someone to request that he/she be a reference
- Writing a note to follow up after an interview

The specific language elements inherent in real-life tasks (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge on cultural conventions) should be determined by what the learners need to know to complete a task. The activities in this chapter include sample skill-building and skill-using activities.

Looking for a Job and the Essential Skills Profiles¹

Essential Skills

Essential Skills refer to the nine skills and abilities that are essential to success in Canadian occupations. The Government of Canada has compiled detailed lists, called Essential Skills Profiles (ESPs), of how workers in hundreds of jobs use these nine skills. Each Essential Skills Profile lists examples of job tasks for each essential skill.

• To prepare for your job search, you can use the ESPs to learn about the skills and typical job tasks required in an occupation. The task examples can help you to reflect on your own skills and work experience. This can help you determine whether or not you have the skills needed to carry out the tasks. This will help you to describe your skills in résumés, cover letters and job interviews.

Nine Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Work with Others
- Thinking Skills
- Computer Use
- Continuous Learning

Complete an Essential Skills self-assessment. To find the Essential Skills home page use the search term *Essential Skills Profiles home*. On the home page, click on *Assessment*. There are eight self-assessment tools. Select one. Consider each task statement on the tool, and respond with *yes, somewhat* or *no* to indicate how well you think you can do each task. Then, complete the chart below.

Strengths: I am confident that I can		
1.		
2.		
3.		
Areas for Improvement: I would like to improve my ability to		
1.		
2.		
3.		

- Find the Essential Skills Profile for your occupation (or an occupation that interests you). On the home page, click on *Essential Skills Profiles* on the left sidebar. Then click on *List of all Profiles*. Select an occupation and click on *View Entire Profile*. Read through the list of example tasks. To prepare for your job search, consider the following:
 - whether or not you have the skills needed to perform these tasks
 - experiences from your work history that demonstrate that you have these skills
 - tasks you think you can do particularly well
 - skills you think you need to improve to be able to do these tasks

2

¹ See the User Guide for a description of the use of this Essential Skills Profiles activity.

Chapter 4
Looking for a Job | Job Search Strategies
LINC 5/6

LINC 5/6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when looking for a job. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

LINC 5

- **♀** CLB 6–I: Make or cancel an appointment or arrangement.
- CLB 6–IV: Ask for and provide information in an interview related to daily activities.
- **♀** CLB 6–I: Open, maintain and close a short routine formal conversation.
- © CLB 6–III: Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.
- CLB 5–III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
- ∠ CLV 5–III: Fill out forms.

LINC 6

- CLB 7–IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- F CLB 7–III: Request a word. Ask for and respond to recommendations or advice.
- CLB 7–IV: Describe, compare and contrast in detail two events, jobs, or procedures.
- CLB 6–III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.
- CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.
- ∠ CLB 6–III: Fill out moderately complex forms.

These activities can help to develop the following Essential Skills:

- Oral Communication
- Writing
- Computer Use

The activities in this section focus on the following language skills:

- Researching labour market information and own occupation
- · Identifying and describing own skills
- Understanding information in job ads
- Filling out application forms
- Asking questions in information interviews

CLB

ES

Activities | Chapter 4 | Job Search Strategies | LINC 5/6

	Introduction to Job Search Strategies	101
6	Job Search Resources	102
	National Occupation Classification	103
	Job Futures Website	105
	Hard and Soft Skills4	108
	Work Habits4	109
	Job Advertisements	12
	Job Application Forms	115
	Job Application Forms: Putting It in Practice4	17
	Volunteering	119
1	Information Interviews4	120
	Instructor Notes	123

Introduction to Job Search Strategies

1 Discuss the following questions.

- 1. Think about a job search you have conducted in the past. How did you learn about the jobs that were available?
- 2. How is the job search process in Canada different from that in your previous country?
- 3. How do you think looking for a job has changed in the last 10 years? What kind of changes do you expect in the future?
- 4. What aspects of the job search process would you like to work on?
 - Researching information about specific occupations
 - Understanding job postings
 - Filling out application forms
 - Networking



source: www.businesscartoons.co.uk/shop

Culture Note

Talking to friends, family and acquaintances when you're looking for work is always a good idea. The vast majority of Canadian jobs are never advertised at all – people learn about them through word of mouth. So let everyone know you are looking for a job. Tell them what kind of job you are interested in and tell them a bit about your background if they don't already know. That way, if they hear about a job opening, they just might think of you!

Job Search Resources

1 🞧

Audio 4.1: Listen to two people talking about looking for work. Answer the questions below.

l.	Place a checkmark beside the job search activitie	s Rosa carried out:		
	Visited an employment centre			
	Spoke to a job counsellor			
	Looked at job postings			
	Analyzed her own skills			
	Participated in mock interviews			
	Attended job search workshops			
	Read newspaper classified ads			
2.	What three things did Rosa learn at the worksho	pps?		
3.	Rosa mentions two ways to write résumés and cover letters that she learned. What are they?			
4.	. What advice does Rosa have for Gita about preparing for interviews?			
5.	. What advice would you give Gita about looking for work?			
Au	Audio 4.2: Listen to a job seeker describe his job search. Discuss the following.			
1.	What problems did this job seeker face?			
2.	. What information would have made his search more effective?			
Think about your job search. What information or services do you think would help you to find a job? With a partner, make a list. In small groups, compare your lists.				
e	e.g., job postings	4.		
1	L.	5.		
2	2.	6.		

7.

3.

3

National Occupational Classification

The National Occupational Classification (NOC) is a system of organizing information about occupations in Canada. Every occupation in Canada has a NOC job description, which provides listings of the main duties, employment requirements and job titles. These descriptions are identified by a four-digit code called the NOC code.

Knowing the NOC code for the job you are interested in can make online research easier and quicker. This is because many job search services organize their job listings and occupation information by the NOC code. Here's how the NOC code works:

- The first number identifies the sector. There are 10 sectors in total (0–9). For example, 0 refers to management occupations, while 6 refers to sales and service occupations.
- The second number refers to the level of education or training the job requires (1–6). Generally:
 - 1 requires a university education
 - 2 or 3 requires a community college or apprenticeship training
 - 4 or 5 requires a high school diploma and/or job-specific training
 - 6 usually requires a short demonstration or on-the-job training
- The third and fourth numbers refer to specific occupations within the sector.

In the example on the right, the **2** refers to the sector *Natural and Applied Sciences*; the **1** means it generally requires a university degree; together, the code **2146** is the code specific to *aerospace engineers*.



Because the NOC groups occupations that are similar to each other, it is easy to find information about occupations that are related to your occupation of choice. This can be useful if you cannot find a job in your occupation and want to broaden your job search.

1	

Locate the NOC website (<u>www5.hrsdc.gc.ca/NOC</u>). On the home page, click on *Occupational Structure* (on the left-hand side of the page). List the 10 sectors that the first digit of the NOC code refers to. In small groups, brainstorm three occupations for each sector.

0.	Management occupations	5	
1.		6	
2.		7	
3.		8	
4.		9.	

Think of an occupation you would like to enter in Canada (either as a survival job, or in the occupation you are trained for). Which of the above sectors is this occupation in?

2

Imagine that you want to apply for a position as a sales clerk in a department store. Find the NOC information related to this position. Answer the questions below.

- 1. Go to the NOC home page. Look for the site search bar. Enter the number that represents the appropriate sector and click on *GO*. The first and second number of the NOC code represent the *Major Group*.
 - a) How many *Major Groups* are listed in this sector? What are they?
 - b) What Major Group is the Sales Clerk occupation listed under?
 - c) What types of occupations are within this *Major Group* (represented by the three-digit code)?
- 2. What is the four-digit NOC code for a Sales Clerk?
- 3. Click on the NOC code for the Sales Clerk and read the NOC description. What kind of information can you get from the NOC description?
- 4. Read the example titles in the NOC description. Do you think knowing these titles can be useful in your job search? How?
- 5. Read the main duties in the NOC description. List the duties you think are most relevant to this position.
- 6. How and where do you think you could use the statements about job duties?
- 7. How could you use the other information included in the NOC description (e.g., employment requirements and additional information)?
- 8. The information under *Classified elsewhere* lists related occupations. Choose one and click on its NOC code to view its NOC description. Compare the main duties with those of the Sales Clerk. How are they similar or different?



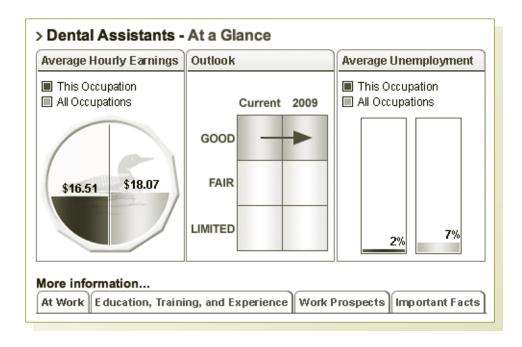
Find the NOC code for an occupation that interests you. Read the NOC description for this occupation. Prepare a short presentation for the class about this occupation. Include related job titles, main duties and employment requirements.

Job Futures Website

Job Futures (www.jobfutures.ca) is a Canadian government website that provides information about 300 occupational groups. For each occupation, you can learn about average earnings, job duties, unemployment and education requirements. The strength of this website is that it provides up-to-date information about the work prospects or employment outlook for each occupation. This information can help you decide what kind of work to look for.

Under the *work prospects* section you can find information about the factors that affect how easy or hard it is to find work in different occupations. These factors include economic conditions and demand in different areas of Canada for workers in that occupation.

The example below shows the 2009 work prospects for Dental Assistants. You can search the website for information by sector, by education level or by the NOC code.



At Work provides information about the main duties that Dental Assistants perform, related occupations, and links to related job titles and the NOC description.

Education, Training, and Experience provides information about the educational requirements of the occupation, and related soft skills.

Work Prospects provides information about earnings, unemployment, and factors that contribute to the work prospects for this occupation.

Important Facts provides demographic and earnings information.

Source: Service Canada Job Futures: http://www.jobfutures.ca/noc/3411.shtml. Extracted August 4, 2009.

1	The following phrases come from the Job Futures website. Using your own words, explain what
	they mean.

- 1. licensing is mandatory
- 2. rate of wage growth is below average
- 3. employment outlook is fair
- 4. earnings are close to national average
- 5. work prospects will continue to be good
- 6. retirement rate will likely be average
- 7. the number of job seekers will likely match the number of job openings

Refer to the chart from the Job Futures website on the previous page to answer the questions below.

- 1. Describe how the average earnings for this occupation compare to the average earnings for all occupations.
- 2. Describe how the average unemployment rate for this occupation compares to the average unemployment rate for all occupations.
- 3. Do you think someone would have a good chance of finding a job in this occupation in 2010? Why?

3		
J	\cup	

Go to the home page of the Job Futures website (www.jobfutures.ca). Click on I want to be ...
Then, select Browse Occupations by ... Alphabet. Find Dental Assistants and click on the corresponding NOC code. Access the information in each tab and answer the questions below.

At Work

••	nan f daties are isted for dental assistants. Else timee of them.
2.	What are some related job titles?

- 3. What is the NOC code for dental assistants?
- 4. Where in Canada are the highest concentrations of dental assistants?

How many duties are listed for dental assistants? List three of them

Ed	Education, Training and Experience				
5.	Is this a licensed occupation?				
6.	What are the educational requirements?				
7.	What skills are useful in this occupation?				
8.	Which educational program is most relevant to this occupation?				
Wo	rk Prospects				
9.	Why are the work prospects rated good for this occupation (list three reasons)?				
Im	portant Facts				
	What is the average hourly wage for a dental assistant who is 30 years old?				
11.	How does it compare to the average hourly wage for all occupations?				
12.	What is the percentage of part-time workers in this occupation?				
13.	How does this compare to all occupations?				
14.	What is the percentage of workers in this occupation who are self-employed?				
15.	Have you read any other information about dental assistants that you found interesting or that surprised you?				



On the Job Futures website, read the information about an occupation that interests you. Prepare a short presentation and present it to the class. The following questions can guide you.

- 1. What are the main duties in this occupation?
- 2. What are the educational requirements?
- 3. What are the work prospects (hourly wages, unemployment rates)?
- 4. What are some interesting facts about this occupation?

Hard and Soft Skills

When searching for a job, it is useful to be able to describe your skills. Job skills are often described in two categories: hard skills and soft skills.

Hard skills are those you learn through on-the-job or institutional training. These include skills specific to a particular occupation, such as those involved in planning and teaching for teachers, or the ability to use specialized tools for a dental technician.

Soft skills are those that can be used in *any* occupation. These skills are often called transferable skills because you can transfer them from one job to another. Often, these are the skills that you use and develop in everyday situations, not necessarily in relation to work. Soft skills include organizational and team work skills, as well as qualities such as initiative and attention to detail.

1 Answer the questions below.

- 1. What are three examples of hard skills given in the text? List other examples of hard skills.
- 2. What are soft skills? Can you think of other soft skills?
- 3. Would research skills be considered soft skills or hard skills? Why?
- Brainstorm a list of hard and soft skills you have. Think about your professional and everyday experiences and give examples of how you demonstrate those skills in your day-to-day life. You can use the table below to organize your ideas.

1.	Hard skills:	Examples:
2.	Soft skills:	Examples:

Review your list of soft skills. Circle the ones you feel are relevant to the work you would like to do.

4 \(\cdot\) | Search the Internet for clear descriptions of the differences between hard and soft skills. Search for a listing of soft skills. Make a list of soft skills you think you have.

Possible search terms: soft skills and hard skills; what are soft skills

Work Habits

The Ontario Skills Passport website provides descriptions of the nine Essential Skills and lists sample tasks for each of these skills in a variety of different occupations. In addition to the nine Essential Skills, the website lists nine work habits. These work habits are the soft skills that are important in getting and keeping a job.

WORK HABITS					
Working Safely	 Working in a manner that prevents injury to self and others Reporting unsafe conditions Participating in health and safety training, as required Using and wearing all required protective equipment and devices 				
Teamwork	 Working willingly with others Showing respect for the ideas and opinions of others Taking responsibility for his or her share of the work Contributing to the team effort by sharing information, resources, and expertise 				
Reliability	 Being punctual Following directions Giving attention to detail Using time effectively and producing work on time Acting in accordance with health and safety practices 				
Organization	 Organizing work priorities when faced with a number of tasks Devising and following a coherent plan to complete a task Revising the plan when necessary to complete a task or to make improvements 				
Working Independently	 Accomplishing tasks independently Independently selecting, evaluating, and using appropriate materials, tools, resources, and activities Using prior knowledge and experience to solve problems and make decisions 				
Initiative	 Beginning and completing tasks with little prompting Approaching new tasks with confidence and a positive attitude Seeking assistance when necessary 				
Self-advocacy	 Asking questions and seeking clarification, where appropriate Identifying and making use of appropriate resources and support when needed Being proactive regarding individual rights and responsibilities, where appropriate 				
Customer Service	 Listening effectively to determine and meet clients' needs Interacting positively with both co-workers and clients/customers Endeavouring to meet and exceed expectations Creating a positive impression of the company or organization 				
Entrepreneurship	 Recognizing and acting on opportunities Showing perseverance Being innovative and creative Being versatile and resourceful 				
Source: Ontario Skills Passport: http://skills.edu.gov.on.ca/OSPWeb/jsp/en/OSPskillsandworkhabits.jsp?announcer=OSP. Extracted July 25, 2009.					

Find the following words in the list of Work Habits on the previous page. Guess the meaning of each word from its context. Then, look up the words in the dictionary to confirm their meanings.

Word	Meaning
devices	
punctual	
perseverance	
endeavouring	
innovative	
versatile	

- Read the four job advertisements below and determine which work habits these jobs demand. Explain your choices.
 - 1. Accounting clerk required for busy office. Duties include maintaining file systems and setting and managing appointments. Reports to multiple staff members, must work to tight deadlines. Some evening work required.
 - 2. Hiring sales manager for large department store. Manages team of 10 sales associates. Responsible for scheduling, inventory control, some purchasing. Evening and weekend shifts.
 - 3. Marketing firm looking for motivated individual to join our creative team.

 Entry-level administrative position with room for advancement. Set your own schedule. We pride ourselves on innovation work experience not as important as a good fit with our work culture. Write and tell us why you want to work for us!
 - **Computer software sales.** Develop your own client base. Flexible hours, work from home. Pay based upon performance. Travel- and performance-based bonuses are available with select clientele.

The Ontario Skills Passport (OSP) lists work habits in noun form, e.g. *reliability* or *punctuality*. However, when speaking about yourself, you can express these skills or work habits as adjectives. For example:

I am a reliable worker. I am punctual.

You can also describe how you demonstrate the qualities you have by giving examples.

I am punctual. I use my time effectively and produce work on time.

3	For	r each of the nouns, write	e an adjective that can describe a person. Then write a sentence.
	1.	reliability	reliable
	2.	organization	
	3.	confidence	
	4.	perseverance	
	5.	versatility	
	6.	flexibility	
	7.	independence	
		resourcefulness	
	9.	knowledge	
	10.	punctuality	
4		ite a sentence for each of d day-to-day experience.	f the OSP work habits you think you have. Use examples from your work
	1.	Working Safely:	
	2.	Teamwork:	
	3.	Reliability:	
	4.	Organization:	
	5.	Working Independently:	
	6.	Initiative:	
	7.	Self-advocacy:	
		*	

8. Customer Service:

9. Entrepreneurship:

Job Advertisements

One way to find out about jobs that are available is to search job advertisements, also called job postings. Job advertisements can be found in newspapers, at employment resource centres and on job listing websites. The job advertisement below is from the Government of Canada's job listing website, called the Job Bank (www.jobbank.gc.ca).

1 Skim the advertisement below to complete the activities on the next page.

Job Number 509302930

Title: House Cleaner (Team Lead – Residential Home Cleaning) (NOC: 6661)

Terms of Employment: Permanent, Full-time, Days Salary: \$10.50 to \$12.00 hourly for 35 hours per week

Anticipated Start Date: As soon as possible

Location: Any Ave. and Queen Street, Toronto, Ontario (1 vacancy)

Skill Requirements:

Education: Some high school

Credentials (certificates, licences, memberships, courses, etc.): Not required

Experience: Experience an asset

Languages: Speak English, Read English, Write English

Specific Skills: Sweep, mop and wash floors, dust furniture, vacuum carpeting, area rugs, draperies and upholstered furniture, make beds and change sheets, clean, disinfect and polish

kitchen fixtures and appliances, clean and disinfect bathrooms and fixtures

Transportation/Travel Information: Vehicle supplied by employer

Security and Safety: Bondable

Work Location Information: Work in employer's/client's home, urban area

Work Conditions and Physical Capabilities: Fast-paced environment, work under pressure, tight deadlines, repetitive tasks, physically demanding, attention to detail, combination of sitting, standing, walking, standing for extended periods, bending, crouching, kneeling

Essential Skills: Reading text, Writing, Oral communication, Working with Others, Decision Making

Other Information: Team-oriented, Leadership skills, Monday-Friday, no nights/weekends, competitive salary, company car provided, paid driving time, paid training/holidays. Driver's licence an asset.

How to Apply: Please fax or email your résumé. You must apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

Contact Name: Chuck or Julia. Fax: Between 9:00 and 18:00. (555) 287-28974. Email:

johnr@linkednet.ca. Business: Residential House Cleaning

Advertised until: 2010/05/28

2	The following words and phrases are from the job advertisement. Write their meaning in your own words.
	1. anticipated start date
	2. bondable
	3. driver's licence an asset
	4. fast-paced environment
	5. competitive salary
	6. failure to do so
	7. team-oriented
3	In which section would you find the following information? Write the name of the section beside each entry. The first one has been done as an example.
	1. application process how to apply
	2. work environment
	3. educational requirements
	4. how much the job pays
	5. work hours
	6. whether or not a car is required
	7. whether or not heavy lifting is required
	8. job duties
4	Find the answers to the following questions.
	1. How does someone apply for this job?
	2. How would you find out more about this occupation?
	3. What is the last day to apply for this job?

4. Make a list of the soft skills this job requires, according to the posting.

The following posting comes from a popular commercial job-listing website. Read the posting and answer the following questions.

- 1. Under which heading are the specific job duties listed and what are the job duties?
- 2. What are the hard skills required for this position?
- 3. What are the soft skills required? Underline them in the job posting.
- 4. Under the heading *Education*, what do the terms *preferred* and *an asset* mean?
- 5. How and when can you apply for this position?

JOB POSTING

Position: Dispensary Technician

The **Dispensary Technician** collaborates and assists the pharmacist in enabling a patient to achieve his/her health care goals, protecting patient rights to care, dignity, privacy and confidentiality. The Dispensary Technician provides preliminary triage to clients, applies ethical principles to practice to ensure dispensary services achieve quality outcomes and meets the Ontario College of Pharmacist Standards of Practice.

KEY RESPONSIBILITIES:

Customer Service: Greets patients with a warm & welcoming manner, has excellent telephone manners, uses best judgement in dealing with any client's concern and takes responsible action to resolve problems. **Dispensing:** Receives a new prescription or a request to renew a prescription from a patient, enters prescriptions into computer, checks for compliance, possible drug interactions and informs the pharmacist accordingly. Verifies accuracy, completeness & legitimacy of prescription, contacts doctor as required. Counts and fills prescription, assists in billing and reconciliation issues.

KNOWLEDGE & SKILLS REQUIRED:

Proven customer service skills. Strong organizational skills, attention to detail and initiative. Good computer skills and mathematical computations related to pharmacy. Ability to multi-task in a fast-paced environment.

EDUCATION:

Graduate of an accredited technician program from a community college preferred. Certification through OCP is an asset.

EXPERIENCE/QUALIFICATIONS:

1-3 years of pharmacy technician/drug store experience with demonstrated leadership in the work environment. Experience in specialty services such as non-sterile compounding and diabetic education an asset. Experience with Nexxsys pharmacy computer software and other Microsoft-based applications an asset.

If interested please send résumé and cover letter by email to Donna Guzak, HR Generalist, at dguzak@pharmastar.net or by fax to 555-111-2233.

Posting open until Friday, July 3, 2010 at 5:00 p.m.



Use the Internet to locate two job postings for an occupation that interests you. Take notes on the information from both postings and compare the information. Use the following headings to record your information: Job requirements (education, experience, hard skills, soft skills, experience); duties and responsibilities; employer information; how to apply.

Job Application Forms

Some employers require job applicants to complete an application form. These forms are usually your first opportunity to make a good impression with the employer. Read the instructions carefully, print neatly in the spaces provided, and make sure all spelling is accurate.

By law, employers are not allowed to ask for information about a person's age, ethnic origin, religion or marital status, as this information could be used to discriminate against potential applicants. If you see questions like this on an application form, you are not required to answer them.

1 Discuss your responses to the following questions in a small group.

- 1. Describe your experience filling out job application forms. What makes completing these forms challenging?
- 2. Have you ever been asked for information during a job search that you felt was inappropriate? If so, what did you do?
- Read the job advertisement below. Skim the completed application form that follows and answer the questions below:
 - 1. What makes this application ineffective? Give examples.
 - 2. Would you hire this applicant? Why?

Administrative support staff wanted immediately for busy health club. Duties include answering phone inquiries, replying to information requests, processing sales of memberships. Excellent computer skills required, including knowledge of database software. Some experience with bookkeeping an asset. Must be able to work with minimal supervision. 40 hours a week, some evening work required.

HealthCheck	Sports Club	EMPLOY	MENT APPLICATION
Personal Information Last Name:	t Br.	Date of Application: (dd/mm/y) First Name:	
Alternate Telephone #:	. Fostal Code. 19:12.24.2.0	E-mail: merali@ win	net com
Have you worked for us before?		V	
Position			
Position applying for: Permanent)	mporary (Circle one.)		
Are you interested in: Full Time Min.		ess than 28 hrs per week) (Circle	one.)
Availability			
Availability Date available to start (dd/mm/yyyy): . When are you available to work (spec	Tune 01/11		
Availability Date available to start (dd/mm/yyyy): When are you available to work (specification of the following of the foll	Tune 01/11		
Availability Date available to start (dd/mm/yyyy): When are you available to work (specification From 9-4 9- Education Circle the highest level of education	Tune OI/II. ify a.m. or p.m.) uesday Wednesday 4 9-4	Thursday Friday 9-9	Saturday
Education Circle the highest level of education collination Type	Tune OI/II. ify a.m. or p.m.) uesday Wednesday 4 9-4		Saturday
Availability Date available to start (dd/mm/yyyy): When are you available to work (specific from 10 10 10 10 10 10 10 10 10 10 10 10 10	Tune OI/II. ify a.m. or p.m.) uesday Wednesday 4 9-4	Thursday Friday 9-9 9-9 Certification/Diploma/Degre	Saturday ee Received
Availability Date available to start (dd/mm/yyyy): When are you available to work (specified from 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Tune OI / II. ify a.m. or p.m.) uesday Wednesday 4 9 - 4 completed Completion 1 2 3 4 1 2 3 4 5+	Thursday Friday 9-9	Saturday ee Received
Availability Date available to start (dd/mm/yyyy): When are you available to work (specification and provided the highest level of education collinstitution Type High School Year Completed	Tune OI / II. ify a.m. or p.m.) uesday Wednesday 4 9 - 4 completed Completion 1 2 3 4 1 2 3 4 5+	Thursday Friday 9-9 9-9 Certification/Diploma/Degre	Saturday ee Received

3

Search the Internet for tips on completing job application forms. Write a list of 10 tips and present them in a small group.

Possible search term: how to complete job application

Job Application Forms: Putting It in Practice

The job application form below is typical of many forms. Find a job posting you are interested in. Complete the job application form below to apply for the position.

APPLICANT INFORMATION							
First Name Last Nam			e Date				
Address			Apt/Unit				
City Province			Postal Code				
Phone					Email		
When can you start?			Position applied for				
When can you work?	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
From:							
To:							
Have you ever been convicted of	f a crimina	I offence fo	r which a p	ardon has n	ot been gra	nted? Yes [□ No □
Are you legally entitled to worl	k in Canad	a? Yes □	No □				
Are you 18 years of age or old	er? Yes □	No □					
EDUCATION							
High school (name and location	nn)	From	То	Diploma gr	ranted? Yes	s 🗆 No 🗆	
College (name and location)		From	То	Degree/cer	tificate gra	nted? Yes I	□ No □
Name of degree/certificate							
University (name and location))	From	То	Degree/cer	tificate gra	nted? Yes I	□ No □
Name of degree/certificate							
EMPLOYMENT (list current or	most recen	t first)					
Employer			From		То		
Address			Phone				
Job title			Supervisor				
Reason for leaving			Salary				
Job duties							
Employer			From		То		
Address			Phone				
Job title			Supervisor				
Reason for leaving			Salary				
			Salary				

(continued)

EMPLOYMENT (continued)		
Employer	From	То
Address	Phone	
Job title	Supervisor	
Reason for leaving	Salary	
Job duties		
Employer	From	То
Address	Phone	
Job title	Supervisor	
Reason for leaving	Salary	
Job duties		
ADDITIONAL INFORMATION		
In this space, please provide additional information would make you a good candidate for this position	-	ou have that you think
I hereby certify that the information on this application knowledge. I understand that if I am employed, and I authorize this company to investigate the accuracy	ny false statements are suf	ficient cause for dismissal.
Signature	Dat	е

Exchange the complete application form with a classmate. Take turns asking and answering questions about the information listed in the application form. You can also ask questions to clarify the details that are not included in the completed form. Evaluate your partner's application form for correctness and neatness.

Volunteering

Volunteering is one way to gain Canadian work experience. Volunteering can provide excellent networking opportunities since you may have the chance to interact with other volunteers, employees and clients, and to learn valuable workplace skills. Applying for a volunteer position can be similar to a applying for a paid job. You may need to fill out an application form and participate in an interview. This can be good practice for your job search.

You can find out about volunteer positions in a number of ways. In some communities, there are agencies whose work it is to help individuals find volunteer positions. You can also search for volunteer opportunities online, or talk to people you know to see if they're aware of any opportunities.

1 In small groups, discuss the following questions.

- 1. From the point of view of a newcomer to Canada, how can volunteering benefit you?
- 2. In your group, brainstorm some possible volunteer opportunities. Where do you think you might be interested in volunteering? Why?
- 2 1 S

Search the Internet for volunteer opportunities in your town/city. Look for positions that can offer exposure to the Canadian workplace and help you gain some skills related to your occupation. Use one of the options listed below.

- 1. Search the Internet using the key terms *volunteer* + *your city or town*. Many cities have a database of current volunteer positions.
- 2. Go to *Charity Village* homepage. Use the Internet search terms *charity village volunteers*. Browse by region to find a volunteer position in your area.
- 3. Ask a friend, teacher or acquaintance to recommend an agency or employer who uses volunteers. Follow up by searching the Internet to learn about available positions.
- Imagine you are preparing for an interview for a volunteer position you are interested in. Prepare answers to the following questions by writing point-form notes. Work with a partner and practise responding to the questions orally.
 - 1. Why are you interested in this position?
 - 2. Do you have any related experience?
 - 3. What skills and abilities could you bring to this position?

Information Interviews

Information interviews are considered an integral part of a job search. They are interviews that you (the job seeker) arrange with people who are already working in the occupation you are interested in so that you can gather information about employment trends, possible jobs/career paths to explore, and further sources of information to research. Information interviews can help you find out more about the field you want to work in, practice your interviewing skills, build confidence in your ability to discuss your work expertise, interests and goals, and build your contact network.

It is important to be prepared and professional during information interviews: always make an appointment and be punctual, have a list of questions you want to ask, take notes if needed, and keep records of the contact information you gather. After an information interview, it is a good idea to send a thank-you note and acknowledge the person's time and the advice they gave you.



Audio 4.3: Listen to two conversations in which job seekers request information interviews. For each conversation, answer the questions below.

- 1. How does a job seeker connect himself/herself to the interview contact?
- 2. What information about himself/herself does the job seeker provide?
- 3. What does the job seeker request?
- 4. How does the job seeker react to his/her contact's response?
- 5. How effective was each job seeker's request?

When making a telephone call to request an information interview, you can create a telephone script to guide you. Prepare a dialogue using the prompts below.

Introduce yourself	
-	
Explain to your contact how you heard of him or her	
Give details about yourself and your situation	
State the purpose of your call	
Arrange a meeting	
Thank the contact	

3 In pairs, role-play two phone calls to request an information interview. Use the role cards below.



Student A

You are a (use your occupation or an occupation you are interested in). You are a newcomer to Canada and want to make some professional contacts. You got your contact's name from a cousellor at your ESL school. Call your contact. If it is not a good time for your contact to talk, arrange a more suitable time.

Student B

You are a professional contact. You have been a member of the professional association for many years. Right now, you are in the middle of a meeting but you will be free in about an hour. You agree to meet in person, but for a short time because you are busy.

Before your information interview, it is a good idea to prepare a list of questions to ask. This will help you stay focused during the interview and get all the information you need. Here are some examples of questions you could use:

- What do you recommend I do to gain Canadian experience?
- Are there any upcoming opportunities in the area of ...?
- Do you know of any other companies that are hiring?
- What kinds of prior experience/training/skills are absolutely essential for work in this field/company?
- In small groups, brainstom general questions you could ask during an information interview. You can use sample topics below to base your questions on. Then customize these questions so that they relate to your occupation. Share and discuss your questions with the class.

Sample topics for questions in an information interview:

- The contact person's present position, career path, background
- The work on a typical day
- The criteria for hiring in this field
- The current job market for this occupation in your town/city
- Future prospects in your field
- Any advice your contact could give (e.g., the best way to find out about openings in this occupation)
- Other sources of information
- Contacting other people who could help you

5 🤚

Search the Internet for information on information interviews (e.g., strategies, questions, possible guidelines). Prepare a list of tips and share them in small groups.

Possible search terms: information interview; tips for information interview; questions for information interview

After the information interview, it is a good idea to send a thank-you note or letter to your contact person. You can thank him/her for the specifc information you found useful and the time he/she took to meet with you. If you get a job in your field, let your contacts know how their advice and expertise benefited you. The following is a sample thank-you email message.

⊠ Message

To: Stefan Kolonko (skolonko@tippy.ca)

Subject: Thank you

Dear Mr. Wong:

Thanks so much for meeting with me on Tuesday to discuss my career path and opportunities in the field of structural engineering. It was a great learning experience for me.

I discovered a lot about the hiring process and possibilties for advancement from you. I can see that, as a new Canadian, I need to expand my areas of expertise and probably pursue additional training.

I really appreciate the time you took to meet with me and the advice you gave me. Should you have any additional information for me, please contact me at 222-333-4444.

Sincerely,

Stefan Kolonko

Write an email message to your contact thanking him/her for the opportunity to meet and discuss your career options. Add necessary details related to your occupation. Exchange your message with a classmate for peer editing.

This chapter includes activities that can help learners develop the skills and background knowledge they need to conduct a job search. These skills include: researching labour market information, occupation profiles and descriptions of skills; accessing and reading job postings; completing a job application form; arranging for and participating in an information interview; and writing thank-you letters.

These activities have been guided by the CLB performance conditions relating to LINC 5 and 6. If you want to develop your own activities, consider the following performance conditions.

For researching job search information:

- Texts have clear organization and are up to two or three paragraphs long (CLB 5); or one page long (CLB 6)
- Texts include business brochures, advertising features, business letters, educational content materials, websites

For completing job application forms and thank-you letters/email messages:

- Forms have 20 to 30 items (CLB 5); 30 to 40 items or pieces of information (CLB 6)
- Messages are three to five sentences long (CLB 5); five to six sentences or one paragraph long (CLB 6)

For information interviews:

- Topics are familiar and concrete (CLB 6, 7)
- Interaction is face-to-face or on the phone, semi-formal or formal (CLB 6, 7)
- Learner can partially prepare the exchange (CLB 6, 7)

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to looking for a job, see the LINC 5–7 Curriculum Guidelines, Units 9–11.



p. 401 | Introduction to Job Search Strategies

Introduces the topic of looking for a job

Have learners discuss the answers to questions in pairs or small groups and take them up as a class. Reinforce the notion that a job search can require a lot of preparation, and that they will be able to do some of that preparation through the activities included in this unit. Discuss the Culture Note.

Extend the Activity: Have learners search the Internet for tips about successful networking, and prepare a list of five tips to share with the rest of the class. Possible search term: networking job search



p. 402 | Job Search Resources

Provides background information on the job search process

To introduce this activity, you could discuss the services offered at employment resource centres. Then you could introduce some of the terms in the recording that learners may be unfamiliar with (e.g., job seeker, community agency). Play the recording twice; learners can take notes on key details and re-tell what was said in the conversation.

Answers 1. ✓ Visited an employment centre ____ Participated in mock interviews ✓ Spoke to a job counsellor ✓ Attended job search workshops Read newspaper classified ads ✓ Looked at job postings ✓ Analyzed her own skills 2. How to find out about jobs that are available, how to write a résumé, how to do well in a job interview 3. From employment counsellors and from the Internet

4. Be prepared, know what your skills are and how they relate to the job you are applying for

Audio 4.1: Transcript

Friends talking about a job search

Gita: Rosa, I've got to start looking for a job and I don't even know where to begin. You've managed to find work. How did you do it?

Rosa: Well, the first thing I did when I started looking for a job was to go to an employment centre. It was good because there was so much information there. But honestly, Gita, it also made things difficult. I soon realized that I should have spent some time thinking about the kind of job I wanted before I started looking for work. Anyway, an employment counsellor showed me lots of job postings and told me about community agencies that specialize in helping different kinds of job seekers.

Gita: What do you mean by different job seekers?

Rosa: For example, the agency I ended up going to specializes in helping women find jobs. Others may offer their services especially for newcomers to Canada, for example.

Gita: So you went to an agency that helps women find jobs?

Rosa: Yes, I went right away. I was able to take part in some job search workshops and speak to an employment counsellor.

Gita: What did you do in the workshops?

Rosa: Well, I learned how to find out about jobs that are available, how to write a résumé, and how to do well in iob interviews.

Gita: Were the workshops helpful? I don't know if I have the time for that. I think I should just start looking for a job right away.

Rosa: Oh, the workshops were really good – I have learnerd so much! I really think you should sign up for them. Actually, if you spend some time preparing and planning your job search, you may find that you save time in the end. Having a good plan includes knowing what your skills are and narrowing your search to jobs that match your skills and interests.

Gita: So what about résumés and cover letters? I don't even remember how to write those.

Rosa: It's true you will need to be able to write a good résumé and cover letter. I got some help from the employment counsellors, but I also used the Internet to find information.

Gita: Oh, and one thing I'm really terrified of is job interviews! I never know what to say.

Rosa: I know, they scare me too. One thing I've learned from the interviews I've been in is that it pays to be prepared. Again, because I spent some time figuring out what my skills were and how my experience related to the jobs I was applying for, the interviews weren't so bad. Of course, I was still nervous, but that's only natural!

Gita: Well, you've given me lots to think about. I thought I would start by reading classified ads in the newspaper, but now I think I should probably put together a plan. I'm going to find out where my local employment centre is, and maybe even where one of those agencies you talked about is. It sounds like they can help me with my job search. I can see that it will probably save me time in the long run. Thanks so much for the advice.

Rosa: You're welcome. And good luck!

2 Answers

- 1. There are no job postings for bakers; the advertised jobs are too far from his home; many companies are cutting back
- 2. Knowing the prospects of the job

Audio 4.2: Transcript

A man describing his job search to an employment counsellor

Job Counsellor (Agata): Hi Jim, welcome to the Job Search Club. My name is Agata Kinski and I'm one of the employment counsellors here. I understand you've been looking for work for some time. Can you tell me about your job search?

Job Seeker (Jim): Sure. What I can tell you is that my job search hasn't been very successful. I've been looking for a job as a baker for about five months.

Agata: I see. Are you licensed as a baker?

Jim: Yeah, I completed my apprenticeship about 15 years ago.

Agata: So, what is the difficulty?

Jim: Well, first of all when I look in the paper, I never see any ads for bakers. I've looked on the government websites for job postings, and again, hardly anything appears for bakers. When I do see a job posting, it's never close to my home.

Agata: Have you tried speaking directly to employers to find out whether or not they're hiring?

Jim: Yes. I've been to a couple of places that I know used to hire bakers. They tell me that they're cutting back. They used to employ several master bakers each. Now, they only employ one or two. All the rest of the work is done by hourly employees.

Agata: Do you know if this is happening across your industry?

Jim: It seems so. I know a couple of guys I apprenticed with are all finding the same thing. It's hard to find a job as a master baker.

Agata: It sounds like maybe the work prospects for bakers aren't very good right now. I think maybe we should find out how many jobs are available in your field.

Jim: That's a good idea. I feel like I've wasted a lot of time looking for baker jobs. Maybe there's something else I could be doing.

Agata: What about looking for work in a related occupation?

Jim: That sounds like a good idea. In fact, I don't feel like I have much choice.

Possible Answers

3

Employment counsellors (for one-on-one counselling); information about the outlook for specific occupations, information on how to apply for a job; workshops on résumé and cover letter writing, job interviews, networking; translation services for work-related documents; talking to someone from own profession; information about companies in my sector/field; job fairs.

Extend the Activity: Discuss the services (e.g., workshops, counselling, computer use) offered at local employment resource centres. Invite a guest speaker, or arrange a field trip to a resource centre.



p. 403 | National Occupation Classification

Provides background information on the NOC; provides practice accessing and using information on the NOC

The following series of activities are Internet-based and ideally should be done in the computer lab. However, you can also print the information from the website for the activities that require reading.

Introduce this activity by telling learners what the NOC is and what information it provides. Also tell them where NOC codes are used: in job postings and in occupation-specific resources such as Job Futures and the Ontario Skills Passport.

1 In addition to listing the 10 sectors and examples of occupations, learners can discuss in which sector they think job prospects are best and in which sector they think the unemployment rate is the highest.

Answers

- 0: management occupations
- 1: business, finance and administration occupations
- 2: natural and applied sciences and related occupations
- 3: health occupations
- 4: occupations in social science, education, government service and religion
- 5: occupations in art, culture, recreation and sport
- 6: sales and service occupations
- 7: trades, transport and equipment operators and related occupations
- 8: occupations unique to primary industry
- 9: occupations unique to processing, manufacturing and utilities
- 2 The purpose of this activity is to walk learners through the steps involved in accessing information about a specific occupation and introducing learners to what information is available at each step.

Learners can work individually or in pairs. It's a good idea to use a data projector to show the class how to access specific web pages. As you demonstrate each step, learners can follow along on their own computers, answering each question as they go from one web page to another. If you have limited access to the computer lab, you can use a printout of a NOC code page for *Sales Clerks*. (Skip question 1 if you are using a print version of the NOC description.)

Answers

- 1. The number that represents the Sales and Service Occupations sector is 6.
- a) There are three major groups: Skilled Sales and Service Occupations (62), Intermediate Sales and Service Occupations (64), Elemental Sales and Service Occupations (66)
- b) Intermediate Sales and Service Occupations (64)
- c) Sales Representative, Wholesale Trade (641); Retail Salespersons and Sales Clerks; Occupations in Travel and Accommodation; Tour and Recreational Guides and Casino Occupations; Occupations in Food and Beverage Service; Other Occupations in Protective Service; Childcare and Home Support Workers; Other Occupations in Personal Service
- 2. 6421: Retail Salespersons and Sales Clerks
- 3. General description, example titles, main duties, employment requirements, additional information, classified elsewhere (other sales clerk NOC codes)
- 4. Knowing more titles, one can apply for more jobs, rather than limit his/her search

Answers (continued)

- 5. Answers will vary
- 6. They can be used to compare own work duties from work history; they provide examples of jobspecific phrases and vocabulary; can be used to express own skills in résumés, cover letters, application forms, interviews
- 7. To find out what is required to access the given occupation (e.g., license, diploma); opportunities for advancement or possible training needed
- 8. Answers will vary
- **3** Have learners work individually or in pairs. Learners can choose an occupation or you can assign one, making sure a variety of sectors are covered. Learners can take notes and give short presentations (two or three minutes).



p. 405 | Job Futures Website

Provides practice accessing and using information from Job Futures

The following series of activities are Internet-based and ideally should be done in the computer lab. However, you can also print the information from the website.

Introduce these activities by telling learners what Job Futures is and what information it provides.

2 Answers

- 1. For dental assistants, average hourly earnings are \$16.51 an hour, which is just below the average hourly earnings for all occupations (\$18.07).
- 2. For dental assistants, the average unemployment rate (at 2%) is lower than the average unemployment for all occupations (7%).
- 3. The current (2009) outlook is good. This means that someone would have a good chance of finding a job in this occupation.

3 Answers

Note: the answers below reflect the information accessed in July 2009. This information may change when the Job Futures website is updated.

- 1. To answer questions 1–4, learners must click on the At Work tab. Eleven job duties are listed.
- 2. Certified dental assistant, certified intra-oral dental assistant, dental clinical assistant, licensed dental assistant, registered dental assistant.
- 3. 3411
- 4. The highest concentrations of dental assistants are found in Alberta and British Columbia.
- 5. To answer questions 5–8, learners must click on the *Education, Training and Experience* tab. Licensing is not mandatory.
- 6. Completion of a college program or secondary school with on-the-job training
- 7. Teamwork, interpersonal communication skills, customer relations
- 8. Dental Hygiene/Assistant Technologies
- 9. To answer question 9, learners must click on the *Work Prospects* tab. Work prospects are rated *good* because: employment grew at an average rate, hourly wages are close to the average and the unemployment rate is close to the average.

Note: To answer questions 10–15, learners must click on the Important Facts tab.

Answers (continued)

- 10. \$17.08 an hour.
- 11. This wage is lower than the average (for a 30-year-old) for all occupations.12. 26% of dental assistants work part-time.
- 13. This rate is higher than the average for all occupations.
- 14. The percentage of self-employed workers in this occupation is 0%.



p. 408 | Hard and Soft Skills

Introduces soft and hard skills; provides opportunity to assess work-related skills

2 Learners can work in small groups or as a class. Ask learners to consider skills not only relating to their work but also to those they use in daily life, such as organization and problem-solving. Learners can also list personal traits they think could be important at work.

Have learners share their lists in groups or as a class. Learners can compile a common list for future use.

4 There are many websites with lists of soft skills and examples of their use. If learners have limited access to the Internet, they can also find books on job searches available in a local library.



p. 409 | Work Habits

Introduces work habits from the Ontario Skills Passport website

You can introduce these activities by discussing the list of work habits and how this list can be used to prepare for a job search (e.g., by identifying and describing own soft skills).

- 1 This is a vocabulary-building activity. You can add (or learners can identify) other terms from the list of work habits that learners may not be familiar with.
- **2** Learners can work in groups and discuss all four advertisements; you can also assign each advertisement to a different group, then have groups share their answers with the class.

Learners can first underline specific phrases or words in the advertisement that require specific soft skills or work habits. Then learners can identify which work habit (from the list of work habits or other soft skills) would match these job demands. Then learners can discuss more specific work habits the job demands (from the bulleted lists of work habits for each work habit heading). The answers below are for job advertisement 1. The answers may vary.

Possible Answers (examples are given for a job ad 1 only)

- busy office and reports to multiple staff members: requires teamwork (e.g., show respect for others' ideas; work willingly with others; take responsibility for share of work; share information resources and expertise)
- work to tight deadlines: requires organization (e.g., organize work priorities, devise and follow a plan to complete a task)
- some evening work required: requires flexibility

3 Answers

reliability: reliable
 organization: organized
 independence: independent
 confidence: confident
 perseverance: persevering
 knowledge: knowledgeable
 versatility: versatile
 punctuality: punctual

4 This activity can also be done orally; you can ask learners to provide examples of both workplace and everyday situations.



p. 412 | Job Advertisements

Familiarizes learners with the format and vocabulary of job postings found online

Elicit/discuss with learners where they can find job advertisements and how they can differ (e.g., some use abbreviations and limited information, others are detailed and include the job description with salary and benefits information), as well as what information is generally included. Ask learners to bring examples of job advertisements to compare and to identify common vocabulary used in job advertisements.

The following activities are based on website listings of job advertisements, which are usually rather detailed. You can complement these activities with advertisements from commonly used websites such as workopolis.ca or monster.ca.

- 1 You can ask questions to check general understanding of the job posting; learners can also retell the most important information.
- **3** This activity can familiarize learners with the headings common to each job posting on the Service Canada Job Bank.

Answers

- 1. How to apply
- 2. Work Location Information
- 3. Education
- 4. Salary

- 5. Terms of Employment, Salary
- 6. Transportation/Travel Information
- 7. Work Conditions and Physical Capabilities
- 8. Specific Skills
- **4** You can add questions about specific details in the job advertisement. For example:

Will an applicant receive on-the-job paid training?

Is prior work experience required?

Is a driver's licence needed?

Will the applicant need to drive while on the job? Will he/she be reimbursed for the cost of driving?

Answers

- 1. By fax or email
- 2. By looking at the NOC description, Job Futures profile or Essential Skills Profile for this occupation
- 3. Does not specify, but the advertisement indicates a starting date (as soon as possible)
- 4. Answers may vary, but can include: physical strength, working safely, teamwork, reliability, organization, attention to detail.

5 Answers

- 1. Key responsibilities: The duties are listed under customer service and dispensing; learners can provide a detailed list of duties for each.
- 2. Hard skills: Some are listed under Key Responsibilities; some under Knowledge and Skills Required (mathematical computations related to pharmacy); others under Experience/Qualifications (Nexxsys pharmacy computer software).
- 3. Learners may identify or underline: collaborative, warm and welcoming manner, good judgement, customer skills, organizational skills, attention to detail, initiative, ability to multi-task and work in a fast-paced environment.
- 4. Preferred and an asset both mean that the qualification is desired but not required.
- 5. Applicants should send a résumé and cover letter by email before July 3 at 5:00 p.m.
- 6 Learners can bring print versions of the posting to class. In small groups, have learners compare the postings and discuss the organization of information and amount of detail. Learners can create a list of common terms/vocabulary used in job postings.



p. 415 | Job Applications Forms

Provides practice in completing job application forms

- 1 Discuss questions as a class. Learners can bring job application forms from various employers (e.g., from department stores, supermarkets).
- 2 Answers
 - 1. The application includes errors (two items circled instead of one) and crossed-out information; it looks sloppy; hard to read.
 - 2. Answers will vary.



p. 417 | Job Application Forms: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in completing a job application form

1 Learners should complete the job application form with their own information. This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 5-III: Fill out forms.CLB 6-III: Fill out moderately complex forms.
Sample Assessment Criteria
☐ Completes all parts of the form accurately and correctly
☐ Provides adequate details
☐ Uses correct punctuation, capitalization and spelling
☐ Writes legibly and neatly, prints where necessary

2 As an extension of activity 1, learners can interview each other about their work experience and skills. Learners can develop questions based on the items listed in their forms. For example: What responsibilities did you have in your last job? What are your strengths? What are your additional qualifications?



p. 419 | Volunteering

Provides opportunity to discuss benefits of volunteering; provides practice in accessing information on volunteering

Possible Answers

- 1. Making contacts with potential employers or people in own field; getting exposure to Canadian workplace culture; getting to know workplace routines and duties; networking; speaking English; making friends; learning or developing skills; building self-confidence; exploring options and paths related to a career.
- 2. Answers will vary.
- 2 Have learners decide on the kind of volunteering they want to do (e.g., office work, health services environment, working with children). Ask learners to search one of the options listed. Many websites allow users to search volunteer databases by location, organization, type of work, skills or sector.
- Learners role-play a mock interview. They can also add other questions to the list.



p. 420 | Information Interviews

Provides background information on information interviews; gives practise arranging for and participating in an information interview

Play the recording twice: first, ask learners to listen for general understanding. Then, have learners take notes of the specific expressions used and details asked about in the questions.

1 Audio 4.3: Transcript

Two conversations with a request for an information interview

Dialogue 1

Phone ringing

Contact (Dasa): Dasa Paramasantham, Engineering Department.

Job Seeker (Henry): Hello, Mr. Paramasantham. My name is Henry Kieran. I am a civil engineer from Slovakia and I am trying to find information that would help me to work in my profession here in Canada. I received your name from the professional association. They told me that you would be the best person to talk to.

Dasa: Oh, they did? I'm kind of busy right now.

Henry: Oh, of course. I don't mean right now. I was actually wondering if you might be able to spare some time to talk with me. I would like to explore some career options and learn about the labour market situation in structural engineering, and I think it would really help me to speak to someone like you.

Dasa: Well, I am not sure if I can give you all that information but I think it is a good start to your job search. (pause) I'd be happy to talk with you.

Henry: Oh, that would be great.

Dasa: Can you call me back some time on Friday? It's usually quiet here on Fridays and we could talk then.

Henry: Sure. Friday is good. I was hoping to meet with you in person, though.

Dasa: Oh. Well, that would be fine too. I can meet you after lunch; let's say around 1:30?

Henry: Great. I will be in your office at 1:30. Thank you, Mr. Paramasantham.

Dasa: See you then.

Audio 4.3: Transcript (continued)

Dialogue 2

Phone ringing

Contact (Justina): Hello!

Job Seeker (Marta): Good morning, can I speak to Justina, please?

Justina: Speaking.

Marta: Hello Justina, my name is Marta Babik. I'm a friend of your brother's.

Justina: Oh yeah.

Marta: I was talking with Sam the other day and he suggested that you would be a good person to talk to about

possible career options in physiotherapy.

Justina: Oh, Sam ... What did he say about me?

Marta: He said you have a lot of experience and that you know all about this field. I am new in Canada and I'm trying to find out how I can become a licensed physiotherapist here. I worked in this field in Poland for a few years. Do you think you might be open to having an information interview with me so I can learn about my options? I'd really appreciate it.

Justina: Sure, why not.

Marta: Oh, that's great. Can we set a date and time?

Justina: Yes, do you want to meet in the evening? I finish work at 5, so I could ... (fade out)

2 Learners can work in pairs or individually.

Extend the Activity: Learners can role-play dialogues to arrange an information interview using their scripts.

- 4 Discuss with learners what kind of information they would like to obtain in an information interview. Learners can create headings and then list their questions accordingly. Have a class discussion; discuss various ways of expressing the same request for information. You can also discuss requests that are considered inappropriate in information interviews (e.g., asking for a job, insisting on a face-to-face meeting after someone has refused, calling back every week to check in).
- 6 Elicit/discuss: how a thank-you message can help to maintain contacts; what the message should include; the tone the message can have (semi-formal, friendly, depending on the contact person and how well the interview went). Ask learners to identify what information is included in the sample letter. Learners can outline the content of their message before writing it.

Additional Information:

Learners may find the following websites useful in their job search. You can share this list with learners or develop activities relating to them.

Government job listing websites:

- Any job: Service Canada's job posting service: www.jobbank.gc.ca
- Ontario government jobs: www.gojobs.gov.on.ca
- Federal government jobs: www.jobs.gc.ca
- Ontario internship positions: <u>www.internship.gov.on.ca</u>
- Canadian Forces recruiting: www.forces.ca
- For youth: www.youthjobs.gov.on.ca; www.youth.gc.ca
- Job search assistance: Job Connect: www.edu.gov.on.ca/eng/tcu/apprentices/jobconnect_EN.html

Non-government job listing websites:

- Any job: <u>www.canadajobs.com</u>; <u>http://working.canada.com</u>; <u>www.jobbus.com</u>; <u>www.cooljobscanada.com</u>; <u>http://jobsearch.ca</u>; <u>www.jobshark.ca</u>; <u>http://jobsearch.monster.ca</u>; <u>www.workopolis.com</u>
- Non-profit sector jobs: <u>www.charityvillage.com</u>
- Telecommuting jobs: <u>www.tjobs.com</u>
- Internship positions: www.careeredge.org

Chapter 4
Looking for a Job
Résumés, Cover Letters, Interviews
LINC 7

LINC 7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when looking for a job. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

- CLB 8–IV: Access and locate three or four pieces of information in online electronic reference sources (e.g. World Wide Web, library databases), if available, or from print references sources.
- CLB 8–III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

Writing résumés and cover letters:

- ∠ CLB 8–III: Fill out forms and other materials in pre-set formats with required brief texts.
- ZCLB 8-III: Convey business messages as written notes, memoranda, letters of request ...

Participating in interviews:

- CLB 8–IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- CLB 8–I: Carry on a brief phone conversation in a professional manner.

These activities can help to develop the following Essential Skills:

ES

CLB

- Oral Communication
- Writing
- Computer Use

The activities in this section focus on the following language skills:

- Researching labour market information and own occupation
- Identifying own skills
- Writing a résumé using an appropriate format
- Structuring and writing the content of a cover letter
- Answering questions in a job interview

Activities | Chapter 4 | Looking for a Job | LINC 7

	Introduction to Looking for a Job439	
	Job Search Myths and Facts	
	Online Job Search Resources441	
	Résumé Formats	
	Organizing Information for Your Résumé445	
	Writing Résumé Entries	
	Cover Letters	
	Cover Letter: Putting It in Practice	
െ	Interviews	
	Interview Questions	
	Thank You Letters459	
	Instructor Notes	

Introduction to Looking for a Job

1 Discuss the following questions with a partner.

- 1. Have you looked for work in Canada or elsewhere? If so, compare your experiences.
- 2. How do you think the hiring process at Canadian companies differs from that in your previous country?
- 3. What aspects of the job search process do you feel you need to work on?
 - a. Researching the labour market and your own profession
 - b. Cold-calling
 - c. Information interviews
 - d. Writing a résumé and cover letter
 - e. Answering questions in an interview



"I'm sorry but we are looking for somebody with experience."

source: www.businesscartoons.co.uk/shop

Culture Note

A job search is often compared to an advertising campaign where you need to "sell" your skills and experience to a potential employer. Your résumé and cover letter are your promotional materials. They should be well-written and make you stand out from other applicants so that you can get an interview. During the job interview, you need to sell yourself in a face-to-face situation and highlight your strengths and accomplishments. Even though you may find it difficult to tell others how good you are at what you do, this is the only way to let the potential employer know what you can do.

Job Search Myths and Facts

- Read the following statements about looking for a job. In small groups, discuss whether you agree or disagree with each statement, and give reasons.
 - 1. Most available jobs are not advertised.
 - 2. You can use the same résumé and cover letter when applying for different jobs.
 - 3. A cover letter is not really necessary as long as you send a résumé.
 - 4. You should take the first job offer you get.
 - 5. Employers are only interested in Canadian work experience.
 - 6. If you have any volunteer experience, you should mention it in your résumé.
 - 7. Employers will usually check references before hiring someone. You should always include a list of references and their contact information when you submit your résumé.
 - 8. It's best to have your résumé written by professional résumé writers.
 - 9. Only the most qualified candidates get a job interview.
 - 10. It's a good idea to clarify salary and company benefits during the interview.
 - 11. During an interview, the employer assesses not only your skills but also how well you might fit into the company culture.
 - 12. It's a good idea to send a thank-you email or letter after the interview.
- 2 Seal

Search the Internet for information about the hiring process for different Canadian companies. Take notes on important information and present them to the class. When researching the information, answer the questions below.

Limit your Internet search to Canada; possible search term: hiring process

- 1. What steps does the hiring process involve? Use specific examples to illustrate this.
- 2. What should job candidates be aware of? How can they prepare for their interview?

Online Job Search Resources

The Government of Canada has developed a number of web-based resources aimed at helping people look for jobs. These websites provide information on the current job market, trends in occupations, skill requirements in specific occupations, and more. Some websites also offer tools that you can use to assess your work-related skills.

Service Canada's Career Navigator has several quizzes that can help you identify your skills and interests related to your employment needs. The website will generate a score and an assessment report. The quizzes are in two categories:

Career Quizzes:

- Abilities Quiz
- Data, People, Things Quiz
- Work Preference Quiz
- Work Values Quiz

Learning Style Quizzes:

- Multiple Intelligences Quiz
- Seeing, Hearing and Doing Quiz

The Working in Canada Tool is an online tool that takes you step by step through information tailored to your needs. At each step, you can use links to additional resources such as the Ontario Skills Passport, Essential Skills and National Occupational Classification (NOC). The tool will generate a report with the information you researched.

Once you narrow down the occupation you are researching and the location of your job search, the tool will provide information about the following:

- Main Duties
- Jobs and Skills Requirements
- Wages
- Outlook and Prospects
- Job Opportunities

- Education and Training
- Associations and Unions
- Language Assessment
- Further Information



Access Service Canada's online career quizzes at www.jobbank.gc.ca. Click on Career Navigator to see the list of quizzes. Select a quiz that you are interested in. Complete the quiz and read the assessment report. In small groups, describe the quiz you completed. Discuss what you learned from it and how helpful it can be in your job search.



Access the *Working in Canada Tool* at <u>www.workingincanada.gc.ca</u>. Click *Start*. Type in the name of an occupation, and then select a location. Read the information about the occupation. Give a short presentation of your findings to the class. Discuss which parts of the tool you found useful and why.

Résumé Formats

A résumé is your opportunity to present yourself to a potential employer, get them interested and get an interview. A good résumé clearly outlines your relevant work experience, education and training as well as personal attributes and skills that demonstrate your suitability for the job.

There are several different résumé formats to choose from. These include:

Chronological: In this format, your relevant work experience is listed chronologically beginning with the most recent. This style is effective when you have had a steady history of working in the same occupation and you plan to continue working in that field.

Functional: In this format, the organizing feature is your skills, knowledge and accomplishments. Because this format emphasizes skills and knowledge, it can be more effective if you have little job experience or are changing careers.

Combination: In this format, you can have elements of both chronological and functional formats. You can list your work experience chronologically as well as highlight your skills and knowledge by listing them separately.

No matter which style you choose, your résumé should be relevant to the job you are applying for.

1 There are several different ways to organize a résumé. Match the résumé type to the job seeker it is best suited to.

Résumé type

Functional: Entries are organized by skills and strengths rather than by individual jobs.

Chronological: Lists each job you have held in order, beginning with the most recent.

Combination: Lists work history in chronological **C.** Good for job seekers with several years of order, but also includes a summary of skills and achievements.

Job Seeker

- **A.** Good all-round choice, allows job seeker to highlight experience and strengths.
- **B.** Good if job seeker has little experience, or has experience related to another field.
- relevant experience and job titles that show increasing levels of responsibility.

2 Read the sample entries from a functional and chronological résumé. With a partner, discuss the features they have in common and the features that differentiate them.

An example of an entry in a functional résumé:

Skills and experience are grouped under functional headings

Communication and Teamwork Skills

- demonstrate flexibility and open-mindedness when working with others
- articulate; strong written and oral language skills
- work cooperatively to produce high-quality work

Organization and Time Management

produce quality work on time and on budget

An example of entries in a chronological résumé:

Education

A list of your educational experience, including:

- Institution where the diploma or degree was granted
- Level of degree (B.A., M.A., etc.) and field (Electrical Engineering)

Work Experience

This section is listed chronologically and is often organized by employer or position.

- Name and location of the employer
- Dates of employment
- Position title
- Responsibilities and major contributions

Olivia Chen 49 Acorn Ave. Apt. 1088 Windsor, ON. G48 I26 (555) 836-4321

Career Objective: To use my supervisory skills to create an manage an efficient and productive working team.

Education

University of Windsor

Candidate for Masters of Business Administration; will find requirements in May, 2011.

Zhejiang University Bachelor of Industrial Engineering;

Experience

2004-2007 AlternaLink, Windsor, Ontario *Shift Supervisor*

- Supervised 60 employees in team-based environmer
- Initiated team restructuring and chaired committee of new structure
- · Determined optimal staffing



Search the Internet to find examples of different résumé formats. Print samples. With a partner, compare the résumés and answer the questions below.

Possible search terms: sample résumés; résumé formats; sample résumé functional

- 1. What is the focus of each type of résumé?
- 2. What headings does each type of résumé have and how are the details listed under those headings?
- 3. What features do these résumé formats have in common?
- 4. Which résumé format do you think is best for you? Why?

Read the profiles of the job seekers below and decide which résumé format you think is most suitable for each of them. Explain why. Discuss and list possible headings for their résumés.



Profile 1

Galina is a 40-year-old teacher from Russia. She has two undergraduate degrees from Moscow University and also has certificates documenting the many additional specialized courses she has taken over the years. She has 15 years of teaching experience at the same school, teaching English to grades 11 and 12. In Canada, she wants to apply for a job as an adult ESL instructor.

Profile 2

Juan is 21 years old. Before coming to Canada, he completed two years at a vocational high school that prepared him for work in the automotive sector. In Canada, he has been working at odd jobs, including office cleaning, building maintenance and construction. He is looking for a job as a mechanic, but feels his Canadian experience so far is not related to this career choice.

Profile 3

Zahra is a young mother of two children aged four and six. She has never had a job before, but would like to add to the family's income. She is a hardworking, enthusiastic individual, very approachable and outgoing. She would like to get a job as a sales representative with a large chain store.

Profile 4

Pei is a 55-year-old accountant from China. He has a university degree in finance and a professional designation in management accounting from his country. He worked at many companies in China, climbing the corporate ladder from assistant accountant to head of accounting in the Chinese division of a large multinational corporation. His professional credentials are not recognized in Canada, so he would like to work in any job related to accounting.

Think about your employment goal, education and work experience. Write a short profile of yourself (similar to the ones above) and share in small groups. In small groups, discuss each other's profiles and which résumé format may be most appropriate. Discuss possible headings for each résumé.

Organizing Information for Your Résumé

Before writing a résumé, it is helpful to prepare a résumé outline or organizer. This is an organized listing of all your qualifications that you can use to create customized résumés for different jobs. When preparing your résumé organizer, consider all your qualifications and list them under specific headings (e.g., education, work history, accomplishments, skills and abilities, personal traits). From your lists, you can select and order the items that will be most appropriate for the job you want.

In pairs or small groups, brainstorm headings for your résumé organizer. Prepare a table with these headings. Complete your résumé organizer by listing as many items under each heading as you can. As you do more research, you can revise and add to your listings. You can use the sample below as a model.

SAMPLE RÉSUMÉ ORGANI	ZER
EDUCATION:	List degrees/diplomas/certificates in chronological order; include dates and institutions
WORK HISTORY:	List previous jobs in chronological order; include employers, locations and dates, positions and duties
TECHNICAL SKILLS:	List technical skills (e.g., knowledge of specific software) related to the job
SOFT SKILLS:	List soft skills (e.g., organizational skills, problem-solving skills, communication skills)
TRANSFERABLE SKILLS:	List skills you have that can be applied to any position (e.g., computer skills, driver's licence, First Aid, additional language)
PERSONAL TRAITS:	List personal qualities (e.g., punctual, outgoing, friendly, reliable, flexible)
VOLUNTEER EXPERIENCE:	
AWARDS:	
INTERESTS:	
ACCOMPLISHMENTS:	
OTHER:	



Search the Internet to find lists of soft skills and personal traits you can draw from when listing your own skills in your résumé organizer.

Possible search terms: soft skills; list of personal traits

Writing Résumé Entries

Describing your work experience

When describing your experience or expertise in a résumé, use action verbs to make your entries clear and direct. When you describe your work duties, use specific details and qualifying adjectives and adverbs (e.g., supervised an office with 15 staff, increased revenues significantly) that will demonstrate the scope of your responsibilities and the impact your work had. Résumé entries are usually written as bulleted lists. Here are some tips for writing good résumé entries:

- Begin each bulleted item with an action verb
 - X I was the supervisor for a team of four employees
 - ✓ I supervised a team of 4 employees
- Make statements concise, clear and descriptive
 - X made changes to the sales strategy so sales would increase
 - ✓ designed new strategy to increase sales by 80%
- Use parallelism (consistent grammar structures)
 - X researched and was responsible for technical procedures manuals
 - ✓ researched and wrote technical procedures manuals

1 Read the following résumé entries. Discuss what makes the examples in the second column better.

Before	After
Did bookkeeping for a home-based business.	Organized and maintained accounts for an enterprise with \$100,000 in annual sales.
Increased sales from previous year.	Reversed negative sales trend; sales up 40 per cent over prior year.
Developed an employee program that reduced turnover.	Created and implemented an employee relation programs resulting in a 26 per cent reduction in turnover.

Read the résumé entries below and discuss how they could be improved to have more impact. Rewrite the entries and compare them with a partner.

- 1. Responsible for preparing a safety booklet for the office
- 2. Worked at the reception desk
- 3. Coached a soccer team in an interschool league
- 4. Handled budget for a volunteer committee
- 5. Part-time sales clerk in a department store
- 6. Worked on a project as a team leader

3

Search the Internet to find a list of action verbs. Make a list of verbs that relate to your occupation that you could use in your résumé. Write sentences with these verbs to describe your work experience.

Possible search terms: résumé action verbs, action verbs

- 4 Rewrite the following paragraphs in bulleted list format.
 - 1. I was the head researcher on a team of three. In that capacity, I was responsible for creating project schedules, assigning work, managing workloads and dealing with any staff grievances. During my time as head researcher, we started to use a new computerized project management system, which allowed us to be more efficient in the way we worked.
 - 2. I was the program coordinator for a social service agency. I hired and trained staff, and I supervised the set-up of the agency. I was responsible for overseeing day-to-day program operations, including client intake. Under my supervision, we saw a 10 per cent increase in clients over a one-year period.
 - 3. I was a salesperson in a high-end retail clothing store. I was responsible for restocking merchandise and receiving new products. My administrative duties included scheduling part-time staff. I handled purchases and refunds. I had to use good customer service skills as a part of my job.
- Think about a work or volunteer experience you have had. Write a bulleted list to describe what your duties and achievements were in that position.

Career or job objective

A career or job objective is a statement that sometimes appears at the top of a résumé, just below the name and contact information. It expresses your goals and qualifications and should be customized to the job you are applying for. To write an effective career objective, ask yourself the following questions: What do I want to do? For whom or with whom do I want to work? At what level of responsibility? A career objective statement can also include the contributions you feel you will make, for example:

- An early childhood educator position working with school-age children where I can apply my experience and knowledge of child development and learning
- To obtain a sales position in the software industry, where I can use my management and customer relations skills, with the opportunity for performance-based advancement
- 6 Locate three job advertisements you would like to respond to. Write a career objective statement related to the advertised position. Make your objective statement brief, specific and relevant to your skills and attributes. Exchange with a partner for peer feedback.

- Read the sample résumé below and in pairs or small groups discuss how effective it is. Suggest ways to improve it. Use the questions below to guide you.
 - 1. Is the résumé format effective for Laura's qualifications and the job she is applying for? What would be a more effective résumé format?
 - 2. How effective are the headings? How would you change them?
 - 3. Is the wording of the entries concise and powerful? Are there action verbs, factual details and qualifying adjectives/adverbs?
 - 4. What could be added to this résumé to give it more impact?
 - 5. Is it free of errors?
 - 6. Is the layout easy to read? How would you change it?

Laura Mendoza 123 Glenrose Drive, London ON phone: 222 333 4444; email: laura_mendoza@yahoo.com

Objective: to obtain a teaching position that will utilize my strong organizational skills, educational background, and ability to work well

Experience

Sales Associate/Overnight Stocking, Wally Mart, London ON

2007-2009

- customer service
- Created displays
- helped on the front line (cashier)
- Unload ing and arranging merchandise
- Kept track of inventory

Lead Teacher, Sunshine Preschool Academy, Bogotá, Colombia

2004-2006

- Oversaw daily operations of a pre-JK group; managed staff of 4
- Wrote and used curriculum plans
- · Created centres for reading, math and motor skills
- Planned activities for children
- Kept all records and reports on each child
- Talked to parents regarding children's activities, behaviour, and development

ECE teacher, Sunshine Preschool Academy, Bogotá, Colombia

2000-2004

 With three other teachers, lead children in activities by telling stories, teaching songs and preparing craft materials

Education

Currently, pursing B.Ed. in Earcly Childhood Education Bachelor of Arts, Bogotá, Colombia

Additional qualifications

Great organizational skills, enthusiastic, friendly, love children, team player, creative, punctual Voluneer experience: helped elderly community members; worked in a women's group

Cover Letters

When you apply for a job, you should include a cover letter with your résumé. A cover letter tells the employer that you are interested in the job, and explains why you are a suitable candidate. It gives you the opportunity to highlight your most relevant skills and experience. It is your first, and possibly your only, opportunity to make a good impression with the employer, since most employers will not look at an attached résumé or consider interviewing you if the cover letter is poorly done.

Here are some guidelines for writing effective cover letters:

- Customize your cover letter to the position you are applying for.
- Be brief cover letters shouldn't be longer than one page.
- Address the letter to a specific person when possible (a contact name is often listed on the job posting).
- Mention the skills and qualifications listed in the advertisement.
- Describe how you are a good fit for this position; be specific and highlight a few especially relevant skills.
- Keep the tone positive and professional.
- Proofread your letter to ensure there are no grammar or spelling errors.

Opening paragraph: state the reason for your letter and the position you are applying for.

Second paragraph: Make it personal. Why are you a good candidate for this position?

Third paragraph: Thank the employer, request an interview and end on a positive note.

February 16, 2011

Ms. Debra Walsh Director of Human Resources WireTech Inc. 777 King St. Suite 400 Kitchener, ON

Dear Ms. Walsh:

Please accept my application for the position of customer service representative at your company. I would very much like to be considered for the position. I have enclosed my résumé for your review.

I believe I can make a positive contribution to your company. I have extensive experience as an assistant manager, and later as a manager in two different retail settings. In these positions, I was responsible for all areas of customer relations, including staff scheduling, training and supervision as well as sales generation and reporting. In addition, I have worked in restaurant management. Currently, I am working as a part-time sales associate with a large retail chain.

I am confident that my skills and experience would be an asset to your organization. I would welcome the opportunity to participate in a personal interview to answer any of your questions and present my qualifications. Thank you for your time and consideration. I look forward to speaking with you soon.

Sincerely,

	To Whom It May Concern, I am applying for the position of marketing associate at Garamond Electronics. Please accept my application. I think I would do a very good job for your company. I have all the skills that the job advertisement asks for, and I am a hard worker. Most of my work experience is directly related to the job you are advertising. I have over 10 years experience in this field. Thank you for considering my application. I look forward to hearing from you at your earliest conveinence. Sincerely, Jason Mancuzi
Cover letter checklist: Letter is made out to a specific person Letter addresses the skills and qualifications of Letter shows that the applicant is a good fit for Tone is positive and professional	

Hard and soft skills

In your cover letter, you should emphasize your hard skills and your soft skills. Hard skills are also referred to as technical skills. They include skills learned through training and experience, such as cooking or designing software. Soft skills sometimes refer to qualities and attitudes, such as dependability and flexibility. You should be able to identify both kinds of skills you have. For a examples of soft skills, go to the Work Habits section of the Ontario Skills Passport website at: http://skills.edu.gov.on.ca.

Highlighting your strengths

Take some time to consider what you can include in your cover letters. Begin by thinking about the skills and strengths you can bring to any job, then focus on the ones that are specific to the job you are applying for.



Search the three websites below to find listings of skills related to your occupation. These skills can help you to determine the skills and experience you should highlight when applying for jobs. Answer the questions that follow.

The Essential Skills Profiles

Find the Essential Skills Profile for the occupation(s) you are interested in. Answer the questions below.

- 1. What are the most important Essential Skills identified in this Essential Skills Profile?
- 2. Review the task examples. Do you have experience with these kinds of tasks? If so, write down some examples from your own work experience.
- 3. Look at the section on *Attitudes* (in the Essential Skills Profile, it is listed under *Other Information*). Write a sentence to describe how your own attitude meets the occupational demand.

The Ontario Skills Passport

- 1. Search the *Work Habits* list to find habits you feel you have.
- 2. Write a sentence for each work habit that shows a potential employer you have this quality.

Conference Board of Canada Employability Skills

- 1. Go to the *Conference Board of Canada's* web site at <u>www.conferenceboard.ca</u> and search for *Employability Skills 2000+*.
- 2. Review the skills listed under *Personal Management* and *Teamwork*. Consider your own work experience: can you think of examples from your past that demonstrate you have some or all of these skills?

Read the cover letter below. Circle or highlight the hard and soft skills Joanna Silva indicates she has. Use the *Ontario Skills Passport* list of *Work Habits* to help you decide. Then discuss whether or not this is an effective cover letter.

February 16, 2011

Ms. Debra Walsh, Director of Human Resources WireTech Inc. 777 King St. Suite 400 Kitchener, ON

Dear Ms. Walsh:

Please accept my application for the position of customer service representative at your company. I was excited to learn of this opportunity, and would very much like to be considered for the position.

This position will give me the opportunity to use my experience gained as an assistant manager, and later as manager in two different retail settings. In these positions, I was responsible for all areas of customer relations, including staff scheduling, training and supervision as well as sales generation and reporting. My additional experience includes working in restaurant management and, currently, as a part-time sales associate with a large retail chain.

Other skills that make me uniquely qualified for this position include excellent interpersonal skills, attention to detail, ability to work as a member of a team, and a dedication to work to the highest-quality standards. My references from previous positions speak to these qualities.

I am confident that my skills and experience would be an asset to your organization. For your convenience, I have attached a résumé to this application. I would welcome the opportunity to participate in a personal interview to answer any of your questions and present my qualifications. Thank you for your time and consideration. I look forward to speaking with you soon.

Sincerely,

Joanna Silva



Search the *Employment Ontario* website to find services or courses in your community that can help you to write cover letters and résumés. Go to the Employment Ontario website at www.edu.gov.on.ca. Click on *I am new to Ontario*. Follow the online instructions to find services in your community.

Cover Letter: Putting It in Practice

1 Imagine you are applying for the job advertised below. Write a cover letter highlighting your skills and experience relevant to this position. Exchange with a partner for feedback.

CLIENT SERVICE REPRESENTATIVE

This is an entry-level career opportunity in a highly visible client service-oriented position

Key Accountabilities:

- Respond to client-initiated contacts, delivering fast and efficient service, assisting with financial transactions
- Resolve problems at first point of contact where possible and refer more complex situations to senior officers
- Look for sales opportunities with all clients and refer to appropriate internal officers
- Adhere to compliance routines in carrying out transactions

Experience:

- Some experience in a client service role
- Industry experience in retail, hospitality, travel, or financial services
- Some experience working in a sales environment where formal selling thresholds and targets are routine

Skills/Competencies/Attributes:

- Friendly, outgoing personality
- Client-service orientation, driven to help clients meet needs or resolve problems
- Team player, driven to ensure that the whole team is successful in meeting client needs
- Relationship-building skills
- Strong organizational skills
- Retain knowledge about the features and benefits of a wide range of products and services and convey the information to clients
- Information-seeking skills; the ability to probe, find out more and improve your understanding of a client's situation or issue

2 Find a job posting you are interested in. Write a cover letter to apply to the position. Focus on the skills, attitudes and experience requested in the job posting. Use the writing guidelines and information from the OSP Work Habits to write a clear and convincing letter.

Interviews

Job interviews are your chance to show what you have to offer to potential employers. It is important to prepare before each interview:

- Do some research to find out about the company or organization.
- Review your skills and strengths as they relate to the position and the company's culture.
- Think of situations when you demonstrated your skills or strengths in previous jobs. Potential employers want to know that you have the skills you say you have; giving examples can help employers see that you really do have the skills.

It is also a good idea to prepare a question or two to ask the interviewer. You may ask specifically about the organization or the position, or you may want to follow up on something you heard in the interview.



In pairs or small groups, discuss the questions below. If you find some of the questions difficult to answer, search the Internet to find answers.

- 1. How can you prepare for an interview? Make a list of things you need to do.
- 2. What kind of information would be useful to know before an interview?
- 3. How could you find out about a company or organization?
- 4. How can you create a good first impression at an interview?
- 5. What dress codes and behaviours are appropriate during an interview?



Audio 4.4: Listen to a radio show guest talk about behavioural interviews. Answer the following questions.

- 1. How does a behavioural interview differ from a traditional interview?
- 2. What does an interviewee need to be able to do in a behavioural interview?
- 3. How can someone prepare for a behavioural interview?
- 4. What does SAR stand for?
- 5. Write an answer to the following behavioural interview question: "Describe a time you had a conflict with a co-worker and what you did to resolve the conflict."

Interview Questions

Interview questions can vary widely. Question types include closed questions, leading questions, open-ended questions, hypothetical questions, and behavioural questions. Different types of questions are asked for different purposes, such as to assess: qualifications, fit with company culture, interpersonal skills and style, potential, decision-making ability, or past experiences.

The first few questions in an interview are usually intended to gather general information about you and your work experience. Here are some sample questions. Prepare your responses and practise giving them with your partner.

Question	Possible responses
1. Tell me about your work experience.	
2. What type of work did you do?	
3. Where did you work before this?	
4. What companies did you work for?	
5. What did you do in your last position?	

- A common opening question at an interview is *Tell me about yourself*. Prepare a response to that question using the guiding questions below. Write your response and present it orally to the class. Your classmates will give you feedback.
 - 1. What is the purpose of this question?
 - 2. What information should you include in your response?
 - 3. How long do you think your should response should be?
 - 4. During the interview, how will you know when to finish your response?

Research indicates that the majority of Canadian employers consider a candidate's personal attributes as important as his/her work experience. For this reason, many interviewers ask questions intended to reveal a candidate's personal qualities and abilities. These questions are usually open-ended and require answers supported by examples of behaviour or facts. Because these questions can be challenging, you should prepare your responses before the interview.

The interview questions below are grouped into categories relating to the five attributes that Canadian employers value most. Discuss possible answers and prepare your responses. Add your own question to each category.

Ability to communicate:

- 1. Tell me about yourself.
- 2. What was your last position/job, and what did you accomplish there?
- 3. Why would you like to work for this company?
- 4.

Responsibility:

- 1. When did you first start working?
- 2. What were your responsibilities at your last job?
- 3.

Initiative:

- 1. What have you done that shows initiative?
- 2.

Leadership:

- 1. What, in your opinion, are the qualities of a good manager?
- 2.

Motivation and ambition:

- 1. Where do you see yourself in the next five years?
- 2. What are your expectations related to this position?
- 3. How can I know you are a hard worker?
- 4.



Search the Internet for typical interview questions with sample responses. Make a list of questions and compare with the rest of the class. As a class, create a list of 20 questions most commonly asked during interviews. Prepare answers for these questions at home using the tips you have researched. In class, work in groups of four. With a partner, take turns asking and responding to the questions while the other two classmates listen to your responses and offer feedback.

Possible search terms: interview questions; common interview questions; interview questions + tips; interview questions + answers

5

Read the job postings below. Imagine you are preparing to interview candidates for these positions. Write 10 interview questions you think would be suitable for each job. Compare your questions with another group and discuss the differences.

SOFTWARE TECHNICAL SUPPORT ANALYST (INTERNET APPLICATIONS/WEBSITES)

Education: Completion of high school and college/vocational or technical training

Specific Skills: Communicate electronically and in person with computer users experiencing difficulties to determine and document problems experienced. Consult user guides, technical manuals and other documents to research and implement solutions. Provide advice and training to users in response to identified difficulties. Collect, organize and maintain a problems and solutions log for use by other technical support analysts. Participate in the redesign of applications and other software.

Work Setting: Consulting firm

Computer and Technology Knowledge: Windows, Intranet, Internet, Applications - desktop, file management software, multimedia software, word processing software, spreadsheet software, presentation software, office suites, electronic mailing software, communication software, image editing software, HTML editing software

Work Conditions and Physical Capabilities: Fast-paced environment, work under pressure, attention to detail

PART-TIME COOK

Qualifications

- Preference will be given to individuals who are certified and hold a Red Seal Certificate.
- Experience in large quantity food preparation, preferably in healthcare or retirement care setting.
- Knowledge of special and therapeutic diets.
- Physically able to lift and transfer heavy, hot items and stand for majority of shift.
- Able to communicate in English required; proficiency in a second language is an asset.

Key Responsibilities

- Prepare and be responsible for the preparation of all foods for residents, guests and employees.
- Review menus and production sheets before preparing meals and prepare and serve them properly and attractively.
- Ensure use of proper food-handling techniques.
- Complete daily temperature audits for fridge, freezers and storerooms and record all food temperatures on daily audit form.
- Prepare and serve foods for therapeutic diets according to planned menus.
- Make menu substitutions as necessary and record these in designated place.
- Follow daily production charts, standardized recipes and daily composite menus, while working within
 a set budget.
- Comply with all provincial/municipal regulations and established dietary department policies and procedures.
- Participate actively in planning/preparing special occasion and theme meal days.
- · Attend department and facility staff meetings, in-services and other necessary training sessions.

We are looking for energetic, well-rounded, creative people who have compassionate and caring personalities and, above all else, a passion for the healthcare industry!

Prepare responses to the following interview questions. Provide specific examples to support your responses. With a partner, take turns asking questions and responding to them.

- 1. Tell me about yourself.
- 2. Describe your last job.
- 3. What is your greatest strength?
- 4. What do you think are the areas in which you need improvement?
- 5. Why do you want to work here?
- 6. Why do you think I should hire you?
- 7. Where do you see yourself five years from now?
- 8. Describe a conflict situation you have been in at work and how you dealt with it.
- 9. Are you good at decision-making? Can you prove it?
- 10. What did you like most about your last job?
- 11. Why did you choose this particular field of work?
- 12. Do you prefer working with others or by yourself? Why?
- 13. Give examples of times when you have shown initiative.
- 14. Describe a work situation in which you worked well in a team.
- 15. How good are you working under pressure? Meeting deadlines?
- 16. How do you feel about working overtime?
- 17. Are you a leader? Can you give examples?
- 18. What do you know about our company?
- 19. What are your salary expectations?
- 20. What would like to do in the next few years to develop yourself professionally?

Culture Note

During an interview you may be asked to provide references. Prepare a list of two or three individuals who can speak about you to potential employers. Include their names, positions and contact information. References may be former employers, teachers, or people you know socially or professionally. An employer may contact your references before offering you a position. When contacting references, employers may ask about your work habits and personality, but they may also want to confirm details of your work history.

Thank You Letters

After the interview, it is a good idea to send a brief letter of thanks or email to the interviewer. Not only is this a courtesy, it also gives you one last chance to make a good impression. A thank-you letter should express your appreciation for the interviewer's time, making reference to your meeting. The letter can restate a few of your key qualifications as they relate to the job, and communicate your interest in the position. Finally, use a standard closing line like the one below to wrap up the letter.

⊠ Message Begin with a brief acknowledgement To: donnarodriguez@abccompany.org From: ilongo@pic.net of your meeting. Subject: Thank you Date: December 12, 2010 Thank you for meeting with me this morning to discuss the Buyer position at Tradewell, Inc. I would like to reiterate my interest in the position and in your organization. Restate a few key After meeting with you, I believe I am a strong candidate for this position, and can strengths and skills deliver the skills and experience you are expecting from your Buyer. In addition to related to the job. my skills and experience, I have the enthusiasm and energy required to excel in this position. I look forward to hearing your decision regarding my application. Please feel free to contact me if you require further information. Express interest in Sincerely, hearing from the employer. Joanna Longo

- 1 Imagine you had a job interview that went well. Write a letter to the interviewer thanking him/her for the opportunity you were given. Remember to restate your key accomplishments/strengths as they relate to the job.
- Imagine you had a job interview that did not go well. Write an email message to the interviewer thanking him/her for the opportunity you were given and expressing what you have learned from it.

This chapter includes activities that can help learners develop the skills and background knowledge they need to write cover letters and résumés, and to participate in job interviews. These skills include: researching labour market information and occupation profiles, identifying and selecting résumé formats, writing résumé entries, structuring and writing customized cover letters, answering questions in a job interview, and writing thank-you letters.

These activities have been guided by the CLB performance conditions relating to LINC 7. If you want to develop your own activities for job search topics, consider the following performance conditions.

For researching job search information:

- Texts are up to three pages long and have clear organization
- Texts include articles, reports, charts and graphs, brochures, websites, advertising features, business letters

For writing résumés and cover letters:

- Forms (résumés) have over 40 pieces of information, with brief texts
- Letters are two or three paragraphs long (CLB 7) or three or four paragraphs (CLB 8)

For interviews:

- Topics are familiar, concrete and abstract
- Interaction is face-to-face or on the phone, semi-formal or formal
- Rate of speech is often at a normal rate
- Learner can partially prepare the exchange

You can use all or some of the activities in the order in which they are presented, or choose the activities that interest the learners you teach. For more ideas on possible skills and language functions related to Looking for a Job, see the LINC 5-7 Curriculum Guidelines, Units 9-11.



p. 439 | Introduction to Looking for a Job

Introduces the topic of looking for a job

Have learners discuss their answers in pairs or small groups, then take them up in a class discussion. Reinforce the notion that a job search takes a lot of preparation, and that some of that preparation can be done through this section of activities. Discuss the Culture Note.



p. 440 | Job Search Myths and Facts

Raises awareness of steps involved in a job search

This activity can be used to generate discussion and introduce information related to Canadian norms in the job search process.

Possible Answers

- 1. Some jobs are advertised; some are not.
- 2. Job seekers should always tailor a cover letter to a particular job. Some job seekers tailor their résumés to particular positions so that the appropriate skills are highlighted.
- 3. It is always a good idea to include a cover letter.

Answers (continued)

- 4–6. Depends on the situation.
- 7. Generally, references are provided after an interview.
- 8–10. Depends on the situation.
- 11–12. Generally true.



p. 441 | Online Job Search Resources

Introduces two job search resources available online

- 1 This activity can be part of learners' self-assessment prior to a job search.
- The *Working in Canada* tool gives comprehensive information on any occupation. If you have a long enough time in the computer lab, learners can work on their research there; learners can also do this research outside of class. Have learners present their findings as oral presentations; encourage the rest of the class to ask questions about the presented occupation.



p. 442 | Résumé Formats

Builds familiarity with typical résumé formats

1 Discuss the information text with learners; elicit what headings each format could include.

Answers

Functional résumé – job seeker B Chronological résumé – job seeker C Combination résumé – job seeker A

- **2** Ask learners to compare entries from the functional and chronological résumés. You can also provide more samples to illustrate the general principles of the two formats.
- **3** Ask learners to search the Internet for various résumé formats. Learners can narrow their Internet search to one résumé format and their occupation. Encourage learners to bring their own résumés to class as examples. If you have limited Internet access, you can provide printed samples of résumés to small groups of learners. Learners can also read tips on preparing the particular résumé format and present them to the class.
- **4** Have learners work in small groups. You can either assign one scenario per group or have each group discuss all of them. Have learners make a list of résumé headings for each profile.

Possible Answers:

- 1. Galina: combination résumé (needs to list skills and areas of expertise, has only one entry under work history)
- 2. Juan: combination or functional résumé (needs to focus on transferable skills)
- 3. Zahra: functional résumé (has no work experience, needs to highlight soft skills and personal attributes)
- 4. Pei: combination or chronological résumé (has a long work history showing advancement, needs to focus on skills and area of expertise to demonstrate that his experience can be transferable)

5 After learners write their profiles, they can share them in small groups and discuss options for résumé formats and headings.

Extend the Activity: Locate short online instructional videos on a writing a résumé. Show them in class (with a data projector) and have learners evaluate the usefulness of each video. Possible search terms: how to write a résumé video; how to write a chronological résumé video



p. 445 | Organizing Information for Your Résumé

Provides practice in brainstorming and organizing information needed for a résumé

1 To introduce this activity, elicit from learners how they would prepare to write a résumé (e.g., make a list, look at samples on the Internet, copy information or phrases they like). Explain how a résumé organizer can help them. It is their database of all the information they need to write a résumé. Later, this information can be selected and copied (cut and pasted) to tailor a résumé to a specific job posting. Learners can word-process a common version of a résumé organizer or create their own. Explain that this is work in progress and they may need to add to it as they continue their job search.



p. 446 | Writing Résumé Entries

Provides practice writing résumé entries in point form as well as writing a career objective statement

1 Discuss the text about résumé entries and the provided examples.

Answers

They provide details (such as numbers, percentages and amounts) that demonstrate the scope and responsibility involved in the person's duties. This gives the statements more impact and clarity.

2 Possible Answers

- 1. Needs information on the size of the booklet (e.g., number of pages), who it was for and how it was used
- 2. Needs to list specific duties (e.g., answered the phone, received clients, made appointments)
- 3. Could mention team's accomplishments
- 4. Needs to add size of the budget and the responsibilities or outcomes of the volunteer committee
- 5. Needs to add details about duties/responsibilities (e.g., served customers, handled complaints, restocked shelves)
- 6. Could add details about the project and responsibilities (dollar value, number of team members, duties)
- **3** Have learners research action verbs on the Internet; this can be done in the computer lab or as a home assignment. Learners can create a list of action verbs relevant to their occupation and write sample résumé entries with them.
- **4** Learners can work in pairs and discuss which information should be included as bullets. Then learners can write their entries individually and exchange for peer feedback.
- **5** Have learners prepare their entries and provide feedback.
- **6** Discuss the information text about career objective statements and provided examples; have learners research more statements online.

7 This activity can be done in pairs or small groups. The format and layout of this résumé can depend on personal taste, so there is no one "correct" answer to the discussion questions. There are, however, some areas/items that need to be corrected.

Possible Answers:

- 1. This format works; a combination résumé format could also work, highlighting specific qualifications and areas of expertise in lists.
- 2. The headings can work as they are; additional qualifications could be divided into two categories.
- 3. There should be more consistency in the wording (gerunds are mixed with past verb forms).
- 4. There should be more entries under the ECE teacher heading, since this is the job Laura is targeting; there could be fewer entries under the first listed job, since it is not relevant to her career objective.
- 5. There are some spelling errors (unload ing; pursing instead of pursuing; earcly).



p. 449 | Cover Letters

Introduces the structure and features of effective cover letters

1 Before this activity, discuss the sample cover letter on the previous page; ask learners to bring their own cover letters or use other examples as well. Ask learners how this cover letter could be improved.

Possible Answers

Things that could be improved:

- Should be addressed to a specific person
- Could list the skills he has rather than simply say he has the skills listed in the advertisement
- Could add to the second paragraph, including what kind of experience the 10 years was
- Could request an interview in a more direct way
- Does not demonstrate he is a particularly good fit for the job because it is too generic
- Should have a more formal tone (e.g., "I think I would do a very good job")
- Has spelling errors

Extend the Activity: learners can create a list of commonly used expressions in a cover letter (e.g., for referring to a résumé, requesting an interview, conveying interest in a position/company).

- 3 This research activity can be helpful for developing vocabulary (to describe skills and experience) for use in cover letters and interviews. Elicit from learners what hard and soft skills are; have learners make a list of hard and soft skills they have. Then, learners can answers questions about their skills using the three websites and compare with their lists. (For instructions on accessing information from the Essential Skills website, see one of the Essential Skills activities located in the chapter introductions.)
- **4** Learners can work in pairs and discuss the strengths and weaknesses of the example cover letter.

Possible Answers

Hard skills: customer relations, scheduling and training staff, supervision, generating sales and reporting Soft skills: interpersonal skills, attention to detail, team work, high work standards

5 You can also refer learners to the Settlement.Org website or the 211 website or telephone service.

Extend the Activity: Learners can phone or visit various places to enquire about possible services.



p. 453 | Cover Letter: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in writing business letters

This task (the first or the second activity) can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria provided or develop your own based on what you have taught.

Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- 1 Learners should read the job advertisement to identify the skills that should be highlighted in their cover letter. Then, learners write a cover letter, relating their own skills and experience to the position.
- **2** Learners write a cover letter for a job posting of their choice.

CLB 8-III: Convey business messages as written notes, memoranda, letters of request to indicate a problem, request a change, or request information.
Sample Assessment Criteria
Holistic: ☐ The purpose of the task is achieved
Analytic: ☐ Clearly states the purpose of the message
☐ Provides adequate details relevant to the message
☐ Clearly states whether or not the reader should do anything
☐ Uses the appropriate degree of formality
☐ Uses grammar correctly (e.g., verb tenses, articles or any grammar item taught in class)
☐ Follows a letter format
☐ Completes all sections of a letter accurately and correctly
☐ Uses correct punctuation, capitalization and spelling



p. 454 | Interviews

Introduces learners to the topic of job interviews

Have learners share their experiences related to job interviews; elicit from learners what they know about the interview process and strategies for handling interview questions.

1 Discuss answers in a class discussion after learners work in groups.

Extend the Activity: Learners can prepare a list of tips on preparing for an interview and share with the class.

2 Elicit types of interviews/interview questions that learners are familiar with. Then have learners listen to the recording and answer the questions.

Answers

- 1. Some employers believe that examples of past behaviour are a good predictor of future behaviour.
- 2. An interviewee needs to be able to provide examples of situations when they used and/or displayed their skills and strengths.
- 3. In order to prepare for this kind of interview, a candidate should spend some time thinking about their strengths and skills, and come up with examples of when they used them.
- 4. SAR stands for Strategy, Action and Result.
- 5. Answers will vary.



1 Audio 4.4: Transcript

Radio show interview

Sara: Hello, this the Sara Kato show. Today we have with us Joseph Nunez. Joseph is a human resources specialist and is here to talk to us about a style of interviewing that is becoming more and more widespread - a style of interviewing referred to as behavioural or behaviour-based interviewing. Joseph, thank you for coming in today to talk to us about behavioural interviews.

Joseph: You're very welcome, Sara. It's nice to be here.

Sara: I've heard a lot about behavioural interviews over the last few years. Can you tell me how they are different from what we might consider traditional interviews?

Joseph: Sure. Well, I guess ... first of all I should say that traditional interviewing focuses a lot on the actual skills required in a job. Interviewers might ask about an applicant's specific experience related to a job's requirements, or ask the applicant to describe the skills he or she has. In contrast, a behavioural interview focuses on the applicant's recent behaviours. The thinking is that this will help the employer predict an applicant's future behaviour.

Sara: Hmm, that's a lot to take in. So, in other words, the interviewer asks for examples of how a job applicant has behaved in different situations in the past?

Joseph: That's right.

Sara: Can you give me a couple of examples?

Joseph: Okay, well a traditional interview question might be something like: "This job requires someone with good teamwork skills. Can you tell me about your experience working in teams?" But if the interviewer followed a behavioural interview model, her question might sound something like: "What did you do in your last job to contribute toward a good teamwork environment?" Both questions are about teamwork, but they ask the interviewee to respond in very different ways.

Sara: Ah, I see. The behavioural interview question sort of forces the interviewee to describe examples of behaviour, rather than just stating that they have the skills or experience for the job.

Joseph: Yes, that's it exactly. In a behavioural interview, you really do have to be a lot more specific about what you've done in your job that demonstrates that you have the skills you say you have.

Sara: So, what should applicants do to prepare for this kind of interview?

Joseph: Well, first of all it's important to say that interviewees do need to prepare. They should spend some time thinking about their strengths and skills. And then - and this is important - they need to think about examples of when they used their skills or showed their strengths.

Sara: So, how would applicants describe these examples?

Joseph: Well they should think about these examples as stories. If they tell a good story, with a beginning, middle and end, and if the example is specific, then that is a good response. And keep in mind that a good story doesn't have to be long. Each response should only be about three to six sentences, or no longer than about a minute and a half in length.

Sara: That's a lot to remember. Do you have tips you can pass on about how to answer an interview question with a story?

Audio 4.4: Transcript (continued)

Joseph: Well, I like to think of each answer in three steps: first, describe the specific situation. Second, talk about what YOU did in this situation – that's the middle of the story. Finally, talk about the result or relevance of what you did. This is commonly referred to as the SAR strategy, where the acronym SAR stands for situation, action and result.

Sara: Okay, that kind of sounds complex. Can you give us an example of a question and a response?

Joseph: Sure. Let's say the interviewer says, "Give me an example of a situation in which you had to deal with a difficult customer or client." First, you need to briefly present the situation. Like, a customer wanted to return an item but because of the return policy, I couldn't refund her money. She became irate in front of other customers. So that's the first step. Second, you briefly describe what you did. For example, I apologized to the customer and calmly explained the store policy. When she remained angry, I gave her a copy of the store policy and the contact information of the head office in case she wanted to make a formal complaint. So that's the action part of the SAR strategy. Last, you describe the result. In this case, the customer calmed down and apologized for her angry outburst.

Sara: Oh, I see now. That makes it more clear to me. So, our time is almost finished, but before we let you go, do you have any other tips for our listeners when they answer these kinds of interview questions?

Joseph: Well, the most important thing is to think through how you have demonstrated your skills in your work experience. Preparing in advance will help you feel confident about responding to behaviour-based interview questions.

Also, try to stick with a conversational style – you don't want to sound like a robot! You want to express confidence and ease in an interview.

Sara: Well, thank you very much for this information. I know I have learned a lot and I'm sure our listeners have, too.

Joseph: You're welcome. Thank you for having me.



p. 455 | Interview Questions

Provides information on types of interview questions and strategies for responding to them; provides practice answering interview questions

- 1 Discuss with learners what each of the answers could include; ask learners to prepare their answers in writing and practise their responses in pairs.
- **2** Ask learners to prepare their responses based on the guiding questions. You can record learners' responses so that they can evaluate themselves. They can also work in small groups and provide peer feedback.

Extend the Activity: Learners can research the answer to this question on the Internet. Possible search terms: *typical interview questions; common interview questions + tips; how to answer interview questions*

- **3** This activity provides only a few sample interview questions. A longer list of questions appears in Activity 6.
- **4** Have learners create a list of 20 questions that everybody in class can practise answering. You can ask learners to prepare their answers at home; discuss/elicit in class what these answers/responses could include. Learners can practise their answers in pairs or small groups.
- **5** Learners read job advertisements and write interview questions suitable for the jobs advertised. They can include behavioural questions. Post all questions for the class to evaluate.
- **6** Before learners do this activity, you could have a class discussion to elicit possible answers to some of the questions. You could have learners do this activity in pairs as a mock interview, with learners taking turns as interviewers and interviewees. You can record learners' responses for self- and peer evaluation.



p. 459 | Thank You Letters

Introduces the topic of writing thank-you letters to interviewers

Discuss the information text and the sample letter.

1, 2 Ask learners to write thank-you email messages or letters for each of the situations. Learners can exchange their letters for peer evaluation.

Additional Information:

Learners may find the following websites useful in their job search. You can share this list with learners or develop activities relating to them.

Government job listing websites:

- Any job: Service Canada's job posting service: www.jobbank.gc.ca
- Ontario government jobs: www.gojobs.gov.on.ca
- Federal government jobs: www.jobs.gc.ca
- Ontario internship positions: www.internship.gov.on.ca
- Canadian Forces recruiting: www.forces.ca
- For youth: <u>www.exchanges.gc.ca</u>; <u>www.youthjobs.gov.on.ca</u>; <u>www.youth.gc.ca</u>
- Job search assistance: Job Connect: www.edu.gov.on.ca/eng/tcu/apprentices/jobconnect EN.html

Non-government job listing websites:

- Any job: www.jobbus.com;
 www.jobbus.com;
 www.jobshark.ca; http://jobsearch.monster.ca;
 www.workopolis.com
- Non-profit sector jobs: www.charityvillage.com
- Telecommuting jobs: <u>www.tjobs.com</u>
- Internship positions: www.careeredge.org