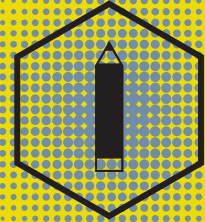


**ESSENTIAL SKILLS
WORK READY YOUTH PROGRAM**



**WRITING SKILLS
WORKBOOK!**



Acknowledgement

The Essential Skills Work Ready Youth Program – Workbook Series was developed by Skills/Compétences Canada, with support from the Government of Canada.

Acknowledgement is given to Bow Valley College who were instrumental in developing the content of the workbooks.

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WRITING

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	✓
Welcome; Story of Essential Skills; Stuff You Need to Know About Writing		5	
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1	Why Write?	27	
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WELCOME TO THE ESSENTIAL SKILLS WORK READY YOUTH PROGRAM



Q: HOW DO I USE THIS WORKBOOK?

- 1 START BY REVIEWING THE INFORMATION AND FUN FACTS ABOUT WRITING AND ESSENTIAL SKILLS LOCATED AT THE BEGINNING OF THIS WORKBOOK.
- 2 PRACTICE USING YOUR WRITING SKILLS IN THE "ES WORKOUT" SECTION OF THE WORKBOOK.
- 3 BUILD YOUR WRITING SKILLS IN THE "ES BOOSTER" SECTION OF THE WORKBOOK.
- 4 REVIEW THE ANSWERS IN THE ANSWER KEY SECTION OF THE WORKBOOK TO CHECK YOUR WORK FROM THE ES WORKOUT SECTION.
- 5 TRY THE ASSESSMENT QUESTIONS AT THE END OF THE WORKBOOK TO GET AN IDEA OF HOW STRONG YOUR WRITING SKILLS ARE.



INTRODUCING THE ESSENTIAL SKILLS

Breaking News

The Government of Canada and other national & international agencies have identified & validated nine key essential skills.

I'm here with ES expert Conrad. Conrad what are essential skills & why are they important?

Essential skills are necessary abilities that are developed through planned, regular practice.

They are skills that help us to be efficient and adaptable. They help us carryout complex activities and job tasks involving ideas, things & people.

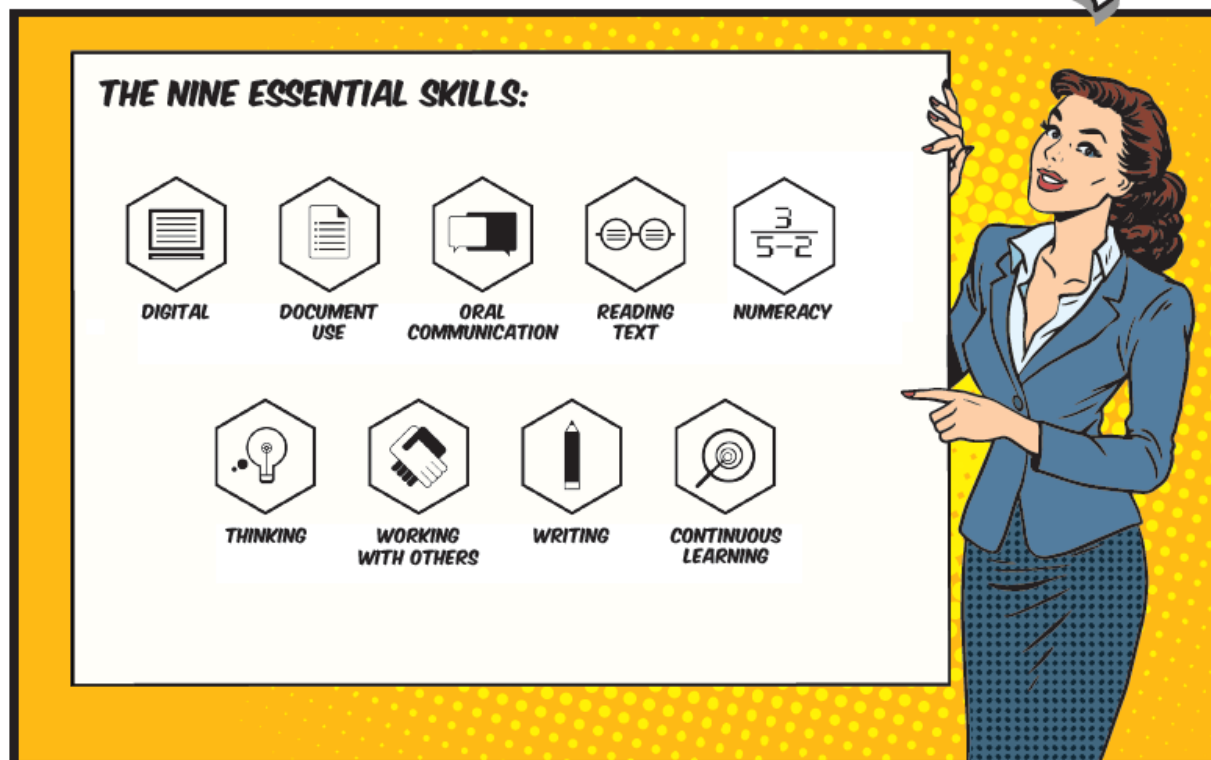
ESSENTIAL SKILLS ARE "ESSENTIAL" BECAUSE THEY ARE THE SKILLS THAT ALL PEOPLE NEED FOR WORK, LEARNING AND LIFE. THEY ARE ALSO THE FOUNDATION FOR LEARNING OTHER SKILLS.



THE NINE ESSENTIAL SKILLS



Essential skills are a major component of Skills/Compétences Canada Initiatives. Let's take a closer look.





MEASURING ESSENTIAL SKILLS (ES)

Essential skills are measured on a 5 level scale (see below). The scale describes:


1. The complexity (difficulty) of an essential skills task, question, or problem.
2. The proficiency (ability) of a person in completing an essential skills task, question, or problem.

THE ES MEASUREMENT SCALE



WHAT DO THE LEVELS MEAN?

- Tasks, questions, and problems at Levels 1 and 2 are less difficult than those at Level 3, 4, and 5.
- People with essential skills at Levels 1 and 2 need to practice in order to make their skills stronger. When we have skills at, or above, Level 3 we have skills that are strong enough to enable us to cope with new situations and to efficiently learn academic, technical or job-specific skills.
- Employers prefer to have workers who are efficient, capable, learners because they can accurately solve problems, complete their work, learn new processes and adapt to changes on the job.
- The skills are just as important in daily life. We all need to read information, fill out documents, make decisions about how much we can spend on things we want to buy, work and communicate effectively with friends, family, teachers and employers, and use computers and other digital technology.



ESSENTIAL SKILLS MATTER

ESSENTIAL SKILLS ARE USED TO NAVIGATE OUR DAILY LIVES AND THE WORLD OF WORK AND THEY ALLOW US TO KEEP LEARNING SO WE DON'T GET LEFT BEHIND.



GIVE IT A TRY! MATCHING TASKS AND SKILLS

Look at the list below. What skills do you think you would need, to complete each task? Write the abbreviation for any of the skills you think would be used to complete the task. One is started for you as an example. (*HINT: they all require more than one skill.*)



Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	
Apply for a learners' license	
Book concert tickets	
Shop for new clothes	
Plan a weekend ski / snowboard trip	
Ask if you can use the car to go skiing	
Text your coach to say you will be late for practice, why, and how you will catch up	
Arrive at work early to learn the new customer payment system	TS6,
Use a transit schedule to get to your new job on time	

Essential Skills

RT	Reading Text	
DU	Using Documents	
N	Numeracy	
W	Writing	1. Problem Solving
OC	Oral Communication	2. Decision Making
TS	Thinking Skills...	3. Critical Thinking
WWO	Working With Others	4. Planning & Organizing Tasks
DS	Digital Skills	5. Find Information
CL	Continuous Learning	6. Use Memory





GIVE IT A TRY! THINK ABOUT WRITING

When you write, do you think about why you are writing; that is, the purpose for which you are writing? Having the purpose in mind, helps us to focus and create something the reader(s) we are writing for will understand.

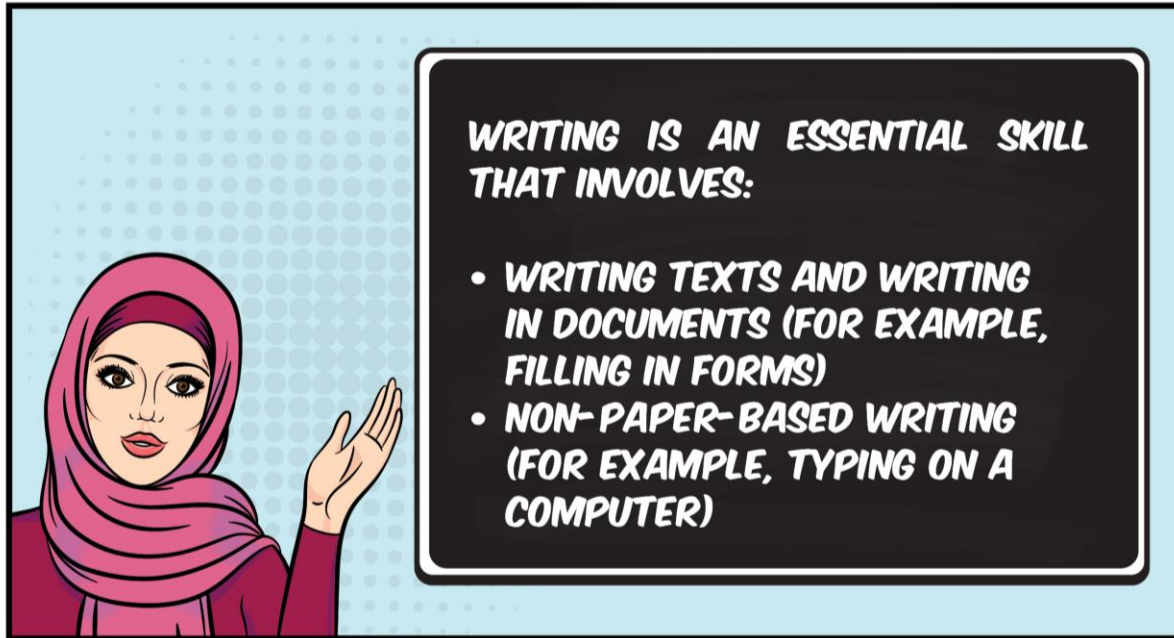
Below is a list of common purposes for writing. Think about any writing you did during the past 24 hours - on screen or on paper. For what purpose were you writing? Put a ✓ beside any purposes that relate to why you were writing.



Purposes for Writing	✓
To organize	
To remember	
To keep a record	
To document	
To inform	
To request information	
To persuade	
To justify a request	
To present an analysis or comparison	
To present an evaluation or critique	
To entertain	



GETTING STARTED WITH WRITING



WRITING ALSO INCLUDES...

- writing to organize or record information
- writing to inform or persuade
- writing to request information or justify a request
- writing to summarize or compare information

WHAT SORTS OF THINGS DO PEOPLE WRITE AT WORK?

Reminder Notes



Comments on Forms



Incident Reports



Texts to Coworkers



To-Do Lists



Letters



Invoices



Instructions





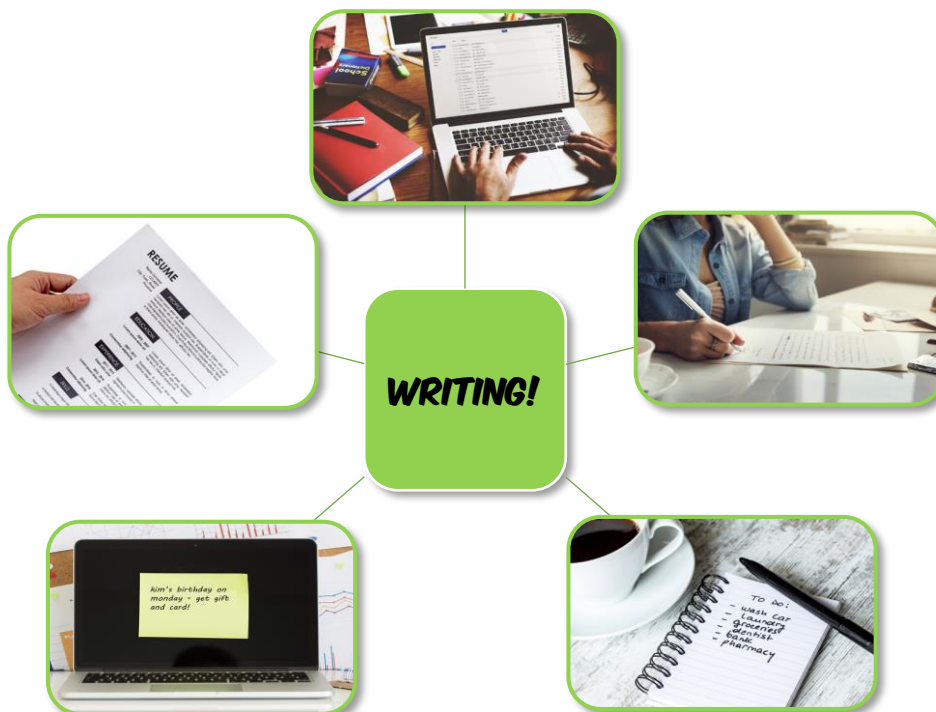
WRITING MAKES A DIFFERENCE



WRITING SKILLS - MORE IMPORTANT THAN EVER!

Strong writing skills are an asset at every stage of your career. For starters, a good cover letter and resume will help you land your first job. Once on the job, your ability to communicate effectively in writing will help you establish relationships with coworkers and build credibility. Effective writers are often more efficient and accurate at work. What boss doesn't like that?

WRITING IN ACTION





WRITING MAKES A DIFFERENCE

AT WORK

When you are working, the strength of your writing skills can help or hinder your ability to do a good job. Depending on the job you have, you may be required to communicate in writing with customers, co-workers and/or supervisors. Being able to write clear, concise messages, notes and letters is pretty important. Confused customers are angry customers; confused co-workers are workers who might make mistakes, based on a poorly written instruction, and confused supervisors may think you don't understand your job.



AT HOME

Writing skills make a difference in our non-working life too. We communicate regularly in writing, often through email and text messages, and at times in longer form letters, both online and on paper. Being able to write in such a way that the person reading what we send will be able to understand the message, matters. Applications for jobs or for training programs, notes to teachers, parents or friends are all opportunities for successful or unsuccessful communication. And it isn't always easier when the communication is shorter. It takes skill to write a short message that can be clearly understood.

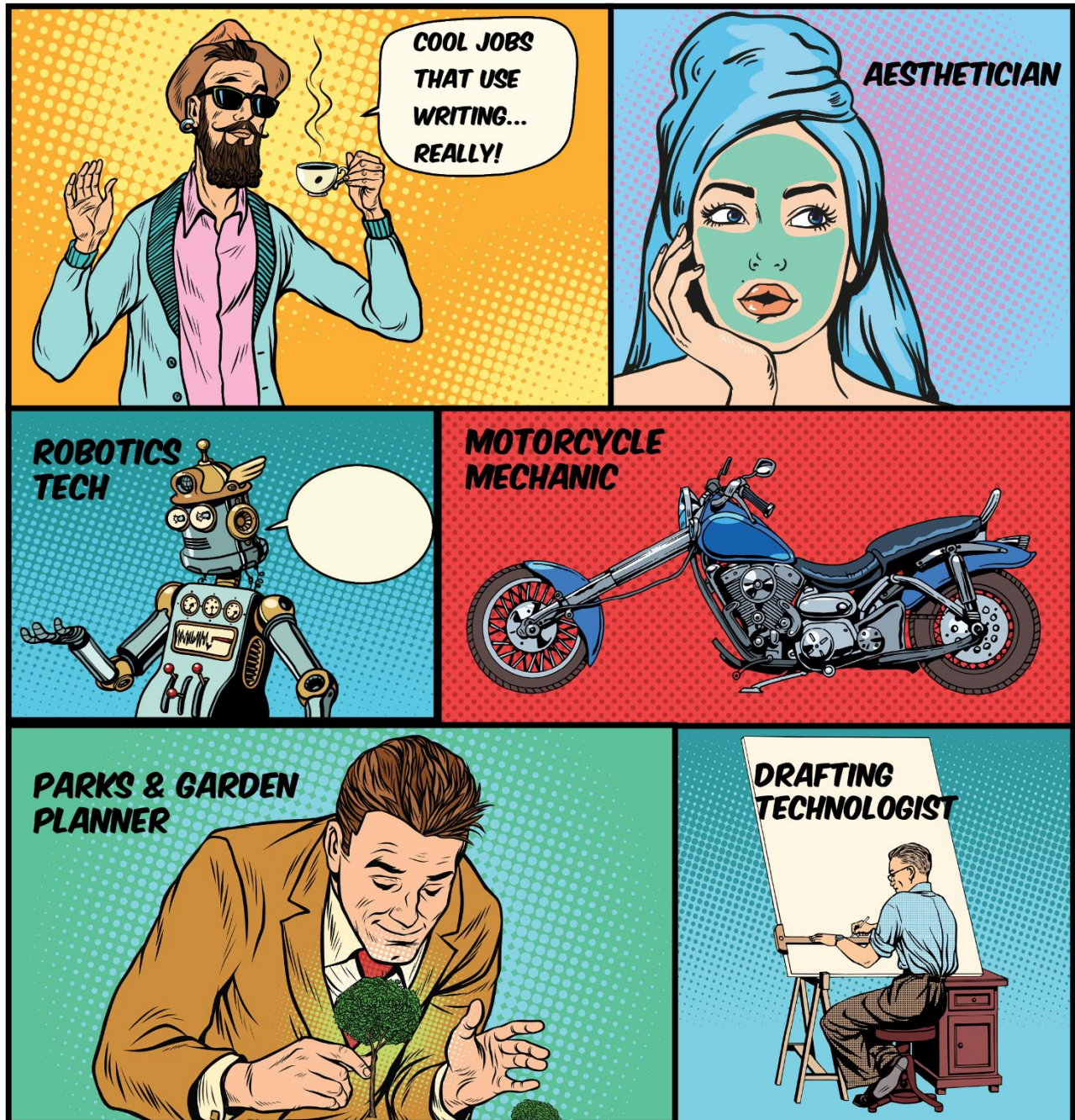
MEASURING WRITING

Writing has 5 levels of complexity (difficulty). The level of complexity depends on the length and the purpose for the writing; the style and structure; that is, whether it is formal or informal and how simple or difficult the organizational structure is; and the content of the writing, progressing from basic, common, routine content to new content that must be created by the writer, or combined and refined, from several sources. Tasks that involve writing more than a paragraph or that require the use of "non-routine" content are more difficult.

If you test your writing skills, you will find that you are strongest in one of the 5 levels. This does not mean you don't have skills at other levels, but if your skills are below level 3, it means it would be a good idea to work on them.



A FEW COOL JOBS THAT USE WRITING!





WRITING MAKES A DIFFERENCE

THINK WRITING ISN'T A BIG DEAL? THINK AGAIN!



THAT COMMA WILL COST YOU!

Think clear writing doesn't matter? In March 2017 a US Court of Appeal rules that five workers were entitled to millions of dollars in overtime payments that they had been denied for years. What does that have to do with writing? The problem was the placement of a COMMA in the company's contracts that changed the meaning of one of the sentences regarding pay.

Source: www.ft.com/content/bdfb60aa-12ef-11e7-b0c1-37e417ee6c76

WRITING MATTERS!

“ I'm all in favour of keeping dangerous weapons out of the hands of fools. Let's start with typewriters. ~ Frank Lloyd Wright, Architect. ”

“ I do my best proofreading after I hit send. ~ Unknown ”

“ My most important piece of advice to all you would-be writers: when you write, try to leave out all the parts readers skip. ~ Elmore Leonard, Novelist, Short Story Writer & Screenwriter. ”

“ Writing is a profession for introverts who want to tell you a story but don't want to make eye contact while telling it. ~ Unknown ”



WRITING IN ACTION!



1. Accounting and related clerk **write** comments in the remarks sections of forms, e.g. write notes on invoices outlining the actions to be taken on outstanding accounts.
(Writing Level 1)
2. Automotive painters **write** short notes on forms, e.g. write comments on work orders to explain what work was carried out and describe irregularities.
(Writing Level 2)
3. Computer network technicians **write** instructional guides, for example they write guides to help inexperienced users install and update software.
(Writing Level 3)
4. Construction electricians may **write** detailed descriptions of installation and repair procedures.
(Writing Level 3)
5. Gas fitters may **prepare** user manuals for heating systems. The manuals may include sequence of operations and troubleshooting guidelines. Technical knowledge and the ability to synthesize and reorganize information from many sources are necessary to create accurate and useable manuals.
(Writing Level 4)



6. Kitchen helpers and line cooks **write** incident reports and complete Worker's Compensation Board forms.
(Writing Level 2)
7. Machinists work **write** lengthy work procedures to record details of machining jobs for other machinists. They describe tools and materials required and each step of complex machining processes.
(Writing Level 3)
8. Steam- and pipefitters **write** short comments in email, forms and log books, e.g. write notes to record progress being made on projects and write comments in order forms to specify delivery requirements.
(Writing Level 3)
9. Welders **write** descriptions, e.g. write detailed descriptions of dangerous conditions on hazard-assessment forms.
(Writing Level 3)
10. Web designers and developers **write** technical articles for on-line newsletters. For example, a web developer may write an article on coding shortcuts for creating web page style sheets. They strive to explain the technical procedures using plain language.
(Writing Level 4)



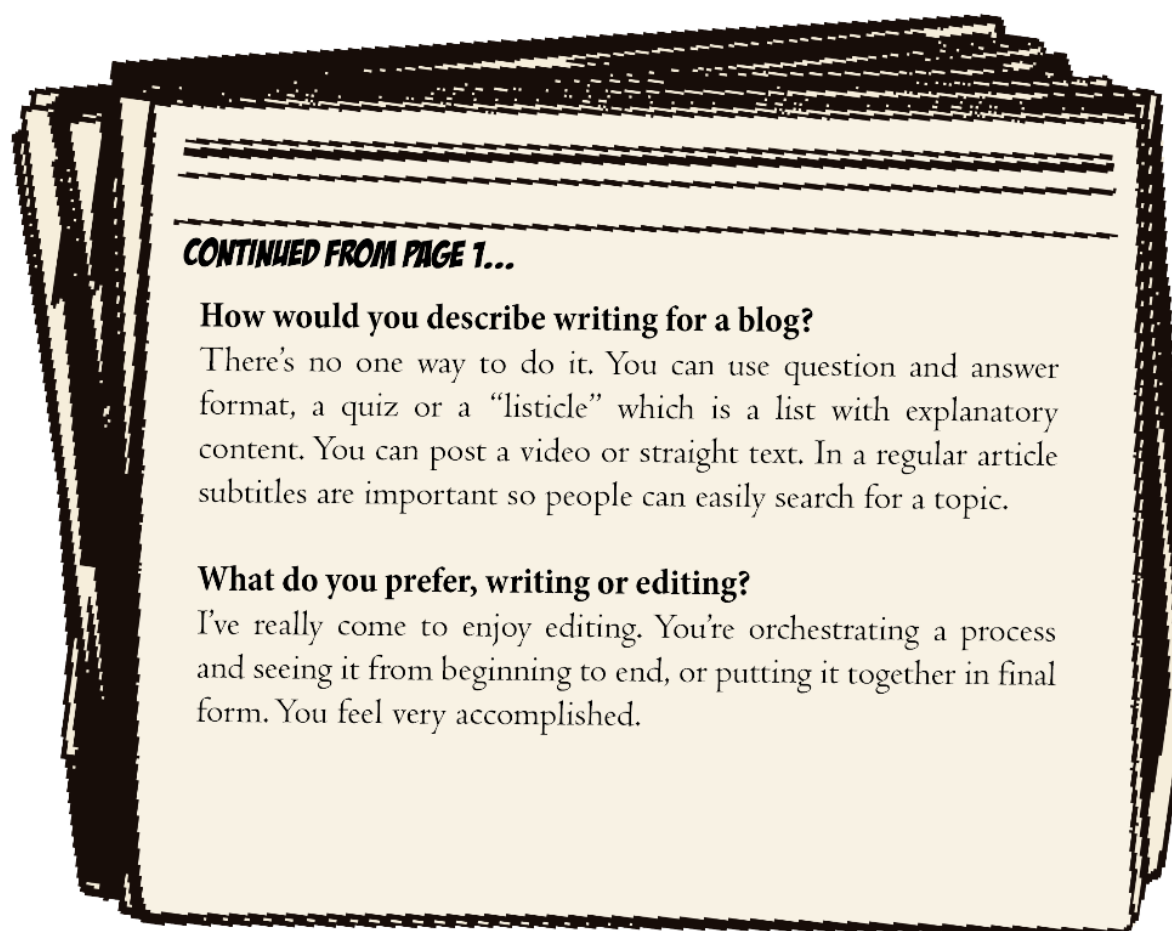
WRITING IN THE NEWS!

Check out this cool article about a how an employee of a self-storage company developed his writing skills to create the company's blog.





WRITING IN THE NEWS!



<https://www.nytimes.com/2017/04/07/business/sparefoot-self-storage-blog.html>



WRITING BITS AND BITES



SOLVING CRIME WITH HANDWRITING

Analyzing handwriting to solve crimes isn't just something you see in the movies - it's real! Forensic scientists look at things like writing style, letter formation, spacing, slant and other characteristics to identify criminals from their writing.

Fighting crime one word at a time!!

Seattle – Analyzing handwriting to help solve crimes isn't just something you see in the movies – it's real!

"It can be writing on a wall, writing on an object, so a variety of things," forensic scientist Brett Bishop explains about document examinations and handwriting. "We're looking at things like proportions in the writing style, letter formations, spacing, slant, connections between letters, stroke direction-clockwise, counter clockwise."

The process to do this job takes years of specialized training before they are handed documents, forged checks or even ransom notes for analysis. He demonstrated a technique used to recover writing from something other than the original source. A machine that uses things like toner and magnets to bring hidden ink and indentations to the surface and reveal images unseen to the naked eye. These techniques are used for several things, including fraud. He shows us an example of a document changed to add an extra zero to a dollar amount. He also trains election officials to verify signatures. "Some things that are significant or what to evaluate in signatures. What kind of handwriting characteristics to look at." He fights crime one word at a time and brings those to justice who could otherwise be written off.

Source: <http://q13fox.com/2016/04/08/behind-the-scenes-how-forensic-scientists-fight-crime-by-analyzing-handwriting/>



WRITING BITS AND BITES

GRAPH·OL·O·GY

/gráfäləjē/

1. The study of handwriting, for example, as used to infer a person's character
2. The study of written and printed symbols and of writing systems

WHAT DOES YOUR HANDWRITING SAY ABOUT YOU?

WRITING STYLE	PERSONALITY BEHAVIOUR
Large letters	Likes being noticed, stands out in a crowd
Small letters	Introspective, not seeking attention, modest
Medium letters	Adaptable, fits into a crowd, practical, balanced
Heavy pen pressure	Try to avoid energy draining situations
Right slant	Sociable, responsive, interested in others, friendly
Far spacing words	Openness of sentiment and intelligence
Close spacing words	Closeness of sentiment and intelligence



WRITING BITS AND BITES

GENERATIONAL DIVIDE: I'M NOT TEXTING; I'M TAKING NOTES

NOTE TAKING GOES DIGITAL!

A 17-year-old was invited to attend a board meeting of an educational software company to participate as a member of the generation that used their products. During the meeting, he noticed board members using their laptops and tablets to take notes so he took out his phone – what he likes to use for note-taking – and tapped along.

Check out what happened after the meeting...



What would you do, if this was you?

During a break, the board member who'd invited him took him aside and said, "I really want you to make a good impression here and can see some of the other board members are pretty annoyed you've been on your phone the whole meeting. If you can hold off texting your friends or checking your Twitter feed till the meeting's over, that would be great."

At first he "felt like an idiot" but then he felt angry and misunderstood that the assumption was that by pulling out his phone, he wasn't paying attention. For a generation who have only known a world where phones were smart, the phone is a computer and it's natural to take notes on it, but that's not the case for others we may work with. In the end, he explained to the Board member that he had been taking notes and the Board member let the others know, and told them that the notes would be available to them, following the meeting.

Edited from: <https://www.nytimes.com/2017/04/07/jobs/texting-work-meetings-social-media.html>




WHAT DOES THE FUTURE HOLD? WRITING!

Fortune cookie writer is a real job, done by real people. Fortune cookie manufacturers usually hire freelancers or in-house writers to come up with inspiring or witty fortunes. EHow.com estimates that these professionals earn around \$40,000 a year.



WRITING BITS AND BITES

CAREER TIP # 153: POSSIBLE REASON YOU DIDN'T GET THE JOB



IT'S TRUE! "THANKS" MATTERS!

Your mother was right; thank you letters are important. There was a time when hand-written "thank you for the interview" cards were actually sent by mail. Now, email is perfectly acceptable but it's still important to think about what you're writing.

According to one HR specialist, "a thank you note is a last-ditch effort to sell yourself. It's an opportunity, so don't miss it."

Key components of the post-interview thank you are:

- The thank you
- Key points that came up in the interview
- Clarify anything you think wasn't clear or may have left the wrong impression
- The "forgots": the things you wished you'd said

The thank-you note is part of your strategy to get the job and leave a good impression with the hiring panel. Drive the message home that you are the best candidate for the job. Many times, decisions are made based on who seems to want the job most.

Edited from: <http://www.theglobeandmail.com/report-on-business/careers/leadership-lab/why-you-should-follow-an-interview-with-a-simple-thank-you/article32072814/>



WRITING BITS AND BITES

TIPS FOR WRITING HEADLINES

HEADLINES - LITTLE ATTENTION GRABBERS!

Readers often assume that reporters write their own headlines. In fact, they rarely do. Most headlines are written by editors who are very experienced at the task. As one editor describes it, "I think of it as a puzzle. You have to condense the essence of a story into a very finite space, and you're governed by a list of rules."

OMG...
ALIENS INVADE
SASKATCHEWAN!?



The rules for writing headlines include:

- ✓ Get at the core of the story, but don't give away the ending
- ✓ Use slang sparingly and avoid provocation
- ✓ Don't end a line with a preposition ("a" or "the")
- ✓ Don't steal from the first line of the story itself
- ✓ Find the right tone; if it's a serious article, for example, the headline should reflect that
- ✓ Make it feel like a package: article, photos, and headline should go seamlessly together
- ✓ Above all, avoid cheap punning like, "Rubber Industry Bounces Back", unless you've tested it on a colleague

Edited from: <https://www.nytimes.com/2017/04/09/insider/how-to-write-a-new-york-times-headline.html>



**PUT YOUR SKILLS TO
WORK!**

**GIVE YOUR SKILLS A WORKOUT IN
THIS SECTION OF THE WORKBOOK.
SKILLS, LIKE MUSCLES, GET
STRONGER THE MORE WE USE THEM.
BUILD YOUR ES MUSCLES BY
WORKING INDEPENDENTLY TO
COMPLETE ALL OF THE WORKOUTS.
YOU CAN CHECK YOUR ANSWERS IN
THE ANSWER KEY.**

WRITING

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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4	Not Being Scottie B	45	



1. WHY WRITE?

REASONS WE WRITE



To analyze

To justify

To inform

To organize



To persuade

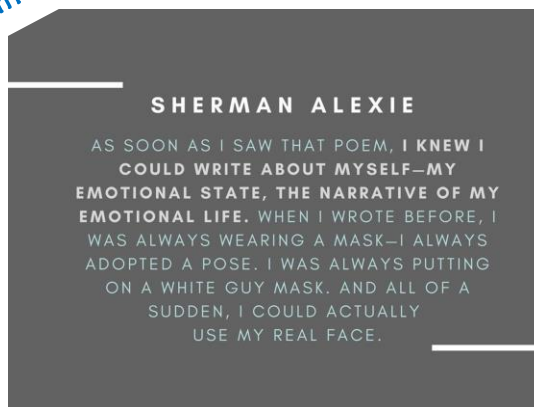


To entertain

To evaluate

To remember

To describe



<https://www.helpingwritersbecomeauthors.com/why-we-write/>



Knowing WHY you are writing is an important first step in keeping your writing focussed. Focussed writing helps make is easier for the person who is reading what you wrote to understand what you mean. On page 10 of this workbook you thought about some of the reasons you wrote in the last 24 hours. Now it's time to expand on that idea.

1.

Below is a table with a list of 11 types of writing you may have done, either for personal reasons or for school. If you didn't do a particular type of writing, leave it blank and if you did write something not on the list, (a song or a story?) add it at the bottom. For each type of writing you did do, explain briefly why you wrote and how much total time you spent on that type of writing. For some items there might be more than one purpose. For example, maybe you sent some texts to inform or pass on information, and other texts just to entertain. (writing levels 1, 2 and 3)

What I wrote	Why I wrote	# Minutes
Text message		
Email		
Instructions		
Directions		
Report		
Personal letter		
Journal entry		
List		
Blog post		
Notes in point form		
More than 1 page		



REFLECTIONS ON MY WRITING

In general, what were the results of your exploration of what kinds of things you wrote, why you wrote them and how long you spent writing them? Were you surprised at any of the results?

Were there some kinds of writing you did a lot more of than other kinds?

Were you surprised at the amount of time you might have spent doing some kinds of writing – like text messages maybe?

Was it easier to do some of the kinds of writing than others? If so, which ones were easier and which ones seemed more difficult? Why do you think that was the case?





One really good reason to write is to send a thank you note after you have a job interview.

On page 19 of this workbook there is a story about the impact of thank you notes after an interview. It describes the key reasons to send a post-interview thank you note, which are to:

- say thank you
- mention any key points that came up in the interview
- clarify anything you think wasn't clear or that may have left the wrong impression
- briefly add the "forgots": the things you wished you'd said

The thank-you note is part of your strategy to get the job and leave a good impression with the interviewer(s). It is a chance to drive the message home that you are the best candidate for the job. Many times, decisions are made based on who seems to want the job most.

Most often now, thank you notes are sent by email. Below are some additional tips for writing thank you emails.

DO

- Send a note within 24 hours.
- Include all of the interviewers.
- Address the interviewers formally – Ms. Baker, Mr. Jones – not Barb and Fred.
- Identify the job you interviewed for, in the subject line.
- Sign off with your name and any contact information they need to be able to reach you.
- Check your email carefully before you send it, or have someone else check it for you.

DON'T

- send more emails
 - One thank you is enough.
- be casual in the tone of your writing
- include mistakes in grammar or spelling

2.

Below are descriptions of three interview situations. For each situation, write a thank you email. Use the tips in the information above to help you compose an appropriate note. There are email templates on the pages following the interview descriptions.

(writing level 2)

Interview situation 1

- Interview was for Job Posting #40159 – Apprentice Welder
- Interview on phone. One to one.
- The interviewer told you she would let you know in a week.
- You were a few minutes late for the call.



Interview Situation 2

- Interview was for a summer job as a kitchen helper at a work camp called North Site#2
- Interview by Skype. One to one.
- The interviewer told you at the time you didn't get the job.
- You forgot to tell him you would be interested if another opportunity came up.

Interview Situation 3

- Interview was for Job Posting #ZPOO9 Video Production Assistant
- In person interview. Conducted by a panel of three interviewers.
- They told you they had more people to interview but would let you know soon.
- You forgot to tell them you were going away in 3 weeks and would have limited cell access. You can give them another number to contact.

Untitled - Message (HTML)

FILEMESSAGEINSERTOPTIONSFORMAT TEXTREVIEWADOBE PDF

Paste

Clipboard

Calibri (Bc11A A

B

I

U

abA

Basic Text

Address BookCheck Names

Names

Attach FileAttach ItemSignature

Include

Attach File via Adobe Send & Track

Adobe Send & Track

Follow UpHigh ImportanceLow Importance

Tags

Zoom

Apps for OfficeAdd-ins

Send

To...

Cc...

Subject



2. WHATEVER DO YOU MEAN?

PUNCTUATION – OH YES IT MATTERS

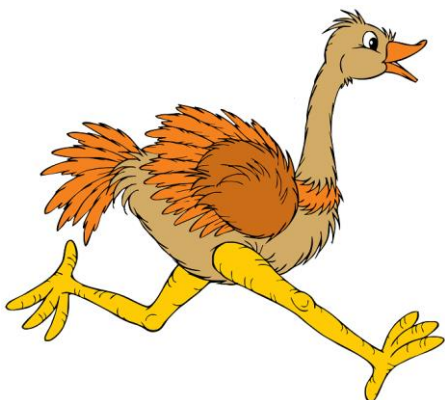


<https://www.grammarly.com/blog/comma-rules-for-business-emails/>

A woman without her man is nothing.

A woman: without her, man is nothing.

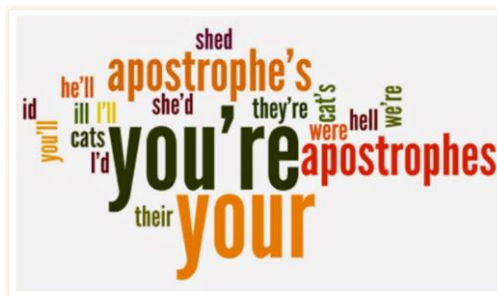
What the heck is a run-on sentence?



It's a sentence error that happens when one sentence is run into another one, without any punctuation to stop it or a conjunction to make it make sense.

Enjoy your thanksgiving, turkey.

cows please close gate



<http://www.alanguagestudio.com/2014/03/the-apostrophe.html>

Eat your dinner.
Eat. You're dinner.



From the story of the misplaced comma costing the trucking company millions of dollars, it's clear that punctuation is important. Knowing how to use correct punctuation isn't just about following rules; it's about making your writing clear and easy to understand.

1.

Below is a collection of sentences and phrases that are unintentionally funny, due to missing capital letters and/or incorrect punctuation. See if you can fix them so that they make sense. Check the punctuation booster, for hints.

(writing level 2)

I l i k e c o o k i n g m y f a m i l y a n d p e t s

E n j o y y o u r t h a n k s g i v i n g , t u r k e y .

c o w s p l e a s e c l o s e g a t e

W e r e g o i n g t o l e a r n t o c u t a n d p a s t e k i d s !

B e c a r e f u l o f p a r a s a i l i n g h o r s e s a n d b u g g i e s
o n t h e b e a c h

P r o f e s s i o n a l s i g n ' s a n d l e t t e r i n g

W A N T E D : p i a n o t o r e p l a c e d a u g h t e r s l o s t i n
f i r e

T o m y p a r e n t s t h e P o p e a n d M o t h e r T e r e s a



2.

Punctuate the paragraphs below so that the message in each one can be understood. You will need to use capital letters, commas, and periods.

(writing levels 2 and 3)

writing is the ability to get an idea across by arranging words numbers and symbols whether on paper or a computer screen strong writing skills are essential to communicating effectively at work for example we write memos emails or phone messages in everyday life we may for example write letters, greeting cards or notes

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/writing-self-assessment.html>

many of the expressions we use every day should be avoided when writing these wordy expressions often distract the reader if a word or phrase does not add meaning to your writing delete it or replace it with a simple term

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/writing.html>

Run-on sentences are another writing mistake that causes misunderstanding. A run-on-sentence happens when two or more than one complete sentences run together.

- My brother wants to go to the movie on Friday I don't want to go.
- Essays are due tomorrow mine is not even close to finished I'll never get it done on time.
- Because my co-worker was late for work again yesterday I had to stay late I don't know what to do.

There are two common ways to fix run on sentences. One is to split the sentences into individual complete sentences. The other is to use a conjunction to make the sentence make sense.



1.

In order to split a run on sentence into individual complete sentences you need to be able to identify each sentence and then separate them with a period. For example,

My brother wants to go to the movie on Friday. I don't want to go.

With the period to separate them, the ideas are in two separate sentences and the meaning is clear and easy to read. Add periods to the run-on sentences on the next page, so that they are split into individual ideas.

(writing level 2)



My phone battery won't hold a charge anymore I need to get a new phone soon.

My car is making a weird noise I don't have any money to take it to the garage.

Sara worked for six months as an assistant at the vet clinic she said she loved it

Tomorrow I am flying to Vancouver I haven't flown on my own before I hope I don't get lost.

CONJUNCTIONS

The other way to deal with run-on sentences is to use a word called a *conjunction* to create a *combined sentence*. A conjunction lets you combine the ideas in the run-on sentence, rather than splitting it into stand-alone sentences. For example, *My phone battery won't hold a charge anymore, **so** I need to get a new phone soon.* There are common conjunctions that can be remembered using the acronym FANBOYS.

F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

One more thing to know about using conjunctions to create a combined sentence is that commas matter here too. You need to add a comma before the conjunction.

*My soccer cleats are really old, **but** I don't have any money to replace them.*

2.

Rewrite the sentences below by adding conjunctions, so that they become combined sentences.

(writing level 2)

My phone battery won't hold a charge anymore I need to get a new phone soon.

My car is making a weird noise I don't have any money to take it to the garage.



Sara worked for six months as an assistant at the vet clinic she said she loved it

Tomorrow I am flying to Vancouver I haven't flown on my own before I hope I don't get lost.



3. MAKING YOUR POINT NEED HELP? TRY THE BOOSTER.

- **BULLETED TEXT**

USING BULLETED TEXT

Use bullets to organize and emphasize information in text.

Effective use of bullets:

- draws readers' attention to important information
- helps readers to scan information more easily
- communicates information efficiently

The City of Calgary has a website where you can find out how to recycle just about anything, including electronics. Without bullets, the information about which electronics are eligible for recycling looks like this.

Recycle it - Electronics Recycling Drop-off locations

Bring your old computers and computer accessories to an electronics recycling drop-off for recycling. Do NOT put electronics in your blue cart as these items can damage the equipment at the recycling facility.

The City has partnered with private industry to provide several permanent depots for residential electronics recycling. Acceptable items include old, used or broken computer monitors, keyboards, computer mouse (mice), computer cables, computer speakers, CPUs (central processing units), all-in-one computers and servers, laptops and electronic notebooks, tablets such as iPads, iPad mini, Samsung Galaxy tablets and other Android tablets, printers, scanners and fax machines

Some restrictions apply. Visit the Electronics Recycling page for full list of depot locations.

On the next page you can see how the information looks with the use of bullets.

Which version makes it easier to see what electronics can be recycled?



Recycle it - Electronics Recycling Drop-off locations

Bring your old computers and computer accessories to an electronics recycling drop-off for recycling. Do NOT put electronics in your blue cart as these items can damage the equipment at the recycling facility.

The City has partnered with private industry to provide several permanent depots for residential electronics recycling. Acceptable items include:

- Old, used or broken computer monitors
- Keyboards
- Computer mouse (mice)
- Computer cables
- Computer speakers
- CPUs (central processing units), all-in-one computers and servers
- Laptops and electronic notebooks
- Tablets such as iPads, iPad mini, Samsung Galaxy tablets and other Android tablets
- Printers, scanners and fax machines

Some restrictions apply. Visit the Electronics Recycling page for full list of depot locations.

Edited from: http://www.calgary.ca/UEP/WRS/Pages/What-goes-where/Computers-and-computer-accessories.aspx?DCSext.w_wgw=aToZ

1.

The text below describes what Information Systems Technicians do. The bullets have been removed. Mark on the text, all the places where you would insert bullets, to make the information easier to read. The headings have been left to help you recognize the main sections of the text.

(writing level 2)

Information Systems Technicians cooperate with other staff to inventory, maintain and manage computer and communication systems. ITs provide communication links and connectivity to the department in an organization, serving to equipment modification and installation tasks.

Main duties

Computer network technicians perform some or all of the following duties:

Maintain, troubleshoot and administer the use of local area networks (LANs), wide area networks (WANs), mainframe networks, computer workstations, connections to the Internet and peripheral equipment Evaluate and install computer hardware, networking software, operating system software and software applications Operate master consoles to monitor the performance of computer systems and networks and to co-ordinate access and use of computer networks Provide problem-solving services to network users Install, maintain, troubleshoot and upgrade Web-server hardware and software Implement network traffic and security monitoring software, and optimize server performance Perform routine network start up and close down and maintain control records Perform



data backups and disaster recovery operations Conduct tests and perform security and quality controls Control and monitor e-mail use, Web navigation, and installed softwares Perform shell scripting or other basic scripting tasks May supervise other workers in this group

Who do they work for?

Self-employed IT Support Companies Government agencies Private Sector companies Anywhere computer networks exist

Sample titles

Internet Web site technician LAN administrator and technicians Computer network technician Data centre operator Network administrator System administrator

Essential Skills

Digital Technology Oral Communication Problem Solving

How to join the field

Completion of a college or other program in computer science, network administration, Web technology or a related field is usually required. Certification or training provided by software vendors may be required by some employers.

2.

Bulleted lists must be parallel in structure. For each of the sections in the Information Systems Technicians text above, identify whether the bullets in the lists are:

- nouns
- phrases
- full sentences

Use the Bulleted Text booster, if you need help.

(writing level 1)

Main duties	
Who do they work for?	
Sample titles	
Essential Skills	
How to join the field	



3.

Create your own bulleted list of at least 5 items each for the following:

1. What you need at school or at work on a typical Monday (list of nouns)
2. What you would like to accomplish in the next year (list of phrases)
3. The reasons your boss should allow you to take three days off to go on a backpacking trip, even though work is really busy. (list of full sentences)

Start each list with a stem sentence. The first stem sentence is done for you.

(writing level 2)

List of nouns

What I need on Mondays includes:

-

List of phrases

List of full sentences



4. NOT BEING SCOTTIE B.

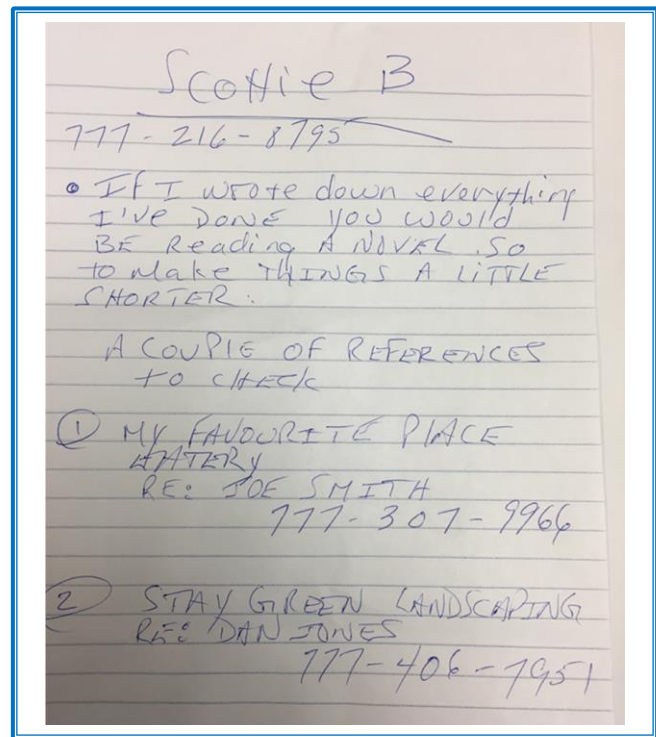
WRITING FOR AND ABOUT WORK

Yes, Scottie B. really did submit this resume when he saw a job posting for a customer service job. It didn't work out for him, except to make him famous as an example of how NOT to apply for a job.

How not to be Scottie B.

- Assume that you will need to tweak your general resume to match the job you are applying for.
- Print out the job posting, and the job description, if it is available.
- Using highlighters, mark in the job posting the **required qualifications** in one colour and the required **skills and abilities (competencies)** in another. Underline any described job duties that match things you have previously done, whether at a job or in your daily life.
- Write down how you meet each of the criteria you identified.
- As you write your resume, describe your skills, abilities and experiences using the language in the job posting, to connect to the matches you found.
- Aim to meet a minimum of 75% of what the employer is looking for.

A well-written resume will show that you have thought about the job posting and the ways in which you are a good fit for the position.





1.

Help Martine with her resume.

Martine is an experienced hairstylist who has recently moved from Toronto to Saskatoon. She has found a job posting that she thinks is a good opportunity for her and she wants to prepare a really strong resume.

1. Read the job posting on the next page and highlight, in one colour, the required **qualifications**, and in a second colour, the **skills and abilities** the employer is looking for.
2. Transfer that information into the table below.
3. Read Martine's bio and identify the ways in which she meets the qualifications and skills and abilities the employer is looking for. Transfer that information into the table.

(writing levels 2 and 3)

About qualifications and skills and abilities:

Qualification Examples	Skill and Ability Examples
• Educational requirements	• Communication skills
• Specific experience	• Ability to work independently
• Specific licenses or courses	• Problem-solving capability

Important qualifications may be listed before less important qualifications.

MARTINE'S RESUME PLAN

Required Qualifications	How Martine meets the qualifications
Skills and Abilities	How Martine matches the skills and abilities

Do you think, based on the resume plan for Martine, that she is a good candidate for the job? Why or why not?



JOB POSTING

Competition number	P07399
Bargaining Unit	Academic
Posting Title	Instructor - Hairstylist
Classification	Instructor
Category of Work	Full Time
Org Code/ Description	Hairstylist – 44408-Dept
Location	Main Campus
Date Posted	01/30/2018
Closing Date	02/15/2018
Start Date	02/26/2018
End Date	02/22/2019
Salary Range	As per Academic Salary Grid
Hours of Work	900 hours
Total Assigned Days	199 days
Posting Status	Open
Job Duties	
Job Duties	<ol style="list-style-type: none"> 1. Curriculum development 2. Instruction in the Cosmetology program 3. Maintain contact with industry
QUALIFICATIONS, SKILLS, ABILITIES (QSA)	
Required Qualifications, Skills and Abilities	<ol style="list-style-type: none"> 1. Grade 12 or equivalent 2. Journeyperson Hairstylist/Cosmetologist – Red Seal 3. 2-years recent, relevant post-journeyperson experience 4. Effective communication skills (written and oral) 5. Effective interpersonal skills 6. Demonstrates valuing diversity 7. Effective instructional ability



Martine's Bio

Martine Cook has just moved to Saskatoon from Toronto. She is looking for full-time work and is able to work weekends. Her temporary address in Saskatoon is 20115 Main St. Saskatoon, SK S7A 0Z1. Her cell number is 416-222-1111.

Martine got her GED in 2009. After achieving her Red Seal designation, she worked for two years as a stylist and esthetician at a salon in downtown Toronto followed by 3 years at one of the top salons in the mid-town area where she was one of the stylists responsible for providing guidance to the apprentices. As part of that role, she developed a short manual that the stylists could use to ensure all the apprentices receive the same information. Martine was a volunteer for three years with an organization that provides support to women in need. Once a month she provide free haircare services to clients from the organization. She was commended by the people who ran the agency, for the work she did with clients. She speaks and reads English and Spanish fluently and also speaks some basic Arabic. She has her own car and is proficient in MS Office.

2.

On the next four pages there are four job postings. Choose one of the postings, or a different posting you find that is of interest to you. Follow the steps you followed to help Martine prepare to complete a resume.

1. Read your chosen job posting and highlight, in one colour, the required **qualifications**, and in a second colour, the **skills and abilities** the employer is looking for.
2. Transfer that information into the table below.
3. Consider your own work and daily life experience and identify the ways in which your experience meets the qualifications and skills and abilities the employer is looking for. Transfer that information into the table.
4. Compare your results. Are you a good match for the job you chose?
(writing level 3, reading level 2)

Required Qualifications	How you meet the qualifications



Skills and Abilities	How you match the skills and abilities

3.

Prepare a basic resume that you could use to apply for your chosen job. Use the categories listed below. Lined pages are provided following the job postings.

- *Contact information* – how will the employer find you to invite you for an interview?
- *Qualifications* – what qualifications do you have that match those requested in the job posting? How will you describe your qualifications so that they match the way they are described in the job posting?
- *Skills and Abilities* – which of your skills and abilities match those requested in the job posting? How will you describe your skills and abilities so that they match the way they are described in the job posting?
- *Additional information* – do you have other skills and abilities that you think are a good fit for the job? Do you have hobbies or interests that demonstrate that you are a good fit for the job? For example, if the job is in the mountains, do you like to hike or climb or ski?

(writing level 4, reading level 3)

Facilities Summer Student

WHAT YOU WILL DO

As part of the Maintenance Base team, you will work closely with the entire team, assisting with general administrative duties and interacting with many stakeholders both internally and externally. Working in Facility Services you will provide support for operational issues, while gaining exposure to working in a corporate setting and an airport environment. The successful candidate will be encouraged to return in future summers with added responsibility each additional summer term, resulting in valuable transferable skills towards your field of study.

Reporting to the Manager, Facility Services some of your key responsibilities will be:

- Assist with the investigation of operational issues, report findings and provide solutions.
- Answer phone calls and enter work order data.
- Provide coverage for the operations and maintenance desk.
- Manage the drawing room inventory and storage room.
- Reconciliation of physical assets to drawings.
- Assigned projects in respect to operational requirements.
- Assist managers, coordinators and director with general administrative duties.

WHAT YOU BRING

- Excellent communication and customer service skills.
- Proficient with Microsoft Office Suite.
- Ability to read basic maps on Adobe.
- Ability to take initiative, work independently, and effectively collaborate with others.
- Ability to focus on a repetitive task for a long period of time while maintaining high attention to detail.
- Experience working in an office setting is considered an asset.

<https://ca.indeed.com/jobs?q=Summer%20Student&l=Calgary%2C%20AB&vjk=34c7c691109caad3>

Groundside Services Summer Student

WHAT WILL YOU DO

As part of our Airfield Operations team, you will be exposed to the many different aspects of airside operations. Primarily spending your time outdoors, you will assist our equipment operators with an array of tasks to ensure the ongoing operations of the airport while gaining valuable hands-on experience.

Reporting to the Airfield Supervisor some of your key responsibilities will be:

- Assist with line painting on airfield runways
- Landscaping requirements – watering, weeding, fertilizing, operating; mowers and weed whackers
- Aid in the general maintenance of the Airside Maintenance Center and mobile equipment
- Assist Environmental Team with wildlife control, water sampling and noise management
- Support the Airfield Operations team with all other tasks required

WHAT WILL YOU BRING

- Must possess a valid Class 5 Alberta Driver's License or equivalent, subject to a driver's abstract review
- Road construction experience would be considered an asset
- Enjoy physical work in an outdoor environment
- Ability to take initiative and demonstrate strong time management skills
- Ability to work collaboratively in a team environment
- Obtain steel toed shoes or boots (an allowance will be given)
- Successful candidates for this position will be required to undergo a pre-employment medical assessment; along with an alcohol & drug test by the Calgary Airport Authority's Medical Officer to confirm fitness for work

Note: Students must be returning to school in the fall to qualify for this position.

<https://ca.indeed.com/jobs?q=Summer%20Student&l=Calgary%2C%20AB&vjk=30e447ab46d58fdc>

Camp Counsellor

Job requirements Languages English

Education No degree, certificate or diploma

Credentials (certificates, licences, memberships, courses, etc.) First Aid Certificate; CPR Certificate

Experience 1 to less than 7 months

Additional Skills Train and supervise staff; Leading/instructing groups; Leading/instructing individuals

Work Setting Camp

Specific Skills Lead groups and individuals in recreational or leisure programs; Demonstrate and instruct athletic, fitness or sports activities and techniques; Plan and carry out recreational, fitness and sports activities; Schedule activities, keep logs, maintain records and prepare reports; Monitor recreational, sports or fitness activities to ensure safety and provide emergency or first aid assistance when required

Security and Safety Criminal record check

Work Site Environment Outdoors

Ability to Supervise 11-15 people

Work Location Information Various locations

Personal Suitability Initiative; Effective interpersonal skills; Flexibility; Team player; Excellent oral communication; Dependability; Judgement; Reliability; Organized

Program title: Canada Summer Jobs

Program description: This position is being advertised under the Canada Summer Jobs (CSJ) initiative. To be eligible for this position, you must be between 15 and 30 years of age on the start date of the job. You also must have been a full-time student during the previous academic year and be intending to return to full-time studies in the next academic year. You also must be a Canadian citizen, a permanent resident or a refugee under the Immigration and Refugee Protection Act. You must also be legally entitled to work according to relevant provincial legislation and regulations.

How to apply Anyone who can legally work in Canada can apply for this job. If you are not currently authorized to work in Canada, the employer will not consider your job application.

<https://ca.indeed.com/jobs?q=Summer%20Student&l=Calgary%2C%20AB&start=10&vjk=fbd3c77ba3a49d54>

Barista

Moraine Lake Lodge – Join our Team!

Do you love the outdoors? Do you enjoy connecting with guests from around the world? Does a summer exploring Canada's Rocky Mountains and National Parks sound like the experience of a life time? If so take a look at the unique work opportunities we have at Moraine Lake Lodge this summer and consider applying to be part of a great team of people.

Just 15 minutes away from the town of Lake Louise, Moraine Lake Lodge is located in Banff National Park and situated in the Valley of the Ten Peaks, at an elevation of approximately 6,183 feet (1,885 m). Moraine Lake's glacially fed blue-green waters are visited each summer by thousands of travellers from over all over the world. Some guests will stay and enjoy the amenities in our beautiful Lodge, while others will visit for the day or just a few moments to get that iconic photograph. Our goal is to ensure that through our attitude and service, our guests have an exceptional experience.

Responsibilities:

Café Attendant/Barista is responsible for food and beverage guest service in the **Snowshoe Café**. This positions main responsibilities include but are not limited to: greeting guests, barista duties, food preparation (baking and preparing deli sandwiches, as needed), point of sale (POS, cash handling) and maintaining a clean, organized working environment while following proper food handling procedures.

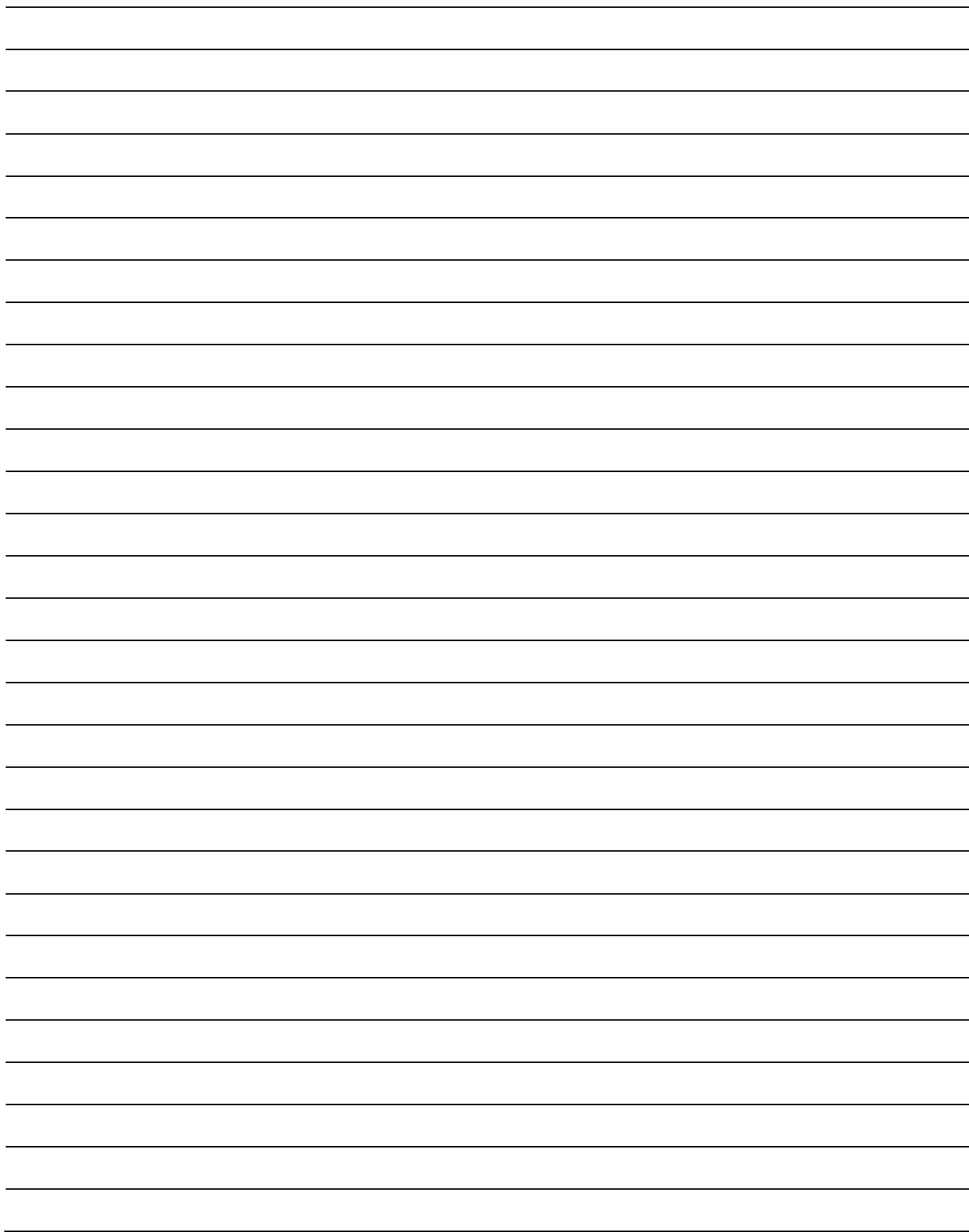
Details:

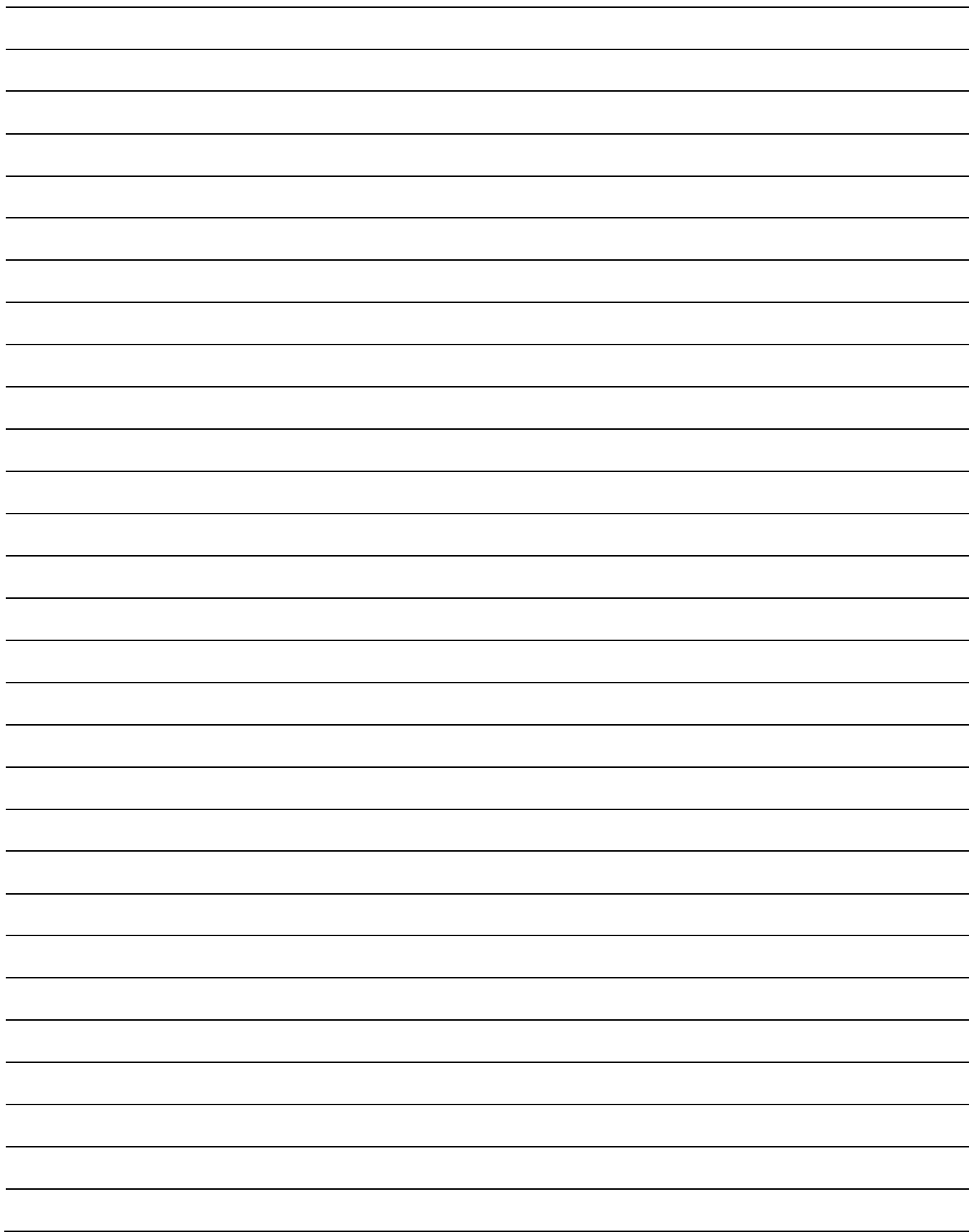
- Fulltime, working up to 40 hrs. a week,
- Hourly wage with an end of contract bonus,
- Staff accommodation onsite, \$15.00/day, includes all meals and laundry.
- May 15, 2018 – October 2, 2018 (TBC),
- Must be legally entitled to work in Canada prior to offer of employment.

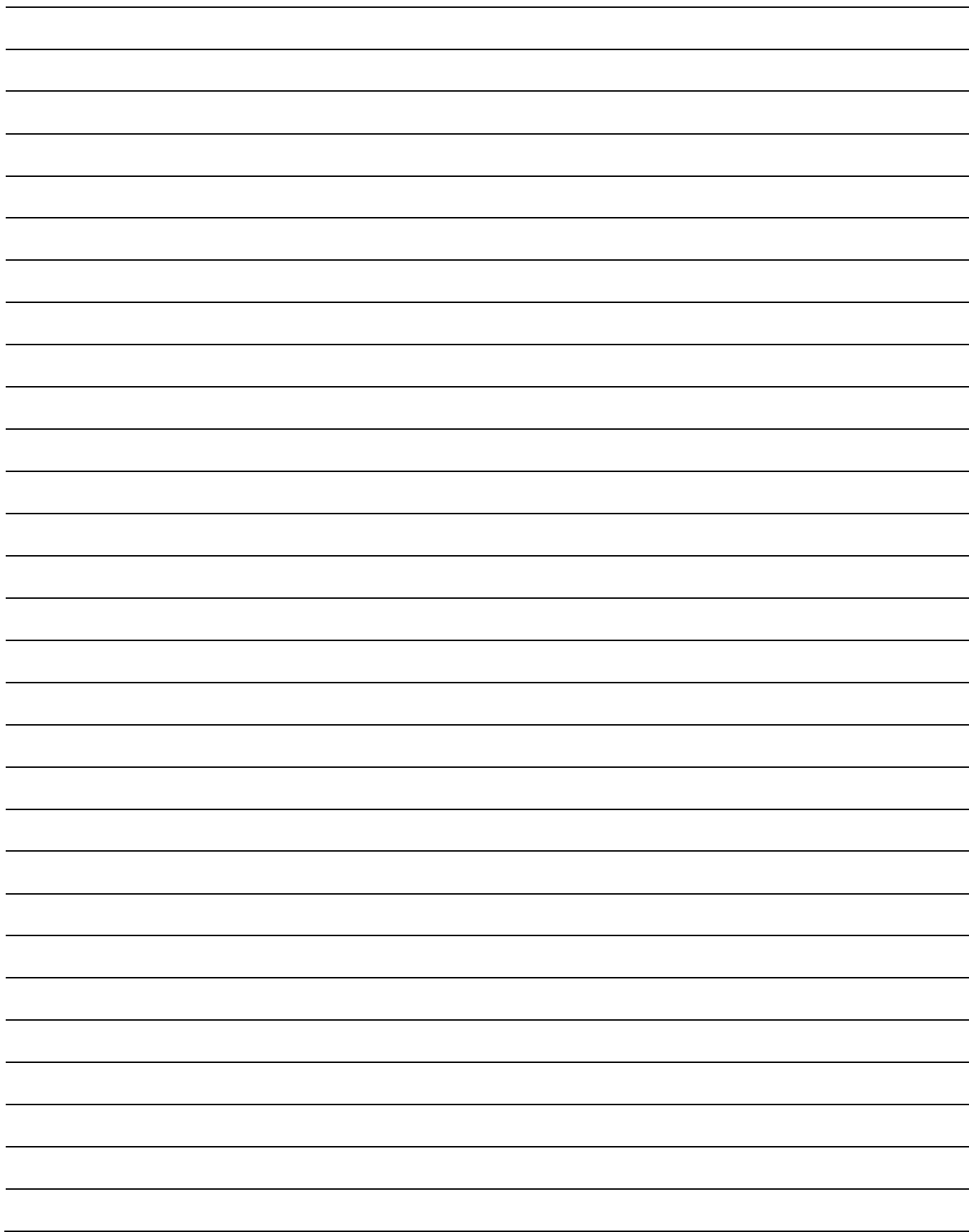
Qualifications:

- Min. 1 yr. of previous barista/café experience,
- Must be 100% guest service oriented, have excellent people skills with a positive and upbeat personality,
- ProServe certificate or equivalent, an asset,
- Food preparation experience, an asset,
- Outdoor enthusiast, a passion for hiking and exploring the Rocky Mountains,
- Ability to lift heavy objects (up to 50 lbs.).

<https://ca.indeed.com/Summer-jobs?vjk=9b7079fe9cecf61d>









Descriptive writing gives a clear description of people, places, objects, or events. A resume might contain brief bits of descriptive writing such as,

- completed two weeks of training at a remote, northern work camp. The training focussed on five strategies for maintaining physical and mental health in isolated work situations.

The bullet above describes:

- length of time (two weeks)
- location (remote/northern/work camp)
- reason to be at the location (training)
- details of the reason (five/strategies/for maintaining health)

We use descriptive writing when we want to help the reader to understand clearly what we experienced

1.

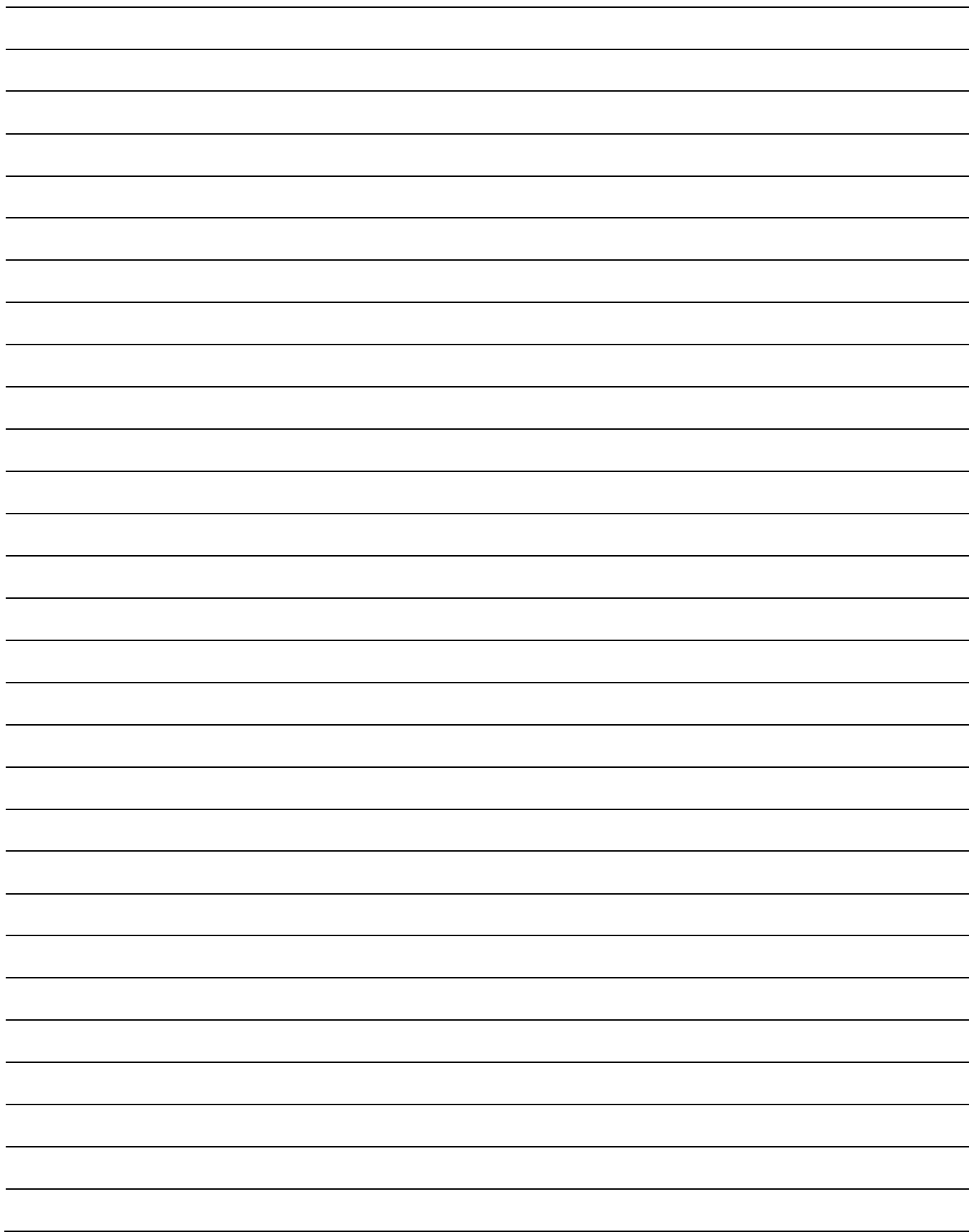
Choose one of the job postings from the previous pages (Barista, Camp Counsellor, Groundside Services Summer Student or Facilities Summer Student). Imagine that you applied for, and got, one of the jobs and you have now worked at the job all summer. Of course, you were the best student they hired this year and your boss has asked if you would please write a description (minimum two paragraphs) of what the job was like for you. The employer would like to use your story to help future applicants understand:

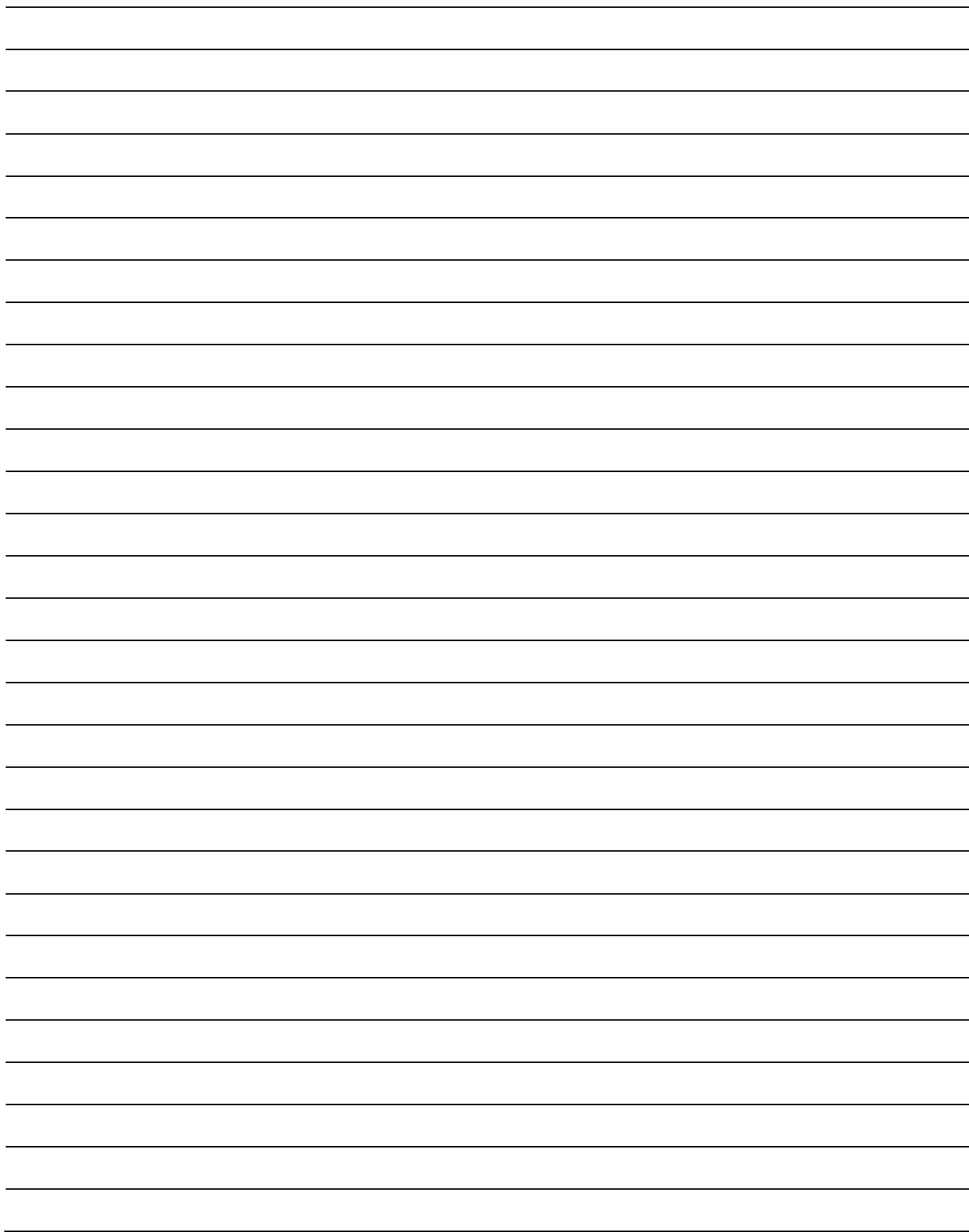
- what the job was like on a daily basis
- what it was you most enjoyed about the job
- what parts of the job, if any, you found to be less enjoyable
- what past experience and/or skills you brought to the job that helped you

She would also appreciate any suggestions you have for future workers on how to be successful in the job.

HINT: Use the information in the posting for some ideas about what it might be like to work in the job.

(writing level 4, reading level 3)







**BUILD YOUR
ESSENTIAL SKILLS!**

**IN THIS SECTION OF THE WORKBOOK,
YOU CAN GIVE YOUR SKILLS A BOOST
BY REVIEWING SOME ESSENTIAL
SKILLS BASICS.**

WRITING

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	✓
ES Booster!		61	
1	Writing Booster – Bulleted Text	63	
2	Writing Booster – Punctuation	67	



1. BULLETED TEXT BOOSTER

Bullets are:

- icons or symbols used in writing to indicate that the items in a list are related, and important to, the text that comes before
- often shaped like a little round circle, but they may be one of several other shapes

Bulleted lists are:

- ❖ widely used in the writing of reports, manuals, letters, instructions, and other formats
- ❖ a clear, effective way of listing important ideas, so that they are easy to read and understand

Bulleted lists must be parallel in structure and meaning. That is, if:

- a bulleted list is to be made up of words that are nouns, then all items in the list must be words that are nouns
- a bulleted list is made up of phrases, then all the items in the list must be phrases and contain related content
- the bullets are all full sentences or paragraphs, then all the items must be full sentences or paragraphs

Each item in a bulleted list should start with the same part of speech. Parts of speech include:

- nouns – person, place or thing
- verbs - describes an action, state, or occurrence; for example, carry (action verb) the boxes (noun)
- adjectives – describes a noun or pronoun; for example, shy (adjective) child (noun)



BULLETED LISTS OF NOUNS

Nouns are people, places or things.

Below is a grocery list. It is a list of nouns. The items on the list are related because they are all the names of things to be bought.

Things to buy:

- lettuce
- peppers
- broccoli
- bananas
- cereal
- milk
- yogurt
- honey

All the items on this list are nouns; they are the names of actual items that need to be purchased. Even though the items are nouns, they don't need to be capitalized unless a proper name, like a brand name, is used. For example Aphrodite yogurt, instead of just yogurt.



BULLETED LISTS USING PHRASES STARTING WITH NOUNS

Each bullet in this type of list starts with a word that is a noun. The word that is the noun is followed by a description of the noun.

Phrases are not complete sentences and so these bullets are not complete sentences. The first word does not need to be capitalized (although it sometimes is) and there does not need to be a period at the end of the phrase.

Below is an example. It is part of a list from the Universal Declaration of Human Rights, Resolution 217A (III), which was passed by the United Nations in 1948. Each bullet begins with a noun.

Some of the human rights that the declaration sought to guarantee are:

- equality before the law and equal protection of the law, without discrimination
- freedom from arbitrary interference with privacy, family or home
- freedom of opinion and expression
- freedom of peaceful assembly and association



BULLETED LISTS USING VERBS

Verbs describe an action, state or occurrence. Each item in the list below begins with a verb.

Tips for cleaning the shop:

- Remove items from shelves before dusting.
- Vacuum windowsills and corners with a vacuum hose.
- Clean windows with a newspaper and cleaning solution.
- Dust all ceiling fans and lights.

The list above also demonstrates a few common rules of bulleted lists.

1. The verbs in a list should all the same tense. In this case, it is the simple present tense. The action being described is to happen now.
 - If the action being described had already happened, the verbs would be in the simple past tense; that is, they would be written as:
 - removed
 - vacuumed
 - cleaned
 - dusted
 - If the action being described was still happening or continuous, the verbs would be in the present continuous form; that is, they would be written as:
 - removing
 - vacuuming
 - cleaning
 - dusting
2. The list demonstrates how to capitalize and punctuate when a bulleted list uses complete sentences.
 - Each item in the list is a complete sentence.
 - Each item starts with a word that is capitalized.
 - Each item ends with a period.
3. The list demonstrates how items in a list should all be related in some way. In this case, the items are all related to how to clean. List items could be related to any number of other topics, such as:
 - places to go in a new city
 - things to do on a long weekend
 - post-secondary institutions in your province that deliver trades training
 - items to buy for a camping trip



2. PUNCTUATION BOOSTER



WHAT IS PUNCTUATION?

Punctuation is the system of signs or symbols that show how a sentence is assembled and how it should be read. Punctuation makes the meaning of the sentence clear.

Sentences are complete statements. Put together, they become written accounts like books or newspapers or manuals. Properly punctuated, sentences can be read and understood as the writer intended.

At the very least, every sentence should have a capital letter at the start and a full stop, exclamation mark, or question mark at the end. These two components indicate that a sentence is complete.



THREE PUNCTUATION BASICS

Punctuating the End of a Sentence

A period is used at the end of a complete sentence that is a statement.

What do you do if the sentence is a question?

Use a question mark.

Only use one period.

Do not add a second period, if the sentence ends with an abbreviation.

NO: This is Yasmine Yousef M.D..

Yes: This is Yasmine Yousef M.D.

Only one punctuation mark at the end of a sentence.

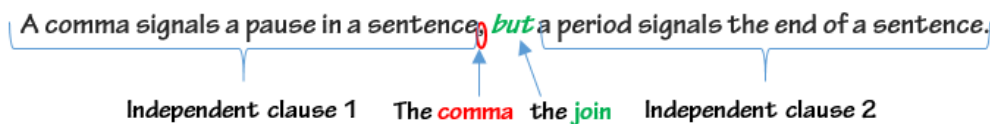
Never end a sentence with a question mark or exclamation point AND a period.



Using a Comma

There are several rules about using commas. This booster considers two of the rules.

1. Use a comma to separate independent clauses when they are joined by *and, but, for, or, nor, so, yet*. An independent clause is a group of words that can stand alone as a sentence.



2. Use commas to show nonessential information.

The information is nonessential if the sentence makes sense and the meaning does not change, without the information inside the commas.

If the words inside the commas are essential to the sense or meaning of the sentence, do not set it off with commas.

NO: The singer, Drake, rarely gives interviews.

YES: The singer Drake rarely gives interviews.

REASON: The identity of the singer is essential to the meaning of the sentence. If you removed the name, Drake, the sentence could be about any singer.

NO: Canada's first Prime Minister John A. MacDonald served his first term from 1867 to 1873.

YES: Canada's first Prime Minister, John A. MacDonald, served his first term from 1867 to 1873.

REASON: There is only one first Prime Minister of Canada. Including his name is not essential to the meaning of the sentence.

To learn more about commas

<http://www.btb.termiumplus.gc.ca/tcdnstyl-chap?lang=eng&lettr=chapsect7&infoO=7.15>



Using an Apostrophe

To indicate an abbreviation, the apostrophe is placed where the missing letter of the word was removed.

There are two main reasons to use apostrophes.

1. An apostrophe is used to form a possessive (indicate ownership).
 - Sara's house
 - My family's car
 - The dog's leash
2. An apostrophe is used for some contractions like those shown below..
 - It is = it's
 - Let us = let's
 - She is = she's
 - They are = they're
 - I have = I've
 - Do not = don't

Apostrophes aren't used to form plurals of words.

- He went shopping for several **shirts**.
- She checked several **signs**.
- They called all the **dogs**.

There are three exceptions to the rule about not using apostrophes to form plural words.

Apostrophes are used to form plurals of:

- lowercase letters
 - Be sure to dot your **i's** and cross your **t's**.
- words used as words
 - How many **yes's**, **no's**, and **maybe's** are there?
- certain abbreviations
 - The staff includes **Ph.D.'s**, **M.D.'s**, and three **MBA's**.



ANSWERS FROM THE ES WORKOUT!

**IN THIS SECTION OF THE WORKBOOK,
YOU CAN CHECK YOUR ANSWERS FOR
THE ESSENTIAL SKILLS WORKOUTS
YOU COMPLETED!**

WRITING

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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1. WHY WRITE?

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

Below is a table with a list of 11 types of writing you may have done, either for personal reasons or for school. If you didn't do a particular type of writing, leave it blank and if you did write something not on the list, (a song or a story?) add it at the bottom. For each type of writing you did do, explain briefly why you wrote and how much total time you spent on that type of writing. For some items there might be more than one purpose. For example, maybe you sent some texts to inform or pass on information, and other texts just to entertain.

(writing levels 1, 2, and 3)

Answers will vary. Examples given below.

What I wrote	Why I wrote	# Minutes
Text message	To inform friends and family To share information To entertain myself and others	
Email	To book my car in for service To let my boss know I was sick and couldn't work To ask my math teacher for help	
Instructions	To tell my brother how to work the washing machine To explain to the members of my science study group what we needed to do to finish our project	
Directions	To tell my mom where to pick me up	
Report	Completed an accident report, to explain the injury I received at work on Thursday	
Personal letter	Wrote a thank you note to my grandmother for my birthday gift. She doesn't do email.	



Journal entry	<i>To keep my resolution of writing a journal entry everyday</i>	
List	<i>Made a list of things I need to take for the outdoor ed. trip</i>	
Blog post	NA	
Notes in point form	<i>Notes from my automotives theory class</i>	
More than 1 page	NA	

REFLECTIONS ON MY WRITING

Answers will vary.

2.

Below are descriptions of three interview situations. For each situation, write a thank you email. Use the tips in the information above to help you compose an appropriate note. There are email templates on the pages following the interview descriptions.

(writing level 2)

Answers will vary. Examples given below.

Interview situation 1

- Interview was for Job Posting #40159 – Apprentice Welder
- Interview on phone. One to one.
- The interviewer told you she would let you know in a week.
- You were a few minutes late for the call.

Interview Situation 2

- Interview was for a summer job as a kitchen helper at a work camp up north
- Interview by Skype. One to one.
- The interviewer told you at the time you didn't get the job.
- You forgot to tell him you would be interested if another opportunity came up.

Interview Situation 3

- Interview was for Job Posting #ZPO09 Video Production Assistant
- In person interview. Conducted by a panel of three interviewers.
- They told you they had more people to interview but would let you know soon.
- You forgot to tell them you were going away in 3 weeks and would have limited cell access. You can give them another number to contact.

Regarding Job Posting #40159 – Apprentice Welder - Message (HTML)

FILEMESSAGEINSERTOPTIONSFORMAT TEXTREVIEWADOBE PDF

Paste

Clipboard

Calibri (Bc)11

A

A

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A

Basic Text

Address Book

Check Names

Attach File

Attach Item

Signature

Names

Include

Attach File via Adobe Send & Track

Follow Up

High Importance

Low Importance

Tags

Zoom

Apps for Office

Add-ins

Send

To...

Cc...

Subject

Regarding Job Posting #40159 – Apprentice Welder

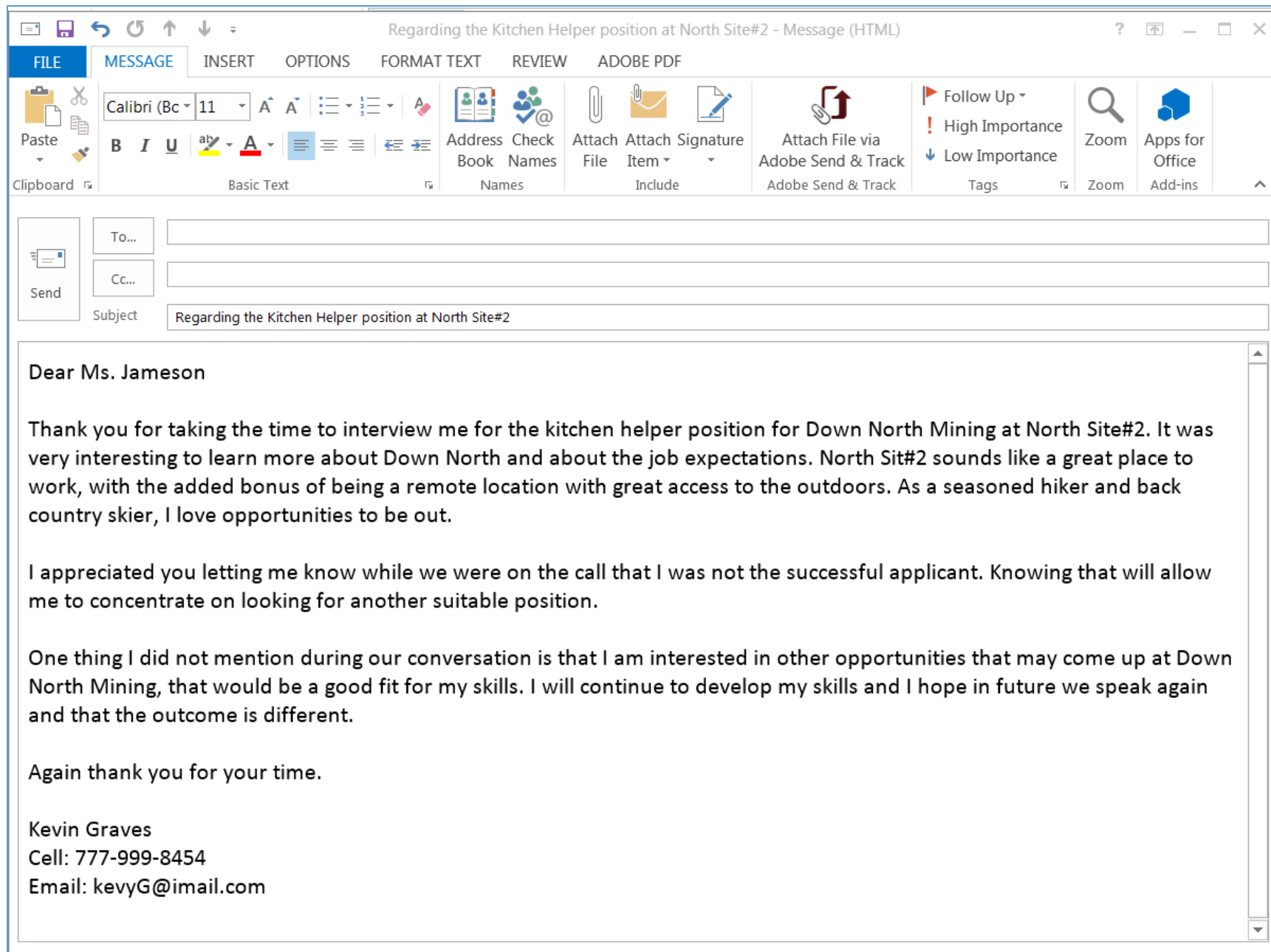
Dear Mr. MacDonald

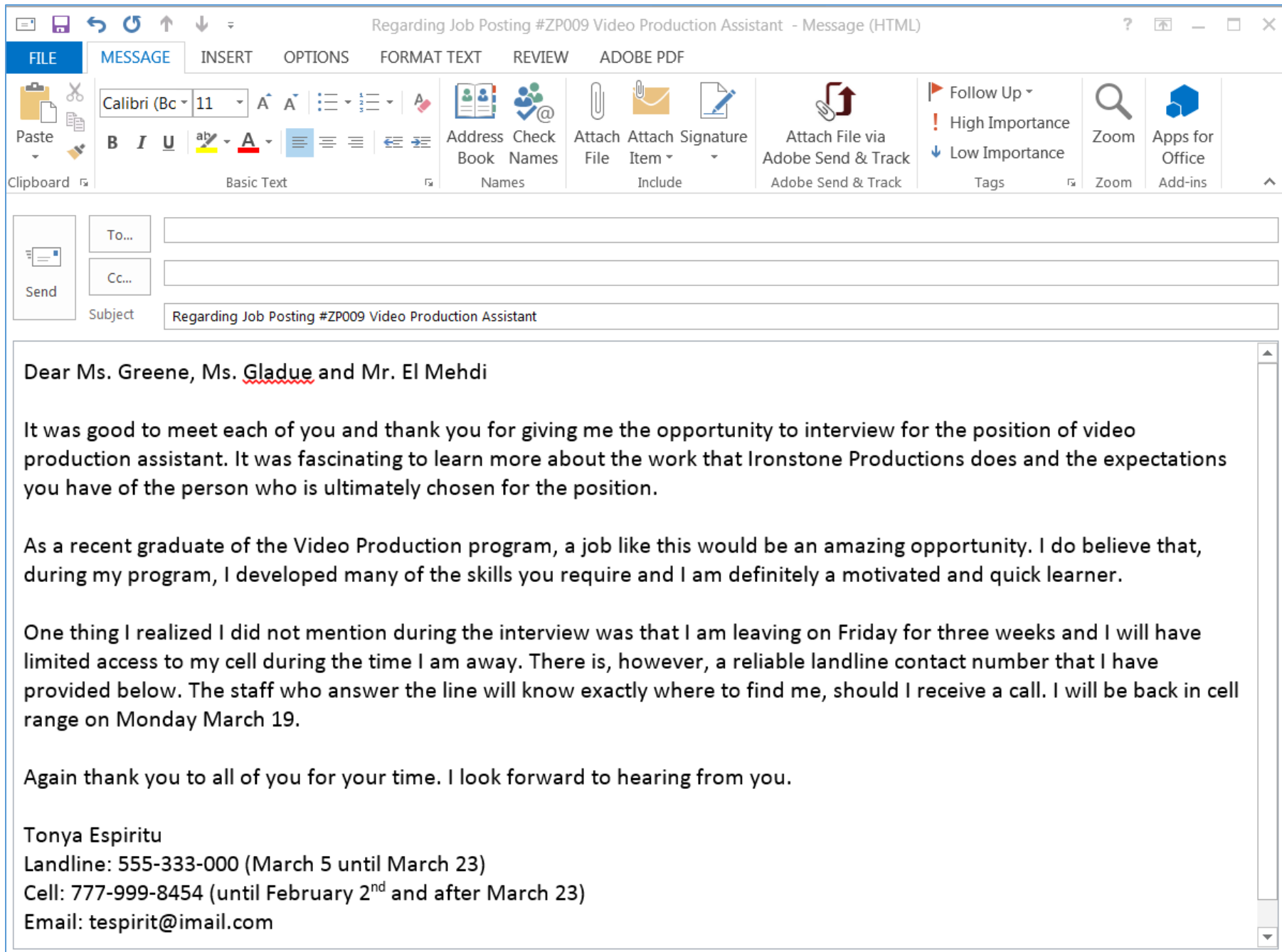
Thank you for giving me the opportunity to interview for the apprentice welder position. It was very interesting to learn more about your company and about the job. I felt that I came away from the call with a clear understanding of the skills and abilities you are looking for in an apprentice and I believe that I have what you need. I am a good communicator, willing to work hard and I have a good grasp of the basics of welding.

I do apologize for being three minutes late for the call. My welding class ran a few minutes late and, as I explained, I really didn't want to disrupt the class by leaving. I am generally very prompt and I am never late for work.

I look forward to hearing from you next week.

Alisha Brown
Cell: 777-999-8454
Email: albrown@imail.com







2. WHATEVER DO YOU MEAN?

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

Below is a collection of sentences and phrases that are unintentionally funny, due to missing capital letters and/or incorrect punctuation. See if you can fix them so that they make sense. Check the punctuation booster, for hints.

(writing level 2)

Answers will vary. Examples given below.

I l i k e c o o k i n g , m y f a m i l y , a n d p e t s .

E n j o y y o u r t h a n k s g i v i n g x t u r k e y . (remove the comma)

C o w s . P l e a s e c l o s e t h e g a t e .

W e ' r e g o i n g t o l e a r n t o c u t a n d p a s t e , k i d s !

B e c a r e f u l o f p a r a s a i l i n g , h o r s e s , a n d b u g g i e s o n
t h e b e a c h .

P r o f e s s i o n a l s i g n s x a n d l e t t e r i n g (remove the apostrophe)

W A N T E D : p i a n o t o r e p l a c e d a u g h t e r ' s l o s t i n f i r e

T o m y p a r e n t s , t h e P o p e , a n d M o t h e r T e r e s a

2.

Punctuate the paragraphs below so that the message in each one can be understood. You will need to use capital letters, commas, and periods.

(writing levels 2 and 3)

Answers will vary. Examples given below.



Writing is the ability to get an idea across by arranging words numbers and symbols.

Whether on paper or a computer screen, strong writing skills are essential to communicating effectively. At work, for example, we write memos, emails, or phone messages. In everyday life we may, for example, write letters, greeting cards, or notes.

Edited from: <https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/writing-self-assessment.html>

Many of the expressions we use every day should be avoided when writing. These wordy expressions often distract the reader. If a word or phrase does not add meaning to your writing, delete it, or replace it with a simple term.

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/writing.html>

The purpose of a plain-language approach in written communication is to convey information easily and unambiguously. It should not be confused with an oversimplified, condescending style. Rather, by choosing straightforward vocabulary and sentence structures, and by organizing and presenting your material clearly and logically, you can save the reader time and effort and ensure that your message will be clearly understood. The need to provide relevant information in a clear and simple way also applies to communications within and between departments. Many types of documents are written by public servants for other public servants: memorandums, information on employee benefits, health and safety manuals, work plans, departmental policies, performance appraisals, and so on. Use of plain language will help ensure that your message comes across clearly and that readers take appropriate action.

From the Government of Canada Plain Language Act:

<http://www.btb.termiumplus.gc.ca/tcdnstyl-chap?lang=eng&lettr=chapsect13&infoO=13>



3. MAKING YOUR POINT

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

The text below describes what Information Systems Technicians do. The bullets have been removed. Mark on the text, all the places where you would insert bullets, to make the information easier to read. The headings have been left to help you recognize the main sections of the text.

(writing level 2)

Information Systems Technicians cooperate with other staff to inventory, maintain and manage computer and communication systems. ITs provide communication links and connectivity to the department in an organization, serving to equipment modification and installation tasks.

Main duties

Computer network technicians perform some or all of the following duties:

- Maintain, troubleshoot and administer the use of local area networks (LANs), wide area networks (WANs), mainframe networks, computer workstations, connections to the Internet and peripheral equipment
- Evaluate and install computer hardware, networking software, operating system software and software applications
- Operate master consoles to monitor the performance of computer systems and networks and to co-ordinate access and use of computer networks
- Provide problem-solving services to network users
- Install, maintain, troubleshoot and upgrade Web-server hardware and software
- Implement network traffic and security monitoring software, and optimize server performance
- Perform routine network start up and close down and maintain control records
- Perform data backups and disaster recovery operations
- Conduct tests and perform security and quality controls
- Control and monitor e-mail use, Web navigation, and installed softwares
- Perform shell scripting or other basic scripting tasks
- May supervise other workers in this group.



Who do they work for?

- Self-employed
- IT Support Companies
- Government agencies
- Private Sector companies
- Anywhere computer networks exist

Sample titles

- Internet Web site technician
- LAN administrator and technicians
- Computer network technician
- Data centre operator
- Network administrator
- System administrator

Essential Skills

- Digital Technology
- Oral Communication
- Problem Solving

How to join the field

- Completion of a college or other program in computer science, network administration, Web technology or a related field is usually required.
- Certification or training provided by software vendors may be required by some employers



2.

Bulleted lists must be parallel in structure. For each of the sections in the Information Systems Technicians text above, identify whether the bullets in the lists are:

- nouns
- phrases
- full sentences

Use the Bulleted Text booster, if you need help.

(writing level 1)

Main duties	<i>Phrase</i>
Who do they work for?	<i>Noun</i>
Sample titles	<i>Noun</i>
Essential Skills	<i>Noun</i>
How to join the field	<i>Sentence</i>

3.

Create your own bulleted list of at least 5 items each for the following:

1. What you need at school or at work on a typical Monday (list of nouns)
2. What you would like to accomplish in the next year (list of phrases)
3. The reasons why you are interested in a particular career. (list of full sentences)

Start each list with a stem sentence. The first stem sentence is done for you.

(writing level 2)

Answers will vary. Examples provided below.

List of nouns

What I need on Mondays includes:

- *Tablet*
- *Headphones*
- *Pen*
- *Lunch*
- *Bus pass*



List of phrases

This year I would like to:

- ☐ *become a better skater*
- ☐ *learn to drive well in winter conditions*
- ☐ *read six books*
- ☐ *learn to play guitar*
- ☐ *be kinder to my little sister*

List of full sentences

These are my reasons for wanting to become a Heavy Equipment Technician.

- *The employment prospects are good.*
- *The field is changing rapidly as self-driving vehicles are developed, and so it will be interesting work for a long time.*
- *I really like technology as well as mechanics, and I think this would be a good career for combining both interests.*
- *I could end up working in some really interesting locations, like remote mine sites.*
- *The money is good.*



4. NOT BEING SCOTTIE B

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

Help Martine with her resume.

Martine is an experienced hairstylist who has recently moved from Toronto to Saskatoon. She has found a job posting that she thinks is a good opportunity for her and she wants to prepare a really strong resume.

1. Read the job posting on the next page and highlight, in one colour, the required **qualifications**, and in a second colour, the **skills and abilities** the employer is looking for.
2. Transfer that information into the table below.
3. Read Martine's bio and identify the ways in which she meets the qualifications and skills and abilities the employer is looking for. Transfer that information into the table.
(writing levels 2 and 3)

Job Duties	
Job Duties	<ol style="list-style-type: none"> 1. Curriculum development 2. Instruction in the Cosmetology program 3. Maintain contact with industry
QUALIFICATIONS, SKILLS, ABILITIES (QSA)	
Required Qualifications, Skills and Abilities	<ol style="list-style-type: none"> 1. Grade 12 or equivalent 2. Journeyperson Hairstylist/Cosmetologist – Red Seal 3. 2-years recent, relevant post-journeyman experience 4. Effective communication skills (written and oral) 5. Effective interpersonal skills 6. Demonstrates valuing diversity 7. Effective instructional ability



Answers for how Martine meets the qualifications and skills and abilities will vary. Examples given below

MARTINE'S RESUME PLAN

Required Qualifications	How Martine meets the qualifications
<i>Grade 12 or equivalent</i>	<i>GED</i>
<i>Red Seal</i>	<i>Red Seal</i>
<i>Two years recent and relevant experience</i>	<i>Five years of experience</i>
	<i>Created a manual for training apprentices at the salon where she worked.</i>
Skills and Abilities	How Martine matches the skills and abilities
<i>Effective communication skills</i>	<i>Speaks two languages fluently and some of a third. Seems she must be interested in communication and will likely be able to communicate well with students.</i>
<i>Effective interpersonal skills</i>	<i>Her volunteer experience would require her to interact with people who may have some trouble with trusting others or communicating their needs. As she did well in her volunteer work, it seems likely she has good interpersonal skills.</i>
<i>Demonstrates valuing diversity</i>	<i>She chose to do volunteer work that exposed her to people from very diverse backgrounds and situations.</i>
<i>Effective instructional ability</i>	<i>Helped train apprentices at the salon in TO.</i>

Do you think, based on the resume plan for Martine, that she is a good candidate for the job? Why or why not?

Yes. I think she is a really good fit for the job. She has the qualifications, some experience with teaching apprentices and good exposure to people from diverse backgrounds and situations.

2.

On the next four pages there are four job postings. Choose one of the postings, or a different posting you find that is of interest to you. Follow the steps you followed to help Martine prepare to complete a resume.



1. Read your chosen job posting and highlight, in one colour, the required **qualifications**, and in a second colour, the **skills and abilities** the employer is looking for.
2. Transfer that information into the table below.
3. Consider your own work and daily life experience and identify the ways in which your experience meets the qualifications and skills and abilities the employer is looking for. Transfer that information into the table.
4. Compare your results. Are you a good match for the job you chose?

(writing level 3, reading level 2)

Answers will vary.

Required Qualifications	How you meet the qualifications
Skills and Abilities	How you match the skills and abilities

3.

Prepare a basic resume that you could use to apply for your chosen job. Use the categories listed below. Lined pages are provided following the job postings.

- *Contact information* – how will the employer find you to invite you for an interview?
- *Qualifications* – what qualifications do you have that match those requested in the job posting? How will you describe your qualifications so that they match the way they are described in the job posting?



- *Skills and Abilities* – which of your skills and abilities match those requested in the job posting? How will you describe your skills and abilities so that they match the way they are described in the job posting?
- *Additional information* – do you have other skills and abilities that you think are a good fit for the job? Do you have hobbies or interests that demonstrate that you are a good fit for the job? For example, if the job is in the mountains, do you like to hike or climb or ski?

(writing level 4, reading level 3)

Answers will vary.

**ESSENTIAL SKILLS!
WORK READY YOUTH
PROGRAM**



**ES
ASSESSMENT!**

WRITING

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	✓
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WRITING SKILL TESTING QUESTIONS

TRY THE 11 QUESTIONS BELOW THEN CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.

1.

You need to write an email to your supervisor to let her know that you would like to take the next Friday and Monday off work. What do you write in the subject line of your email?

- a) Request from Jason for 2 days off
- b) Won't be at work next Friday or Monday, Jason
- c) Skiing for a couple of days

2.

Your family is taking a one week vacation to Hawaii in July. You work Saturdays at Fast Burger. What do you write in your note to your supervisor

Vacation Request Log			
ID#	Name	Dates	Reason
18	Alex	May 4	Dental appointment
07	Sam	July 19-26	

- Date of vacation and reason for day off
- Where you are going and departure day
- Date that you are not able to work in July



3.

When workplace equipment is broken, a tag out card is completed. The top part is attached to the equipment; the bottom goes to a supervisor. The rung locks on an extension ladder are not working and the anti-slip rung cover material is worn off on several rungs.

What will you write on the tag as the reason(s) for the tag-out?

- a) Do Not Use. Tagged Out
- b) Danger. Locks broken.
- c) Rung locks broken. Rung covers missing.

The image shows a blue rectangular tag with a hole punch at the top. It contains the following text and fields:

- Date: _____
- DANGER**
- EQUIPMENT TAGGED OUT**
- REASON: _____
- SIGNED: _____ DATE: _____
- EQUIPMENT TAGGED OUT**
- EQUIPMENT ID: _____
- LOCATION: _____
- REASON: _____
- SIGNED: _____ DATE: _____
- HANG IN PLACE OF LOCK

4.

Mrs. Johnston sends you a text to ask if you can walk her dog. You can help her out when you are finished soccer practice. What is your reply?

- a) After soccer?
- b) Sure! After I'm done soccer practice.
- c) I have soccer practice.

The image shows a screenshot of a text message conversation on a mobile phone. The status bar at the top shows 'AT&T' and '9:32 PM'. The message is from 'Messages' and has an 'Edit' button. The message text is:

Hi Alex! Could you walk Max for me this Saturday afternoon?

At the bottom, there is a text input field and a 'Send' button.



5.

You had an interview for a summer job. You are writing a thank you email. You were interviewed by the human resources advisor, John Byers, and by the store manager whose last name was Miller. You do not remember her first name. How will you address the HR advisor and store manager in your email?

- a) Dear Mr. Byers and Ms. Miller
- b) Dear John Byers and Miss Miller
- c) To Whom it May Concern

6.

You have been asked to write a notice with details about the upcoming Recycle Old into New Fashions competition. What information should be included in the notice?

- a) Date and time, place, purpose of competition
- b) Date and purpose of competition
- c) Date, time and purpose of the competition

7.

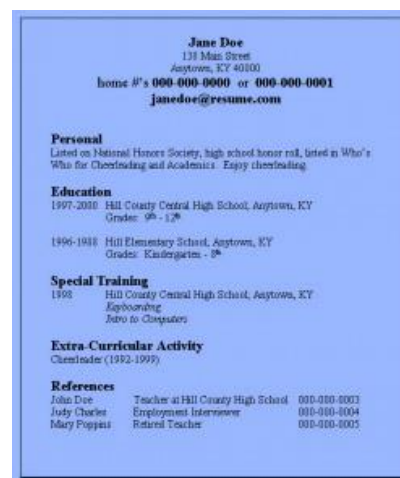
The schedule for servers April 9th is changing because a server is sick. You have been asked to write a memo to inform the servers and to post it on the notice board.

- a) ATTENTION SERVERS - April 9: Shift Change Notification
- b) ATTENTION STAFF: Weekend Shift Change Notification
- c) ATTENTION SERVERS: Weekend Shift Change Notification

8.

You are writing a resume for a summer job. In which section will you write about your computer course?

- a) Special training
- b) References
- c) Work experience



Jane Doe
131 Main Street
Anytown, KY 40100
Home #1's 000-000-0000 or 000-000-0001
janedoe@resume.com

Personal
Listed on National Honors Society, high school honor roll, listed in Who's Who for Christening and Academics - Easy Christening

Education
1997-2000 Hill County Central High School, Anytown, KY
Grades: 9th - 12th
1996-1998 Hill Elementary School, Anytown, KY
Grades: Kindergarten - 8th

Special Training
1998 Hill County Central High School, Anytown, KY
Keyboarding
Intro to Computers

Extra-Curricular Activity
Chemist (1992-1999)

References
John Doe Teacher at Hill County High School 000-000-0003
Judy Charles Employment Interviewer 000-000-0004
Mary Poppins Retired Teacher 000-000-0005



9.

You are writing a report for the Phys Ed teacher to let her know your concerns over damaged gymnastics equipment. What information needs to be included in the report?

- a) Item list of broken equipment
- b) Repair details including safety concerns
- c) Both of the Above

10.

You used the instructions below to build a birdhouse from a gourd. Yours ended up without a top to hang it from because you cut it off to clean the seeds out; the paint and sealing materials were a mess because you drilled the entrance after you painted and sealed. You have offered to revise the order of the instructions. In what order will you rewrite the instructions so the next class has success building the birdhouse?

- a) 4 / 1 / 2 / 3
- b) 2 / 3 / 1 / 4
- c) 4 / 3 / 1 / 2

Bird House Instructions

Before you hang your birdhouse:

1. Clean gourd out
2. Add a perch
3. Paint and seal it
4. Drill an entrance hole



11.

You are writing a report on your recent experience with job shadowing. What information should you include in the report?

- d) Your opinion of your experiences on that job
- e) Summary of what is required for the job
- f) Both of the above



WRITING

SKILL TESTING QUESTIONS

ANSWER KEY

HOW DID YOU DO ON THE 11 QUESTIONS?

1.

You need to write an email to your supervisor to let her know that you would like to take the next Friday and Monday off work. What do you write in the subject line of your email?

a) Request from Jason for 2 days off

writing – level 1

2.

Your family is taking a one week vacation to Hawaii in July. You work Saturdays at Fast Burger. What do you write in your note to your supervisor?

a) Date of vacation and reason for days off

writing – level 1

3.

When workplace equipment is broken, a tag out card is completed. The top part is attached to the equipment; the bottom goes to a supervisor. The rung locks on an extension ladder are not working and the anti-slip rung cover material is worn off on several rungs.

What will you write on the tag as the reason(s) for the tag-out?

c) Rung locks broken. Rung covers missing.

writing – level 1



4.

Mrs. Johnston sends you a text to ask if you can walk her dog. You can help her out when you are finished soccer practice. What is your reply?

b) Sure! After I'm done soccer practice.

writing – level 1

5.

You had an interview for a summer job. You are writing a thank you email. You were interviewed by the human resources advisor, John Byers, and by the store manager whose last name was Miller. You do not remember her first name.

How will you address the HR advisor and store manager in your email?

a) Dear Mr. Byers and Ms. Miller

writing – level 1

6.

You have been asked to write a notice with details about the upcoming Recycle Old into New Fashions competition. What information should be included in the notice?

a) Date and time, place, purpose of competition

writing – level 2

7.

The schedule for servers April 9th is changing because a server is sick. You have been asked to write a memo to inform the servers and to post it on the notice board.

a) ATTENTIONE SERVERS - April 9:Shift change notification

writing – level 1

8.

You are writing a resume for a summer job. In which section will you write about your computer course?

a) Special training

writing – level 2



9.

You are writing a report for the Phys Ed teacher to let her know your concerns over damaged gymnastics equipment. What information needs to be included in the report?

b) Repair details including safety concerns
writing – level 3

10.

You used the instructions below to build a birdhouse from a gourd. Yours ended up without a top to hang it from because you cut it off to clean the seeds out; the paint and sealing materials were a mess because you drilled the entrance after you painted and sealed. You have offered to revise the order of the instructions.

In what order will you rewrite the instructions so the next class has success building the birdhouse?

a) 4/1/2/3
writing – level 2

11.

You are writing a report on your recent experience with job shadowing. What information should you include in the report?

c) Both of the above
Writing – level 3



How did you do? Enter the number of answers, in each level, that you got correct.

Writing		
Level 1 /6	Level 2 /3	Level 3 /2

80 – 100% correct – skills may be in upper Level 2 and might be quite quickly improved to Level 3, with practice.

60 – 80% correct – skills may be in low to mid-level 2. They need to be improved, but some of the basics are likely in place and so it might be possible to improve reasonably quickly.

<60% - skills could definitely use some practice.