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:

- 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
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?

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.
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

1. You are going to hear a radio show guest talking about communicating by email. Before listening, 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
• emoticon
• acronym
• blunt
• hastily
• mumbling
• netiquette
• to re-route
• spam
• attachment

3. 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. T F
3. It is important to show good manners in email writing. T F
4. You can use emoticons in all kinds of email messages. T F
5. Acronyms and abbreviations used in email have been in use for a long time and are common in formal and informal correspondence. T F
6. Writing whole words in uppercase is considered mumbling. T F
7. You should respond to spamming right away. T F
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 Write the meaning of each of the common email emoticons listed below. Search the Internet for other emoticons used in email and add them to your list.

Possible search term: *emoticons*

1. : ) 
2. ; ) 
3. : ( 
4. : o 
5. :-< 
6. 
7. 
8. 
9. 
10. 

5 The following acronyms and abbreviations are commonly used in business writing. Write their meanings and explain when you would use them.

1. asap 
2. FYI 
3. TTYL 
4. FAQs 
5. BTW 
6. Att. 
7. Encl. 
8. Cc 
9. Bcc 
10. e.g. 
11. c/o 
12. n/a 
13. i.e. 
14. w/ 
15. tks. 

6 Discuss the following questions.

1. Do you use emoticons in email correspondence? Why?
2. Do you use acronyms and abbreviations? Why?
3. Have you ever written or read an email message and misunderstood its intent or tone? What caused the misunderstanding?
4. What are some things you can do to ensure that an email message is 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

   **Message 2**
   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

2. 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
Write email messages for the situations below. Decide whether the style is semi-formal or informal.

**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

Proofread and edit your work. Exchange your messages with a classmate for peer editing.
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?

2. **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
**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.*

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1. **Write email messages for the situations below. Use indirect questions to make inquiries.**

<table>
<thead>
<tr>
<th>Situation 1</th>
<th>Situation 2</th>
</tr>
</thead>
</table>
| 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 | 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 |

<table>
<thead>
<tr>
<th>Situation 3</th>
<th>Situation 4</th>
</tr>
</thead>
</table>
| 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 | 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 |
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

Message 2

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.

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.
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

   **Message 2**
   
   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.

   **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.

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Step 2
Respond to your partner’s email. Agree to meet, but suggest another time. Give a reason. Exchange emails.

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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
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?
A Memo or a Letter?

Read the following examples of memos and letters and answer the questions.

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.

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**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.

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**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.

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**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

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**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
Memo: Subject and Recipient

1. In the situations below, decide who the memo should be addressed to and if anyone else should receive a copy. Write a subject line that summarizes the message of the memo. Compare and discuss with the class.

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 working 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 company to donate non-perishable food items to a local food bank. Provide details about when and where the donations should be dropped off.

MEMO
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 the recipients of the memo to send their comments to you.

MEMO
To: 
Subject:
Cc:

2. Choose one of the situations above and write a memo. Proofread and edit it. Exchange with a partner for peer editing.
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.
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 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.

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**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
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.

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 cathy.pearson@tgb.com 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 retirement of our Director of Finance, Mr. Melvin Switzer. The event will take place on the 23rd of July and we anticipate your attendance 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.
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?

1. 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

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*

1. **Search the Internet for additional tips on writing concisely.**  
   Possible search term: *concise writing tips*
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,

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.

1 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

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,

Letter 2

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

1. 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

2. 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 a letter 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?

2. **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
Business Letter: Putting It in Practice

Write a letter for one 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.
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.

1 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
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:

<table>
<thead>
<tr>
<th>plywood</th>
<th>safety guard</th>
<th>paramedics</th>
<th>stretcher</th>
<th>severed</th>
</tr>
</thead>
<tbody>
<tr>
<td>table saw</td>
<td>bleeding</td>
<td>ambulance</td>
<td>bandage</td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

1. 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*
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:

<table>
<thead>
<tr>
<th>Cost</th>
<th>Softronic</th>
<th>MediaCorp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>$23,000</td>
<td>$25,700</td>
</tr>
<tr>
<td>Annual fee</td>
<td>$300</td>
<td>$0</td>
</tr>
<tr>
<td>Upgrades</td>
<td>$0</td>
<td>$250</td>
</tr>
</tbody>
</table>

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.
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?

<table>
<thead>
<tr>
<th>Date</th>
<th>Record of work for the month of March, 2010</th>
<th>Supervisor's initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/03</td>
<td>Participated in team meeting; reviewed project documentation</td>
<td>M.S.</td>
</tr>
<tr>
<td>12/03</td>
<td>Researched data for preliminary report</td>
<td>M.S.</td>
</tr>
<tr>
<td>13-16/03</td>
<td>Prepared research report &amp; summary; prepared PowerPoint presentation</td>
<td>M.S.</td>
</tr>
<tr>
<td>17/03</td>
<td>Gave presentation to team</td>
<td>M.S.</td>
</tr>
<tr>
<td>18/03</td>
<td>Filed documentation; prepared letters to clients</td>
<td>M.S.</td>
</tr>
<tr>
<td>19/03</td>
<td>Compiled client list</td>
<td>M.S.</td>
</tr>
<tr>
<td>22/03</td>
<td>Filed documentation</td>
<td>M.S.</td>
</tr>
<tr>
<td>23/03</td>
<td>Participated in weekly team meeting; reported research results</td>
<td>M.S.</td>
</tr>
<tr>
<td>24/03</td>
<td>Prepared letters to clients</td>
<td>M.S.</td>
</tr>
<tr>
<td>25/03</td>
<td>Attended in-house workshop on complaint protocol</td>
<td>M.S.</td>
</tr>
<tr>
<td>25-26/03</td>
<td>Surveyed clients; prepared report on client needs</td>
<td>M.S.</td>
</tr>
<tr>
<td>29/03</td>
<td>Co-ordinated team meeting</td>
<td>M.S.</td>
</tr>
<tr>
<td>30/03</td>
<td>Filed client documentation; prepared letters</td>
<td>M.S.</td>
</tr>
</tbody>
</table>

2. 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.
Informal Report: Putting It in Practice

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

1. 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.
Email Conventions

Introduces common email conventions

1. Introduce the topic by having a discussion using the three questions. This can help you determine learners’ familiarity with email conventions.

2. 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.

4. **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.
Audio 2.4: Transcript (continued)

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.

Answers
1. as soon as possible  9. blind carbon copy
2. for your information  10. for example (from Latin *exempli gratia*)
3. talk to you later  11. care of
4. frequently asked questions  12. not applicable
5. by the way  13. in other words (from Latin *id est*)
6. attachment  14. without
7. enclosure  15. thanks
8. carbon copy
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.

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.
   3. The message can be improved by omitting the unimportant details, adding the missing information, and shortening the sentences.

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*

Thank-you Messages

Provides practice writing thank-you email messages

1. **Answers**
   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).
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).

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

Memo Writing: Introduction

Introduces elements of effective memo writing: format, style and audience

1 **Answers**

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.

A Memo or a Letter?

Compared 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 face-to-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.

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.
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](http://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).

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 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

1. information, hesitate C  
2. enclosed B or C  
3. delivered B  
4. convenience C  
5. complain O  
6. attention, appreciated C  
7. response O  
8. reached, assistance C  
9. refund B

p. 167  The 5 Cs of Writing Business Letters

Provides background information on effective business-letter writing

1 Answers

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.

3. 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

1. 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.

   **Answers**
   - 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 …)
Provides listening and letter-writing practice

1. 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.

2. 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.

3. Learners listen to a dialogue between the parent and the principal during a meeting and answer the questions.

4. 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.

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.
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.

Answers

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.
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.
**Accident Report: Introduction**

Provides background information on an accident report; introduces the Workplace Safety and Insurance Board Form 6

1. 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 practice 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.)

**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.
Introduces common workplace reports

1. 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.

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.

2. 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.

**Answers**

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.

**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
Answers (underlined)

New Brunswick site: The project is in progress. The estimated date of completion is November 20th, given the difficulties with steel shipping and staff shortage on site. If these difficulties are resolved, the project will be completed by November 12th.

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.

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.
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.

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