



SAMPLE TEXT
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Full Text available for
Fall 2019 Classes



EXPLORE

3

English for field-specific success

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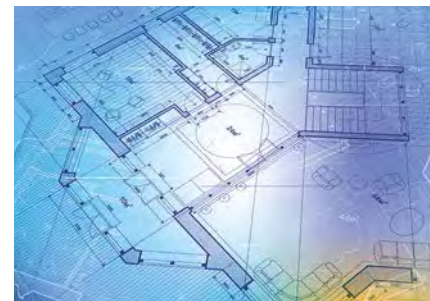
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Abbreviations Used in the Text	
• abbr	• abbreviation
• adj	• adjective
• adv	• adverb
• exp	• expression
• n	• noun
• n phr	• noun phrase
• phr v	• phrasal verb
• tr	• transitive (verb)
• v	• verb

Scope and Sequence

	Reading	Writing	Speaking	Listening & Watching
UNIT 1 Job Satisfaction	<ul style="list-style-type: none"> Read about employee satisfaction and its impact on business performance Read about unusual job interview questions and how employers use them Strategy skimming 	<ul style="list-style-type: none"> Take notes to make a report Use descriptive words to write sentences about your personal qualities (Field of Study) Analyze paragraph structure Write a paragraph giving professional advice (Field of Study) 	<ul style="list-style-type: none"> Discuss weird jobs and what you learned (Field of Study) Discuss job satisfaction factors and summarize conclusions Present a PechaKucha to introduce yourself Research soft and hard skills and discuss the skills you need (Field of Study) Propose ways to introduce humour at school or at work (Field of Study) Conduct mock job interviews Pronounce -ed endings of simple past and past participle 	<ul style="list-style-type: none"> Listen to audio about positivity, relationships, and job satisfaction in the workplace Watch a video about the benefits of humour at work Strategy identify the main idea Strategy effective note-taking
UNIT 2 Reading Between the Lines	<ul style="list-style-type: none"> Read two articles about antibiotic use and antibiotic resistant bugs and analyze bias Read about the impact of misleading headlines on readers' perceptions Strategy denotative and connotative vocabulary Strategy identify bias Strategy annotate a text 	<ul style="list-style-type: none"> Write sentences comparing news sources Assess language used in a testimonial and write a persuasive testimonial (Field of Study) List connotative words in a news item and explain their impact on reader (Field of Study) Strategy persuasive language 	<ul style="list-style-type: none"> Describe media impact and concerns about media Discuss your news habits Discuss a comic about bias Examine the validity of sources Express your opinion on social media companies' responsibilities Discuss bias Present a news report using persuasive language (Field of Study) Discuss bots (Field of Study) Pronounce the -s ending 	<ul style="list-style-type: none"> Listen to audio about deep fake videos Watch a video about bots influencing politics Listen to classmates' testimonials to identify connotative language and other forms of bias Strategy create a visual summary
UNIT 3 Thinking Outside the Box	<ul style="list-style-type: none"> Read about innovations in health care, transportation, agriculture, and business Read about innovations employers are making in workplace design 	<ul style="list-style-type: none"> Write a descriptive paragraph about a place that affects you positively Summarize an informative text Strategy Avoid plagiarism by paraphrasing 	<ul style="list-style-type: none"> Define <i>innovation</i> and <i>creativity</i>. Describe innovative products (Field of Study) Present situations that require creativity (Field of Study) Describe your ideal work and study environment Present an innovative workplace (Field of Study) Pronounce the <i>schwa</i> and use correct word stress 	<ul style="list-style-type: none"> Listen to an interview about creativity and games Watch a video about the ideal conditions to foster creativity Strategy Predicting
UNIT 4 It Just Isn't Right	<ul style="list-style-type: none"> Read about corruption and why we should care about it Read a short text and identify the writer's tone and point of view Read how cynicism can blind us to the value of some research Strategy recognizing tone 	<ul style="list-style-type: none"> Write a paragraph about ethics and technology (Field of Study) Write a well-researched persuasive essay on the ethics of a new technology Write a letter to the editor about the ethics of Facebook's experiment on users Strategy Persuasive writing 	<ul style="list-style-type: none"> Discuss the difference between unethical and corrupt behaviour Discuss where corruption may exist (Field of Study) Explain your position on sports ethics Discuss ethical issues and decide on appropriate sentences Scan and describe a social media company's terms of service Debate an ethical issue Pronounce words using appropriate stress patterns 	<ul style="list-style-type: none"> Listen to an interview on ethics in sport Watch a video about social media ethics and influence Strategy Create a visual summary
UNIT 5 United We Stand	<ul style="list-style-type: none"> Read about team building and balancing the needs of individuals Read about collaboration in construction 	<ul style="list-style-type: none"> Write a short horror story Create a writing outline Write an essay or blog Strategy Using checklists 	<ul style="list-style-type: none"> Conduct a teamwork survey (Field of Study) Devise rules for effective teamwork Discuss the importance of teamwork (Field of Study) Describe the value of diversity to effective collaboration (Field of Study) Brainstorm how collaboration can address a societal problem Present a design challenge solution (Field of Study) Present a survival strategy Present a news bulletin Pronounce voiced and voiceless /th/ Strategy Creating and using checklists 	<ul style="list-style-type: none"> Watch a video about innovation and collaboration Listen to a broadcast about a zombie apocalypse and the role of collaboration in surviving it

Grammar	Interpreting Data	Vocabulary	Revising and Editing	Wrap Up
<ul style="list-style-type: none"> Simple past and present perfect 	<ul style="list-style-type: none"> Interpret and analyze data and statistics in an infographic about job interviews Strategy scanning 	<ul style="list-style-type: none"> Common work-related vocabulary Strategy use context and word clues to guess meaning of unknown words 	<ul style="list-style-type: none"> Revise a text to correct use of simple past, present perfect; correct verb tense errors and add transition words; delete unnecessary information 	<ul style="list-style-type: none"> Interview someone working in your and present the results (Field of Study) Oral presentation: create a video résumé or application for an educational program Write a blog post about long- and short-term goals Review new words and build personal field-specific vocabulary
<ul style="list-style-type: none"> Simple present and present progressive 	<ul style="list-style-type: none"> Interpret a graph of the media through which people of different ages get news Expressions to discuss similarities and differences 	<ul style="list-style-type: none"> Understand denotation and connotation Words related to media Use positive and negative words to persuade Use context clues to acquire new vocabulary 	<ul style="list-style-type: none"> Revise to correct errors in simple present and present progressive 	<ul style="list-style-type: none"> Create a graphic organizer (Field of Study) Oral presentation: find and evaluate article(s) for bias Write a visual summary of an article or a news article (Field of Study) Review new words and build personal field-specific vocabulary
<ul style="list-style-type: none"> Active voice and passive voice 	<ul style="list-style-type: none"> Interpret and analyze data and statistics about the effect of innovation on companies' success 	<ul style="list-style-type: none"> Use prediction to activate your vocabulary Use word and context clues to acquire new vocabulary 	<ul style="list-style-type: none"> Revise to correct errors in the passive voice 	<ul style="list-style-type: none"> Write about an innovator or innovation (Field of Study) Oral presentation: create and present an innovative workspace (Field of Study) Write a promotional pamphlet (Field of Study) Review new words and build personal field-specific vocabulary
<ul style="list-style-type: none"> Past tense modals 	<ul style="list-style-type: none"> Interpret and analyze a graph of youth crime 	<ul style="list-style-type: none"> False cognates Use context clues to acquire new vocabulary 	<ul style="list-style-type: none"> Revise a paragraph to create a specific tone 	<ul style="list-style-type: none"> Identify tone in a text, audio, or video (Field of Study) Oral presentation: research a case of corruption and present your findings (Field of Study) Write a persuasive research essay about a debatable issue (Field of Study) Review new words and build personal field-specific vocabulary
<ul style="list-style-type: none"> Gerunds 	<ul style="list-style-type: none"> Interpret and analyze data about the possible sources of a zombie outbreak 	<ul style="list-style-type: none"> Use context clues to acquire new vocabulary 	<ul style="list-style-type: none"> Revise to correct the use of gerunds and verbs 	<ul style="list-style-type: none"> Write an informational pamphlet about a collaborative process (Field of Study) Oral presentation: describe a collaborative process or the value of collaboration (Field of Study) Write a journal, short story, or essay (Field of Study) Review new words and build personal field-specific vocabulary

UNIT 1 Job Satisfaction



Source line

Choose a job you love, and you will never have to work a day in your life.

—Unknown

Have you ever had a job washing dishes or selling carpet cleaning over the phone? Most of us don't start off with our ideal job, but even a less-than-perfect job can teach us something and open up future possibilities. For example, it can help us learn what factors will contribute to job satisfaction in our future careers. Do you know what job you want in your field? How will you find your job, and what can you do to make sure you are ready when you do? This unit will explore the answers to these questions.



Source line

Warm Up

Speaking

In a small group, complete the following activities.

1. Discuss these questions.
 - Have you or anybody you know ever had a weird, unusual, or difficult job?
 - What is the worst job you have ever had? Why was it your worst job?
 - What did you learn from working at your worst job (or any past jobs) that will help you in future jobs? If you have never had a job, what have you learned from volunteer work, school, athletic, or community involvement that will help you in your future career?
2.
 - a) Examine the chart below, which lists factors that contribute to job satisfaction. At the bottom, add two more factors that are important to you.
 - b) Individually, identify the five factors that are most important to you in a job. Rank them in order of importance (from 1 to 5), writing the number in the first column beside each of your top five factors.
 - c) Rejoin your group, and record their answers in the chart.

Factors that contribute to job satisfaction	You	Student 1	Student 2	Student 3
Availability/use of technology in the workplace				
Employer makes you feel appreciated and valued as an employee				
Corporate social responsibility (the company does good for society)				
Employee benefits/perks				
Flexible work schedule				
Interesting work (i.e., responsibilities and tasks)				
Opportunities for training and advancement				
Opportunities to voice your opinion within the company				
Pay				
Relationships with fellow employees				
Other factors that contribute to job satisfaction: • •				

3. As a group, analyze your responses to question 2. Summarize your group's conclusions about the most important factors that contribute to job satisfaction. Present your findings to the class.

Listening

Many people think that the best job is the one that pays the most. In reality, this is not always the case. But what makes a great job? Listen to the audio clip “Positive Psychology in the Workplace” as it explores what research says contributes most to job satisfaction and happy employees.

Listening Strategy

Understanding the main idea

The main idea of a text, audio, or video is the *essential message being delivered*—in other words, the speaker or writer’s conclusion (or main message) about the subject under discussion.

To help determine the main idea of an audio or video, do the following:

- check the title
- read any comprehension questions or introductory information prior to listening
- listen carefully to the introduction and conclusion
- listen for key words and repeated concepts

Practise these strategies as you listen to the following audio. You will be asked to identify the main idea in the comprehension questions.

Pre-Listening Activity

Discuss these questions with your classmates.

1. From the title of the audio, what do you think the speaker considers key to employee happiness and satisfaction in the workplace?
2. Do you think it is an employer’s responsibility to spend time and money contributing to their employees’ overall level of happiness? Support your view.

Positive Psychology in the Workplace: Thank God It’s Monday [XX:XX]

Positive Psychology Program

Comprehension and Analysis

Answer the following questions in your own words. If the answer to a True or False question is False, rewrite the sentence to make it true.

1. Fill in the blanks: Fostering positivity in the workplace improves performance, motivation, engagement, _____ and _____.
2. Circle the answer that best completes this sentence: PERMA is an evidence-based model for:
 - a) ways to increase employee happiness.
 - b) the ingredients of well-being.
 - c) the benefits of employee well-being.
3. What do people do when they are in a brighter mood?



Source line

4. According to a study by Virgin, what are two positive effects experienced by employees who have good relationships at work?
 - a) _____
 - b) _____

5. What is the effect of a PechaKucha presentation?
 - a) It increases the creativity of employees.
 - b) It makes employees happier.
 - c) It encourages employees to work together.

6. Fill in the blanks: The key to increasing employee engagement is to _____ the extent to which people are using and applying their _____.

7. What lesson did Grant's experiment on team productivity demonstrate?

8.
 - a) The key to happiness is enjoying the feeling of having achieved a goal. True False

 - b) Your goals should be connected to your strengths. True False

 - c) Receiving a reward has an effect on a person's brain. True False

10. What is the main idea of the audio?

11. Why do you think even small rewards can have an impact on an employee's work?

Credibility Check

When you hear or read information, it is important to apply critical thinking skills and analyze the source. Do you find the information in this audio to be reliable?

Support your answer using criteria from the Evaluating Sources Checklist on page xx.



Field-specific activity

PechaKucha slides must contain images only (no text), and people can share only things about their lives outside of work. PechaKuchas have caught on internationally. To find out more about them, visit pechakucha.org or check out the many online videos about creating a PechaKucha.



Field-specific activity

Speaking

Imagine you are working in a job related to your field of study or future career. Prepare a PechaKucha presentation (consisting of 20 images for 20 seconds each) that would help your colleagues get to know you. Share your PechaKucha with your classmates. Speak about the images as they advance automatically.

Field-Specific Practice

The audio "Positive Psychology in the Workplace" talked about how being given the chance to use your strengths on the job leads to employee satisfaction. Let's examine your current strengths and the skills you need to develop for your future career.

In the chart below, make a list of eight necessary skills for your field of study or future career. Include a combination of hard skills (educational requirements, specific technical abilities, and knowledge) and soft skills (such as problem solving or adaptability).

Do research to verify the necessary skills in your chosen field.

1. Visit the web pages for university or college programs in your field.
2. Check job postings related to your future career.
3. Search online using key words such as:
 - *explore careers by occupation Canadian government site*
 - *occupations guide*
 - Do research to verify skills needed to be a (e.g., *mechanical engineer, lab technician, hotel manager*).

Your field of study or future career: _____	
Hard skills	Soft skills
1.	1.
2.	2.
3.	3.
4.	4.

Compare your list with your classmates' lists and discuss the following:

- a) Which of the skills do you possess? Give an example of a time when you demonstrated those skills.
- b) Which skills do you not yet possess? How could you develop those skills in the future?

Reading

When you are searching for a job in your chosen career, you will want to research the work culture. What do you know about the predominant work culture in your future profession? Is employee satisfaction generally considered an important value? Should it be? Read the following article to learn what research has revealed about employee satisfaction.

Reading Strategy

Skimming

Skimming gives you some understanding of the main idea and overall content of a text before you read it more deeply.

To skim, read the title, subtitle, and subheadings. Check images or graphs and read the captions. Read the introductory paragraph(s), first sentence of every body paragraph and concluding paragraph.

S

For more information on and examples of hard and soft skills, see *Professional Writing Strategies*, page xx.).

Work culture refers to the values, beliefs, and mentality that a company wants its employees to share. Work culture is reflected in every aspect of a company's operations, such as its workplace policies, hiring decisions, and treatment of its employees and clients.

S

For more information about skimming, see *Reading Strategies*, page xx.

Pre-Reading Activity

1. Skim the article below. Then write a sentence explaining what you think the main idea of the article will be.

2. What questions about the topic do you think will be answered in the text?

Word clues refer to information given within a word that offers a clue to the word's meaning. Word clues may include affixes (i.e., prefixes or suffixes), root words, or words within the word.

S For information about strategies for guessing the meaning of unknown words, see Vocabulary Strategies, page xx.

Vocabulary

The following vocabulary words and phrases from the article are useful when we talk about jobs and work environments. Match the vocabulary in the left-hand column with the correct definition on the right. Write the letter of the correct definition in the blank line beside each word or phrase. Use word clues to help you when possible.

EXAMPLE bottom line → The word *bottom* means “at the last or end point” and the text discusses a company’s income and growth, so *bottom line* means a company’s final profit or loss at the end of the year.

Vocabulary	Definition
<u> f </u> 1. bottom line (n) (para. 2)	a) a job that generally involves office work and traditionally required wearing a (white) shirt with a collar
<u> </u> 2. decline (n) (para. 2)	b) a company’s profit after deducting operating costs such as wages, cost of production, etc.
<u> </u> 3. operating income (n) (para. 2)	c) to increase quickly to a high amount
<u> </u> 4. startup (n) (para. 3)	d) a job that involves physical work and traditionally required wearing a (blue) uniform
<u> </u> 5. skyrocket (v) (para. 3)	e) a decrease
<u> </u> 6. white-collar job (adj + n) (para. 4)	f) a company’s final profit or loss at the end of the year
<u> </u> 7. blue-collar job (adj + n) (para. 4)	g) to cause something to happen
<u> </u> 8. induce (v) (para. 6)	h) a newly established business

How to Increase Employee Satisfaction for the Long Haul

Eric Siu, *Globe and Mail*

- 1 Professor Alex Edmans of The Wharton School of the University of Pennsylvania discovered that businesses with high levels of employee satisfaction perform better than those without. Research from the University of Warwick says happiness makes people 12 percent more productive.
- 2 And yet a report from Gallup demonstrates that 63 percent of employees today are “not engaged” (24 percent are “actively disengaged”) in their jobs. This essentially means that 87 percent of employees have no passion for their work, lack motivation to get the job done, and are unhappy. This has an impact on the **bottom line**, too—according to Tower Perrin, companies with a low level of employee engagement have a 33 percent annual **decline** in **operating income** and an 11 percent annual decline in growth.
- 3 Considering that three out of four **startups** fail already, the people in charge need to **unearth** ways to **skyrocket** and maintain employee happiness and satisfaction. Your startup’s success might depend on it.

What makes employees happy?

- 4 Many factors together contribute to employee satisfaction and happiness. To understand this, The Energy Project teamed up with *Harvard Business Review* to conduct a survey of 12 115 workers. Ninety-four percent of these workers were in **white-collar jobs**. The rest (six percent) were in **blue-collar jobs**.
- 5 According to the survey, employees are most satisfied and productive when their four core needs are met. These are physical, emotional, mental, and spiritual needs.
- 6 The good news is that satisfying just one need of the four can improve performance. These steps can kick-start a culture that **induces** employee satisfaction and happiness, which in turn will boost productivity and performance. Just remember everyone’s ideas on happiness will vary greatly, so communicating with your current employees and incorporating their wants and needs in the work culture will result in a positively functioning startup.

How should you get new employees to adapt to your work culture?

- 7 Wondering how to get potential **hires** to adapt to your work culture? You’re on the wrong track.
- 8 Tony Hsieh, Founder and CEO of Zappos, takes **work culture** so seriously that his company performs two sets of interviews. The hiring manager and his or her team conducts the first set to determine whether the candidate has relevant experience, technical ability, and is a good fit. The HR team conducts the second to ensure that the potential employee would be a good culture fit. Employees have to pass both interviews in order to get hired.
- 9 Zappos turns down many talented people who just don’t fit into their culture. For Zappos, the long-term benefits are more important than the short-term benefits. So instead of looking for methods to get new employees to adapt, look for employees who will directly fit into your culture.
- 10 You can take it one step further and mandate an employee probationary period like Buffer does. They have a 45-day trial period with an employee called Buffer Bootcamp. During this phase, Buffer assesses the new employee to see if they would fit in with the company. The decision to stay together or part ways depends on how both parties feel at the end of 45 days. Usually 70 percent of new hires stay on.
- 11 Buffer also takes effective pre-employment steps. They’re well-known for their transparency about their culture, salary packages, and everything else offered to make it easy to attract people who fit in.



Source line

unearth (v) find

hires (n) new employees, people that you hire

work culture (n) the environment within a company: its values, behaviours, and attitudes

The secret: Motivating employees to work because it makes them happy

- 12 On average, people spend 8.7 hours each day working (as compared to 2.6 on leisure and sports). This represents an enormous section of their lives. Businesses need to prioritize bringing fulfillment and happiness to employees. The obvious choice might seem like paying them more, but that does not directly correlate with long-term happiness. Money is a reward that aids as a fuel for a temporary period. Once it's exhausted, employees lose interest.
- 13 Motivate your employees to work because it makes them happy. Then stand back and watch productivity and overall company performance improve. [646 words]

Comprehension and Analysis

Answer the following questions in your own words. If the answer to a True or False question is False, rewrite the sentence to make it true.

1. What is another way to say *for the long haul* (article title)? _____
2. a) According to the text, what does it mean to say that an employee is *engaged*?

b) What word in paragraph 2 means the opposite of *engaged*? _____
c) Which word in paragraph 6 is a synonym for *increase*? _____
3. In paragraph 2, how does the author come up with the figure of 87 percent?

4. a) In order to improve employee performance, employers must meet all four core needs: physical, emotional, True False mental, and spiritual.

_____b) How might the results of the *Harvard Business Review* survey have been skewed based on the *type of worker*?

5. According to the article, paying employees more is the best way to ensure employee happiness. True False

6. How is the subheading above paragraphs 7 to 11 misleading?

7. Review the prediction (of the main idea of the article) that you wrote on page xx after you skimmed the article. Was your prediction correct? If not, write the main idea here.

skewed (adj) when results are biased or distorted in a way that may make them inaccurate, unfair, misleading

Speaking

Write five questions you would want answered to help determine if you fit in with a particular company/institution/organization's culture? For example, does your company support any charitable organizations? Compare your questions with those of your classmates.

Watching

Could incorporating humour and laughter into the workplace increase employee satisfaction? Listen to what renowned Canadian business and motivational speaker, and author of *The Humor Advantage*, Michael Kerr, has to say.

Pre-Watching Activity

In a small group, discuss the following questions.

1. Is laughter in the workplace a good or bad thing? Support your opinion with reasons, facts, examples, or anecdotes.
2. Do you like to watch or listen to comedy programs or hang out with funny people? Think about how you feel when you laugh. What does laughter do for you?
3. Do you think fake laughter has the same benefits as real laughter? Explain.

Watching Strategy

Note-taking

The goal of note-taking is to concisely record essential ideas. Note-taking can help you process and remember what you hear, and it provides a reliable reference to consult later.

When taking notes, consider your purpose: What will you need to do with the information? What specific information do you need to listen for? Do you need to write down just main ideas or is it necessary to include specific details?

As you watch the following videos, imagine the company you work for is considering introducing more laughter into its work culture. You've been asked to watch Michael Kerr's videos and take notes of the essential ideas to present at your next company meeting to help them come to a decision about whether or not to add more laughter to your workplace.

Considering your purpose for watching, write down four questions you want answered in order to report effectively at your next company meeting.

Now watch the video and take notes of the essential ideas. Keep the purpose for listening in mind and use good note-taking strategies.

Humour at Work: Why Everyone Needs a Good Laugh at Work! [XX:XX]



Sample source line

Humour at Work: Creating Happier Workplaces [XX:XX]

By Michael Kerr

Comprehension and Analysis

1. After watching the videos and taking notes, discuss the questions below in a small group to ensure that you noted all of the essential ideas. Add any essential information that comes up in your discussion that was missing from your own notes. Add the new information using a different colour pen or write it in the margins or at the end of your notes.
 - a) What is the main idea?
 - b) What are the social benefits of laughter in the workplace?
 - c) What are the benefits of laughter on the individual?
 - d) What are the benefits for the company of introducing laughter in the workplace?
 - e) What is special about Danish (and other Scandinavian) workplaces?
 - f) What key factors should a company focus on to create a happy workplace?
2. Exchange your notes with someone in your group and analyze that person's notes. Refer to the "Note-Taking Strategies" list on page xx and give the person a point for each strategy used. Tell your partner his or her mark (out of 7); if you withheld any points, explain why.



Field-specific activity

Speaking

Do some research on how companies introduce laughter into the workplace. Take notes of your interesting findings.

Think of three ways that teachers or employers could introduce more humour into one of your field-specific classes or a workplace related to your future career. Share your ideas with your classmates.

Reading

Many employers now include some unusual questions in the job interview process. As part of your preparation for future job interviews, you should learn how to approach common interview questions as well as the more oddball ones.

Credibility Check

When you hear or read information, it is important to apply critical thinking skills and analyze the source. Do you find the information in these videos to be reliable?

Support your answer using criteria from the Evaluating Sources Checklist on page xx.

Pre-Reading Activity

1. In a small group, write down what you think are *common* job interview questions regularly asked in all professions.
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
2. How about more unusual or unexpected questions? Have you ever been surprised or stumped by a question in a job interview? If so, describe the question and how you answered it at the time. Ask if anyone has suggestions about how you could have responded more effectively.

Read Part 1 on your own. For Part 2, you will work with a partner.

Top 10 Weird Job Interview Questions (Part 1)

Aimee Picchi, CBS Money Watch

- 1 When it comes to hiring, more employers are going beyond standard questions such as asking candidates to list their biggest strengths and weaknesses.
- 2 Job applicants need to be prepared to answer a range of seemingly **oddball** questions, because employers are increasingly throwing these **zingers** into their interviewing repertoire, according to employment site Glassdoor.
- 3 Think of it as the Google-ization of the interview process: The Internet giant has asked tough, open-ended interview questions for more than a decade as a way to sort the analytical thinkers from the **chaff**. And now the rest of corporate America is catching on, according to Glassdoor's analysis of 250 000 interview questions that its members have posted to its site.
- 4 "We're seeing tougher and more unexpected questions asked for a variety of positions and variety of industries," said Scott Dobroski, associate director of corporate communications at Glassdoor. "Employers are looking to test a candidate's critical thinking skills, as well as how they problem-solve on the spot and how they handle an unexpected challenge."
- 5 So how can interviewees avoid getting **flummoxed** by an unexpected question? First, be aware of the types of questions that are now asked by companies, whether it's analytical or trying to find out what type of worker you are. Secondly, ask friends or family to pose similar questions, and get used to answering them out loud and on the spot, Dobroski said.
- 6 There are also two *faux pas* that potential hires should avoid. Never answer one of these odd questions with a one-word response, Dobroski said. Interviewers want to hear that applicants can create a thoughtful response and rise to the challenge.
- 7 Lastly, avoid laughing or **smirking** at the question, even if it seems off-base. "Employers take these questions very seriously, and if you **mock** them it won't bode well for you," he added. **[310 words]**



Sample source line

oddball (adj) strange or unusual



For information about affixes—prefixes and suffixes—see Grammar Guide, page xx.

zinger (n) a surprising or amusing remark

chaff (n) something not worthy, of less value

flummoxed (adj) confused

smirk (v) to smile, often condescendingly

mock (v) to laugh at or make fun of

Comprehension and Analysis

Answer the following questions in your own words. If the answer to a True or False question is False, rewrite the sentence to make it true.

1. According to the text, what is one common interview question?

2. Why is the trend of asking weird job interview questions referred to as the “Google-ization of the interview process”?

3. According to the text, generally only computer-related companies ask unusual interview questions. True False

4. One reason employers ask oddball questions is to see how well a person tackles problems that arise suddenly. True False

5. What advice is given to help people avoid being stumped by oddball interview questions?
a) _____
b) _____
6. What overall advice is given regarding how to answer such questions?

Read about and practise asking and answering some of the wacky interview questions asked at some well-known companies!

Before you read Part 2 of the text, get into a group of four students. Two students from your group will read Part 2A, and two students will read Part 2B. When you and your partner both finish reading your text, go to the speaking activity on page xx. Your group of four will get back together during the speaking activity.



Sample source line

ensure (v) to make sure or certain

jam (n) a song

goofy (adj) silly

Top 10 Weird Job Interview Questions (Part 2A)

- 8 **“What would you do if you were the one survivor in a plane crash?”** —This question was asked of an Airbnb trust and safety investigator job candidate.

As with all the oddball questions, interviewees should relate their answers back to the workplace, Dobroski noted. In this case, a potential response could include how to **ensure** the survivor’s safety, as well as checking the rest of the plane to make sure there were no other survivors. Asking about nearby resources, such as radio or cellphone towers, could also help show the interviewer that the applicant can think ahead and plan for emergencies.
- 9 **“What’s your favorite ‘90s jam?”** —A Squarespace customer care job candidate.

While this might seem **goofy**, Dobroski notes that this open-ended question is a way for a candidate to show off their positive qualities. “I could answer, ‘All Star’ by Smash Mouth. This reminds me to keep reaching for the stars,” Dobroski said. “These can be very short responses, as long as you relate it back to the workplace.”
- 10 **“If you woke up and had 2000 unread emails and could only answer 300 of them, how would you choose which ones to answer?”** —Dropbox rotation program job candidate.

This is the type of situation that almost everyone deals with today, but it also allows the candidate to show how he or she would prioritize in a potentially stressful situation, Dobroski noted. Candidates could note that they'd search for names of people and subject line terms that would need attention first, for example.

- 11 "Who would win in a fight between Spiderman and Batman?"** —Stanford University medical simulationist job candidate.

This is a **circumstantial** type of question where a candidate could ask the interviewer for more information, such as whether the fight is in a cave (giving Batman an edge) or the top of a building (Spiderman). "This shows how you assess an unexpected challenge," Dobroski noted. Giving a one-word answer such as "Spiderman" isn't what employers want to hear (no matter how much you love Spidey.)

circumstantial (adj) relating to a particular situation or circumstance

- 12 "If you had a machine that produced \$100 dollars for life, what would you be willing to pay for it today?"** —Aksia research analyst job candidate.

Candidates could ask the interviewer for more information, such as whether there is only one of these machines available or if there's a **glut**. Asking about whether there is risk involved—such as whether the owner could be **targeted** by criminals—could also help show analytic skills, Dobroski noted. **[418 words]**

glut (n) too much of something, such that supply exceeds demand

targeted (v) attacked

Top 10 Weird Job Interview Questions (Part 2B)

- 13 "What did you have for breakfast?"** —Banana Republic sales associate job candidate.

This sounds like small talk, but it allows the interviewer to **gauge** whether the candidate is an upbeat person and can relate to other people. Sales associates are asked questions all day long by customers, and keeping upbeat energy is important.

gauge (v) measure or judge

- 14 "Describe the color yellow to somebody who's blind."** —Spirit Airlines flight attendant job candidate.

This question tests a candidate's sensitivity and how they gather information. An applicant could ask whether the person is partially blind and when they became blind, helping to formulate an answer and deal with someone's disability. "There are times when they have to work with passengers with special needs," Dobroski noted.

- 15 "If you were asked to unload a 747 full of jellybeans, what would you do?"** —Bose IT support manager job candidate.

Unloading a plane full of jellybeans is no small task, so this allows a candidate to show off their project management skills. An interviewee could ask what the budget is, when the **deadline** is for unloading the plane, and whether they have machinery or **staff** to work with. That will help demonstrate the candidate's ability to think through all the possible dimensions of the challenge.

deadline (n) the date by which something must be finished

staff (n) employees, workers

- 16 "How many people flew out of Chicago last year?"** —Redbox software engineer II job candidate.

This question for an entry-level engineering job is, not surprisingly, **geared** toward assessing a candidate's analytic skills. The interviewee could walk through their thinking, such as how many flights go in and out of Chicago each day, how traffic surges at the holidays, and come up with an answer. The interviewer isn't interested in the correct answer, Dobroski noted. Rather, it's all about how a candidate **handles** such problems.

geared to/toward (adj) designed for/suitable for

handle (v) deal with, manage

- 17 "What's your favorite Disney princess?"** —Coldstone Creamery crew member job candidate.

This question is all about getting a candidate to show off their personality. Responses should link back to the business, Dobroski noted. "You might say, 'I like Cinderella. She epitomizes someone who works hard, is well liked and has overcome some challenges. That's how I approach work,'" he said. **[346 words]**

Speaking

With a partner who read the same text as you (either 2A or 2B), follow the steps below to complete this speaking activity.

1. Imagine that you and your partner work at the same company and are on the hiring committee. You must conduct job interviews for a position in your company. With your partner, choose three of the five oddball interview questions from the text you read. Write the questions in the box below. You will ask the candidates those questions at the job interviews.
2. Next, imagine that the two other students from your original group of four have applied for a job at your company. You and your partner will, individually, interview one of the other students from your group. Ask your candidate the three oddball interview questions that you wrote in the box below and take notes on that student's answers. Your partner will do the same with the fourth member of the group.
3. After your group has completed its interviews, rejoin your partner and decide which of the two candidates had the best answer to each of the three job interview questions. Use the explanation that follows each oddball question in the text—describing the purpose of that specific question—to make your decisions.
4. Select the student with the best overall answers to your questions. Announce the winning candidate and explain why his or her answers were the best. Provide details about what the answers told you about the person, why that person was the best candidate for the job, and how well he or she would fit in your company's culture. The other pair in your group will do the same.

Oddball Interview Questions	Candidate's Answers Name: _____
1.	
2.	
3.	
Results Write the name of the student who had the best answer to each question. Question 1: _____ _____ Question 2: _____ _____ Question 3: _____ _____ Name of winning candidate: _____	

Grammar

Simple past and present perfect

Read the following dialogue of a student in a college nursing program being interviewed for an on-the-job training position in a hospital. There are two verb tenses used: simple past (SP) and present perfect (PP). The verbs have been underlined. Complete the chart below based on your observations of how the verbs are used within the dialogue.

Interviewer: Have you ever worked in a hospital?

Student: Yes, I have worked in a hospital before. I worked in a hospital during my last on-the-job training.

Interviewer: How many opportunities have you had for on-the-job training up to now?

Student: I have had on-the-job training once so far. I had on-the-job training last semester.

Interviewer: For how long have you been in the nursing program at college?

Student: I have been in the nursing program since last fall. I returned to college after a short break from school.

Interviewer: Okay, I have asked all of my questions about your education and job training. Let's move on now to personal qualities.

Fill in the chart below. In the first row, list the verbs used in the dialogue.

Simple past verbs	Present perfect verbs
1.	1.
2.	2.
3.	3.
	4.
	5.
	6.
	7.
How is the past tense formed? (What does it look like?)	How is the present perfect tense formed? (What does it look like?)
When do we use the simple past tense?	When do we use the present perfect tense?



For more information on the simple past and present perfect, see Grammar Guide, pages xx–xx.



Field-Specific Practice

Use positive descriptive words (adjectives and action verbs) in your cover letter and resumé, and in your job interview, to highlight your professional qualities, skills, and accomplishments.

1. Choose three adjectives to describe yourself, focusing on those qualities that are particularly valued in your field of study or future career. See the example provided in the chart.
2. Use action verbs to give examples of how you demonstrated each skill in the past. Refer to a professional or academic situation if possible. See the example provided in the chart.



Sample source line



For a list of suggested adjectives and action verbs, see Professional Writing Strategies, page xx.

Adjective to describe a skill or quality	Example of how you demonstrated that skill
<p>I am <u>cooperative</u>, which means that I work well with others.</p>	<p>In my final year of college, I <u>collaborated with three classmates on the final project</u>. I <u>strengthened the team's spirit and motivation</u>, which <u>contributed to our A grade</u>.</p>
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	

Pronunciation

-ed endings of simple past tense verbs and past participles

The -ed ending at the end of verbs can be pronounced three different ways.

/d/	/t/	/ɪd/
For verbs that end with /b/, /g/, /l/, /m/, /n/, /r/, /v/, /z/, and all vowel sounds, the -ed is pronounced /d/.	For verbs that end with /f/, /k/, /p/, /s/, /ch/, /sh/, and /x/, the -ed is pronounced /t/.	For verbs that end with the sounds /t/ or /d/, the -ed is pronounced /ɪd/.
EXAMPLES controlled, learned, played	EXAMPLES worked, finished, passed	EXAMPLES started, added, wanted

Why does the pronunciation of the -ed change depending on the sound that precedes it?

Hint: Put your fingers on your throat and pronounce each example word above before the -ed was added to it.

1. Read the following paragraph out loud. After each underlined verb, circle the correct pronunciation (/t/, /d/, or /ɪd/) of the -ed ending.

When I travelled (d t id) to the Dominican Republic on my last vacation, I met the owner of a successful steel processing company who treated (d t id) me to an interesting story of a job interview he had recently conducted (d t id). During the interview, he mentioned (d t id) to the job candidate that he had to leave for a short time and he handed (d t id) her a piece of paper and pen and asked (d t id) her to write something on the paper during his absence. He stated (d t id) that she could write anything she wanted (d t id), without further instruction. Then off he went. When he returned (d t id), he took the piece of paper from her and without even looking at it, he crumpled (d t id) it up and threw it into the garbage. He explained (d t id) to me that it hadn't mattered (d t id) to him what she had written. What he wanted (d t id) to examine was how she reacted (d t id) to the situation. He finished (d t id) his story by saying how pleased (d t id) he was with his new-found interviewing technique and that he planned (d t id) to use it again in the future.

2. Listen to a recording of the paragraph being read out loud and check your answers.

GG For more information on pronouncing -ed endings, see Grammar Guide, page xx.

The interview technique described here is real and is used by the employer described in the paragraph.

GG For more information on the different sounds and for more pronunciation practice of -ed endings, see Grammar Guide, page xx.

Interpreting Data

Job interviews can be very stressful, as you never know exactly what to expect. However, the better prepared you are and the more you learn from your own and others' experiences, the less stressful job interviews will be.

Reading Strategy

Scanning

Scanning means to look quickly over written material to find a specific piece of information such as a number or a word.

What You Wish You'd Known Before Your **JOB INTERVIEW**



In a survey of 2000 bosses, 33% claimed that they know within the first **90 seconds** of an interview whether they will hire someone.

The average length of an interview is approximately **40 minutes**.

Common nonverbal mistakes made at a job interview

From a survey of 2000 bosses.

21% Playing with hair or touching face

47% Having little or no knowledge of the company

67% Failure to make eye contact

38% Lack of smile

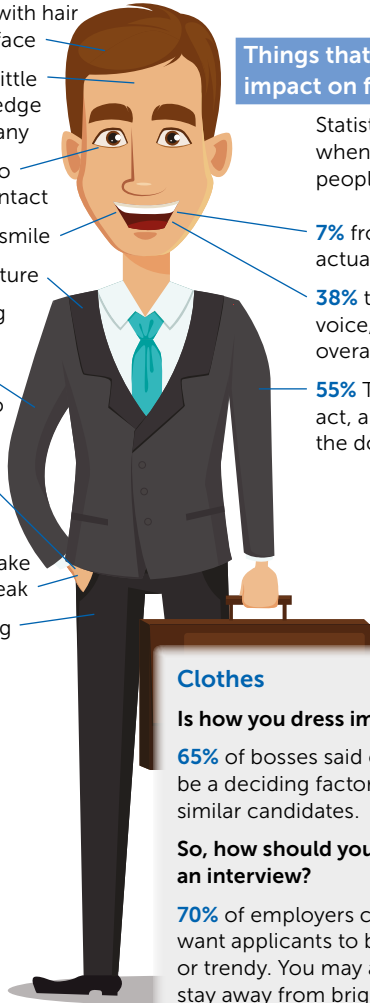
33% Bad posture

21% Crossing arms over the chest

9% Using too many hand gestures

26% Handshake that is too weak

33% Fidgeting too much



Things that have an impact on first impression

Statistics show that when meeting new people the impact is:

7% from what they actually say

38% the quality of our voice, grammar, and overall confidence

55% The way we dress, act, and walk through the door

Clothes

Is how you dress important?

65% of bosses said clothes could be a deciding factor between two similar candidates.

So, how should you look during an interview?

70% of employers claim they don't want applicants to be fashionable or trendy. You may also want to stay away from bright colors since they are typically a turnoff.

Most Common Interview Tips

1. Learn about the organization
2. Have a specific job in mind
3. Review your qualifications for the job
4. Be ready to briefly describe your experience

Questions most likely to be asked

1. Tell me about your experience at _____.
2. Why do you want to work for us?
3. What do you know about our company?
4. Why did you leave your last job?

Comprehension and Analysis

Read each comprehension question and scan the infographic to find the answer as quickly as you can. If the answer to a True or False question is False, rewrite the sentence to make it true.

1. When meeting someone for the first time, we make the most impact with what we say. True False

2. According to just over 30 percent of bosses, how long did it take them to decide if they would hire somebody?

3. What is the most common nonverbal mistake candidates made at a job interview?

4. Employers want job applicants to dress fashionably. True False

5. On average, how long is a typical job interview?

6. Which common interview mistake matches with common interviewing Tip no. 4?

7. Which most common job interview question matches with common interviewing Tip no. 4?

Writing

1. Analyze this paragraph, which summarizes a video, then answer the questions that follow.

In her video “How to Ace an Interview,” Linda Spencer gives the following advice about how to succeed in a job interview. First, you must do research about yourself, the position, the employer, and the industry. You need to be clear about your relevant qualifications, what you can bring to the company, exactly what the position entails, the employer’s history, its products and services, and the competition. Second, you need to prepare short, relevant stories about yourself that highlight your abilities and accomplishments and can be inserted in the interview at appropriate moments. Next, you need to practise your answers to common interview questions, alone or with a friend or professional career counsellor. Furthermore, on the day of the interview, you must be punctual. Spencer suggests arriving in the vicinity 30 minutes ahead of time and announcing yourself at the reception 10 to 15 minutes early. Finally, you need to make a good first impression. To do this, you need to make good eye contact, have a firm handshake, and appear positive, confident, and upbeat with a good energy level. Spencer concludes that following these five tips will help you ace your job interviews.

- a) Circle the **topic sentence**, which introduces the **main idea** of the paragraph.
 - b) Underline (with a straight line) the **main supporting points**.
 - c) Underline (with a wavy line) any further **details** given for each supporting point.
 - d) Highlight the **transition word(s)** that introduce new supporting points.
 - e) Circle the **concluding sentence**, which rephrases the main idea.
2. Write a paragraph (150–200 words) in which you give professional advice of some kind related to your field of study or future career. For example, if you are a psychology student, you could write about what to do if somebody is having a panic attack or if you are a technology student, you might explain how to choose the best computer for your needs. When you have finished, exchange your paragraph with a partner and analyze each other’s use of good paragraph structure the same way you did above with the paragraph on how to ace an interview.



To review paragraph structure and see a list of transition words, refer to Writing Strategies, pages xx.

In an academic text, you must indent the first line of every paragraph by half an inch (1.27 cm). Use the tab key rather than the space bar.

Revising and Editing

1. Correct the errors in the use of the simple past or present perfect tense in the following paragraph. There are six verb errors.
2. Add any missing transition words and delete any unnecessary information to improve paragraph structure.

In the video entitled "Interview Mistakes Right and Wrong," Stephanie Cruz, a director of a career services and recruitment agency, re-enacts blunders that have happen in real-life job interviews so that her viewers will not make the same mistakes. The first candidate was talking on her cellphone when the interviewer is arrived and the interviewer had to wait while she ended the call. The candidate was talking to her boyfriend. The second interviewee showed a lack of preparation by responding "What would you like to know?" when asked "Tell us about yourself." Another mistake was made by a potential employee who have complained about his previous employer when asked about his last job. His previous boss was not much older than he was. Next was a young woman who answered her cellphone during the interview. There was a man who gived too much personal information when asked about his shortcomings. He answered that he drunk too much on the weekends. Moreover, when he stated a weakness related to the job, he did not follow it up by explaining how he was working to overcome it. He often invaded the personal space of the interviewer by reaching over and touching her arm. The final interviewee could not answered when asked why he wanted to work there. He knew nothing about the company, its mission, or culture. Cruz concludes by stating that the viewer now knows which errors to avoid in order to triumph at that next job interview.

Wrap Up



Field-specific activity

Field-Specific Practice

Interview a person who works in your field of study or in a job related to your chosen profession. Prepare at least 10 interview questions. Your goal is to gain information that will be useful for you in your job search and increase your knowledge about your future career. You may ask for job interview advice, information about company culture, the most satisfying and dissatisfying aspects of the job, how to succeed in your chosen career, or any other information relevant and useful to you. Record the interview or take good notes.

Give an oral presentation in which you present the interesting findings from your interview. Be sure to state who you interviewed, where he or she works, and the person's job title or position. Your teacher will specify the required length.



Sample source line

Speaking

Choose one of the following options and create a video resumé (2 minutes in length). You should watch some examples online before you prepare your own.

Option 1. Prepare a short job application video for a position related to your field of study or future career. State your name and identify the job you are applying for. Convince your potential employer that you are the person for the job! Try to be unique and creative and say something that will catch the employer's attention.

Option 2. Prepare a short application video for a specific university or educational program. State your name and the program you are applying for. Convince the admissions officer that you are right for that program and a good fit for their post-secondary institution. Do some research on the institution and program before you begin.

Writing

Choose one of the following activities and write a blog post. You may gather information online or from other sources, such as teachers or professionals in the field, brochures, and so on. Be sure to properly cite your sources, either within your text and by including a list of work cited entries at the end.

1. Research a company, organization, or institution related to your field of study or future career. Use your findings to write a 450-word blog post. Your objective may be to inform others about your subject or to convince readers of an opinion you have formed based on your research.
2. Create a career plan. Describe the short- and long-term goals you will need to achieve to find the job you want. Research the necessary qualifications and skills. What kind of experience will you need and how will you get it? Use your findings to write a 450-word blog post called "My Career Plan."



Field-specific activity



Field-specific activity

S

For more information on writing a blog, see *Writing Strategies*, page xx.

S

For more information on citing sources, see *Research Strategies*, page xx.

S

For information on how to write a blog, see *Writing Strategies*, page xx.



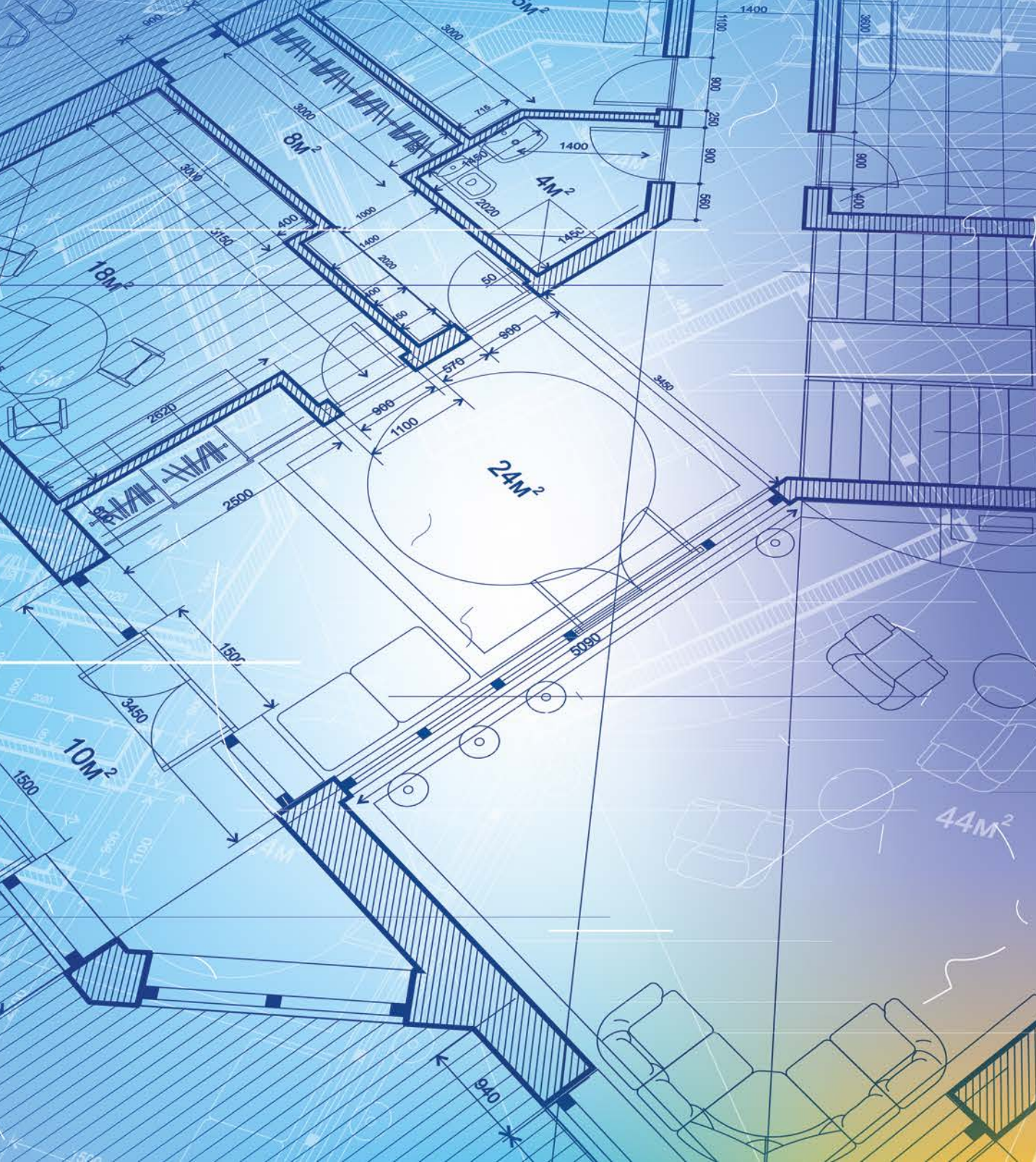
Vocabulary

Fill in the chart below with useful words that you learned in this unit. Transfer these words to your own personalized digital vocabulary list that you can organize and add to.

Field-specific vocabulary			
Word	Part of speech	Definition	Example sentence

Theme-specific vocabulary			
Word	Part of speech	Definition	Example sentence

Learning Strategies



Sample source line

Research Strategies	118
Reading Strategies	123
Listening Strategies	132
Writing Strategies	134
Speaking Strategies	147
Vocabulary Strategies	151

Writing Strategies

Before you write anything, you must consider the following:

Writer Who is writing the text? You must consider what role you are taking on as the writer. Are you being asked to write a news article? If so, you would be a journalist. How does this affect the writing of the text?

Reader(s) Who will read the text? Consider who they are and what they know.

Purpose What is the purpose or objective of the text? Why are you writing it?

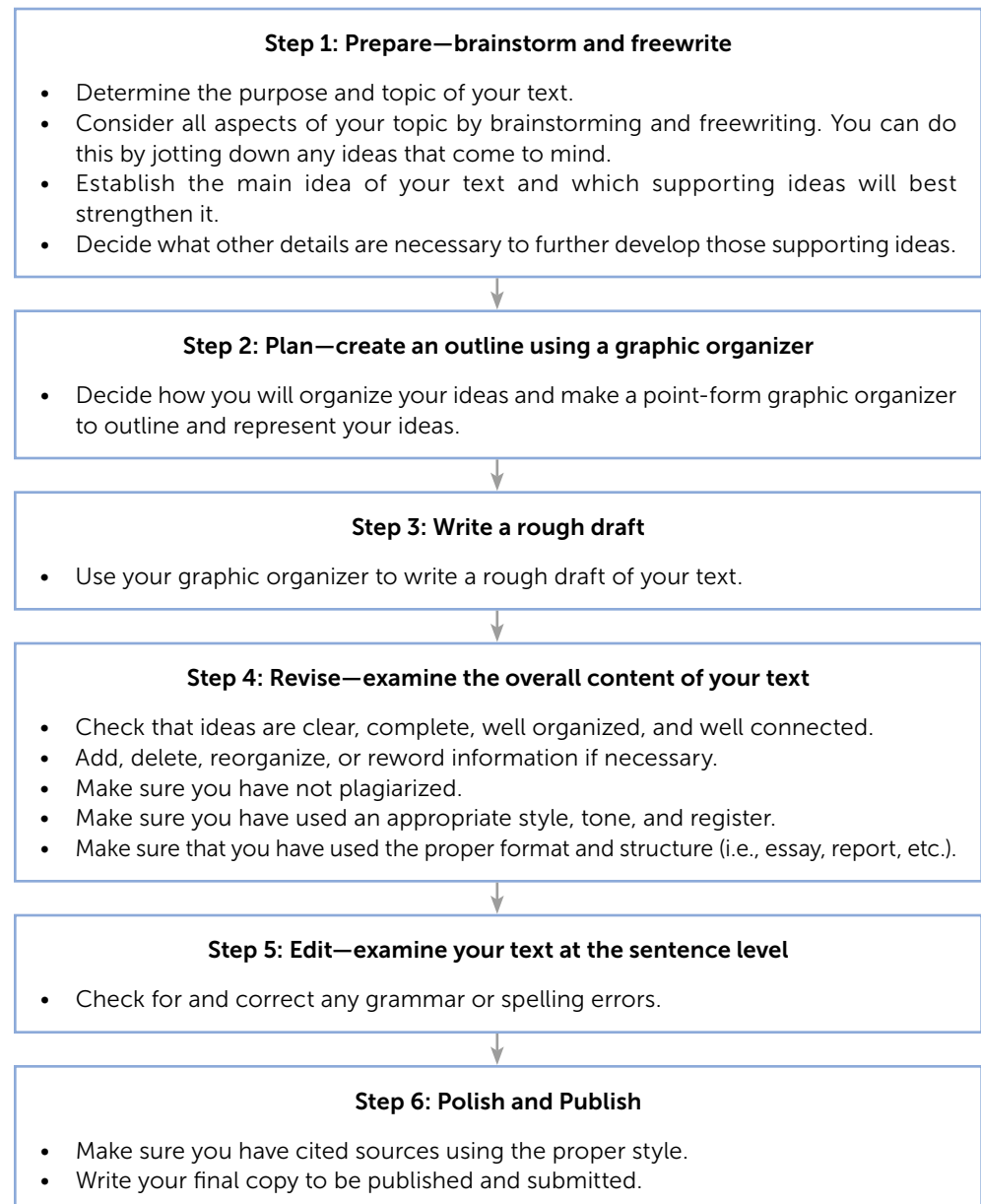
These three elements will determine the content, style, and register of the text.

Style relates to a writer's choice of language and structure of the text (including vocabulary choice, sentence length and complexity, point of view).

Register refers to the level of formality. For information about register, see page xx.

The Writing Process

Any type of professional or academic writing is a process. To produce a clear, focused, well-organized, and error-free text, follow these steps:



Some writers prefer to revise and edit simultaneously.

Checklists

Checklists are practical organizational tools you can use when you have an academic, professional, or other task to complete. In your academic work, use a checklist to ensure you have fulfilled all the teacher's requirements in your assignment. Sometimes teachers provide a checklist; if not, create your own.

Tips for creating checklists for academic assignments

1. Read your teacher's instructions for the assignment. Take note of any elements that you must include. For example, if you need to include examples to support your points in an essay, add this requirement to your checklist.
2. Review the teacher's evaluation grid. Add any elements of evaluation to your checklist.
3. Think carefully about what your teacher has asked you to do. For example, if you are required to write a research essay, you will need to plan for and conduct research, which may include identifying someone to interview, arranging the interview, transcribing the recorded conversation, and so on. Each of these tasks should be added to your checklist.

Register

Register is the level of formality with which you write (or speak) and is reflected in your choice of grammar and vocabulary. We use different registers—ranging from very informal (e.g., street language) to very formal (e.g., ceremonial language)—in different contexts. It is important to use the appropriate register for your reader, your purpose, and the type of text you are writing.

Informal register is casual. It is generally used in personal emails or texts between people who know each other well. Texts of an informal register often contains slang, phrasal verbs, idioms, abbreviations, and even errors in grammar and spelling.

EXAMPLE Hey man, Let's hook up about ten tonight. This party's gonna be lit.

Formal register is impersonal and composed. It is the register most commonly used in business writing (for both emails and reports) and academic writing (such as essays and research papers).

EXAMPLE Mr. Degault, I was wondering if you would be free tonight at 6:00. It would be my pleasure to discuss details of our project over dinner.

Using formal register

When you are using a formal register, follow these rules:

1. Write from the third-person point of view. Avoid using *I*, *you*, *we*, or *us* where possible.
 - Formal** Malaria is typically found in tropical climates.
 - Informal** You can catch malaria in tropical climates.
2. Do not use contractions (e.g., use *will not* instead of *won't*).
3. Avoid slang (non-standard language, e.g., *thirty bucks*), idioms (expressions that don't translate literally, e.g., *kick the bucket*) or clichés (overused expressions, e.g., *the tip of the iceberg*).
4. Avoid using phrasal verbs where possible.
 - EXAMPLE** Use *complete* rather than *fill out*, and *meet* rather than *get together*.
5. Do not use abbreviated forms of words (e.g., *flu*, *tbsp*).
6. Do not use acronyms that are common on social media (e.g., *BTW*, *FYI*, *LOL*).



For more on phrasal verbs and idioms, see Grammar Guide, page xx and page xx.

7. If you use a standard acronym that may not be familiar to the reader, write the words in full followed by the acronym in parentheses the first time you use it. Thereafter, use only the acronym.

EXAMPLE Leadership in Energy and Environmental Design (LEED) is the most recognized green building rating system in the world. It is an advantage for companies to have LEED certification.

8. Use indirect questions and modals such as *could* and *would*.

Formal I wonder if you could replace me. / Would you mind replacing me?

Informal Will you replace me? / Can you replace me?

Paragraph Structure

In academic or professional writing, you must express your ideas clearly to the reader. Good paragraph structure will help ensure that each paragraph of your text

- includes a clear main idea, supporting ideas, and details
- contains logically organized ideas
- shows a clear connection between ideas
- contains no unnecessary information

Follow these tips to ensure good paragraph structure:

- Include a **topic sentence** at or near the beginning of each paragraph that clearly states the main idea.
- Use **transitional expressions** as necessary to introduce each **supporting idea**.
- Write a **concluding sentence** at the end that completes the paragraph in a smooth and satisfying way. A concluding sentence may rephrase the main idea, offer advice, a prediction, or commentary, or suggest an action to be taken (Within a multi-paragraph text, the concluding sentence may provide a link to the following paragraph.)

Some paragraphs do not have a topic sentence that explicitly states the main idea; sometimes the main idea will be implicit and must be inferred from the information in the text.

Transitional Words and Expressions

Transitional words and expressions improve the flow and clarity of a text by making smooth connections and showing the relationships between ideas. Review the list below of transitional expressions you can use in your writing and oral presentations.

Enumeration/ Sequence	Example	Comparison	Emphasis
first of all to begin first(ly) second(ly) third(ly) finally*	for example for instance to illustrate	A, as well as B, . . . in the same way like likewise similarly	clearly indeed in fact
Addition	Cause/ Consequence	Contrast	Conclusion
also another furthermore in addition moreover	because (of) due to since as a result consequently hence therefore thus	compared to however in contrast on the contrary on the other hand unlike whereas while	in conclusion in short to conclude to sum up

*Use the word *finally* to introduce the last item in a list; do not use it to begin a concluding sentence or concluding paragraph, unless it is introducing the last action or event in a narrative.

Academic Writing

Writing an Essay

An essay is a type of text often required in academia. An essay has a specific structure that includes an introduction, body paragraphs, and a conclusion.

Introduction

The purpose of the introduction is to capture the reader's attention and introduce the main idea of the essay. An introduction often begins with general information that builds toward more specific information and ends with a thesis statement which expresses the main idea of the text.

An introduction may include one or more of these elements:

- general information about a topic
- a brief history of a topic
- an interesting and relevant anecdote, example, quote, statistic, or fact

Body paragraphs

The body of the essay includes at least two paragraphs that develop and support the main idea expressed in the thesis statement. Each paragraph should maintain good paragraph structure and connect the main idea of that paragraph to the main idea of the essay (thesis statement).

Conclusion

The conclusion brings the essay to a logical close. It generally restates the main idea using different words than the thesis statement. It may also include advice, a prediction, or a call to action related to the main idea. New supporting ideas should never be introduced in the conclusion.

Essay example

Performance-Enhancing Drugs: Legalization

On September 24, 1988, at the Summer Olympics in Seoul, Ben Johnson won the gold medal in the 100-metre race. Three days later, he was stripped of his medal because he had been caught cheating. It was revealed that Johnson had used steroids. What he did was against the rules, but not everybody would consider it to be wrong. In fact, the use of performance-enhancing drugs (PEDs) should be legal.

First of all, legalizing PEDs would eliminate the unfair advantage that some athletes have. Today, so many athletes take PEDs that they are in the majority. Indeed, athletes must take drugs to be competitive. For example, after Lance Armstrong was stripped of his seven Tour du France titles, the athletes who inherited the medals "have all been implicated in doping scandals" (Smith). In other words, Armstrong was the one who got caught but was not the only one taking drugs. In addition, Ben Johnson's gold medal at the 1988 Olympics went to Carl Lewis who later "acknowledged that he failed three tests during the 1988 US Olympic trials" (Mackay). As a result of these tests, Lewis should have been forced to return the medal he inherited from Johnson. Thus, if the majority of top athletes are all taking PEDs, then the only way to have fair competitions is to legalize the drugs for everyone. This way, all athletes would have the same opportunities.

For information about how to write a well-structured paragraph, see page xx.

In an academic essay, the first sentence of every paragraph should be indented by half an inch.

Introduction

Begins with a hook—an interesting anecdote and fact.

Thesis statement (main idea)

Body

Topic sentence: introduces the first supporting point

Note the use of external sources. Be sure to use proper citation style in your essays. For information about citing courses, see page xx.

Topic sentence: introduces the second supporting point

Paraphrase: the writer refers to idea from the source text but does not use the same words. Usually, paraphrases start with *that*. For information about paraphrasing, see page xx.

Conclusion

Here the writer restates the main idea and the main supporting points.

Second, legalizing PEDs would raise the level of competition. Athletes are constantly striving to improve their abilities and athletic performances. With the use of legalized PEDs this would be possible. In a study published by the *New England Journal of Medicine*, Dr. Bhasin and his team conducted a study to find out the effects of steroids on men. What they learned was that steroids build muscle mass significantly (Bhasin). In fact, the research team reported that the group of men who took steroids but did no exercise at all increased muscle mass by seven pounds. In many sports, having additional muscle would help the athlete reach a higher level of performance. Of course, without natural skill, dedication, and practice, an athlete will not become a star simply by taking PEDs. Still, PEDs would certainly help elite athletes reach their full potential and increase competition levels to the maximum.

In conclusion, if there is a desire to have a fair and level playing field for all athletes and to raise the level of competition, it would only make sense to allow performance-enhancing drugs to be used in competitions. Instead of constantly trying to regulate PEDs and unfairly punishing only those users who get caught, athletic associations should allow athletes to make their own choices and let us see what humans can really accomplish.

Works Cited

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Professional Writing

In the workplace, you will need to read and write different types of documents, such as emails, business letters, and reports. All professional writing should be clear, concise, and follow the appropriate format and structure according to the type of document.

Writing an Email



Go to Explore Online for information about writing a memo, another common form of business communication.

Email is a common form of business communication, which should be clear, concise, and polite. Emails can be formal or informal. Although an email is generally less formal than a business letter, the level of formality depends on who the recipient is and the purpose of the message. Below are general rules to follow when writing a professional email.

1. Write a clear and precise subject line as it is often used for classifying and searching for emails. Thus, "Minutes of the March 25, 2018 Meeting" is a better subject line than "Minutes."
2. Always address the recipient in an appropriate manner. If you are not on a first name basis, you should address the person with either Mr., Ms., or Dr. followed by the person's last name (e.g., Dear Mr./Ms./Dr. [Last name]). If you do not know the appropriate courtesy title to use, it is best to address the recipient by first and last name (e.g., Dear Kim Smith).

3. Explain who you are (if necessary), why you are writing, then state your message clearly and concisely.
4. Respect rules of grammar and punctuation. Your written communication reflects your professionalism. Do not overuse exclamation marks to convey tone or all caps (which is considered aggressive).
5. Structure your text appropriately, with complete sentences and paragraphs. Use lists and point form only where appropriate.
6. Do not use emojis or symbols.
7. Mention any attachments that may be included.
8. End with a polite wish or thank you when necessary (e.g., Have a nice day. / Thank you in advance for your help).
9. Close with a standard phrase followed by a comma (e.g., Sincerely, Regards, Best wishes) and your name. Include your contact information if necessary.
10. Always proofread your message before you send it.

Email example

Subject: Diversity Project—New Schedule as of 1 Jan. 2020

Dear Ms. Thompson and Mr. Williams:

I supervise the EPS development team at PPB Canada. I am writing to you about the newly revised schedule for the diversity project. There have been delays in the original schedule, and I wanted to explain these delays and provide a new schedule, effective 1 January 2020.

Thank you for your patience during the redrafting of the schedule. I apologize for any inconvenience caused by the delay in setting the final schedule.

As I'm sure you can understand, completion dates need to be set to maximize benefits. Resources and schedules must be planned carefully. For the diversity project, it was difficult for me to determine the final completion date because I was missing necessary materials from related projects. I deferred setting the final schedule until those materials were available. Reflecting on the delay, I realize that I should have been in more frequent contact with you regarding the challenges our development team was facing. For this lapse in communication, I apologize. Should we encounter any further delays, I will provide timely, substantive updates to you.

I have included the new schedule (attached as an MS Word document). I do appreciate that this revamped schedule puts pressure on you in terms of deadlines, but the project absolutely must be completed according to the new timeline. Although this schedule is tight, we are confident we can all work together toward meeting the project goal.

Sincerely,
 Ian McWhirter
 PPB Canada Ltd.
 88 Salmon Avenue
 Brampton, ON L6W 3C5
 T: 905.555.0987 x 2018
 F: 905.555.0345
 mcwhirter_i@ppb.ca

Use acronyms and short forms only when you are sure that the recipient will understand the reference.

Note the use of the word *do* here for emphasis.

In this context, "x" means *extension*.

Writing a Cover Letter

A cover letter is a letter of introduction sent with a resumé to show a potential employer that you are the ideal candidate for the job. The letter highlights who you are, why you want the job, and what you can bring to the company. It also highlights your hard skills and soft skills, and explains how these skills match the position's requirements.

Be sure to research the company to which you are applying: understanding its mission, philosophy, and culture will help you tailor your cover letter and resumé to the job. Always include a cover letter with your resumé unless the job posting specifically says not to.

Most cover letters and resúmes are submitted online. Follow the submission instructions carefully: send both documents as email attachments unless otherwise specified and be sure to use the requested file type (e.g., Word or PDF).

Cover letter dos and don'ts	
<p>Your cover letter should . . .</p> <ul style="list-style-type: none">• be a maximum of one page• include the job posting reference number if given• be addressed to a specific individual• be tailored to the specific job you are applying for (i.e., include key skills mentioned in the job ad)• highlight your hard and soft skills and explain how they match the position's requirements• contain action verbs to highlight your skills and accomplishments• demonstrate knowledge of the company's mission or philosophy and demonstrate how you fit in with the company's culture	<p>Your cover letter should not . . .</p> <ul style="list-style-type: none">• simply repeat information contained in your resumé• contain false information• convey a negative attitude• contain informal language or contractions• contain any grammatical or spelling errors or typos

Hard skills are technical skills or knowledge that enable you to perform specific tasks. These skills can be defined, taught, and measured. Hard skills are often specific to industries or professions.

EXAMPLE proficiency in a foreign language, ability to use a specific software or database, ability to operate a particular type of machine or use certain tools

Soft skills are less tangible, interpersonal skills. Soft skills relate more to personality than knowledge or professional training. People with strong soft skills are highly valued by employers for their contribution to the work environment and productivity.

EXAMPLE teamwork; communication skills; organizational skills; decision making, creative thinking, conflict resolution and problem-solving skills; work ethic, positivity, flexibility

Action verbs help highlight past responsibilities and accomplishments.

Action verbs to use in your resumé and cover letter				
accomplished	collaborated	enhanced	introduced	provided
applied	communicated	facilitated	managed	spearheaded
assisted	contributed	focused	obtained	strengthened
attained	coordinated	identified	participated	structured
authored	corresponded	improved	performed	surpassed
built	demonstrated	initiated	persuaded	upgraded

Adjectives help highlight personal and professional qualities and skills.

Adjectives to use in your resumé and cover letter				
attentive	diligent	enthusiastic	motivated	resilient
conscientious	dynamic	flexible	organized	skillful
consistent	energetic	hard-working	professional	trustworthy
determined	enterprising	industrious	reliable	

Job posting/advertisement for the example cover letter

Registered Nurse, Emergency

Northern General Hospital, Government of Nunavut–Iqaluit, NU

Please submit your application to Helen Arlooktoo with a cover letter and resumé quoting reference number: ABC12345.

The Emergency Registered Nurse is part of the nursing team, providing acute care to emergency department patients, responding to health issues with a culturally sensitive, holistic approach. The incumbent must work 12-hour rotating shifts and reports to the Nurse Manager of Emergency. The ER nurse is responsible for the safe, proficient provision of nursing services in collaboration with other health care team members and support groups responsible for providing care.

To succeed in this position, the incumbent requires a working knowledge of emergency, maternal and newborn, pediatric, psychiatry, gerontology, palliative, medicine, infectious disease control, and employee health and wellness.

The knowledge, skills, and abilities required for this job require a Bachelor of Science in Nursing from a recognized university and a minimum of one year recent experience in the emergency department. Candidates must be eligible to register with the Registered Nurses Association of the Northwest Territories and Nunavut. Current ACLS and CPR required.

Assets include: one-year ICU experience, ability to function in a cross-cultural setting, CTAS, TNCC, ENPC, Neonatal Resuscitation, EKG Interpretation, PALS, Non-Violent Crisis Intervention, Certification Nursing Practice Specialties, and basic computer skills.

Knowledge of Inuit language, communities, culture, land, and Inuit Qaujimagatuqangit is an asset.

Only those candidates selected for an interview will be contacted.

This sample job posting was adapted from a posting on indeed.com.

Cover letter example

There is no comma between the number and the street.

Company/Institution's name
Include the reference number when requested.

Always try to address to a specific person using the appropriate courtesy title or first and last name. If not, use *Dear Sir or Madam* or *Dear Hiring Team*.

The first paragraph should explain why you are writing. Refer to the position, job ad, and where you found it. Include a sentence that shows your enthusiasm or states why you are the ideal candidate.

The second paragraph should focus on your skills (hard and soft), job-related accomplishments, and what makes you the best candidate for the job. It should make specific links to requirements mentioned in the job ad.

The concluding paragraph should establish a positive impression in the employer's mind. It should note your desire for a job interview and reiterate why the employer should hire you. You can also add *Thank you for your time and consideration*. Other options: *Sincerely yours*, or *Regards*,

Thea Sands
333 Aspen Avenue
London, ON H2H 2H2
(450) 349-9972
tsands@gmail.com

1 January 2020

Northern General Hospital
1 Ring Road
Iqaluit, NU X0A 0H0

Subject: Application for the Position of Emergency Registered Nurse
(Reference # ABC12345)

Dear Ms. Arlooktoo:

I am very interested in applying for the position of Emergency Registered Nurse, which I saw posted on indeed.com. I believe I am the ideal candidate for this position as I have been working in the emergency room of Victoria Hospital in London, Ontario since 2016 and am now ready to take on a new challenge.

I obtained my Bachelor of Science in Nursing and I am a licensed member of the College of Nurses of Ontario. I have knowledge and experience in a number of areas, including pediatrics and gerontology, as well as in the ER. I take a holistic approach to nursing and I subscribe to the *Journal of Holistic Nursing*. My education and professional experience have taught me to collaborate well with colleagues and patients from diverse cultural backgrounds. I have learned to adapt my care plan according to each patient's unique needs. I am a good team player and perform well in crisis situations, which is why management transferred me to the ER team at Victoria Hospital soon after I was hired. Finally, I am familiar with Inuit Qaujimagatuqangit and am very interested in deepening my understanding of Inuit language and culture.

I am excited to learn more about the opportunity to work in Northern Canada. I look forward to meeting you in person to discuss how my capabilities and devotion to my patients would make me a great addition to your community and health care team.

Sincerely,
Thea Sands

Writing a Resumé

Employers receive many resumé for each open position. To make an impression, your resumé must be clear, easy to read, and professional. It should not be more than two pages in length.

Resumé dos and don'ts	
<p>Your resumé should . . .</p> <ul style="list-style-type: none"> • be a maximum of two pages • be tailored to the job you are applying for • make contact information visible • use key words listed in the job description (Electronic scanners will look for them.) • include a summary of your strengths • highlight your hard skills and soft skills • contain action verbs 	<p>Your resumé should not . . .</p> <ul style="list-style-type: none"> • contain false information • simply repeat information contained in your cover letter • contain informal language or contractions • contain any grammatical or spelling errors or typos

Resumé example

There are numerous resumé templates online. Choose one that best suits your needs. In addition, you should look at examples of resúmes related to the specific job for which you are applying.

333 Aspen Avenue, London, ON H2H 2H2
514-555-555 • tsands@email.com

Thea Sands

OBJECTIVE

To obtain a position as a registered emergency nurse

EXPERIENCE

2016–present **Victoria Hospital** **Montreal, QC**

Emergency Room Nurse

- Prioritize care based on severity of patient condition
- Take vital signs and administered medication
- Monitor patient health conditions
- Provide treatment

2014–2015 **Toronto Medical Centre** **Toronto, ON**

Nurse

- Took vital signs
- Observed and monitored patient condition
- Maintained records
- Communicated with doctors

EDUCATION

2012–2016 University of Toronto Toronto, ON
Bachelor of Science in Nursing

2017 Ryerson University Toronto, ON
Certificate in Aging and Gerontology

2016 Resuscitation Canada Toronto, ON
Certificate in Advanced Cardiovascular Life Support (ALCS) and CPR

PROFESSIONAL QUALIFICATION

Member of College of Nurses of Ontario

SKILLS

- EKG interpretation
- Crisis intervention skills
- Advanced computer skills
- Communication
- Leadership
- Attention to detail

Languages

English and French (fluent); Inuit (basic)

References

References are available upon request.

← Applicant's address

← For Experience and Education, list items in reverse chronological order.

← Use present tense verbs for current jobs and past tense for past jobs.

← Link skills to those listed in the job ad.

← Do not give references until you are asked for them by the potential employer. Always make sure you have permission before including someone on your reference list.

Preparing for a Job Interview

Once a potential employer has read your cover letter and resumé, you may be contacted for a job interview. It is essential to be well prepared. In addition to researching the potential employer and preparing for specific questions they may ask, you may want to review the 10 most common interview questions (regardless of industry).

Top 10 common job interview questions

1. What can you tell us about yourself?
2. Why did you apply for this position?
3. Why should we hire you?
4. What are your strengths?
5. What are your weaknesses?
6. Describe a time that you handled a difficult situation involving people.
7. Tell us about a mistake you made and how you handled it.
8. What are your career objectives for the next five years?
9. What are your salary expectations?
10. Do you have any questions for us?

Types of job interviews

There are several different types of job interviews. Research what kinds of interviews are commonly used in your field of study or future career. You may be interviewed using one—or a combination—of these techniques:

- **One-to-one interview:** the applicant is interviewed in person by one person.
- **Panel interview:** the applicant is interviewed in person by more than one person at the same time.
- **Remote video (or telephone) interview:** the applicant is interviewed using video conferencing technology like Skype, Google Hangouts, or FaceTime.
- **Group interview:** the applicant is interviewed in a group, along with other applicants.
- **Chat or lunch interview:** the interview is conducted in an informal setting, like a conversation over coffee or lunch.
- **Impromptu career fair interview:** the applicant has a 10 to 15-minute on-the-spot interview in which he or she must convince the recruiter to grant a full interview.
- **Technical interview:** the applicant is asked to perform workplace tasks to demonstrate competence.
- **Behavioural interview:** the applicant is asked to describe examples to demonstrate their skills and show how they behave in various situations (especially difficult or challenging situations). Typical prompts include “Tell me about a time when . . .” or “Describe an experience in which you . . .”

Writing a Report

A report presents research findings, analyses, and recommendations. Like an essay, a report has a thesis statement or central idea, but unlike an essay, it is organized with headings and subheadings. In addition, it will often include graphs, tables, or other visuals to present the results.

Survey Report Example

Social Engagement among the College Student Population

Abstract

The goal of this study was to investigate college students' beliefs and behaviours concerning community engagement. A survey was conducted on students' attitudes and behaviours in relation to their engagement at various levels of society. The results showed that students claim that being involved in society is important to them; however, their actual level of involvement is surprisingly low. Moreover, the survey results suggest that many students are unsure about what actions they can take to effect positive social change. This report concludes that more research is required to determine the reason for college students' low level of social engagement and that appropriate measures should be taken to increase students' self-motivation to engage at all levels of society.

Introduction

One of the main goals of college is to help students develop into responsible citizens who will improve society. To this end, colleges create a social environment similar to a state in which students can participate in various social activities such as playing on a sports team, participating in social justice activities, discussing and taking political actions, and more. This study examined college students' attitudes and behaviours regarding their engagement in their college environment and at the community, national, and international level. It was hypothesized that college students believe social engagement to be important and that students are more involved in their school communities than other levels of society. Both hypotheses proved true.

Method

Research was conducted over a two-week period using an online questionnaire posted on SurveyMonkey. Eighty-two college students, 40 women and 42 men, answered 10 questions about their attitudes and behaviours regarding social engagement. The survey used multiple choice questions, rating and ranking scales, and open-ended questions.

Results

The results showed that almost all students rate being involved in society as *important* or *very important*; however, when asked to rate their current level of engagement in their school environment, only 30% of respondents reported a high level of engagement. Moreover, only 26% reported engagement at the municipal or national level. The actions most taken by respondents who supported a cause in the six months prior to the survey were volunteer work (50%) and financial donations (28%). The actions least taken were organizing an event (7%) and participating in a protest (7%). When asked what they could do to effect positive change in their school environment, students gave answers such as "petition for the addition of a sign language course" and "participate in more school activities." To improve citizens' lives at the municipal level, they mentioned "fight to improve public transportation" and "help decrease pollution." At the national and international levels, students mentioned "fight for equality for all" and "participate in elections." However, the percentage of respondents who chose N/A (not applicable) when asked

Title

The **abstract** summarizes the key points, findings, and conclusion of the report. It gives the reader a preview of the complete document.

The **introduction** provides background information and context for the subject.

It explains the purpose/reason(s) for the study. The introduction ends with a clear thesis statement that is the basis of the complete report.

The **body** is subdivided into sections consisting of method/process; results/findings; and discussion/analysis and interpretation of the results.

how they could effect positive change was 50% at the school level, 61% at the municipal level, and 33% at the national and international level.

Discussion

Students' level of actual engagement is surprisingly low considering that all students claim that social engagement is important or very important. Another significant finding is the high percentage of students who have no opinions to offer (in relation to all levels of society) as to how they can effect positive change. These findings indicate that students do in fact have a positive attitude toward social engagement and thus, most likely, a willingness to engage. However, this positive attitude and willingness to engage do not seem enough to motivate the great majority of students to take action and actually get involved in activities that aim to effect positive social change.

Limitations of the study

One limitation of the study was the choice of some of the survey questions, which rendered some of the survey results ineffective. For example, the question "Which of the following do you believe is the worst problem in society?" offered answer choices such as texting while driving, gaming addiction, and driving under the influence. Neither the question nor the answer choices provided insight into students' beliefs or behaviours about community engagement. Another limitation was the number of respondents. The goal was to have a minimum of 300 respondents, but only 82 students completed the survey. More respondents would have meant more statistically significant results.

The **conclusion** reiterates the topic and purpose of the report. It sums up the main ideas, evaluates the results, and makes recommendations.

Conclusion

It is recommended that additional research be done to determine the reason for college students' low level of engagement and to find out what can be done to motivate them to more fully engage at various levels of society. Creating more opportunities for college students to participate in society is good, but the key is to create in them a self-desire to seek out and create their own opportunities for effecting positive social change.

Writing a Blog

A blog is a regularly updated text (or series of texts) on a web page. It is generally written by an individual—but can be a group effort—in an informal or casual style.

Before starting a blog, read the following advice.

1. Your blog should have a well-defined focus. Choose what you want to write about (e.g., food, fashion, music, or work).
2. Keep the tone conversational and casual, like talking to a friend. A blog should be easy to read and relatable; it can be written how you speak.
3. Write short paragraphs.
4. Invite readers to be part of the experience. Ask questions and encourage responses from your public.
5. A blog can be a creative piece of work. Have fun with your writing and don't be afraid to take risks.

Grammar Guide



Sample source line

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CHAPTER 1

Sentence Structure

Consider how you would react to the following statements and what you would say in response:

Your teacher walks into the room at the beginning of class and says, “While I was on my way to school this morning.”

Your teacher walks into the room at the beginning of class and says, “I had a car accident.”

In response to the second statement, you would probably say something like “Are you okay?” or “What happened?”

However, your reaction to the first statement might be something like “Yeah, okay . . . What about it?”

You would be understandably confused because the first statement is an incomplete thought that doesn’t make sense on its own—it not a complete sentence.

A sentence expresses a complete thought. A sentence must have a subject and a complete verb. The subject is generally what the sentence is about; it is the doer of the action (or agent of the verb). The verb indicates what the subject does or is (i.e., the subject’s action or state).

Independent and Dependent Clauses

To understand different types of sentences, you need to understand clauses. A **clause** is a group of words that contains a subject and a complete verb. There are two types of clauses: independent and dependent.

An **independent clause** expresses a complete thought and can stand on its own as a sentence.

EXAMPLE He got a promotion.

A **dependent** (or **subordinate**) **clause** does not express a complete thought—it depends on another (independent) clause to make its meaning clear. The dependent clause starts with a subordinating conjunction and can come before the independent clause or after it.

EXAMPLE **Because** he works very hard
subordinating
conjunction

EXAMPLE **Because** of all his hard work

Coordinating conjunctions

A coordinating conjunction is used to connect two independent clauses into one sentence. There are seven coordinating conjunctions (listed here in order of most frequent usage): *and*, *but*, *so*, *or*, *nor*, *for*, *yet*. Put a comma at the end of the first independent clause before the coordinating conjunction.

EXAMPLE She wants to go to university, but she is not sure which program to study.

Coordinating conjunction	Use	Example
and	adds an idea	Students must pay half, and the school will pay the rest.
but	shows a contrast	I worked last summer, but I won't work this summer.
so	shows a consequence	The course is compulsory, so it is always full.
or	introduces an alternative	You can bring a lunch, or you can buy a meal in the cafeteria.
nor	adds another negative statement	The candidate doesn't have the education, nor does he have enough work experience.
for	gives a reason	She quit her job, for the working conditions were awful.
yet	introduces a contrast or contradiction	That coffee shop is so expensive, yet it is always full.

Exercise 1

Use one of the coordinating conjunctions to add an independent clause to the following sentences. Use a different conjunction each time. Change the period at the end of each sentence to a comma.

1. You should study for the next exam. _____
2. He was not dressed appropriately. _____
3. You seem to be having a bad day. _____

Subordinating conjunctions

A subordinating conjunction is used to introduce a dependent clause. It indicates the relationship between the idea expressed in the dependent clause and that expressed in the independent clause (cause, effect, time, etc.). Put a comma after a dependent clause when it precedes the independent clause.

EXAMPLE **Because** he works very hard, he got a promotion.

In most cases, there is no comma before the subordinating conjunction when it follows the independent clause (except when the writer wishes to indicate an intentional pause at that point in the sentence).

EXAMPLE He got a promotion **because** he works very hard.

For more information about punctuation used with coordinating conjunctions, see Grammar Appendix xx, page xx.

To remember the coordinating conjunctions, think of the acronym FANBOYS: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Note the special construction used with *nor* (auxiliary + subject + verb). Use the verb *do* as an auxiliary when the clause contains a one-word verb.

For more information about punctuation used with subordinating conjunctions, see Grammar Appendix 4, page xx.

Subordinating conjunction	Use	Example
as because since	shows a reason	I must take the day off work as I am feeling sick. I must take the day off work because I am feeling sick. I must take the day off work since I am feeling sick.
although even though though even if	shows a concession or contrast; makes main idea seem surprising or unlikely	She did not get the job although she was qualified. She did not get the job even though she was qualified. She did not get the job though she was qualified. She may not get the job even if she was qualified.
as long as if provided that unless*	indicates a condition	As long as you apply on time, you will be considered. If you apply on time, you will be considered. Provided that you apply on time, you will be considered. Unless you apply late, you will be considered.
whereas while	shows a contrast	My brothers are very tall whereas I am short. While I am short, my brothers are very tall.
once until whenever while	indicates sequence/time	You will start to work full time once your training is done. You cannot work full time until your training is done. I get a headache whenever I don't get enough sleep. You had two calls while you were out.

Note how *unless* is used differently than the other subordinating conjunctions indicating condition.

There are conflicting views on whether to use a comma before *while* and *whereas* when they begin a dependent clause that follows an independent clause. Use a comma if it helps to clarify your statement.

Exercise 2

Fill in the blanks with an appropriate subordinating conjunction from the chart. More than one answer may be possible.

- The company had to lay me off _____ my superiors were pleased with my performance.
- _____ economics deals with the consumption of goods and services, ergonomics is related to people's work environments.
- The job is yours _____ you pass the criminal record check.
- I didn't get accepted into the program _____ the university received my application after the deadline.
- _____ I pull an all-nighter, I won't be able to finish the assignment on time.

Exercise 3

Choose a dependent clause from Column B to follow each independent clause in Column A. Write the appropriate punctuation required between the two clauses in the punctuation box. If no punctuation is required, put an X in the box.

Column A Independent clause	Answer (a–e)	Punctuation required	Column B Dependent clause
1. The store gets busier during the Christmas season			a) since my own computer crashed.
2. I enjoyed my previous job			b) yet she prefers to take the subway to work.
3. I had to complete my research at the library			c) whereas others would rather live in residence.
4. My roommate has a car			d) until it was no longer challenging.
5. Some university students prefer to share an apartment			e) so we hire extra employees during that period.

Sentence Types

There are four types of sentences: simple, compound, complex, and compound-complex.

Sentence type	Contains	Example
simple	one independent clause	I have a master's degree.
compound	two or more independent clauses	I ^{IC} completed my bachelor's degree in Ontario, but I ^{IC} did my master's degree in Quebec.
complex	one independent clause and at least one dependent clause	^{DC} After I received my bachelor's degree, I ^{IC} moved to Quebec.
compound-complex	two or more independent clauses and at least one dependent clause	I ^{IC} completed my bachelor's degree in Ontario, but ^{IC} then I moved to Quebec ^{DC} because I wanted to do a master's degree at Concordia University.

Exercise 4

Underline the independent clause(s) in each sentence and put a wavy line under any dependent clauses. Then indicate the sentence type: S = simple, C = compound, CX = complex, CC = compound-complex.

1. You should take a night course if you want to improve your skills, and you would have a better chance of a promotion. _____
2. Students in the master's program can register for the thesis option, or they can register for the course-based option. _____
3. Most of us don't start off with our ideal job. _____
4. You didn't receive my email because I sent it to the wrong address. _____

Sentence Structure Errors

In fiction, an author may use an unusual or grammatically incorrect sentence structure for literary effect.

Sentence structure errors make your ideas difficult to understand and your writing appear less professional. To avoid these errors, make sure a clause always contains both a subject and verb and be careful with punctuation when writing compound and complex sentences. The major sentence structure errors to avoid are incomplete sentences (including sentence fragments), run-ons, and comma splices.

Incomplete sentences (including sentence fragments)

A sentence fragment occurs when a dependent clause is mistakenly treated as an independent clause (i.e., it's punctuated as a complete sentence but it is not connected to an independent clause). To fix a sentence fragment, connect the dependent clause to an independent clause (and add appropriate punctuation if necessary). Sometimes, you can simply drop the subordinating conjunction to create a complete sentence.

Incorrect Since your resumé is out of date.

Correct Since your resumé is out of date, you need to revise it.

Correct Your resumé is out of date.

An incomplete sentence (but not a fragment) can also occur when a clause is missing either a subject or a verb.

Incorrect The job no longer available.

Correct The job *is* no longer available.

Run-on sentences

A run-on sentence occurs when two independent clauses are incorrectly joined without any punctuation. To fix a run-on sentence, put a period or semicolon between the two independent clauses, or add a conjunction (with appropriate punctuation) to connect the two independent clauses.

Incorrect The job interview was stressful they asked many difficult questions.

Correct The job interview was stressful. They asked many difficult questions.

The job interview was stressful; they asked many difficult questions.

The job interview was stressful because they asked many difficult questions.

Do not overuse the semicolon. Connect two independent clauses with a semicolon only if the idea in the second independent clause is closely related to and somehow completes the information given in the first.

Comma splices

A comma splice occurs when two independent clauses are incorrectly joined together by a comma. To fix a comma splice, change the comma between the two independent clauses to a period or semicolon.

Incorrect You've done a lot of volunteer work, you should put it on your resumé.

Correct You've done a lot of volunteer work. You should put it on your resumé.

You've done a lot of volunteer work; you should put it on your resumé.

Exercise 5

Indicate the type of sentence structure error in each sentence below. Then rewrite each sentence to correct the error. Add words where necessary. Write C (Correct) if the sentence contains no error.

INC = incomplete sentence
INC/SF = sentence fragment
RO = run-on
CS = comma splice

1. The position is only part time, there are no full-time positions available. _____

2. To complete a doctorate degree usually two to four years. _____

3. My husband had to go on workers' compensation because he hurt his back at work. _____

4. My father retired early he was only 50 years old when he took _____

5. Even though purchasing a membership card costs about \$100 per year. _____

Conjunctive adverbs

A conjunctive adverb is used to connect two independent clauses. Its function is to show the relationship between the ideas and provide a smooth transition to help the reader move logically from one idea to the next.

A semicolon (or period) is placed before the conjunctive adverb and a comma usually follows it.

EXAMPLE independent conjunctive independent
 clause adverb clause
I enjoy playing tennis; however, I prefer swimming.

Conjunctive adverbs are sometimes referred to as **transition words** or **transitional expressions**.

Conjunctive adverb	Use	Example
furthermore moreover in addition	adds an idea	The apartment is furnished; furthermore , it is close to the subway. The apartment is furnished; moreover , it is close to the subway. The apartment is furnished; in addition , it is close to the subway.
however nevertheless nonetheless on the other hand	shows a concession or contrast	He apologized for his behaviour; however , she still felt angry. He apologized for his behaviour; nevertheless , she still felt angry. He apologized for his behaviour; nonetheless , she still felt angry. The job was boring; on the other hand , it paid well.
indeed in fact	shows emphasis	You did a great job; indeed , you surpassed all expectations. She is a great student; in fact , she received a scholarship.
for example for instance	introduces an example	Many animals make good pets; for example , a ferret is fun. Many animals make good pets; for instance , a ferret is fun.
consequently hence therefore thus otherwise	indicates a consequence	The storm is bad; consequently , many flights have been cancelled. The storm is bad; hence , many flights have been cancelled. The storm is bad; therefore , many flights have been cancelled. The storm is bad; thus , many flights have been cancelled. I must work during the summers; otherwise , I can't afford tuition.
meanwhile subsequently then	indicates a time sequence	You set the table; meanwhile , I'll prepare the salad. I saved money all year; subsequently , I was able to go on a trip. We'll finish the meeting; then , we can go out for lunch.

Hence is more formal than some of the other options.

Otherwise indicates the consequence if the condition is *not* met.

Conjunctive adverbs are sometimes used in the middle of a clause. In such cases, the adverb should be placed between commas—except in the case of a short clause or where no pause is desired within the sentence.

EXAMPLE The company went bankrupt. The news of its bankruptcy, however, was not a total surprise.

Exercise 6

Fill in the blanks with an appropriate conjunctive adverb from the chart. More than one answer may be possible.

1. The new employee was lazy; _____, she got fired.
2. It is an excellent job offer; _____, I am not going to accept the job.
3. You misunderstood. _____, I am majoring in languages, not literature.
4. This project is going to require strict adherence to deadlines; _____, we won't be able to complete it on time.
5. Our supervisor said to take our time finishing the report; _____, he changed his mind and said it was urgent.

Review Exercises

1. Fill in the blanks with the correct word from the box below. If more than one word is appropriate, write all correct answers. Check sentence punctuation for a clue to the answers.

although	even though	since	thus
because	for	so	whereas
but	however	therefore	while
consequently			

- a) The two brothers are so different! _____ Bob is quite hard-working, John is extremely lazy.
 - b) I failed the final exam, _____ I had to retake the course.
 - c) I got called in for a job interview. _____ I didn't get the job.
 - d) I have to work a lot of overtime, _____ I need money.
 - e) _____ my boss wouldn't give me a raise, I'm not mad at her.
2. Correct any sentence fragments, run-ons, and comma splices in the following paragraph. Also, add any missing punctuation.

Humour is very important in my life, indeed I believe that humour attracts and creates positivity. For example, at work I'm always laughing, it improves my co-workers' moods. Moreover I sometimes volunteer at a seniors' residence I think it's good to joke with the patients it helps to reduce their stress. Even though it's difficult in certain situations. I always try to maintain a sense of humour. Because humour helps me get through painful or stressful situations.

Communicative Activity

With a partner, choose a mix of eight to ten conjunctions (coordinating or subordinating) and conjunctive adverbs from this unit and make a quiz for your classmates. You may include any type of question, including fill-in-the-blank, multiple choice, find the errors, match words and meanings, and so on. Choose conjunctions and adverbs that are new to you or that you seldom use. Provide an answer key.

CHAPTER 2

Commas, Semicolons, and Colons

Comma (,)

1. Use a comma to separate three or more words or phrases in a list.

EXAMPLE Amelie has applied to McDonald's, Wendy's, and Burger King.

2. Use a comma after an introductory word or phrase.

EXAMPLE Last night, I rewrote my resumé.

3. Use a comma between the day and the year when writing a date.

EXAMPLE The Dominion of Canada was created on July 1, 1867.

4. Use a comma following the closing in formal business letters.

EXAMPLE Sincerely,

5. Use a comma before and after non-essential words, phrases, or clauses in a sentence to set these non-essential elements off from the rest of the sentence.

EXAMPLE Work, no matter what field it is in, should be stimulating.

6. Use a comma after a dependent clause that comes the beginning of a sentence.

EXAMPLE dependent clause independent clause
When I wait until the last minute to study, I don't often do well on exams.

NOTE If the clauses are reversed—if the dependent clause follows the independent clause—a comma is not needed.

EXAMPLE I don't often do well on exams when I wait until the last minute to study.

Never use a comma to combine two independent clauses. Doing so creates an error called a comma splice, which can create confusion for the reader.

Incorrect ~~Maryse wants to get a job, she likes manual labour.~~

Correct Maryse wants to get a job. She likes manual labour.

7. Use a comma to set off a direct quotation from the speaker's tag.

EXAMPLE Mariah said, "I don't know what to do."

A clause is a group of words that contains a subject and a verb. A dependent clause does not express a complete idea and cannot stand on its own as a sentence; it must always be connected to an independent clause to complete its meaning. An independent clause expresses a complete thought and can stand on its own. For more information about dependent and independent clauses, see Grammar Guide, page xx.

Semicolon (;)

Use a semicolon to connect two independent clauses when the idea in the second clause is closely related to that in the first clause.

EXAMPLE I must choose a university to go to next year; the choice is not going to be easy.

When connecting two independent clauses with a conjunctive adverb, use a semicolon before the adverb and a comma after it. Do not capitalize the first letter of the word that follows the semicolon.

EXAMPLE I applied to many companies; however, I haven't had any calls for an interview.



For a list of conjunctive adverbs, see Grammar Guide, page xx.

Colon (:)

1. Use a colon to introduce an item, list of items, or explanation preceded by an independent clause.

EXAMPLE When Leonard was young, he wanted to be many things: an electrician, a doctor, and a firefighter.

EXAMPLE I quit the job for one reason: I had to work too much overtime.

2. Use a colon after a complete sentence when introducing a bulleted or numbered list.

EXAMPLE You must bring these items to your medical exam:

- your provincial health card,
- a list of your current medications.

3. Use a colon following the salutation in formal business letters.

EXAMPLE Dear Mr. Jones:

With lists in which the bulleted items are complete sentences, end each item in the list with a semicolon and the last item with a period. In lists with nouns or sentence fragments, you may use a comma, semicolon, or no punctuation at the end of each item and put a period at the end of the last item. The important thing is to be consistent in your style throughout your text.

Exercise 1

Fill in the blanks with the correct punctuation. If no punctuation is required, put an X in the blank.

1. Pierre decided to apply to university at McGill _____ Concordia _____ and Bishop's.
2. Because of the lack of work _____ many people are returning to school.
3. I love school _____ however, I don't enjoy doing all the homework.
4. Yesterday _____ my boss said _____ "Get off your butt and get to work." He was not happy.
5. A good employee needs three things _____ patience _____ initiative _____ and perseverance.
6. Though Maxime has been working hard _____ he will have to work even harder to get into medical school.
7. Jerry studied all night long _____ therefore _____ he should do well on the exam.
8. We need to change one thing in the classroom _____ the colour of the walls.
9. Last week _____ Diane slept in twice and missed two classes.
10. When my friend called _____ I didn't hear the phone because I was wearing earphones.

Exercise 2

This message is missing several commas, semicolons, and colons. Add the correct punctuation.

Dear Ms. Stanford:

I am writing to you concerning your email sent June 30, 2019, in which you identify serious problems in our company.

First, I would like to summarize the issues you mentioned. In your email, you note the following:

- lack of communication between departments,
- staff's lack of familiarity with accounting software,
- lack of leadership from supervisors.

After meeting with my department heads, I would like to propose the following changes.

In order to improve communication between departments, our IT team is going to build a network platform that will allow all employees to follow changes in the various files, portfolios, and projects they are working on. With this change, we hope that different departments will be more aware of what the others are doing.

In addition, we have planned a series of workshops and seminars to train employees on the most recent accounting software. We believe we can have all employees up to date by mid-February; however, this is a tight deadline and any unforeseen delays will extend the mid-February date.

Finally, lack of leadership is a more complex problem. However, we believe it is essential to remedy this problem as soon as possible. Therefore, an immediate evaluation of all supervisors has been ordered. this evaluation will focus on three elements: efficiency in resolving problems, subordinate satisfaction, and productivity.

To conclude, we have taken the necessary steps to correct the issues brought to our attention and hope that we have responded to your concerns adequately.

Sincerely,
Lyne

Exercise 3

Working on your own, write a short paragraph (approximately 10 sentences). Include at least six punctuation errors (missing or misused commas, semicolons, or colons). Exchange paragraphs with your partner and try to find all the errors in each other's paragraph.