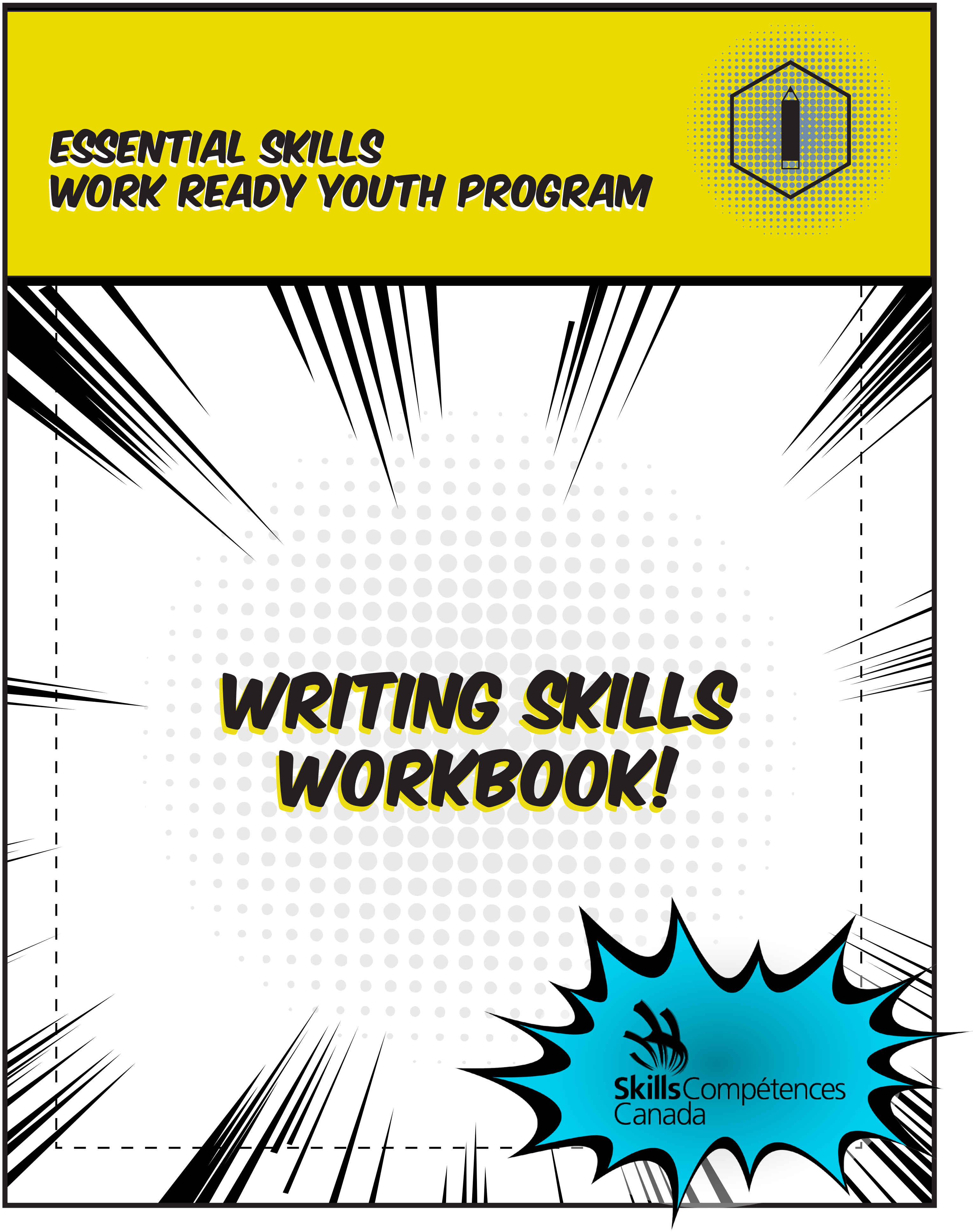
ESSENTIAL SKILLS
WORK READY YOUTH PROGRAM



WRITING SKILLS WORKBOOK!

Skills Compétences Canada

Acknowledgement

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https://skillscompetencescanada.com/en/

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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	
ES Workout!		25	
1	Why Write?	27	
2	Whatever do you mean?	35	
3	Making Your Point	41	
4	Not Being Scottie B	45	
5	Plain language: KISS	61	
6	Who do you believe?	69	
7	Editing	77	
8	Your SIN Card - Can't get work without it!	91	
9	Go with the flow	95	
10	What's in a picture?	99	
11	Chemical Caution	103	
12	I'm Hurt! Now What??	109	
ES Booster!		113	
1	Writing Booster – Bulleted Text	115	
2	Writing Booster – Punctuation	119	
3	Writing Booster – Plain Language	123	
4	Writing Booster – Entry Forms	127	
5	Writing Booster – Flowcharts	133	
Answer Key!		135	
0	Matching Tasks and Skills	137	
1	Why Write?	139	
2	Whatever do you mean?	145	
3	Making Your Point	147	
4	Not Being Scottie B	151	
5	Plain language: KISS	155	
6	Who do you believe?	159	
7	Editing	163	
8	Your SIN Card; Can't get work without it!	171	
9	Go with the flow – no answer key required	---	
10	What's in a picture? – no answer key required	---	
11	Chemical Caution – no answer key required	---	
12	I'm Hurt! Now What??	173	
ES Assessment!		177	
1	Writing Skill Testing Questions	179	
2	Writing Skill Testing Questions – Answer key	183	

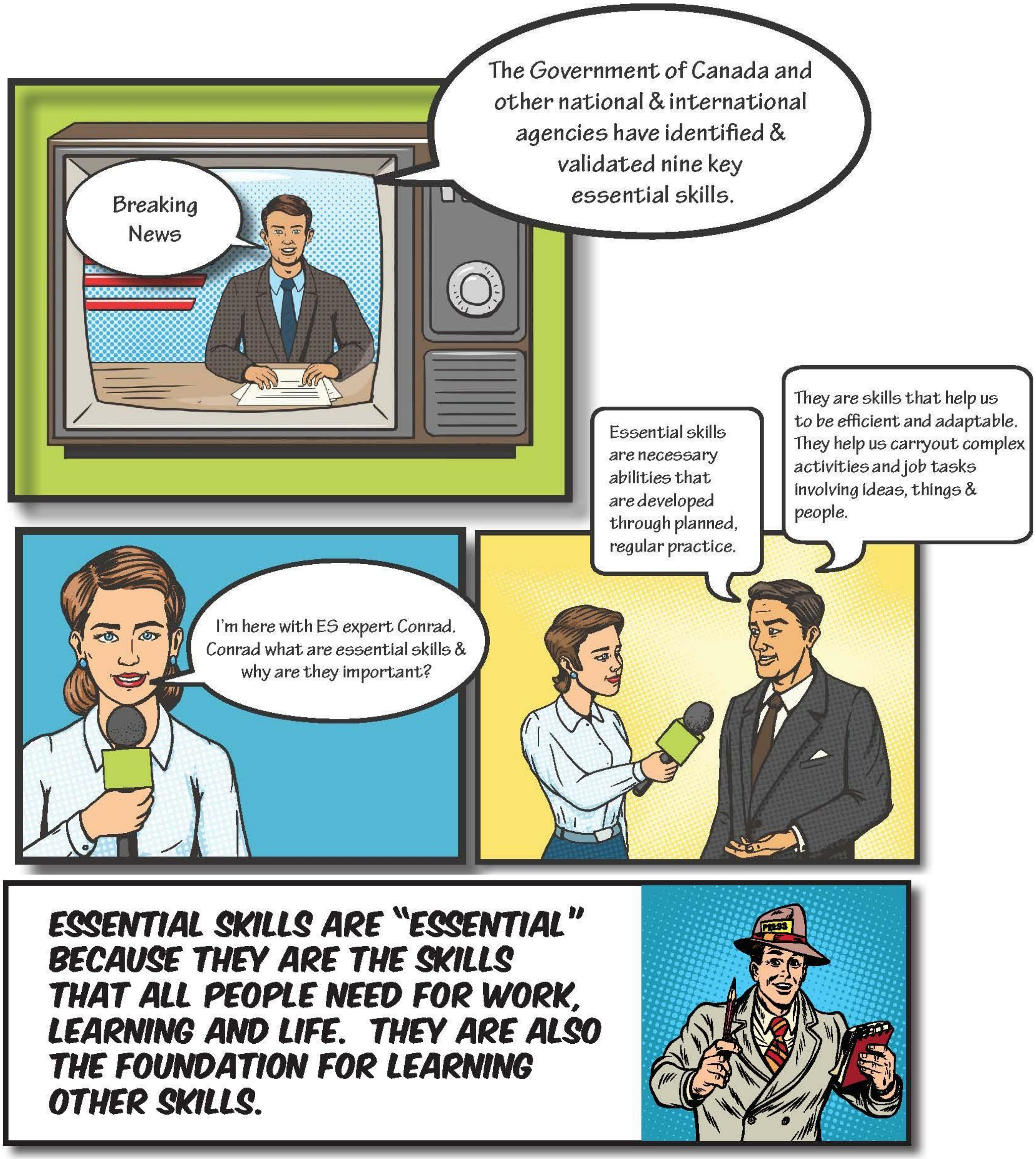
WELCOME TO THE ESSENTIAL SKILLS WORK READY YOUTH PROGRAM

WELCOME!
IN THIS WORKBOOK YOU WILL LEARN ALL ABOUT AN IMPORTANT ESSENTIAL SKILL CALLED...
WRITING!

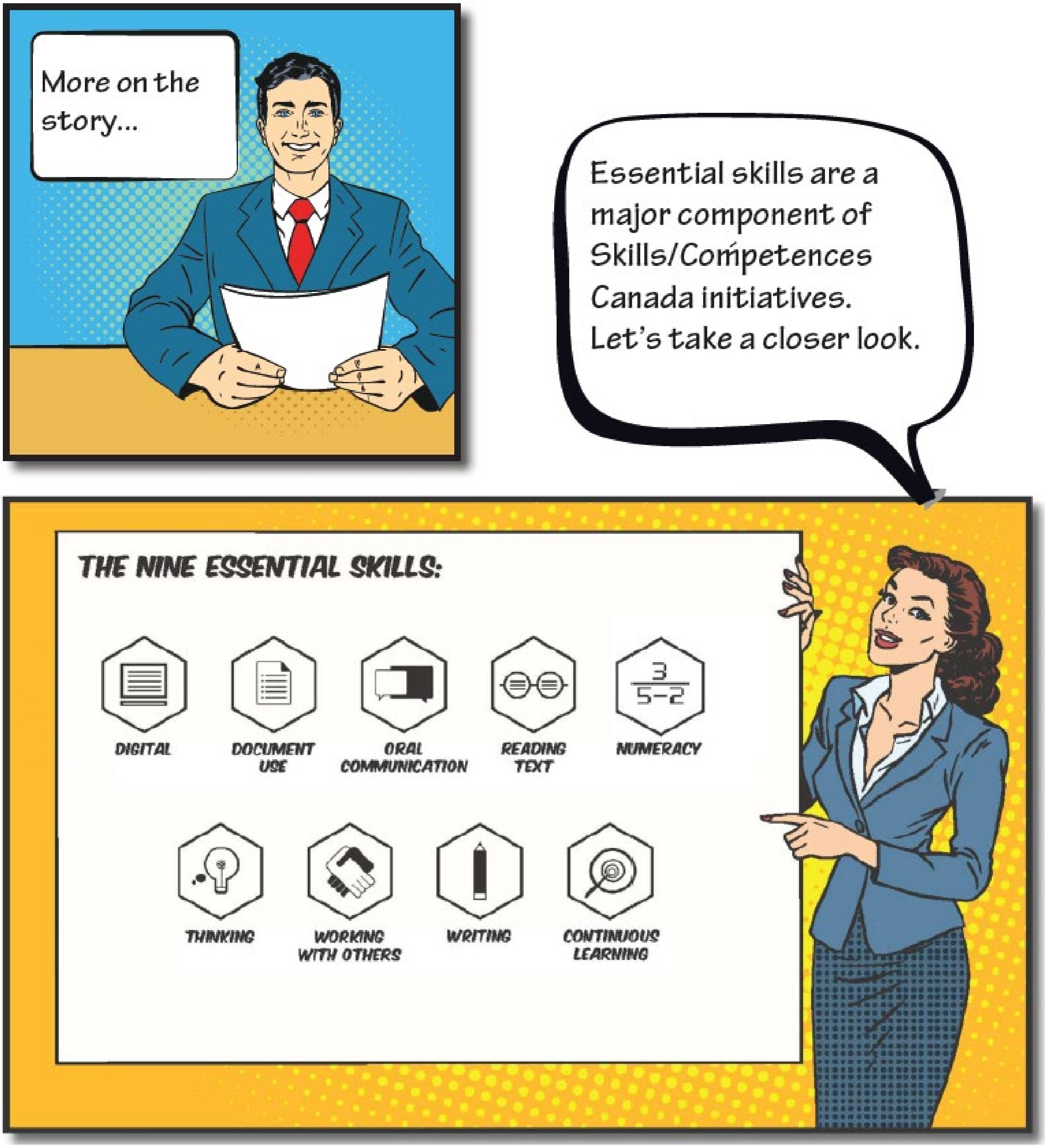
Q: HOW DO I USE THIS WORKBOOK?

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.
PRESS

THE NINE ESSENTIAL SKILLS


More on the story...
Essential skills are a major component of Skills/Compétences Canada initiatives. Let's take a closer look.
THE NINE ESSENTIAL SKILLS:
DIGITAL
DOCUMENT USE
ORAL COMMUNICATION
READING TEXT
3
5−2
NUMERACY
THINKING
WORKING WITH OTHERS
WRITING
CONTINUOUS LEARNING

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

skills need work		skills are adequate		skills are strong
Level 1	Level 2	Level 3	Level 4	Level 5
tasks are basic			tasks are complex	

WHAT DO THE LEVELS MEAN?

- Tasks, questions, and problems at Levels 1 and 2 are less difficult than those at Levels 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.

They matter!

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	Document Use
N	Numeracy
W	Writing
OC	Oral Communication
TS	Thinking Skills…
WWO	Working With Others
DS	Digital Skills
CL	Continuous Learning

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Planning & Organizing Tasks
5. Find Information
6. Use Memory

CHECK YOUR ANSWERS IN THE ANSWER KEY!

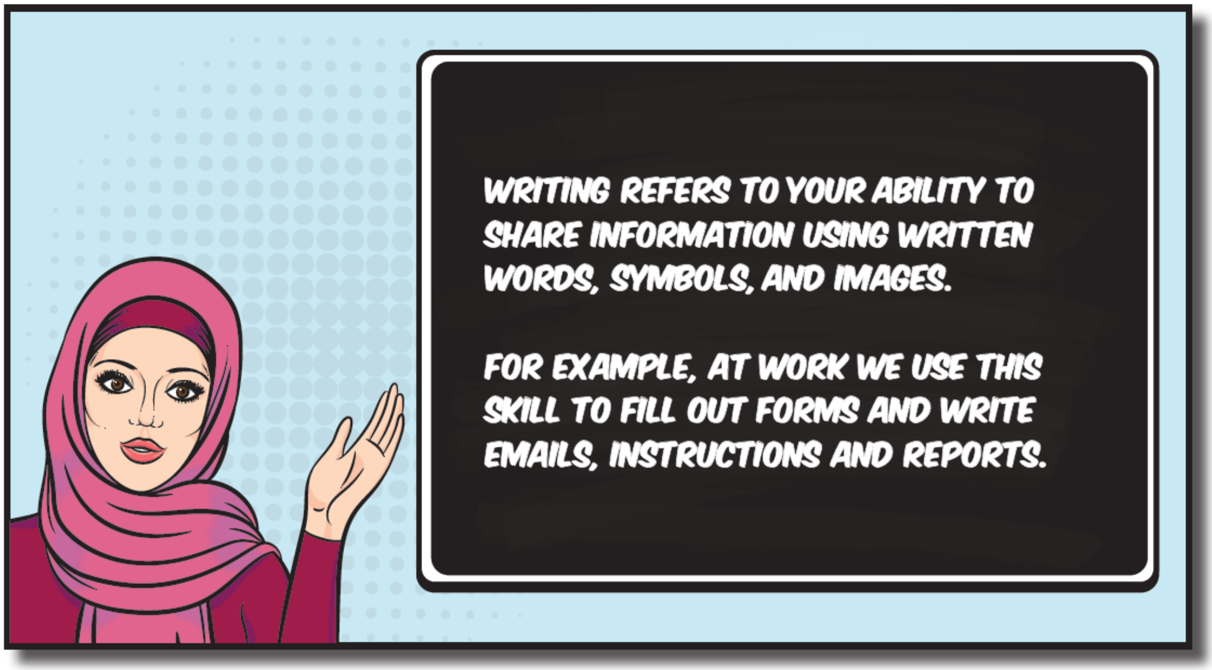
GIVE IT A TRY! THINK ABOUT WRITING

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 REFERS TO YOUR ABILITY TO SHARE INFORMATION USING WRITTEN WORDS, SYMBOLS, AND IMAGES.

FOR EXAMPLE, AT WORK WE USE THIS SKILL TO FILL OUT FORMS AND WRITE EMAILS, INSTRUCTIONS AND REPORTS.

WHAT SORTS OF THINGS DO PEOPLE WRITE AT WORK?

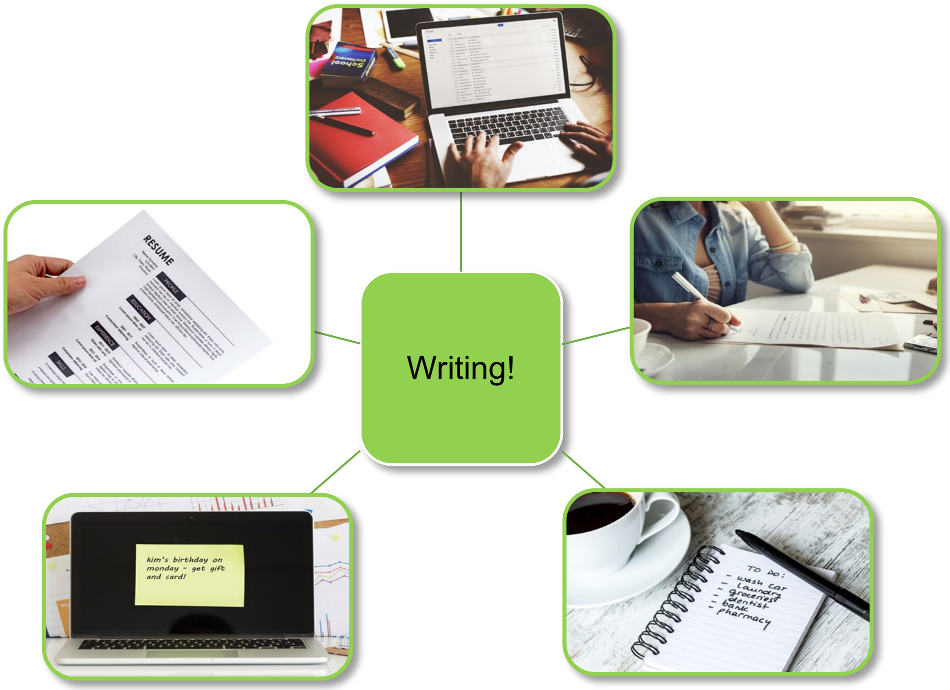
- Reminder Notes
- Comments on Forms
- Incident Reports
- Texts to Coworkers
- To-Do Lists
- Letters
- Invoices
- Instructions

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!
RESUME
kim's birthday on monday - get gift and card!
To do:
- wash car
- laundry
- groceries
- dentist
- bank
- pharmacy

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, coworkers 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

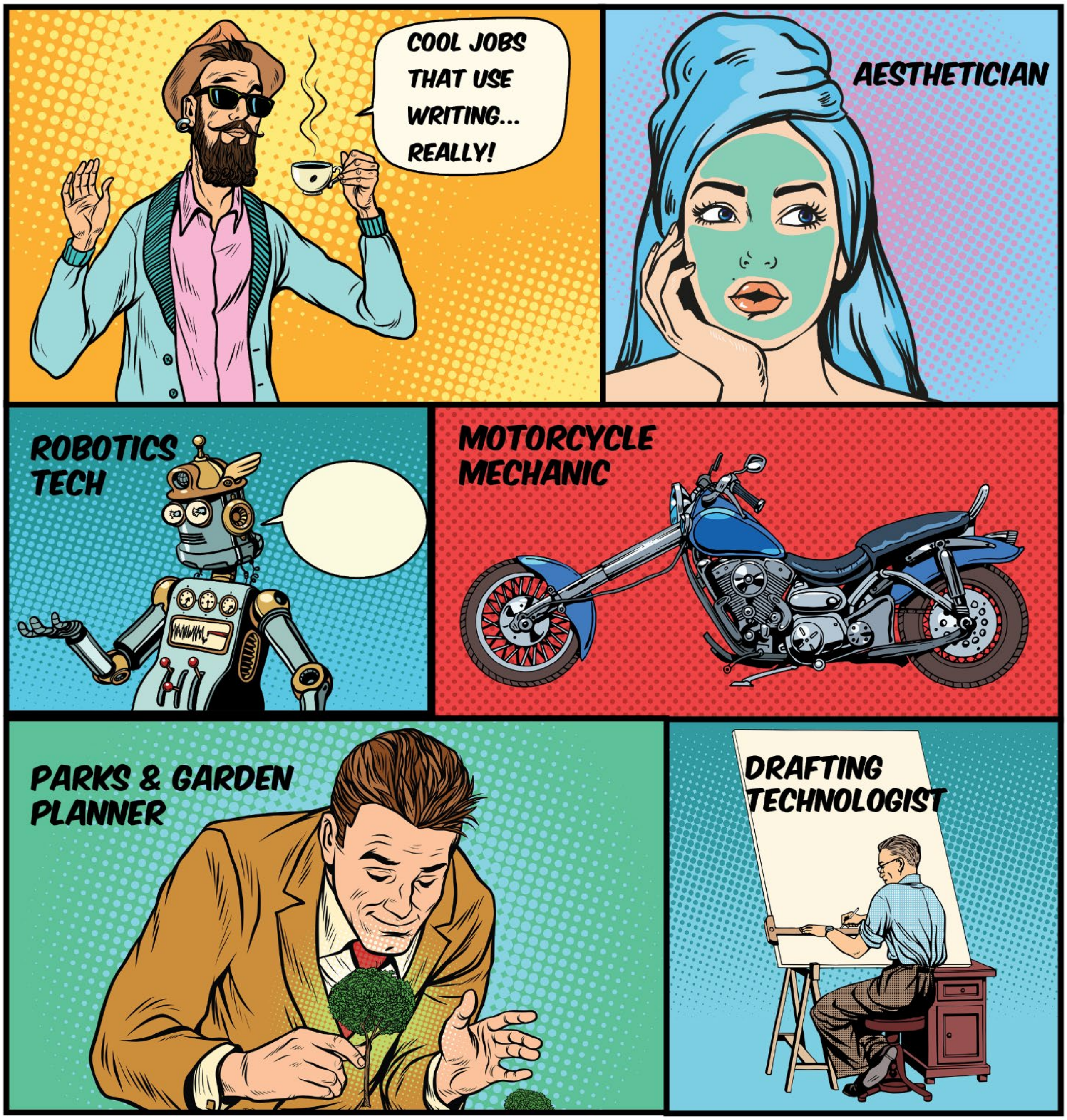
Writing skills make a difference in our non-working life too. We communicate regularly in writing, often through email and text messages, and at times in longer form letters, both online and on paper. Being able to write in such a way that the person reading what we send will be able to understand the 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!


COOL JOBS THAT USE WRITING... REALLY!
AESTHETICIAN
ROBOTICS TECH
MOTORCYCLE MECHANIC
PARKS & GARDEN PLANNER
DRAFTING TECHNOLOGIST

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,

> 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.

> I do my best proofreading after I hit send.
> ~ Unknown

> 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!

W
CHECK OUT THESE EXAMPLES OF REAL WORKPLACE TASKS THAT DEPEND ON WRITING, FROM CAREERS YOU CAN READ ABOUT AT SKILLSCOMPETENCESCANADA.COM

1. Accounting and related clerks 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 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)

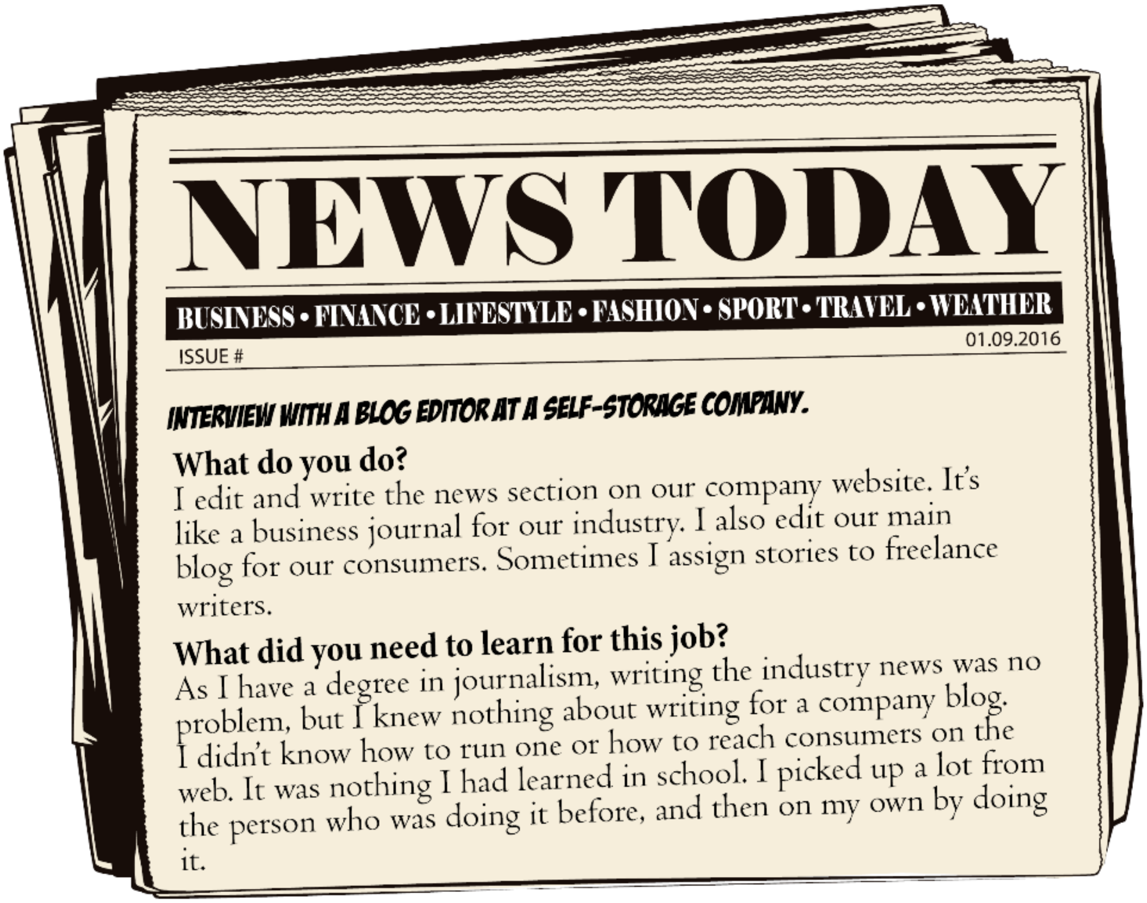
9. Welders write descriptions, e.g. write detailed descriptions of dangerous conditions on hazard-assessment forms.
(Writing Level 3)

10. Web designers and developers write technical articles for online 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)

Sometimes I write "drink coffee" on my to-do list, just so I feel like I accomplished something in a day!

WRITING IN THE NEWS!

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



NEWS TODAY

BUSINESS • FINANCE • LIFESTYLE • FASHION • SPORT • TRAVEL • WEATHER

ISSUE #

01.09.2016

INTERVIEW WITH A BLOG EDITOR AT A SELF-STORAGE COMPANY.

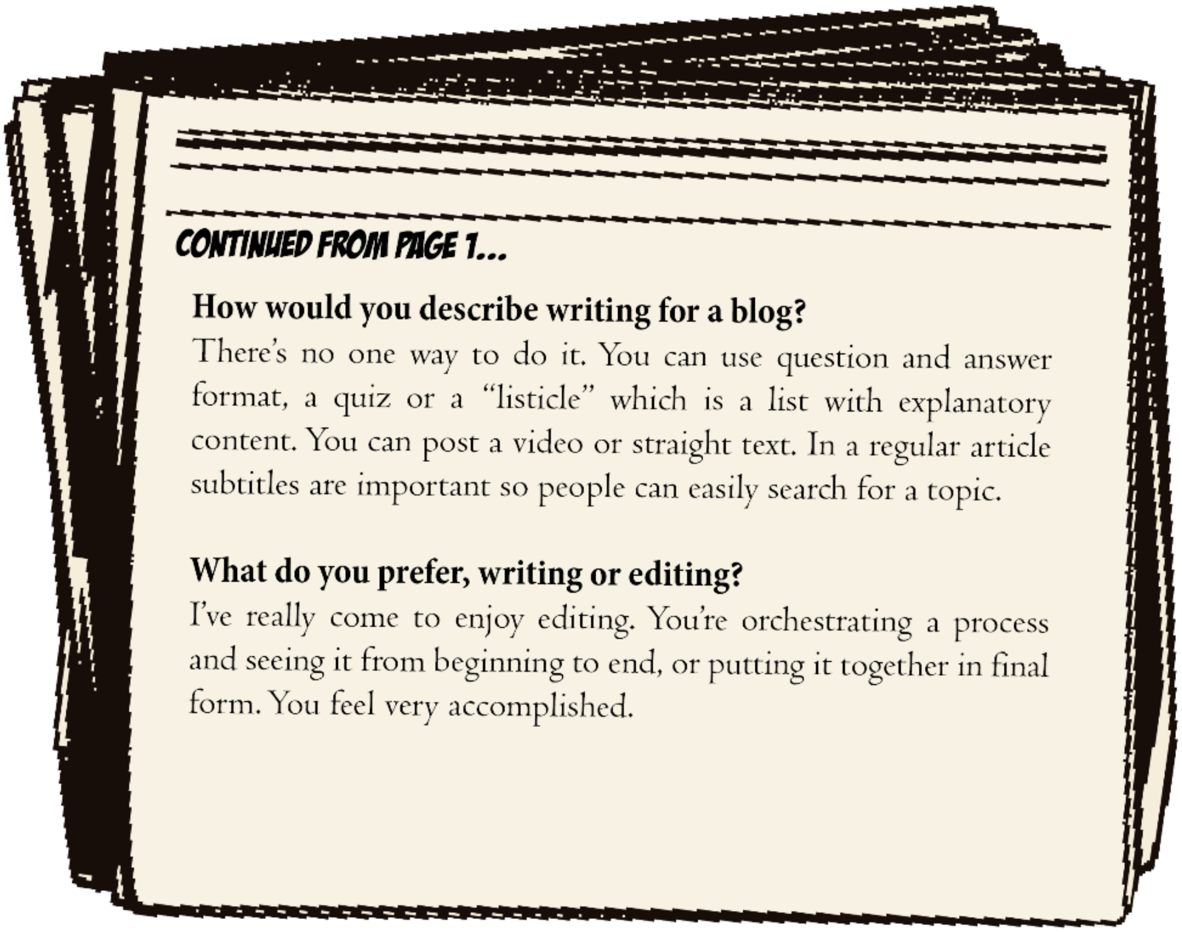
What do you do?

I edit and write the news section on our company website. It's like a business journal for our industry. I also edit our main blog for our consumers. Sometimes I assign stories to freelance writers.

What did you need to learn for this job?

As I have a degree in journalism, writing the industry news was no problem, but I knew nothing about writing for a company blog. I didn't know how to run one or how to reach consumers on the web. It was nothing I had learned in school. I picked up a lot from the person who was doing it before, and then on my own by doing it.

WRITING IN THE NEWS!



CONTINUED FROM PAGE 1...

How would you describe writing for a blog?
There's no one way to do it. You can use question and answer format, a quiz or a "listicle" which is a list with explanatory content. You can post a video or straight text. In a regular article subtitles are important so people can easily search for a topic.

What do you prefer, writing or editing?
I've really come to enjoy editing. You're orchestrating a process and seeing it from beginning to end, or putting it together in final form. You feel very accomplished.

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

WRITING BITS AND BITES

WE'LL GETCHA!
WITH WRITING!

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 /grəˈfäləjē/	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	Tries 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...

BLAH, BLAH, BLAH AND A YADA, YADA, YADA...

What would you do if this were 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

WRITING IS IN YOUR FUTURE!

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

CONGRATS! YOU GOT 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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11	Chemical caution	103	
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1. WHY WRITE?

REASONS WE WRITE

INFORMATION

To inform

To organize

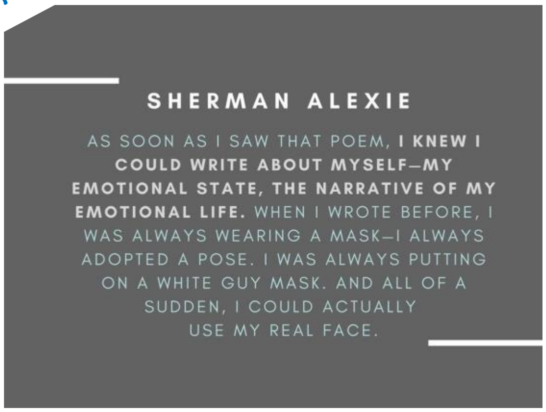
To analyze

To justify

To persuade

To remember

To describe



SHERMAN ALEXIE

AS SOON AS I SAW THAT POEM, **I KNEW I COULD WRITE ABOUT MYSELF—MY EMOTIONAL STATE, THE NARRATIVE OF MY EMOTIONAL LIFE.** WHEN I WROTE BEFORE, I WAS ALWAYS WEARING A MASK—I ALWAYS ADOPTED A POSE. I WAS ALWAYS PUTTING ON A WHITE GUY MASK. AND ALL OF A SUDDEN, I COULD ACTUALLY USE MY REAL FACE.

To entertain

To evaluate

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 it 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 23 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

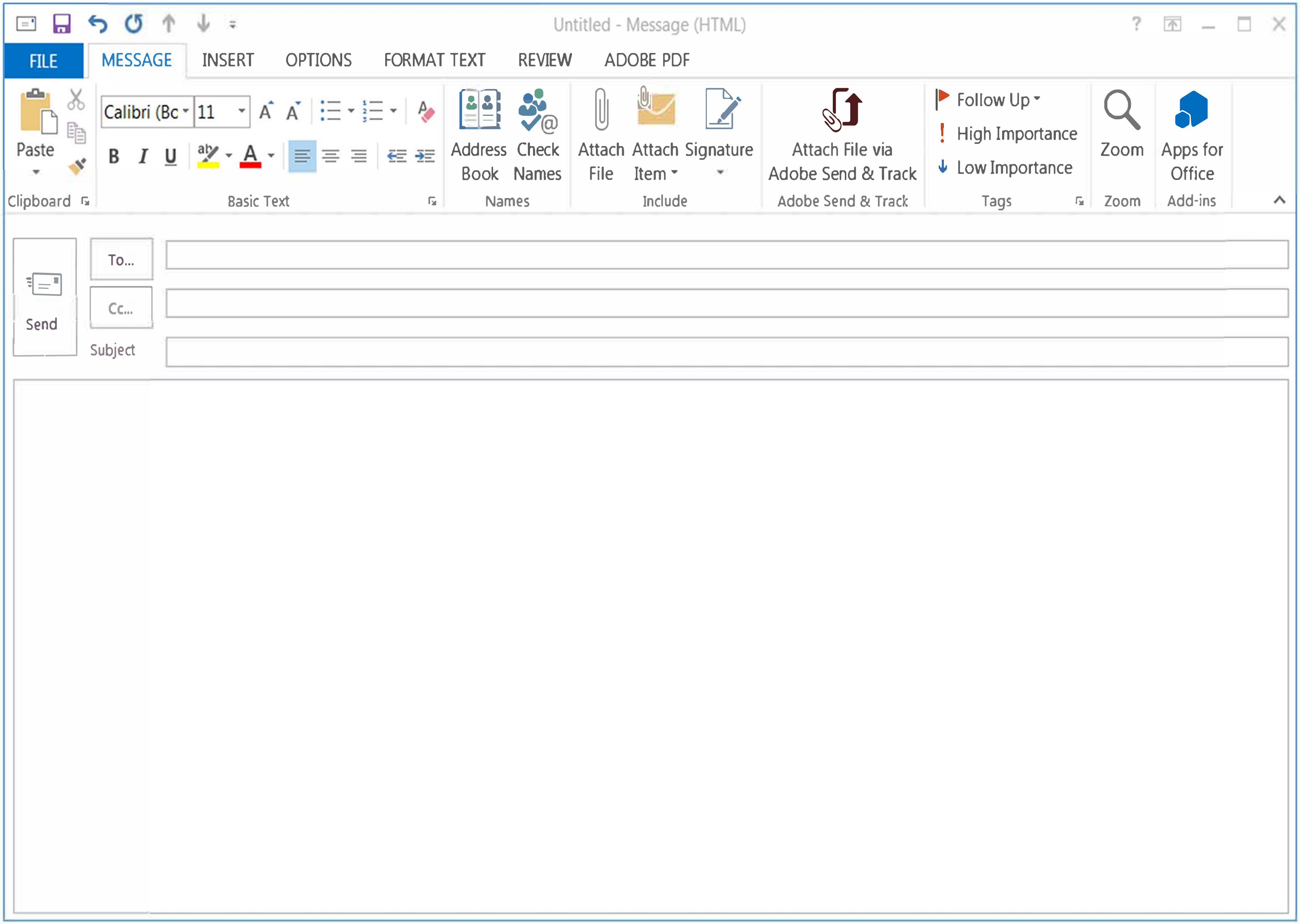
- Interview was for Job Posting #40159 – Apprentice Welder
- Interview on phone. One to one.
- The interviewer told you she would let you know in a week.
- You were a few minutes late for the call.

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 #ZP009 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.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Adobe Send & Track
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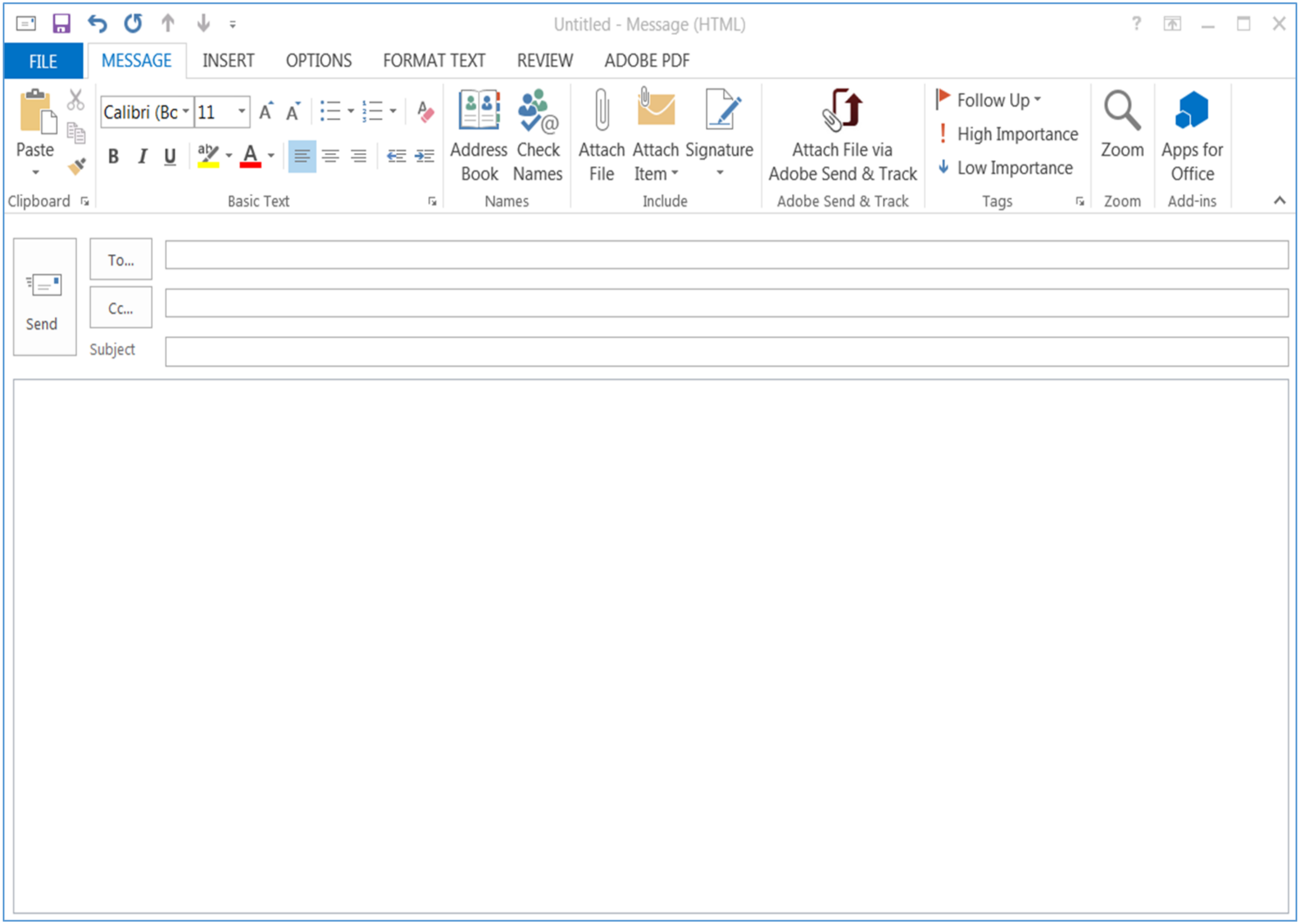
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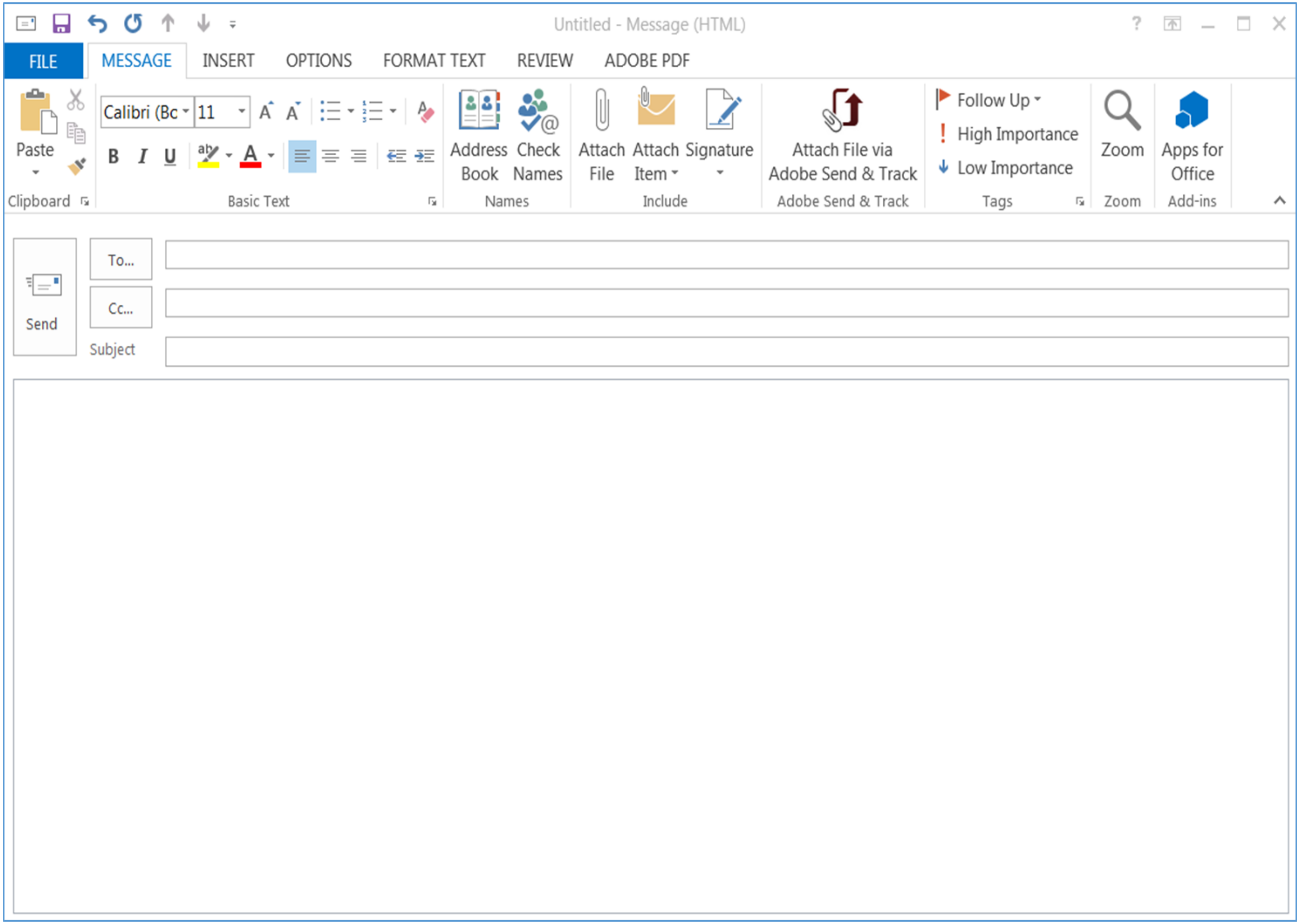
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Follow Up
High Importance
Low Importance
Zoom
Apps for Office
Clipboard
Basic Text
Names
Include
Adobe Send & Track
Tags
Zoom
Add-ins
Send
To...
Cc...
Subject

2. WHATEVER DO YOU MEAN?

PUNCTUATION – OH YES IT MATTERS

HAVE SOME
COMMA
COURTESY.
grammarly

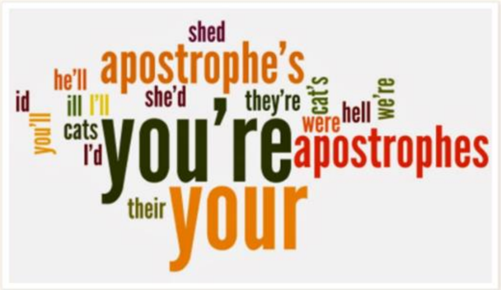
https://www.grammarly.com/blog/comma-rules-for-business-emails/

Enjoy your thanksgiving, turkey.

cows please close gate

A woman without her man is nothing.

A woman: without her, man is nothing.


shed
he'll
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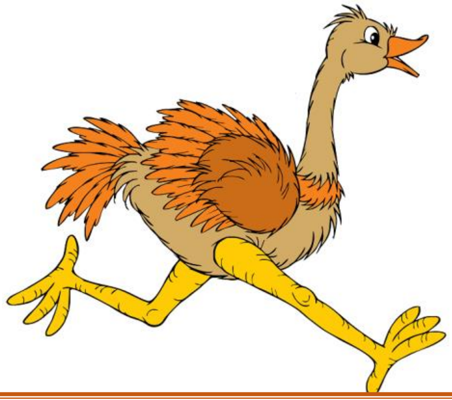
id
ill
I'll
she'd
they're
cat's
we're
you'll
cats
I'd
you're
were
hell
apostrophes
their
your

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

Eat your dinner.

Eat. You're dinner.

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.

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 like cooking my family and pets

Enjoy your thanksgiving, turkey.

cows please close gate

Were going to learn to cut and paste kids!

Be careful of parasailing horses and buggies on the beach

Professional sign's and lettering

WANTED: piano to replace daughters lost in fire

To my parents the Pope and Mother Teresa

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**

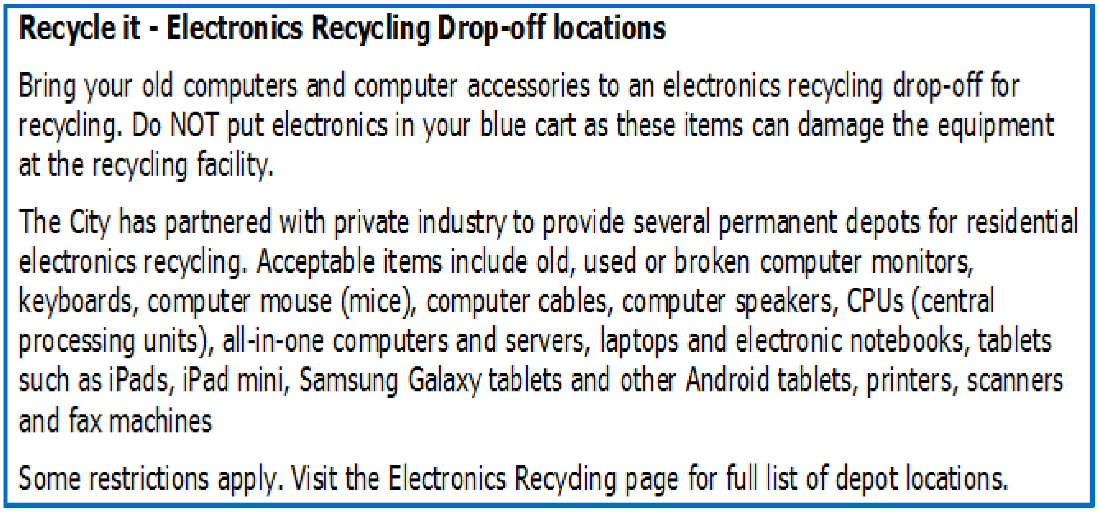
USING BULLETED TEXT

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

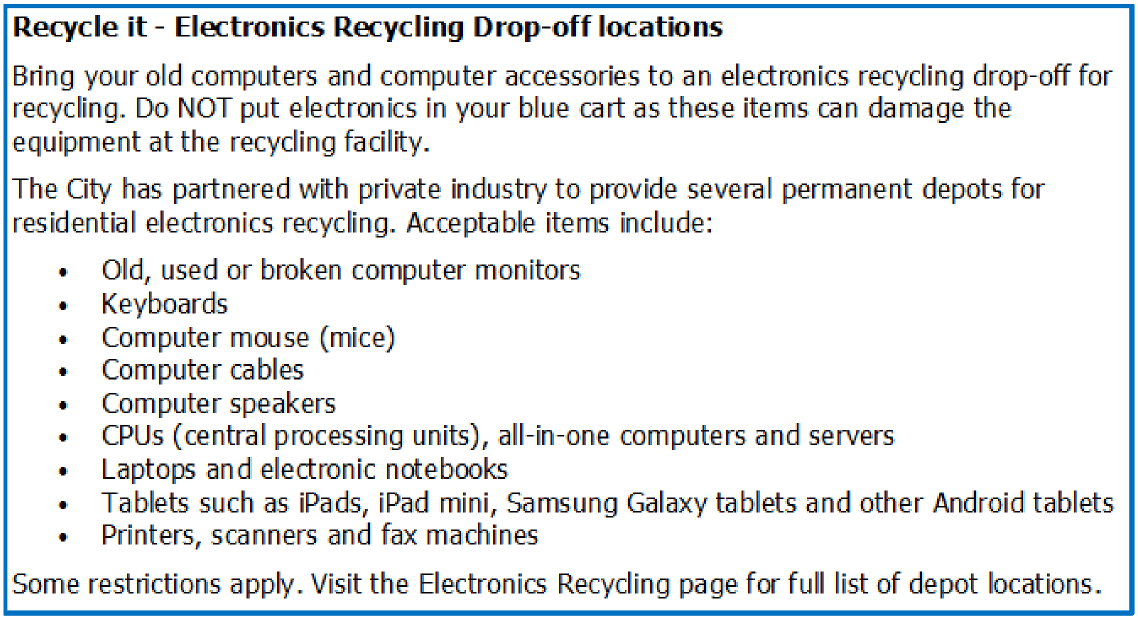
Bring your old computers and computer accessories to an electronics recycling drop-off for recycling. Do NOT put electronics in your blue cart as these items can damage the equipment at the recycling facility.

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?



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- 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:

-

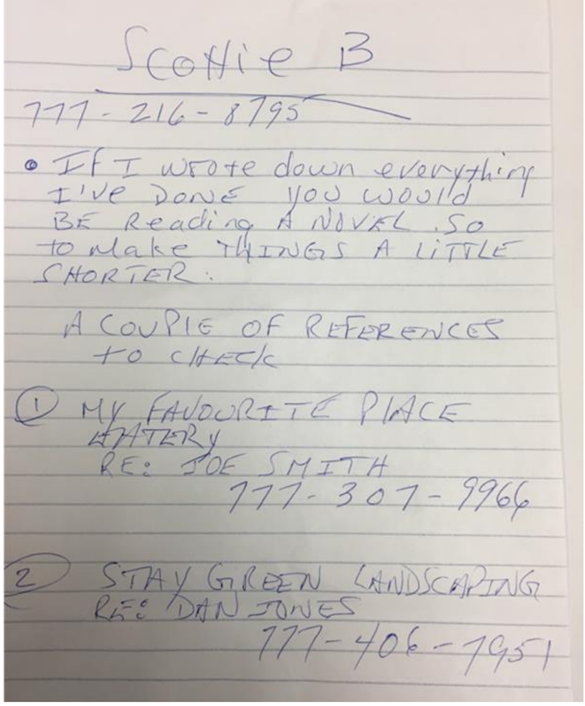
List of phrases

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.


Scottie B

777-216-8795

- If I wrote down everything I've done you would be reading a novel. So to make things a little shorter:

A Couple of References to check

① My Favourite Place Eatery
RE: JOE SMITH
777-307-9966

② STAY GREEN LANDSCAPING
RE: DAN JONES
777-406-7951

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	1. Curriculum development 2. Instruction in the Cosmetology program 3. Maintain contact with industry
QUALIFICATIONS, SKILLS, ABILITIES (QSA)	
Required Qualifications, Skills and Abilities	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 416-222-111.

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.
- Reconcile physical assets to drawings.
- Assign 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*)

5. PLAIN LANGUAGE: KISS

NEED HELP? TRY THE BOOSTER.

- **PLAIN LANGUAGE**

INTRODUCTION

Unfortunately, complicated, wordy writing is everywhere and using it makes it hard to get things done.

Writing using plain language means using strategies to make it clearer to your reader what it is you want to say.

The main advantages of plain language writing are:

- It is faster to write
- It is faster to read, and
- You get your message across more often and more easily

Plain language does not mean baby talk or dumbing down the language. It means clear and effective communication.

Plain language means KISS: Keep it Short and Simple.

When writing, the Golden Rule of plain language is KISS which stands for Keep it Short and Simple. Keep your words, paragraphs and the entire text short and keep your message simple and clear.

CHOOSE THE SIMPLEST WORD

Refer to the table on the next page.

For each of the words or phrases in the column on the left, see if you can think of a common way to say the same thing with just one word. Write your idea in the column on the right.

In the answer key you will find suggested words. You may have thought of others.
(writing level 3)

	Write ONE word that means the same thing
In the absence of	
Assistance	
At an early date	
In addition to	
Prior to	
To be used in	
Along the lines of	
As a consequence of	
A large number of	
On numerous occasions	
In the event of	
It is requested that you	

AVOID REDUNDANT REDUNDANCY 😆 😆

Redundancy means including information that is unnecessary. You know if a word is redundant if you can remove it from the sentence and the meaning stays the same.

Sometimes writers are redundant because they think using more words make them sound smarter or because they want to make sure the reader knows what they are saying is important.

Sometimes a phrase has become so much a part of how people talk and write that we don't notice the redundancy any more. Check out these examples:

- Added bonus: This is redundant because bonus already means something extra or added. Use bonus instead.
- Collaborate together: The word collaborate already means to work together. Use collaborate instead.
- Suddenly exploded: Explosions are always sudden. Use exploded instead.

Try these ones on your own. For each example, write one word in the blank that you think will make your writing clearer. The first one is done for you.
(*writing level 3*)

1. Instead of *various options*, just write *options* because *options already means "more than one" which is the same as various.*

   ____

2. Instead of *future planning* just write ____________________ because

   ____

3. Instead of *forever and ever*, just write ____________________ because

   ____

4. Instead of *unintended mistake*, just write __________________ because

   ____

5. Instead of *unexpected surprise*, just write ______________________ because

   ____

6. Instead of *written down*, just write ____________________________ because

   ____

BE ACTIVE!

active
~~Passive~~

One of the most common tips for writing plain language is to use the *active voice* and not the *passive voice*. But what does that mean? How can words be active or not active (passive)? Writing in the active voice makes it clear who is doing what, and does it in fewer words. Sentences written in passive voice usually include the word *by* and are written in the *past tense*.

For example:

PASSIVE: The dog was bitten by the cat.
ACTIVE: The cat bit the dog.

PASSIVE: Five pieces of pizza were eaten by Esa.
ACTIVE: Esa ate five pieces of pizza.

And using the passive voice can make it sound like the writer feels self-important, or is trying to hide something.

Try rewriting these sentences written in the passive voice, as active.
(*writing level 3*)

1. The penalty was called by the ref.

   ____

2. An error has occurred with your account, but every attempt was made to remedy it.

   ____

3. The report was handed in yesterday by Kai.

   ____

4. The report will be reviewed by the apprentices before it is sent to the supervisor. (2 changes required)

   ____

   ____

5. If most of the opinions expressed by the survey respondents are negative, then more research may be required before we can proceed. (2 changes required)

PUT IT ALL TOGETHER

In England, a company called the Plain English Campaign has been working since 1979 to help people write clearer.

They hold contests every year and the writing sample that is most unclear wins the Golden Bull Award.

This is one of the 2018 winners.

Reorienting linear-thinking decision-makers toward exponential possibilities can be challenging, but it is necessary if you want to get out ahead of the curve - or even just to keep pace with technological change that shows no signs of slowing down. http://www.plainenglish.co.uk/

This example takes 38 words and is pretty hard to understand. Try to rewrite it here in as few words as you can. When you finish, write the number of words you used here: _______

On the next page there is one possible answer that uses just 15 words. Don't look at it before you try your own!

One answer: Changing how people think is hard, but necessary to keep up with changes in technology.

Here are three more examples. Try to rewrite them to be as short, clear, and simple as you can. At the end of each revision, write the number of words you used.

(writing level 3)

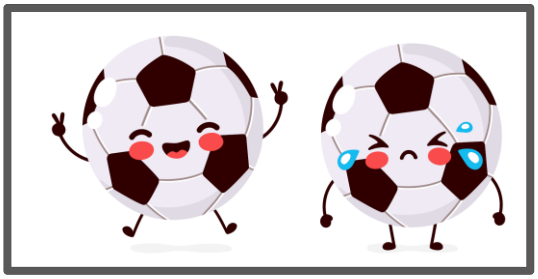
1. On effecting the completion of this paper-based training opportunity you will momentarily write more eloquently about a greater number of quarrelsome and antagonistic issues due to your erudition. (28 words)

2. At this time, I am writing to you to enclose the personalized replacement document that confirms your having met the requirements required to drive a motorized vehicle and according to our records was previously requested by you through the proper channels. (41 words)

3. Rapid labour force growth may generate intensification of the problem of insufficient completions of full apprenticeships over the next decade, since there will be amplified need to absorb large numbers of skilled workers entering the labour market. (37 words)

6. WHO DO YOU BELIEVE?

CRITICAL WRITING



Both the statements below are describing the same soccer game:

- It was a great game, until the last 10 minutes.
- It was a terrible game, until the last 10 minutes.

How can they both be true?

Imagine a game where Team A played well until the last 10 minutes, when they lost control of the game. Team B did nothing until the last 10 minutes and then came on strong and won the game.

The Team A fan said, “it was a great game until the last 10 minutes”.

The Team B fan said, “it was a terrible game until the last 10 minutes”.

They were both at the same game but their bias about which team they wanted to win, affected how they saw the game.

When writing, it is important to critically evaluate any information sources you read to inform your writing, in case they are biased, or unreliable in some other way. If you don’t check your sources, whatever you are writing may contain mistakes. Those mistakes can give you a reputation for being someone who is lazy or produces unreliable work.

One very popular source of information is Wikipedia.

DID YOU KNOW?

The word wiki was introduced by a computer programmer named Ward Cunningham in 1995 when he created collaborative software that he called WikiWikiWeb. wiki is Hawaiian for “fast; quick.” Now we use wiki to refer to any website that lets anyone add, delete, or revise content.

WIKIPEDIA

Wikipedia
The Free Encyclopedia

There are some great things about Wikipedia. For example, it's:

- Free
- Up to the minute
- Comprehensive; it includes almost every topic
- Easy to find: usually comes up first on an internet search

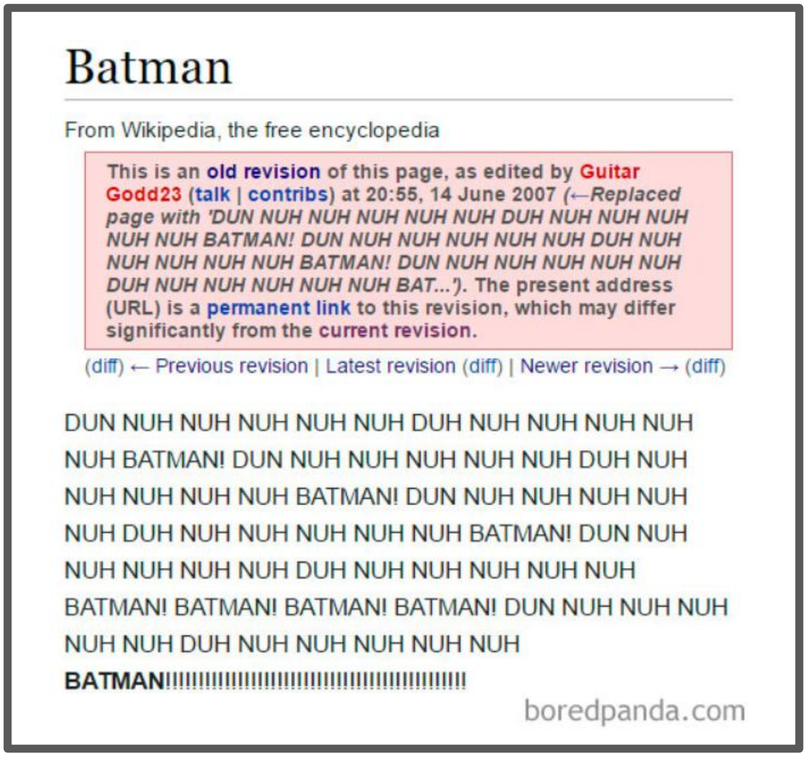
There is, however, one big, not so great thing too:

- Anyone can make an edit at any time. So, the information is only as good as the writer who put it there. And the writers don't even have to say who they are.

While most of the information on Wikipedia is reliable, there is a chance that some of what you're reading is not true.

Here's an example of a real entry that someone named "GuitarGodd 23" posted to replace the information under the topic "Batman".

The entry isn't there any more, but it took a while for someone to locate the joke and fix it.



Batman

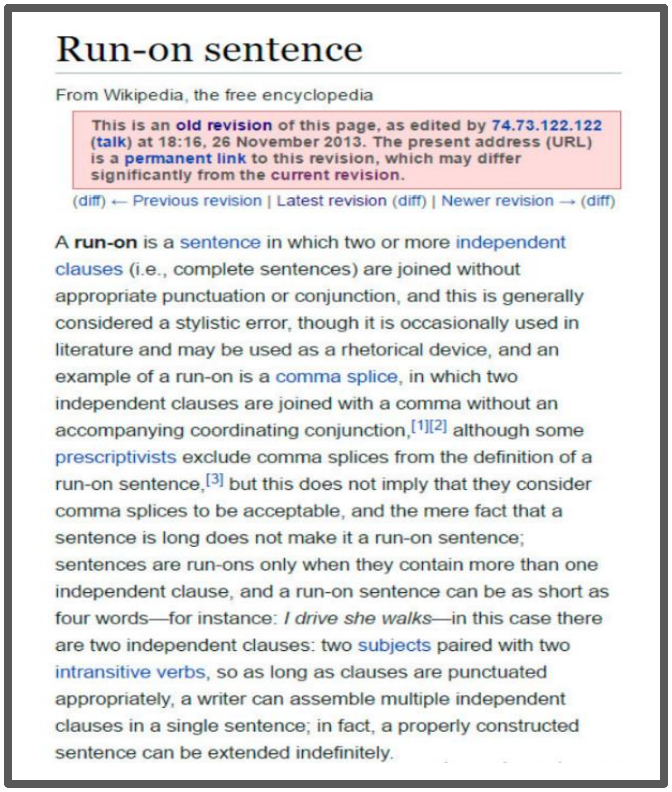
From Wikipedia, the free encyclopedia

This is an old revision of this page, as edited by Guitar Godd23 (talk | contribs) at 20:55, 14 June 2007 *(←Replaced page with 'DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BATMAN! DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BATMAN! DUN NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BAT...')*. The present address (URL) is a permanent link to this revision, which may differ significantly from the current revision.

(diff) ← Previous revision | Latest revision (diff) | Newer revision → (diff)

DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BATMAN! DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BATMAN! DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BATMAN! DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH BATMAN! BATMAN! BATMAN! BATMAN! DUN NUH NUH NUH NUH NUH DUH NUH NUH NUH NUH NUH **BATMAN**!!!

boredpanda.com



Run-on sentence

From Wikipedia, the free encyclopedia

This is an old revision of this page, as edited by 74.73.122.122 (talk) at 18:16, 26 November 2013. The present address (URL) is a permanent link to this revision, which may differ significantly from the current revision.

(diff) ← Previous revision | Latest revision (diff) | Newer revision → (diff)

A **run-on** is a sentence in which two or more independent clauses (i.e., complete sentences) are joined without appropriate punctuation or conjunction, and this is generally considered a stylistic error, though it is occasionally used in literature and may be used as a rhetorical device, and an example of a run-on is a comma splice, in which two independent clauses are joined with a comma without an accompanying coordinating conjunction,[1][2] although some prescriptivists exclude comma splices from the definition of a run-on sentence,[3] but this does not imply that they consider comma splices to be acceptable, and the mere fact that a sentence is long does not make it a run-on sentence; sentences are run-ons only when they contain more than one independent clause, and a run-on sentence can be as short as four words—for instance: *I drive she walks*—in this case there are two independent clauses: two subjects paired with two intransitive verbs, so as long as clauses are punctuated appropriately, a writer can assemble multiple independent clauses in a single sentence; in fact, a properly constructed sentence can be extended indefinitely.

Source: https://www.boredpanda.com/funny-wikipedia-edits/?utm_source=google&utm_medium=organic&utm_campaign=organic

Here's another example, where someone, who only identified themselves by numbers, edited the section on "run-on sentences" by including a run-on sentence that runs on for more than 170 WORDS!

These entries are funny, but it is not so funny if you end up putting false information you found on Wikipedia into something you're writing for school or an organization you're working for or volunteering with.

So, how can you use Wikipedia safely?

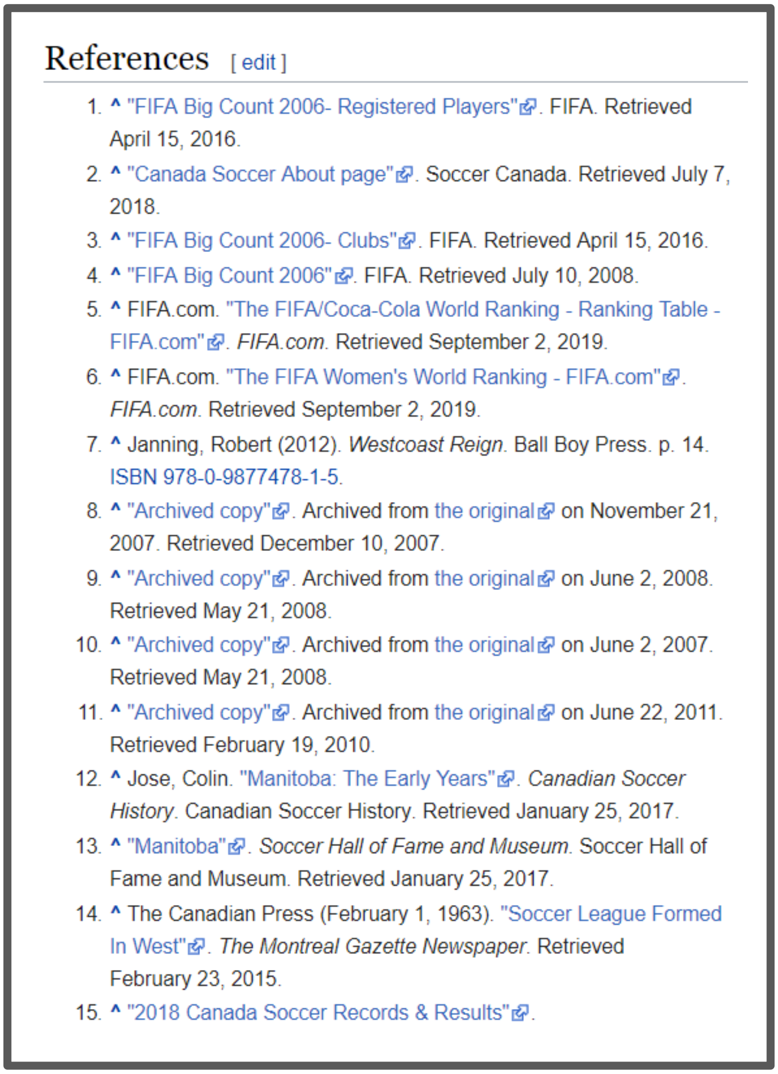
One of the most important parts of Wikipedia is the use of *footnotes* and *citations*.

Footnotes are the little superscript numbers you sometimes see in information you are reading. They look like this. [2]

A citation is text at the bottom of a page, with a footnote number. A citation gives the reader of what you write extra information. It tells them where each footnoted piece of information came from. By scanning the citations, you can find links to sources you can check, if you want to confirm that the information in the article is reliable.

You can also decide, by scanning the citations, if it is likely the article is comprehensive enough to be reliable. For example, if all of the citations are from the same source, an article might include only one point of view.

1. The citations footnoted in the References list below are from a Wikipedia article on soccer in Canada. Use them to answer the questions that follow.
(*writing level 2, reading text level 2, critical thinking level 2*)



References [edit]

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2. ^ "Canada Soccer About page". Soccer Canada. Retrieved July 7, 2018.
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6. ^ FIFA.com. "The FIFA Women's World Ranking - FIFA.com". *FIFA.com*. Retrieved September 2, 2019.
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8. ^ "Archived copy". Archived from the original on November 21, 2007. Retrieved December 10, 2007.
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12. ^ Jose, Colin. "Manitoba: The Early Years". *Canadian Soccer History*. Canadian Soccer History. Retrieved January 25, 2017.
13. ^ "Manitoba". *Soccer Hall of Fame and Museum*. Soccer Hall of Fame and Museum. Retrieved January 25, 2017.
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15. ^ "2018 Canada Soccer Records & Results".

What year is the oldest reference?

____

What year is the most recent reference?

____

Who is the author of the article about soccer in Manitoba?

____

Which website is cited most often?

____

Can you read the article *Westcoast Reign* online?

____

What two provinces are mentioned?

____

2. Based on the citations listed, do you think it is likely this article provides comprehensive information about soccer in Canada? Write a sentence or two to explain whether you do or do not.

____

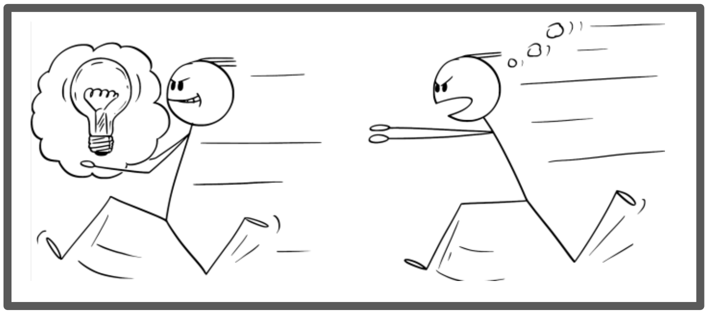
____

____

3. These are the names of four real websites where anyone can add or edit information. Write in a few words what you think is the focus of each one.
(*writing level 2, reading text level 1, critical thinking level 2*)

1. Catawiki ____
2. Familiypedia ____
3. Wiktionary ____
4. GCpedia ____

PLAGIARISM AND PARAPHRASING



Plagiarism means presenting someone else's work or ideas as your own. You can plagiarize a speech; but most often plagiarism refers to writing.

Some people plagiarize on purpose, and some people do it by accident because they really like an idea and can't think of a better way to describe it. It doesn't matter why you do it: plagiarism is stealing.

For students, plagiarising can mean an F on their paper or worse. Workers caught plagiarising can lose their jobs. It's a big deal.

How to avoid plagiarizing:

- Use quotation marks.
    - When you want to include the same words in your work that another writer wrote, put the first writer's words inside quotation marks "like this".

- Include footnotes and citations.
    - As you saw in the previous activity, footnotes and citations tell your reader where you found the words you have written. A citation can be a website address, or a book or article title.
    - There are specific ways to write citations, depending on your field. Check with your instructor to see what you should be using.

  - Common facts or historical dates that everyone knows, don't need citations. For example, the statement, Canada has ten provinces and three territories, does not need a citation.
- Paraphrase.
  - Paraphrasing means re-writing something in your own words.
  - *But if you just re-write and don't add any new information, you are still plagiarizing and that's cheating.*
  - If you just change the words, you don't need to use quotation marks, but you DO NEED to include a citation.

Paraphrase each sentence below, including quotation marks, if they are required. If you think a footnote and citation are required for your paraphrased statement, show the footnote in the proper place in the statement. Then, at the end of the sentence, note who or what publication you would cite. The first one is done for you.
(writing level 2, reading text level 2)

1. When asked how she got involved in the trades, Deanna Lovett said, a lot of my family work in the trades and I've been intrigued by their work.

   "A lot of people in my family work in the trades and I have been intrigued by their work."[1]
   [1] *Deanna Lovett, explaining her interest in the trades*

2. Skills Canada competition organizers encourage young people from across the country to explore careers in trades and technologies.

3. Chelsea, who is a member of the Tl'etinqox (Anaham) Band, of the Tsilhqot'in (Chilcotin) Nation says she's really proud of having achieved her Red Seal Machinist designation, especially because she can use it to help her community.

4. Celebrity chef Andy Hay told Trades magazine that he was blown away by the talent at the skills competition.

Read each statement and put a checkmark beside the ones you think are facts that don't need a citation.
(*writing level 2, reading text level 2, critical thinking level 2*)

> "A "citation" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again…"
>
> **Source:** https://www.plagiarism.org/article/what-is-citation

1. English and French are the official languages of Canada. _____
2. The unemployment rate in Canada in 2019 was 3%. _____
3. There isn't just a single culture for all the First Nations in Canada. _____
4. Canada has the largest number of lakes of any country in North America. _____
5. As of 2016, Indigenous peoples in Canada made up 4.9% of the total population. _____

Try paraphrasing these sentences. To make it easier, underline the writer's main idea before you re-write each one. (*writing level 3, reading text level 2*)

1. The provincial government is re-emphasizing the need, identified in the past 3 years, for more apprentice technologists.

   ____

2. Sambaa K'e is a traditional Dene settlement in the NWT that can only be reached by air except in winter when there is an ice road in.

   ____

3. Trucks parked in the no parking zone risk being towed.

   ____

4. The project will proceed in the steps outlined below until completed on Dec 31.

   ____

5. Plagiarism is presenting someone else's work or ideas as your own.

   ____

Plagiarism is a growing problem. Some researchers say it is because technology makes it so easy to just copy, cut and paste. But schools and workplaces are also using technology to combat plagiarism and you may find your writing is being checked by software that looks for patterns and phrases.

The best way to avoid plagiarism is to understand what it is and use tips like these.

- ✓ Make good research notes so can keep track of where each idea comes from
- ✓ Compare your writing to the original text so make sure they are different
- ✓ Make sure you use quotation marks and citations where you need to.

7. EDITING

NEED HELP? TRY THE BOOSTER.

- **PLAIN LANGUAGE**

WHY EDIT?

Why bother editing?

Editing – sometimes called proof reading – might seem like an unnecessary step; especially if you've been told you're a good writer. But editing always makes good writing better.

Editing helps readers focus on what you're trying to communicate instead of getting lost in typos and grammatical mistakes. Editing helps writers and readers communicate better.

Editing enhances your credibility at work or when volunteering. For many readers, sloppy writing = sloppy thinking. Editing tells readers that you respect their time.

This workout contains tips to make you a better editor.

SAY WHAT?

Can you find the errors? Check out the version on the next page.

A properly proofed peace is worth showing to your boss. It's a fish ant and engaging and proves that your someone whose able to effectively communicate. Its free from every missed take, and presents facts, in a way that's easy to be under stood.

Did You Know?

One of the best ways to edit what you've written is to read it out loud. When you read, your brain processes the information one way. When you listen to the same information read out loud, your brain processes that information as something new. Reading out loud can help you catch places where you need punctuation (because you will naturally stop and take a breath), missing words, information that's out of order, and instances where you're repetitive. Try it next time you're editing.

SAY WHAT?

Can you find the errors? Check out the edited version on the next page.

A properly proofed peace is worth showing to your boss. It's a fish ant and engaging and proves that your someone whose able to effectively communicate. Its free from every missed take, and presents facts, in a way that's easy to be under stood.

Peace	Piece
A fish ant	Efficient
Whose	Who's
Its	It's
Missed take	Mistake
Under stood	Understood

Source: https://www.business2community.com/content-marketing/editing-youre-work-important-

EDITING TIPS

Jim Taylor is a Canadian writer and editor who was made an Honourary Life Member by the Editor's Association of Canada for his *Eight Step Editing* system.

The system was designed especially for writing at work.

The eight steps are:

1 Shorten sentences (average length should be 18 words)

2 Take out the trash (eliminate jargon or explain it)

3 Overcome the negatives (a positive statement to replace a double negative)

4 Deflate pomposity (keep it simple)

5 Eliminate equations (avoid saying "is" whenever possible; use action verbs)

6 Activate the passives (every sentence should have an active noun)

7 Lead with strength (draw in the reader with your opening statement)

8 Parade your paragraphs (use a logical structure and flow to your text)

Steps #1, #2, #4 and #6 are covered in workout #5 Plain Language: KISS. In this workout, you will practice Steps #3 and #5.

Step #3: Overcome the negatives. The human brain has trouble with negatives. Using double negatives means that the brain has to work extra hard. Here's an example of a double negative in a sentence:

Alan didn't finish nothing.

The negatives are *not* (in "didn't") and *nothing* ("nothing" is the negative of "something").

The sentence is confusing as the reader doesn't know if Alan finished nothing, or if Alan finished *not nothing*, which would be *something*.

Removing one of the negatives or writing the sentence as a positive, makes the idea easier to understand.

- Remove a negative: *Alan did finish nothing.*
- Remove the other negative: *Alan didn't finish anything.*
- Write as a positive: *Alan finished something.*

The only way to decide which new version is correct, is to know what idea was the writer was trying to communicate: did Alan finish something or nothing?

It's much easier for the reader when there is no double negative.

1. Rewrite each sentence below with a positive to replace the double negative.
(*writing level 2, reading text level 2*)

1. The restaurant didn't have no pizza.

2. They can't go nowhere tonight.

3. I don't want nothing to eat.

4. The part didn't not fit.

____

5. 47 teams couldn't not compete.

____

Step #5: Eliminate Equations and Use Action Verbs

"Equations" is a math term that means the two sides of something are the same: 2+2=4. In writing, a writer uses the "to be" verb form to do the same thing. The verb form includes words like: *be/am; is/are; was/were; being/been.*

The two sentences below use the "to be" word "is". The words in the sentence before the "*is*" are meant to mean the same as the words that come after – like an equation in math.

Editing *is* a way to make text easier to understand.

Editing = a way to make text easier to understand.

or

The change in the software *is* an improvement for response times.

The change in the software = an improvement for response times.

However, using the "to be" verb form tends to make your writing flat and uninteresting, because the words are not *active.*

Substituting action verbs for "be" verbs leads to better and more descriptive writing because it gets straight to the point, minimizing wordiness, and repetition. Look at the difference in the examples from above when you use action verbs instead.

Editing *makes* text easier to understand.

or

The software change *improves* response times.

On the next page there are examples of strong action verbs found in workplace and technical writing.

Accelerate	Document	Organize
Administer	Eliminate	Program
Analyze	Engineer	Recommend
Assemble	Improve	Remodel
Calculate	Initiate	Supervise
Create	Interpret	Train
Design	Negotiate	Verify

2. The sentences below are frequently found in resumes or on job applications.
Make each sentence stronger by rewriting it using an action verb. You can choose from the list and use your own ideas.
(writing level 3, reading text level 2)

1. Is part of a fundraising team that won a community award.

____

2. Is a graduate of the emergency first aid program with the highest marks.

____

3. Was the manager of a team of 4 service people.

____

4. Was a workshop leader for 50 people.

____

5. Is the first person to be given the Bendel Award.

____

WAIT A MINUTE!

IMPORTANT NOTE: If you are writing instructions for how to complete a process or assemble machinery, using "to be" verbs is fine. For example:

Turn the dial to the #3 position. The fan *will* start, and the ignition light *will* come on.

DOESN'T SPELLCHECK FIX EVERYTHING?

Yes, spellcheck is a useful tool and you should use it.

BUT

- Relying on spellcheck can make you a lazy writer
- Sometimes you won't have it
- Sometimes it may be wrong
- It is very often set to check American spelling

One big problem with spellcheck is that it won't always find errors that are caused by real words used incorrectly.

1. Find the 12 errors left by spellcheck in this text about Games Artists. Highlight each error and then write the word in the left-hand column of the table on the next page. Write the correct word in the right-hand column beside it.
(*writing level 2, reading text level 2*)

> A games artist is someone who creates 2D and 3D art four the visual elements of a video game, such as characters, vehicles, pops, scenery, background, objects, colours, textures, and clothing. All these things create the look and feet for a video game. Although this career is computer graphics focused, games artists still use traditional hand sketching in the beginning stooges.
>
> Three-dimensional (3D) artists may find employment in a variety of places, using computer and film technology to create till or moving 3D creations. A 3D artist may work in media production to create elements for video games or 3D movies. These artists may also work in the growing field of medical illustration, creating 3D images of anatomy for research and diagnose. Fire 3D artists now how to product large or small sculptures from any material, such as cloy, wood or metals. These five 3D artists usually work form a studio and may be found in any city in the country.

	Error in text	Correct word
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12.		

ONLINE VERSUS PRINT

More and more workplace text is written to be read only online.

Some of the occupations that write text to be read online include:

- Web designers and developers
- IT office system technicians
- Technical writers
- Video game writers

Research shows that web readers prefer short blocks of text. They tend to stay longer on web pages that have graphics and include clear information that is written in 1 or 2 sentence paragraphs.

One of the benefits of creating online text is that writers can include a hyperlink, sometimes called a hot link, to other information they are using as reference material. This makes it easy for the reader to find out more information.

1. On the next three pages there are 3 different blocks of text. In the space below each block of text, do the following:

- Revise the text as you think is necessary, and divide it into at least 3 paragraphs.
- Highlight any words where you would insert a hotlink for references or other related information.
- Add an illustration (or a description of one).
- Add a heading that sums up the main idea.

(*writing level 3, reading text level 2, decision making level 2*)

Example 1

Licensed contractors and building owners need a permit before installing electrical products. If you have an installation permit and the scope of the work has changed, please amend the permit by filling out Electrical Installation Permit Amendment Form 1423 or by calling the office. The Province has delegated partial responsibility of the *Safety Standards Act* to several local governments. Our Jurisdiction Information page shows responsibilities for permits and inspections for specific areas not in the jurisdiction of Technical Safety BC. If the scope or value of work changes over the course of the project, a permit amendment must be submitted in a timely manner. A permit for the final value and scope of work must be in place prior to a request for final inspection.

Example 2

I drove 1.5 hours for work one day — a typical commute for me. When I was getting out of the car, I realized that I had no shoes on. I like to walk and drive with bare feet, and usually I have a pair of shoes in the car. But that day, I couldn't find any shoes in the car. I was working as a psychotherapist in a psychiatric clinic and my first patient appointment was about to start. I had no choice but walked in to the packed waiting room. I pretended all was normal and called my first appointment patient's name. Throughout the whole day I talked with my patients and walked around the office barefoot. I acted as if all was normal and no one, not even my coworkers, mentioned a word about me not having shoes on the whole day.

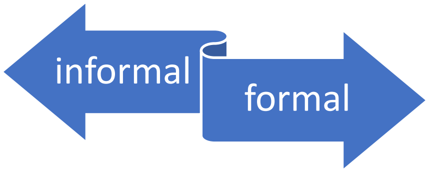
Example 3

More than 3,000 people filled the Tradex in Abbotsford, B.C. last Wednesday, for the provincial skills competition. In total there were about 20 young people competing in the car painting and autobody competition. “It was really nice to see a lot of female competitors,” said director of Skills Canada Collision Repair Program Leanne Jefferies. But it wasn’t just the competitions that filled the venue. Jefferies explained, they had a virtual paint booth set up for students to try, and industry brochures to hand out. According to Jefferies the paint booth attracted several thousand students and allowed them to get hands-on experience in the collision repair field. The paint booth also showed the students their results when they were done, and some of them kept coming back to try it out more than once, Jefferies said.

FORMAL VERSUS INFORMAL

Writing, like speaking, can be formal or informal, depending on the context. Writing for the workplace or a volunteer organization is usually more formal than writing between friends about something outside of work.

Informal and formal are a continuum – that is, sometimes it's appropriate to be a little formal, for example writing to a friend about a work topic. But sometimes you need to be very formal, for example, writing a cover letter to someone you have never met. Deciding on how formal or informal your writing can be, depends on who your audience is and what the context is.



Most new workers can write informally but learning to write formally takes practice. Formal writing should still sound like you, but be clear, organized, and not use slang.

This table shows some of the differences between the 2 styles.

Formal Writing Style	Informal Writing Style
Avoids slang and contractions	Uses slang and contractions
Tone is polite but impersonal	Tone may be more personal
Uses technical language and spells out abbreviations	Uses less technical language and may use abbreviations
Tone is usually serious and factual	Tone may be emotional
Avoids colloquial or very informal words	May use colloquial words (awesome, folks)
Avoids imperative. (Please remember that…)	May use imperative. (Remember…)
Uses proper punctuation and capitalization	Uses proper punctuation and capitalization

Something important to remember about workplace writing: always write so that you would be okay with anyone in the organization reading what you have written.

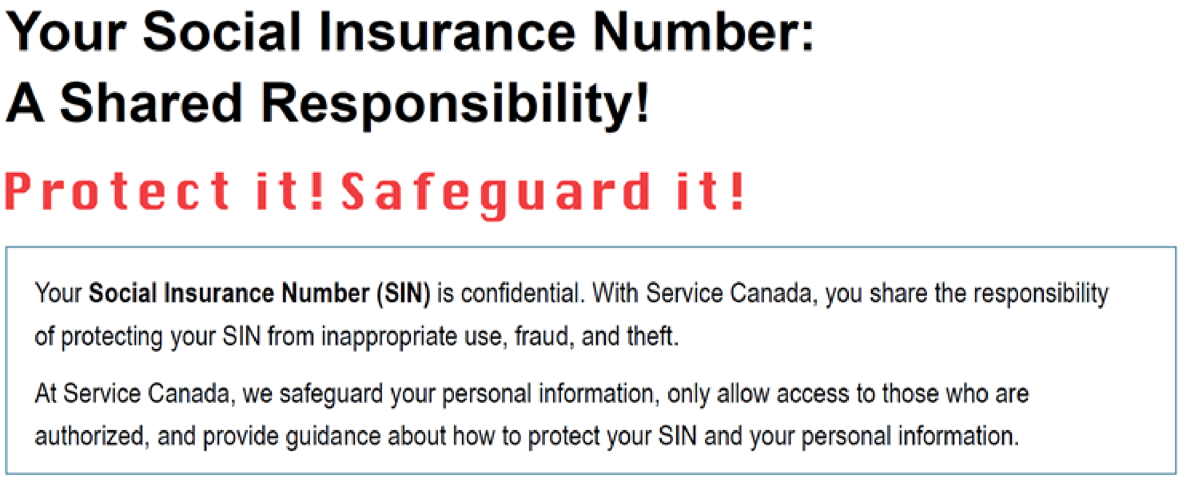
1. Rewrite each of the informal sentences below to make them formal.
(*writing level 3*)

1. You gonna go to the work thing tomorrow?
2. What's your problem, dude?
3. Whatever. Can't do that.
4. You got that report for me? Was supposed to be yesterday.
5. No idea what you're talking about.

8. YOUR SIN CARD; CAN'T GET WORK WITHOUT IT!

NEED HELP? TRY THE BOOSTER

- ENTRY FORMS



Your Social Insurance Number: A Shared Responsibility!

Protect it! Safeguard it!

Your **Social Insurance Number (SIN)** is confidential. With Service Canada, you share the responsibility of protecting your SIN from inappropriate use, fraud, and theft.

At Service Canada, we safeguard your personal information, only allow access to those who are authorized, and provide guidance about how to protect your SIN and your personal information.

https://www.canada.ca/en/employment-social-development/services/sin/reports/shared-responsibility.html

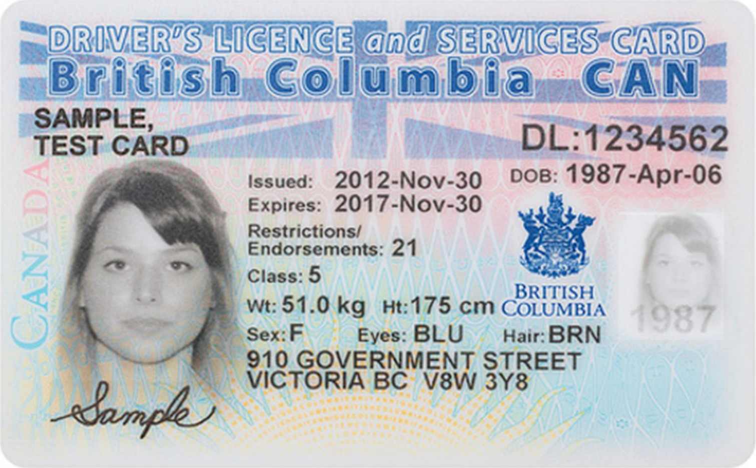
A SIN is an important piece of identification in Canada. You receive a SIN by completing and submitting an application form to the Government of Canada.

SIN is an acronym for Social Insurance Number.

Your SIN is a nine-digit number that you need, in order to be able to work legally in Canada and to have access to certain government programs and benefits.

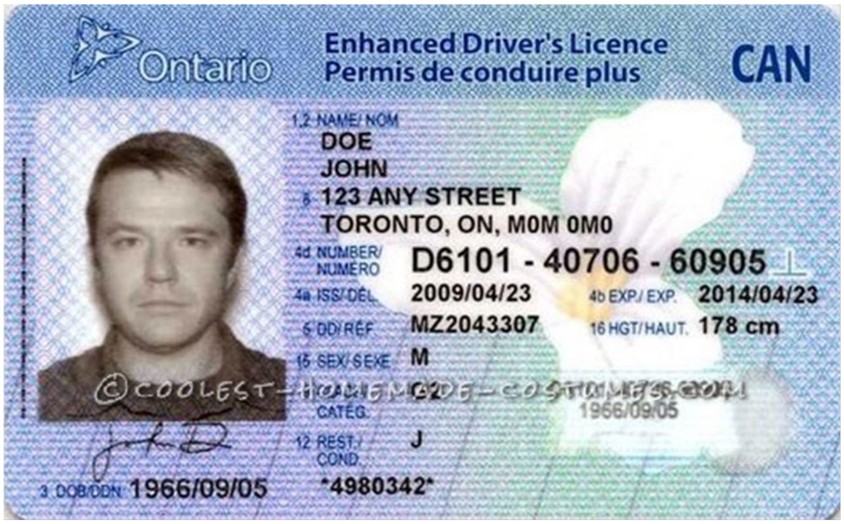
In many cases you can go to a Service Canada office with all of the required original documentation needed to apply and complete the process there. However, if you are not able to go to an office, you will need to complete the application form. The SIN application is an entry form and, like many entry forms, it can be challenging to fill it out correctly. It has many sections and asks many questions.

Some of the information required for a SIN application is similar to what is found on a Driver's Licence.



DRIVER'S LICENCE and SERVICES CARD
British Columbia CAN
SAMPLE,
TEST CARD
DL:1234562
Issued: 2012-Nov-30
Expires: 2017-Nov-30
DOB: 1987-Apr-06
Restrictions/
Endorsements: 21
Class: 5
Wt: 51.0 kg Ht: 175 cm
Sex: F Eyes: BLU Hair: BRN
910 GOVERNMENT STREET
VICTORIA BC V8W 3Y8

http://www.bcpl8s.ca/Drivers-Licences.html



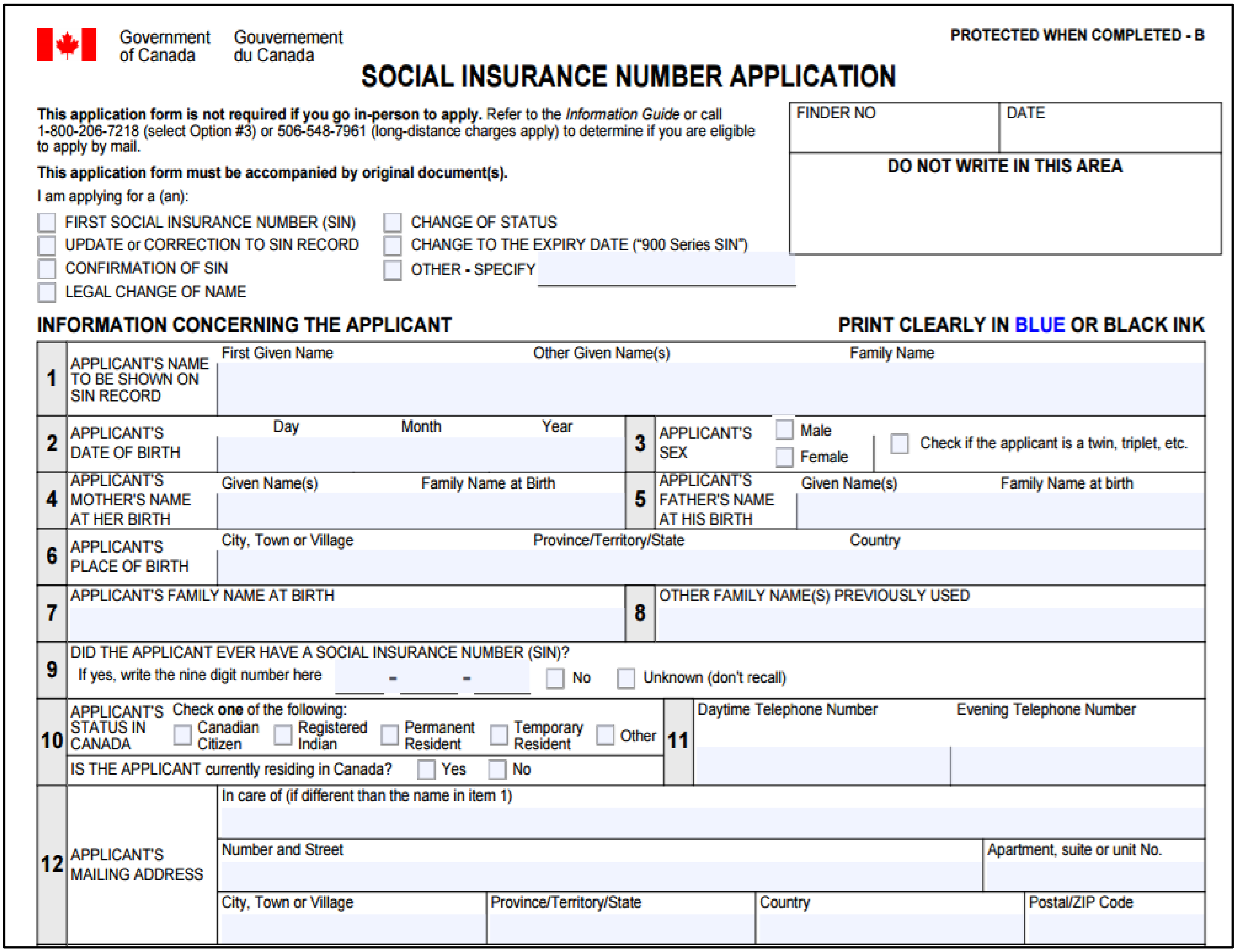
Ontario
Enhanced Driver's Licence
Permis de conduire plus
CAN
1,2 NAME/ NOM
DOE
JOHN
8 123 ANY STREET
TORONTO, ON, M0M 0M0
4d NUMBER/ NUMERO D6101 - 40706 - 60905
4a ISS/DÉL. 2009/04/23 4b EXP./ EXP. 2014/04/23
5 DD/RÉF MZ2043307 16 HGT/HAUT. 178 cm
15 SEX/SEXE M
CATÉG. G2
1966/09/05
12 REST./ COND. J
3 DOB/DDN 1966/09/05
4980342

©COOLEST-HOMEMADE-COSTUMES.COM

http://www.itbusiness.ca/news/rfid-drivers-licence-demand-underwhelming-across-four-provinces/14852

1. **Use the information from one of the licences to fill in as much as you can of the section of the SIN application form found on the next page. Both applicants are applying for their first SIN. Ms. Sample was born in Whitehorse YK and Mr. Doe was born in St. John NB. Neither is married.**

(*writing level 2*)



Government of Canada Gouvernement du Canada

PROTECTED WHEN COMPLETED - B

SOCIAL INSURANCE NUMBER APPLICATION

This application form is not required if you go in-person to apply. Refer to the *Information Guide* or call 1-800-206-7218 (select Option #3) or 506-548-7961 (long-distance charges apply) to determine if you are eligible to apply by mail.

This application form must be accompanied by original document(s).

FINDER NO	DATE
DO NOT WRITE IN THIS AREA	

I am applying for a (an):

☐ FIRST SOCIAL INSURANCE NUMBER (SIN)
☐ UPDATE or CORRECTION TO SIN RECORD
☐ CONFIRMATION OF SIN
☐ LEGAL CHANGE OF NAME
☐ CHANGE OF STATUS
☐ CHANGE TO THE EXPIRY DATE ("900 Series SIN")
☐ OTHER - SPECIFY

INFORMATION CONCERNING THE APPLICANT **PRINT CLEARLY IN BLUE OR BLACK INK**

1 APPLICANT'S NAME TO BE SHOWN ON SIN RECORD — First Given Name — Other Given Name(s) — Family Name

2 APPLICANT'S DATE OF BIRTH — Day — Month — Year

3 APPLICANT'S SEX — ☐ Male ☐ Female — ☐ Check if the applicant is a twin, triplet, etc.

4 APPLICANT'S MOTHER'S NAME AT HER BIRTH — Given Name(s) — Family Name at Birth

5 APPLICANT'S FATHER'S NAME AT HIS BIRTH — Given Name(s) — Family Name at birth

6 APPLICANT'S PLACE OF BIRTH — City, Town or Village — Province/Territory/State — Country

7 APPLICANT'S FAMILY NAME AT BIRTH

8 OTHER FAMILY NAME(S) PREVIOUSLY USED

9 DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER (SIN)?
If yes, write the nine digit number here ____ - ____ - ____ ☐ No ☐ Unknown (don't recall)

10 APPLICANT'S STATUS IN CANADA — Check **one** of the following: ☐ Canadian Citizen ☐ Registered Indian ☐ Permanent Resident ☐ Temporary Resident ☐ Other
IS THE APPLICANT currently residing in Canada? ☐ Yes ☐ No

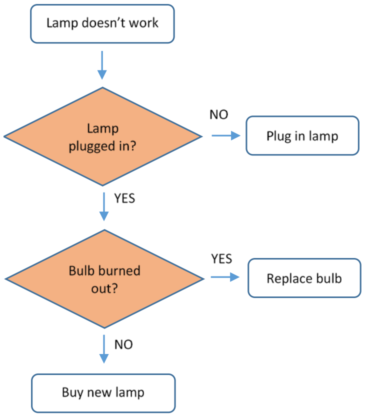
11 Daytime Telephone Number — Evening Telephone Number

12 APPLICANT'S MAILING ADDRESS
In care of (if different than the name in item 1)
Number and Street — Apartment, suite or unit No.
City, Town or Village — Province/Territory/State — Country — Postal/ZIP Code

9. GO WITH THE FLOW

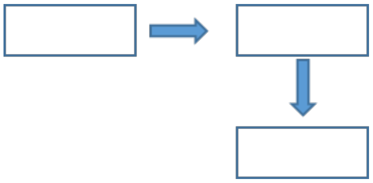
NEED HELP? TRY THE BOOSTER

- **FLOWCHARTS**


Lamp doesn't work
Lamp plugged in?
NO
Plug in lamp
YES
Bulb burned out?
YES
Replace bulb
NO
Buy new lamp

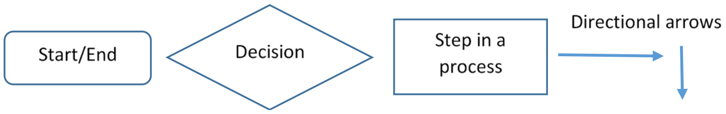
Flowchart:

a type of diagram that represents a process or workflow, showing the steps as boxes of various shapes, and the order of steps by connecting arrows. Flowcharts are designed to be easy to read. They are also intended to show an entire process "at a glance."



Flowcharts may be constructed using a single basic shape.

Other flowcharts are constructed using shapes that have meaning, in addition to their content. Three common shapes are shown below.


Start/End
Decision
Step in a process
Directional arrows

Flow charts commonly use arrows of some sort to indicate the direction in which the information should be read. Some also use colour for added meaning, as in the lamp flowchart above in which decision points are always in orange.

GET CHARTING

It's time to create your own flowchart.
(*reading text level 3, job task planning and organizing level 2*)

STEP 1. Think of something that you know how to do, that takes multiple steps. It might be something common like sorting trash for recycling, or something others may not know how to do like how to replace a broken guitar string, prepare your favourite meal, change a bike tire or find and download apps to a phone.

STEP 2. Write down the steps in point form. Be sure to include decision points.

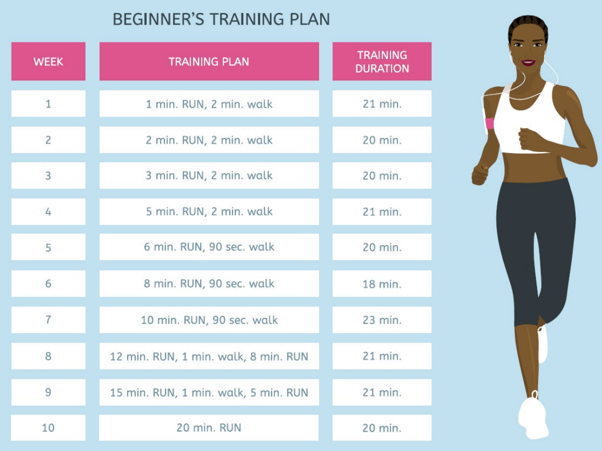
STEP 3. Create a flow chart that identifies the steps required and the order in which they should be done. Use the symbols on page 1 for start/stop, process, and decision, and use the arrows to show the flow.

STEP 4. Test your flow chart by having a friend follow the steps and see what results they get.

STEPS

Your Flowchart Here

10. WHAT'S IN A PICTURE?



BEGINNER'S TRAINING PLAN

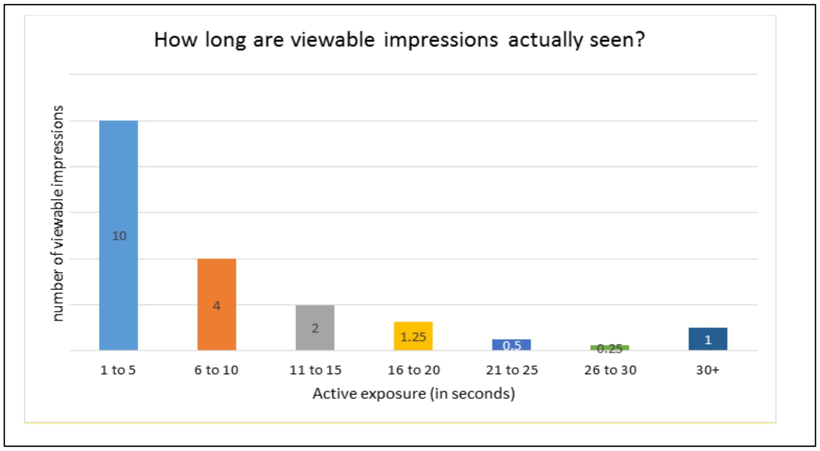
WEEK	TRAINING PLAN	TRAINING DURATION
1	1 min. RUN, 2 min. walk	21 min.
2	2 min. RUN, 2 min. walk	20 min.
3	3 min. RUN, 2 min. walk	20 min.
4	5 min. RUN, 2 min. walk	21 min.
5	6 min. RUN, 90 sec. walk	20 min.
6	8 min. RUN, 90 sec. walk	18 min.
7	10 min. RUN, 90 sec. walk	23 min.
8	12 min. RUN, 1 min. walk, 8 min. RUN	21 min.
9	15 min. RUN, 1 min. walk, 5 min. RUN	21 min.
10	20 min. RUN	20 min.

Infographic:

in·fo·graph·ic
/ˌinfōˈgrafik/
noun

A visual image such as a chart or diagram, used to represent information or data.
"a good infographic is worth a thousand words".

Information graphics or infographics are graphical representations of information, data or knowledge intended to present information quickly and clearly. Infographics have been around for many years and recently the increase of a number of easy-to-use, free tools have made the creation of infographics possible for many people.



Social media sites, traditional media, marketing and, increasingly, all other occupations are using infographics to get their message across. Being able to "read" infographic documents quickly and accurately is increasingly important.

Research suggests that half of all viewable ads are seen for 1 to 5 seconds only!

CREATE YOUR OWN INFOGRAPHIC!

Now it's your turn. Pick a topic or idea that interests you and create your own infographic about it.

You can use any format you want: pie chart, graph, drawing, anything you think works. It's up to you! (*reading text level 3, problem solving level 2*)

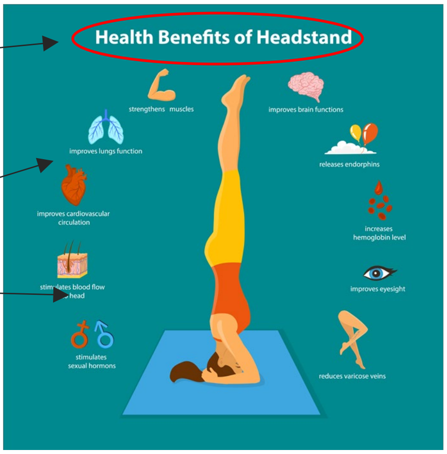
Remember that to be effective an infographic should meet these requirements:

- Have one clear message
- Be appropriate to your target audience
- Be simple to understand
- Be eye-catching

To meet the requirements ask yourself the following four questions as you create your design.

1. What are you trying to say?
2. Who are you giving the message to?
3. Can the message be understood at a glance?
4. Is your infographic visually interesting?

Here's an Example


Health Benefits of Headstand
strengthens muscles
improves brain functions
improves lungs function
releases endorphins
improves cardiovascular circulation
increases hemoglobin level
stimulates blood flow
head
improves eyesight
stimulates sexual hormons
reduces varicose veins

One clear message

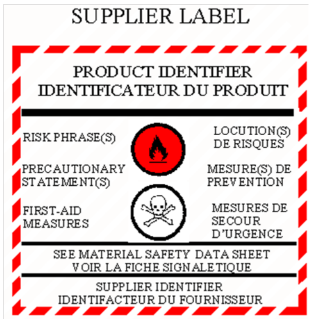
Aimed at people who exercise – especially yoga

Details at a glance

Good use of colour and design

11. CHEMICAL CAUTION

DANGER
HAZARDOUS MATERIAL



SUPPLIER LABEL

PRODUCT IDENTIFIER
IDENTIFICATEUR DU PRODUIT

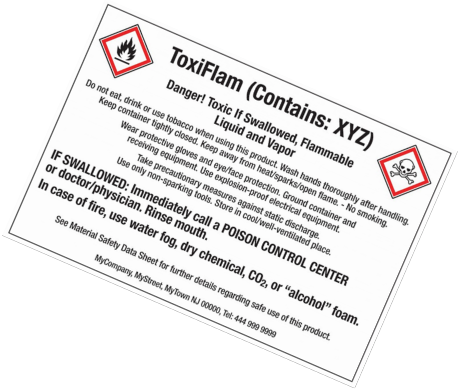
RISK PHRASE(S) — LOCUTION(S) DE RISQUES

PRECAUTIONARY STATEMENT(S) — MESURE(S) DE PREVENTION

FIRST-AID MEASURES — MESURES DE SECOUR D'URGENCE

SEE MATERIAL SAFETY DATA SHEET
VOIR LA FICHE SIGNALETIQUE

SUPPLIER IDENTIFIER
IDENTIFACTEUR DU FOURNISSEUR



ToxiFlam (Contains: XYZ)

Danger! Toxic If Swallowed, Flammable Liquid and Vapor

Do not eat, drink or use tobacco when using this product. Wash hands thoroughly after handling. Keep container tightly closed. Keep away from heat/sparks/open flame. - No smoking. Wear protective gloves and eye/face protection. Ground container and receiving equipment. Use explosion-proof electrical equipment. Take precautionary measures against static discharge. Use only non-sparking tools. Store in cool/well-ventilated place.

IF SWALLOWED: Immediately call a POISON CONTROL CENTER or doctor/physician. Rinse mouth.

In case of fire, use water fog, dry chemical, CO_2, or "alcohol" foam.

See Material Safety Data Sheet for further details regarding safe use of this product.

MyCompany, MyStreet, MyTown NJ 00000, Tel: 444 999 9999

Why All the Fuss About Product Labels?

Product labels are critical for keeping all of us safe at work. No matter where you work, there will be some substances that could be dangerous, if they are used or stored incorrectly.

If you use unlabelled products, you do not know if you might be putting yourself and others at risk.

The Canadian Centre for Occupational Health and Safety says:

> — **NEVER USE UNLABELLED PRODUCT** —
> Never assume you know what it is.
> Ask your teacher or supervisor to identify the contents and create a workplace label before using the product.

How Labels "talk" to us

Design features and words and symbols work together to deliver the message on a label.
Design Features include:

- Bolded words or letters
- Words with letters ALL IN CAPITALS
- Words or letters or sections that are colour coded
- Punctuation like an exclamation mark!
- Top half of the label explains how to use the product safely
- Bottom half of the label explains first aid procedures, in case the product is not used safely

Words and Symbols include:

- WHIMS symbols indicating the type of hazard i.e. flammable, poisonous, etc.
- Action words (verbs) that tell us what to do i.e. flush, wash, remove, give/don't give, contact, etc.
- Parts words (nouns) that tell us what to treat or manage i.e. eyes; skin; poison centre
- How words (manner or way) i.e. to fresh air; water to dilute, etc.
- Time words (when) i.e. immediately; before using again; as soon as possible
    - If the time frame is not give, assume it is immediately

Example:

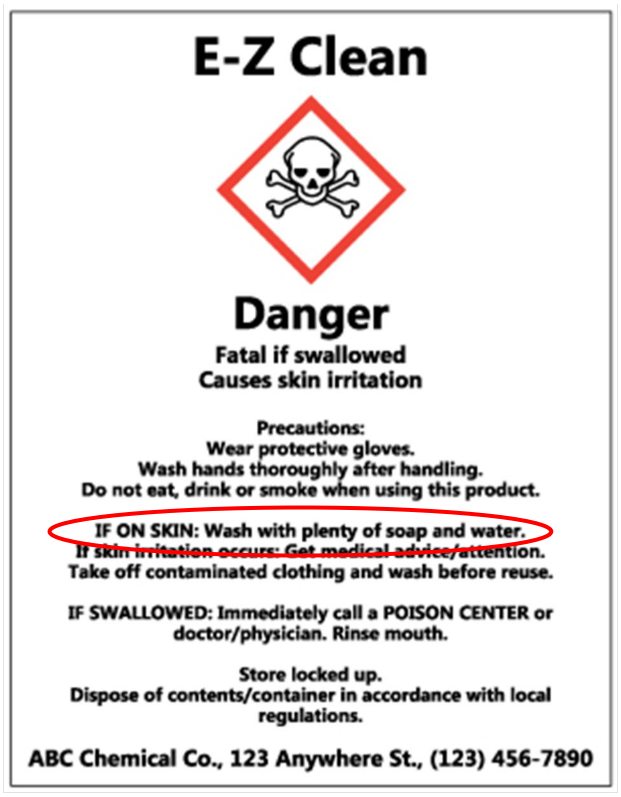
What does the E-Z Clean label say to do first if the product comes in contact with skin?

(Action) wash

(Part) skin

(How) with plenty of soap & water

(Time – not given so assume immediately) immediately



E-Z Clean

Danger

Fatal if swallowed
Causes skin irritation

Precautions:
Wear protective gloves.
Wash hands thoroughly after handling.
Do not eat, drink or smoke when using this product.

IF ON SKIN: Wash with plenty of soap and water.
If skin irritation occurs: Get medical advice/attention.
Take off contaminated clothing and wash before reuse.

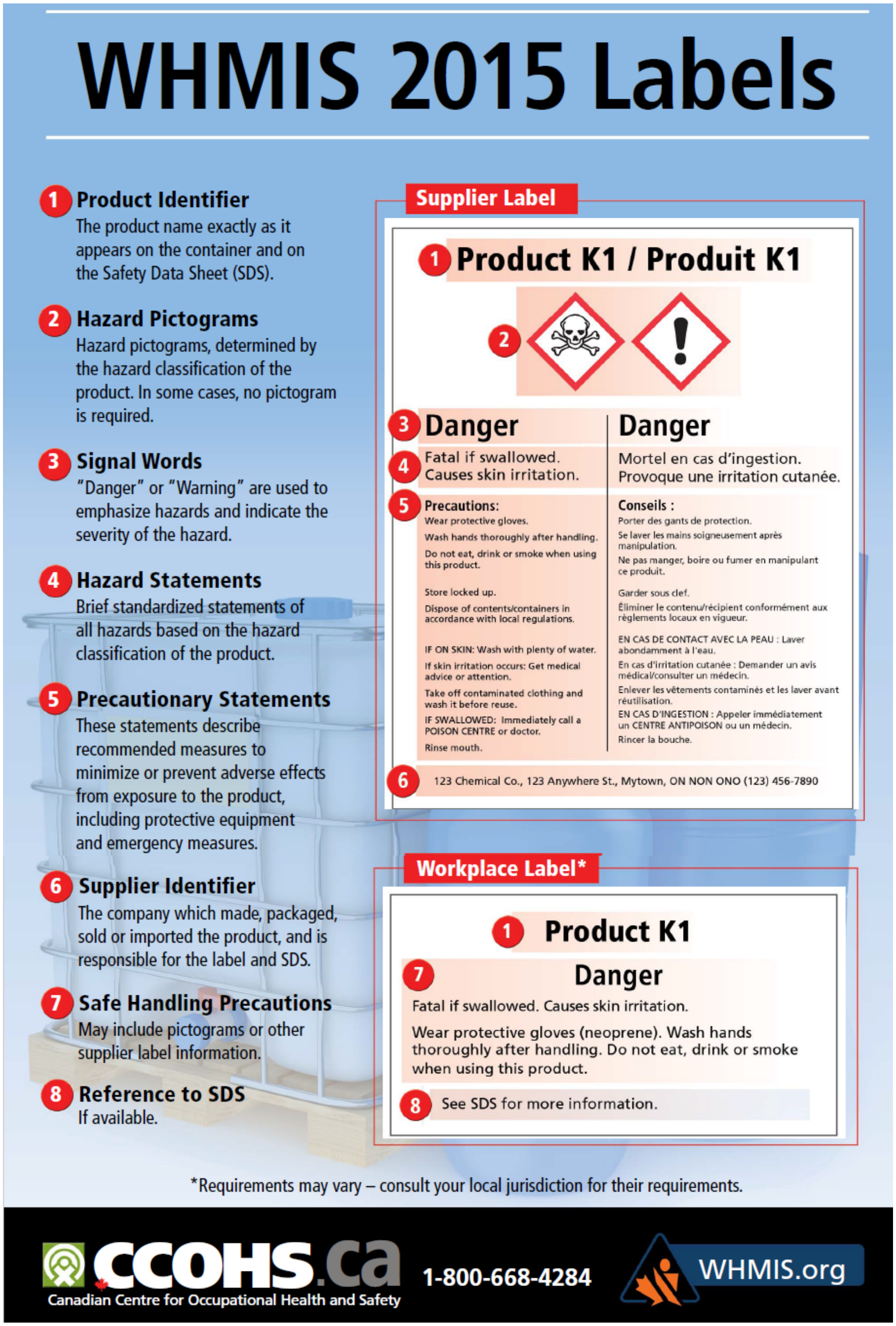
IF SWALLOWED: Immediately call a POISON CENTER or doctor/physician. Rinse mouth.

Store locked up.
Dispose of contents/container in accordance with local regulations.

ABC Chemical Co., 123 Anywhere St., (123) 456-7890

Supplier labels in Canada must be available in English and French (as one bilingual label, like the K1 label), or as two labels available, one in each language.

Look at the next page to see what else labels tell us.



WHMIS 2015 Labels

1 Product Identifier
The product name exactly as it appears on the container and on the Safety Data Sheet (SDS).

2 Hazard Pictograms
Hazard pictograms, determined by the hazard classification of the product. In some cases, no pictogram is required.

3 Signal Words
"Danger" or "Warning" are used to emphasize hazards and indicate the severity of the hazard.

4 Hazard Statements
Brief standardized statements of all hazards based on the hazard classification of the product.

5 Precautionary Statements
These statements describe recommended measures to minimize or prevent adverse effects from exposure to the product, including protective equipment and emergency measures.

6 Supplier Identifier
The company which made, packaged, sold or imported the product, and is responsible for the label and SDS.

7 Safe Handling Precautions
May include pictograms or other supplier label information.

8 Reference to SDS
If available.

Supplier Label

1 **Product K1 / Produit K1**

2

3 **Danger** | **Danger**

4 Fatal if swallowed.
Causes skin irritation.

Mortel en cas d'ingestion.
Provoque une irritation cutanée.

5 **Precautions:**
Wear protective gloves.
Wash hands thoroughly after handling.
Do not eat, drink or smoke when using this product.

Store locked up.
Dispose of contents/containers in accordance with local regulations.

IF ON SKIN: Wash with plenty of water.
If skin irritation occurs: Get medical advice or attention.
Take off contaminated clothing and wash it before reuse.
IF SWALLOWED: Immediately call a POISON CENTRE or doctor.
Rinse mouth.

Conseils :
Porter des gants de protection.
Se laver les mains soigneusement après manipulation.
Ne pas manger, boire ou fumer en manipulant ce produit.

Garder sous clef.
Éliminer le contenu/récipient conformément aux règlements locaux en vigueur.

EN CAS DE CONTACT AVEC LA PEAU : Laver abondamment à l'eau.
En cas d'irritation cutanée : Demander un avis médical/consulter un médecin.
Enlever les vêtements contaminés et les laver avant réutilisation.
EN CAS D'INGESTION : Appeler immédiatement un CENTRE ANTIPOISON ou un médecin.
Rincer la bouche.

6 123 Chemical Co., 123 Anywhere St., Mytown, ON N0N 0N0 (123) 456-7890

Workplace Label*

1 **Product K1**

7 **Danger**

Fatal if swallowed. Causes skin irritation.

Wear protective gloves (neoprene). Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product.

8 See SDS for more information.

*Requirements may vary – consult your local jurisdiction for their requirements.

CCOHS.ca
Canadian Centre for Occupational Health and Safety
1-800-668-4284
WHMIS.org

1.

You are going to create your own supplier label for a new product: a lacquer that can be used to protect snowboards.
(writing level 3)
Answers will vary.

INSTRUCTIONS

Your label should include all the elements presented: design features, appropriate words and symbols, legally required precautionary and first aid instructions, and any other relevant information.

You may create it in English or French, or both. The WHIMS pictograms are provided in English and French after page 97.

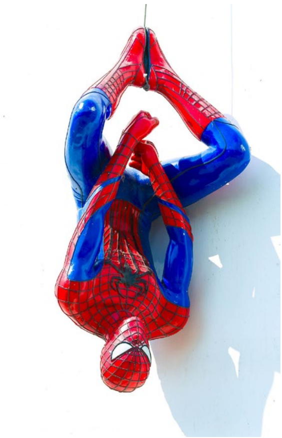
1. Give your product a name
2. Create the rest of the label based on the product information below.
3. Identify all the hazards in the product information. Then choose the appropriate WHIMS symbol to include for each one.

Product Information:

- There is a SDS for the product
- Use with caution in a well ventilated area
- Do not spray near fire or open flame
- Do not store above 40°C
- Do not puncture the can
- Highly flammable – liquid and vapour
- May be fatal if swallowed
- Causes damage to liver or nervous system if exposure is prolonged
- Causes skin and eye irritation
- Might cause drowsiness
- If swallowed call the poison centre right away
- Flush eyes with water for at least 15 minutes, if in contact
- Wash skin with soap and water; see a doctor if a rash develops
- Keep out of reach of children
- Lacquer Wonder Co.
  1755 Downtown Street
  Somewhereville, AB T3T 4Y7
  P: 780 770 0000

YOUR LABEL HERE

12. I'M HURT! NOW WHAT? WORKPLACE ACCIDENT REPORTS /APPLICATIONS FOR BENEFITS



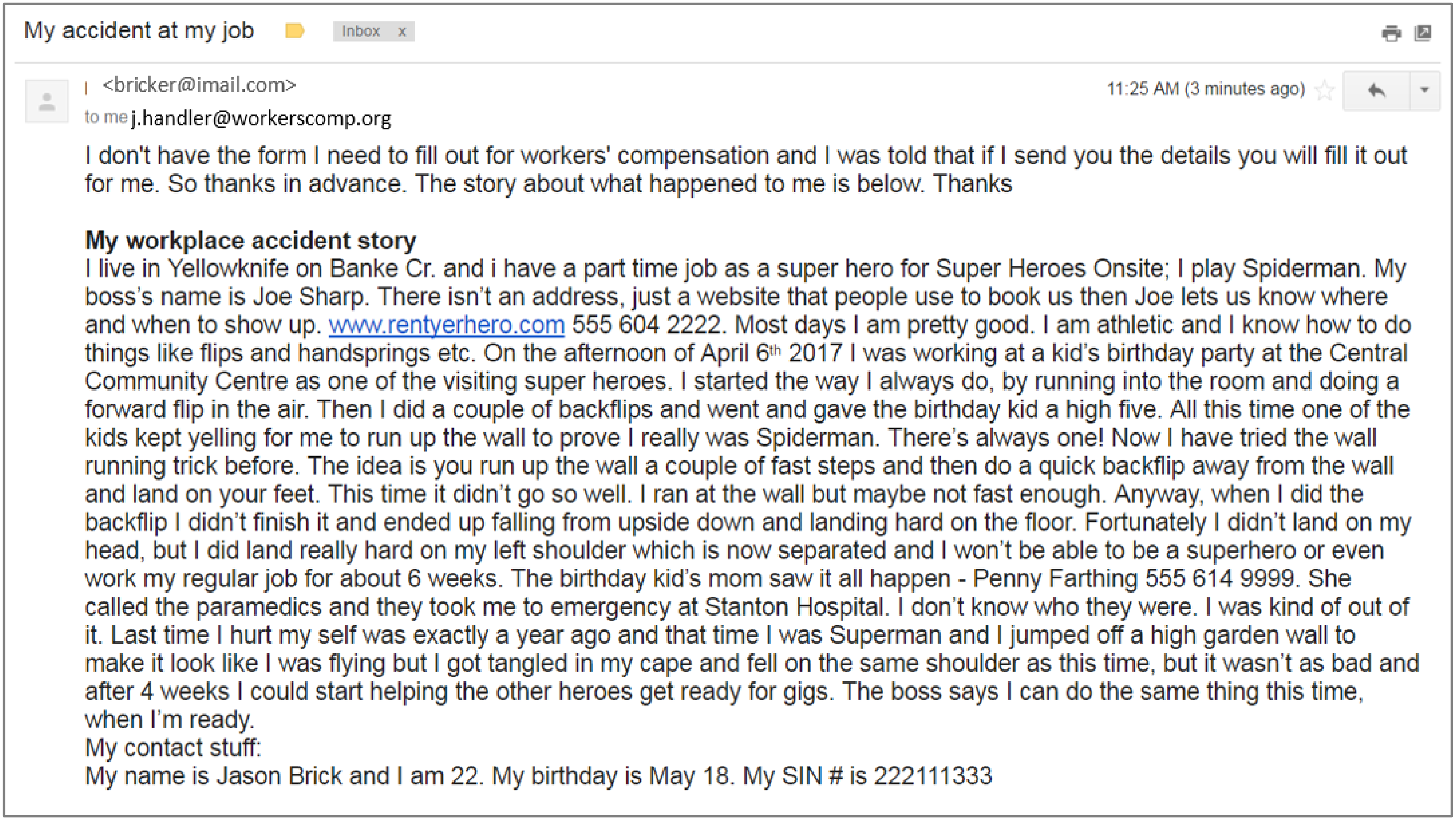
When a person is injured at work there are lots of documents that need to be filled out to ensure they get the help and support they need. The first, and maybe most important one, is the report about what happened. Everything else will be based on that description so the story needs to be clear and the form needs to filled-out properly.

On the next page is a description of a workplace accident that was sent in by a worker who didn't have the forms. Instead, he wrote the story in an email and now it needs to be entered into the injury report document that is on the pages after the story.

1. Read the email and complete the form, using the information the worker provided. After you enter the information into the form, list at least four (4) necessary pieces of information that the worker did not send.
(*writing level 3, reading text level 3*)

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________



My accident at my job

| <bricker@imail.com>

to me j.handler@workerscomp.org

11:25 AM (3 minutes ago)

I don't have the form I need to fill out for workers' compensation and I was told that if I send you the details you will fill it out for me. So thanks in advance. The story about what happened to me is below. Thanks

My workplace accident story

I live in Yellowknife on Banke Cr. and i have a part time job as a super hero for Super Heroes Onsite; I play Spiderman. My boss's name is Joe Sharp. There isn't an address, just a website that people use to book us then Joe lets us know where and when to show up. www.rentyerhero.com 555 604 2222. Most days I am pretty good. I am athletic and I know how to do things like flips and handsprings etc. On the afternoon of April 6th 2017 I was working at a kid's birthday party at the Central Community Centre as one of the visiting super heroes. I started the way I always do, by running into the room and doing a forward flip in the air. Then I did a couple of backflips and went and gave the birthday kid a high five. All this time one of the kids kept yelling for me to run up the wall to prove I really was Spiderman. There's always one! Now I have tried the wall running trick before. The idea is you run up the wall a couple of fast steps and then do a quick backflip away from the wall and land on your feet. This time it didn't go so well. I ran at the wall but maybe not fast enough. Anyway, when I did the backflip I didn't finish it and ended up falling from upside down and landing hard on the floor. Fortunately I didn't land on my head, but I did land really hard on my left shoulder which is now separated and I won't be able to be a superhero or even work my regular job for about 6 weeks. The birthday kid's mom saw it all happen - Penny Farthing 555 614 9999. She called the paramedics and they took me to emergency at Stanton Hospital. I don't know who they were. I was kind of out of it. Last time I hurt my self was exactly a year ago and that time I was Superman and I jumped off a high garden wall to make it look like I was flying but I got tangled in my cape and fell on the same shoulder as this time, but it wasn't as bad and after 4 weeks I could start helping the other heroes get ready for gigs. The boss says I can do the same thing this time, when I'm ready.

My contact stuff:

My name is Jason Brick and I am 22. My birthday is May 18. My SIN # is 222111333

IF A QUESTION DOES NOT APPLY, INDICATE WITH "N/A".

A – Worker Information

First Name | Last Name | Also Known As

Mailing Address | Community | Territory/Province | Postal Code

Residential Address (if different than above) | Date of Birth MM DD YY | Gender ☐ Male ☐ Female

Telephone (include Area Code) | Cell (include Area Code) | Email Address

Social Insurance Number | Preferred Language ☐ English ☐ French ☐ Inuktitut ☐ Other ____________

Job Title (no abbreviations)

B – Employer Information

Employer Name | Address

Supervisor Name | Telephone (include Area Code)

Do you work for this employer in a province or territory other than the Northwest Territories or Nunavut? ☐ Yes ☐ No

If yes, where?

C – Incident Details

1. Date of Incident MM DD YY Time: ________ ☐ AM ☐ PM

2. Place of Incident
Community: ____________ Territory/Province: ____________

3. Did you delay reporting for more than one day? ☐ Yes ☐ No If yes, why? (Please explain)

4. Did incident occur on employer's premises? ☐ Yes ☐ No If no, where did the incident occur?

5. Name and position of person you reported incident to:
Name: ____________ Position: ____________ Phone:

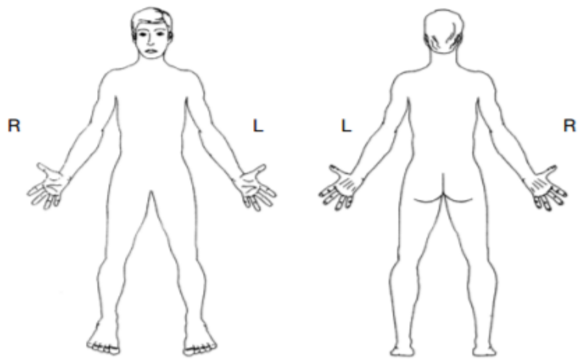
6. Did you stop working due to your injury? ☐ Yes ☐ No If yes, when? MM DD YY Time: ________ ☐ AM ☐ PM

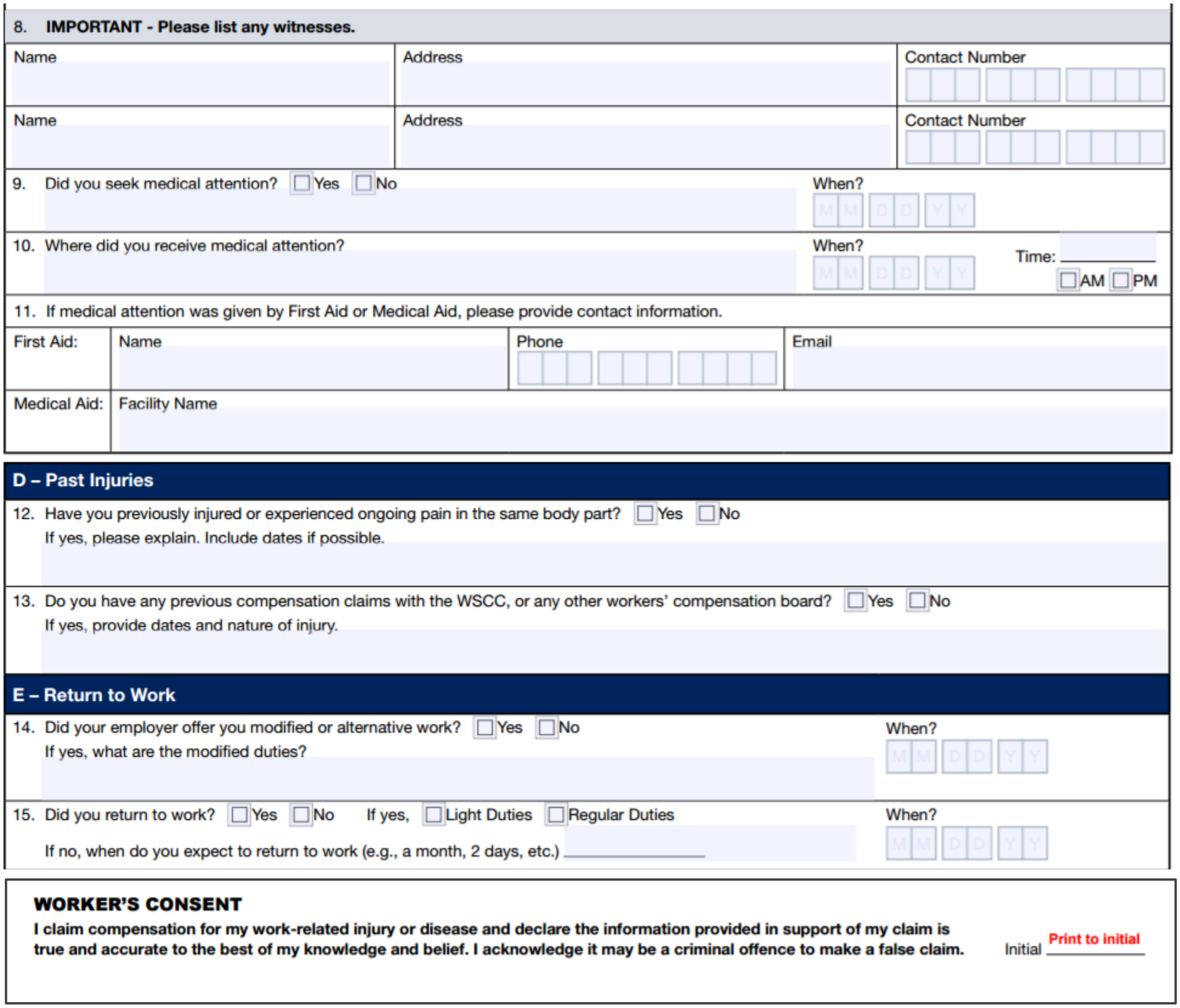
IMPORTANT

7. Please describe the incident in as much detail as possible.
Include: what you were doing; where the injury took place; what equipment you were using; and, whether the incident involved gas, chemicals or extreme temperatures *(Please use attached sheet if necessary)*.

What body parts did you injure? (left/right side, hand, eye, back, etc.)
Please also indicate the body parts on the diagram.

What type of injuries? (sprain, bruise, fracture, etc.)





8. **IMPORTANT - Please list any witnesses.**

Name	Address	Contact Number ☐☐☐ ☐☐☐ ☐☐☐☐
Name	Address	Contact Number ☐☐☐ ☐☐☐ ☐☐☐☐

9. Did you seek medical attention? ☐ Yes ☐ No When? M M D D Y Y

10. Where did you receive medical attention? When? M M D D Y Y Time: ________ ☐ AM ☐ PM

11. If medical attention was given by First Aid or Medical Aid, please provide contact information.

First Aid:	Name	Phone ☐☐☐ ☐☐☐ ☐☐☐☐	Email
Medical Aid:	Facility Name		

D – Past Injuries

12. Have you previously injured or experienced ongoing pain in the same body part? ☐ Yes ☐ No
If yes, please explain. Include dates if possible.

13. Do you have any previous compensation claims with the WSCC, or any other workers' compensation board? ☐ Yes ☐ No
If yes, provide dates and nature of injury.

E – Return to Work

14. Did your employer offer you modified or alternative work? ☐ Yes ☐ No When? M M D D Y Y
If yes, what are the modified duties?

15. Did you return to work? ☐ Yes ☐ No If yes, ☐ Light Duties ☐ Regular Duties When? M M D D Y Y
If no, when do you expect to return to work (e.g., a month, 2 days, etc.) ____________

WORKER'S CONSENT

I claim compensation for my work-related injury or disease and declare the information provided in support of my claim is true and accurate to the best of my knowledge and belief. I acknowledge it may be a criminal offence to make a false claim.

Initial ________ Print to initial

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!		113	
1	Writing Booster – Bulleted Text	115	
2	Writing Booster – Punctuation	119	
3	Writing Booster – Plain Language	123	
4	Writing Booster – Entry Forms	127	
5	Writing Booster – Flowcharts	133	

1. BULLETTED TEXT

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 of 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 in1948. 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

WHAT IS PUNCTUATION?

Punctuation is the system of signs or symbols that shows 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 (also called a period), 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.

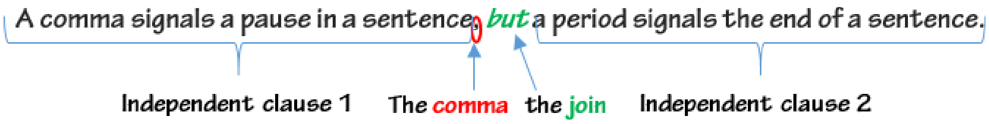
Only one punctuation mark at the end of a sentence.

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.



A comma signals a pause in a sentence, *but* a period signals the end of 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&info0=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.

3. PLAIN LANGUAGE

AVOID THE BABBLE* (SEE DID YOU KNOW?)

This Booster will help you to indulge in some blue-sky thinking to get a helicopter view of the problems and solutions to excessive use of jargon in writing. By time you are finished reviewing this you will understand the end-user perspective of jargon-laden writing and be prepared to push the envelope to get your ducks in a row and right-align your writing to better keep readers in the loop.

What?! Let's try that again.

> *This Booster will help you understand why using too much jargon in your writing is a problem. It will also provide examples of jargon compared to plain language.*

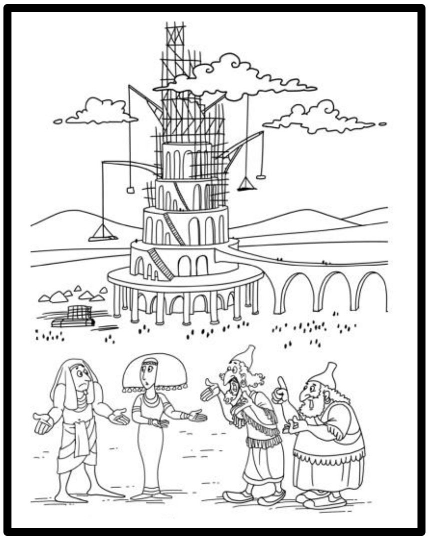
Much easier to understand; right? The two examples mean the same thing but the first one is so full of big words and fancy expressions that it's hard to understand. Some people may think that sort of language sounds professional or smart, but in fact, it just gets in the way of clear communication. Keep reading to learn more.

DID YOU KNOW?

The word "babble" come from the story of the Tower of Babel, which tries to explain why there are so many different languages in the world.

The tower builders in the city of Babel could not agree on a plan. Their constant arguing led to them being suddenly cursed so that they were all speaking different languages and were not able to understand anything any of the other builders were saying. They got so frustrated, they abandoned the tower project and scattered to different parts of the world.

You definitely want to avoid the babble at work!



WHAT IS JARGON?

"Jargon" refers to special, sometimes technical, terms that are specific to a group, industry or profession. For example:

- Chefs may use the word "mother" to refer to a base sauce, not to a person
- Welders with excellent technique may be called "golden arms"
- Graphic designers refer to the first thing you see on the page as "above the fold" (comes from when newspapers were folded)
- Masons or construction helpers might refer to mortar as "butter"

Used like this, jargon can be an easy way for a group to communicate quickly.

But if you are writing for readers who are not part of the group, unnecessary jargon in your writing is confusing and should be replaced by "plain language" whenever possible.

PLAIN WHAT?

What do we mean by plain language? According to the Government of Canada communication guidelines, the purpose of plain language is to make information easy to access and easy to understand. By writing plainly you increase the chances that people will find, read and understand what you are trying to communicate.

Tips for writing in plain language include:

- Use jargon only when communicating with people in your own field. Or, if no other word will do, explain what you mean by the word.
- Put the most important information first
- Know your audience
- Use design features that make it easier for readers to understand and remember what they've read. These include features such as headings, lists and tables.
- Write in short, simple sentences
- Write in short, clear paragraphs
- Choose simple everyday words
- Don't use three words if one will do
- Use gender inclusive language
- Get to the point! Don't babble or ramble off topic
- Avoid trendy and over-used terms
- Write in the active voice (Bad writing *confuses* people.) not the passive voice (People *are confused by* bad writing.)

WANT TO WRITE SO READERS UNDERSTAND? AVOID THESE WORDS

The list of words in the left column below are commonly used in workplace writing, but they don't really add anything useful. Try to avoid them and instead use the suggested words in the right column.

Instead of writing this…	Try this…
In order to	to
An adequate number	enough
Utilize	use
At the present time	now
In the event that	if
Due to the fact that	because
Collaborate together…	collaborate
Thinking outside the box…	creative thinking
Cutting / bleeding edge…	new
Drill down…	examine / study
Reach out to…	call / email / talk with

What others can you think of?

WHAT ABOUT SLANG?

Slang refers to a type of language that is usually too casual for the workplace. Examples of slang include informal terms like "veg out" (take a break) or "epic" (something great). Slang also includes abbreviations that are common in texting. Terms like brb (be right back) or "lmk" (let me know).

While there might be a place for slang when texting or talking in informal workplaces, it's almost never appropriate in written workplace communication.

4. ENTRY FORMS

ENTRY FORM BASICS

Entry forms:

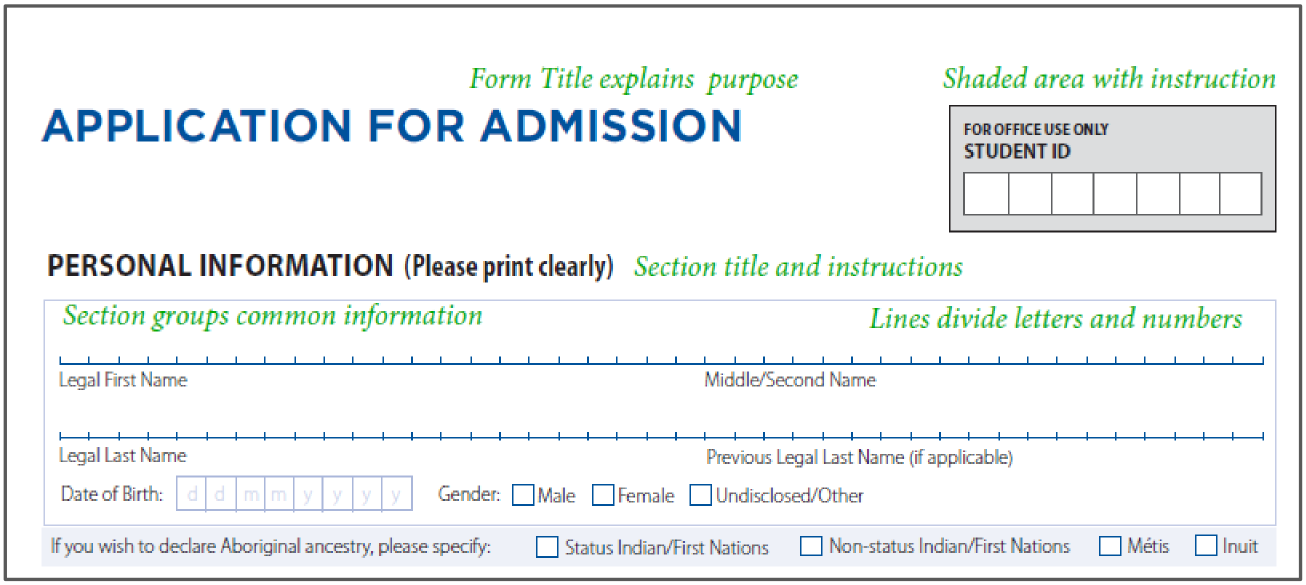
- are used to collect information in a compressed format
- are used to present information in a short, efficient format
- are usually highly structured
- use many abbreviations, acronyms, references, and *form conventions* (design elements that apply to most forms)
- are often not well designed or user-friendly

USING ENTRY FORMS

- We fill out forms to provide information and we read forms to acquire information.
- Information that is related in some way, is usually organized into categories or sections.
    - e.g. personal information (name, address, date and place of birth) is often grouped together
- Sections may or may not have headings/titles/labels.
    - Headings/titles/labels help us to understand what is required. Well-designed forms usually have them.
- Section headings/title/label may be printed down the left hand side of the form instead of at the top of the sections.

- There may be directions to tell you how to complete the form.
    - fill in the blanks, circle the correct answer, cross out irrelevant data, tick boxes, write in boxes, print or write, etc.
- Shaded boxes usually mean do not fill out that cell or section OR that the information is very important (e.g. a total at the bottom of a column of numbers)
- Character separators may be used to divide words into separate letters OR to separate dates into month, day, year _/_/_/_/
- Forms are often designed so they can be mass produced and filled in by hand
- Many forms can now be filled in electronically

Sample Form Part 1



Form Title explains purpose

Shaded area with instruction

APPLICATION FOR ADMISSION

FOR OFFICE USE ONLY
STUDENT ID

PERSONAL INFORMATION (Please print clearly)

Section title and instructions

Section groups common information

Lines divide letters and numbers

Legal First Name
Middle/Second Name
Legal Last Name
Previous Legal Last Name (if applicable)
Date of Birth: d d m m y y y y
Gender: ☐ Male ☐ Female ☐ Undisclosed/Other

If you wish to declare Aboriginal ancestry, please specify: ☐ Status Indian/First Nations ☐ Non-status Indian/First Nations ☐ Métis ☐ Inuit

TIPS FOR FILLING IN AN ENTRY FORM

Before you start!

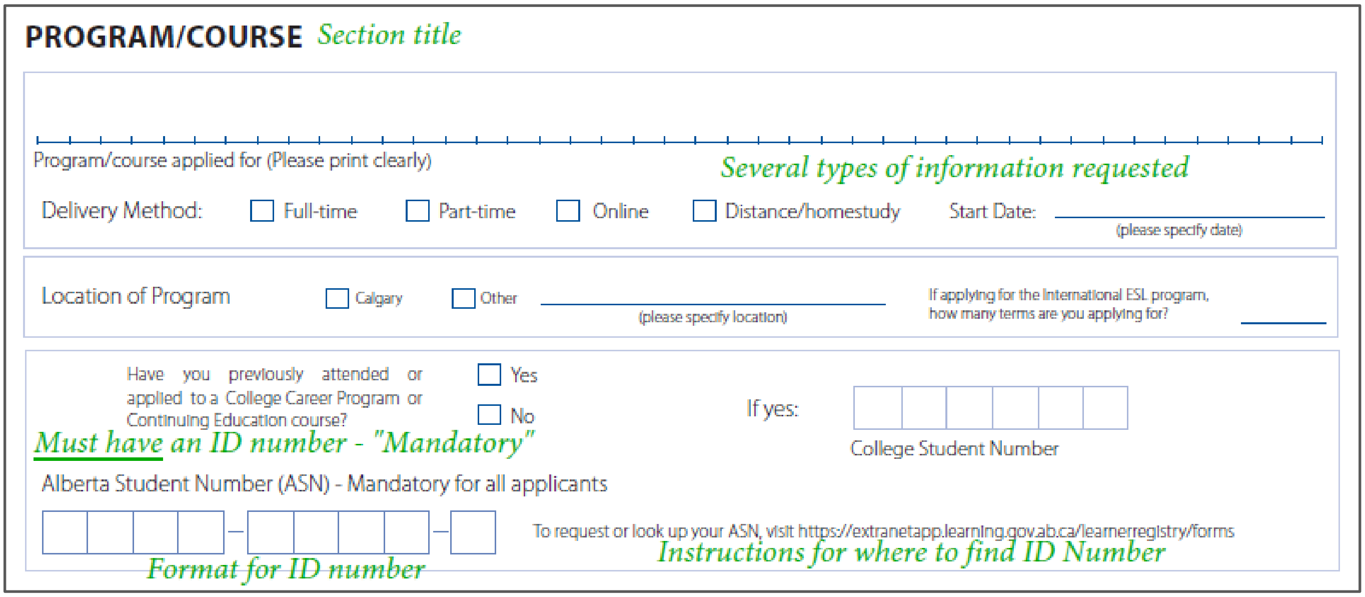
- Decide for what purpose the person/organization that receives the form will use the information (the title often helps explain).
    - This decision will help you decide on word choices, how much detail to include, how formal any wording needs to be, how perfectly the form needs to be completed, etc.

Purpose (may be more than 1)	Examples
to collect information	order form, application form, medical history form
to draw conclusions / make decisions	customs form, assessment form
to document events	time card, accident report, medical chart, schedule
to check or integrate information	bills and invoices, claim forms, treatment option form
to provide instruction	recipes, process instructions
to control a process	inspection checklist, production plan, inventory control form

- Look through the form to see how it is constructed and what you need to do.
    - How many sections are there?
    - Do you need to complete all sections or only some?
    - What kind of information is required?
    - Do you have all the information available or do you need to find some of it before you start (e.g. your SIN).
    - Can you fill it out by hand or are you expected to fill it out online?
    - Does it tell you to print using all capital letters?
    - Are there sections you are supposed to skip, in some circumstances?
    - Etc.
- Look at design features such as font sizes, bolding, italics, white spaces, etc.
    - If a time is required, does the form use the 24 or 12 hour clock?
    - How are dates to be written? day/month/year or month/day/year or?
- Do all required sections
    - If you are missing information to complete a question, mark the section so you will not forget to complete it later

- Determine if there are legal implications around completing and signing the form
- Always ask yourself, “How will information I give be used?” and “Who will be reading it?”

Sample Form Part 2



PROGRAM/COURSE *Section title*

Program/course applied for (Please print clearly)

Several types of information requested

Delivery Method: ☐ Full-time ☐ Part-time ☐ Online ☐ Distance/homestudy Start Date: ____ (please specify date)

Location of Program ☐ Calgary ☐ Other ____ (please specify location) If applying for the International ESL program, how many terms are you applying for? ____

Have you previously attended or applied to a College Career Program or Continuing Education course? ☐ Yes ☐ No

If yes: College Student Number

Must have an ID number - "Mandatory"

Alberta Student Number (ASN) - Mandatory for all applicants

To request or look up your ASN, visit https://extranetapp.learning.gov.ab.ca/learnerregistry/forms

Instructions for where to find ID Number

Format for ID number

SOME TERMS COMMON TO ENTRY FORMS

Below is a list of some terms found in entry forms.

- Applicant's signature
- Approved by
- Area code (telephone)
- Authorized by
- Billing date
- Block letters Branch
- Claimant
- Client
- Completion date
- Customer's copy
- Dated at (town, city)
- Date due
- Date of birth; DOB
- Date of issue
- Date of purchase
- Date received
- Effective from / to
- Employee number
- Employee signature
- Extension (telephone)
- Form number
- Full name
- Family name; surname
- first name
- Fiscal year
- Floor (in a building)
- Given name
- Home address
- If applicable
- Item description
- Item Number
- Job title
- Marital status
- N/A; not applicable
- Period ending
- Period of employment
- Place of birth
- Postal code
- P.O. Box
- QTY; quantity
- Reporting period
- Social insurance number (SIN)
- Requisition number
- Section
- See other side; see reverse
- Shaded area
- Stock number Street address
- Shaded area
- Supporting documents
- Title
- Transaction code
- Year; Y

5. FLOWCHARTS

HOW FLOWCHARTS WORK

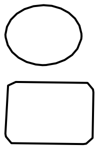
Flowcharts:

- have a title that tells the user what process is being documented
- usually start at the top and progress down the page
- may progress straight down or from side to side
- use short, concise text
- may use abbreviations to save space

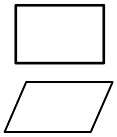
BASIC FLOWCHART SYMBOLS

There are some symbols that are commonly used in flowcharts

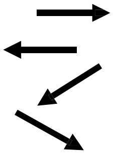
- *Start / Stop*
    - A circle or rounded rectangle usually means the start or end of a process. The "start" refers to an action which kick starts the process. The "stop" means the final action or outcome.



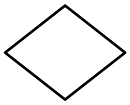
- *Step / Task*
    - A rectangle, without rounded corners, means a step in the process or a task. Variations in rectangles can mean sub-steps or sub-processes



- *Process Flow*
  - Arrows indicate the direction of the process.
  - Only one arrow leads to the next step.
  - Several arrows can go to the same activity box.



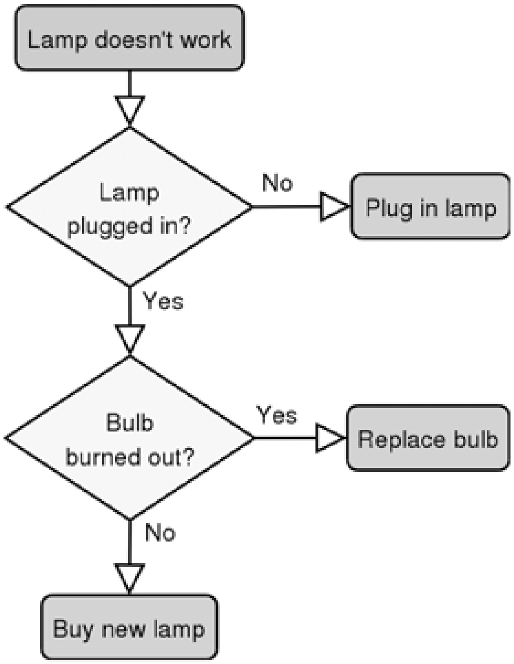
- *Decision Point*
  - A decision point means a question is asked and a decision must be made.
  - There are different processes/paths through the flowchart, depending on the answer.
  - Usually the possible answers are Yes or No.



USES OF FLOWCHARTS

Flowcharts can:

- help you remember a process or procedure
- help you learn a new process or procedure
- help you to see all of a process at one time
- help you make decisions
- break complex procedures down into an easy to follow step-by-step format
- help you learn specific terminology, abbreviations and acronyms
- be used to test your understanding of a process


Lamp doesn't work
Lamp plugged in?
No
Plug in lamp
Yes
Bulb burned out?
Yes
Replace bulb
No
Buy new lamp

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.

SECTION AND TOPIC		Pg.	√
Answer Key!		135	
0	Matching Tasks and Skills	137	
1	Why Write?	139	
2	Whatever do you mean?	145	
3	Making Your Point	147	
4	Not Being Scottie B	151	
5	Plain language: KISS	155	
6	Who do you believe?	159	
7	Editing	163	
8	Your SIN; Can't get work without it!	171	
9	Go with the flow – no answer key required	---	
10	What's in a picture? – no answer key required	---	
11	Chemical Caution – no answer key required	---	
12	I'm Hurt! Now What??	173	

0. MATCHING TASKS AND SKILLS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

Suggested responses are below You may have thought of more/other essential skills for getting the job done.

Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	RT, DS,DU, TS1 & 5
Apply for a learners' license	RT, DU,W, TS5
Book concert tickets	DU, DS,RT, TS2
Shop for new clothes	N, TS2, OC,
Plan a weekend ski / snowboard trip	TS2, 4, 5, DU, N, RT, DS, WWO, OC
Ask if you can use the car to go skiing	OC, WWO,
Text your coach to say you will be late for practice, why, and how you will catch up	DS, W, TS1 & 4
Arrive at work early to learn the new customer payment system	TS1, 6, 4, CL,N, OC
Use a transit schedule to get to your new job on time	DU, TS1, N, DS

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*	*105 m*
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*	*30 m*
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*	*60 m*
Directions	*To tell my mom where to pick me up*	*5 m*
Report	*Completed an accident report, to explain the injury I received at work on Thursday*	*45 m*
Personal letter	*Wrote a thank you note to my grandmother for my birthday gift. She doesn't do email.*	*15 m*

Journal entry	*To keep my resolution of writing a journal entry everyday*	*15 m*
List	*Made a list of things I need to take for the outdoor ed. trip*	*20 m*
Blog post	*NA*	
Notes in point form	*Notes from my automotives theory class*	*35 m*
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

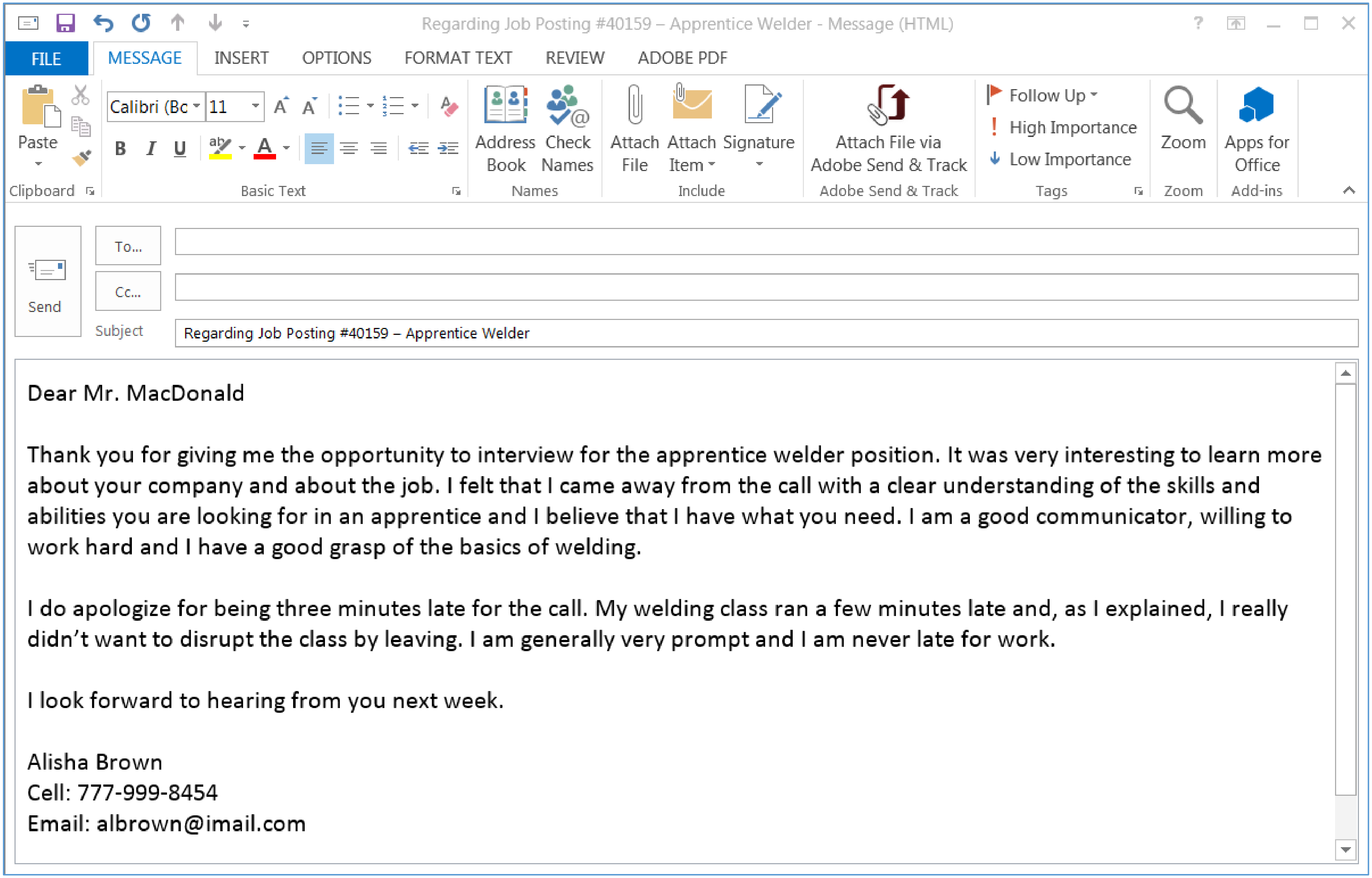
- Interview was for Job Posting #40159 – Apprentice Welder
- Interview on phone. One to one.
- The interviewer told you she would let you know in a week.
- You were a few minutes late for the call.

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 #ZP009 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)
FILE
MESSAGE
INSERT
OPTIONS
FORMAT TEXT
REVIEW
ADOBE PDF
Paste
Calibri (Bc
11
Clipboard
Basic Text
Address Book
Check Names
Names
Attach File
Attach Item
Signature
Include
Attach File via Adobe Send & Track
Adobe Send & Track
Follow Up
High Importance
Low Importance
Tags
Zoom
Zoom
Apps for Office
Add-ins
Send
To...
Cc...
Subject

Regarding Job Posting #40159 – Apprentice Welder

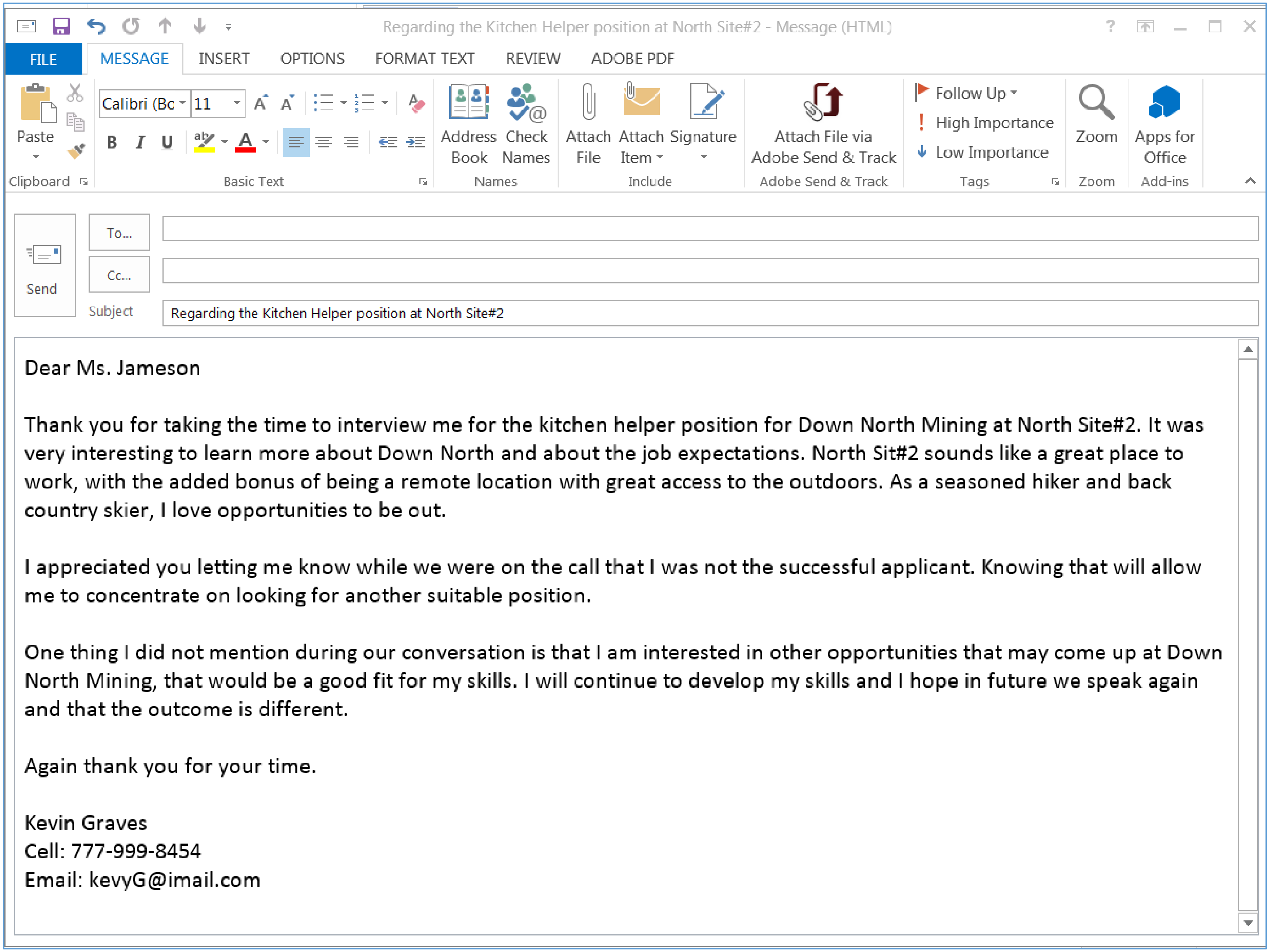
Dear Mr. MacDonald

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


Regarding the Kitchen Helper position at North Site#2 - Message (HTML)
FILE
MESSAGE
INSERT
OPTIONS
FORMAT TEXT
REVIEW
ADOBE PDF
Paste
Clipboard
Calibri (Bc
11
Basic Text
Address Book
Check Names
Names
Attach File
Attach Item
Signature
Include
Attach File via Adobe Send & Track
Adobe Send & Track
Follow Up
High Importance
Low Importance
Tags
Zoom
Zoom
Apps for Office
Add-ins
Send
To...
Cc...

Subject: Regarding the Kitchen Helper position at North Site#2

Dear Ms. Jameson

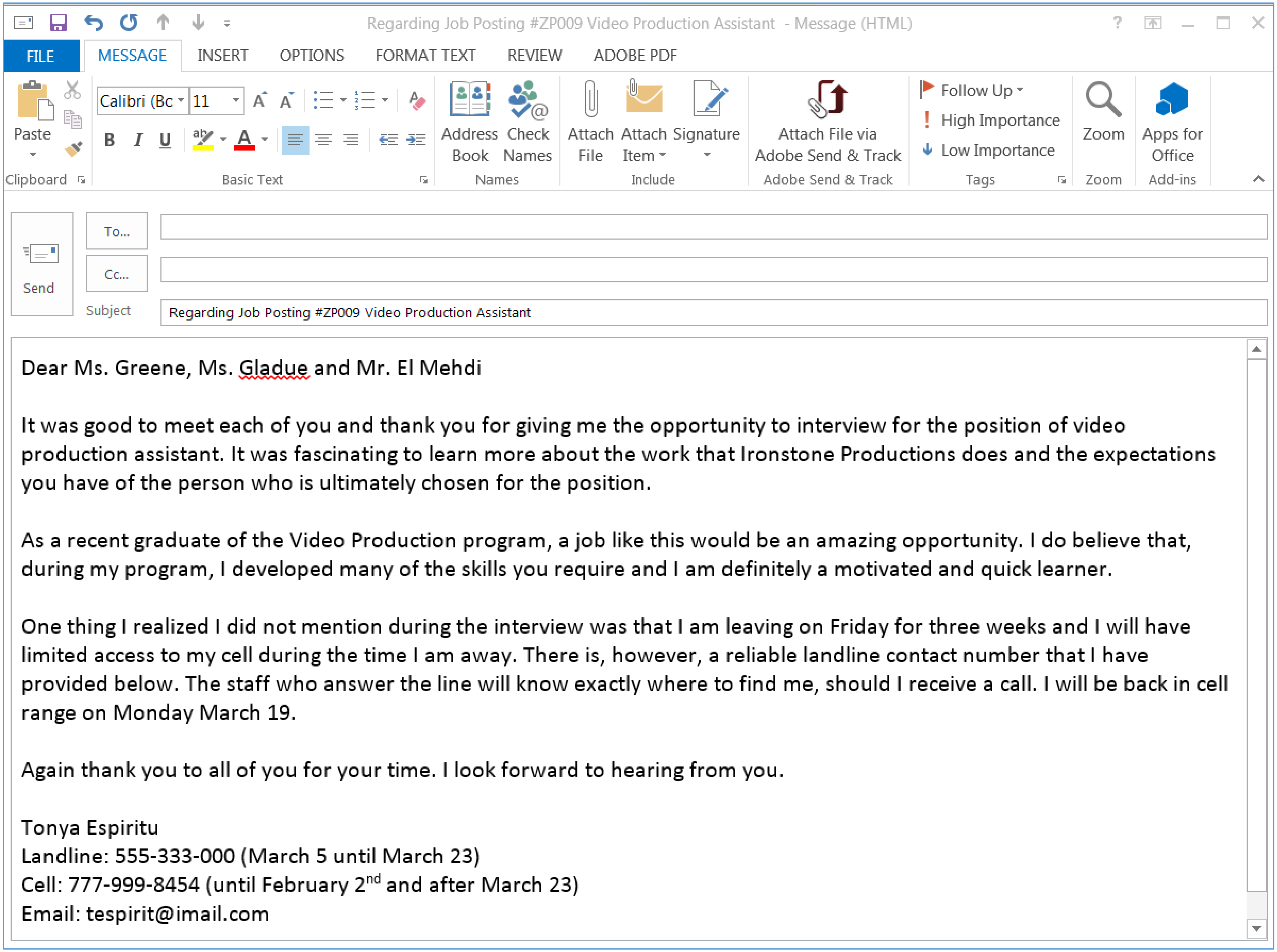
Thank you for taking the time to interview me for the kitchen helper position for Down North Mining at North Site#2. It was very interesting to learn more about Down North and about the job expectations. North Sit#2 sounds like a great place to work, with the added bonus of being a remote location with great access to the outdoors. As a seasoned hiker and back country skier, I love opportunities to be out.

I appreciated you letting me know while we were on the call that I was not the successful applicant. Knowing that will allow me to concentrate on looking for another suitable position.

One thing I did not mention during our conversation is that I am interested in other opportunities that may come up at Down North Mining, that would be a good fit for my skills. I will continue to develop my skills and I hope in future we speak again and that the outcome is different.

Again thank you for your time.

Kevin Graves
Cell: 777-999-8454
Email: kevyG@imail.com


Regarding Job Posting #ZP009 Video Production Assistant - Message (HTML)
FILE
MESSAGE
INSERT
OPTIONS
FORMAT TEXT
REVIEW
ADOBE PDF
Paste
Clipboard
Calibri (Bc
11
Basic Text
Address Book
Check Names
Names
Attach File
Attach Item
Signature
Include
Attach File via Adobe Send & Track
Adobe Send & Track
Follow Up
High Importance
Low Importance
Tags
Zoom
Zoom
Apps for Office
Add-ins
Send
To...
Cc...
Subject

Subject: Regarding Job Posting #ZP009 Video Production Assistant

Dear Ms. Greene, Ms. Gladue and Mr. El Mehdi

It was good to meet each of you and thank you for giving me the opportunity to interview for the position of video production assistant. It was fascinating to learn more about the work that Ironstone Productions does and the expectations you have of the person who is ultimately chosen for the position.

As a recent graduate of the Video Production program, a job like this would be an amazing opportunity. I do believe that, during my program, I developed many of the skills you require and I am definitely a motivated and quick learner.

One thing I realized I did not mention during the interview was that I am leaving on Friday for three weeks and I will have limited access to my cell during the time I am away. There is, however, a reliable landline contact number that I have provided below. The staff who answer the line will know exactly where to find me, should I receive a call. I will be back in cell range on Monday March 19.

Again thank you to all of you for your time. I look forward to hearing from you.

Tonya Espiritu
Landline: 555-333-000 (March 5 until March 23)
Cell: 777-999-8454 (until February 2nd and after March 23)
Email: tespirit@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 like cooking, my family, and pets.

Enjoy your thanksgiving✖ turkey. (remove the comma)

Cows. Please close the gate.

We're going to learn to cut and paste, kids!

Be careful of parasailing, horses, and buggies on the beach.

Professional sign✖s and lettering (remove the apostrophe)

WANTED: piano to replace daughter's lost in fire

To my parents, the Pope, and Mother Teresa

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&info0=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	*Phrase*
Who do they work for?	*Noun*
Sample titles	*Noun*
Essential Skills	*Noun*
How to join the field	*Sentence*

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 at the sporting goods store 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*)
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 the reasons I think you should let me take three days off to go backpacking.

- ➢ *Backpacking is a good fit with working here.*
- ➢ *I will be better able to talk to the customers about equipment and supplies they should buy for backpacking.*
- ➢ *I am going to use my staff discount to buy one of our new backpacks, so I can write a review about it.*
- ➢ *I will not ask for any other days off until after the busy season is over.*
- ➢ *I have been your most reliable employee and so I think it is reasonable to let me have a few days off.*

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	1. Curriculum development 2. Instruction in the Cosmetology program 3. Maintain contact with industry
QUALIFICATIONS, SKILLS, ABILITIES (QSA)	
Required Qualifications, Skills and Abilities	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

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
Grade 12 or equivalent	*GED*
Red Seal	*Red Seal*
Two years recent and relevant experience	*Five years of experience*
	Created a manual for training apprentices at the salon where she worked.
Skills and Abilities	How Martine matches the skills and abilities
Effective communication skills	*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.*
Effective interpersonal skills	*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.*
Demonstrates valuing diversity	*She chose to do volunteer work that exposed her to people from very diverse backgrounds and situations.*
Effective instructional ability	*Helped train apprentices at the salon in TO.*

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.

5. PLAIN LANGUAGE: KISS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1. Choose the Simplest Word

For each of the words or phrases in the column on the left, see if you can think of a common way to say the same thing with just one word. Write your idea in the column on the right.

In the answer key you will find suggested words. You may have thought of others. (*writing level 3*)

Answers will vary. Examples given below.

	Write ONE word that means the same thing
In the absence of	*Without*
Assistance	*Help*
At an early date	*Soon*
In addition to	*And or also*
Prior to	*Before*
To be used in	*For*
Along the lines of	*Like*

As a consequence of	*Because*
A large number of	*Many or most*
On numerous occasions	*Often*
In the event of	*If*
It is requested that you	*Please*

2. Avoid Redundant Redundancy

Try these ones on your own. For each example, write one word in the blank that you think will make your writing clearer. The first one is done for you.
(*writing level 3*)

Answers will vary. Examples given below.

1. Instead of *various options*, just write *options* because *options already means more than one which is the same as various.*
2. Instead of *future planning*, just write *planning* because *you can only plan for the future.*
3. Instead of *forever and ever*, just write *forever* because *nothing is longer than forever.*
4. Instead of *unintended mistake*, just write *mistake* because *no one makes a mistake on purpose (unless it's sabotage so not a mistake!)*
5. Instead of *unexpected surprise*, just write *surprise* because *all surprises are unexpected.*
6. Instead of written down, just write *written* because *all written things are written down.*

3. Be Active

Try rewriting these sentences written in the passive voice, as active. (*writing level 3*)

Answers will vary. Examples given below.

1. The penalty was called by the ref

The ref called the penalty.

2. An error has occurred with your account, but every attempt was made to remedy it.

We made a mistake on your account and have tried to fix it.

3. The report was handed in yesterday by Kai.

Kai handed in the report yesterday.

4. The report will be reviewed by the apprentices before it is sent to the supervisor. (2 changes required)

The apprentices will review the report before sending it to the supervisor.

If most of the survey responses are negative, we may need to do more research before doing anything else.

4. Put it all together

Here are three more examples. Try to rewrite them to be as short, clear, and simple as you can. At the end of each revision, write the number of words you used. (*writing level 3*)

Answers will vary. Examples given below.

1. On effecting the completion of this paper-based training opportunity you will momentarily write more eloquently about a greater number of quarrelsome and antagonistic issues due to your erudition. (28 words)

Completing this course will make it easier for you to write on difficult topics (14 words)

2. At this time, I am writing to you to enclose the personalized replacement document that confirms your having met the requirements required to drive a motorized vehicle and according to our records was previously requested by you through the proper channels. (41 words)

Here is the replacement driver's licence you asked for. (9 words)

3. Rapid labour force growth may generate intensification of the problem of insufficient completions of full apprenticeships over the next decade, since there will be amplified need to absorb large numbers of skilled workers entering the labour market. (37 words)

In the next ten years it will be even more important for apprentices to complete their programs. (17 words)

6.WHO DO YOU BELIEVE?

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

WIKIPEDIA

1. The citations footnoted in the References list below are from a Wikipedia article on soccer in Canada. Use them to answer the questions that follow.
(*writing level 2, reading text level 2, critical thinking level 2*)

1. What year is the oldest reference?
   2007
2. What year is the most recent reference?
   2019
3. Who is the author of the article about soccer in Manitoba?
   Colin Jose
4. Which website is cited most often?
   FIFA
5. Can you read the article *Westcoast Reign* online?
   No. (The ISBN number indicates it is a print publication)
6. What two provinces are mentioned?
   British Columbia (Westcoast Reign) and Manitoba

2. Based on the citations listed, do you think it is likely this article provides comprehensive information about soccer in Canada? Write a sentence or two to explain whether you do or do not.
Answers will vary. Example given below.

There is information from a few different sources, so it might, but only two provinces are discussed specifically, which makes me think there could be information missing.

3. These are the names of four real websites where anyone can add or edit information. Write in a few words what you think is the focus of each one.
(*writing level 2, reading text level 1, critical thinking level 2*)

1. Catawiki	*catalogues*
2. Familiypedia	*Family ancestry*
3. Wiktionary	*Open dictionary*
4. GCpedia	*Government of Canada*

https://en.wikipedia.org/wiki/List_of_wikis

PLAGIARISM AND PARAPHRASING

1. Paraphrase each sentence below.
The first one was done for you.
(*writing level 2, reading text level 2*)

Answers will vary. Examples given below.

1. When asked how she got involved in the trades, Deanna Lovett said, a lot of my family work in the trades and I've been intrigued by their work.

"A lot of people in my family work in the trades and I have been intrigued by their work."[1]

[1] Deanna Lovett, explaining her interest in the trades

2. Skills Canada competition organizers encourage young people from across the country to explore careers in trades and technologies.

People who organize the trades competitions for Skills Canada try to get young people interested in learning about trades and technologies.

3. Chelsea, who is a member of the Tl'etinqox (Anaham) Band, of the Tsilhqot'in (Chilcotin) Nation says she's really proud of having achieved her Red Seal Machinist designation, especially because she can use it to help her community.

I am an Indigenous person who is a Red Seal Machinist and I feel proud that I can use my skills to help my community.[1]

[1] Chelsea, member of the Tl'etinqox (Anaham) Band, of the Tsilhqot'in (Chilcotin) Nation, explaining what it means to her to be a machinist

(question text edited from https://www.itabc.ca/aboriginal-people-trades/success-stories)

4. Celebrity chef Andy Hay told Trades magazine that he was blown away by the talent at the skills competition.

"I was blown away by the talent at the skills competition!" said Andy Hay, the celebrity chef, to Trade Magazine.

2.

Read each statement and put a checkmark beside the ones you think are facts that don't need a citation.
(writing level 2, reading text level 2, critical thinking level 2)

1. English and French are the official languages of Canada. √
2. The unemployment rate in Canada in 2019 was 3%.
3. There isn't just a single culture for all the First Nations in Canada. √
4. Canada has the largest number of lakes of any country in North America.
5. As of 2016, Indigenous peoples in Canada made up 4.9% of the total population.

3.

Try paraphrasing these sentences. To make it easier, underline the writer's main idea before you re-write each one. (writing level 3, reading text level 2)

1. The provincial government is re-emphasizing the need, identified in the past 3 years, for more apprentice technologists.

The government is reminding people interested in learning a trade that we need more apprentice technologists.

2. Sambaa K'e is a traditional Dene settlement in the NWT that can only be reached by air except in winter when there is an ice road in.

To get to Sambaa K'e anytime except when you can drive the ice road, you need to fly.

3. Trucks parked in the no parking zone risk being towed.

Don't park in the no parking zone; you might get towed.

4. The project will proceed in the steps outlined below until completed on Dec 31.

The project will end Dec. 31.

5. Plagiarism is presenting someone else's work or ideas as your own.
If you plagiarize, you steal someone else's work or ideas.

7. EDITING

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

EDITING TIPS

1. Rewrite each sentence below with a positive to replace the double negative.
(*writing level 2, reading text level 2*)

1. The restaurant didn't have no pizza.
   The restaurant did have pizza.
2. They can't go nowhere tonight.
   They can go somewhere tonight.
3. I don't want nothing to eat.
   I do want something to eat.
4. The part didn't not fit.
   The part did fit.
5. 47 teams couldn't not compete.
   47 teams could compete.

2. Make each sentence stronger by rewriting it using an action verb. You can choose from the list or use your own ideas.
(*writing level 3, reading text level 2*)

Answers will vary. Examples given below.

1. Is part of a fundraising team that won a community award.

   Work with a community award winning fundraising team

2. Is a graduate of the emergency first aid program with the highest marks.

   Graduate of the emergency first aid program
   Achieved the highest marks

3. Was the manager of a team of 4 service people.

   Managed a team of 4 servers

4. Was a workshop leader for 50 people.

   Led a workshop with 50 participants

5. Is the first person to be given the Bendel Award.

   Recipient of the first Bendel Award

SPELLCHECK

1. Find the 12 errors left by spellcheck in this text about Games Artists. Highlight each error and then write the word in the left-hand column of the table on the next page. Write the correct word in the right-hand column beside it.
(writing level 2, reading text level 2)

A games artist is someone who creates 2D and 3D art four the visual elements of a video game, such as characters, vehicles, pops, scenery, background objects, colours, textures, and clothing. All these things create the look and feet for a video game. Although this career is computer graphics focused, games artists still use traditional hand sketching in the beginning stooges.

Three-dimensional (3D) artists may find employment in a variety of places, using computer and film technology to create till or moving 3D creations. A 3D artist may work in media production to create elements for video games or 3D movies. These artists may also work in the growing field of medical illustration, creating 3D images of anatomy for research and diagnose. Fire 3D artists now how to product large or small sculptures from any material, such as cloy, wood or metals. These five 3D artists usually work form a studio and may be found in any city in the country.

	Error in text	Correct word
1	Four	For
2	Pops	Props
3	Feet	Feel
4	Stooges	Stages
5	Till	Still
6	Diagnose	Diagnosis
7	Fire	Fine
8	Now	Know
9	Product	Produce
10	Cloy	Clay
11	Five	Fire
12	Form	From

ONLINE VERSUS PRINT

1. On the next three pages there are 3 different blocks of text. In the space below each block of text, do the following:
   - Rewrite the text dividing it into at least 3 paragraphs.
   - Highlight any words where you would insert a hotlink for references or other related information.
   - Add an illustration (or a description of one).
   - Add a heading that sums up the main idea.

(*writing level 3, reading text level 2, decision making level 2*)

Answers will vary. Examples given below.

Example 1

Licensed contractors and building owners need a permit before installing electrical products. If you have an installation permit and the scope of the work has changed, please amend the permit by filling out Electrical Installation Permit Amendment Form 1423 or calling the office. The Province has delegated partial responsibility of the *Safety Standards Act* to several local governments.
Our Jurisdiction Information page shows responsibilities for permits and inspections for specific areas not in the jurisdiction of Technical Safety BC. If the scope or value of work changes over the course of the project, a permit amendment must be submitted in a timely manner. A permit for the final value and scope of work must be in place prior to a request for final inspection.

Example 1 Revision

Possible Heading: **Obtaining a Work Permit**

Licensed contractors and building owners need a permit before installing electrical products.

If you have an installation permit and the scope of the work has changed, please amend the permit by filling out Electrical Installation Permit Amendment Form 1423 or calling the office.

The Province has delegated partial responsibility of the *Safety Standards Act* to several local governments. Our Jurisdiction Information page shows responsibilities for permits and inspections for specific areas not in the jurisdiction of Technical Safety BC.

If the scope or value of work changes over the course of the project, a permit amendment must be submitted in a timely manner. A permit for the final value and scope of work must be in place prior to a request for final inspection.

(Adapted from: https://www.technicalsafetybc.ca/electrical/electrical-installation-permits)

Example 2

I drove 1.5 hours for work one day — a typical commute for me. When I was getting out of the car, I realized that I had no shoes on. I like to walk and drive with bare feet, and usually I have a pair of shoes in the car. But that day, I couldn't find any shoes in the car. I was working as a psychotherapist in a psychiatrist clinic and my first patient appointment was about to start. I had no choice but walked in to the packed waiting room. I pretended all was normal and called my first appointment patient's name. Throughout the whole day I talked with my patients and walked around the office barefoot. I acted as if all was normal and no one, not even my coworkers mentioned a word about me not having shoes on the whole day.

Example 2 Revision

Possible Heading: **My Most Embarrassing Work Story**

I drove 1.5 hours for work one day — a typical commute for me.

When I was getting out of the car, I realized that I had no shoes on. I like to walk and drive with bare feet, and usually I have a pair of shoes in the car. But that day, I couldn't find any shoes in the car.

I was working as a psychotherapist in a psychiatrist clinic and my first patient appointment was about to start. I had no choice but walked in to the packed waiting room. I pretended all was normal and called my first appointment patient's name.

Throughout the whole day I talked with my patients and walked around the office barefoot. I acted as if all was normal and no one, not even my coworkers mentioned a word about me not having shoes on the whole day.

(Source: https://www.businessinsider.com/here-are-your-most-embarrassing-work-stories-2016-7#-5)

Example 3

More than 3,000 people filled the Tradex in Abbotsford, B.C. last Wednesday, for the provincial skills competition. In total there were about 20 young people competing in the car painting and autobody competition. “It was really nice to see a lot of female competitors,” said director of Skills Canada Collision Repair Program Leanne Jefferies. But it wasn’t just the competitions that filled the venue. Jefferies explained, they had a virtual paint booth set up for students to try, and industry brochures to hand out. According to Jefferies the paint booth attracted several thousand students and allowed them to get hands-on experience in the collision repair field. The paint booth also showed the students their results when they were done, and some of them kept coming back to try it out more than once, Jefferies said.

Example 3 Revision

Possible heading: **Collision Repair at Skills Competition**

More than 3,000 people filled the Tradex in Abbotsford, B.C. last Wednesday, for the provincial skills competition.

In total there were about 20 young people competing in the car painting and autobody competition. “It was really nice to see a lot of female competitors,” said director of Skills Canada Collision Repair Program Leanne Jefferies.

But it wasn’t just the competitions that filled the venue. Jefferies explained, they had a virtual paint booth set up for students to try, and industry brochures to hand out.

According to Jefferies the paint booth attracted several thousand students and allowed them to get hands-on experience in the collision repair field. The paint booth also showed the students their results when they were done, and some of them kept coming back to try it out more than once, Jefferies said.

(Adapted from: https://www.collisionrepairmag.com/b-c-skills-competition-gives-students-hands-on-experience-in-the-collision-repair-field/)

FORMAL VERSUS INFORMAL

1. Rewrite each of the informal sentences below to make them formal.
(*writing level 3*)

Answers will vary. Examples given below.

1. You gonna go to the work thing tomorrow?

   Are you going to the meeting tomorrow?

2. What's your problem, dude?

   What is the problem? Can I help?

3. Whatever. Can't do that.

   Unfortunately, that doesn't make a difference. I still can't help.

4. You got that report for me? Was supposed to be yesterday.

   Is the report finished? I was hoping to have it yesterday.

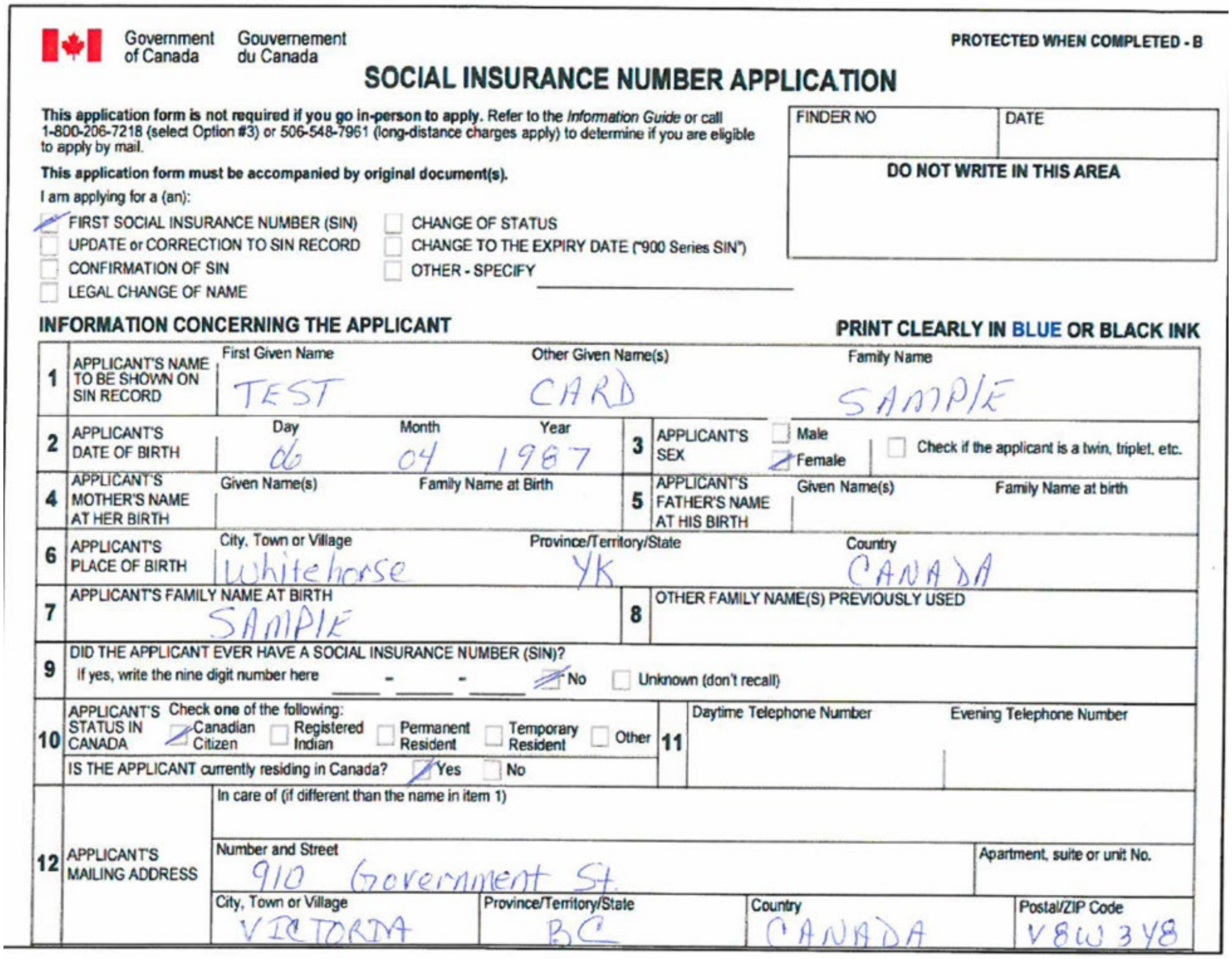
5. No idea what you're talking about.

   Could you be a little more specific?

8. YOUR SIN CARD
CAN'T GET WORK WITHOUT IT!

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

MS. SAMPLE



Government of Canada / Gouvernement du Canada

PROTECTED WHEN COMPLETED - B

SOCIAL INSURANCE NUMBER APPLICATION

This application form is not required if you go in-person to apply. Refer to the *Information Guide* or call 1-800-206-7218 (select Option #3) or 506-548-7961 (long-distance charges apply) to determine if you are eligible to apply by mail.

This application form must be accompanied by original document(s).

FINDER NO | DATE

DO NOT WRITE IN THIS AREA

I am applying for a (an):

☑ FIRST SOCIAL INSURANCE NUMBER (SIN)
☐ UPDATE or CORRECTION TO SIN RECORD
☐ CONFIRMATION OF SIN
☐ LEGAL CHANGE OF NAME
☐ CHANGE OF STATUS
☐ CHANGE TO THE EXPIRY DATE ("900 Series SIN")
☐ OTHER - SPECIFY ______

INFORMATION CONCERNING THE APPLICANT **PRINT CLEARLY IN BLUE OR BLACK INK**

1 APPLICANT'S NAME TO BE SHOWN ON SIN RECORD — First Given Name: TEST — Other Given Name(s): CARD — Family Name: SAMPLE

2 APPLICANT'S DATE OF BIRTH — Day: 06 — Month: 04 — Year: 1987

3 APPLICANT'S SEX — ☐ Male ☑ Female — ☐ Check if the applicant is a twin, triplet, etc.

4 APPLICANT'S MOTHER'S NAME AT HER BIRTH — Given Name(s): — Family Name at Birth:

5 APPLICANT'S FATHER'S NAME AT HIS BIRTH — Given Name(s): — Family Name at birth:

6 APPLICANT'S PLACE OF BIRTH — City, Town or Village: Whitehorse — Province/Territory/State: YK — Country: CANADA

7 APPLICANT'S FAMILY NAME AT BIRTH: SAMPLE

8 OTHER FAMILY NAME(S) PREVIOUSLY USED:

9 DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER (SIN)? If yes, write the nine digit number here ___ - ___ - ___ ☑ No ☐ Unknown (don't recall)

10 APPLICANT'S STATUS IN CANADA — Check **one** of the following: ☑ Canadian Citizen ☐ Registered Indian ☐ Permanent Resident ☐ Temporary Resident ☐ Other

IS THE APPLICANT currently residing in Canada? ☑ Yes ☐ No

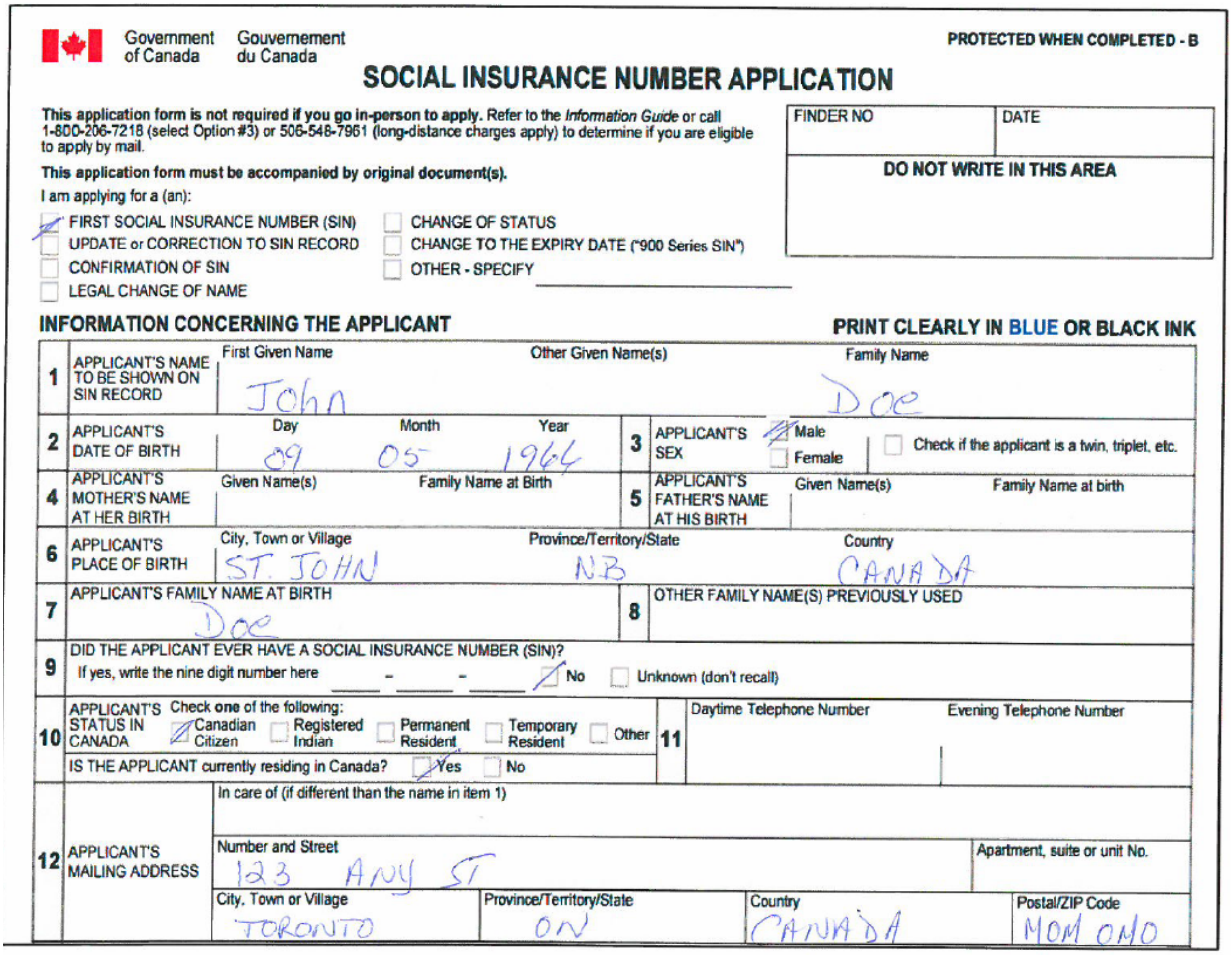
11 Daytime Telephone Number: — Evening Telephone Number:

12 APPLICANT'S MAILING ADDRESS — In care of (if different than the name in item 1):

Number and Street: 910 Government St. — Apartment, suite or unit No.:

City, Town or Village: VICTORIA — Province/Territory/State: BC — Country: CANADA — Postal/ZIP Code: V8W 3Y8

MR. DOE



Government of Canada Gouvernement du Canada

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DATE
DO NOT WRITE IN THIS AREA

I am applying for a (an):

☑ FIRST SOCIAL INSURANCE NUMBER (SIN)
☐ UPDATE or CORRECTION TO SIN RECORD
☐ CONFIRMATION OF SIN
☐ LEGAL CHANGE OF NAME
☐ CHANGE OF STATUS
☐ CHANGE TO THE EXPIRY DATE ("900 Series SIN")
☐ OTHER - SPECIFY ____________________

INFORMATION CONCERNING THE APPLICANT **PRINT CLEARLY IN BLUE OR BLACK INK**

1 APPLICANT'S NAME TO BE SHOWN ON SIN RECORD — First Given Name: John — Other Given Name(s): — Family Name: Doe

2 APPLICANT'S DATE OF BIRTH — Day: 09 — Month: 05 — Year: 1964

3 APPLICANT'S SEX — ☑ Male ☐ Female — ☐ Check if the applicant is a twin, triplet, etc.

4 APPLICANT'S MOTHER'S NAME AT HER BIRTH — Given Name(s): — Family Name at Birth:

5 APPLICANT'S FATHER'S NAME AT HIS BIRTH — Given Name(s): — Family Name at birth:

6 APPLICANT'S PLACE OF BIRTH — City, Town or Village: ST. JOHN — Province/Territory/State: NB — Country: CANADA

7 APPLICANT'S FAMILY NAME AT BIRTH: Doe

8 OTHER FAMILY NAME(S) PREVIOUSLY USED:

9 DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER (SIN)?
If yes, write the nine digit number here ____ - ____ - ____ ☑ No ☐ Unknown (don't recall)

10 APPLICANT'S STATUS IN CANADA — Check **one** of the following: ☑ Canadian Citizen ☐ Registered Indian ☐ Permanent Resident ☐ Temporary Resident ☐ Other
IS THE APPLICANT currently residing in Canada? ☑ Yes ☐ No

11 Daytime Telephone Number: — Evening Telephone Number:

12 APPLICANT'S MAILING ADDRESS
In care of (if different than the name in item 1):
Number and Street: 123 ANY ST — Apartment, suite or unit No.:
City, Town or Village: TORONTO — Province/Territory/State: ON — Country: CANADA — Postal/ZIP Code: M0M 0M0

12. I'M HURT! NOW WHAT?

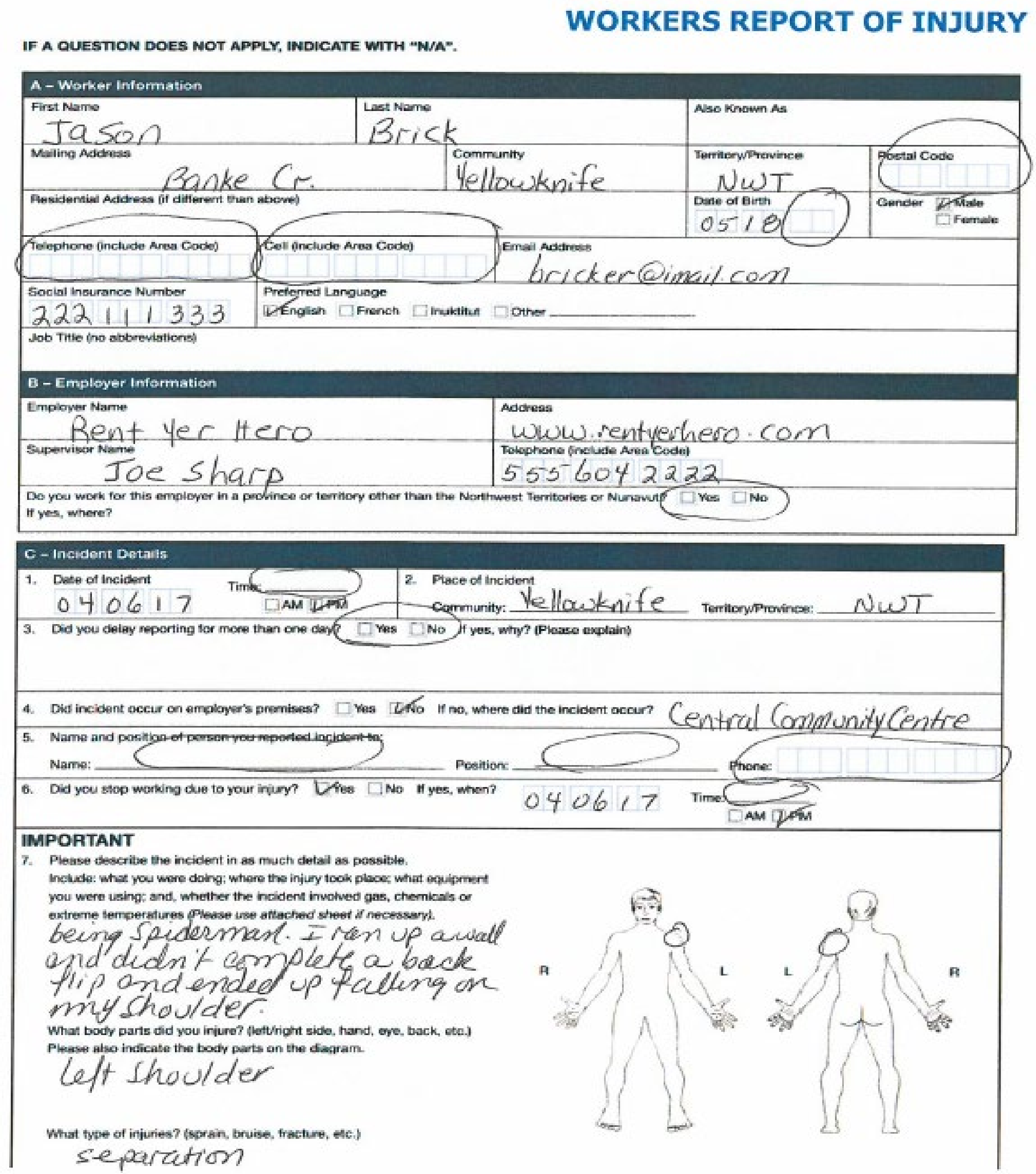
WORKPLACE ACCIDENT REPORTS / APPLICATION FOR BENEFITS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1. Review the email and complete the form, using the information the worker provided in his email. After you enter the information into the form, list at least four (4) necessary pieces of information that the worker did not send.
(*writing level 3, reading text level 3*)

1. Part A: Incomplete address
2. Part A: no phone #
3. Part C: questions 1, 3, 5, 6, 8, and 10 are missing pieces of information
4. Part D: #13 missing information

See circles on completed form for more missing information options



WORKERS REPORT OF INJURY

IF A QUESTION DOES NOT APPLY, INDICATE WITH "N/A".

A – Worker Information

First Name: Jason
Last Name: Brick
Also Known As:
Mailing Address: Banke Cr.
Community: Yellowknife
Territory/Province: NWT
Postal Code:
Residential Address (if different than above)
Date of Birth: 05 18
Gender: ☑ Male ☐ Female
Telephone (include Area Code):
Cell (include Area Code):
Email Address: bricker@imail.com
Social Insurance Number: 222 111 333
Preferred Language: ☑ English ☐ French ☐ Inuktitut ☐ Other
Job Title (no abbreviations)

B – Employer Information

Employer Name: Rent Yer Hero
Address: www.rentyerhero.com
Supervisor Name: Joe Sharp
Telephone (include Area Code): 555 604 2222
Do you work for this employer in a province or territory other than the Northwest Territories or Nunavut? ☐ Yes ☐ No
If yes, where?

C – Incident Details

1. Date of Incident: 04 06 17 Time: ☐ AM ☑ PM
2. Place of Incident Community: Yellowknife Territory/Province: NWT
3. Did you delay reporting for more than one day? ☐ Yes ☐ No If yes, why? (Please explain)
4. Did incident occur on employer's premises? ☐ Yes ☑ No If no, where did the incident occur? Central Community Centre
5. Name and position of person you reported incident to:
Name: Position: Phone:
6. Did you stop working due to your injury? ☑ Yes ☐ No If yes, when? 04 06 17 Time: ☐ AM ☑ PM

IMPORTANT

7. Please describe the incident in as much detail as possible.
Include: what you were doing; where the injury took place; what equipment you were using; and, whether the incident involved gas, chemicals or extreme temperatures *(Please use attached sheet if necessary)*.

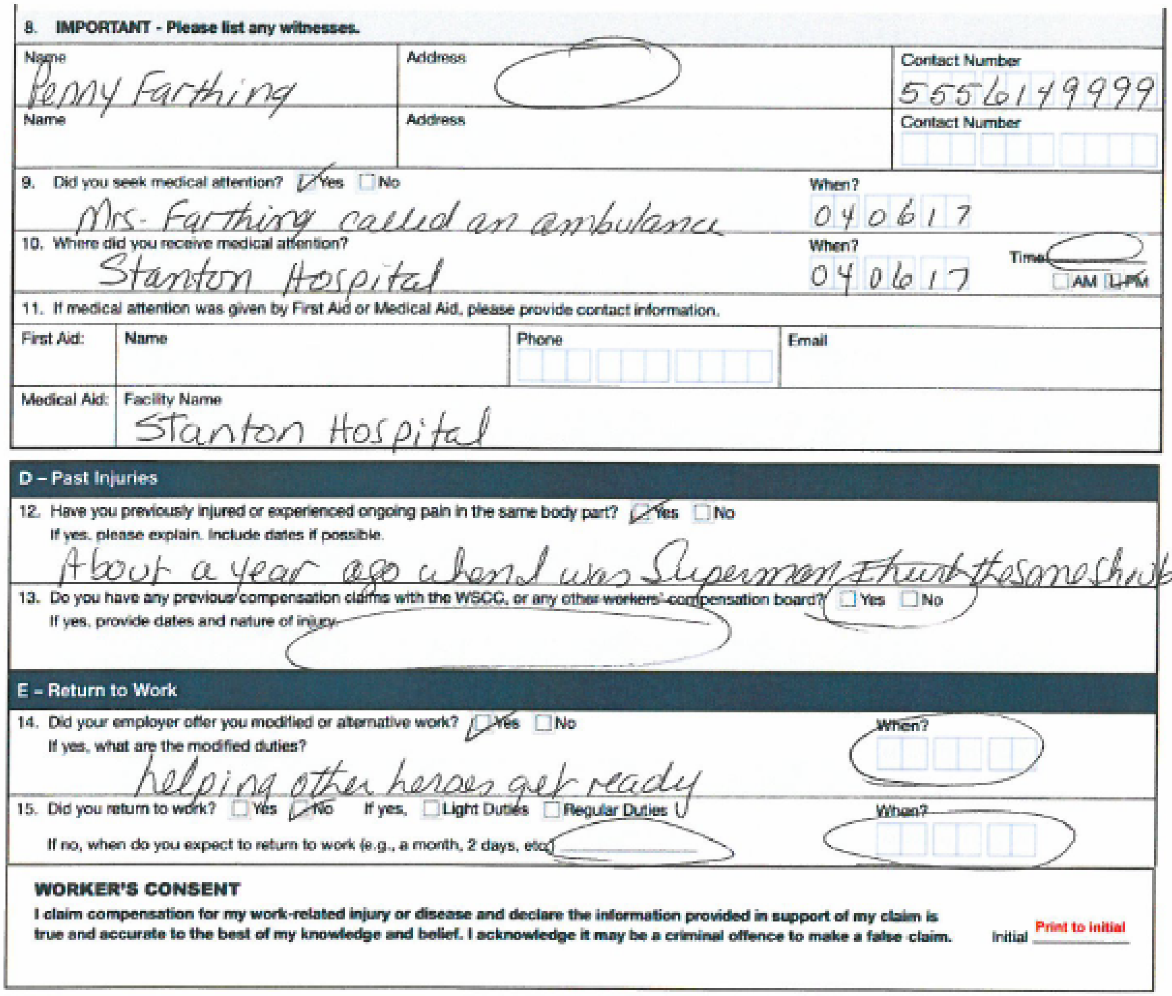
being Spiderman. I ran up a wall and didn't complete a back flip and ended up falling on my shoulder.

What body parts did you injure? (left/right side, hand, eye, back, etc.)
Please also indicate the body parts on the diagram.

left shoulder

What type of injuries? (sprain, bruise, fracture, etc.)

separation



8. **IMPORTANT - Please list any witnesses.**

Name Penny Farthing	Address	Contact Number 5556149999
Name	Address	Contact Number

9. Did you seek medical attention? ☑ Yes ☐ No
Mrs. Farthing called an ambulance
When? 04 06 17

10. Where did you receive medical attention?
Stanton Hospital
When? 04 06 17
Time ☐ AM ☑ PM

11. If medical attention was given by First Aid or Medical Aid, please provide contact information.

First Aid:	Name	Phone	Email
Medical Aid:	Facility Name Stanton Hospital		

D – Past Injuries

12. Have you previously injured or experienced ongoing pain in the same body part? ☑ Yes ☐ No
If yes, please explain. Include dates if possible.
About a year ago when I was Superman I hurt the same shoulder

13. Do you have any previous compensation claims with the WSCC, or any other workers' compensation board? ☐ Yes ☐ No
If yes, provide dates and nature of injury.

E – Return to Work

14. Did your employer offer you modified or alternative work? ☑ Yes ☐ No
If yes, what are the modified duties?
helping other heroes get ready
When?

15. Did you return to work? ☐ Yes ☑ No If yes, ☐ Light Duties ☐ Regular Duties
When?
If no, when do you expect to return to work (e.g., a month, 2 days, etc)

WORKER'S CONSENT

I claim compensation for my work-related injury or disease and declare the information provided in support of my claim is true and accurate to the best of my knowledge and belief. I acknowledge it may be a criminal offence to make a false claim.

Initial Print to initial

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.	√
ES Assessment!		177	
1	Writing Skill Testing Questions	179	
2	Writing Skill Testing Questions – Answer key	183	

WRITING
SKILL TESTING QUESTIONS

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

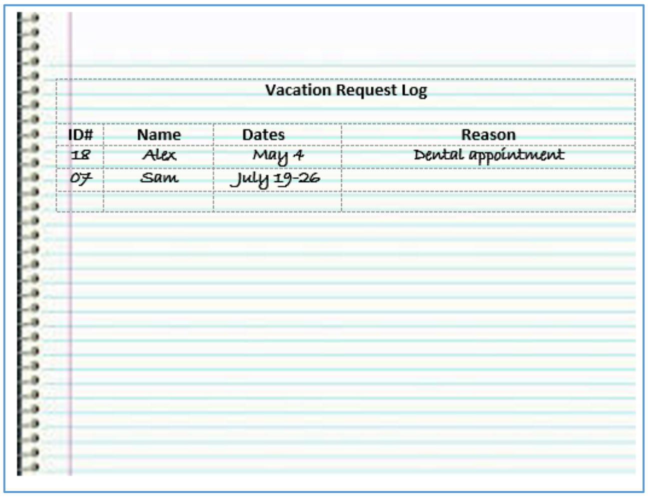
1. You need to write an email to your supervisor to let her know that you would like to take the next Friday and Monday off work. What do you write in the subject line of your email?

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	

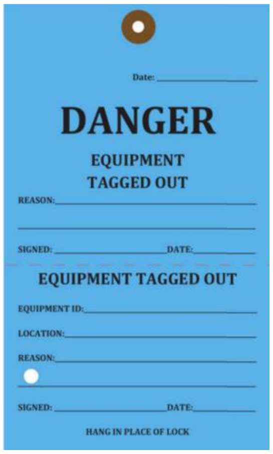
a) Date of vacation and reason for day off

b) Where you are going and departure day

c) 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.



Date: ____

DANGER

EQUIPMENT
TAGGED OUT

REASON: ____

SIGNED: ____ DATE: ____

EQUIPMENT TAGGED OUT

EQUIPMENT ID: ____

LOCATION: ____

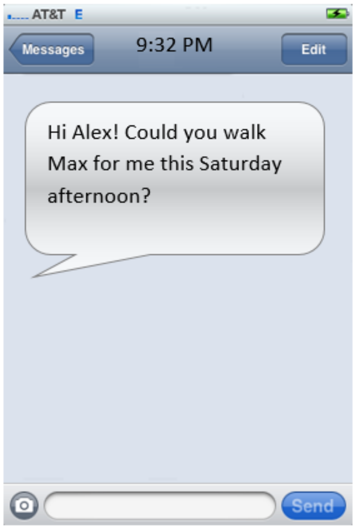
REASON: ____

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.



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

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.

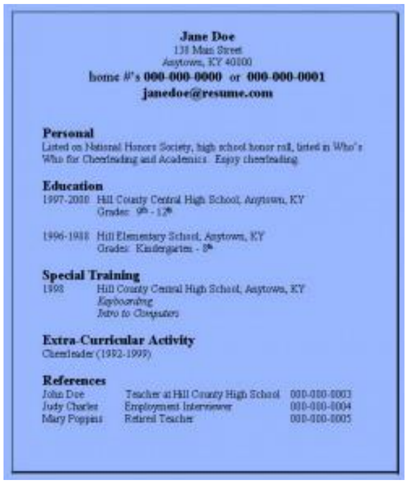
a) ATTENTION SERVERS - April 9: Shift Change Notification
b) ATTENTION STAFF: Weekend Shift Change Notification
c) ATTENTION SERVERS: Weekend Shift Change Notification

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
138 Main Street
Anytown, KY 40000
home #'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 Cheerleading and Academics. Enjoy cheerleading.

Education
1997-2000 Hill County Central High School, Anytown, KY
Grades: 9th - 12th

1996-1988 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
Cheerleader (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?

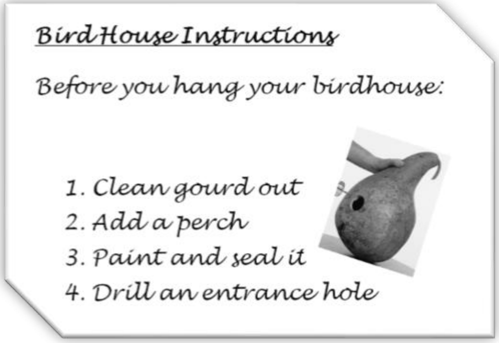
a) Item list of broken equipment

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?

a) Your opinion of your experiences on that job
b) Summary of what is required for the job
c) 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) ATTENTION 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.