

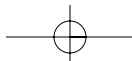


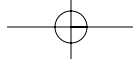
# Writing

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# The Writing Process



Writing, like any kind of creation, doesn't just happen. Writing is a process that takes time and thought. Almost every time you write something, you go through some — or all — of the steps in the writing process.

## The Writing Process

Choose a format and topic



Generate ideas



Write a first draft



Revise on your own



Revise with a partner, where possible



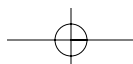
Write the final draft

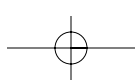
### ► Choose a format and topic

Decide on your topic — either something that interests you or something that has been assigned to you.

Choose the writing format you will use: opinion paper, response paper, descriptive paragraph, narrative, explanation, report, formal essay, or familiar essay.

Decide who your audience will be. Understanding who will be reading your work will help you decide how formal it should be and what type of language you should use.





## ► Generate ideas

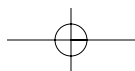
Begin by brainstorming all the ideas you might want to develop in your writing piece. Share your ideas with someone else to make sure that you have included everything you need.

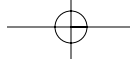
Begin to put your ideas in order so that you save the strongest point, most interesting idea, most exciting anecdote, or most convincing argument for the end.

## ► Write a first draft

Using the order you designed as a guideline, begin to write your piece. A computer is useful because it allows you to change words, move sentences and paragraphs, and remove or rewrite text easily and effortlessly.

In your first draft, don't worry about spelling, grammar, punctuation, or typing errors. Just keep writing until you feel you are finished.





## ► Revise on your own

This part of the process involves four steps.

### **First, revise for content. Ask:**

- Does the writing say what I wanted it to say?
- Have I repeated ideas unnecessarily?
- Are the ideas in a logical, easy-to-follow order?

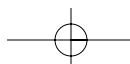
Delete any ideas that repeat, ramble, and don't connect with the rest of the writing. Make your introduction and conclusion as strong as you can. Ensure that facts and figures are correct and that sources are properly cited.

### **Next, revise for vocabulary.**

Circle words that you have repeated many times and use a thesaurus to replace them with synonyms. Find any words that are too simple (for example, said) and replace them with words that are more sophisticated (for example, shouted, cried, or yelled). Read over your work to make sure that you have not over-edited. The writing should still sound like you.

### **Next, revise for structure.**

- Does your writing piece follow the conventions of the format (for example, an essay has an introduction, a body, and a conclusion)?
- Do your paragraphs have all of the elements they need?
- Have you separated different topics into different paragraphs?
- Have you used a variety of sentence structures (simple, complex, compound)?



## Finally, revise for spelling and grammar.

If you're using a computer, use a spell-check or grammar-check feature, remembering that these features won't catch all mistakes. Make sure to check punctuation and capitalization. Check the spelling of any words that usually give you trouble. Check for misspelled versions of their/there/they're and to/too/two.

## ► Revise with a partner

Choose someone with whom you are comfortable and from whom you can accept criticism.

Have your partner read the piece silently and give a quick opinion without thinking too much. Then have your partner read the piece out loud to make sure the words flow smoothly.

Ask your partner to comment on the following:

- Format — Does it follow the appropriate structure?
- Tone — What is the tone of the piece? Is that the tone you had in mind?
- Vocabulary — Is it appropriate? Is it too formal or informal?
- Sentence structure — Do the sentences flow well? Is the writing too choppy or does it ramble too much?

## ► Write the final draft

Once you have completed all the steps of editing; type, rewrite, or print out your final draft. Choose a font that is clear, distinct, and easy to read.

# How to Research



## Before You Start

Research involves looking for information from a variety of sources. You might do research for school (for example, for an essay on a career in sports), for personal reasons (for example, to find a used car), or in the workplace (for example, to find out how customers use your company's product). Although sources change, the skills stay the same.

Before you follow the steps to research, think about these questions:

- What research sources have you found helpful recently?
- What challenges did you face with your most recent research?

## Do It Yourself

### Steps

- **Step 1** Determine the topic of your research. If you have a choice, choose a topic that interests you, or one that you would like to know more about.
- **Step 2** In a simple sentence clearly state the purpose for your research:
  - I want to find information about a career in drywalling.
  - I want to find information about buying a used car.
  - I want to find information about travelling to Barbados.
  - I want to find information on the topic of the Young Offenders laws.
- **Step 3** Identify the sources you'll go to for information — newspapers, magazines, the Internet, people, books, and so on. You might find that the information that's available forces you to change or adjust your topic. For example, you may find more current information about a topic related to the one you chose rather than about the one you chose. Make any changes in topic you think are necessary.
  - If you are researching a career, consider getting information from the Guidance Department at your school, an employment or job skills training centre, a union office, someone who works in this career, the Internet, or job ads.

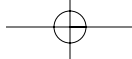
- If you are researching a purchase, know your price range, and consider getting information from a store that sells the item, books, articles, the Internet, newspaper ads, and so on.
- If you are researching travel, know your budget and travel dates, and consider getting information from a travel agent, books, articles, pamphlets, newspaper ads, the Internet, or someone who has travelled to this location.
- If you are researching a topic for a report, consider getting information from books, articles, outside agencies, special interest groups, experts, or the Internet. Consider where you might be able to get support material, such as visuals and samples.

- **Step 4** Keep clear, accurate, and detailed notes. Record your information on  $3 \times 5$  cards. Your notes should include information about the source so that you can cite it (refer to it) in your work. Get as much information about your source as you can. This way, you or someone else can return to it or check it to be sure that you were accurate.

To cite a book, you will need the author's name, the book title, the name of the publisher, and the date and city of publication. To cite a magazine or newspaper, you will need the title of the article, the author's name, the title of the publication, and the date or issue number of the publication. To cite a Web site, you will need the name of the site, the URL of the site, the name of the author of any information that you have used, and perhaps the date that you found the information. To cite video or film, you will need the title, the name of the producer and the distributor, and possibly the date of production.

You may cite your references within your report, where you have used their information. You can also provide a complete list of sources at the end of your report. Use a style guide that your teacher recommends.

- **Step 5** Once you have gathered all your information, spread out your cards in front of you. Move them around until the information is organized in a way that presents all the facts clearly.
- **Step 6** Follow the steps of the writing process (see pages 50-53) to write a report, summary, article, or opinion paper to share the information you have found.



**HOT**  
tips

- Brainstorm a variety of research topics and then narrow your focus.
- Remember to verify information found on the Internet — anybody can post anything on the Web, and information may not be correct. (For more about Internet research, see How to Search on the Internet, page 150-153.)
- Cite all sources for any information you find and use — whether it's from a book, a magazine, or the Internet.

Here are some sources that you might use to research. As you read them, think about what kind of information you might be trying to get from each one. Why is that source a good one for the information you seek?

**Model 1**

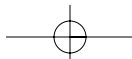
URL, or address, of Web site

type your topic into the subject box

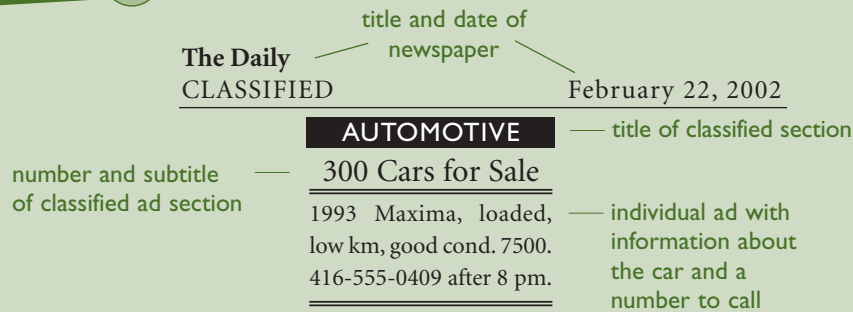
general topics that you can search

click "Search" or "Go" to have the engine find your information

name of directory



## Model 2



## Think about It

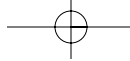
If you wanted to learn more about the car advertised in the newspaper model above, what key words might you use in an Internet search?

## Use the Anthology

The anthology includes classified ads (pages 84-88); Web pages (pages 208-209); and travel brochures (pages 222-227 and pages 235-238). You can use all of these sources for research. What characteristics of the format of each source make the source useful for research? Are some sources of information easier to use than others? Why?

## Activity

1. Choose a topic of interest to you that is related to the world of work. Begin an Internet search for information about this topic (see How to Search on the Internet, pages 150-153). Keep accurate information about where you find the details. Search for at least five pieces of information. Discuss why you think the source is reliable or why it might be a source you need to question.



# How to Write a Paragraph



## Before You Start

A paragraph is a group of sentences that focuses on one topic or one main idea. A paragraph starts with a topic sentence, which tells clearly what the paragraph is about. Next come one or more sentences which explain or develop the topic sentence. A paragraph ends with a final statement which summarizes, restates, or links the paragraph to a similar topic in the next paragraph.

Before you follow the steps to write a paragraph, think about these questions:

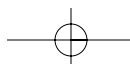
- What do you already know about paragraphs?
- What kind of paragraphs can you see yourself having to write in the workplace?

## Do It Yourself

### Steps

- **Step 1** Choose a topic for your paragraph. Think about how you feel about the topic and how you are going to share your ideas. Then think about the audience for whom you are writing. Write your topic sentence.
- **Step 2** Brainstorm and list all of the ideas you want to include in your paragraph.
- **Step 3** Decide on the order of your ideas. Which idea describes your topic? Which idea should come next? Which idea should come after that? Use linking words to connect the ideas in your paragraph. The last sentence before your final sentence should be the idea that best and most clearly supports your topic sentence.

If you are writing more than one paragraph, you can include one main idea for each paragraph. Begin with a paragraph that introduces your topic. Next, decide on the order of the paragraphs so that they support your topic. Finish with a paragraph that summarizes your topic. For each paragraph, follow the steps listed here.



- **Step 4** Write your concluding statement if necessary (see expository paragraph, below). Make sure it summarizes and restates your topic sentence and that it doesn't include any new information or new ideas.
- **Step 5** Re-read and revise your work. Check to make sure that you have used complete sentences, that the order you have used makes sense, and that the purpose and supporting details of your paragraph are clear. If you like, have someone else read it as well. Check for, and correct, any grammar and spelling errors.
- **Step 6** Write your final draft.



- There are three main types of paragraphs:
  - A **narrative** paragraph tells a story and pays particular attention to character, setting, and conflict.
  - A **descriptive** paragraph gives a single impression of something to the reader. It uses many details to create a vivid picture and appeals to the senses.
  - An **expository** paragraph explains. It gives information and should be clear, factual, and straightforward. It includes a concluding sentence.
- For an expository paragraph, consider giving information by comparing and contrasting (telling how things are similar and different), by using cause and effect (using facts and examples to support what you write), or by giving an opinion.

Here is a model of each of the three kinds of paragraphs. As you read each model, think about the kind of information it gives you.

## Model 1

### Narrative Paragraph

topic — sentence	<p><u>The plan was about to be realized.</u> Despite great difficulty acquiring parental approval, Sal, Josh, and Gerpet <u>finalized their plans to begin the canoeing adventure</u> they had been planning since they had first met and become close friends in Grade 9. Here they were — high-school graduates at last, 18 years old, and <u>ready to move on to the next phase of their lives, but not without completing the plan.</u></p>
supporting — details	
final — statement	

## Model 2

### Descriptive Paragraph

many details — create a vivid picture	<p>I, who cannot see, find hundreds of things to interest me through mere touch. I feel the <u>delicate symmetry of a leaf.</u> I pass my hands lovingly about the <u>smooth skin of a silver birch,</u> or the <u>rough, shaggy bark of a pine tree.</u> In spring, I touch the branches of trees hopefully in search of a bud, . . .</p> <p>— <i>from Three Days to See, Helen Keller</i></p>
---	---

### Model 3

#### Expository Paragraph

cause — Poor preparation for classes remains an important reason  
 effect — why students fail. Preparation for class includes sufficient sleep,  
 good eating habits, and a routine that assures that students will  
 attend classes every day and arrive on time. Unfortunately,  
students are sidetracked by many other distractions that take  
 place in their daily lives.

— fact

#### Think about It

In which type of paragraph is it important to use colourful adjectives? Why?

#### Use the Anthology

You will find paragraphs in many of the selections in the anthology. There are paragraphs in newspaper articles, such as “Rising Threats of Violence in Schools Concern Police” (pages 115-116), short stories such as “Walking” (pages 164-175), and non-fiction pieces, such as “Boom, Bust, & Echo 2000” (pages 37-41). Choose a paragraph from one of the selections in the anthology. What information does it give you? What kind of paragraph is it?

#### Activities

1. Choose a writing sample that you have previously completed. Select one paragraph that you feel could use some improvement. Follow the steps on pages 58-59 to improve that paragraph.
2. Imagine you have just completed your first day of work at a new job. Follow the steps here to write a paragraph describing your day.
3. Follow the steps to write a paragraph on a topic of your choice.

# How to Write an Opinion Paper

## Before You Start

An opinion is an idea or a point of view that someone has about a certain topic. One way to share your ideas is in an opinion paper — a piece of writing that communicates and supports your opinion in an organized way. An opinion paper is strongest when it is factual, logical, clear, and unemotional. Most often, people write opinion papers to respond to something they have read or heard, or to share an idea of their own.

Before you follow the steps to write an opinion paper, think about these questions:

- What topics do you have strong opinions about?
- Why would you like to be able to write a strong opinion paper?
- Why might it be important to share your ideas in the workplace?  
Why would it be important to share them clearly?

## Do It Yourself

### Steps

- **Step 1** If you are responding to something you have read, read the article or piece of writing several times. Read it carefully. Highlight (with self-stick notes in a book or with a highlighter on a photocopy or clipping) the sections that you think show the topic of the writing, the author's attitude toward the topic, and the key points the author uses to support his or her views.
- **Step 2** Write a topic sentence that clearly outlines the topic for discussion and how you feel about it.
- **Step 3** If you are responding to a piece of writing, plan your response. Do you agree with the author's view? If you do, summarize the points with which you agree, and explain why. Do you disagree with the author's view? If you do, summarize the points with which you disagree, and explain why.  
  
If you are writing a paper on a topic of your choice, brainstorm and note ideas that support your opinion.

- **Step 4** Organize your ideas into paragraphs, following the steps in How to Write a Paragraph (pages 58-59). Step 3 explains how to write a group of paragraphs. Use your strongest point as the topic of your last paragraph before the conclusion.
- **Step 5** Write each paragraph, making sure to support your statements with facts, statistics, personal experiences, anecdotes (stories of things that have happened), or with portions that you have highlighted from the piece of writing. Remember to use connecting words between paragraphs to help link your ideas. Make sure that each paragraph helps to support your opinion clearly.
- **Step 6** Write a concluding paragraph. Summarize your opinion, but don't add any new ideas.
- **Step 7** Follow the steps of the writing process (pages 50-53) to revise, edit, and prepare the final version of your opinion paper.

HOT

tips

- You may agree with some parts of an article and disagree with others. Be sure to state that in your introduction and restate it in your conclusion.

**As you read these models, think about the words that tell you whether the opinion paper is a response to a piece of writing or an expression of someone's point of view on a topic of his or her choice.**

### Model 1

On Wednesday, April 5th, an article appeared in the *Era-Banner* newspaper entitled "Teen vandals show attitude of the 90's," written by George Snow. As a teenager who lives in the community Mr. Snow wrote about, I take great exception to his generalization that all teenagers are idle vandals who roam the streets looking for an opportunity to vandalize public property.

— writer's opinion

information  
from the  
original article

— Mr. Snow inaccurately reports that large groups of teenagers regularly vandalize the James Ball Park area by tagging the walls and pulling down the fence around the property. As a regular user of the ball diamond, I have seen one incident of tagging that occurred this past summer. The taggers were not teenagers, but two nine-year-old boys who were reported to the police by the coach of my ball team. I checked with the Parks and Recreation Department and learned that there have been no other tagging incidents.

new facts to  
support writer's  
opinion

Mr. Snow should check his facts regarding the damage to the fence. This damage was not caused by teen vandals but by the trucking firm whose property is attached to the park. The trucks often back up when loading and back into the fence, as there is little room to turn. I have witnessed this several times while I have been in the park.

restatement  
of writer's  
opinion

While I realize that there are teens who are disrespectful, Mr. Snow needs to understand that many of us appreciate the park and use it appropriately. His facts are incorrect and his reporting is harmful to teen reputations. He has taken incidents out of context and has generalized attitudes that do not exist in all cases. Mr. Snow needs to have an attitude check and leave teens alone. His article is inaccurate and unfair to the teens of this community.

## Model 2

### Modelling Ads Mislead Youth

*By Morning Star Trickey*

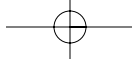
Advertising reaches a huge audience — according to marketing statistics research, the average person is bombarded by approximately 7000 broadcast messages daily.

The impact fashion and cosmetic advertising have on youth concerns many people: It sets a standard for

attractiveness that most teens, whether consciously or subconsciously, attempt to adhere to.

— writer's  
opinion

Critics complain the standards in fashion and cosmetic advertising are unrealistically high. For example, the model in an advertisement is always beautiful, with flawless features and a perfect body. It is unreasonable for anyone to expect to reproduce this contrived appearance.



For instance, Deborah Samuel, one of Canada's top fashion and advertising photographers, says, "A model can spend hours with her hair and makeup alone. It could take several hours to get the right shot. No one should expect to look like that."

person a certain lifestyle, nor can it give the person happiness. Advertising only shows people what they want to see, and what they would like to be, she says.

comments from different sources to support writer's opinion

In Ms. Samuel's opinion, physical perfection is not something to strive for.

Fashion and cosmetic advertising may also be a contributing factor to a youth's low self-image. Sunshine Martinez, 18, a student at George Harvey C.I., says, "Every girl I know thinks she's fat. Girls have this picture that you have to be a bone rack to be attractive. And I think most fashion advertising reinforces this negative concept."

If teens think positively of themselves, they will not take seriously the perfect images created by advertising. "Teens follow trends because they are not comfortable with themselves. If you like yourself, then you don't need to look or act like anyone else," says Ms. Samuel.

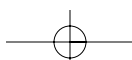
Danielle Gagnier, a young Toronto model, says that she has considered giving it up. "I felt like a product, not a person. I really think people's expectations are too high. The money is great, but I sometimes feel like I'm being used."

According to Dr. Elaine Borins, a psychiatrist and the director of The Women's Clinic at Toronto Western Hospital, many advertisements convey this destructive image.

Furthermore, Dr. Borins believes that a certain product can't give a

She also says fashion and cosmetic advertising do seriously affect many teens. Many girls feel inadequate because they don't look like the model in the advertisement. And Ms. Gagnier feels, "Teens really don't need that kind of pressure on them."

summary of writer's opinion



### Think about It

How are the points of view and tone different in the two sample opinion papers?

### Use the Anthology

The article “Why Idalécio’s as Canadian as maple syrup” (pages 30-31) is one man’s opinion about what makes him Canadian. He is responding to a television ad called I Am Canadian. What words in his opinion piece show you that he is responding to something he has seen or heard?

### Activities

1. Read your local newspaper. Choose an editorial or an article that addresses an issue about which you have an opinion. Write an opinion paper which clearly indicates how you feel about the article.
2. Brainstorm a list of issues that are important to you. Choose one and write an opinion paper explaining and supporting your stand on the issue.

# How to Write a Report

## Before You Start

A report is a piece of writing that describes a topic that you understand well, either through research or personal knowledge. The skills are similar for writing everything from a book report to a police incident report to a sales report.

Before you follow the steps to write a report, think about these questions:

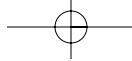
- What reports have you read? What did you notice about how they were organized?
- Think of a report you have written recently. What was the topic? What steps did you follow to write it?
- What kind of language do you usually use when you write a report?

## Do It Yourself

- **Step 1** State the topic of your report clearly. For example, “In order to become an apprentice in the drywalling trade, there are five important steps you need to follow.”
- **Step 2** Gather your information. For some reports, you will need to do research (see *How to Research*, pages 54-57). For other reports, you will be sharing knowledge that you already have. In either case, take notes about the information you are gathering. List the sources you use (see *How to Research*, Step 4, page 55)
- **Step 3** Organize your information by placing your notes (recorded on index cards, separate sheets of paper, the computer, and so on) in the order that makes the most sense to you. Just like with a paragraph (see pages 58-59), you want to state your topic, write several paragraphs that describe and explain your topic, and then share your findings.
- **Step 4** Read your information again. Are the steps in the right order? Does the information make sense? Have you given information to prove or back up the statements you made?

Steps





- **Step 5** Conclude your report by restating some of your key points.
- **Step 6** Write a final sentence that gives a conclusion or shares your findings.
- **Step 7** Follow the steps of the writing process (pages 50-53) to revise and edit your report before completing your final version. Make sure to include in your final report a list of sources you have used (see How to Research, Step 4, page 55).

HOT

tips

- If your report is long, use subheadings to help the reader.

**Here is an example of a report. What do you think makes it different from other kinds of writing?**

### Model

#### Droughts and Floods

topic — In many parts of the world, droughts and floods are rare, while some areas of the world are continually plagued by the destruction that droughts and floods can cause.

Millions of people live in dry grassland and partial desert areas where there is little rain, even in a good year. If there is no rain, an entire year's food supply may be lost. If there is no rain for several years, millions of people face starvation. This is what happened across the dry region of Africa in the mid 1970s and 1980s. — description of topic

While some parts of the world suffer from extreme dryness, other parts of the world face the continual threat of extreme rain. Tropical regions receive much more rain than temperate regions. In these regions, the air is very hot, and it holds a huge amount of water. The combination produces frequent thunderstorms and heavy rains. Most violent are the monsoon rains that sweep into India and Southeast Asia in May and June each year. The rivers cannot cope,

resulting in flooding that destroys food supplies and housing and causes the drowning of many animals as well as humans.

Extreme weather conditions, whether they involve no rain or an overabundance of rain, can cause great hardship for those who live in these regions.

— restatement  
of key points

### Think about It

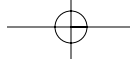
What visual elements could you add to this report to give more information?

### Use the Anthology

Read an incident report (pages 176-177). How does that report compare to the report here?

### Activities

1. Write a report about a career that interests you. The report must list your information sources and include the following details:
  - a description of the job — exactly what the worker is required to do
  - educational requirements — any requirements, including post-secondary courses or experience (college, apprenticeship)
  - average salary
  - how to apply for the job
  - comments from people who are presently employed in this career
2. Write a short report about one of your co-op placements, or imagine that you have had a job. Describe the job and your responsibilities; the goals you set for yourself; how you tried to achieve those goals; and whether you feel that you did achieve them.



# How to Write a Formal Letter



## Before You Start

A formal letter is a letter that uses formal language and format. You might write one to go with a résumé, to register a complaint, or to ask for information. A formal letter includes a date, the addresses of the sender and the recipient, a formal greeting (Dear Mrs. Fong, Dear Sir), and a formal closing (Sincerely, Yours truly).

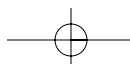
Before you follow the steps to write a formal letter, think about the following:

- What formal letters have you written or received in the past?
- Think of a formal letter that you wrote. What was your purpose in writing it?
- How were the words you used in your formal letter different from words you would use in a note to a friend?

## Do It Yourself

### Steps

- Step 1** Write an outline of your letter. Using one line for each, write your name, street address, city and province, and postal code several lines down from the top left corner of the page. Leave two line spaces. Write the date, including the year. Leave two line spaces. Using one line for each, write the recipient's name, company name if any, street address, city and province, and postal code. Leave two line spaces. Write a formal greeting (Dear ... ,).
- At the top of the page, state the purpose of your letter. Then, think about the reader: Who are you writing to? What position does he or she hold? In the outline, make a note of that person's name, address, and position.
- Next, think about the impression you want to give the reader. What is the tone of the letter? What impression of yourself do you want to present? What type of words should you use? The words you choose will set the tone of the letter.



- **Step 2** Brainstorm a list of facts you want to include in the letter. Use the middle of your outline page for this.
- **Step 3** Choose the facts you want to use. You might do this by highlighting or circling the most important points.
- **Step 4** Put your facts in order. What is the most important fact? What is the next important fact?
- **Step 5** Begin writing your letter. In your first sentence, clearly state the purpose of your letter (see Step 1). Sometimes, it's a good idea to make this sentence stand alone to make the greatest impression on the reader.
- **Step 6** Write the body of your letter, using your outline as a guide. Write two or three short paragraphs that state and explain your facts, in the order you chose. If you are writing a covering letter that goes with a résumé, don't retell what is in your résumé. Focus instead on why you should be the person the company hires. Identify your unique skills and qualities.
- **Step 7** Write a short, closing paragraph for your letter. How you end the letter will depend on why you are writing it, but do include any final information your reader might need. You might want to restate your purpose using other words. Or you might want to thank the reader for considering your request. If you're writing a letter of complaint, tell the reader exactly what you'd like him or her to do to satisfy you.
- **Step 8** Revise the ideas in your letter. Ask yourself: Have I been clear? Have I said everything I need to say? Is there anything that isn't necessary that I should delete? Have I used proper business letter form?
- **Step 9** Edit your work, taking time to check your grammar and spelling carefully. (You might want to use the spell check and grammar check on your computer.) Look for repeated words and use the thesaurus to help you replace them.
- **Step 10** Print or type your letter and sign your name. Make sure your name, address, phone and fax numbers, and e-mail address are on the letter so that you can be contacted.

Here are three different kinds of formal letters. As you read them, think about why the language used in each one is different.

## Model 1

sender's name and address {  
LaVerne Watson  
133 Elm Street  
Dartmouth, NS  
B4L 1B2

date — March 12, 2002

where letter is being sent; name and address {  
Mr. N. Ito  
Superior Appliance Repair  
2700 Wilson Road  
Dartmouth, NS  
B4L 2C3

formal greeting — Dear Mr. Ito,

I am writing this letter to complain about the service I received when your company sent a repair person to my home on March 5, 2002.

— purpose of letter  
— date of incident

The dispatcher told me that the repair person would arrive between 12:00 and 2:00. At 3:00, I was still waiting. The repair person finally arrived at 3:30. She had a work order that listed the part I needed for my dryer, but she did not have the part with her. She planned to leave, pick up the part, and return the next day. I needed my dryer fixed right away and she could not do that. I was forced to call for after-hours service from another company, who fixed my dryer that night. However, I had to pay an extra \$50.00 for the service.

— details of incident

action that writer wants taken — I feel that your repair person should have made an effort to return with the part once she knew it was missing. Since she could not, I would like your company to reimburse me for the \$50.00 charge I ended up paying. A copy of the bill is enclosed.

I look forward to hearing from you.

formal closing — Sincerely,

LaVerne Watson

*LaVerne Watson*

## Model 2

sender's name and address { Michel Lacroix  
Box 49  
Timmins, Ontario  
P4N 1B3

date — November 6, 2002

where letter is being sent; name and address { Rolande Brown  
Quick Cuts  
100 Main Street  
Timmins, Ontario  
P4N 1B5

formal greeting — Dear Mr. Brown,

Please accept my letter of application for the position of hairstylist, which was advertised in the *Era-Banner* on Monday, November 4. } introductory sentence — purpose of letter

As you will see from the attached résumé, I have several years of experience in hair salons. I am very friendly and enjoy working with people to make them look and feel good. I learn quickly and am always interested in new experiences. I think you would find me a good addition to your hairstyling team. } main body of text with relevant information

I look forward to hearing from you.

formal closing — Sincerely,

*Michel Lacroix*

Michel Lacroix

## Model 3

sender's name and address { Two Brothers Mechanics  
Box 98  
Sioux Lookout, ON  
P8T 1B7

date — August 27, 2002

where letter is being sent; name and address { Sarah Mason  
Mason Auto Parts  
1243 Main Street  
St. Catharines, ON  
L4X 1A2

formal greeting — Dear Ms. Mason,

We have received the shipment of parts ordered from your company on August 1, 2001. All parts ordered were delivered.

introductory sentence — purpose of letter

Please find enclosed our cheque in the amount of \$4700.00 to cover the invoice included with your delivery.

We look forward to working with you again.

formal closing — Sincerely,

*Thomas Silver*

TWO BROTHERS MECHANICS

## Think about It

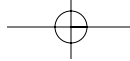
What similarities and differences do you see in Models 1, 2, and 3?

## Use the Anthology

You can find formal letters on pages 219-220. Do you think those letters show that the steps outlined here were taken to write them? Explain your thinking.

## Activities

1. Write a letter of complaint about a real or imagined service you received (bike repair, stereo purchase) that was not satisfactory. Remember that you want to complain, but you also want the service to be completed. Make sure your tone is balanced.
2. Imagined that you have seen a one-week summer cottage rental advertised, and you and a group of friends wish to rent the cottage. Write two letters of inquiry. The first letter should have a familiar tone (you are writing to someone who knows you). The second letter is a formal letter to someone you do not know. Both letters must ask for details about the rental and show that you and your friends are responsible and reliable.



# How to Write a Résumé



## Before You Start

A résumé is a short, well-organized summary of who you are, what you have done, and what skills you have. There is no right way to write a résumé, but there are three typical styles of résumé writing — a chronological résumé, a functional résumé, and a combination résumé. You'll find models on pages 79-81.

The key to a good résumé is to present your information clearly, concisely, and in an easy-to-read format. The ideal résumé is no longer than two pages. It includes your full name, address, and phone number, and fax number and e-mail address if you have them.

Before you follow the steps to write a résumé, think about these questions:

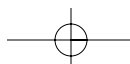
- Do you already have a résumé? How is it organized?
- What kinds of information have you included in your résumé or have you seen in other résumés?
- If you don't have a résumé, what information might you include when writing one?
- Why do you think it is important to take into account the kind of job you are applying for when deciding what style of résumé to write?

## Do It Yourself

### Steps

- **Step 1** Decide which of the three kinds of résumés you want to write. The information you need for the résumé will determine the data you need to collect.
- **Step 2** Collect the data you need for your résumé. To do this, look at the information included in sample résumés on pages 79-81. You can also complete a copy of Line Master 3 (from your teacher), and think about the action words below. Some action words essential to a résumé include:

achieved	answered	assembled	built
advised	arranged	began	cared for



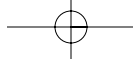
coached	filed	listened	reorganized
completed	gathered	managed	sold
constructed	guided	operated	selected
created	helped	organized	taught
decided	improved	planned	tested
encouraged	instructed	prepared	trained
explained	led	repaired	volunteered

Use the present tense of verbs if they refer to a position you presently hold.

- **Step 3** Begin your résumé with your name, address, phone number, e-mail address, and fax number. You can use a word-processing program to create a letter-head template. Put your name in bold face or large type.
- **Step 4** Write a career- or job-objective statement to make clear the reason you are applying for the job. Some sample job-objective statements are:
 

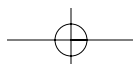
**Job Objective:** To obtain a summer position doing lawn maintenance and landscaping

**Career Objective:** To obtain a full-time position as a server
- **Step 5** Write a list of your skills below your name and address. At a glance, an employer can identify whether or not you have the necessary skills to do the job.
- **Step 6** Complete a first draft of your résumé according to the model you chose.
- **Step 7** Edit and revise your résumé. Have you clearly stated your skills? Have you followed the model to provide all necessary information? Are your name, address, and phone number included?
- **Step 8** Check and correct your grammar and spelling. Have someone you trust, who has good writing skills, proofread it. An employer will often disregard a résumé and covering letter if there is even one typing or spelling error. Complete your final draft.



- Repeat your name at the top of each page.
- Single-space your résumé, but include a space between sections.
- Always type your résumé — never write it by hand.
- Use the same font, and paper size (8 1/2 × 11) and colour as your covering letter.
- Avoid brightly coloured paper with fancy, hard-to-read script. Basic colours such as white, off-white, and grey are best.
- Be honest. Do not exaggerate or lie about the skills you possess.
- Do not put your résumé in a binder or folder.
- Do not include irrelevant personal information, such as weight, or height.

**On the next pages are samples of each kind of résumé. As you read them, think about how they are similar and how they are different.**



## Functional résumé

- focus on skills, downplays a lack of experience
- tells where and how skills gained
- evidence of hard work, commitment to a team or volunteer work, good marks at school

This style suits someone looking for a first job.

### Model 1

#### Richard Jones

Box 23

Outlook, Saskatchewan S0L 2K3

Tel: (306) 555-1913

E-mail: rjones@sp.com

#### SUMMARY OF SKILLS

- Can do many tasks at once
- Committed to seeing things through
- Hardworking and dedicated
- Easily adapts to different environments
- Learns new tasks quickly

— focus on skills

#### SKILLS & EXPERIENCES

##### General Labour

- Lifted over 30 kg for extended periods of time
- Operated various types of farm equipment
- Performed building maintenance tasks: roof repair, caulking, eavestrough cleaning
- Did interior and exterior painting

— tells where and how skills gained

##### Sales

- Managed table at local farmers' market
- Set wages according to current prices

#### EDUCATION

1998 to present

Outlook High School

Outlook, Saskatchewan (to graduate 2002)

References available upon request

## Chronological résumé

- experience listed by date
- résumé divided into sections (work experience, education, volunteer work, achievements and awards)
- most recent job and educational experiences listed first

This style suits someone with many experiences to share and is not recommended for use the first time you look for a job.

### Model 2

#### Jennifer Alderman

63 Westchester Street  
Winnipeg, Manitoba R5T 2K4  
Tel: (204) 555-4726  
Fax: (204) 555-4727

#### Highlights of Qualifications:

- Hardworking, honest, and reliable
- Experience dealing with children
- Good problem-solving skills
- Can do many things at once
- Good with people

#### Relevant Experience:

1997–present      **Caregiver, part-time**  
**Falcon Family, Winnipeg, MB**

- Care for two children under the age of five, without supervision
- Prepare meals and snacks
- Plan activities for children
- Supervise when friends come over to play

1995–1997      **Mother's Helper, part-time**  
**Falcon Family, Winnipeg, MB**

- Assisted with care of newborn baby — feeding, changing
- Played games with two-year-old while mother rested
- Made sure all toys were put away properly
- Taught two-year-old how to say the alphabet

#### Education:

1999–present      **Lester B. Pearson Secondary School**  
**Winnipeg, MB**

- Expected date of graduation: Spring 2004

**References available upon request**

experience  
and education  
listed by date

résumé divided  
into sections

## Combination résumé

- organized chronologically and by categories
- also includes skills acquired

This résumé is good for those who have had some, but not much, work experience.

### Model 3

**William Jackson**  
41 West Street  
Toronto, Ontario M5A 6L3  
Tel: (416) 555-9286  
E-mail: william.jackson@provider.ca

#### HIGHLIGHTS OF QUALIFICATIONS OR SUMMARY OF SKILLS

- Trustworthy, responsible, reliable
- Works well with others or independently
- Able to complete tasks within limited time
- Committed employee
- Experience handling cash and cheque transactions
- Able to use a variety of landscaping equipment responsibly and safely

organized  
in sections

#### RELEVANT SKILLS AND ABILITIES

##### General Labour

- Operated gas-powered lawn mower and trimmer
- Loaded and unloaded equipment from truck
- Worked over sixty hours a week and maintained productivity
- Hauled away trimmings and debris

##### Customer Service

- Maintained good relationships with clients by always being friendly and polite
- Helped company grow by asking clients for referrals
- Collected payments and issued receipts
- Called clients to verify that rain dates were convenient

#### WORK HISTORY

organized  
chronologically

1998 to 1999	Landscaper	Grasscutters	Toronto
1997 to 1998	Landscaper	J & T Landscaping	Toronto

#### EDUCATION

1999	Diploma	MacDonald Secondary School	Toronto
------	---------	----------------------------	---------

References available upon request

### Think about It

Which of these résumés most appeals to you? Why?

### Use the Anthology

Look at the résumé on page 90 of the anthology. What can you tell about the writer of the résumé?

### Activities

1. Create a résumé that you could use to apply for a part-time summer job.
2. Create a list of questions that you could ask a partner to find out about his or her work history, hobbies, and personal attributes. Next, find a partner and ask him or her the questions. Then read that person's résumé. Does the résumé give the same impression as the interview did? Switch roles and repeat the activity.

# How to Write a Covering Letter

## Before You Start

A covering letter is a short, formal letter to go with your résumé. It tells the employer about the qualities that you have, and gives information about you as a worker that does not appear in your résumé.

A covering letter gives you the opportunity to give a good impression and let the employer know that:

- you're the best person for the job
- you can do the job
- you want the job
- you have special skills

Before you follow the steps to write a covering letter, think about these questions:

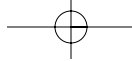
- Have you ever written a covering letter? Do you think it was effective? Why or why not?
- Employers usually scan a covering letter very quickly. What information do you want an employer to know about you right away?
- What words might you use to give an employer a positive impression of you?

## Do It Yourself

- **Step 1** Decide what information needs to go in your letter, based on the situation. You might be answering a job ad, or you might be submitting a résumé to a place where you want to work.

If you are answering a job ad, read the ad carefully. Look for words that show what the employer wants in an employee (“Our company is looking for skilled workers who demonstrate a strong work ethic and are willing to ...”). Make a list of those skills or attributes, then make notes about how you can demonstrate them.





## Steps

If you are applying for a job at a place where you want to work, or answering an ad that doesn't describe exact qualities, think about the skills that you think most employers look for in potential employees (hard working, honest, gets along well with others, willing to try new things, takes the initiative, and so on). List as many as you can. Then pick two or three and make notes about how you demonstrate them.

Charts like these can help you identify your skills from past and current jobs and see how well your skills match with the ones an employer wants.

### JOB CHART

#### Work Experience

Cashier

Paper route

Volunteer treasurer,  
hockey team

#### Responsibilities

handled cash  
communicated with customers  
was familiar with stock

handled money  
carried heavy bag with papers  
woke up early to complete route

handled money  
communicated with team members  
and their families  
operated team bank account

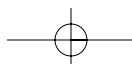
### SKILLS CHART

#### Employer wants:

Strong work ethic

#### I:

- have excellent attendance at school
- was involved in sports and other extra-curricular activities and still maintained good marks
- never missed assigned dates when volunteering



**Outgoing, pleasant personality**

- can get reference letter from a teacher or administrator at school to support my statement that I have this quality
- can list the jobs and volunteer positions where I've worked with others (seniors, young people, peers, adults)

**Good computer skills**

- can identify the level at which I use computers
- can list on my résumé computer programs that I can use
- can stress my willingness to learn

- **Step 2** Look at your information and decide on the order in which you want to present it.

Most often, you will state how you learned about the job (from an ad, from a sign in a window, or simply that you like the workplace and would like to work there). Next, you will describe how you demonstrate the skills or attitudes the employer wants. Next, make a statement that summarizes what you have said in your letter. Finally, end with a statement that tells an employer when, where, and how to reach you.

- **Step 3** Write a first draft of your letter. When you are finished, check the ad again. How does the employer want to receive applications? Follow the directions given. If the employer wants applications by e-mail and you don't have a computer, ask a friend for the use of a computer, use your school computer, or use a computer at the local library.

- **Step 4** Prepare your final draft in block style or modified block style, using the model on page 87 as a guide. Include your personal information (name, address, phone number, fax number, e-mail address), the date, and the employer's information (hiring manager's name and title, company's name and address). Check and correct your grammar and your spelling.



- Direct your letter to a specific person. An ad will often indicate a hiring manager. If it doesn't, call the company and ask for the name of the person who will be hiring for the position.
- Use plain white, off-white, or light grey 8 1/2 x 11 paper.
- Type your covering letter.
- Use the same font and style as your résumé.
- Single-space the covering letter, but double-space between paragraphs.
- Covering letters are especially important when applying for an entry-level full-time or part-time job.
- Write a covering letter when applying for a job that has an application form. This may give you an edge over other applicants.
- Do not use the same covering letter for every job. Change the letter to fit each job. This may take minor adjustments but it shows the employer you understand the particular requirements of the job for which you are applying.
- Avoid overusing the word "I."
- If you leave a phone number, you might want to have an answering machine on that phone line. Be sure your recording sounds professional.
- Do not enclose a photo unless it is requested or you are an actor.

**Here is a covering letter. Read it and think about the things you notice that make it similar or different from other letters you have read.**

## Model

your name —  
and address

**Emma Cho**  
4667-413 22nd Ave.  
Edmonton, AB T6K 1Z2  
(403) 555-7890  
Emma@theweb.ca

letter is set in modified  
block-style format  
(all information begins at  
left; sender's information  
is set as letterhead)

date — January 26, 2003

employer's — Dr. Eva Night  
information 2 South St.  
Edmonton, AB T5L 4A3

name of — Dear Dr. Night:  
person who  
is hiring

At Scott Smith's last appointment, you mentioned that you would be needing some extra reception help in your office soon. My friend Scott was kind enough to pass this information on to me. If this is still the case, I would like to offer my services.

Paragraph 1 —  
introductory statement  
— includes the position  
for which you are  
applying and how  
you heard about  
the position

Paragraph 2 —  
— convincing  
details that show  
you are the best  
candidate —  
discuss your  
skills, identify the  
characteristics  
that you have  
which make you  
the best choice  
for the job, do  
not retell  
employment  
history that is  
in your résumé

For the past three months, I have been working part time, three evenings per week, as a telemarketer at ABC Corp., downtown. Talking with up to 50 customers per evening, I have gained a great deal of customer service experience. I am confident on the phone and I also have basic computer skills.

Attached is my résumé. I would be available to work part time on weekdays. I have always thought of doctors' offices as friendly environments and so I know I would enjoy working with you. Please contact me at the phone number above during regular office hours. I hope to hear from you soon.

Paragraph 3 —  
concluding statement —  
where, when, and how  
you can be reached for  
an interview

Sincerely,

*Emma Cho*

sign in blue  
or black ink

Emma Cho

### Think about It

Find examples of word choice that help to create the letter's assertive tone. What makes this tone so effective in a cover letter?

### Use the Anthology

You'll find another covering letter on page 89 of the anthology. How does it compare to the one you read here?

### Activities

- I.
  - a. From the newspaper, choose an ad for a job that interests you. Write a covering letter to accompany your résumé for this job.
  - b. Work with a partner. Exchange covering letters. Read one another's letters and decide if you would consider interviewing this person for a job. Discuss your reasons for your choice with your partner. Based on the covering letter, what are the person's strengths? How could the person's letter be improved?

# How to Write and Send E-mail

## Before You Start

Electronic mail, or e-mail, is a service that lets you send and receive mail, anywhere in the world, on a computer. E-mail is fast and can be a great way to keep in touch with family and friends. It is also an excellent way to communicate for business purposes. Companies may ask for your e-mail address so they can respond to your application. In many cases, companies will only accept applications through e-mail. Your response helps them see how comfortable you are with technology.

Before you follow the steps to write and send an e-mail message, think about these questions:

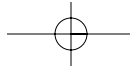
- Do you already use e-mail? Do you like using it or not? Explain.
- What do you use e-mail for right now?
- What other uses for e-mail do you think you might have in the next few years?

## Do It Yourself

● **Step 1** Before you send e-mail, you need an e-mail address. E-mail addresses have two parts, separated by an @ (you read this aloud as “at.”) An example is Me@home.com. Before the @ is the mailbox, which is your name. After the @ is the domain, which is usually the name of your Internet service provider. In the workplace, your employer may provide you with an e-mail address. Outside of the workplace, you may have access to a computer at school, at the local library, or at home. You can get free, Web-based e-mail from a provider such as Hotmail, Yahoo, or msn.

To sign up for a free e-mail address, go to the provider’s Web site (Hotmail: [www.hotmail.com](http://www.hotmail.com); Yahoo: [www.yahoo.ca](http://www.yahoo.ca); msn: [www.msn.com](http://www.msn.com)). Each will take you, step by step, through the process of setting up an e-mail address.

● **Step 2** Access your e-mail through the Web browser when you turn on your computer.



- **Step 3** Follow the provider's instructions for beginning a new message. Type the address of the person you are e-mailing in the "To" field. Type the subject in the "Subject" field. If you want to send the same message to other people, fill in the "Cc" field.
- **Step 4** Write your message. Use the spell-check, dictionary, or thesaurus functions to help make your writing clear and correct.
- **Step 5** Click on "Send," or follow the provider's instructions, when you are ready to send your message.
- **Step 6** To check your messages, access your e-mail account when you turn on your computer. Follow the directions to get to your in-box, which will have a list of your new messages.



- Your employer has the right to track your e-mail use at the office. Be sure to follow any rules your workplace has about e-mail.
- All e-mail can be traced. Make sure the content of your messages is appropriate, and think carefully about what you're sending and to whom you are sending it.
- There are rules of politeness, or etiquette, to follow when writing e-mails. You can find a book in the library or do an online search for e-mail etiquette.

**On the next page is an e-mail message. How is it different from other kinds of messages, for example, quick notes, formal letters, phone messages?**

