

# Client's Booklet: Writing Level 2



Candidate's Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Assessment Location: \_\_\_\_\_

Assessor's Name: \_\_\_\_\_

## Introduction

**Writing** is the ability to communicate a thought or an idea by arranging words, numbers and symbols, whether on paper or on a computer. Writing skills are used in every job and in many aspects of life (e.g. writing memos, emails, letters and greeting cards).



You are about to complete a needs assessment for **Writing, Level 2**. This is not a test – it is an opportunity to help identify your writing skills strengths and areas you may want to consider improving. This information will help you to make decisions about job skills training and job searches.

## Instructions

1. You will have an assessor present with you (i.e. an employment or career counsellor) while you complete the assessment. **Feel free to ask your assessor questions at any time.**
2. Each assessment question in this booklet describes or is drawn from a typical workplace task that shows how writing skills are used in different jobs in Canada.
3. The assessment questions use both *multiple* choice and open answer formats. For multiple Choice questions, make sure that you choose only one answer from the options provided. You can circle the letter that corresponds to the answer you choose or you can circle the answer itself. For open answer questions - there will be a space provided after each question for you to write out your answer. There is no set length but some questions will suggest that your answer be “short” or “between **1** and **2** sentences”. If you require more room for your answers, there are extra pages at the end of the assessment booklet.
4. If you have difficulty answering a question, you can move on to the next task and return to it later.
5. Take your time to complete the questions – there is no set time limit.
6. You can take a break at any point during the assessment. You can also choose to stop the assessment and have the option to re-schedule for another time.
7. Once you have completed all the questions, or as many questions as you can, your assessor will review them with you.

Here is a sample question to help familiarize you with the assessment format:

A tour guide has run out of *BC Forest* pamphlets to give to tour participants. Write a short note (1 to 2 sentences) to the office assistant to ask him to order more pamphlets.

**Answer:**

*Please order more pamphlets on the BC forests since we are out of them.*



# Assessment Tasks

## Question 1:

A miner needs to fill out an accident report after being injured on the job. The report requires that the worker write down what happened before, during and after the accident. Review the statements below and re-write them in the correct order (what you think happened first, second, third, and last) in the space below.

*A large rock broke off from the wall and rolled onto my leg and broke it. After the rock rolled onto my leg, I blacked out. I was walking through the mine shaft when I saw a cart bang into one of the walls. I heard a loud noise and the wall fell apart.*

### Accident Report

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Please describe the details of the accident:

## Question 2:

A warehouse supervisor needs to advise a new client Mr. Steven Carlson, that his shipment has arrived. The supervisor also needs to remind Mr. Carlson to fill in the required forms that were sent to him two weeks ago before the shipment can be released. Which of the three following emails would be most appropriate to send to a new client?

### a) Sample 1

**Hey Steve!**

**Your order is in. You can't pick up your stuff until you fill out some forms.**

**Adam**

### b) Sample 2

**Mr. Carlson,**

**We are pleased to inform you that your shipment has arrived at our warehouse. Please submit the required paperwork at your earliest convenience so that your order can be released. If you require assistance filling out the necessary forms or have any questions, please do not hesitate to contact me any time between 8:00 a.m. and 4:00 p.m., Monday through Friday.**

**Thank you,**

**Adam Ellis, Warehouse Supervisor**

### c) Sample 3

**Dear Mr. Carlson,**

**Your shipment has arrived but we cannot release it until you fill out the required forms. We sent them to you two weeks ago so you had plenty of time to fill them out. If you want the shipment right away, you better send in the forms.**

**Adam Ellis, Warehouse Supervisor**

Which email is most appropriate for a client?

- a. Sample 1
- b. Sample 2
- c. Sample 3

Answer:

### Question 3:

A customer service agent from a snow removal company needs to contact a client, Mr. Charles Horton, about his unpaid bill. The agent has tried to contact Mr. Horton by phone three times, but each time, there was no answer. The company policy states that after three attempts to contact the client by phone, a letter of notification must be mailed. The policy also states that if an overdue account is not paid in full within 30 days of the date of the letter, the company will be forced to stop the snow removal service.

Based on the information above, write the letter of notification from the customer service agent to Mr. Horton in the space below.

#### Question 4:

A cashier notices that one of the \$50.00 bills in his till looks different than the others. He suspects that it may be counterfeit. The cashier recalls serving a customer that acted strangely and who was very impatient while paying for his purchase. The cashier informs the store supervisor who decides to contact the police. When the police arrive at the store, they confirm that the bill is counterfeit and ask the cashier to prepare a written statement describing what the customer looked like, and any other details that could be important. The cashier writes down a few notes about the customer and his behaviour:

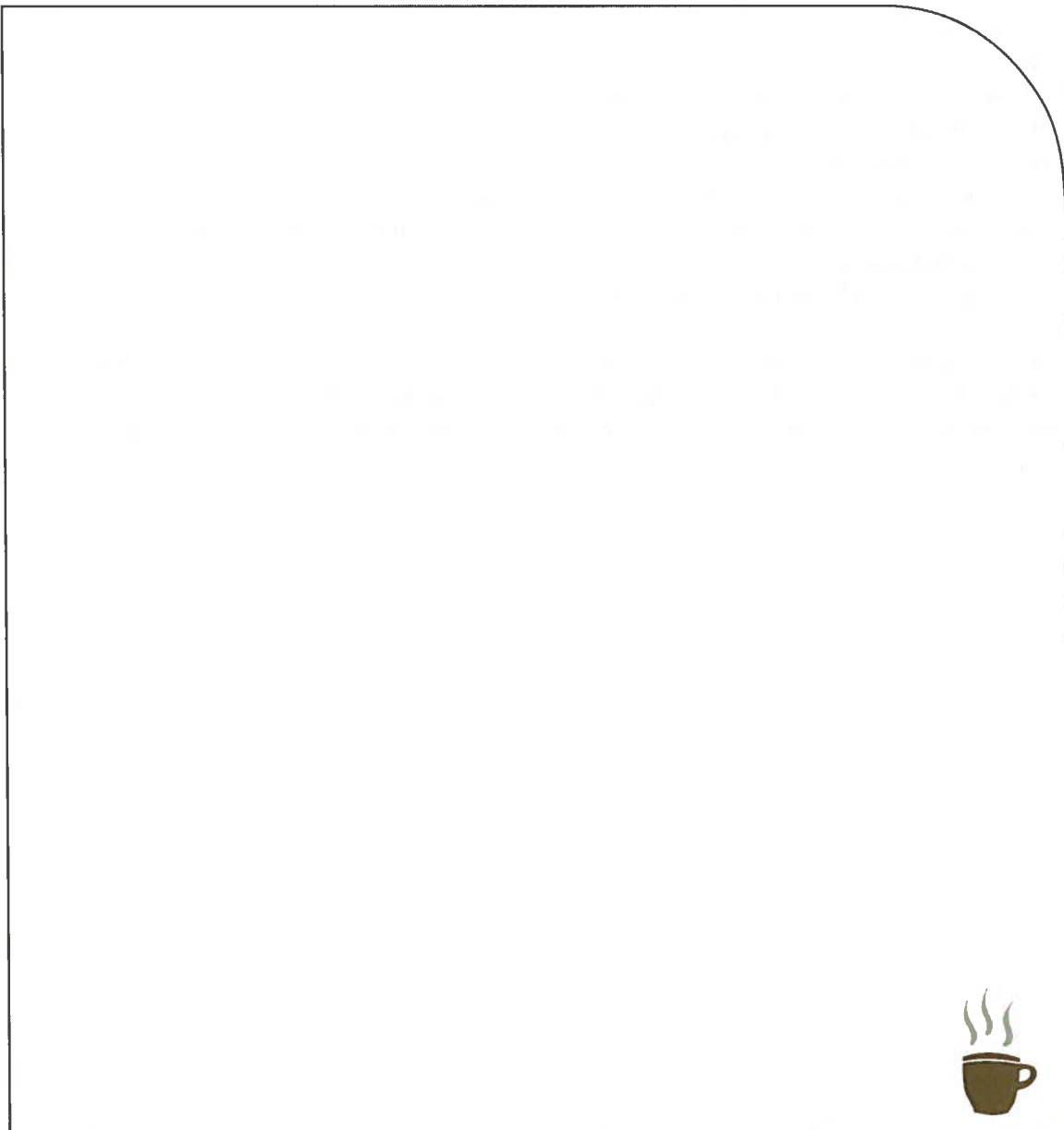
- ▀ The customer came to his cash early in the morning.
- ▀ He was wearing a baseball cap.
- ▀ He had never seen the customer before.
- ▀ It was his first customer of the day.
- ▀ He was an older man.
- ▀ He bought a pack of gum.
- ▀ He acted very nervous and asked me to hurry-up because he was in a rush.
- ▀ He seemed around 50 years old with long grey hair.
- ▀ He also bought a bus ticket.
- ▀ He was wearing a black leather jacket and jeans.
- ▀ The baseball cap the customer was wearing was reddish in colour and worn.
- ▀ He was not a regular customer.
- ▀ He was pretty tall and had a big build.

Using the cashier's notes above, organize the information and write a statement for the police in the space below. The statement should describe the appearance of the customer first, and any other important details second. The statement should be about two paragraphs long.

### Question 5:

A server in a coffee shop has been asked by her manager to write a procedure on how to safely serve coffee. The server has learned from her training and experience that there are some key steps to pouring coffee safely. Most importantly, the server always holds the cup away from the customer as she pours the coffee, and is careful to never overfill the cup. She also makes sure that when she is carrying the coffee pot that she holds it to her side - away from her body and anyone who could accidentally bump into it. When the server uses a freshly brewed pot of coffee, she always advises the customer that the coffee may be extremely hot. If children are at the table, the server takes care to place the cups of coffee out of their reach.

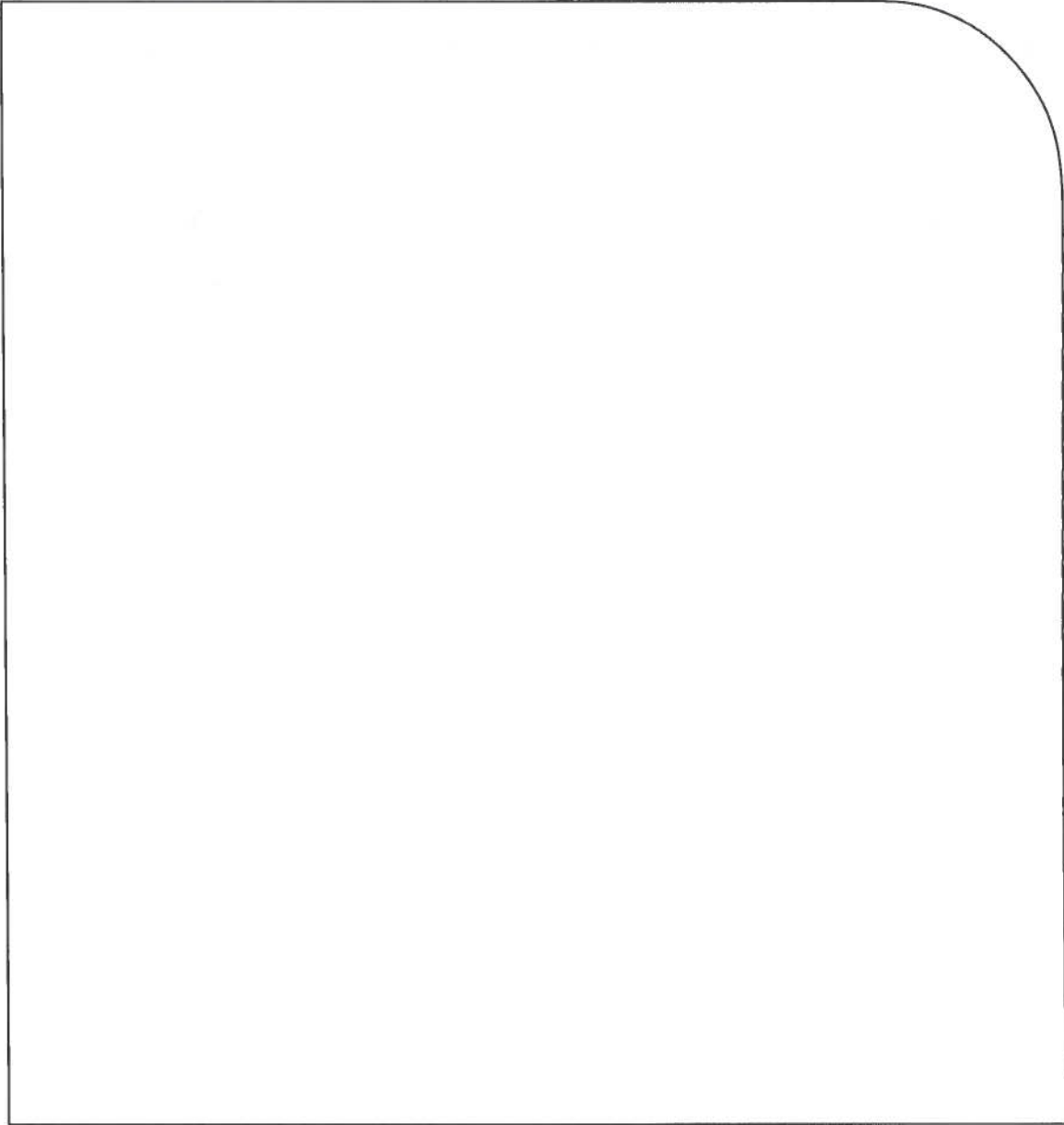
Based on the server's practices outlined above, write a set of instructions to inform the other servers about the proper steps for pouring coffee.





**Question 6:**

A hotel front desk clerk responds to emails from potential guests. The clerk reads an email from Mrs. Sampson who is asking whether the room that she has reserved is wheelchair accessible. The clerk checks the room specifications and finds that the room is fully accessible to wheelchairs and also has a special shower stall equipped with support bars, a bench and adjustable showerhead. Write the email response to Mrs. Sampson in the space below.



**Question 7:**

Workers in a fish processing plant enter information into logbooks to keep track of work that has and has not been completed. A worker has just finished his shift and needs to update the logbook. During his shift, the worker cleaned machines 1, 2, 3, and 4; but did not have time to clean machines 5, 6 and 10. He was able to sweep all of the floors. He also mopped the staff room but not the rest of the shop. He cleaned out the air filters and did the weekly check of the air ducts. The worker did not have time to complete the daily safety inspection.

In the space below, write a short log entry for the next shift worker that includes what work has been completed and what work still needs to be done.

**Log Book** **April 26**

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### Question 8:

An office worker prepares a written summary of what was discussed at a staff meeting so that she can send a copy to all the participants. Review the office worker's email and correct any spelling and grammar mistakes she may have made.

*Good morning*

*Here are the notes from the June 24th Staff Meeting:*

- *All staff was present at the meeting.*
- *Sarah gave a update on the budget analysis.*
- *Andre reminded everyone to submit their training forms as soon possible.*
- *Joanne present an overview of what the team will be working on this year.*
- *Clara is colecting contributions for our charity fundraiser and would like to now if any one would like to volunteer to help out.*
- *Fred gave a quik presentation on emailing etiquette*
- *All project reports are due to Tuesday.*
- *Mario would like every one to provide their input on the new poster designs by Wensday.*
- *It is everyones responsibility to clean up after themself when using the kitchen.*

*If you have any question, please come see me.*

*Anne*

## Question 9:

A clerk at a newspaper proofreads articles to verify that the correct words have been used. Read the article below and fill in the blanks using the options provided.

### An Essential Skills Success Story

Essential Skills help people to carry out different tasks, provide a starting point for learning other skills, and help them adjust to change. (1) \_\_\_\_\_ are nine Essential Skills:  
(Their / There / They're)

reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use, and continuous learning. Here is one worker's story of how upgrading her Essential Skills contributed to improvements in job performance and career choices. Perhaps her story can help you improve (2) \_\_\_\_\_ success at work.  
(you're / your)

#### Anne McKenna's Story

While I was working on a production line at a canning factory, I found my key to success. Essential Skills training opened new doors for me and my career. I left high school after Grade 10 and went to work on a production line at a local canning company. After a few years, I applied for a job in quality control. The manager, (3) \_\_\_\_\_ team I have worked with in the  
(whose / who's)  
past, let me try it out to see if I could do it. Based on my experience and the fact that I'm a quick learner, I got the job. But in order to keep it, I had to work on my Essential Skills.

Fortunately, the company sponsored a continuous learning program. I earned my high school diploma through the General Educational Development (GED) program. Like many people who have been out of school for a long time, I (4) \_\_\_\_\_ was scared of going back  
(to / too)

to the books. Even so, I knew that I was ready and once I got started, I really enjoyed it. After graduating, I focused on improving the skills that (5) \_\_\_\_\_  
(were / we're / where)

important in my job. I took a night course at a local college to improve my reading, numeracy and oral communication skills and earned a certificate from the Canadian Society for Quality. I felt more confident and better prepared when talking to union representatives and Head Office. Having improved some of my Essential Skills, I had a good understanding of what I could do (6) \_\_\_\_\_ . I have always loved history and was fascinated by stories about the  
(good / well)

old building where I worked. I began working with a local writer and historian to find out more about the building and put my writing skills to work. We eventually finished a manuscript which many of my co-workers enjoyed reading. Today, I have a new job with a major food company, (7) \_\_\_\_\_ been like a dream come true. I'm here because I got over my fear  
(its / it's)

and opened doors for myself by investing in Essential Skills training. I look forward to the future and know my life will always be full of learning.

### Question 10:

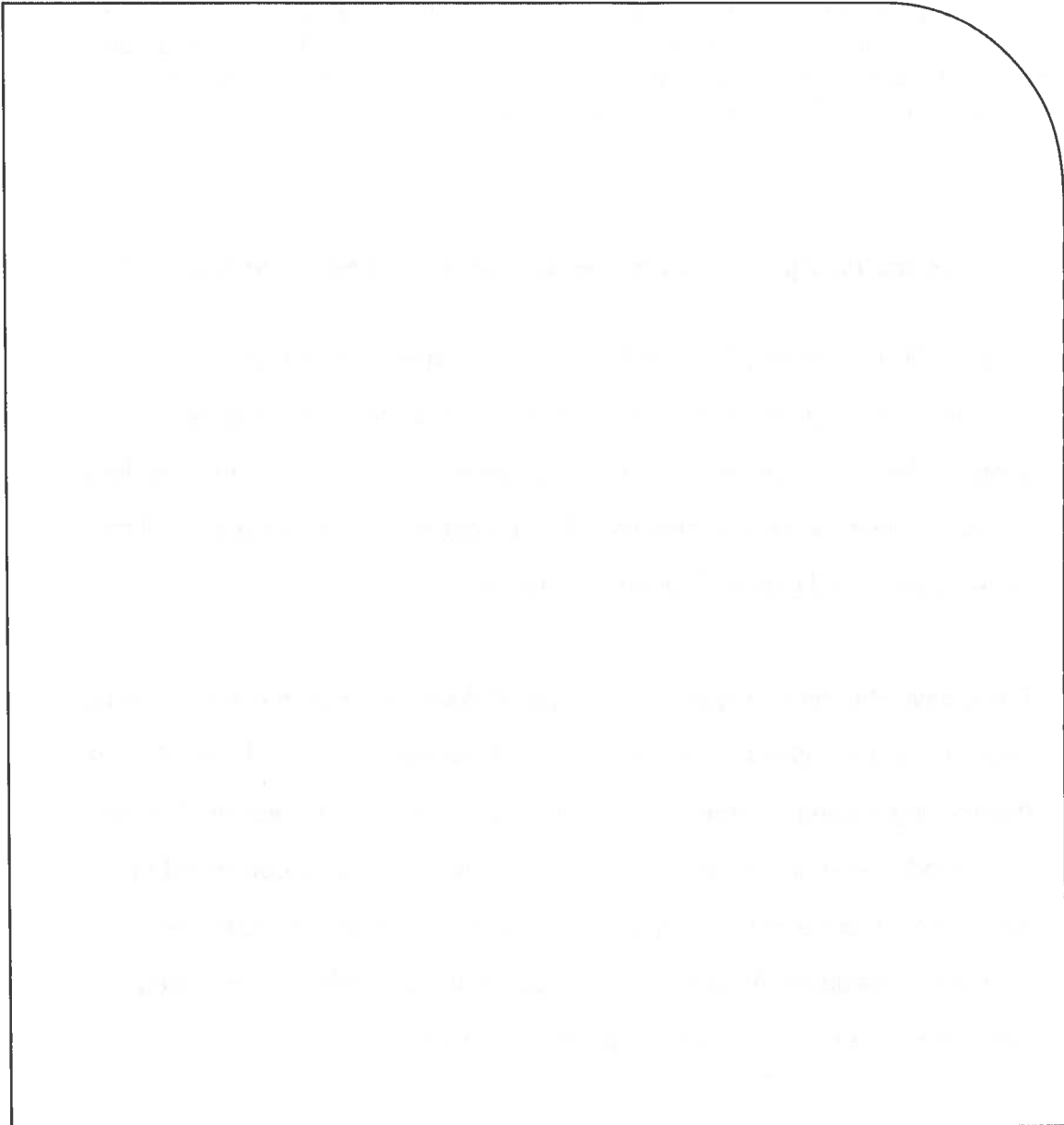
An office clerk reviews and edits texts before they are posted on websites. The text below is awkward to read because it has missing or incorrect punctuation and contains run-on or fragmented sentences. Make changes to the text below by adding punctuation and blending or splitting up sentences so that it reads more smoothly.

#### ***Are you the right person for the job. You won't know unless you try?***

When William saw the job listing for a parts manager he was eager to apply he had been unemployed for several weeks so he was available to start work right away. William had worked in the parts and service department of a car dealership before his previous employment would be a tremendous asset because of the knowledge he had gained through experience.

A few days after he had applied for the job William received an email regarding an interview, He called to confirm the time. He called to confirm the location of the meeting. During the interview William emphasized that he was flexible. He could work evenings and weekends. William's fluent answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified candidate the manager made William an offer and William accepted the job.

Answer:



Notes:

