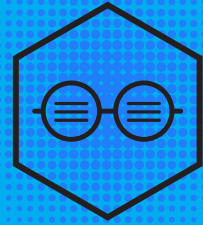


**ESSENTIAL SKILLS  
WORK READY YOUTH PROGRAM**



**READING TEXT  
SKILLS  
WORKBOOK!**



**SkillsCompétences**  
Canada

## Acknowledgement

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<https://skillscompetencescanada.com/en/>

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# READING TEXT

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## **READING TEXT**

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**WELCOME TO THE ESSENTIAL SKILLS WORK READY YOUTH PROGRAM**



**Q: HOW DO I USE THIS WORKBOOK?**

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



## INTRODUCING THE ESSENTIAL SKILLS



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



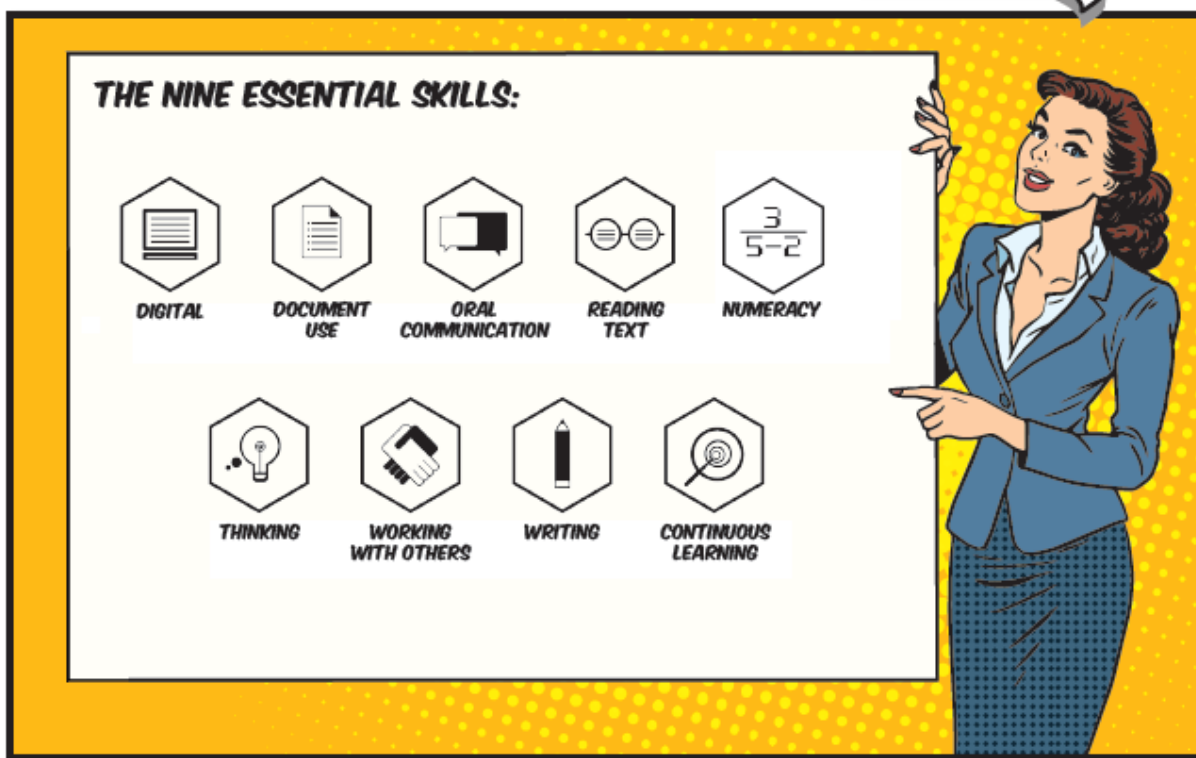




## THE NINE ESSENTIAL SKILLS



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





## MEASURING ESSENTIAL SKILLS (ES)

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

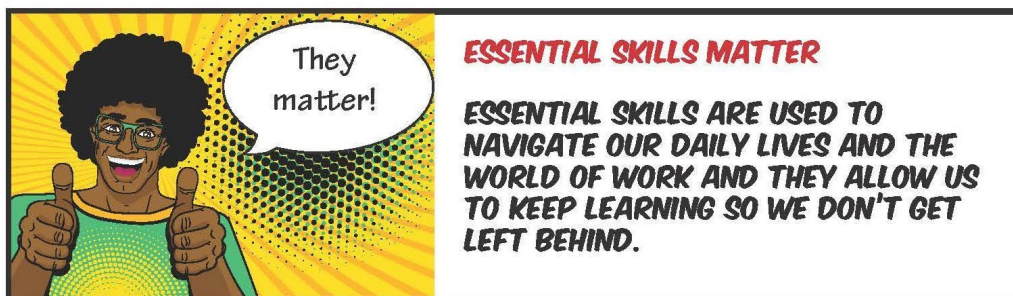
1. The complexity (difficulty) of an essential skills task, question, or problem.
2. The proficiency (ability) of a person in completing an essential skills task, question, or problem.

### THE ES MEASUREMENT SCALE

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

### WHAT DO THE LEVELS MEAN?

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





## GIVE IT A TRY! MATCHING TASKS AND SKILLS

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



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

### Essential Skills

|     |                     |
|-----|---------------------|
| RT  | Reading Text        |
| DU  | Using Documents     |
| N   | Numeracy            |
| W   | Writing             |
| OC  | Oral Communication  |
| TS  | Thinking Skills...  |
| WWO | Working With Others |
| DS  | Digital Skills      |
| CL  | Continuous Learning |

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





**GIVE IT A TRY! WHY DO YOU READ?**

Think about why you read – whether at a job or in your daily life. Be as specific as you can. We’ve filled in examples from a Web Designer’s work, to help you get started.



| REASONS I READ   |     |
|--|-----|
| WEB DESIGNER   | YOU |
| <i>To stay up to date on stories and commentary related to the field of technology.</i>                      |     |
| <i>To follow instructions, review feedback on designs, review meeting requests and arrangements.</i>         |     |
| <i>To ensure my work meets client company regulations related to internet and intranet sites and access.</i> |     |
| <i>To track web traffic reports on sites I have been working on.</i>   |     |











**GIVE IT A TRY! WHY DO YOU READ?**

At work, we often have to read icons. Look at the lists of icons below. What do you think they mean? Write your answer in the space provided. The first one is done for you. You can check your answers in the answer key.

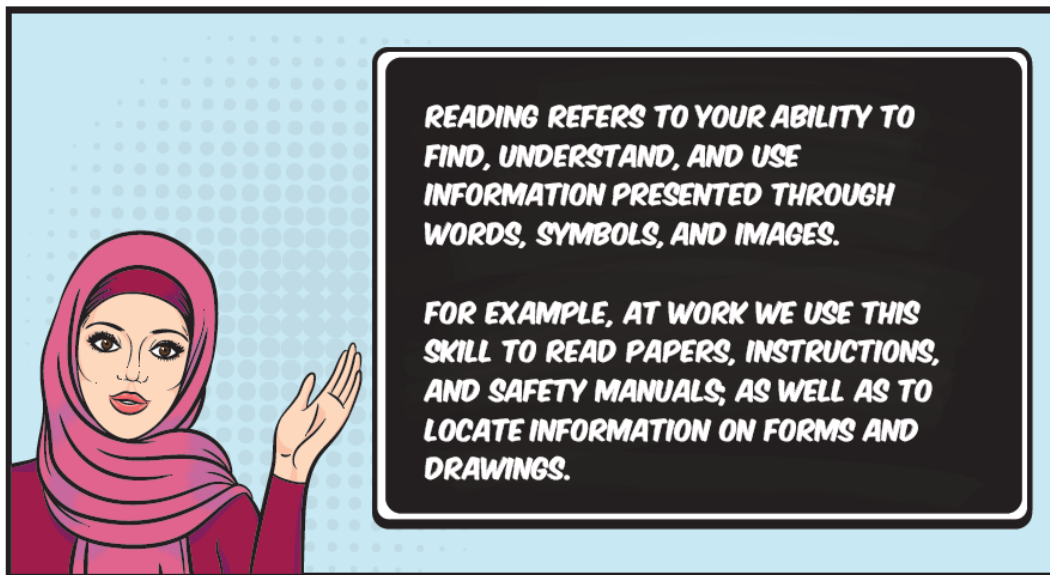


| ICON  | MEANING? |
|---|----------|
|    | recycle  |
|    |          |
|  |          |
|  |          |
|  |          |
|  |          |

| ICON   | MEANING? |
|--|----------|
|     |          |
|    |          |
|   |          |
|  |          |
|  |          |
|  |          |



## GETTING STARTED WITH READING



### READING INCLUDES...

Reading involves solving problems or completing tasks that use written materials such as:

- ✓ forms and labels
- ✓ print and non-print (electronic) materials
- ✓ text and images in charts, tables, and graphs

### WHAT SORTS OF THINGS DO PEOPLE READ AT WORK?

Safety Regulations



Recipes



Policies



Rules and Standards



Assembly Instructions



WHMIS & MSDS



Company Reports



Client Feedback





## READING MAKES A DIFFERENCE



### **DINOSAURS DON'T READ. NOW THEY'RE EXTINCT. COINCIDENCE?**

Reading is a vital skill for navigating daily life and the world of work. When was the last time you went a day without reading? I bet you can't remember! Most of us spend a significant amount of time using written material each day.

### **IF YOU USE ANY OF THESE...YOU ARE A READER!**

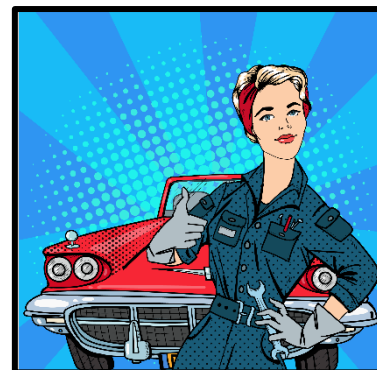




## READING MAKES A DIFFERENCE

### AT WORK

When you are working, the strength of your reading skills will help or hinder your ability to do a good job. When we have reading skills at levels 1 or 2, we are twice as likely to be unemployed as someone who has skills levels 3, 4 or 5. We also earn more during our working lifetime, if we have the skills to use information from reading text to solve problems and complete tasks.



### AT HOME

Reading text skills make a difference in our non-working life too. With reading skills at levels 1 or 2, we are less likely to be able to read and understand information related to our healthcare needs or the healthcare needs of family members. Having reading skills at or above level 3 makes us better able to understand information of all kinds including school assignment instructions, applications for training, and rules and regulations related to driving. Skills at level 3 also enable us to stay up on local, national and world news events – an important element of being an engaged and informed member of society.

### MEASURING READING

The level of difficulty of reading tasks ranges between being able to read short texts to find a single piece of information (complexity level 1), to being able to understand and use long and complicated texts, like contracts or reports (complexity level 5).

The ability to read at Level 3 is essential for most jobs - even for those that do not require a college diploma, university degree or specialized training. For example, level 3 reading skill is needed for workers to succeed in job-specific training and to read safety-related information.

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






**COOL JOBS THAT USE READING!**





## READING MAKES A DIFFERENCE

### THINK READING ISN'T A BIG DEAL? THINK AGAIN!



**READING WARNING LABELS AND INSTRUCTIONS**

The ability to quickly and accurately read warning labels and instructions may save you a lot of trouble at work and at home!

Consider the examples below that show how reading mistakes can result in catastrophic consequences.

- The woman who put organic essential oils on her wrists before a hot yoga class, thinking it would add to the experience, and then went straight to the tanning salon. She ended up with 2<sup>nd</sup> and 3<sup>rd</sup> degree burns. She missed the last sentence in the warning paragraph on the bottle that said “Stay out of sunlight or UV rays for 12 hours.”

Source: <http://www.refinery29.com/2017/04/151839/essential-oil-uv-exposure-photosensitivity-chemical-burn>

- The manager responsible for training staff at a turf company, where an employee was killed in a workplace accident, who had not read the operator’s manual for the machinery he was instructing people how to use. The court learned he knew the harvester came with a manual, but he’d never read it saying, “We didn’t read the manual when we got the machine – it’s hands on learning.” While the death was ruled an accident, the inquest recommended a series of changes be implemented in how training and operations are conducted across the turf industry.

Source: <http://www.illawarramercury.com.au/story/4053064/blaine-rozs-tragedy-turfco-boss-didnt-read-manual/>





## READING TRIVIA

What is an infographic?

A. Information conveyed or represented by a particular arrangement or sequence of things

B. A picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment

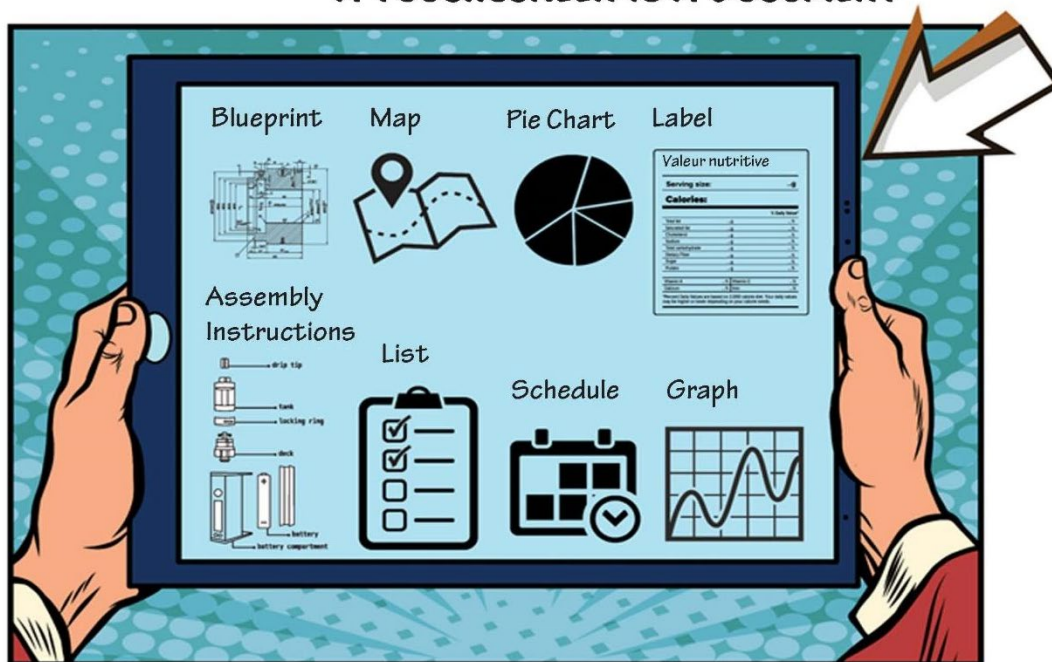
C. A visual image such as a chart or a diagram used to represent information or data

D. None of the above

What is an infographic?

Answer: C

## A TOUCHSCREEN IS A DOCUMENT





## READING IN ACTION



1. Accounting and related clerks **read** computer instruction manuals, e.g. read accounting software manuals and help files to learn how to generate financial reports. (Reading Level 2)
2. Automotive painters **read** memos to learn about work schedules, performance goals and changes to operating procedures. (Reading Level 2)
3. Computer network technicians **read** manuals, both paper-based and online, to look up troubleshooting solutions, updates, and information about configuring hardware and software including routers, modems and smart switches. (Reading Level 4)
4. Construction electricians **read** safety related information, e.g. read safety rules and regulations governing fall protection and other hazards. (Reading Level 3)
5. Gas fitters **read** memos from supervisors and clients outlining work tasks and activities or requesting technical information. (Reading Level 2)
6. Kitchen helpers **read** written instructions for particular work tasks, such as for cleaning a piece of equipment. (Reading Level 1)
7. Machinists **read** to compare tool specifications and descriptions to identify tools that suit their machining needs. (Reading Level 3)





8. Steam- and pipefitters **read** job specification books to learn about project scopes and engineering requirements. (Reading Level 3)
9. Welders **read** written instructions for the set-up, operation and maintenance of equipment, such as welders, presses and breaks. (Reading Level 3)
10. Web designers and developers mainly **read** email for details of web page design ideas, feedback on web designs, meeting arrangements and ongoing projects from supervisors, clients and graphic artists. (Reading Level 2)
11. TV/video producers may **read** forms to enter the correct data. For example, film directors complete grant applications and tax credit applications and forms such as citizenship declarations. (Reading Level 3)
12. Industrial mechanics and construction millwrights **read** complex schematic drawings, e.g. view schematic drawing of complex mechanical, structural, pneumatic and hydraulic systems to understand how they operate and to troubleshoot faults. (Reading Level 4)



### HAZARD DOCUMENTS

The skill of Reading involves finding and interpreting information that is represented on signs, photos, labels, icons, evacuation plans and other visual displays. Hazard and safety information is frequently presented in documents.

Your safety depends on your Reading skills!

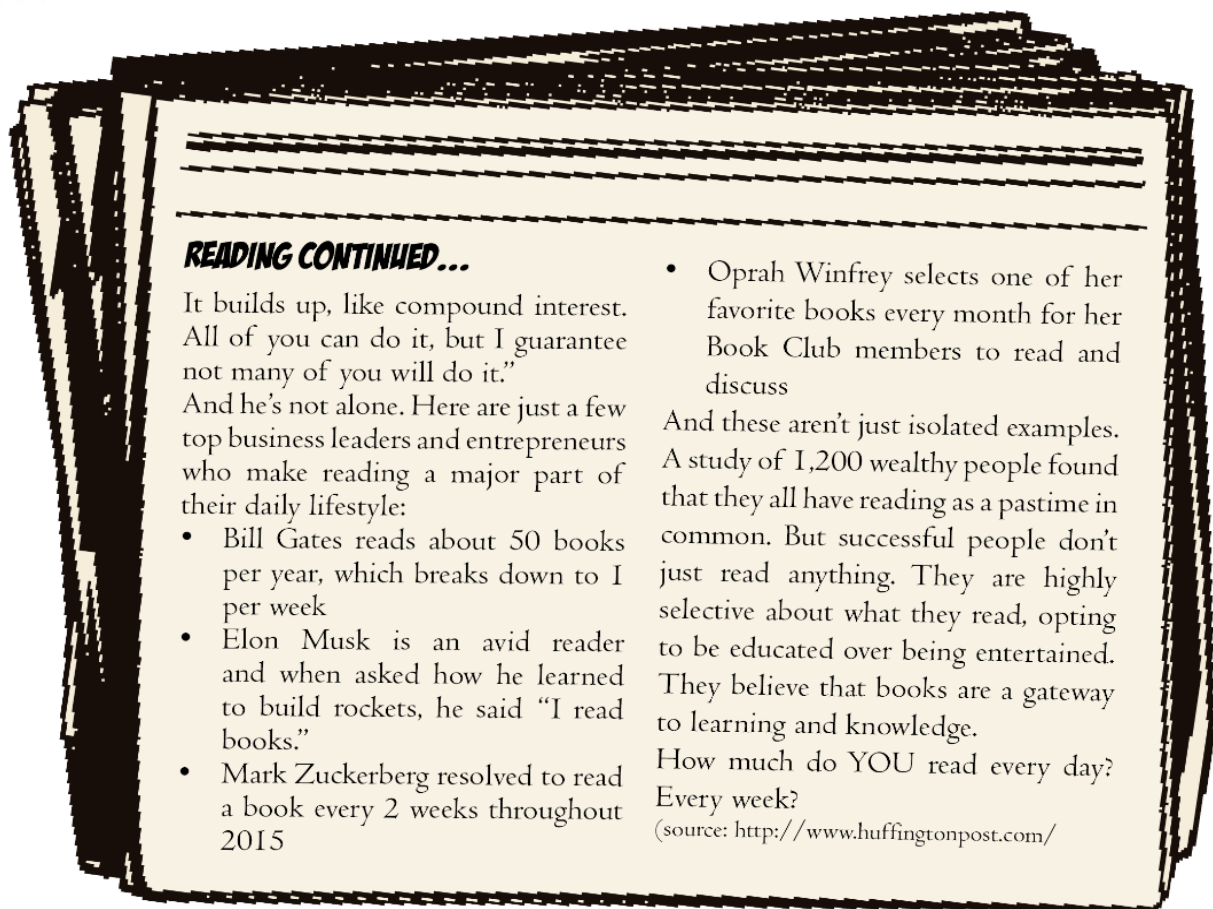


## READING IN THE NEWS!

For most people, Mark Zuckerberg is a household name. Born on May 14, 1984, Mark Zuckerberg co-founded the social-networking website Facebook out of his college dorm room. Within a very short period of time, the site had grown to millions of users, making Zuckerberg the youngest billionaire on Forbes Magazine's top 400 list.

What do Mark Zuckerberg and other highly successful people have in common? You guessed it! They read a lot! Check out this article on reading habits of ultra successful people.





Source: <https://nmc-mic.ca/news/newspapers-numbers-2016/>

**CHECK OUT THIS TRIVIA ON THE HOCKEY PUCK**


NHL pucks are made of vulcanized rubber

- There was no standard official puck until 1990
- Pucks are 3 in (7.6 cm) in diameter, 1 in thick (2.54 cm), and weigh 5-5.6 oz (154-168 gr)
- The puck might be named after a character in Shakespeare’s A Midsummer Night’s Dream as like the impish Puck the hockey puck moves quickly often changing direction.





## READING BITS AND BITES



### COMIC BOOKS AND READING

*For those of any age or ability, who are learning or struggling to read, the idea that comics can be gateways to literacies - both verbal and visual - is nothing new.*

*In 1945, Florence Morrison Hogan from the U.S. Department of Education wrote an MA thesis at Atlantic University on 'A Survey of the Literature on the Use of Comics as a means of Promoting Interest in Reading'.*

Source: [https://www.paulgravett.com/articles/article/comics\\_as\\_gateways\\_to\\_literacies](https://www.paulgravett.com/articles/article/comics_as_gateways_to_literacies)

In Canada, the federal government also recognized that comic books might be a great way to reach younger readers. In 1990, Marvel Comics, under the direction of the Canadian Association of Chiefs of Police with the cooperation of the Alliance for a Drug Free Canada, produced "Spider-Man: Skating on Thin Ice," a comic book focussed on the dangers of drug use.

Supporters were Health & Welfare Canada, IBM, Shoppers Drug Mart, and various volunteers representing parents, students and health professionals from across the country.

Source: <https://comicbookrealm.com/series/130/0/the-amazing-spider-man-skating-on-thin-ice>





## READING BITS AND BITES

**TRICKY TEACHER AND THE LESSON ABOUT READING**

A tricky teacher wanted to show learners the importance of reading. Specifically, why you should always read all the instructions first before starting any project so you know what you need to do.

Check out this story on how they learned this important lesson.

There's a well-known story – maybe true, maybe not – about a teacher who hands out a multi-page test and tells the students they have 30 minutes. The first question on the test reads, "Read all the directions from the beginning." The last question on the test reads "You don't have to answer any of the above questions."

Only students who read all the way to the end before starting figure this out. The purpose of the assignment? To show why you should always read all the instructions first before starting any project so you know what you need to do.

1. Read all directions before beginning
2. Take out sheet of lined paper-
3. Skipping lines, number the paper 1-15-
4. On line 1, write your home address
5. One line 2 write the name of the person to your left
6. List the cities you have lived in on line 4
7. Write the name of your first pet on line 12
8. ...
9. ...
25. Do not answer any of these questions-

GROAN!



## READING BITS AND BITES



### READING JUST GOT DELICIOUS!

Reading skills are used in the workplace to solve problems and complete tasks. But did you know that reading is also an important part of how we learn on the job?

Check out these examples of how Cooks and Bakers use their reading skills on a daily basis to get the job done and to build their skills and knowledge.

Cooks and Bakers use the essential skill of reading text on the job to read texts like these:

- ✓ Read a variety of instructions and procedures, e.g. read sequenced instructions for the operation of equipment, such as commercial pressure cookers and fryers. (3)
- ✓ Read a variety of trade magazines, brochures and website articles, e.g. read articles in magazines, such as Food Service and Hospitality, to learn about technological advances in commercial kitchens. (3)
- ✓ Read instructions and other text entries on product labels, e.g. read instructions for storing and mixing concentrated colour and flavour extracts. (1)
- ✓ Read instructions in recipes, bakers' sheets and production sheets, e.g. follow instructions in production sheets and recipes to create products, such as gluten-free bread, cookies and specialty seasonal items. (2)
- ✓ Read website articles and trade magazines to learn about trends, techniques and industry highlights, e.g. read about the food science involved in new flavour blends and suggestions for refreshing fresh fruit desserts. (3)





## READING BITS AND BITES

### PARKS CANADA RECIPE APP GIVES YOU A REAL TASTE OF HISTORY

#### THERE'S AN APP FOR THAT!

To mark its 100th anniversary, Parks Canada launched its first mobile phone application, Heritage Gourmet, which offers more than 70 recipes tied to historical settler landmarks, some dating back to the 18th century.

Recipes are accompanied by photos and stories, and information about the historic site and people related to it.



You are visiting one of Canada's national historic sites this summer. As you explore the scenery and cultural artifacts, you can't help but wonder: How did the cuisine of the early settlers taste? Well, you guessed it – there's now an app for that.

To mark its 100th anniversary in 2017, Parks Canada launched its first mobile phone application, Heritage Gourmet, which offers more than 70 recipes tied to historical settler landmarks, some dating back to the 18th century.

There's a recipe, for example, for 18th-century French soldiers' bread from the Fortress of Louisbourg on Cape Breton Island. There's the original King family recipe for marmalade from former prime minister William Lyon Mackenzie King's boyhood home of Woodside, in Kitchener, Ont. And there's even a recipe for moose muffle soup from Fort Anne in Annapolis Royal, N.S., and one for fried muskrat (substituting rabbit) from Fort St. James, B.C.

Recipes are accompanied by photos and stories and information about the historic site and people related to it. For example, a raspberry vinegar beverage from Nova Scotia's Alexander Graham Bell National Historic Site, was included because the famous inventor reportedly drank the concoction after the 1909 launch of the famous Silver Dart airplane, which he had a role in developing.

Edited from <http://www.theglobeandmail.com/life/food-and-wine/food-trends/parks-canada-recipe-app-gives-you-a-real-taste-of-history/article587470/>



## READING BITS AND BITES

### READING & FINDING A JOB

Sometimes the details are what matter most. This is especially true when you're reading a job ad or job posting.

Job postings contain important information and specific details that will help you land a job interview. When reading a job posting you need to act like a detective and search for hidden clues that will help you impress a potential employer. Take a look at the tips below on how to effectively read, and respond to, a job posting.

**THE DEVIL IS IN THE DETAILS!**



### CAREER TIP: POSSIBLE REASON #512 YOU DIDN'T GET THE INTERVIEW

Employers use many strategies to narrow down a long list of prospective employees. If you didn't read and carefully follow the instructions in the job posting, it can make a bad impression with a potential boss and knock you out of the competition. Oops!

When applying for a job:

- ✓ Follow the instructions in the ad. There's a reason for them.
- ✓ Do exactly what it says. If you ignore them, it tells the employer you don't care enough about getting the job to bother.
- ✓ If it says, *no phone calls please*: don't call.
- ✓ If it says to attach your resume with the file name [your last name – posting 123 – date] don't just attach a file that says "Jack's resume".
- ✓ And read the content. If the ad says "email to Mary Smith", don't start your email, dear Mr. Smith.





## READING BITS AND BITES



### DIGITAL READING NO SUBSTITUTE FOR PRINT

Do people learn as much when they read digitally as they do in print? The answer to the question needs far more than a yes-no response. A two-year research study gathered data from 429 university students from five countries to compare the ways in which people read in print and on screen. Read below to find out more.

Students said:

- Print was aesthetically more enjoyable, saying things such as “I like the smell of paper” or that reading in print is “real reading.” What’s more, print gave them a sense of where they were in the book – they could “see” and “feel” where they were in the text.
- Print was also judged to be easier on the eyes and less likely to encourage multitasking. Almost half the participants complained about eyestrain from reading digitally (“my eyes burn”), and 67 percent indicated they were likely to multitask while reading digitally (compared with 41 percent when reading print).
- At the same time, respondents praised digital reading on a number of counts, including the ability to read in the dark, ease of finding material (“plenty of quick information”), saving paper and even the fact they could multitask while reading.

But the bigger question is whether students are learning as much when they read onscreen. The study asked students about their reading patterns and preferences. The responses ~~to~~ were particularly revealing.

- When asked on which medium they felt they concentrated best, 92 percent replied “print.” For long academic readings, 86 percent favored print. Participants also reported being more likely to reread academic materials if they were in print.
- Students also said it was easier to focus using print. They felt like “the content sticks in the head more easily.”
- By contrast, in talking about digital screens, students noted “danger of distraction” and “no concentration.”
- Overall, students saw print as the medium for doing serious work.

What do you think?

Edited from <https://newrepublic.com/article/135326/digital-reading-no-substitute-print>



## READING BITS AND BITES



### THE POWER OF A PLAN!

The ability to understand models is an important skill required across a wide range of jobs including:

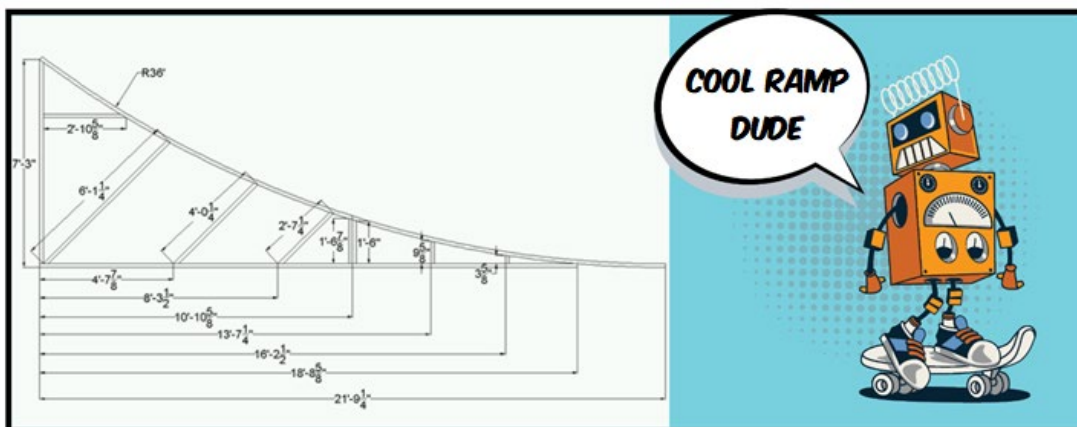
- Landscape Designer
- Precision Machinist
- Fashion Technologist
- Architectural Technologist
- Tilesetter
- Robotics Technician
- Brick Mason
- Graphic Designer

Using models to organize and design work in advance is an important part of project planning and saves time and money by identifying and correcting costly mistakes in advance.

## WHO USES DESIGN DOCUMENTS AND MODELS?

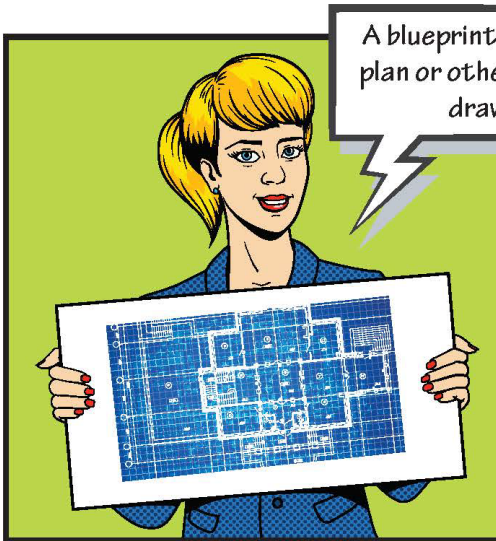
Design documents and models are used in many occupations. For example, Carpenters use blueprints that define the scope of specific projects. They use blueprints to build foundations, install beams, to erect walls and roofing systems, to build stairs and wall partitions and to install fixtures. They may even use blueprints to build skateboard ramps!

Design models can be computer-generated, three dimensional (like Lego), or two dimensional, (like a blueprint or floor plan). Design documents include plans, diagrams, drawings, sketches, maps, layouts and other representations.





## READING BITS AND BITES

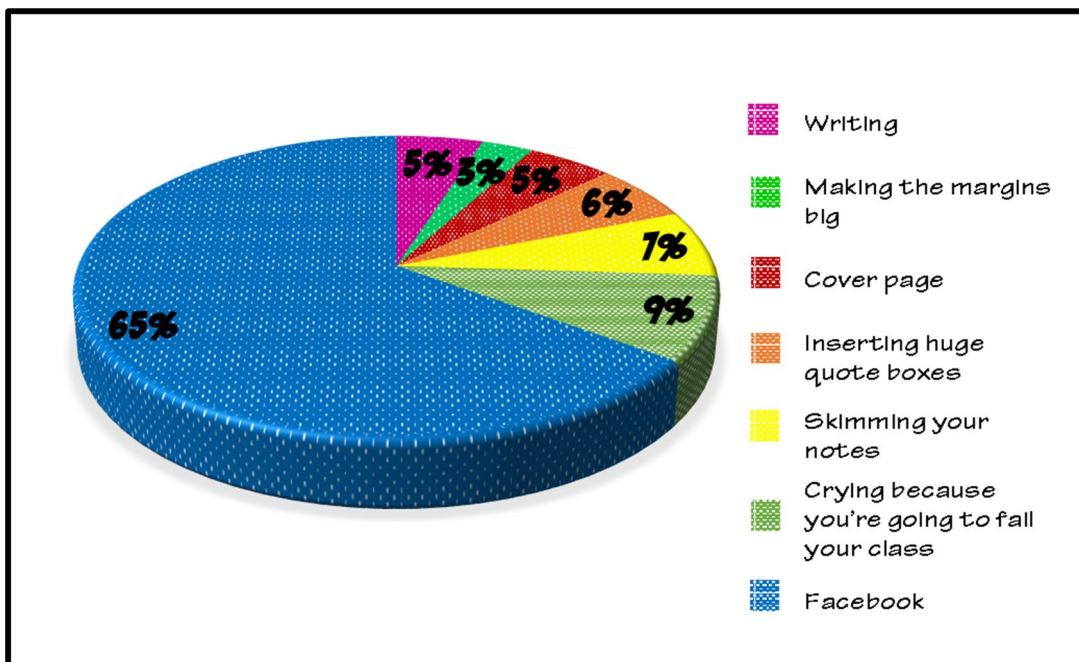


### WHY ARE BLUEPRINTS BLUE?

The blueprint process was developed in the 1800s when scientists found an easy way to reproduce documents by combining citrate and potassium ferrocyanide to create something like a photocopy. When the chemicals reacted together they made the paper blue. While blueprints have been mostly replaced by whiteprints, the name has stuck ever since.

## ESSAY DISASTER...

An outline is a document that can help you organize your thoughts in preparation for writing an essay. Check out the pie chart below to find out what can happen if you don't plan ahead!



graphjam.com





## READING BITS AND BITES



### ARE YOU GETTING ENOUGH ZZZZZS?

The tragedies of Chernobyl, Three Mile Island and the Exxon Valdez all occurred during the night shift. Fatigue is a critical occupational safety concern for shift workers, especially workers in the transportation industry. Off the job, being over tired creates a risk for anyone who undertakes an activity that requires concentration and a quick response - from driving, to home repair, to skiing. And exhaustion is one of the most common complaints of Canadian workers.

## THE LIST BELOW HAS SOME INTERESTING STATS FROM THE CANADIAN SAFETY COUNCIL

- 60% of Canadians say they feel tired most of the time.
- 78% say they go to work tired at least one day a week.
- 55% of nurses say they are almost always tired at work.
- 20% of private vehicle accidents are caused by fatigue.
- Workplace accidents caused by fatigue cost employers more than \$ 330M per year.

**DR. KIM SAYS,  
NO ELECTRONICS  
BEFORE BED!**

According to Scientific American, the use of electronic devices before bed can be bad for us. Why? The light from our devices is short-wavelength-enriched and has a higher concentration of blue light, which affects levels of the sleep.

1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000 9,000 10,000 K

WARM COOL

COLOR TEMPERATURE SCALE

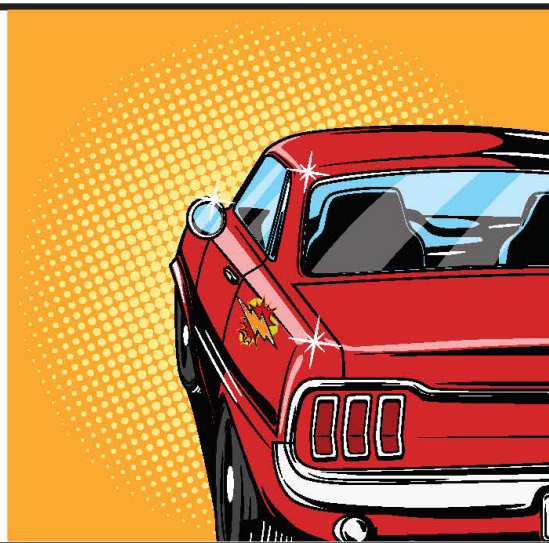


## READING BITS AND BITES

### THE ART OF PAINTING VEHICLES!

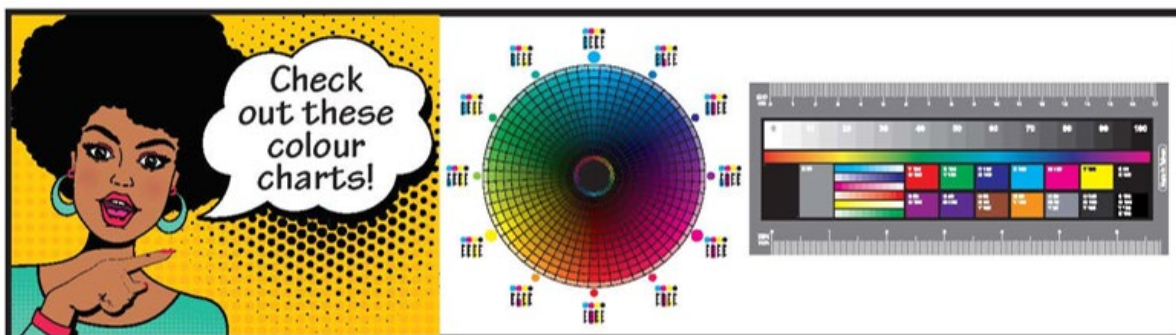
A career in car painting involves cleaning and preparing panels for paint applications. Car painters mix and apply undercoats and clear coats. They perform the prepping and painting of objects on steel body panels. They remove surface paint defects on automotive parts.

Car painters use a variety of equipment including sanders, blow guns, painting tools, spray guns and polishers.



### DID YOU KNOW...

Automotive painters read documents called colour charts to help them identify, match and select colours. Colour charts are used in many occupations. For example, hairstylists use colour charts to select and match hair colour, metal workers select paint coating colours, graphic designers use numbering on colour charts to enter information into design software, and estheticians use nail colour wheels to help their clients select nail polish colours.







**PUT YOUR SKILLS TO  
WORK!**

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

## **READING TEXT**

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

| SECTION AND TOPIC |  | Pg. | √ |
|-------------------|--|-----|---|
| ES Workout!       |  | 33  |   |
| 1                 | Readers Rock!                              | 35  |   |
| 2                 | Keys for Reading                           | 39  |   |
| 3                 | Snorkeling and Diving                      | 45  |   |
| 4                 | Let the Structure be Your Guide            | 53  |   |
| 5                 | Comics and Reading                         | 67  |   |
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| 12                | Puzzles in Patterns                        | 113 |   |
| 13                | Go with the Flow                           | 121 |   |
| 14                | Fashion and Beauty in Beads                | 125 |   |
| 15                | What's in a Picture?                       | 129 |   |
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| 17                | Stayin' Alive                              | 145 |   |
| 18                | Chemical Caution                           | 153 |   |
| 19                | The Dangers of Beauty                      | 157 |   |
| 20                | Disaster! Exploding Toilets!!              | 165 |   |
| 21                | I'm Hurt! Now What??                       | 169 |   |





## 1. READERS ROCK!

### READING AND SUCCESS



Increasingly, new research across many countries is showing that the best predictor of future education achievement and life success is reading ability - or, more significantly, being an engaged reader. The engaged reader, according to John Guthrie, is "purposeful, intrinsically motivated, and socially interactive."

Source: [http://www.huffingtonpost.ca/jerry-diakiw/reading-and-life-success\\_b\\_16404148.html](http://www.huffingtonpost.ca/jerry-diakiw/reading-and-life-success_b_16404148.html)

Young readers grow up – and some describe gaining a deeper understanding of the world and of people they admire: Haley Wickenheiser – *Long Walk to Freedom* and Drake – *The Autobiography of Quincy Jones*.

Some of the most financially successful attribute their success to continuing to read: Oprah, Elon Musk, Bill Gates. Some attribute specific aspects of their success to what they have read: Indra Nooyi, CEO of Pepsi Co. – *The Road to Character*; Jen Atkin, Creator of Ouai Haircare – *The Career Code*.

And there are other famous readers like Deepa Mehta, the Canadian film director, Buffy Saint Marie, the Indigenous Canadian singer/songwriter, who find wisdom in books and Michael Bennett of the Seattle Seahawks and Andrew Luck of the Indianapolis Colts who have both started book clubs. Readers are everywhere.





1.

What sort of reading do you do?

Complete the reading self-assessment. Remember that “reading text” includes all reading that is a paragraph or more, and reading that is done both on paper and on screen.

*(reading text levels 2 and 3, continuous learning level 2, writing level 2)*

What is the title of the last book you read?

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What is your all-time favourite book?

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What types of books do you like to read? Do you usually read the same kind?

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What is the last article you read?

---

---

Do you have a regular time of day when you read?

---

---

Do you read one thing at a time or have several things on the go at once?

---

---

Do you read mainly on screen or on paper?

---

---

What is your usual percentage split between reading for pleasure and reading to learn for school or your job?

---

---



What do you think about your reading habits now?

- ☐ Reading? What's reading?
- ☐ Reading's great when I have time.
- ☐ Can't get through a day without reading!

### Set a Reading Goal

If your reading self-assessment is telling you that you could up your game, it's time to set a reading goal.

There are two parts to setting a goal you can accomplish.

1. Decide what you want to achieve
  - a. Don't decide you want to change everything at once. Pick one goal to work toward.
2. Make a plan for achieving your goal.
  - a. For example, you want to read for 30 minutes at least three times per week. Decide on which days, at what time and in what location you will read. Put the information in your calendar to help you stick to your plan.

Some possible reading goals are listed below. You may have another goal that is not on the list. The important thing is to choose a goal that matters to you.

- Read every day for at least 15 minutes.
- Read one book every month.
- Read a book I would not normally choose to read.
- Read my school assigned readings.
- Look up words I do not understand instead of ignoring them.
- Read to a younger sibling every day.

My goal is \_\_\_\_\_

I will achieve my goal by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







## 2. KEYS FOR READING

**NEED HELP? TRY THE BOOSTERS.**

- **KEYWORDS AND PHRASES**
- **SKIMMING AND SCANNING**

### KEYWORDS AND PHRASES

Reading for pleasure, where you can take your time, and enjoy the story, is very different from the type of reading we do for learning or for work. Reading we do for learning or work is often time-pressured, and focussed on finding specific information, so that we can solve a problem or complete a task. This sort of reading requires us to be efficient, effective and accurate readers.

Reading strategies, such as, locating keywords and phrases, asking the right question and skimming and scanning, are techniques that can help us to be efficient, effective and accurate readers.

Keywords and key phrases have been considered an important part of the reading process for a long time, but as the internet has grown to be such a fixture in everyday life, understanding and using keywords and phrases effectively becomes even more important.



We spend a great deal of time online every day, whether for work or personal reasons and the efficiency of our search skills directly impacts how much we get done and how well we do it.

Keywords and phrases are the:

- names, numbers, actions or ideas that help you find the information you need
- words you “Google” on the internet or ask the computer to search for in an on-line document
- question keywords or phrases that tell you what kind of information to look for in order to answer a question

**Who** – a person or group

**What** – a thing or event

**When** – a time or date

**Where** – a place or location

**Why** – a reason

**How** – a way



Review the Keywords Booster before you begin.

1.

Read each of the questions below. Underline the question keywords or phrases and circle any other keywords or phrases.

(reading text level 2)

1. How will we get workers to the new job site?
2. Who was Dr. Brown's 2:00 PM patient?
3. Can you find out what this box is meant to hold?
4. Why is it important to identify keywords?
5. What is the abbreviation for hydrogen sulphide?
6. At what time is the band supposed to arrive for sound check?

2.

Read the paragraph below about the advantages and disadvantages of public transit. Then, underline each key phrase that could be included under the heading Advantages. Circle each key phrase that could be included under the heading Disadvantages.

(reading text level 2)

### Advantages and Disadvantages of Public Transit

Public transit is often crowded, and you may have to stand up for the entire ride. On the other hand, it costs less to use public transit than to drive your car to work, and you don't have to worry about finding parking. A disadvantage is that you must wait until a bus or train arrives, and they don't go straight to your destination. If you're in a hurry, the ride on transit can seem to take forever. But there is no wear and tear on your car while you ride the bus. As more people use public transit, there are fewer cars on the road, which is better for the environment.



3.

You are a new employee at Enviro-World Construction and you have received the memo on the next page inviting you to a meeting that you do not want to miss. Below is a list of search questions that will help you understand the purpose of the meeting and ensure you get there on time. Scan each question and underline any keywords and/or phrases that will help when you read the memo. Then scan the memo to find the information that matches the keywords or phrases in the questions. In the memo, write the question number by the information that answers the question, then write your answers to the questions on the lines provided.

(*reading text level 2*)

1. Where will the meeting be held?

---

---

2. When is the meeting?

---

---

3. Who will attend the meeting?

---

---

4. What is the meeting about?

---

---

5. Why is the meeting being held?

---

---

6. How will employees get to the meeting?

---

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Good morning, Michelle and welcome to Enviro-World Construction Co.!

Our regular monthly meeting will be at the North office site shop on October 14, at 8:30 a.m. All Enviro-World employees gather there to start out the meeting with a catered breakfast.

The main topic of this month's meeting is whether or not to hire more workers over the Christmas season.

These monthly meetings are very informal. The main purpose is to make sure employees from all our sites stay in touch and feel connected. From our site, we usually go to the meeting in one car. We will take Carol's car this time, leaving at about 8:15. See you then!

Dave Wilson

4.

On the next page is an excerpt from a recent news article about the availability of work in trade jobs, and some of the types of skills people need, to be successful. Before you read it, think about what sort of information you might expect to find in the article and create at least four search questions that will help you find that information. Underline any keywords or phrases in the questions and then scan the article to find the answers to your questions.

Analyse your results. Did your search questions and keywords and phrases process help you find the information you expected to find? Did the process make your reading more efficient?

(*reading text level 2, writing level 2*)

#### Search Questions

- 1.
- 2.
- 3.
- 4.





“The job market is good and we are seeing a growth in demand from employers for trade jobs,” Jodi Kasten, managing director at Indeed Canada, says. “Demand in general contractors on Indeed, for example, increased 111 per cent since 2016. This could be attributed to the strong housing and condo boom in major cities across Canada.”

Another thing to consider, Kasten says, is that as a society, we need tradespeople.

“Their work impacts nearly every aspect of our lives,” she says. “They help build and maintain the homes we live in for example, and people will always need an electrician for electrical work or a plumber for plumbing work.”

And if you’re analytical and good at problem-solving, these jobs will be right up your alley, Kasten says.

Math skills are also important and so are soft skills as you’re often dealing with clients and suppliers to complete a job, she adds.

“Many tradespeople are also their own boss so business acumen, drive and a passion for your work and helping clients is essential.”

Edited from: <https://globalnews.ca/news/3905609/7-in-demand-trade-jobs-in-canada/>

5.

Choose a reading you have recently been assigned and have not yet read, or an article in a paper or magazine that you have been wanting to read. Before you read it, think about what you need or want to know from the reading and create search questions that will help you find that information. Underline any keywords or phrases in your questions that will help you find the information you need to answer your search questions. In the reading, write the question number by the information that answers the question, then write your answers to the questions on the lines provided.

Complete the reading and analyse the results. Did the search questions, and keywords and phrases process, help to make your reading more efficient?

(reading text level 2, writing level 2)

Search Questions





### 3. SNORKELING AND DIVING

NEED HELP? TRY THE BOOSTER.

- SKIMMING AND SCANNING

#### SKIMMING AND SCANNING



Skimming = looking for overall meaning

Skimming is like snorkeling.

Skimming and scanning are two very commonly used reading strategies. It is well worth becoming proficient at both strategies because that proficiency will help you to be more productive whether reading at work or at school.

Scanning = looking for specific information

Scanning is like pearl diving





Review the Skimming and Scanning Booster, before you start.

**1.**

Practice skimming and scanning by answering the questions below. In brackets at the end of each question, is the word skimming or scanning. This indicates which of the two skills you will use to locate the answer to the question. Remember, skimming is like snorkeling and scanning is like pearl diving. The information you need in order to answer the questions is in the document on the next page.

(reading text levels 1, 2 and 3, writing level 2)

“Header” is the word used to describe the top of a document. What two pieces of information are in the header? (scanning)

---



---



---

What is the title? What does it suggest to you that the article will be about? (scanning)

---



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---

What does the logo tell you? (scanning)

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Font size is usually an indication of importance in a document. Locate the next largest font after the title. What are the first 3 words in that font? Which of the three words are keywords? (scanning)

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“Footer” is the word used to describe the bottom of a document. It often contains legal information, or “fine print”. What does the information in the footer tell you about the program? (scanning)

---

---

---

What is the main idea of the document? (skimming)

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# ALUMNI

AT THE 2016 SKILLS CANADA NATIONAL COMPETITION (SCNC) IN MONCTON, NB, THE ESSENTIAL SKILLS YOUTH FORUM RECOMMENDED THE DEVELOPMENT OF A NATIONAL ALUMNI PROGRAM FOR PREVIOUS NATIONAL AND INTERNATIONAL COMPETITORS.

**To celebrate Canada's 150th birthday, Skills/Compétences Canada (SCC) worked with its Skills Canada Member Organizations to select approximately 40 Alumni 'Champions' to highlight at the 2017 Skills Canada National Competition.**

These Champions have been selected by their Skills Canada Member Organization and have previously participated in provincial/territorial, national and in some cases international SCC activities or events. The Canada 150 Champions are here to tell their stories and engage with the over 10,000 student visitors expected during SCNC 2017.

SCC works actively to promote careers in skilled trades and technologies to Canadian youth. One of the many ways we do this is through the competition process and the hands on activities that are provided for student visitors during the two days of competition.

**THE CANADA 150 CHAMPIONS PLAYED AN IMPORTANT ROLE DURING SCNC:**

- They were ambassadors at several of the Try-A-Trade® and Technology activities;
- They provided guided tours of the competition and activities during SCNC to students;
- They told their personal stories about how they got into their occupational area of interest, who their mentors are and how they got to where they are today;
- They encouraged youth to look at the wide variety of career choices that were demonstrated during SCNC;
- Communicated with teachers and school administrators as to how they can help students reach their personal goals as mentors and advisors.

**SCC was pleased to welcome the Canada 150 Champions to the 2017 National Competition. Our goal was to have these Champions communicate their success stories, and share their experience, to encourage and inspire students to follow a similar path and choose a career in the skilled trade or technology sector that's of interest to them.**

[See the Alumni of Canada 150](#)



2.

Practice skimming and scanning once more, by answering the questions below. At the end of each question, write the word skimming or scanning to indicate which of the two skills you will use to locate the answer to the question. The information you need in order to answer the questions is in the document on the next page.

*(reading text levels 1, 2 and 3, writing level 2)*

In general, what type of information is provided in the document?

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Of the trades described, which one has the highest average hourly wage?

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---



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Are there more trades that pay, on average, above or below \$ 25.00 per hour? Which ones pay above?

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Is the same information provided for all of the trades that are profiled? If yes, what is that information?

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---

What is Indeed?

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---

### 1. Mason

- Average hourly wage for jobs posted on Indeed: \$ 24.70 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 100
- Growth in demand on Indeed (2016 to 2017): 133 per cent
- Education/credentials required: Certificate, apprenticeship

**Outlook:** Those interested in becoming a concrete mason will find the most demand in Manitoba. Nova Scotia, B.C. and Ontario are runners-up as they offer a fair demand, according to the Government of Canada's Job Bank.

### 2. Journeyman carpenter

- Average hourly wage for jobs posted on Indeed: \$ 29.45 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 251
- Growth in demand on Indeed (2016 to 2017): 120 per cent
- Education/credentials required: Certificate, apprenticeship

**Outlook:** Journeyman carpenters are most in demand in B.C. at the moment. This is followed by Manitoba, Nova Scotia, Ontario, P.E.I., Northwest Territories and the Yukon as they offer fair demand outlooks.

### 3. General contractor

- Average hourly wage for jobs posted on Indeed: \$ 23.24 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 83
- Growth in demand on Indeed (2016 to 2017): 111 per cent
- Education/credentials required: Apprenticeship, construction management degree or certificate

**Outlook:** General contractors will find demand in almost every province and territory in Canada – the most demand being in Manitoba, B.C., Ontario and Nunavut. The least demand can be found in Alberta and Newfoundland and Labrador.

### 4. Farmer

- Average hourly wage for jobs posted on Indeed: \$ 22.08 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 494
- Growth in demand on Indeed (2016 to 2017): 90 per cent
- Education/credentials required: Certificate, apprenticeship

**Outlook:** Animal farmers in particular are in highest demand in Manitoba, Quebec and Saskatchewan. Demand everywhere else is seen as fair.



## 5. HVAC installer

- Average hourly wage for jobs posted on Indeed: \$26.44 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 164
- Growth in demand on Indeed (2016 to 2017): 77 per cent
- Education/credentials required: Certificate, apprenticeship

**Outlook:** Quebec, Saskatchewan and B.C. are the three provinces that are in need of HVAC installers the most, followed by Manitoba, Nova Scotia and Ontario.

## 6. Plumber

- Average hourly wage for jobs posted on Indeed: \$26.58 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 689
- Growth in demand on Indeed (2016 to 2017): 27 per cent
- Education/credentials required: Certificate, apprenticeship

**Outlook:** Plumbers will have the most success in P.E.I. as demand is highest in the province. Manitoba, B.C., Northwest Territories, the Yukon, Nova Scotia, Ontario and Quebec all see fair demand.

## 7. Electrician

- Average hourly wage for jobs posted on Indeed: \$30.32 per hour
- Number of postings on Indeed per 1 million postings (as of October 2017): 1,239
- Growth in demand on Indeed (2016 to 2017): 17 per cent
- Education/credentials required: Certificate, apprenticeship

**Outlook:** Manitoba and B.C. have the highest demand for electricians. Ontario, Quebec, P.E.I., Nova Scotia, Nunavut and the Northwest Territories are also all seeing fair demand for the job.

<https://globalnews.ca/news/3905609/7-in-demand-trade-jobs-in-canada/>





## 4. LET THE STRUCTURE BE YOUR GUIDE NEED HELP? TRY THE BOOSTERS.

- **READING A CONTRACT**
- **SKIMMING AND SCANNING**
- **KEYWORDS AND PHRASES**

### FIND THE CLUES

Essential skills usually work together and so, while using a table of contents or an index is document use, when it is combined with reading text it can make the reading text process much more efficient.



#### Table of Contents (TOC)

A list of titles of the parts of a book or a document. The titles are organized in the order in which the parts appear. The TOC is found at or near the beginning of a book or document.

| GLOSSARY     |   | INDEX               |  |
|--------------|---|---------------------|--|
| cycle:       | something that goes around and around in a circle | air, 7              |  |
| droplets:    | very small drops                                  | animals, 6, 12      |  |
| freeze:      | to turn to ice                                    | clouds, 7, 9-11, 14 |  |
| heavier:     | having more weight                                | cycle, 14           |  |
| water vapor: | tiny droplets of water floating in the air        | freeze, 12          |  |
| well:        | hole dug down into the ground to find water       | gallons, 4          |  |
|              |   | ground, 7, 12       |  |
|              |   | lakes, 5, 13        |  |
|              |   | plants, 6, 12       |  |
|              |   | rain, 11-14         |  |
|              |   | rivers, 5, 13       |  |
|              |   | sea, 5, 13          |  |
|              |   | snow, 12            |  |
|              |   | sun, 8, 14          |  |
|              |   | vapor, 8            |  |
|              |   | wells, 7            |  |

<https://www.hameraypublishing.com/blogs/all/informational-texts-and-the-water-cycle-with-free-download>

#### Glossary

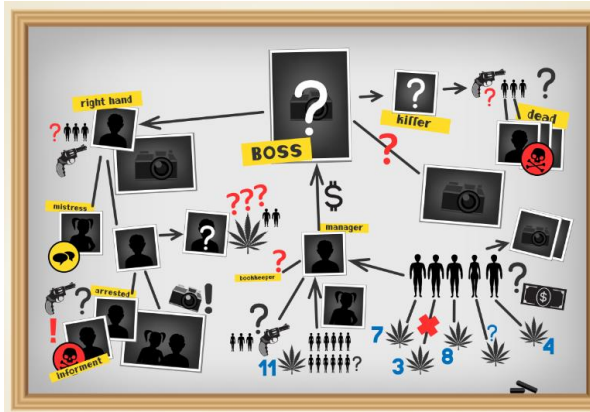
Alphabetical list of terms or words found in or relating to a specific subject, with explanations; it is similar to a brief dictionary.

#### Glossary

Glossary contains explanations of concepts. In this sense, the term is related to the notion of ontology that transform a glossary into an ontology.



## THE TABLE OF CONTENTS AS A GUIDE



The tragic story of the workplace death at the turf company revealed that the manager responsible for training staff knew there was a manual but he had not bothered to read it. The report of the woman who used organic oils and ended up with serious burns in her hot yoga class, similarly revealed she hadn't carefully read the available product information.

Knowing how to locate important information in manuals, regulations and other common

workplace information is an important reading skill. One of the first tools at your disposal is the table of contents. If there is a table of contents (TOC), it will be found at or close to the beginning of your book or document.

A good search question combined with a TOC and your scanning skills will help you to get the right answers faster. Good search questions contain keywords and phrases that you expect to find in the document you are searching.

1.

In many jobs new employees are given documents called Orientation Guides or Employee Manuals. These are meant to provide the basic information a new employee needs to know, about the company and its policies.

It's important for new employees to be familiar with the Guide, but they don't need to memorize everything in it. What they do need is to know how to efficiently locate the section of the guide likely to have the answers they require, should they need information at a later date.

On the next page is a list of 10 search questions that would help a new employee find information in a New Employee Guide.

- Review the questions and underline the keywords you will look for in the TOC
- Scan the TOC (found on the page after the questions) to decide which section of the Guide you would look through first, to find the answer to each of the 10 search questions.
- Enter the page number of the section, in the space provided.

(reading text levels 2 and 3, document use level 2)





| Search Questions   | Page # |
|--|--------|
| 1. Will there be a formal orientation?   |        |
| 2. Will work clothing be provided?   |        |
| 3. What statutory holidays do I get?   |        |
| 4. Is alcohol allowed in the work site?  |        |
| 5. Where are the company offices?  |        |
| 6. Is there a union steward on site?   |        |
| 7. Is the company an equal opportunity employer?                                 |        |
| 8. Can I bring personal property to the site?                                    |        |
| 9. If my personal property is damaged on site, will the company pay for repairs? |        |
| 10. Can I wear my contact lenses while working?                                  |        |



## Guide for New Employees

### Table of Contents

|   |    |
|---|----|
| Introduction.....                       | 2  |
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## 2.

Using the table of contents will allow you to find information more quickly, something that can be important in an emergency situation. Most workplaces have emergency procedures manuals. They are available in several places throughout the workplace so that they can be accessed quickly.

On the next page there is a table of contents from an emergency procedures manual. Use the search questions below to help you determine where in the manual you would find the information you need to answer the question.

- Review the questions and underline the keywords you will look for in the TOC
- Scan the TOC to decide which section of the manual you would look through first, to find the answer to each of the eight search questions.
- Enter the page number of the section, in the space provided.

(reading text levels 2 and 3, document use level 2)

| Search Questions  | Page # |
|---|--------|
| 1. What are my responsibilities related to my own safety?                               |        |
| 2. Who do I report a safety problem to?   |        |
| 3. When do I have to report a problem?  |        |
| 4. How can I help a co-worker who is injured?   |        |
| 5. Who do I call if there is an emergency to report?                                    |        |
| 6. How can I find out what information this manual will provide?                        |        |
| 7. How do I know what to do if the fire alarm goes off?                                 |        |
| 8. Where can I find more details on some of the sorts of emergencies that could happen? |        |
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## NAVIGATING REGULATIONS

Regulations can look pretty intimidating at first glance, but once you understand some of the common ways information in regulations tends to be organized, you will be better able to find what you are looking for. On the two pages following this one, there is an excerpt from the table of contents that includes *Part III: Standard Hours, Wages Vacations and Holidays* of the Canada Labour Code. Use the excerpt to answer the questions below.

1. For each of the questions below, write the Division number where you would most likely find the information you need, and the Section number of the relevant regulation. Skim the Division titles first to get an idea of what information is included in each, then scan the topics in the Divisions you think are relevant, to see if you can locate the answer to the question. You can help your search by first underlining keywords and phrases in each question.

(reading text level 2, problem solving level 2)

| Question   | Division | Section |
|--|----------|---------|
| If I am part time, do I get any paid vacation days?                |          |         |
| How much time do I get off to vote in a federal election?          |          |         |
| Can I save up my overtime pay and use it for paid time off?        |          |         |
| Are there different rules if I have more than one job?             |          |         |
| Do I get paid extra if I work on Christmas Day?                    |          |         |
| Am I allowed to work 11 hour shifts 5 days per week?               |          |         |
| How do I calculate vacation time?                                  |          |         |
| I'm 16; do I get paid the same as an adult doing the same job?     |          |         |
| How far in advance does my employer have to tell me my schedule?   |          |         |
| What if a holiday occurs in the middle of my vacation time?        |          |         |
| What if I get fired mid-year; do I have to pay back vacation time? |          |         |
| What does "termination" mean?                                      |          |         |

|       |  |
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|       |  |
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## NUMBERING SYSTEMS AND TEXT FORMAT AS A GUIDE

In addition to the table of contents, regulations are organized by numbering systems and text formatting that can help you to locate information.

1.

For each of the scenarios below, locate the information that answers the questions. The information will be found in the excerpt from Division X of the Canada Labour Regulations found on the page following the scenarios.

To begin, underline the keywords and/or phrases in each scenario that will help you find the information you need.

Write your answer to the question in no more than 2 sentences. Include the number of the regulation where you found the answer.

*(reading text level 2, finding information level 2, problem solving levels 3, writing level 2)*

I have worked for my employer for 6 years. Now I am getting permanently laid off. My boss gave me 3 weeks' notice in writing and wrote the date I will be terminated on my notice. He said I can't have termination pay because he gave me enough notice. Can I take any action?

Regulation #

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I have worked for the company for 2 months. Today I got fired – no extra pay and no notice. Should I get some extra pay?

Regulation #

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After 6 months of work, I got fired today because I refused to do another type of job. My boss has given me 3 weeks' notice but says he's going to pay me 20% less than normal because I refused to do the new work. Is this legal?

Regulation #

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**(a) provisions that**

(i) specify procedures by which any matters relating to the termination of employment in the industrial establishment at which those employees are employed may be negotiated and finally settled, or

(ii) are intended to minimize the impact of termination of employment on the employees represented by the trade union and to assist those employees in obtaining other employment; and

**(b) provisions that specify that those sections do not apply in respect of the employees represented by the trade union.**

**Idem**

(2) Sections 214 to 226 do not apply in respect of any redundant employees who are represented by a trade union if the termination of the employment of those employees is the result of technological change as defined in subsection 51(1) and sections 52, 54 and 55 apply or would, but for subsection 51(2), apply to the trade union and the employer.

1980-81-82-83, c. 89, s. 33.

**DIVISION X**

**Individual Terminations of Employment**

**Notice or wages in lieu of notice**

**230 (1)** Except where subsection (2) applies, an employer who terminates the employment of an employee who has completed three consecutive months of continuous employment by the employer shall, except where the termination is by way of dismissal for just cause, give the employee either

(a) notice in writing, at least two weeks before a date specified in the notice, of the employer's intention to terminate his employment on that date, or

(b) two weeks wages at his regular rate of wages for his regular hours of work, in lieu of the notice.

**Notice to trade union in certain circumstances**

(2) Where an employer is bound by a collective agreement that contains a provision authorizing an employee who is bound by the collective agreement and whose position becomes redundant to displace another employee on the basis of seniority, and the position of an employee who is so authorized becomes redundant, the employer shall

**a) d'une part, prévoit :**

(i) soit des mécanismes de négociation et de règlement définitif en matière de licenciement dans l'établissement où ces employés travaillent,

(ii) soit des mesures visant à minimiser les conséquences du licenciement pour ces employés et à les aider à trouver un autre travail;

**b) d'autre part, soustrait ces employés à leur application.**

**Idem**

(2) Les articles 214 à 226 ne s'appliquent pas aux surnuméraires représentés par un syndicat dans le cas où les licenciements sont provoqués par des changements technologiques — au sens du paragraphe 51(1) — et où le syndicat et l'employeur sont assujettis à l'application des articles 52, 54 et 55, ou le seraient en l'absence du paragraphe 51(2).

1980-81-82-83, ch. 89, art. 33.

**SECTION X**

**Licenciements individuels**

**Préavis ou indemnité**

**230 (1)** Sauf cas prévu au paragraphe (2) et sauf s'il s'agit d'un congédiement justifié, l'employeur qui licencie un employé qui travaille pour lui sans interruption depuis au moins trois mois est tenu :

a) soit de donner à l'employé un préavis de licenciement écrit d'au moins deux semaines;

b) soit de verser, en guise et lieu de préavis, une indemnité égale à deux semaines de salaire au taux régulier pour le nombre d'heures de travail normal.

**Préavis au syndicat**

(2) En cas de suppression d'un poste, l'employeur lié par une convention collective autorisant un employé ainsi devenu surnuméraire à supplanter un autre employé ayant moins d'ancienneté que lui est tenu :

a) soit de donner au syndicat signataire de la convention collective et à l'employé un préavis de

(a) give at least two weeks notice in writing to the trade union that is a party to the collective agreement and to the employee that the position of the employee has become redundant and post a copy of the notice in a conspicuous place within the industrial establishment in which the employee is employed; or

(b) pay to any employee whose employment is terminated as a result of the redundancy of the position two weeks wages at his regular rate of wages.

#### Where employer deemed to terminate employment

(3) Except where otherwise prescribed by regulation, an employer shall, for the purposes of this Division, be deemed to have terminated the employment of an employee when the employer lays off that employee.

R.S., c. 17(2nd Suppl.), s. 16.

#### Conditions of employment

**231** Where notice is given by an employer pursuant to subsection 230(1), the employer

(a) shall not thereafter reduce the rate of wages or alter any other term or condition of employment of the employee to whom the notice was given except with the written consent of the employee; and

(b) shall, between the time when the notice is given and the date specified therein, pay to the employee his regular rate of wages for his regular hours of work.

R.S., c. 17(2nd Suppl.), s. 16.

#### Expiration of notice

**232** Where an employee to whom notice is given by his employer pursuant to subsection 230(1) continues to be employed by the employer for more than two weeks after the date specified in the notice, his employment shall not, except with the written consent of the employee, be terminated except by way of dismissal for just cause unless the employer again complies with subsection 230(1) in respect of the employee.

R.S., c. 17(2nd Suppl.), s. 16.

#### Regulations

**233** The Governor in Council may make regulations

(a) prescribing circumstances in which a lay-off of an employee shall not be deemed to be a termination of his employment by his employer; and

(b) [Repealed, R.S., 1985, c. 9 (1st Suppl.), s. 11]

(c) defining for the purposes of this Division the absences from employment that shall be deemed not to

suppression de poste, d'au moins deux semaines, et de placer une copie du préavis dans un endroit bien en vue à l'intérieur de l'établissement où l'employé travaille;

b) soit de verser à l'employé licencié en raison de la suppression du poste deux semaines de salaire au taux régulier.

#### Assimilation

(3) Sauf disposition contraire d'un règlement, la mise à pied est, pour l'application de la présente section, assimilée au licenciement.

S.R., ch. 17(2<sup>e</sup> suppl.), art. 16.

#### Conditions d'emploi

**231** L'employeur qui donne le préavis prévu au paragraphe 230(1) :

a) ne peut, par la suite, diminuer le taux de salaire ni modifier une autre condition d'emploi de l'employé en cause qu'avec le consentement écrit de celui-ci;

b) continue, dans l'intervalle qui sépare la date du préavis de celle qui y est fixée pour le licenciement, à payer à l'employé son salaire régulier pour le nombre d'heures de travail normal.

S.R., ch. 17(2<sup>e</sup> suppl.), art. 16.

#### Expiration du délai de préavis

**232** Si l'employé reste à son service plus de deux semaines après la date de licenciement fixée dans le préavis visé au paragraphe 230(1), l'employeur ne peut le licencier qu'en se conformant de nouveau à ce paragraphe, sauf consentement écrit de l'employé à l'effet contraire ou cas de congédiement justifié.

S.R., ch. 17(2<sup>e</sup> suppl.), art. 16.

#### Règlements

**233** Le gouverneur en conseil peut, par règlement :

a) préciser les cas où la mise à pied n'est pas assimilée au licenciement;

b) [Abrogé, L.R. (1985), ch. 9 (1<sup>er</sup> suppl.), art. 11]





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## THE GLOSSARY AS A GUIDE

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The glossary in the Canada Labour Code is not collected in one large list at the end of the Code. Definitions are provided at the beginning of a PART of the Labour Code and in some cases at the beginning of a DIVISION. The glossary is not exactly the same as a dictionary, in that it doesn't provide definitions of all words in the document; what it does define are words and terms that need to be understood in a certain way, for the regulation to be read correctly. So the aim of the glossary is to help you to understand what is meant in the information that follows in that section.

1.

Look at the table of contents for *Part III: Standard Hours, Wages Vacations and Holidays*. How many glossaries are included in that section of the table of contents and in which divisions?  
(reading text level 1)

# glossaries \_\_\_\_\_

Divisions: \_\_\_\_\_

2.

Use the definitions in Part II Occupational health and Safety to answer the questions below.  
(reading text level 2)

Where can you find the definition for collective agreement?

\_\_\_\_\_

According to definitions in this section of the Canada Labour Code, in what circumstances is your safety a concern to the labour code?

\_\_\_\_\_

To find information on how a person is designated as an appeals officer, where would you need to look?

\_\_\_\_\_

Does this section of the Labour Code apply to a person who is self-employed?

\_\_\_\_\_

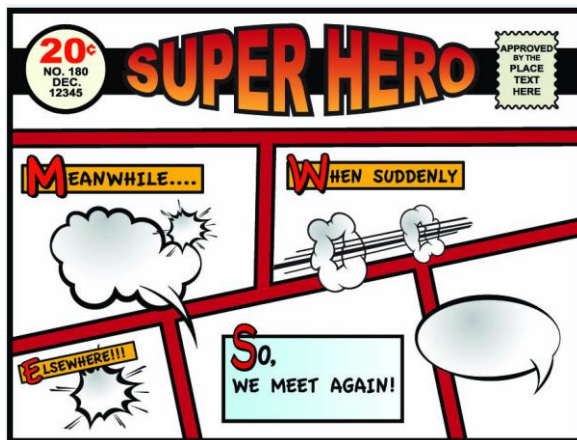


## 5. COMICS AND READING

### NEED HELP? TRY THE BOOSTERS.

- **SKIMMING AND SCANNING**

### BRING ON THE COMICS!



Up until quite recently, comic books were not considered, by very many people, to be good material for developing reading skill.

However, new research indicates that comic books help improve literacy skills, can motivate readers who don't like to read straight text, and help improve reading skills related to inference, memory, sequencing information and overall comprehension; they have even been called gateways to literacies!

#### TIPS FOR A SUCCESSFUL COMIC

- Know your genre
- Understand your main character's goals/ challenges
- Create a believable setting
- Include a beginning, a middle, and an end







1.

Do you like to read comics? Have you ever thought about becoming a comic designer or writer? On the page following the questions, there is a notice of an opportunity for aspiring comic designers or writers to submit their work for consideration. There is a lot of information in the document and the company clearly expects you to follow their submission guidelines.

- Underline the keywords or phrases in the search question.
- Scan the document to find the information that will help you to answer each of the questions.
- On the document, highlight the information you used to answer each question and write the question number beside the highlighted text.

(reading text levels 2 and 3, writing level 2)

Who are the two target audiences for the document?

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What 4 things should be included in your proposal?

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Can you email submissions to CanComics?

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How much does CanComics pay for new work?

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If you have already published a story with your character with another company, can you submit to CanComics a different story using the same character?

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Do you have to send your original artwork when submitting a proposal?

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How long does it take to have a submission reviewed?

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How does CanComics make money?

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Should you include references with your submission?

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In one sentence, summarize the purpose of the document.

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## SUBMISSIONS

Here at CanComics we are actively seeking new talent—writers and artists alike—to join the creator-owned family. Thank you for your interest in submitting your work to us, please read our official submission guidelines below. Good luck!

### HOW TO SUBMIT TO CANCOMICS:

**CanComics only publishes creator-owned material.** We do not contract creators; we're only interested in publishing original content for which you would retain all rights. Please do not submit any work that utilizes already-existing characters—Image characters or otherwise—as they will automatically be declined.

**CanComics publishes creator-owned/creator-generated properties and WE DON'T PAY PAGE RATES.**

**CanComics** takes a small flat fee off the books published and it will be the responsibility of the creators to determine the division of the remaining pay between their creative team members.

**Things often change from story proposal to the printed page.** If the intended title of your book is awkward or unwieldy, we may suggest changing it. If your logo is unreadable we may suggest changing it. There have been cases where we've designed logos, helped redesign characters, and done cover sketches. However, no changes will be made without creator approval.

**Artists:** We accept inking, pencilling, lettering, or coloring samples. These will be kept on file and you may be contacted if and when the occasion presents itself. If your art-only submission is not kept on file, you will not get a response. **DO NOT SEND ORIGINAL ART** as your work will not be returned.

**Writers:** We accept story proposals only (see **Submission Requirements** below)—please do not send storyboards, scripts, notes, or manuscripts—anything other than a proposal that meets the below specifications will be automatically declined.

### SUBMISSION REQUIREMENTS:

1. A brief, typed **cover letter** that summarizes your project and your previous work, if relevant. Include contact information (name, e-mail address, address, phone and fax numbers) clearly printed on the top of the page. Submissions are responded to via e-mail only.
2. A typed, one page, **synopsis** of the overall story arc. Tell us what sets your story apart from other comics and be clear as to who the target audience is ("Everyone" is not realistic—there is no single book on the market today that everybody buys).
3. **Photocopies of fully inked and lettered sequential story art pages** (any size, but no character sketches or bios). **DO NOT SEND ORIGINAL ART** as your work will not be returned. Please include a minimum of five pages that are fully inked and lettered.
4. A **cover** mock-up—this lets us know whether or not you understand the market and gives us a good barometer on your design sense. With creator approval, this may go through a redesign if we decide to acquire your project.
5. Mail all submissions to:

**Submissions, c/o CanComics**  
**2017 Any Street, Suite 100**  
**Toronto, ON M1M 1M1**

### THINGS TO KEEP IN MIND:

- **The creative team in your pitch is the one we expect to see actually working on your book.** If the artist you pitched with leaves the team, you will need to re-submit your proposal with the new creative team line-up. This also means that with all ongoing titles we need to be made aware of and approve all changes to the creative team.
- Due to a high volume of submissions we are unable to respond to each proposal individually. **If you do not receive a reply within one month of submitting consider your proposal declined.** If you do not include an e-mail address in your proposal it will automatically be declined.
- **Please do not include praise or testimonials.** We are only interested in your work as it stands on its own merits.
- **We are not looking for any specific genre of comic book.** We are looking for comics that are well written and well drawn, by people who are dedicated and can meet deadlines.
- Finally, since **CanComics, Inc. owns no intellectual properties**, you can be assured—accepted or not—that your property will remain yours.



## 2.

The paragraphs below are a sequence of steps for creating and publishing your own comic book, but they need to be put in the correct sequential order.

Read each paragraph. Highlight or underline the words in the text that give you clues to the sequencing. Words like: first, next, start, finally, etc.

Next decide in which order the paragraphs should go, from 1 to 7 and write the numbers in the Step # column.

After you order the paragraphs, create a heading for each one that sums up in just a few words, the main idea of that step. NOTE: Most of your headings will consist of keywords drawn from the paragraphs.

(reading text level 3, writing level 2, job task planning and organizing level 2)

| Step # | Paragraph   | Paragraph Heading |
|--------|---|-------------------|
|        | One of the most common mistakes is to start drawing your comic book <i>before</i> working out your story. Take the time to write a script. When it's time to write your script, there are four main points to keep in mind: Know your genre, Understand your main character's goals/challenges, Create a believable setting, and Include a beginning, a middle, and an end. |                   |
|        | Whether you're working traditionally or digitally, drawing the comic can feel like a daunting task. But at this stage of the process, your work <i>doesn't</i> need to be perfect. Focus on getting your comic drawn; you can work on perfecting it later during the inking stage.  |                   |
|        | All things start with an idea; and your comic book or graphic novel is no different.  |                   |
|        | Congratulations! You made a comic. Now what? Selling and marketing your comic isn't easy.. Your best bet is to create a daily post telling everyone about your new venture.   |                   |
|        | An often overlooked task when creating a comic is lettering. You may have a great story. You may fantastic illustrations. But if your lettering is messed up, people won't read your story! Use fonts that fit the comic.   |                   |
|        | Once your script is complete, it's time to start drawing. Well... it's <i>almost</i> time to start drawing. When working on the layout, your goal is to keep the reader interested. One way to do this is to end each page (maybe not all, but some) with a cliffhanger.  |                   |



|  |  |  |
|--|--|--|
|  | <p>Now that you have your comic drawn (penciled), it's time for inking and coloring; two tasks that don't necessarily need to be done by the same person.</p> <p><b>Inking:</b> It is at this stage where you clean-up your drawings and add depth to your illustrations.</p> <p><b>Colouring:</b> Choosing the colours can make or break a scene. In addition to proper color selection, not keeping your colours consistent can break things too</p> |  |
|--|--|--|





## 6. AN EDUCATED GUESS

### INFERENCE

An observation is what we see or notice.

An inference is an assumption we make about what we observed or experienced. It is an educated guess.

Making an inference involves reading between the lines - using what you know to make a guess about what you don't know.

Readers who make inferences use clues in the text along with their own experiences, to help them figure out what is not directly said.

Observations:

- The comic is set in a pet store (Bob's Pets)
- There is a bird, a cat and a fish bowl with a Piranha
- The cat's front legs are injured or possibly made of wood

What I know:

- Piranha fish are known to have very sharp teeth and to attack anything that they can.

Inference:

- The cat tried to catch the fish.
- The Piranha fish chewed the cat's legs.

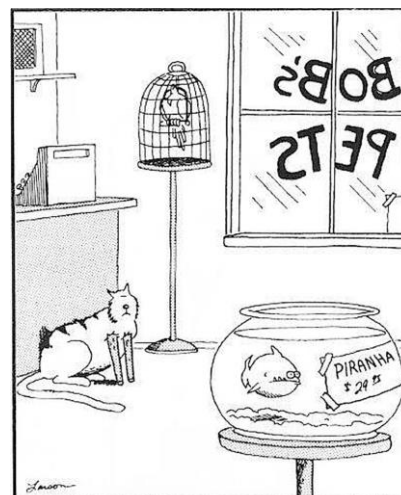


Image source:  
<https://www.pinterest.com/pin/65935582023802840/>

### TIPS FOR MAKING AN INFERENCE

Find clues to get some answers.

Add those clues to what you already know or have read.

There can be more than one correct answer.

Be prepared to support your inferences.



Observation versus Inference – a quick lesson.

Look at the photograph.

What can you observe?

- There is a man in a bathing suit, in mid-air, in a diving position.
- He is surrounded by blue sky and clouds.

What can you infer?

- The man is diving at an outdoor location.
- The photo is taken by a person on the ground and that angle gives the impression that the diver is extremely high.



<https://lens.blogs.nytimes.com/2015/08/03/august-3-2015-pictures-the-day/#slideshow/100000003834284/100000003834285>

An inference about the photo capturing a man diving outdoors is correct. The photo is captioned:

*“Carlos Gimeno of Spain competing in the preliminary round of the men’s high dive at the FINA World Championships in Kazan, Russia.”*

The dive tower at the competition in 2015, was outdoors.

<https://learning.blogs.nytimes.com/2015/09/02/skills-and-strategies-making-inferences/>

**1.** When we read headlines in the news or on book or magazine covers we can make inferences as to what we think the book or article will be about. In this way we use inference to make decisions about whether to read further or to purchase a book or magazine. Below are headlines and first sentences from five articles in the Globe and Mail on January 26, 2018 <https://www.theglobeandmail.com/>. Answer the questions that follow each headline. *(reading text level 3, writing level 2, job task planning and organizing level 2)*

**Bruins bad boy Brad Marchand back in the vice-principal’s office, vowing to change**

It hardly looks like the office of a vice-principal. But that's exactly what the visitors' dressing room at Canadian Tire Place felt like on Thursday as Brad Marchand – sometimes called "Rat" by his teammates – was cornered by several cameras and a dozen microphones.

What do you think this story is about?

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Who do you think is the vice-principal?

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What clues in the headline and paragraph helped you decide on your answers?

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What did you already know about the topic?

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**Why the traditional sit-down breakfast is dying a slow death**

The traditional first meal of the day is dying a slow death. ... how busy schedules and diminishing kitchen skills are changing how we eat our oatmeal and eggs

What do you think this story is about?

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What reasons do you think the author would give for why she believes this headline is true?

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What do you think a *traditional sit down breakfast* is?

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What clues in the headline and paragraph helped you decide on your answers?

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What did you already know about the topic?

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**Why cats make better pets than dogs**

I am too selfish to own a dog. But when a cat accepted my touch and then seemed indifferent, it was a perfect match.

What do you think this story is about?

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What reasons do you think the author would give for why he believes this headline is true?

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What clues in the headline and paragraph helped you decide on your answers?

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What did you already know about the topic?

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**The 2018 Skills Canada National Competition**

Join us for the 24th Skills Canada National Competition, being held June 4 - 5, 2018, at the Edmonton EXPO Centre in Edmonton, Alberta.

What do you think this article is about?

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What kind of information do you think will be in the article?

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What clues in the headline and paragraph helped you decide on your answers?

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What did you already know about the topic?

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**How do I wear glitter without turning my face into a disco ball?**

Think of December as your time to shine, taking style cues from the twinkling lights and shimmering snowflakes of the season. Even if you're not the type of dresser to make like a disco ball in a sequined ensemble, the latest glitter-infused makeup makes it easy to dazzle within your aesthetic comfort zone.

What do you think this article is about?

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What kind of information do you think will be in the article?

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What clues in the headline and paragraph helped you decide on your answers?

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What did you already know about the topic?

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### **Skills Canada**

**BY SOME ESTIMATES, GENDER EQUALITY IN THE WORKPLACE  
WON'T BE ACHIEVED UNTIL 2095. THAT'S NOT GOOD ENOUGH.**

HeForShe is taking action now for equal opportunity and fair pay

What do you think this article is about?

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What kind of information do you think will be in the article?

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What clues in the headline and paragraph helped you decide on your answers?

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What did you already know about the topic?

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## 2.

To answer the questions below, read the article about Parks Canada. The questions require you to make inferences, in order to answer them. Remember the tips for making an inference.

- Find clues to get some answers.
- Add those clues to what you already know or have read.
- There can be more than one correct answer.
- Be prepared to support your inferences.

*(reading text levels 1, 2 and 3)*

How many apps does Parks Canada have?

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Do you think early settlers were vegetarians? Explain your answer.

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Did early settlers have access to citrus fruit like oranges? Explain your answer.

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Based on the reading, what countries did the European settlers come from?

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Did the early settlers raise cattle?

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The name “Heritage Gourmet” is a good one for the app because it is short, easy to remember and works in both official languages. Additionally, readers could likely infer from the name, that the app has information about food items people used to eat. What name would you give to each of the apps described below? Each name should be one from which a person reading the name could infer the purpose of the app.

1. An app that told you the most popular songs in any given year.
2. An app that lets you report vandalism
3. An app that magnifies whatever you are looking at.

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1

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2

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3

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**BONUS QUESTION!**

What else did Alexander Graham Bell invent?

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## PARKS CANADA

You are visiting one of Canada's national historic sites this summer. As you explore the scenery and cultural artifacts, you can't help but wonder: How did the cuisine of the early settlers *taste*? Well, you guessed it – there's now an app for that.

To mark its 100th anniversary in 2017, Parks Canada launched its first mobile phone application, *Heritage Gourmet*, which offers more than 70 recipes tied to the country's historical landmarks, some dating back to the 18th century.

There's a recipe, for example, for 18th-century French soldiers' bread from the Fortress of Louisbourg on Cape Breton Island. There's the original King family recipe for marmalade from former prime minister William Lyon Mackenzie King's boyhood home of Woodside, in Kitchener, Ont. And there's even a recipe for moose muffle soup from Fort Anne in Annapolis Royal, N.S., and one for fried muskrat (substituting rabbit) from Fort St. James, B.C.

Recipes are accompanied by photos and stories, and information about the historic site and people related to it. For example, a raspberry vinegar beverage from Nova Scotia's Alexander Graham Bell National Historic Site, was included because the famous inventor reportedly drank the concoction after the 1909 launch of the famous Silver Dart airplane, which he had a role in developing.

Edited from <http://www.theglobeandmail.com/life/food-and-wine/food-trends/parks-canada-recipe-app-gives-you-a-real-taste-of-history/article587470/>







## 7. CRITICAL READING

### JUST THE FACTS PLEASE



According to The Centre for News Literacy  
<http://www.centerfornewsliteracy.org/>

*The most profound communications revolution since the invention of Gutenberg's printing press seems to make it harder, not easier, to determine the truth. The digital revolution is characterized by a flood of information and misinformation that news consumers can access from anywhere at any time.*

September 26, 2016 6:03 PM

Mashable @mashable

*More people have died from selfies than shark attacks this year.*

<https://mashable.com/2015/09/21/selfie-deaths/#mya.vl202aqE>

What do you think? True?



We now read an enormous amount of information each day, much of it on social media, and thinking about and practicing how we might determine whether there is truth in what we read has become more important than it ever was. Using your thinking skills and reading with the goal of learning will serve you well when you need to decide whether something you are reading is true or not.

About the mashable news, according to the Washington Post – nope.

[https://www.washingtonpost.com/news/the-intersect/wp/2015/09/22/no-selfies-have-not-killed-more-people-than-sharks-thats-ridiculous/?utm\\_term=.79512111a1e1](https://www.washingtonpost.com/news/the-intersect/wp/2015/09/22/no-selfies-have-not-killed-more-people-than-sharks-thats-ridiculous/?utm_term=.79512111a1e1)



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## READING HEALTH CHECKUP

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1.

Below are questions about what, when and how you read and how you examine what you read, in the news and on social media. Answer them and then, if possible, discuss them with a friend or classmate.

*(reading text level 2 and 3, digital technology level 2, critical thinking levels 2 and 3)*

How many viral posts — articles, videos or photographs — do you click on each week? How many on average do you share on social media?

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How often do you check to make sure that what you are sharing or commenting on is real?

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If you aren't sure if it is real, do you check? If so, how do you check?

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Do you care whether or not a story that is supposed to be real, actually is? Why or why not?

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Are there sources of news and information that you trust more than others? If so, which ones and why do you trust them more than others?

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Are you more careful about choosing online sources when you are doing work for school than when you are just surfing the web for fun? If so, how do you decide whether a source you are using for schoolwork is reliable?

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Do you think it is the job of journalists, and others who write and/or link to stories, to check that the stories are true first? How do you think they might go about checking?

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Do you think that stories that are untrue can still have real-world consequences? If yes, can you think of any examples of when that may have happened?

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Do you think that sharing stories that may be untrue can have implications for the individuals who share them? If yes, can you think of examples of when this may have happened?

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## CHECK YOUR SOURCES AND KEEP THINKING

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1.

The article below suggests several steps to help you decide whether what you are reading is likely true or if you might need to check further. Read the article and, while you are reading, highlight or underline each step that is suggested.

(reading text level 2, finding information level 2)

### Determining Reliability in What We Read

Not everything we read is reliable or truthful. Especially now that we do so much reading online and there is so much information to read, it is easy for inaccurate stories to be posted. Reading with a “critical eye” is a valuable skill that helps us to sort accurate from inaccurate information. What follows are reading and research strategies you can use to sort fact from fiction. Consider the source: Where did what you are reading come from? If you are reading online, do you know the website? If not, click away from the story to learn more about the website, including its stated mission and contact information. For a picture, try a reverse image search to find out where it was originally used. This will allow you to determine whether the picture has been changed in any way.

Read beyond: Don’t stop at the outrageous headlines **CALF BORN WITH 3 HEADS GRADUATES FROM UNIVERSITY!** statements in **ALL CAPS**, or sensational images designed to get clicks or capture your attention in paper. Read the full story and then investigate further. Read a little further before you decide to pass along a headline. Headlines rarely tells the whole story. Check the author: Do a quick search to find out if the author is reliable (or even a real person). What qualifications does the author have, and are the qualifications related to the topic they are writing about? Ask yourself, is this author likely the most reliable person to pass on the information in this article? Supporting sources: Often stories that are untrue or include untrue information, will cite official — or official-sounding — sources. Check that those sources are real and credible, and that they do actually support the story. Check the date: Is this an old story? Some stories claim that something that happened long ago is related to current events. Is it a joke?: Remember, there is such thing as satire. If the image looks unbelievable or the story sounds too outrageous, it may be satire. Research the site and the author to check. Ask the experts: Ask a librarian, or visit a fact-checking site.

How many steps did you find? \_\_\_\_\_



2.

Next, write down each step you found in the previous reading. Write, in your own words, the advice that is given in the article, for that step. You may also rewrite the Step in your own words, if you wish. The goal is to create your own *Fact or Fiction Checklist*. An example is done for you.

(reading text level 2, writing level 2)

STEP 1: Consider the source *Where did this info come from?*

*Check whether I know where the information came from and, if I don't,*

*take some time to check into it.*



[illegible]



3.

Time to try your fact or fiction list. Look at the story below. Is it true? List the steps you take to find out and explain why you used the steps you did. Then check the answer key.  
(reading text level 2, writing level 2)

**WCA4News.com** reported this:

*ROCKFORD, Illinois – A new interview with Bill Murray is creating a lot of buzz in and around Rockford, Illinois this morning after the actor began praising Rockford residents for helping him when his car encountered some mechanical problems as he passed through the city recently.*

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## **MORE FUN WITH FACT OR FICTION**

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1.

Below are brief recaps of seven stories that have been in the news. Read the name and the story recap and decide – fact or fiction or needs investigation. Write a brief explanation of your choice.

Check the answer key for the “real skinny” and the links to each story.  
(*reading text level 2, critical thinking level 2, writing level 2*)

### **Pig rescues Goat**

A 30-second video appeared on YouTube, depicting a baby goat that had become stuck in the pond of a petting zoo and that was heroically rescued with a helpful nudge from a pig that swam out to it.

☐ So true!

☐ Not a chance!

☐ I need to look into this.

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### **Post a Facebook Copyright Status to Protect Your Information**

Posting a status about copyright to your facebook page will protect your photographs and other information from copyright violations.

☐ So true!

☐ Not a chance!

☐ I need to look into this.

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### **West Point Cadets Weaponized a Pillow Fight**

For generations, freshmen cadets at the United States Military Academy have marked the end of a grueling summer of training with a huge nighttime pillow fight that is billed as a harmless way to blow off steam and build class spirit.

☐ So true!

☐ Not a chance!

☐ I need to look into this.

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### **Selfie Shoes are All the Rage**

Tired of carrying a selfie stick around? Try the new selfie shoes! Retailing for about \$199.00, the shoes are a great solution to a problem.

☐ So true!

☐ Not a chance!

☐ I need to look into this.

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### **Ski-Thru Bank Opens Atop Whistler Mountain**

Canada's first ATM for skiers has opened at Whistler mountain in British Columbia. It's even got a places to put your gloves and your poles so you don't lose them.

☐ So true!

☐ Not a chance!

☐ I need to look into this.

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**Canada Post looks to drones as possible future of mail delivery**

The post office is quietly exploring the possibility of small, unmanned aerial vehicles one day helping get the mail to where it needs to go, said Jon Hamilton, a Canada Post spokesman.

☐ So true!

☐ Not a chance!

☐ I need to look into this.

**2.**

Have you read any articles or posts recently that you are pretty sure aren't true? What were they about? How might you decide whether or not they are true?

Briefly describe the posts or articles and explain how you can fact check them.

(*reading text level 2, critical thinking level 2, writing level 2*)





## 8. EXPERIENCING READING

### SURVEY SAYS

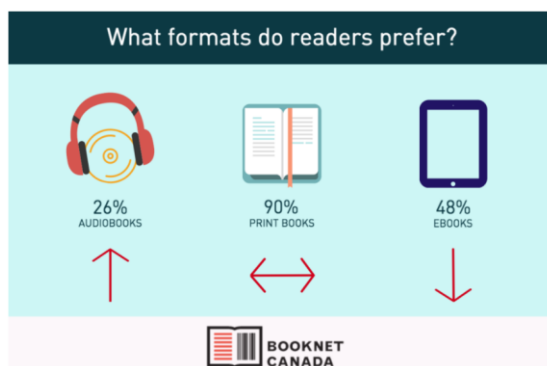


A new study shows that students learn way more effectively from print textbooks than screens.

<http://www.businessinsider.com/students-learning-education-print-textbooks-screens-study-2017-10>

And a 2017 survey by Booknet showed the following results for Canadian reader preferences.

<https://www.booknetcanada.ca/blog/2017/8/21/the-reading-habits-of-canadians>



The world, however, is definitely not an exclusively paper one anymore and so perhaps the most important thing is to be aware of the benefits and drawbacks of reading in paper and digital formats and to understand our own preferences, in order to maximize the results of our reading.





## AN ONGOING DISCUSSION

The discussion about whether reading in print or digital format is better, is not likely to end anytime soon. Researchers are learning more all the time about how we interact with reading material and how the brains process information, and the results of that research inform some of the findings about which mode of reading seems to work best. In addition to the research, we are in a digital world and so, regardless of the findings, it is highly unlikely that we will return to predominantly paper-based reading. As readers who are learners and consumers of news and social media, it is useful to be aware of the discussion and to recognize that there are times when print may be the best mode of reading and times when digital may be best.

1.

On the following page is an article about some research that has been done on reading in print versus reading in digital format. Read the article and then use the information to complete the table below.

(reading text level 2)

| Print Advantages   | Print Disadvantages   |
|--------------------|-----------------------|
|                    |                       |
| Digital Advantages | Digital Disadvantages |
|                    |                       |



Do people learn as much when they read digitally as they do in print? The answer to the question, needs far more than a yes-no response. A two-year research study gathered data from 429 university students from five countries to compare the ways in which people read in print and on screen.

Students said:

- Print was aesthetically more enjoyable, saying things such as “I like the smell of paper” or that reading in print is “real reading.” What’s more, print gave them a sense of where they were in the book – they could “see” and “feel” where they were in the text.
- Print was also judged to be easier on the eyes and less likely to encourage multitasking. Almost half the participants complained about eyestrain from reading digitally (“my eyes burn”), and 67 percent indicated they were likely to multitask while reading digitally (compared with 41 percent when reading print).
- At the same time, respondents praised digital reading on a number of counts, including the ability to read in the dark, ease of finding material (“plenty of quick information”), saving paper and even the fact they could multitask while reading.

But the bigger question is whether students are learning as much when they read onscreen. The study asked students about their reading patterns and preferences. The responses to were particularly revealing.

- When asked on which medium they felt they concentrated best, 92 percent replied “print.” For long academic readings, 86 percent favored print. Participants also reported being more likely to reread academic materials if they were in print.
- Students also said it was easier to focus using print. They felt like “the content sticks in the head more easily.”
- By contrast, in talking about digital screens, students noted “danger of distraction” and “no concentration.”

Overall, students saw print as the medium for doing serious work.

Edited from: <https://newrepublic.com/article/135326/digital-reading-no-substitute-print>



2.

In the article, find the words listed below and then write your own brief definition of their meaning.

(*reading text level 2, writing level 2*)

Aesthetically

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Multitasking

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---

Medium

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---

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Respondent

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3.

What does the article imply about multitasking?  
(reading text level 3, writing level 2, critical thinking)

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4.

Explain, in no more than 2 sentences, why print reading is better.  
(reading text level 3, writing level 2)

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5.

Explain, in no more than 2 sentences, why digital reading is better.  
(reading text level 3, writing level 2)

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6.

Create a headline or title for the article.  
(reading text level 2, writing level 2)

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7.

Summarize the information in the article in one paragraph.

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

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8.

Briefly explain your preferred mode of reading – screen or paper – and give three reasons why this is your preference.

(*reading text level 2, writing level 2*)



## **9. YOUR SIN CARD CAN'T GET WORK WITHOUT IT!**

**NEED HELP? TRY THE FOLLOWING BOOSTER**

- **ENTRY FORMS**

## **Your Social Insurance Number: A Shared Responsibility!**

**Protect it! Safeguard it!**

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

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

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

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

SIN is an acronym for Social Insurance Number.

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

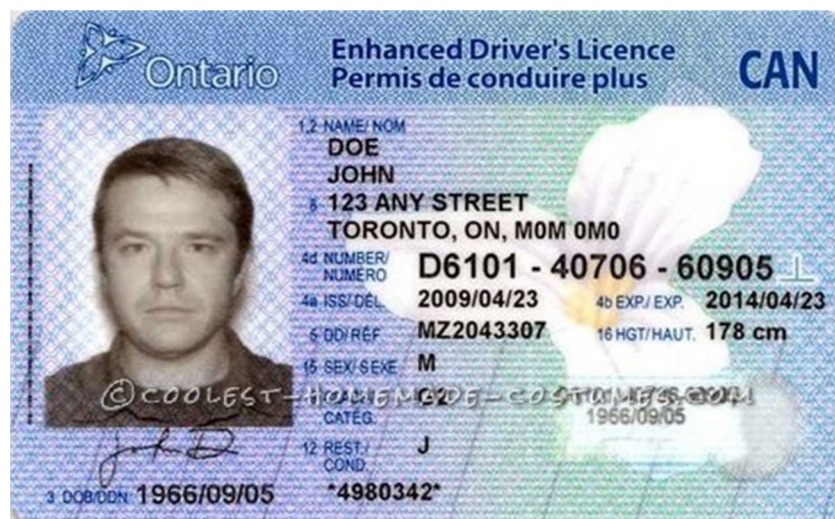
In many cases you can go to a Service Canada office with all of the required original documentation needed to apply and complete the process there. However, if you are not able to go to an office, you will need to complete the application form. The SIN application is an entry form and, like many entry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



Some of the information required for a SIN application is similar to what is found on a Driver's Licence. Compare the two licences below and answer the three questions that follow.



<http://www.bcpl8s.ca/Drivers-Licence>



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

1. For how long are licenses issued in the two jurisdictions?  
(reading text level 2)



**2.** Which driver is older?  
(reading text level 2)

**3.** What information is included on the front of the BC card that is not on the ON card?  
(reading text level 2)





## 10. MANUAL MATERIALS HANDLING

### READING SAFETY INFORMATION



Important safety or emergency information that workers need to read is often presented using images or icons and short pieces of text. Icons, images, and short pieces of text are particularly useful when employees need to be able to clearly understand a safety or emergency procedure quickly.

Moving or handling things at work is a common source of workplace injury. Information about the risks is especially important for young workers because they are more likely than older workers to be injured.

Look at the next page to see the full size Manual Materials Handling poster and use it to answer the questions that follow.





Awareness

# Manual Materials

## Handling

[MMH] is the most common cause of occupational fatigue and lower back pain



### before lifting



Check to see if mechanical lifting aids are available.

Assess/identify the weight of the load.



Get help with heavy or awkward loads.

Ensure that the load is free to move.

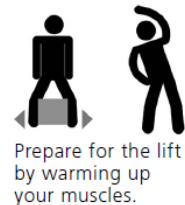


Ensure that you can lift the load without over-exertion.

Check that the path is clear and free of grease, oil, water, and objects.



### safe lifting tips



Prepare for the lift by warming up your muscles.

Stand close to the load and face the direction you intend to move.

Be sure you have a good grip on the load.

Tuck chin into your chest.

Lift load as close to and as centred to body as possible.

Keep arms straight and abdominal muscles tight.

Lift smoothly, without jerking.

Lift with your legs and body weight, not with your back.



Avoid twisting, side bending, and carrying loads with only one hand.



**CCOHS.ca**

Canadian Centre for Occupational Health and Safety



**1.**

What does MMH stand for?  
(reading text level 1)

**2.**

Why is it important to know about MMH?  
(reading text level 1)

**3.**

What part of your body should you lift with?  
(reading text level 1)

**4.**

What are three things you should do before lifting?  
(reading text level 1)

**5.**

Under what circumstances should you ask for help when lifting?  
(reading text level 1)



- 6.** The word “manual” comes from the Latin word “Manus” meaning “hand”. In the case of the poster, to what else does “manual” refer, when handling materials?  
(reading text level 2)
- 7.** According to the poster, what is the opposite of “hold”?  
(reading text level 2)
- 8.** In what position should your chin be, when you lift something?  
(reading text level 2)
- 9.** How would you summarize the message in the poster in one sentence?  
(reading text level 2)
- 10.** Where would you get more information about MMH?  
(reading text level 2)



## 11. STORIES IN BLUE

### BLUEPRINTS



blue print

/'bloo, print/

noun

A design or other technical drawing.

Synonyms: plan, design, diagram, drawing, sketch, map, layout, representation

“blueprints of the camera”

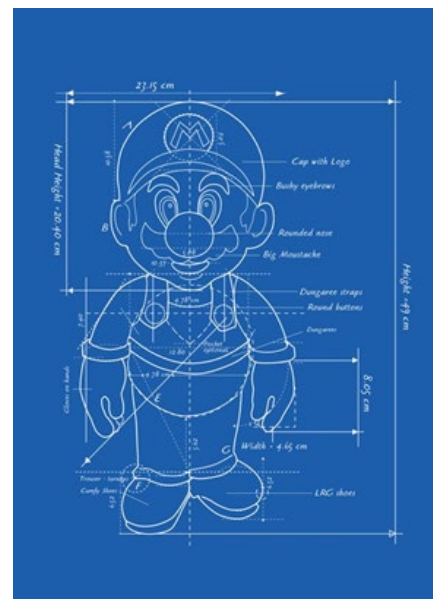
verb (North American)

Draw up (a plan or model)

“a neatly blueprinted scheme”

Why are blueprints blue?

The blueprint process was developed in the 1800s when scientists found an easy way to reproduce documents by combining ammonium iron citrate and potassium ferrocyanide to create something like a photocopy. When the chemicals reacted together, they made the paper blue. Blueprints have been mostly replaced by whiteprints, but the name has stuck ever since.

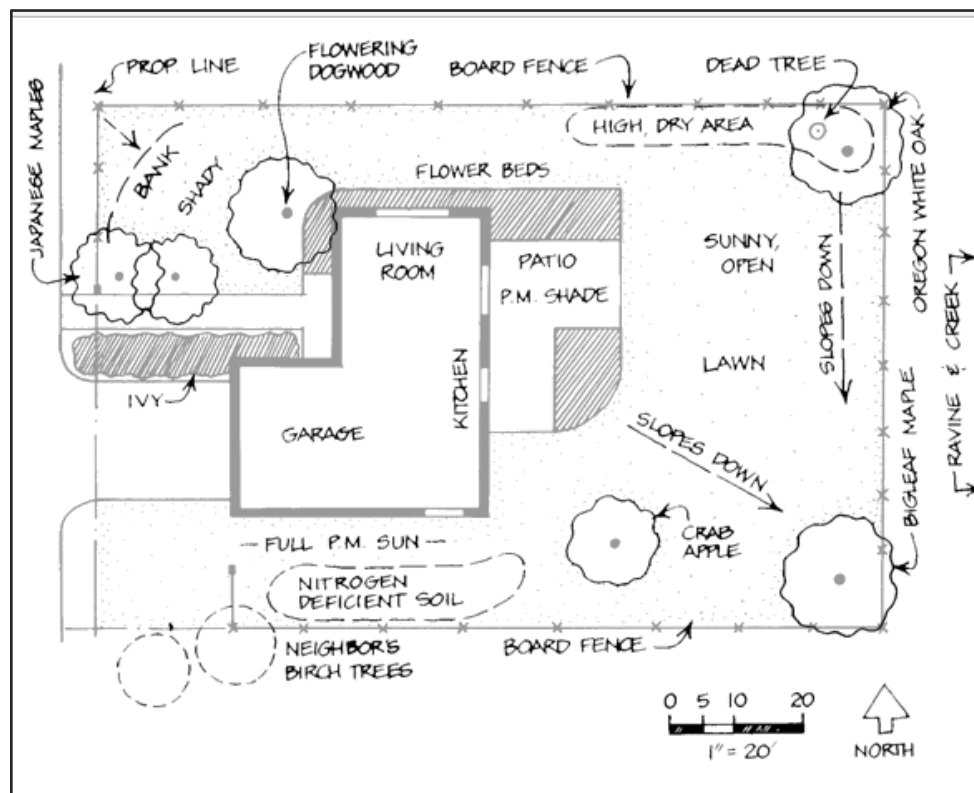




Landscape gardeners use blueprints to plan out the gardens they are creating, to be sure they turn out as expected and to help with explaining their ideas to clients.

Look at the blueprint of the garden below and answer the questions that follow, then checkout the profile for landscape gardeners.

[http://www.jobbank.gc.ca/es\\_view\\_profile-eng.do?prof\\_id=129&lang=eng](http://www.jobbank.gc.ca/es_view_profile-eng.do?prof_id=129&lang=eng)



<http://wdfw.wa.gov/living/landscaping/>

1.

The blueprint author has included information about the amount of sun in different sections of the yard. Why do you think this information was included?

(reading text level 1, critical thinking level 2)

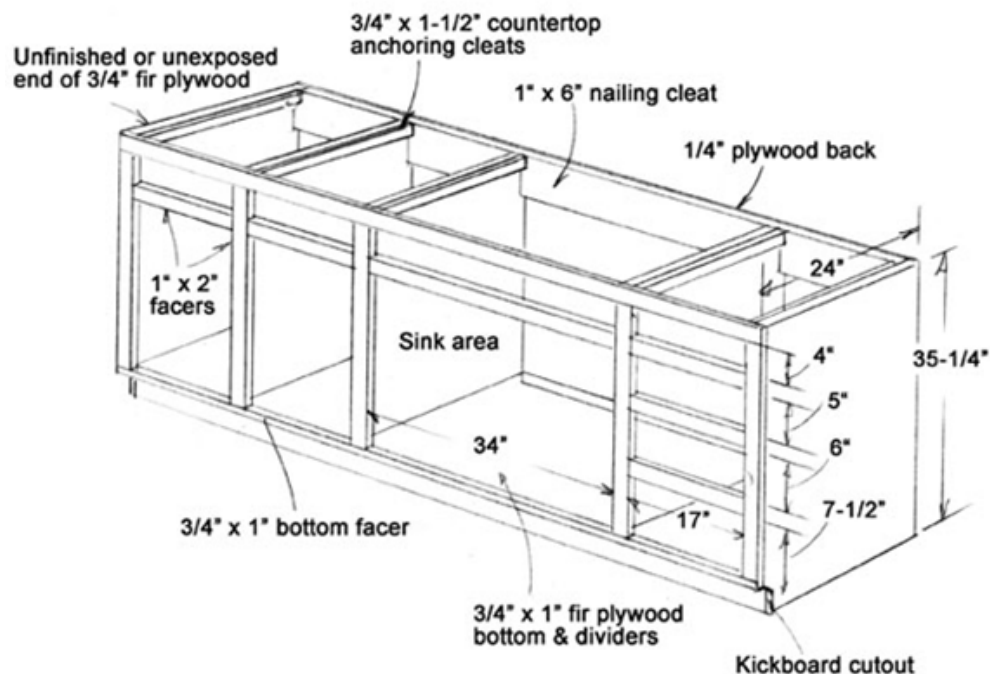


Cabinet makers refer to assembly or shop drawings and blueprints to check details.

Check out the profile for cabinet makers.  
[http://www.jobbank.gc.ca/es\\_view\\_profile-eng.do?prof\\_id=240&lang=eng](http://www.jobbank.gc.ca/es_view_profile-eng.do?prof_id=240&lang=eng)

Cabinetmakers use blueprints to construct or repair things they work on such as kitchen cabinets, windows and window frames, and all types of furniture. Accuracy is very important in the work they do; they regularly need to fit small parts and sub-assemblies together to precisely make and install cupboards and cases and to operate woodworking machines to cut and form parts.

Look at the blueprint below and answer the questions that follow.



<http://extremehowto.com/cabinet-building-basics-for-diyers>





- 1.** What object is this a blueprint for?  
(reading text level 2)
  
- 2.** How wide is the sink area?  
(reading text level 1)
  
- 3.** What is the back of the object made of?  
(reading text level 1)
  
- 4.** How thick is the backing?  
(reading text level 1)
  
- 5.** How deep is the object?  
(reading text level 1)



**6.** How high is the object?  
(reading text level 1)

**7.** Which surface(s) of the object will be set against a wall? Explain how you can determine that from the blueprint.  
(reading text level 3, critical thinking level 2)

**8.** What do you think the dividers shown on the front right of the object are for?  
(reading text level 1, critical thinking level 1)





## 12. PUZZLES IN PATTERNS



SHIRTDRESSES  
SEWING TIPS & INSPIRATION

Fashion designers use a particular kind of blueprint called a pattern. To make the sewing construction process simpler, the information for every pattern sold in Canada is organized in the same way on the back of the envelope containing the pattern pieces. This is true for clothing patterns and home décor patterns.

<https://www.pinterest.ca/mccallpatternco/shirtdress-patterns/>

These are the fabrics that are appropriate for this project.

Select your pants size by your waist and hip.

Don't forget your notions

The pattern pieces are view "G"

The finished garment measurements clue you in to whether you will need to adjust the pattern.

**9505**  
16 PIECES

**MISSES' SLEEPWEAR**  
Fabric: Cotton and Cotton Blends, Lightweight Cottons, Lightweight Silk/Repps, Satin and Satin Blends, Chantrelle, Vichy, Batiste, Pique, etc. Fabric needed to match plaid, stripes or one-way design fabrics.  
Notions: Sewing C, D, one pkg. 3/4" wide elastic, E, F one pkg. 1" wide single fold bias tape (ask for Simplicity notions).

**MEASUREMENTS**

| Size  | XS     | S      | M      | L      | XL     |
|-------|--------|--------|--------|--------|--------|
| Bust  | 30 1/2 | 32 1/2 | 34 1/2 | 36 1/2 | 38 1/2 |
| Waist | 25 1/2 | 27 1/2 | 29 1/2 | 31 1/2 | 33 1/2 |
| Hip   | 35 1/2 | 37 1/2 | 39 1/2 | 41 1/2 | 43 1/2 |

**Garment Measurements (Bust & Hip Printed on Pattern Tissue)**

| Size     | XS     | S      | M      | L      | XL     |
|----------|--------|--------|--------|--------|--------|
| A - Bust | 34 1/2 | 36 1/2 | 38 1/2 | 40 1/2 | 42 1/2 |
| B - Hip  | 44 1/2 | 46 1/2 | 48 1/2 | 50 1/2 | 52 1/2 |

**Finished Garment Measurements**

| Size     | XS     | S      | M      | L      | XL     |
|----------|--------|--------|--------|--------|--------|
| A - Bust | 34 1/2 | 36 1/2 | 38 1/2 | 40 1/2 | 42 1/2 |
| B - Hip  | 44 1/2 | 46 1/2 | 48 1/2 | 50 1/2 | 52 1/2 |

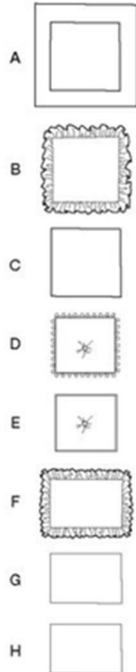
**MEASURES DU VÊTEMENT (Poitrine & Hanches imprimées sur le Patron)**

| Size     | XS     | S      | M      | L      | XL     |
|----------|--------|--------|--------|--------|--------|
| A - Bust | 34 1/2 | 36 1/2 | 38 1/2 | 40 1/2 | 42 1/2 |
| B - Hip  | 44 1/2 | 46 1/2 | 48 1/2 | 50 1/2 | 52 1/2 |

SewFearless.com



**8226**  
11 PIECES



| EASY PILLOWS   |   | COUSSINS FACILES  |  |
|--|---|---|--|
| Fabrics: Brocade, Chintz, Cotton Types, Damask, Dupioni, Shantung, Eyelet, Linen Types, Sateen, Twill, Velvet. |   | Tissus: Brocart, Chintz, Cottonnades, Soie damassée, Soie Dupionée, Shantung, Broderie anglaise, Toile de Lin, Satinette, Twill, Velours. |  |
| <b>A Pillow (18" x 18"):</b> Front- ¾ yd. of 45" or 60"  | Back- ¾ yd. of 45" or 60"   | <b>A Coussin (45.5cm x 45.5cm):</b> Devant- 0.70m de 115cm ou 150cm   | Dos- 0.70m de 115cm ou 150cm   |
| Notions: One 18" x 18" pillow form   |   | Mercerie: un coussin 45.5cm x 45.5cm  |  |
| <b>B Pillow (16" x 16" not including ruffle):</b> 2¼ yd. of 45" or 60"   | Notions: One 16" x 16" pillow form  | <b>B Coussin (40.5cm x 40.5cm sans le volant):</b> 2.50m de 115cm ou 150cm  | Mercerie: un coussin 40.5cm x 40.5cm   |
| <b>C Pillow (16" x 16"):</b> Front and Back- ¾ yd. of 45" or 60"   | Contrast Front- ¾ yd. of 45" or 60"   | <b>C Coussin (40.5cm x 40.5cm):</b> Devant et Dos- 0.60m de 115cm ou 150cm  | Devant Contrastant - 0.40m de 115cm ou 150cm   |
| Notions: One 16" x 16" pillow form   |   | Mercerie: un coussin de 40.5cm x 40.5cm   |  |
| <b>D Pillow (14" x 14"):</b> ¾ yd. of 45" or 60"   | Notions: One 14" x 14" pillow form, one 1½" button form to cover, one ¾" button                     | <b>D Coussin (35.5cm x 35.5cm):</b> 0.50m de 115cm ou 150cm   | Mercerie: un coussin de 35.5cm x 35.5cm, un bouton à recouvrir de 4cm, un bouton de 1cm                      |
| Trim: 1¼ yd. of 1¼" wide pom pom trim  |   | Garniture: 1.60m de 2.8cm de large pour la garniture de pompons   |  |
| <b>E Pillow (14" x 14"):</b> ¾ yd. of 45" or 60"   | Notions: One 14" x 14" pillow form, one pkg. of piping, one 1½" button form to cover, one ¾" button | <b>E Coussin (35.5cm x 35.5cm):</b> 0.50m de 115cm ou 150cm   | Mercerie: un coussin de 35.5cm x 35.5cm, un paquet de liseré, un bouton à recouvrir de 4cm, un bouton de 1cm |
| <b>F Pillow (12" x 16" not including ruffle):</b> 2¼ yd. of 45" or 60"   | Notions: One 12" x 16" pillow form  | <b>F Coussin (30.5cm x 40.5cm sans le volant):</b> 2.10m de 115cm ou 150cm  | Mercerie: Un coussin de 30.5cm x 40.5cm  |
| <b>G Pillow (12" x 16"):</b> Front and Back- ½ yd. of 45" or 60"   | Side Front- ½ yd. of 45" or 60"   | <b>G Coussin (30.5cm x 40.5cm):</b> Devant et Dos - 0.50m de 115cm ou 150cm   | Découpe devant- 0.50m de 115cm ou 150cm  |
| Notions: One 12" x 16" pillow form, three 1" buttons   |   | Mercerie: Un coussin de 30.5cm x 40.5cm, trois boutons de 2.5cm   |  |
| <b>H Pillow (12" x 16"):</b> Front and Back- ½ yd. of 45" or 60"   | Contrast Front- ½ yd. of 45" or 60"   | <b>H Coussin (30.5cm x 40.5cm):</b> Devant et Dos-0.50m de 115cm ou 150cm   | Devant Contrastant-0.50m de 115cm ou 150cm   |
| Notions: One 12" x 16" pillow form   |   | Mercerie: Un coussin de 30.5cm x 40.5cm   |  |
| *without nap **with nap ***with or without nap   |   | *SANS SÈRS **AVEC SÈRS ***AVEC OU SANS SÈRS   |  |

<http://www.simplicity.com/simplicity-pattern-8226-easy-pillows/58226.html#start=3>

If you look at the sample above, you can see that the information on the back of the pattern envelope is arranged in a table with rows and columns. Read the table to answer the following questions.

1. How many main columns are there?  
(reading text level 2)

2. What headings would you give to each of the columns?  
(reading text level 2)



**3.** How many different types of pillows does the pattern include instructions for?  
(reading text level 1)

**4.** How many pieces are included in the pattern?  
(reading text level 1)

**5.** What is dupioni?  
(reading text level 2, problem solving level 2)

**6.** What do you think a “notion” is?  
(reading text level 2, problem solving level 2)

**7.** How many different fabrics are used in Pillow C?  
(reading text level 2)





**8.**

Describe one way in which pillows D and E are the same and one way in which they are different?

*(reading text level 2)*

**9.**

Which pillows are the same size?

*(reading text level 2)*

**10.**

Which is the largest pillow? How big is it?

*(reading text level 2)*



**1.**

You need to plan your timetable for your Apparel Technology Design program. The course schedule and your part-time work calendar are shown below. On the next page is a blank calendar for January 2018. Create a class schedule that will allow you to take all your courses and to maintain your work schedule.

(reading text level 3, job task planning and organizing level 2)

## Course Schedule

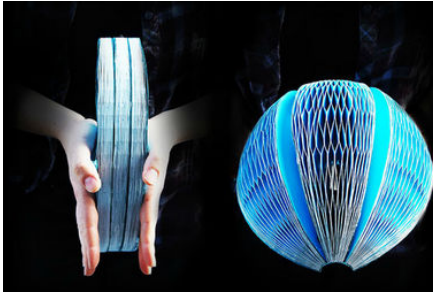
| Course Code | Course name                               | Course Days/Times                          |
|-------------|---|--|
| ATD1001     | Apparel Manufacturing                     | T- 3:20 P.M.; W- 8:00 A.M.; F- 11:20 A.M.  |
| ATD1005     | Garment Fit and Pattern Adjustment        | T- 11:20 A.M.; W/TR- 9:40A.M.              |
| ATD1010     | Pattern Drafting Software                 | T/W- 1:00 P.M.; F- 2:40 P.M.               |
| ATD1015     | Apparel Preproduction Management          | T- 9:40 A.M.; W- 2:40 P.M.; TR- 11:20 A.M. |
| ATD1020     | Collection Technical Development          | M/T/TR- 2:40 P.M.                          |
| ATD1025     | Design and Product Development Technology | M/W/TR- 3:20 P.M.                          |

## January Work Schedule

| SUNDAY              | MONDAY | TUESDAY     | WEDNESDAY   | THURSDAY     | FRIDAY       | SATURDAY            |
|---------------------|--------|-------------|-------------|--------------|--------------|---------------------|
| <b>JANUARY 2018</b> |        |             |             |              |              |                     |
|                     | 1 off  | 2 2-7 P.M.  | 3 2-7 P.M.  | 4 12-7 P.M.  | 5 7-10 A.M.  | 6 10 A.M. - 3 P.M.  |
| 7                   | 8      | 9 2-7 P.M.  | 10 2-7 P.M. | 11 12-7 P.M. | 12 7-10 A.M. | 13 10 A.M. - 3 P.M. |
| 14                  | 15     | 16 2-7 P.M. | 17 2-7 P.M. | 18 off       | 19 off       | 20 10 A.M. - 3 P.M. |
| 21                  | 22     | 23 2-7 P.M. | 24 2-7 P.M. | 25 12-7 P.M. | 26 5-9 P.M.  | 27 10 A.M. - 3 P.M. |
| 28                  | 29     | 30 2-7 P.M. | 31 off      |              |              |                     |

## Class Timetable

[illegible]



Origami refers to the art of paper folding. Many people are familiar with the paper cranes made from origami, but origami is also used in some manufacturing and design processes. The bike helmet shown on the left was created, using origami folds, by a woman who is an industrial designer. It is as strong as a conventional helmet, but inexpensive and can be folded flat. On the next page is a pattern for making a traditional origami box. Read the instructions in the pattern to create your own box.

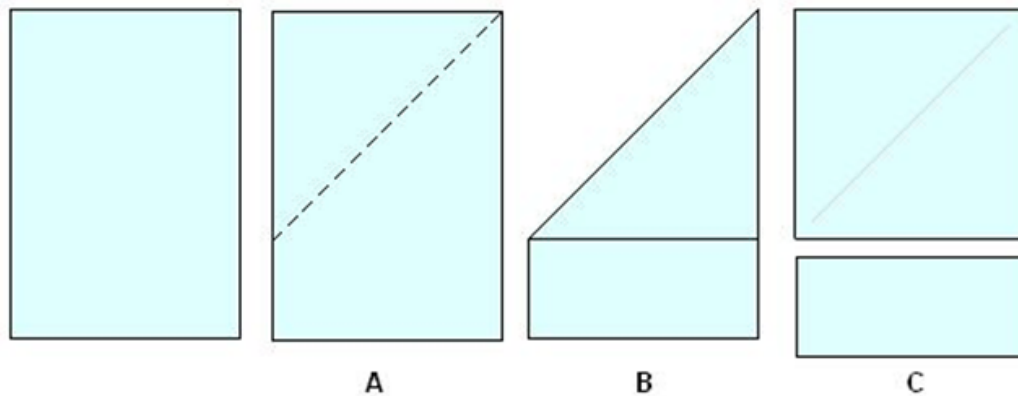
1.

To begin, you need the correct size of paper. Origami paper is always square. It comes in several sizes, but standard sizes include 75 x 75 mm (about 3 x 3 inches), 6-inch squares and 10-inch squares.

If you don't have any origami paper, you can create a square from a regular sheet of 8 ½ by 11 paper by following the steps below. Create a square of paper by following the instructions.

(reading text level 2, job task planning and organizing level 1)

**Important:** - - - - means “fold”





2.

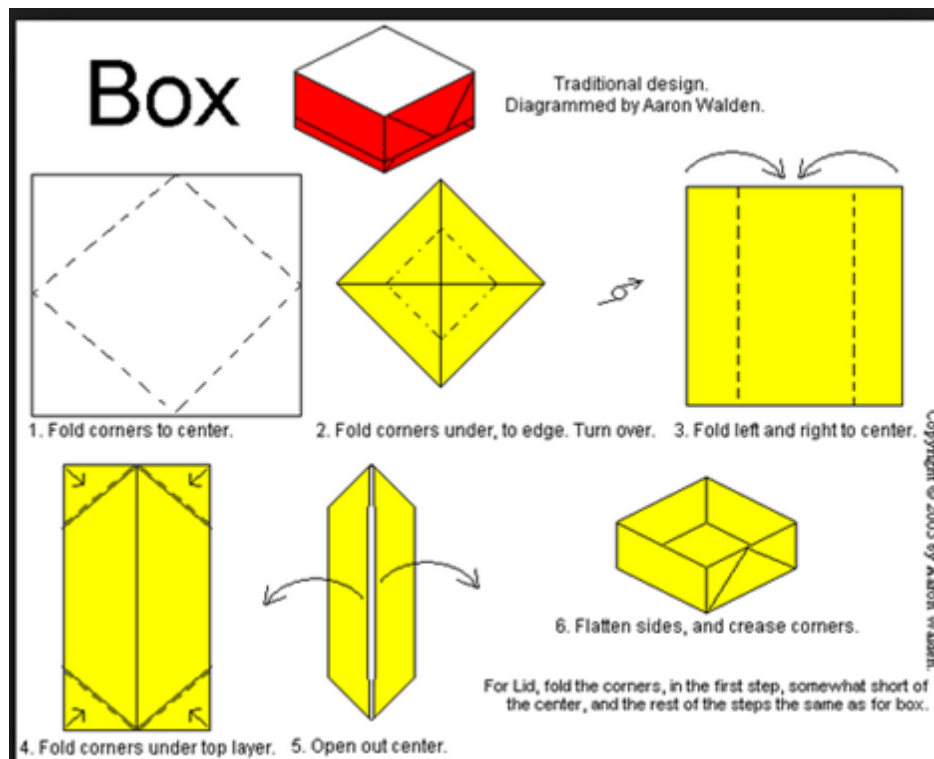
If you were to explain, in words, the steps for creating a square piece of paper, what would you write? Write the steps below.

*(job task planning and organizing level 2, writing level 2)*

3.

Follow the instructions in the diagram below to make a basic origami box.

*(reading text level 2)*

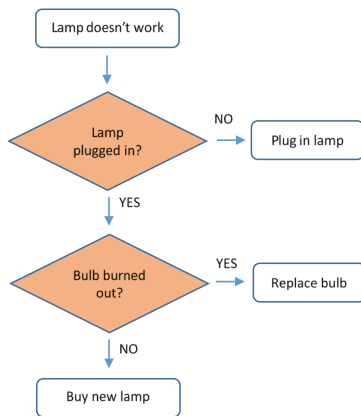




## 13. GO WITH THE FLOW

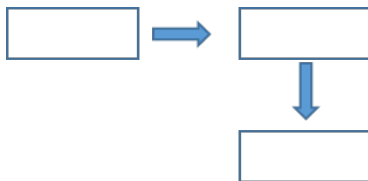
**NEED HELP? TRY THE FOLLOWING BOOSTER:**

### • FLOWCHARTS



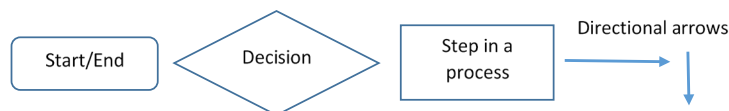
**Flowchart:**

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



Flowcharts may be constructed using a single basic shape.

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

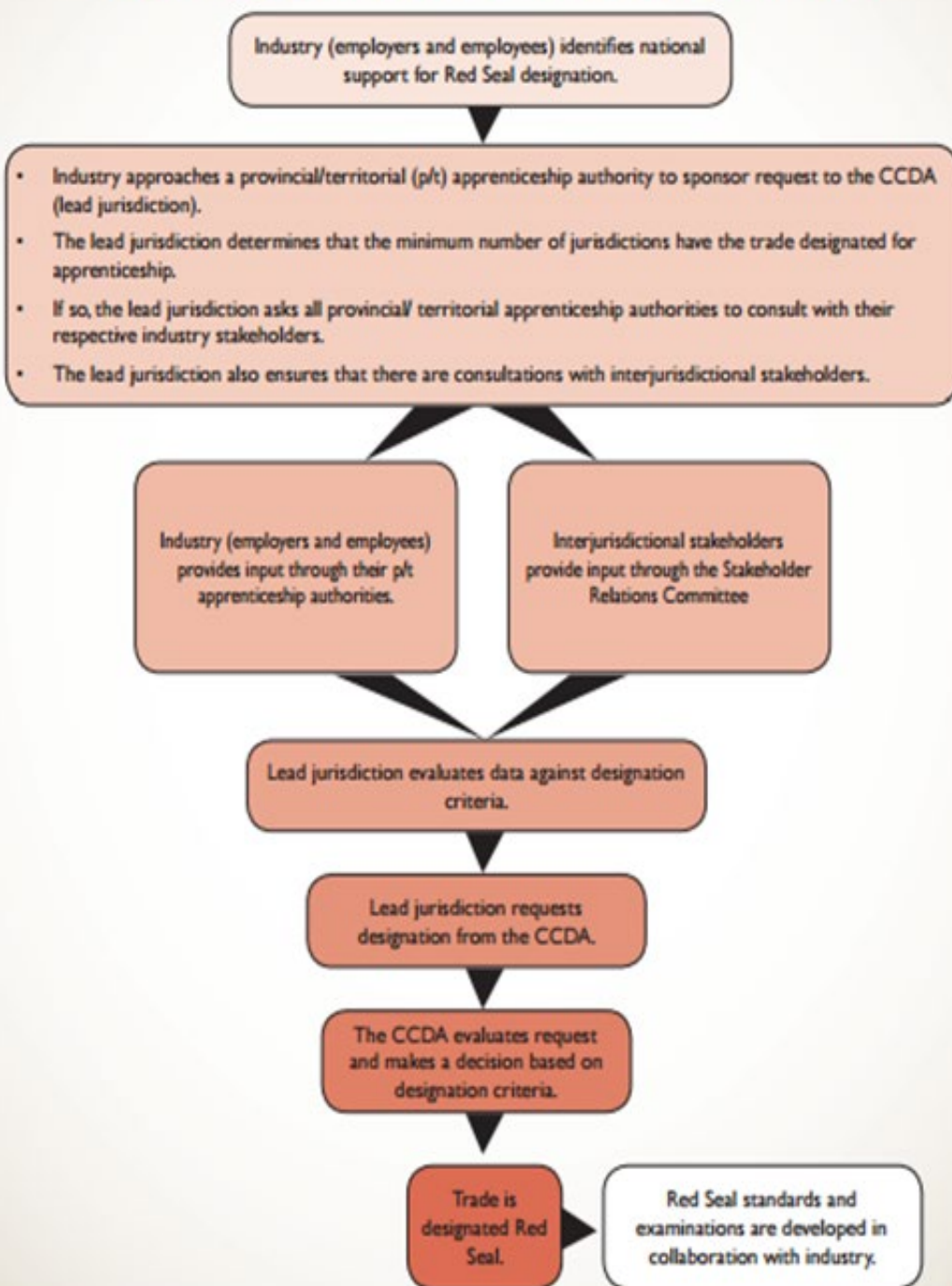


Flow charts commonly use arrows of some sort to indicate the direction in which the information should be read. Some also use colour for added meaning, as in the lamp flowchart above in which decision points are always in orange.





## FLOW CHART FOR RED SEAL DESIGNATION



red-seal.ca



- 1.** What process is being shown in the flow chart?  
(reading text level 2)
  
- 2.** What is the first step in the process?  
(reading text level 1)
  
- 3.** How many steps are there in the process?  
(reading text level 1)
  
- 4.** How many responsibilities does the lead jurisdiction have in the process? What are they?  
(reading text level 2)
  
- 5.** How many different paths are there to develop a Red Seal Standard?  
(reading text level 1)





## 14. FASHION AND BEAUTY IN BEADS

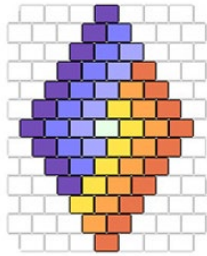


From the Bear-Cree clan on her father's side and from the Pelican Lake First Nation, Helen Oro's beadwork is inspired by the traditional beadwork her family members used to do when she was younger. One of her very popular products is beaded sunglasses.

<http://thestarphoenix.com/life/bridges/helen-oro-cutting-a-figure-with-confidence-in-fashion-world>

Beadwork is precise and, like other areas of fashion technology, it requires the user to have the ability to read detailed patterns.





The pattern shown on the left is called **Brick Stitch**. It is popular in the traditional jewellery making of North America, Africa, the Middle East and South America.

The pattern is called **Brick Stitch** because individual beads are stacked horizontally – the same way that bricks are stacked in a wall.

Follow Steps 1 to 4 below, to create your own bead pattern, in the graph paper provided below and on the next page.

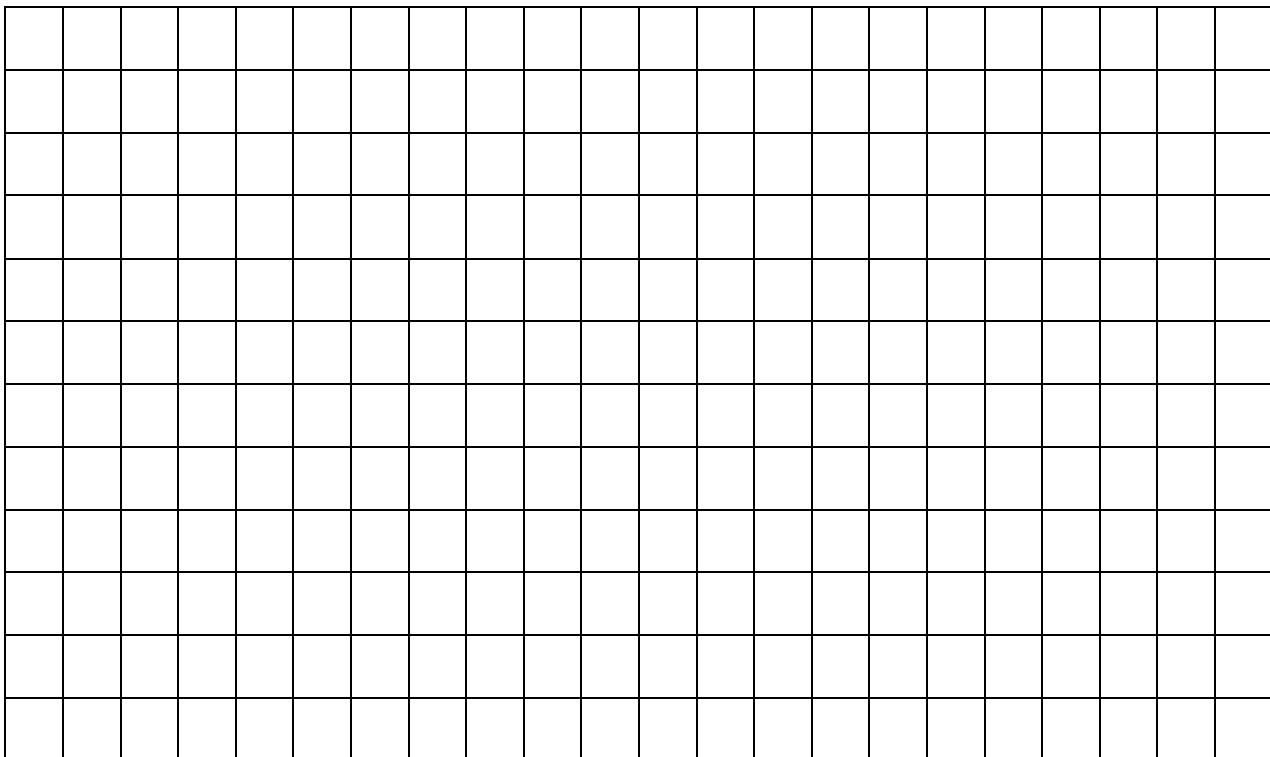
**Step 1:** Decide on your design.

**Step 2:** Select the number of colours you want to include.

**Step 3:** Draw your design (Tip: you may want to try it in plain pencil first using a letter to mark each colour. R = red, etc.)

**Step 4:** Calculate how many beads of each colour you would need, to create your design.

*(reading text level 3, decision making level 3, measurement and calculation level 2)*



This image shows a full page of blank graph paper. The grid consists of small, identical squares arranged in a regular pattern across the entire surface. There are no margins, text, or other markings present.







## 15. WHAT'S IN A PICTURE?

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



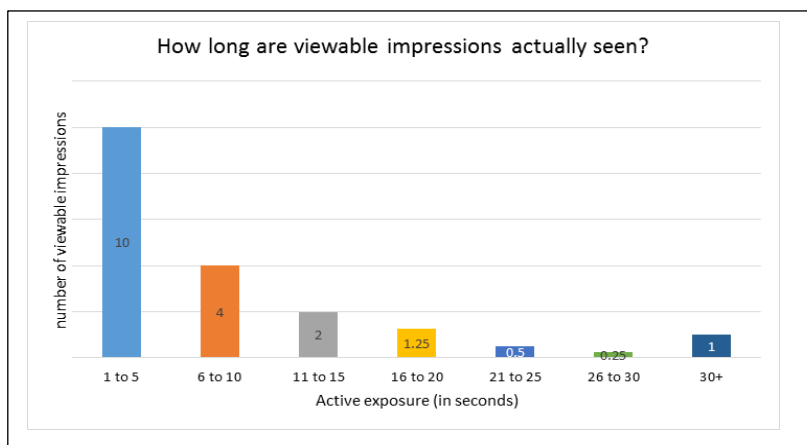
### Infographic:

**in·fo·graph·ic**  
/ˌɪnfəˈɡrafɪk/  
noun

A visual image such as a chart or diagram, used to represent information or data.

“a good infographic is worth a thousand words”.

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



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

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

10 Seconds and GO!

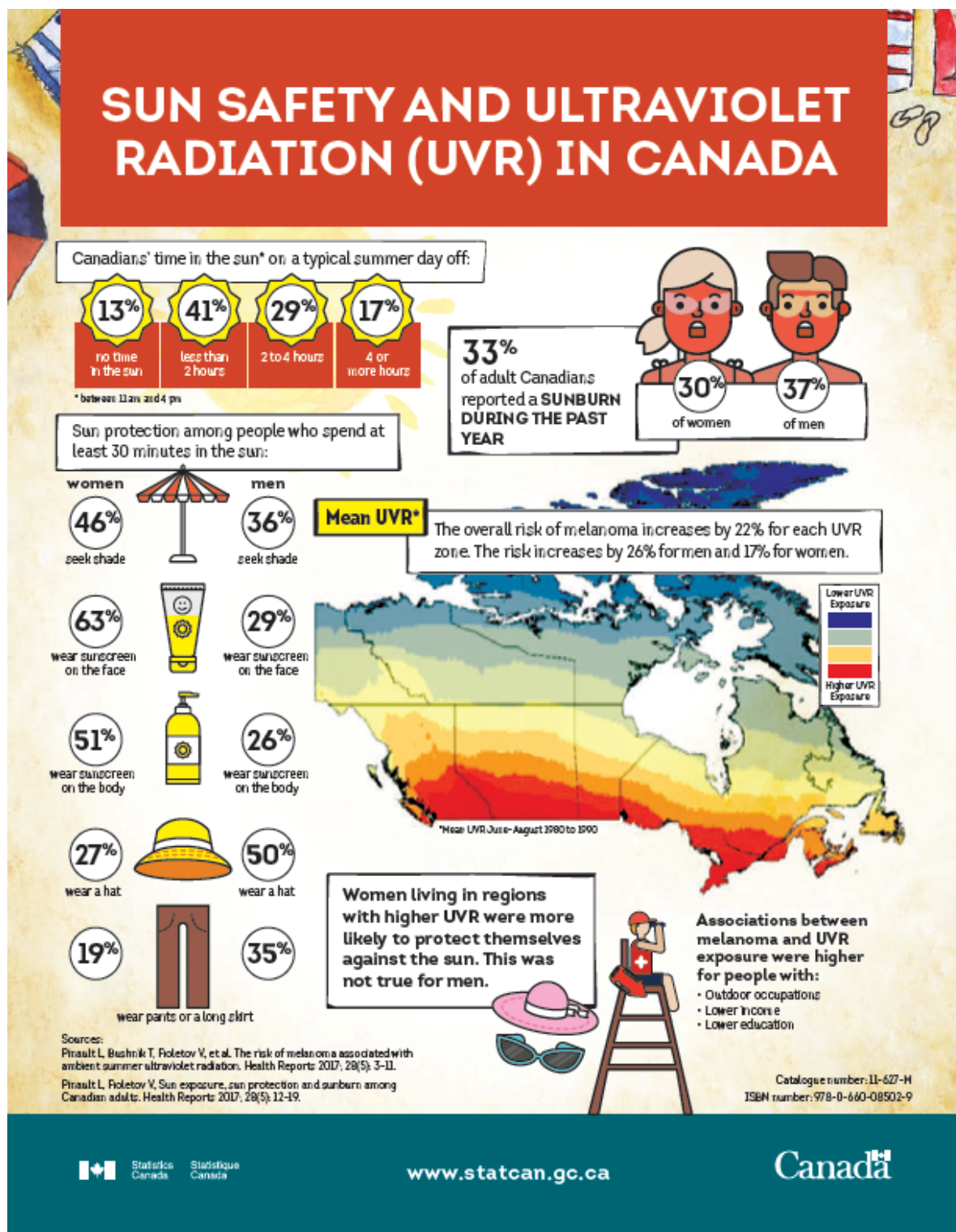


There is one infographic on each of the next three pages. Look at the first infographic for 10 seconds. After 10 seconds, answer the four questions in the table below, without looking back at the infographic. Then do the same for the other two infographics.

*(reading text level 3, significant use of memory level 1, writing level 2)*

| Questions                          | INFOGRAPHIC NAME |                        |                       |
|------------------------------------|------------------|------------------------|-----------------------|
|                                    | Sun Safety       | Volatile is the New Up | How to Pack Your Bags |
| What is the key message?           |                  |                        |                       |
| Who is the intended audience?      |                  |                        |                       |
| Who is the sponsor of the message? |                  |                        |                       |
| What is the “call to action”?      |                  |                        |                       |

\*Call to action = an instruction or implied instruction, especially in marketing materials. It is what the author wants you to do, in reaction to an infographic or other information.









TIPS TO BREEZE THROUGH SECURITY

## How to Properly Pack Your Bags

What can I bring in my carry-on bag?



### Small electronics

Smartphone, tablet, e-reader and camera.



### Laptop computer

Unpack it and place it in the bin at the checkpoint.



### Metal items

Put coins, keys, watches and large jewellery in your carry-on to avoid setting off the walk-through metal detector alarm.



### Personal items

Disposable razors, tweezers, nail clippers, knitting needles are all permitted in your carry-on.



Pocket knives and similar sharp items must go in checked baggage or be left at home.

The  
**100 ml**  
Rule

**Liquids, aerosols and gels** such as personal toiletries and some food items can go in carry-on if:

- Containers are 100 ml or less
- All fit in one 1 L clear, resealable plastic bag



Be ready to place your single 1 L bag in the bin for inspection.

**Certain items are exempt from the 100 ml limit.**

**Exceptions to the 100 ml Rule**



Baby Food/Drink



Breast Milk



Liquids for Diabetics



Medication

You can have more than 100 ml of these items but be ready to show them to the screening officer for inspection.

Bottled water, coffee and other beverages are **not permitted** through security. Instead, plan to:

- Bring an empty reusable container
- Get a beverage once past security



## Permitted Food

Solid food items such as sandwiches, fruit and granola bars are permitted in carry-on when travelling within Canada.



## Unpermitted Food

All non-solid foods over 100 ml, including jellied, mashed and pureed foods or those mixed in a sauce must go in checked baggage. Examples include: jams, honey, peanut butter, smoothies and stews.



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**Breeze through security**

Canada



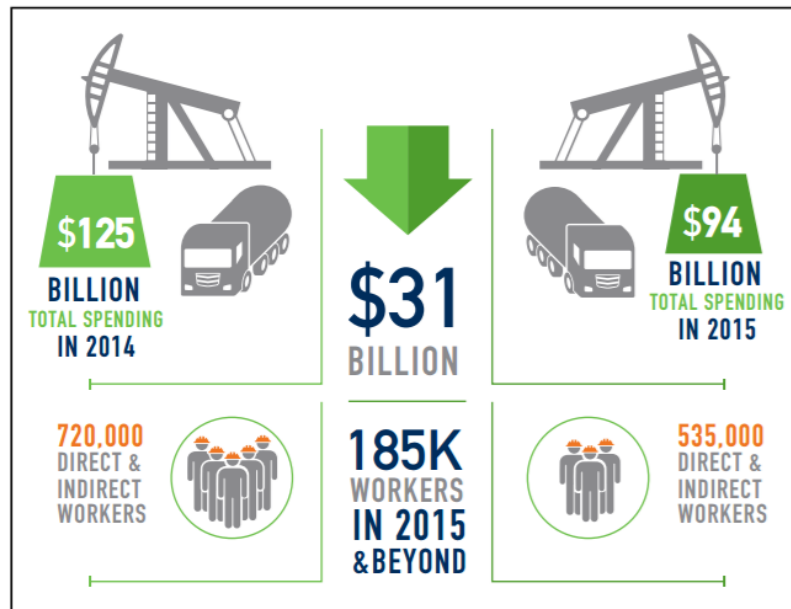




## Employment Information

In Canada, the oil and gas industry is a significant contributor to the overall economy. It is also an industry that is impacted by many factors it cannot control such as world demand for oil and available supply worldwide. When outside factors affect the industry, the industry reacts by changing how it does work and how much work it does.

Read the information in the infographic below, to answer the questions that follow.



Howes, C. (2015). Oil and gas industry spending and resulting employment impacts on falling oil prices and decreased industry spending. (p.4) Calgary, AB: Enform

1.

How much less did the industry spend in 2015 than in 2014?

(reading text level 2, measurement and calculation level 1)

2

How many workers were employed in, or affected by, the oil and gas industry in 2014?

(reading text level 2)



**3.** What is predicted for employment in the industry from 2015 onward?  
(reading text level 2)

**4.** Create a title for this infographic.  
(reading text level 3)



Understanding fonts – and how people react to fonts – is an important part of infographic design and information technology.



Graphic Designers use images, print styles and visual effects to communicate their message clearly and persuasively.



Web Developers prepare designs, sketches, illustrations, layouts and visual images to communicate information clearly, precisely and persuasively for their clients.



Working in Film and Video Production includes developing and editing film, producing storyboards, and videotaping or audio recording on tape or disc.

Use the infographic about fonts that follows, to answer the questions below.

**1.**

How many font types are described in the poster?

(reading text level 3)

**2.**

What are three things designers have to consider about their audience when selecting a font?

(reading text level 3)

**3.**

The word “sans” is a French word that means “without”. Sans-serif and serif fonts look different to one another. What do you think “serif” means?

(reading text level 3)



**4.** Which font suggests reliability?  
(reading text level 2)

**5.** What font should you use if you want people to think your product is strong?  
(reading text level 1)

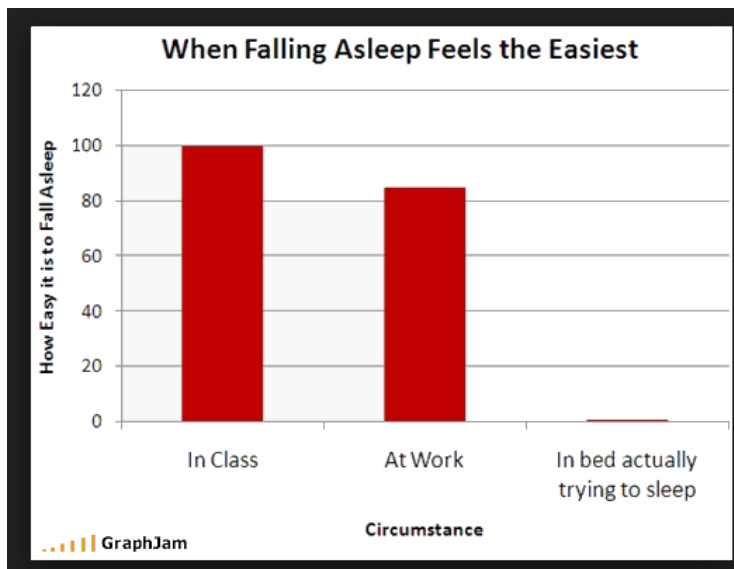
**6.** What font type should you use if you want people to think your business is stable or modern?  
(reading text level 2)



<https://www.crazyegg.com/>



## 16. TIME PIECES



(Joe Peach 2012)

Sleep is an important aspect of our personal health and a significant factor in workplace health and safety.

Many people do not get enough sleep to be healthy and to be safe and productive on-the-job.

Time management is also an expression we hear a lot. Sometimes we use our time efficiently and sometimes we squander it. Are you wise with your time?

*Time keeps on slippin, slippin, slippin*  
*Into the future*

*Fly Like an Eagle*

Steve Miller Band

Number 2 on the Billboard Hot 100 chart

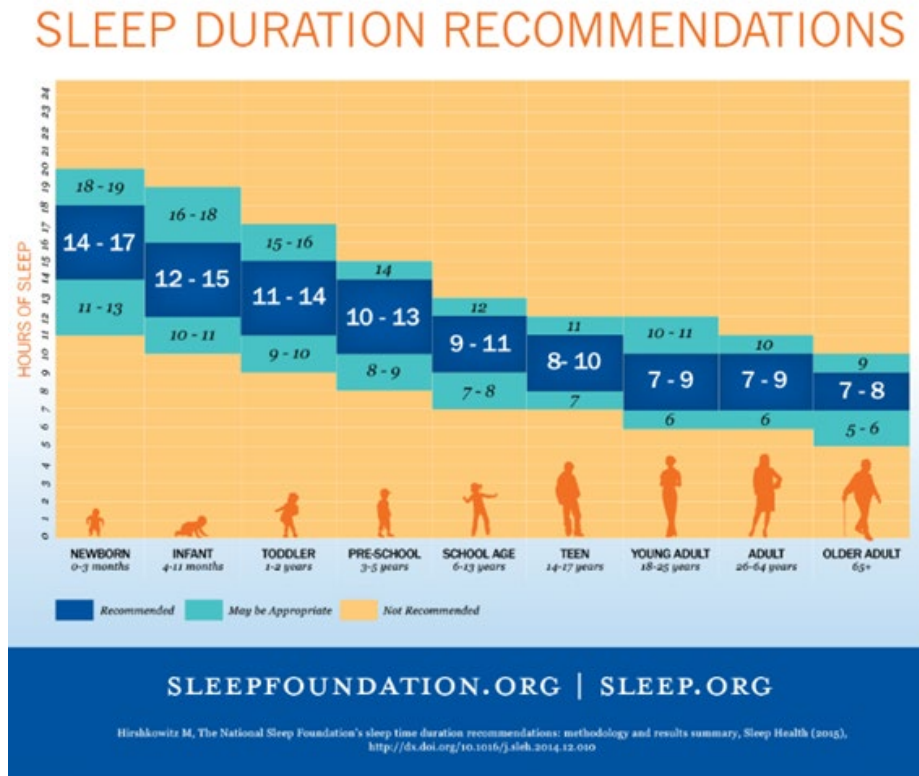
Week of March 12, 1977







Using the table developed by the National Sleep Association, answer the questions that follow to learn a bit about how much sleep we need at different times in our lives.



**1.** How many hours of sleep are recommended for teens?  
(reading text level 2)

**2.** What two groups need the same amount of sleep?  
(reading text level 2)



**3.** What group needs the least amount of sleep?  
(reading text level 2)

**4.** What is the minimum number of hours recommended for any group?  
(reading text level 1)

**5.** According to the chart, is it possible to sleep too much? How does the chart give you that information?  
(reading text level 2)

**6.** Now locate your group on the chart and answer these three questions.

1. What is the minimum number of hours you should sleep each night?
2. If you have to get up at 7:00 a.m., what time should you go to sleep?
3. Complete the timetable to reflect your sleep habits.

(reading text level 2, measurement and calculation level 2)

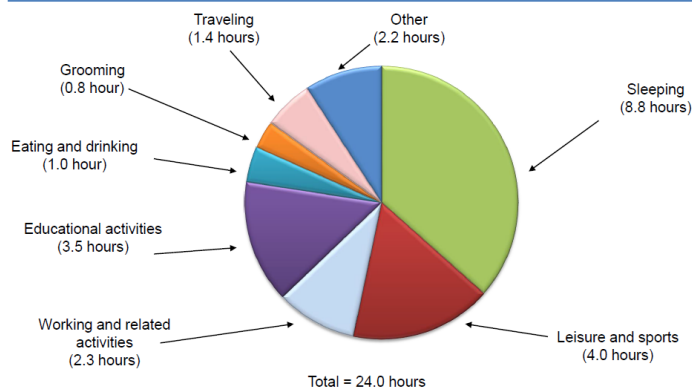
|    | TIMETABLE              | Usual sleep time | Usual wake time | Number of hours of sleep |
|----|------------------------|------------------|-----------------|--------------------------|
| 1. | Recommended # of hours |                  |                 |                          |
| 2. | Actual weekday         |                  |                 |                          |
| 3. | Actual weekend         |                  |                 |                          |



It is easy for time to slip away, used in unproductive ways, when we are not aware of how we spend it. Just like tracking our finances, we can track our time and improve on gaps we may have in our management of time. Good time management skills make everything in life easier - and make us much more valued employees.

Pie charts are very useful documents for showing proportional information clearly and quickly. They are used to divide data into slices that indicate the size of some data relative to other data. It is the arc on the outside end of the slice that indicates the size of the slice. Pie charts are used when the total of the parts is 100%

Time use on an average weekday for full-time university and college students



NOTE: Data include individuals, ages 15 to 49, who were enrolled full time at a university or college. Data include non-holiday weekdays and are averages for 2011-15.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

1.

Use the information in the pie chart, and estimates of your own time, to complete the table below. Compare the time spent by the average student to how you spend your time, on an average weekday. Any changes you'd like to make?

(reading text level 2)

| Weekday Activity | Average Student | You             |
|------------------|-----------------|-----------------|
| Sleeping         |                 |                 |
| Leisure          |                 |                 |
| Working          |                 |                 |
| Education        |                 |                 |
|                  | 1.1             |                 |
|                  | 0.8             |                 |
|                  | 1.5             |                 |
| Other            |                 |                 |
| <b>Total</b>     | <b>24 hours</b> | <b>24 hours</b> |



2.

In the previous question, you were asked to look at the You column after completing it and to think about whether there are changes you would like to make in the way you are using your daily time.

Now, to help you make those changes, you will create side by side pie charts. Having a visual display, instead of just words, will give you an easy-to-use reminder of changes you want to make.

For the [How I Use My Time](#) pie chart, use the data in the You column of the data table above to create a chart that shows your estimates of how you currently use your weekday time.

On the other side of the page create your [How I Would Like to Use My Time](#) chart to show changes you would like to make in how you use your time.

In order to create the pie chart, you need to determine what percentage of the 24 hours is taken up for each activity. Then you will estimate the size of the slices you will draw to illustrate the amount of time you spend on each activity.

To calculate the percentage:

Divide 24 into the number and multiply by 100

For example - sleeping uses 8.4 hours out of 24 hours

$$8.4/24 \times 100 = 33.3\%$$

Don't be afraid to use colours in your chart. Colour is very helpful when 'reading' charts.

([reading text level 3](#), [numeracy level 2](#).)

## ***YOUR PIE CHARTS HERE***

How I use my time

How I would like to use my time



## 17. STAYIN' ALIVE



Personal Protective Equipment (PPE):

equipment or clothing worn to reduce exposure to hazards in the workplace

PPE *does not*:

- remove or reduce the hazard; it only reduces the exposure
- replace effective engineering or administrative control methods

PPE *does*:

- provide a last line of defense when a hazard cannot be removed or adequately controlled

PPE you may use will depend on the where you work and what you are doing. Common PPE includes:

Hard hats  
Safety glasses  
Work boots  
Gloves

Hearing protection  
Protective clothing  
High visibility clothing  
Respirators

Proper selection, use and care of PPE are important to ensure the proper level of protection.





Product labels always include a precautionary statement, if there are any hazards in the product.

**Precautionary Statement:** A phrase (and/or pictogram) that describes what to do, to minimize or prevent problems a user might experience from exposure to, or improper storage or handling of, a hazardous product.

1.

The WHMIS label below is for Methanol. Find the information related to safety and identify how many types of PPE the worker should wear when using the product. List them.

(reading text level 2)

|  |   |
|--|---|
| <p><b>METHANOL</b><br/><b>DANGER</b><br/>POISON<br/>FLAMMABLE<br/>VAPOUR HARMFUL<br/>MAY CAUSE BLINDNESS IF SWALLOWED</p> <p>Keep away from heat, sparks and flame. No smoking. Container must be grounded when being emptied. Vapour may travel long distance. Avoid contact with eyes and skin. Do not inhale vapours or mist. Do not take internally. Harmful if absorbed through the skin.</p> <p><b>FIRST AID:</b> In case of contact, immediately flush eyes and skin with plenty of water for at least 15 minutes.<br/>If swallowed, induce vomiting by sticking finger down throat, or by giving soapy water to drink. Repeat until vomit is clear.<br/>If affected by vapour, move to fresh air.<br/>If breathing has stopped, apply artificial respiration.</p> <p><b>GET MEDICAL ATTENTION IMMEDIATELY.</b></p> <p><b>PRECAUTIONS:</b> Wear chemical-goggles and resistant gloves. Wash thoroughly after handling. Use with enough ventilation to keep below TLV. Keep container closed. Never use pressure to empty container.</p> | <p><b>MÉTHANOL</b><br/><b>DANGER</b><br/>POISON<br/>INFLAMMABLE<br/>VAPEURS NOCIVES<br/>PEUT PROVOQUER LA CÉCITÉ, SI AVALÉ</p> <p>Garder loin de la chaleur, des étincelles et des flammes. Ne pas fumer. Brancher le contenant à une prise de terre avant de le vider de son contenu. Les vapeurs peuvent s'étendre sur de longues distances. Éviter tout contact avec les yeux et la peau. Ne pas respirer les vapeurs. Ne pas absorber. Nocif si absorbé par la peau.</p> <p><b>PREMIERS SOINS:</b> En cas de contact avec les yeux ou la peau, laver à grande eau pendant au moins 15 minutes. Si avalé, provoquer le vomissement en introduisant un doigt dans la gorge ou en faisant absorber de l'eau savonneuse à la victime. Répétez jusqu'à cessation du vomissement.<br/>Sortir au grand air, si indisposé par les vapeurs.<br/>Si la respiration est interrompue, recourir à la respiration artificielle.</p> <p><b>OBTENIR DES SOINS MÉDICAUX IMMÉDIATS.</b></p> <p><b>PRÉCAUTIONS:</b> Porter des lunettes protectrices (pour produits chimiques) et des gants résistants. Se laver minutieusement après usage. Utiliser dans un endroit bien aéré, afin de maintenir un niveau de vapeurs tolérable. Garder le contenant fermé. Ne jamais user de pression en vidant le récipient.</p> |
|--|---|

**SEE MATERIAL SAFETY DATA SHEET FOR PRODUCT  
VOIR FICHE SIGALETIQUE**

ABC Company  
Anytown, Ontario Telephone 123-4567

**HINT:** Usually PPE information is included in the *Precaution or Precautionary Statement*, but the need for additional PPE may also be suggested or indicated elsewhere in the label.



## Selecting PPE

The table below lists the names of some commercial products that are used in making PPE clothing (e.g. gloves, aprons, vests, suits). The list gives the trade name, name of the manufacturer, a brief description of the material and examples of what kinds of personal protective clothing are made from the material.



Use the information in the table to answer the questions that follow.

| Trade Name of Material Used | Manufacturer         | Description   |
|-----------------------------|----------------------|---|
| ChemMax®                    | Lakeland             | 4 levels of chemical protective suits. Each level constructed with a fabric and barrier film. Provides protection for manufacturing, clean up, and chemical handling environments.  |
| Interceptor®                | Lakeland             | Manufactured to both NFPA 1991 and CE type 1 requirements. Available in encapsulated and non-encapsulated configurations. Use for protection from gas, vapor, aerosol, liquids, harmful contaminants or particulate protection.                                 |
| Kevlar®                     | DuPont               | Aramid (aromatic polyamide) fibre - textile fiber used in protective clothing for resistance to cuts, heat, bullets or flying fragments.  |
| Nomex®                      | DuPont               | High-temperature-resistant aramid (aromatic polyamide) fibre; resistant to a wide range of industrial chemicals and solvents.   |
| SARANEX™                    | Dow Chemical Company | Barrier films are multilayered plastic films that combine two or more polymers to form a layered film. Barrier layer is SARAN resin.  |
| Teflon®                     | DuPont               | Fluorocarbon polymers made from tetrafluoroethylene (TFE) or from a mixture of tetrafluoroethylene and hexafluoropropylene. Has chemical and thermal resistance but poor physical strength properties; is combined with other materials in protective clothing. |
| Trellchem®                  | Ansell               | A range of chemical protective suits. Made with a polyamide fabric coated with different materials for the outside and inside layers. Protection against exposure to wide range of chemicals.   |
| Tychem®                     | DuPont               | Protection against exposure to wide range of chemicals. Tear and puncture-resistant.  |
| Tychem® Responder®          | DuPont               | Multi-barrier film material. Offers permeation resistance to a broad range of chemicals. Various garment styles.  |
| WorkMaster®                 | Draeger              | Suits made of the material HIMEX®. Material provides chemicals and mechanical resistance.   |



- 1.** Which company provides the largest number of materials to select from? How many materials does it provide?  
(reading text level 2)
  
- 2.** What material(s) provides the best protection when working with high heat? What words tell you that?  
(reading text level 2)
  
- 3.** To what standards is Interceptor produced?  
(reading text level 2)
  
- 4.** Which products provide good resistance to tearing and holes? What words tell you that?  
(reading text level 2)



- 5.** What is the weakness of Teflon? How is the weakness managed?  
(reading text level 2)
- 6.** How many polymers are in Saranex?  
(reading text level 2)
- 7.** What material is best for persons working in policing or the military? Explain your choice.  
(reading text level 2)



## Dress to Live

In Canada, there are nearly five deaths on the job every workday. That's about 1,000 people each year who don't get home from work at the end of the day. In addition, every work-day there are about 15.5 cases of work-related injuries for every 1,000 working Canadians.

Canada's five most dangerous industries are:

1. Fishing and Trapping
2. Mining, Quarrying and Oil Wells
3. Logging and Forestry
4. Construction
5. Transportation and storage



People and organizations involved in health and safety are always working on new initiatives to make work safer, but workers also need to be aware of risks and take the precautions they know are available to help keep them safe.

There are nine categories of PPE. They are listed below with a few examples of each.

### Respiratory protection

(supply air, purify air)

### Eye protection

(goggles, shields, visors)

### Hearing protection

(ear plugs, ear muffs)

### Hand protection

(gloves, barrier creams)

### Foot protection

(steel-toed boots)

### Head protection

(helmets, caps, hoods, hats)

### Working from heights

(harness, fall-arrest device)

### Skin protection

(clothing, sun screen)

### Other protection

(PPE for specific tasks e.g. leather clothing for welding)





1.

Your task is to identify the appropriate PPE for the construction electrician shown on the next page, so that the worker will be safe on the job described.

The steps to complete the task are:

1. Research the types of injuries common to construction electricians and in the described workplace
2. Cross-reference to the types of PPE that would be most useful in helping to prevent the identified injuries
3. Create a list of any PPE you think is required
4. Indicate on the figure on the next page, what PPE will be worn, and the purpose for the PPE

Hard hat is done for you as an example

(reading text level 3)

## WORK SITUATION

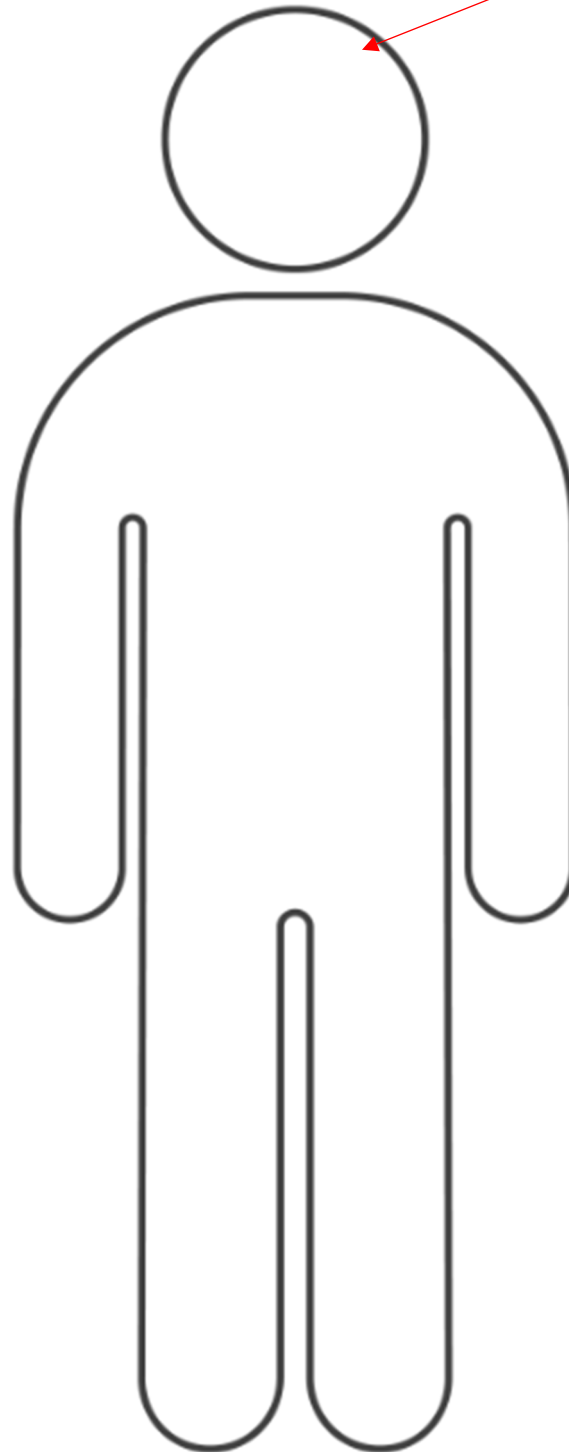
The electrician is working on a project requiring wiring to be installed along the side of a mine shaft. The shaft is rough rock on all surfaces. It is not unusual for the miners to have bruises and cuts if they are not well protected by their PPE.

The shaft is deep and while the air quality is usually quite good, dust particles can be a problem. The temperature in the area where the electrician will work is expected to be cold, possibly just above 0°C.

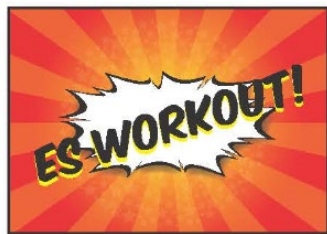
There is a great deal of equipment in the shaft. Some is stored along the sides and some is moved back and forth along the shaft on a narrow “road” that has been constructed. It is very noisy

The electrician will be installing electrical cable to power air conditioners and high powered lamps to provide the miners with good visibility. The cables will be installed near the top of the walls, which are 9 m high. Scaffolding has been set up for the electrician to work from.





Low-profile hard hat to help prevent head injuries due to impact from falls or other events. May have a bracket to hold a head lamp and a cord holder.



## 18. CHEMICAL CAUTION



|             |            |
|-------------|------------|
| Workplace   | Personal   |
| Hazardous   | Protective |
| Materials   | Equipment  |
| Information |            |
| System      |            |

+

In Canada, Workplace Hazardous Materials Information System (WHMIS) legislation requires that products used in the workplace that meet the criteria to be classified as hazardous, must be properly labelled.

Product labels are the first thing to alert a user to any hazards associated with a product. The labels also outline the basic precautions or safety steps that should be taken including describing what PPE should be worn – if any.

Look at the Product K1 label and then answer the three questions that follow.



# Product K1 / Produit K1



## Danger

Fatal if swallowed.  
Causes skin irritation.

### Precautions:

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

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

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

IF SWALLOWED: Immediately call  
a POISON CENTRE or doctor.  
Rinse mouth.

## Danger

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

### Conseils :

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

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

EN CAS DE CONTACT AVEC LA PEAU : Laver  
abondamment à l'eau.  
En cas d'irritation cutanée : Demander un avis  
médical/consulter un médecin.  
Enlever les vêtements contaminés et les laver  
avant réutilisation.

EN CAS D'INGESTION : Appeler immédiatement un  
CENTRE ANTIPOISON ou un médecin.  
Rincer la bouche.

Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890



1.

What are three things you should not do when working with Product K1?  
(reading text level 2)

2.

What kind of PPE should you use with K1?  
(reading text level 1)

3.

What should you do if you get K1 on your clothing?  
(reading text level 2)





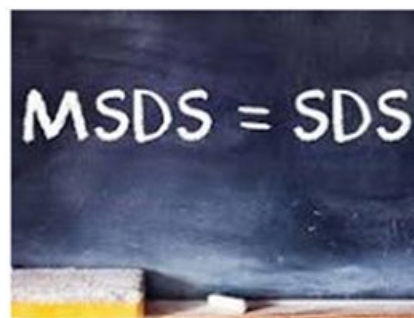


## 19. THE DANGERS OF BEAUTY



Car painters and auto body technicians may be exposed to health and environmental risks on the job. Because of the potential health hazards, it is really important for people who work in the field to be educated in the correct use, storage, and disposal of hazardous chemicals, as well as to be trained in proper safety procedures.

Product labels are the first alert to a user that there are hazards associated with a product, but it is the document known as the Safety Data Sheet (SDS) (may be called a Material Safety Data Sheet (MSDS)) that provides the critical, detailed information and safety precautions workers need to stay safe and healthy.



SDSs are usually written by the manufacturer or supplier of the product and they are required for any product labelled as hazardous.





SDSs are found in any workplace using hazardous products. They tell users:

- what the hazards of the product are
- how to use the product safely
- what to expect if the recommendations are not followed
- how to recognize symptoms of exposure
- what to do if emergencies occur

There is a lot of information in a SDS document but it is important to navigate through it all and find what is important.

Two of the 11 pages of an SDS sheet for a product used by car painters are on the next pages. Look at the SDS pages and then answer the questions that follow.



## SAFETY DATA SHEET

### 1. Identification

|  |   |                |
|--|---|----------------|
| Product identifier                                     | X-TREME GLAMOUR HS KLEARKOTE  |                |
| Other means of identification                          |   |                |
| Product Code   | FS-5125-QT  |                |
| Recommended use  | Automotive Refinish Clear Coat  |                |
| Manufacturer/Importer/Supplier/Distributor information |   |                |
| Manufacturer   |   |                |
| Company name   | 5 STAR XTREME   |                |
| Address  | a division of IAMG/International Autobody Marketing Group<br>1505 N. Hayden Road<br>Suite 111<br>Scottsdale, Arizona 85257<br>United States |                |
| Telephone  | General Assistance  | 1--87-REFINISH |
| Website  | www.5starxtreme.com   |                |
| E-mail   | Not available.  |                |
| Emergency phone number                                 | Chemtrec  | 1-800-424-9300 |

### 2. Hazard(s) identification

|                              |  |                             |
|------------------------------|--|-----------------------------|
| <b>Physical hazards</b>      | Flammable liquids                                      | Category 2                  |
| <b>Health hazards</b>        | Acute toxicity, oral                                   | Category 4                  |
|                              | Acute toxicity, inhalation                             | Category 3                  |
|                              | Skin corrosion/irritation                              | Category 2                  |
|                              | Serious eye damage/eye irritation                      | Category 2A                 |
|                              | Sensitization, skin                                    | Category 1                  |
|                              | Carcinogenicity  | Category 2                  |
|                              | Reproductive toxicity                                  | Category 2                  |
|                              | Specific target organ toxicity, single exposure        | Category 3 narcotic effects |
| <b>Environmental hazards</b> | Specific target organ toxicity, repeated exposure      | Category 1                  |
|                              | Hazardous to the aquatic environment, acute hazard     | Category 3                  |
|                              | Hazardous to the aquatic environment, long-term hazard | Category 3                  |
| <b>OSHA defined hazards</b>  | Not classified.  |                             |
| <b>Label elements</b>        |  |                             |



**Signal word** Danger

**Hazard statement** Highly flammable liquid and vapor. Harmful if swallowed. Causes skin irritation. May cause an allergic skin reaction. Causes serious eye irritation. Toxic if inhaled. May cause drowsiness or dizziness. Suspected of causing cancer. Suspected of damaging fertility or the unborn child. Causes damage to organs through prolonged or repeated exposure. Harmful to aquatic life. Harmful to aquatic life with long lasting effects.



## Precautionary statement

### Prevention

Obtain special instructions before use. Do not handle until all safety precautions have been read and understood. Keep away from heat/sparks/open flames/hot surfaces. - No smoking. Keep container tightly closed. Ground/bond container and receiving equipment. Use explosion-proof electrical/ventilating/lighting equipment. Use only non-sparking tools. Take precautionary measures against static discharge. Do not breathe mist or vapor. Wash thoroughly after handling. Do not eat, drink or smoke when using this product. Use only outdoors or in a well-ventilated area. Contaminated work clothing must not be allowed out of the workplace. Avoid release to the environment. Wear protective gloves/protective clothing/eye protection/face protection.

### Response

If swallowed: Call a poison center/doctor if you feel unwell. If on skin (or hair): Take off immediately all contaminated clothing. Rinse skin with water/shower. If inhaled: Remove person to fresh air and keep comfortable for breathing. If in eyes: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing. Call a poison center/doctor. Rinse mouth. If skin irritation or rash occurs: Get medical advice/attention. If eye irritation persists: Get medical advice/attention. Take off contaminated clothing and wash before reuse. In case of fire: Use appropriate media to extinguish.

### Storage

Store in a well-ventilated place. Keep container tightly closed. Store in a well-ventilated place. Keep cool. Store locked up.

### Disposal

Dispose of contents/container in accordance with local/regional/national/international regulations.

### Hazard(s) not otherwise classified (HNOC)

Static accumulating flammable liquid can become electrostatically charged even in bonded and grounded equipment. Sparks may ignite liquid and vapor. May cause flash fire or explosion.

### Supplemental information

48.4% of the mixture consists of component(s) of unknown acute oral toxicity. 48.74% of the mixture consists of component(s) of unknown acute inhalation toxicity. 68.36% of the mixture consists of component(s) of unknown acute hazards to the aquatic environment. 68.12% of the mixture consists of component(s) of unknown long-term hazards to the aquatic environment.

## 3. Composition/information on ingredients

### Mixtures

| Chemical name                            | Common name and synonyms | CAS number | %         |
|--|--------------------------|------------|-----------|
| n-butyl acetate                          |                          | 123-86-4   | 20 to <30 |
| 2-Heptanone                              |                          | 110-43-0   | 10 to <20 |
| Xylene                                   |                          | 1330-20-7  | 5 to <10  |
| 1-Methoxy-2-propyl acetate               |                          | 108-65-6   | 1 to <5   |
| Ethyl benzene                            |                          | 100-41-4   | 1 to <5   |
| liquid HALS                              |                          | 41556-26-7 | 0.1 to <1 |
| Other components below reportable levels |                          |            | 40 to <50 |

\*Designates that a specific chemical identity and/or percentage of composition has been withheld as a trade secret.

## 4. First-aid measures

### Inhalation

Remove victim to fresh air and keep at rest in a position comfortable for breathing. Oxygen or artificial respiration if needed. Do not use mouth-to-mouth method if victim inhaled the substance. Induce artificial respiration with the aid of a pocket mask equipped with a one-way valve or other proper respiratory medical device. Call a POISON CENTER or doctor/physician.

### Skin contact

Remove contaminated clothing immediately and wash skin with soap and water. In case of eczema or other skin disorders: Seek medical attention and take along these instructions. Wash contaminated clothing before reuse.

### Eye contact

Immediately flush eyes with plenty of water for at least 15 minutes. Remove contact lenses, if present and easy to do. Continue rinsing. Get medical attention if irritation develops and persists.

### Ingestion

Rinse mouth. If vomiting occurs, keep head low so that stomach content doesn't get into the lungs. Get medical advice/attention if you feel unwell.

### Most important symptoms/effects, acute and delayed

May cause drowsiness and dizziness. Headache. Nausea, vomiting. Severe eye irritation. Symptoms may include stinging, tearing, redness, swelling, and blurred vision. Skin irritation. May cause redness and pain. May cause an allergic skin reaction. Dermatitis. Rash. Prolonged exposure may cause chronic effects.

### Indication of immediate medical attention and special treatment needed

Provide general supportive measures and treat symptomatically. Thermal burns: Flush with water immediately. While flushing, remove clothes which do not adhere to affected area. Call an ambulance. Continue flushing during transport to hospital. Keep victim warm. Keep victim under observation. Symptoms may be delayed.



**1.** What is the product name?  
(reading text level 2)

**2.** What PPE are required when using the product?  
(reading text level 2)

**3.** How should the product be stored?  
(reading text level 2)

**4.** Is the product flammable?  
(reading text level 2)



**5.** What level is the environmental hazard of the product?  
(reading text level 1)

**6.** What should you do if you get it on your skin?  
(reading text level 2)

**7.** Who manufactures the product?  
(reading text level 1)

**8.** What website will give you more information about the product?  
(reading text level 1)

**9.** What is the principle purpose of the product?  
(reading text level 1)



- 10.** What percentage of the product is 1-Methoxy - 2- propyl acetate?  
(reading text level 1)







## 20. DISASTER! EXPLODING TOILETS!!

Watch out for exploding toilets!

May 2013

Flusharoo, makes a high-pressure flushing system for toilets. They are recalling the parts in the system because they can burst near a seam with force enough to shatter the toilet tank.

The company is recalling 351,000 units in the U.S. and about 8,400 units in Canada of the Series 2304 Flusharoo 431 Pressure flushing systems installed inside toilet tanks that were made from April 2006 through May 2010.

There haven't been any reports of injuries, but Flusharoo has received reports of the 431 systems included in the recall, bursting and causing property damage.

The recall expands on a previous recall declared in June 2011 of the 431 systems made from October 1995 through March 2006. For that recall, 1.9 million units in the U.S. and 8,400 in Canada were recalled.

Flusharoo says owners should stop using the recalled system, turn off the water supply to the unit, flush the toilet to release the internal pressure and contact the firm to request a free repair kit.



1.

Use the information in the article about Flusharoo to complete the chart below.  
(reading text level 2)

| Recall Year →                 |            | 2013       |
|-------------------------------|------------|------------|
| Units recalled in US          |            | 351,000    |
|                               | 8400       |            |
| Start of manufacturing period |            | April 2006 |
|                               | March 2006 | May 2010   |

2.

Reading often involves deciphering meaning from pictures, symbols or icons. Look at the three pictures below and decide what message you think each conveys. Can you think of a caption for each picture that is just one phrase? Have fun!  
(reading text level 3, writing level 2)



YOUR CAPTION HERE





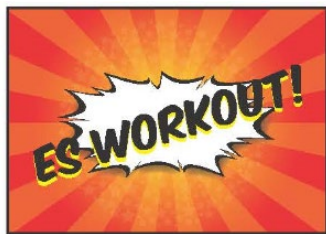
YOUR CAPTION HERE



YOUR CAPTION HERE







## 21. I'M HURT! NOW WHAT?

### WORKPLACE ACCIDENT REPORTS /APPLICATIONS FOR BENEFITS



Every province and territory in Canada has a Board or Commission that supports workers who are injured on the job. For example, in Alberta it is the *Workers' Compensation Board* (<https://www.wcb.ab.ca/>); in British Columbia it is *Worksafe BC* (<https://www.worksafebc.com/>), in Ontario it is the *Workplace Safety and Insurance Board* (<http://www.wsib.on.ca/>), and in the Northwest Territories it is the *Workers Safety and Compensation Commission* (<http://www.wscs.nt.ca/>).

When a person is injured at work, they need to complete an accident report to receive benefits. Accident reports are very detailed and require many pieces of information. Providing a form that is incomplete or incorrect will delay benefit payments which can make it hard to keep up with paying bills.

On the next two pages there is an accident report completed by an injured worker. Read the report and then answer the questions that follow.

Your answers should include the letter of the section in which you found the answer and, where applicable, the number of the sub-section.





## WORKERS REPORT OF INJURY

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

| A - Worker Information                               |   |   |  |
|--|---|---|--|
| First Name<br><u>Ryan</u>                            | Last Name<br><u>Jones</u>   | Also Known As                           |  |
| Mailing Address<br><u>87164 E. 62 Ave</u>            | Community<br><u>Yellowknife</u>   | Territory/Province<br><u>NT</u>         | Postal Code<br><u>    </u>   |
| Residential Address (if different than above)        |   | Date of Birth<br><u>120388</u>          | Gender <input type="checkbox"/> Male <input type="checkbox"/> Female |
| Telephone (include Area Code)<br><u>867 111 0000</u> | Cell (include Area Code)<br><u>867 333 1111</u>   | Email Address<br><u>jonsie@live.com</u> |  |
| Social Insurance Number<br><u>458 990 123</u>        | Preferred Language<br><input checked="" type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Inuktitut <input type="checkbox"/> Other _____ |   |  |
| Job Title (no abbreviations)                         |   |   |  |

| B - Employer Information   |  |
|--|--|
| Employer Name<br><u>Flushers for You</u>   | Address<br><u>27690 W. 13 St.</u>                    |
| Supervisor Name<br><u>Geoff Bridges</u>  | Telephone (include Area Code)<br><u>867 222 0000</u> |
| Do you work for this employer in a province or territory other than the Northwest Territories or Nunavut? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, where? |  |

| C - Incident Details  |  |
|---|--|
| 1. Date of Incident<br><u>020617</u> Time: <u>2:00</u><br><input type="checkbox"/> AM <input checked="" type="checkbox"/> PM  | 2. Place of Incident<br>Community: <u>YK</u> Territory/Province: <u>NT</u> |
| 3. Did you delay reporting for more than one day? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, why? (Please explain)   |  |
| 4. Did incident occur on employer's premises? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, where did the incident occur? <u>Work site</u>   |  |
| 5. Name and position of person you reported incident to:<br>Name: <u>Geoff</u> Position: <u>Site Supervisor</u> Phone: <u>867 222 0000</u>  |  |
| 6. Did you stop working due to your injury? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, when? <u>020617</u> Time: <u>2:00</u><br><input type="checkbox"/> AM <input checked="" type="checkbox"/> PM |  |

### IMPORTANT

7. Please describe the incident in as much detail as possible.

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

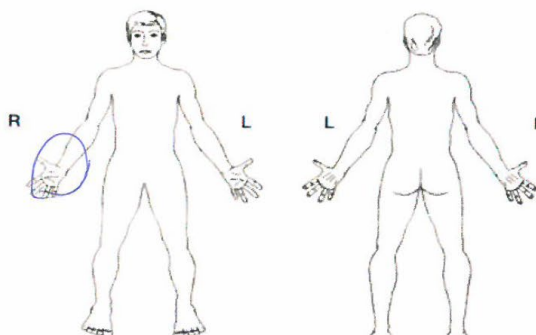
Picking up pieces of an exploded toilet. Cut my hand on one of the sharp pieces, really deep.

What body parts did you injure? (left/right side, hand, eye, back, etc.)

Please also indicate the body parts on the diagram.

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

Cut





## WORKERS REPORT OF INJURY

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

|      |         |                |
|------|---------|----------------|
| Name | Address | Contact Number |
|      |         |                |
| Name | Address | Contact Number |
|      |         |                |

9. Did you seek medical attention? ☒ Yes ☐ No When? 020617

10. Where did you receive medical attention? on site When? 020617 Time: 2:30 ☐ AM ☒ PM

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

|              |               |            |            |
|--------------|---------------|------------|------------|
| First Aid:   | Name          | Phone      | Email      |
|              | EMT JK        | 8675552222 | don't know |
| Medical Aid: | Facility Name |            |            |

### D - Past Injuries

12. Have you previously injured or experienced ongoing pain in the same body part? ☒ Yes ☐ No  
If yes, please explain. Include dates if possible.
13. Do you have any previous compensation claims with the WSCC, or any other workers' compensation board? ☐ Yes ☒ No  
If yes, provide dates and nature of injury.

### E - Return to Work

14. Did your employer offer you modified or alternative work? ☒ Yes ☐ No  
If yes, what are the modified duties? I didn't have to carry anything heavy When? 020817
15. Did you return to work? ☒ Yes ☐ No If yes, ☒ Light Duties ☐ Regular Duties When? 020817  
If no, when do you expect to return to work (e.g., a month, 2 days, etc.)

### F - Employment

16. Worker's Type of Employment

|   |  |
|---|--|
| <b>Permanent</b><br><input type="checkbox"/> Term (Over 1 year) <input type="checkbox"/> Relief<br><input type="checkbox"/> Full / Part-time Permanent <input type="checkbox"/> Other<br><input checked="" type="checkbox"/> Apprentice | <b>Non-permanent</b><br><input type="checkbox"/> Term (Under 1 year) - <input checked="" type="checkbox"/> Apprentice<br>Term End Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/><br><input type="checkbox"/> Seasonal -<br>Start Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/><br><input type="checkbox"/> Summer Student<br>End Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/><br><input type="checkbox"/> Casual |
|---|--|

**Wage Information (for tax purposes)**

24. Marital Status ☐ Single ☐ Married ☐ Common Law ☐ Widowed ☒ Divorced

25. Number of Dependents 0

26. If married or common-law, does your spouse reside in the same territory/province as you? ☐ Yes ☐ No

### WORKER'S CONSENT

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

Initial Print to initial



**1.**

What is the worker's first name?

*(reading text level 1)*

**2.**

What are the last three digits of the worker's SIN?

*(reading text level 2)*

**3.**

What is the worker's marital status?

*(reading text level 1)*

**4.**

What part of the body was injured?

*(reading text level 2)*

**5.**

Has that part of the body been injured before? Where did you find the information?

*(reading text level 2)*





**6.** How did the current accident happen?  
(reading text level 2)

**7.** Were there any witnesses? How do you know?  
(reading text level 2)

**8.** What month, day and time was the accident?  
(reading text level 2)

**9.** How long was the worker off work due to the accident? From when to when?  
(reading text level 2)

**10.** What PPE could have prevented the accident?  
(reading text level 2)



## Lost Time Claims

Workplace injuries matter. In addition to the impact on individuals, workplace injuries often result in lost time claims.

A lost time claim is made when a worker is injured or becomes ill and has to be away from work for longer than the day the injury or illness occurred.

Lost time claims are one of the ways in which the safety of a workplace is measured. Employers are always concerned about improving the safety of their workplaces to reduce the number of lost time claims filed.

On the next page is an infographic (learn more about infographics in the *What's in a Picture?* ES Workout set).

The infographic provides information from across Canada. Read the infographic and then answer the questions that follow.

# 2015 Injury Statistics Across Canada



## LOST TIME CLAIMS

### BY GENDER

Male  
143,478

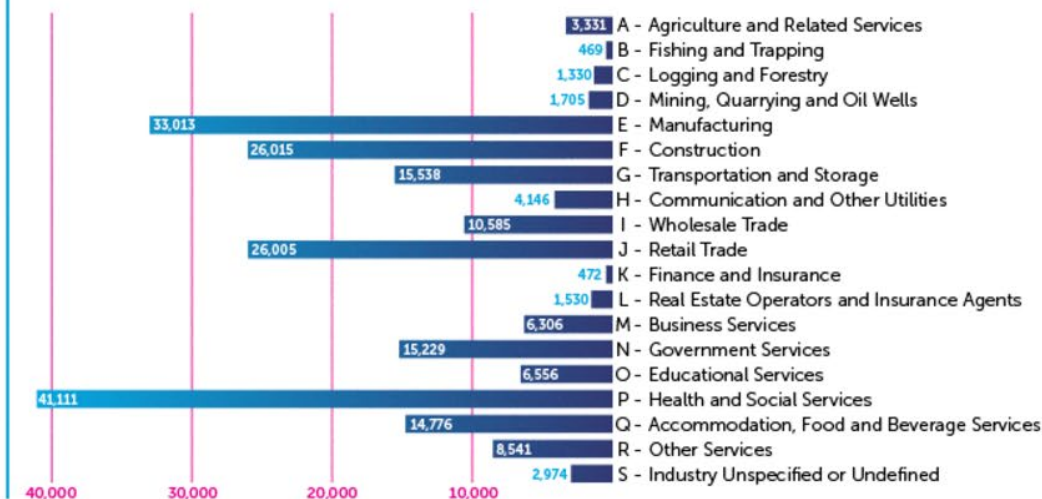


Female  
89,123

### BY AGE

|       |        |
|-------|--------|
| 15-19 | 8,155  |
| 20-24 | 22,052 |
| 25-29 | 23,839 |
| 30-34 | 24,371 |
| 35-39 | 24,723 |
| 40-44 | 25,441 |
| 45-49 | 27,510 |
| 50-54 | 31,316 |
| 55-59 | 24,850 |
| 60-64 | 13,707 |
| >64   | 6,586  |

### BY INDUSTRY







**1.**

For what year is the information provided?  
(reading text level 1)

**2.**

What is being reported?  
(reading text level 2)

**3.**

Which age group had the highest number of claims?  
(reading text level 1)

**4.**

Which industry had the fewest number of claims?  
(reading text level 1)

**5.**

Which industry had the highest number of claims?  
(reading text level 1)



6.

What percentage of the total claims were by youth 24 and younger? Round your answer to the closest whole number.

*(reading text level 2, measurement and calculation level 2)*





**BUILD YOUR  
ESSENTIAL SKILLS!**

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

## READING TEXT

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

| SECTION AND TOPIC |  | Pg. | ✓ |
|-------------------|--|-----|---|
| ES Booster!       |  | 179 |   |
| 1                 | Reading Booster – Keywords and Phrases           | 181 |   |
| 2                 | Reading Booster – Skimming and Scanning          | 185 |   |
| 3                 | Reading Booster – Reading an Employment Contract | 189 |   |
| 4                 | Reading Booster – Pre-Reading Process            | 193 |   |
| 5                 | Reading Booster – While You Are Reading          | 195 |   |
| 6                 | Reading Booster – Entry Forms                    | 197 |   |
| 7                 | Reading Booster – Flowcharts                     | 203 |   |
|                   |  |     |   |



## 1. KEYWORDS AND PHRASES



Keywords are important words because they give meaning to phrases and sentences, and ultimately, to paragraphs composed of those phrases and sentences.

Identifying keywords helps you find the meaning or the message in what you are reading.

Keywords also help you find specific information.

*The cafeteria will be open on Thursday.*

There are three keywords in the sentence.

The *cafeteria* will be *open* on *Thursday*.

Without the supporting words the sentence still makes sense.

*cafeteria*      *open*      *Thursday*.

Without the keywords it is not possible to understand the sentence.

*The*      *will be*      *on*

HINT: To decide whether a word is a keyword or a supporting word, remove it from the sentence. If the message is still clear, the word is a supporting word. But if the message changes or disappears, the word is a keyword.







## IDENTIFYING KEYWORDS

In each of the following, **keywords** are in red. Supporting words are underlined.

The **meeting** will be on **Tuesday** in **Room 41**.

Please **buy** the **paint** from **Colourmart**.

**Arrive** at the **June 21** event by **6:15 PM**.



## USING THE QUESTION KEYWORDS

Question keywords tell you what kind of information to look for in order to answer a question.

There are six question keywords to watch for. These question keywords can help you determine what you need to know, or to decide what kind of information to look for.

**Who** – a person or group

**What** – a thing or event

**When** – a time or date

**Where** – a place or location

**Why** – a reason

**How** – a way

**When** will the new office furniture arrive?

What do you know? There is new office furniture arriving.

What is the question keyword? **When**

So what type of information will answer the question? **A time or a date (or both)**

**Where** are the photocopier instructions?

What do you know? There are instructions for the photocopier somewhere.

What is the question keyword? **Where**

So what type of information will answer the question? **A place or location**



## KEY PHRASES

Keywords sometimes appear in groups, in which case we call them key phrases. Key phrases are groups of words that work together to show meaning.

| Keywords | Key phrases               |
|----------|---------------------------|
| engine   | 6-cylinder engine         |
| lights   | LED lights                |
| carpool  | carpool lanes             |
| students | math and science students |

In the examples below, the keywords are in red and the key phrases are in blue. See how they work together to give meaning to each sentence.

1. The **engine** sometimes **runs hot** for **no apparent reason**.
2. **Icy sidewalks** greatly **increase** the **risk of injury**.
3. **Before leaving for the day**, make sure you **turn off all computers** and don't forget to **turn off the lights**.





## 2. SKIMMING AND SCANNING



Regardless what occupation or future education you choose to pursue, being able to efficiently use written information will be an important skill to have. Effective reading will help you to be a productive worker and learner.

Skimming and scanning are two strategies that can help improve reading efficiency.



### SKIMMING

Looking for overall meaning

Skimming is like snorkeling; scanning is like pearl diving.

### SCANNING

Looking for specific information



## SKIMMING STRATEGY AND STEPS

Skimming is a strategy used to get a general idea of a reading. Skimming is sometimes referred to as reading to “get the gist”. You should be able to skim three to four times faster than you read.

Use the skimming strategy when you:

- are reading to find the overall meaning
- need to have a general idea without remembering very specific details about what was read
- need to narrow down a search – to quickly decide what to read and what to ignore

| SKIMMING STEPS: |  |
|-----------------|--|
| Step 1          | <p>Don't read every word!<br/>Read the table of contents, section titles and headings, if they exist.</p> <p>Look for formatting clues that help create meaning or make it easier to skim the reading efficiently</p> <ul style="list-style-type: none"> <li>• Formatting includes how the information is divided or presented on the page. This might include bullets (•), <i>text in italics</i> or <b>bolded text</b>, <b>coloured text</b>, etc.</li> </ul> <p>Try to determine:</p> <ul style="list-style-type: none"> <li>• What the reading is about, generally. <ul style="list-style-type: none"> <li>○ The overall meaning is often found in summary sections like an executive summary or concluding paragraph.</li> </ul> </li> <li>• How the reading is divided. <ul style="list-style-type: none"> <li>○ Is there an executive summary, introduction, outline, chapters etc.</li> </ul> </li> <li>• The purpose of the reading. <ul style="list-style-type: none"> <li>○ What is it for/why was it written?</li> </ul> </li> </ul> |
| Step 2          | <p>Locate and skim any charts, tables, sidebars or text. Look for information that is bolded, enlarged, coloured, or pulled out. Important information is often emphasized in this way.</p>  |
| Step 3          | <p>Decide if you have the information you need, from skimming the article. Skimming can tell you enough about the general idea of a reading to know if you need to read it at all.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Can I briefly summarize what I have read?</li> <li>• Do I need to continue reading to get details?</li> <li>• Do I need to find another article to continue searching for the information I need?</li> </ul>   |



## SCANNING STRATEGY AND STEPS

Scanning is a strategy to find something specific in a reading.

Use the scanning strategy when:

- you are looking for a specific piece or pieces of information
- you need to locate something quickly

| SCANNING STEPS: |  |
|-----------------|--|
| Step 1          | <p>Know what you are trying to find, such as:</p> <ul style="list-style-type: none"> <li>• a phone number</li> <li>• a description of an item</li> <li>• an instruction</li> </ul>   |
| Step 2          | <p>Think of keywords that match what you are trying to find and then scan for those words.</p> <ul style="list-style-type: none"> <li>• The keywords may be exact matches or synonyms (words that have a similar meaning). For example, you want to find the instructions for how to set-up voice mail on your new phone. <u>Set-up</u> could be <u>get started</u>; <u>voice mail</u> could be <u>messages</u>.</li> <li>• Scan left to right, top to bottom and around the outside of the information</li> <li>• Scan any section titles and headings</li> </ul> |
| Step 3          | <p>Evaluate any matches you find by reading the information around the match.</p> <ul style="list-style-type: none"> <li>• Only read text that appears in areas where keywords are located. Ignore other unrelated areas.</li> </ul>   |
| Step 4          | <p>Compare the information you've found to the information you are trying to find.</p> <ul style="list-style-type: none"> <li>• Ask: is this what I am looking for?</li> <li>• Ask: does this seem logical, relevant and correct?</li> </ul>   |
| Step 5          | <p>Decide if you've found what you are looking for.</p>  |







### 3. READING AN EMPLOYMENT CONTRACT



#### WHAT IS AN EMPLOYMENT CONTRACT?

**EMPLOYMENT CONTRACT**

THIS AGREEMENT, made as of the 1st day of October, 2006.

Between:

**Massive Construction Ltd.**  
401 Mackenzie Road,  
Inuvik, NT  
X0E 0T0

duly incorporated and existing pursuant to the laws of the NWT  
(hereinafter referred to as "the Employer")

OF THE FIRST PART

-- and --

**Ian Michael Klutzky**  
25 Cam Street  
Inuvik, NT  
X0E 1T8

(hereinafter referred to as "the Employee")

OF THE SECOND PART

WHEREAS the Employee and the Employer wish to enter into an employment agreement governing the terms and conditions of employment;

THIS AGREEMENT WITNESSES that in consideration of the premises and mutual covenants and agreements hereinafter contained, and for other good and valuable consideration (the receipt and sufficiency of which is hereby acknowledged by the parties hereto), it is agreed by and between the parties hereto as follows:

1. *Term of Employment*  
The full time employment of the Employee shall commence on October 1, 2006 and continue for an indefinite term until terminated in accordance with the provisions of this Agreement.
2. *Probation*  
The parties hereto agree that the initial three (3) month period of this Agreement is "probationary" in the following respects:
  - a. the Employer shall have an opportunity to assess the performance, attitude, skills and other employment-related attributes and characteristics of the Employee;
  - b. the Employee shall have an opportunity to learn about both the Employer and the position of employment;
  - c. either party may terminate the employment relationship at any time during the initial three month period without advance notice or justifiable reason, in which case there will be no continuing obligations of the parties to each other, financial or otherwise.
3. *Compensation*

An Employment Contract (or Agreement) is a document that outlines the *terms and conditions* of your employment – which is to say - your duties and responsibilities and your employer's duties and responsibilities.

*Terms:* the rules and processes you and your employer agree to follow

*Conditions:* what you can expect when you become an employee

- ✓ An employment contract is used to solve disagreements between you and your employer.
- ✓ An employment contract is a LEGAL document and can be used in a court of law.
- ✓ An employment contract can be verbal (informal).
- ✓ An employment contract can be written (a short letter offering you a job, a longer detailed contract, or a collective agreement negotiated by your union).

**THIS CONTENT SHOULD BE IN AN EMPLOYMENT CONTRACT**

The format of a contract depends on the employer and the job type, but there is some content that should be in any contract. The information below can appear anywhere in the contract as long, as it is there.

- ✓ the full name of the employer and the employer's address
- ✓ the full name of the employee and the employee's address
- ✓ the employee's job title or position
- ✓ the job start date (and end date, if there is one)
- ✓ type of employment (full time, part time, temporary, permanent or continuous, fixed term)
- ✓ employee duties (a job description)
- ✓ details of pay
  - *how much* - hourly rate, monthly rate or annual salary
  - *when* - daily, weekly, biweekly, monthly, bimonthly, yearly
- ✓ hours of work
  - requirements per day, per week, per month or per shift
  - starting time, quitting time, break times, shift schedule, etc.
- ✓ details of any paid benefits and/or pension plan
- ✓ to whom the employee reports (the employee's supervisor)
- ✓ number of sick days allowed
- ✓ how to end the contract
- ✓ holiday and vacation details
- ✓ signatures of both the employee and the employer and date of signing
- ✓ the province or territory in which the contract applies

***THIS CONTENT MIGHT BE IN A CONTRACT*****COVENANTS**

Covenants are conditions that have been agreed to. In an employment contract, it is common to see one or both of the following *restrictive covenants* that limit what an employee can do, if he/she leaves the company.

- *non-solicitation* meaning the ex-employee can't try to take away business or staff, after leaving the company
- *non-competition* meaning the ex-employee can't participate in work that directly competes with the former employer

They both usually apply for a year, but are difficult for an ex-employer to enforce.

**LEGALISTIC TERMS**

There might be other sections with legalistic terms like the ones below.

- *Assignment*: explains whether, if the business is sold, the contract will continue with the new owner or be terminated.
- *Severability*: this section explains that if any part of the contract is cancelled, the rest of the contract is still in effect.
- *Waiver*: explains that if either the employer or employee does not follow the terms of the contract, the other person can choose not to do anything about it (waiving action). The person can still take action if a term of the contract is broken in the future.
- *Confidentiality*: this means that a current employee is not allowed to share confidential information that he or she learns while doing work for the employer.
- *Introductory and/or concluding paragraphs*: The paragraphs can be difficult to understand because of all the legal words.



## **HINTS FOR READING AN EMPLOYMENT CONTRACT**

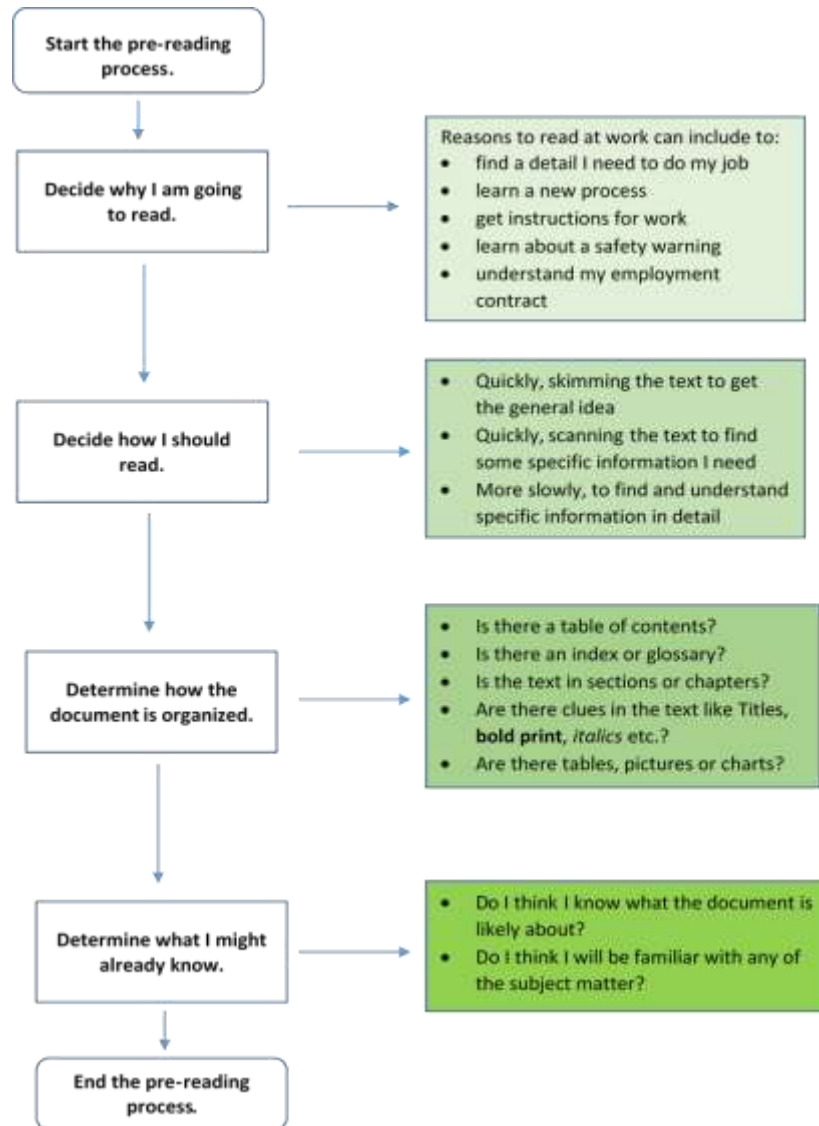
- The date the employment begins is always near the top of the contract.
- The employer and employee's names and addresses are always at the top of the contract
  - Check to make sure the names and addresses are correct.
- Every numbered section is a different term or condition of employment.
- The signatures and signing dates are always the last items in the contract.
- Read any schedules, usually named Schedule A and Schedule B etc.
  - These are additional information pages that contain details you need to know.



## 4. PRE-READING PROCESS



### A PROCESS FOR PREPARING TO READ EFFECTIVELY





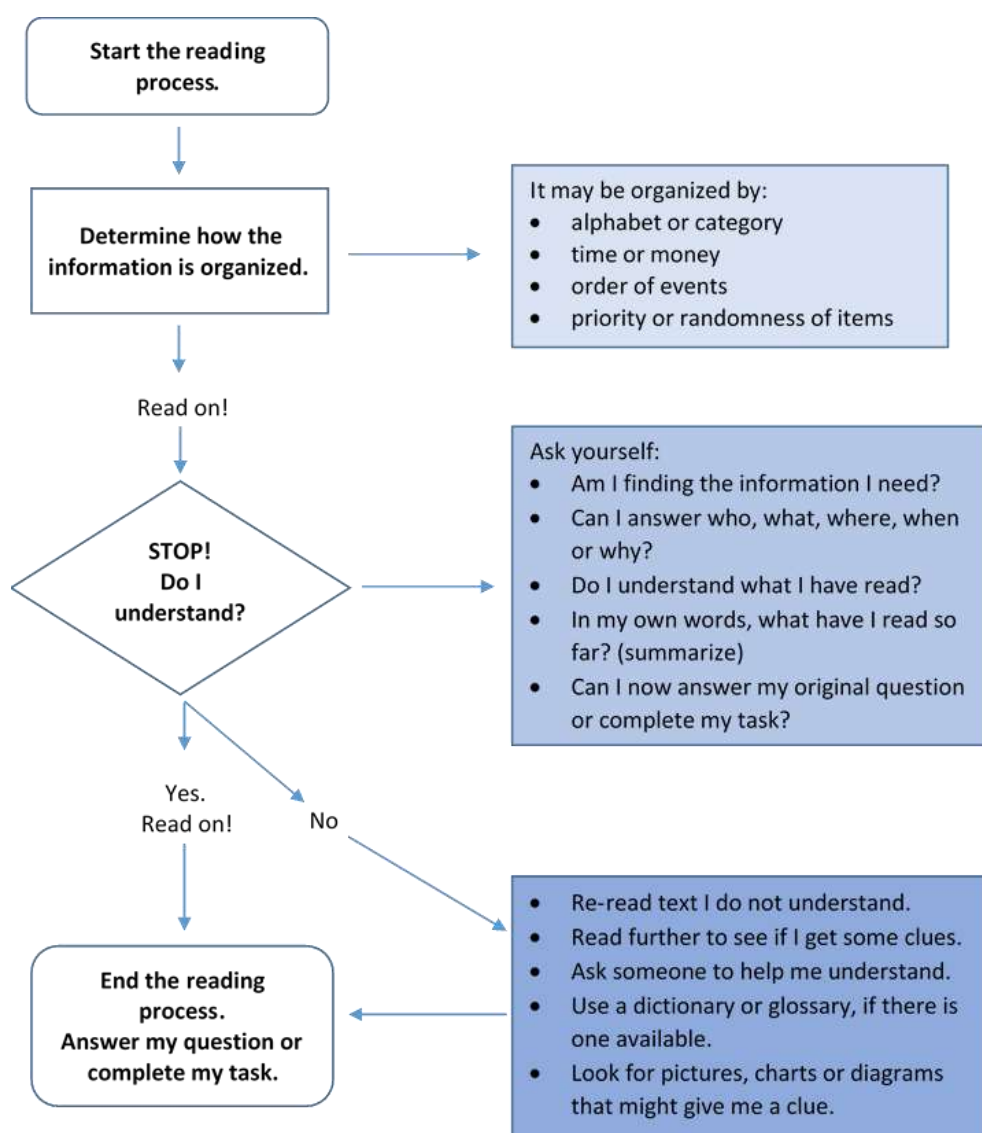




## 5. WHILE YOU ARE READING



### A PROCESS FOR EFFECTIVE READING







## 6. ENTRY FORMS



### ENTRY FORM BASICS

Entry forms:

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



### USING ENTRY FORMS

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



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

### Sample Form Part 1

*Form Title explains purpose*

## APPLICATION FOR ADMISSION

*Shaded area with instruction*

FOR OFFICE USE ONLY  
STUDENT ID

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

**PERSONAL INFORMATION** (Please print clearly) *Section title and instructions*

*Section groups common information*

*Lines divide letters and numbers*

|  |  |   |   |   |   |   |   |   |  |
|--|--|---|---|---|---|---|---|---|--|
| Legal First Name   | Middle/Second Name                       |   |   |   |   |   |   |   |  |
| Legal Last Name  | Previous Legal Last Name (if applicable) |   |   |   |   |   |   |   |  |
| Date of Birth: <table border="1" style="display: inline-table; text-align: center;"> <tr> <td style="width: 20px;">d</td> <td style="width: 20px;">d</td> <td style="width: 20px;">m</td> <td style="width: 20px;">m</td> <td style="width: 20px;">y</td> <td style="width: 20px;">y</td> <td style="width: 20px;">y</td> <td style="width: 20px;">y</td> </tr> </table> | d  | d | m | m | y | y | y | y | Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Undisclosed/Other |
| d  | d  | m | m | y | y | y | y |   |  |

If you wish to declare Aboriginal ancestry, please specify:

☐ Status Indian/First Nations
 ☐ Non-status Indian/First Nations
 ☐ Métis
 ☐ Inuit



## TIPS FOR FILLING IN AN ENTRY FORM

Before you start!

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

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

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





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

## Sample Form Part 2

**PROGRAM/COURSE** *Section title*

---

 Program/course applied for (Please print clearly)
 

*Several types of information requested*

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

Location of Program
 ☐ Calgary
 ☐ Other \_\_\_\_\_  
(please specify location)

If applying for the International ESL program, how many terms are you applying for? \_\_\_\_\_

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

If yes: \_\_\_\_\_  
 College Student Number

**Must have an ID number - "Mandatory"**

Alberta Student Number (ASN) - Mandatory for all applicants

\_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_  
*Format for ID number*

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

*Instructions for where to find ID Number*



## **SOME TERMS COMMON TO ENTRY FORMS**

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

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





## 7. FLOWCHARTS



### HOW FLOWCHARTS WORK

Flowcharts:

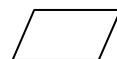
- have a title that tells the user what process is being documented
- usually start at the top and progress down the page
- may progress straight down or from side to side
- use short, concise text
- may use abbreviations to save space



### BASIC FLOWCHART SYMBOLS

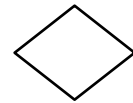
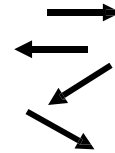
There are some symbols that are commonly used in flowcharts

- *Start / Stop*
  - A circle or rounded rectangle usually means the start or end of a process. The “start” refers to an action which kick starts the process. The “stop” means the final action or outcome.
- *Step / Task*
  - A rectangle, without rounded corners, means a step in the process or a task. Variations in rectangles can mean sub-steps or sub-processes





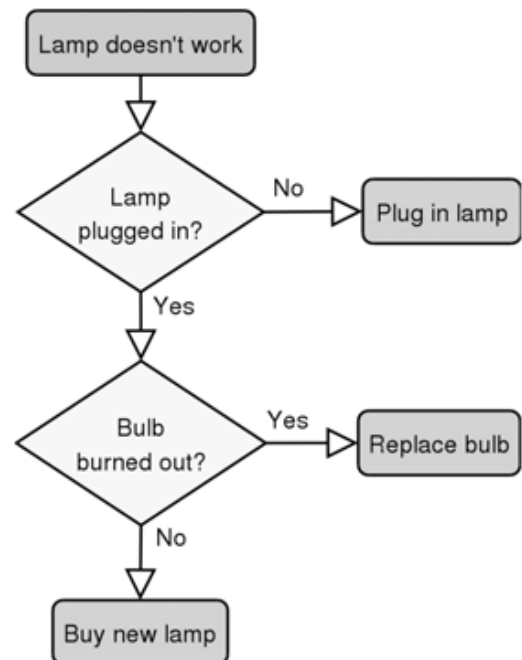
- **Process Flow**
  - Arrows indicate the direction of the process.
  - Only one arrow leads to the next step.
  - Several arrows can go to the same activity box.
- **Decision Point**
  - A decision point means a question is asked and a decision must be made.
  - There are different processes/paths through the flowchart, depending on the answer.
  - Usually the possible answers are Yes or No.



## USES OF FLOWCHARTS

Flowcharts can:

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





## **ANSWERS FROM THE ES WORKOUT!**

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



# READING TEXT

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

| SECTION AND TOPIC |  | Pg. | √ |
|-------------------|--|-----|---|
| Answer Key!       |  | 205 |   |
| 0                 | Matching Tasks and Skills                            | 207 |   |
| 00                | Icons  | 209 |   |
| 1                 | Readers Rock!  | 211 |   |
| 2                 | Keys for Reading                                     | 213 |   |
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| 4                 | Let the Structure be Your Guide                      | 219 |   |
| 5                 | Comics and Reading                                   | 225 |   |
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| 11                | Stories in Blue                                      | 249 |   |
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| 14                | Fashion and Beauty in Beads – no answer key required | --- |   |
| 15                | What's in a Picture                                  | 261 |   |
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| 18                | Chemical Caution                                     | 275 |   |
| 19                | The Dangers of Beauty                                | 277 |   |
| 20                | Disaster! Exploding Toilets!!                        | 279 |   |
| 21                | I'm Hurt! Now What??                                 | 283 |   |



## 0. MATCHING TASKS AND SKILLS

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

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



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





## 00. ICONS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

| ICON  | MEANING?                |
|---|-------------------------|
|    | <i>Recycle</i>          |
|   | <i>Disability</i>       |
|  | <i>Do not enter</i>     |
|  | <i>Women's restroom</i> |
|  | <i>First aid</i>        |
|  | <i>Poison</i>           |

| ICON   | MEANING?                   |
|--|----------------------------|
|     | <i>Flammable materials</i> |
|    | <i>Wet floors</i>          |
|   | <i>Men's restroom</i>      |
|  | <i>Emergency exit</i>      |
|  | <i>No parking</i>          |
|  | <i>Hard hat area</i>       |

Edited from: [http://www.en.copian.ca/library/learning/hrsd/essential\\_skills/du\\_tip\\_sheet/du\\_tip\\_sheet.pdf](http://www.en.copian.ca/library/learning/hrsd/essential_skills/du_tip_sheet/du_tip_sheet.pdf)





## 1. READERS ROCK!

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

What sort of reading do you do?

Complete the reading self-assessment. Remember that “reading text” includes all reading that is a paragraph or more, and reading that is done both on paper and on screen.

*(reading text levels 2 and 3, continuous learning level 2)*

What do you think about your reading habits now?

☐ Reading? What's reading?

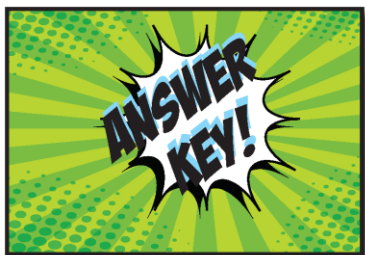
☐ Reading's great when I have time.

☐ Can't get through a day without reading!

*Answers will vary*







## 2. KEYS FOR READING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

### KEYWORDS AND PHRASES

1.

Read each of the questions on the next page. Underline the question keywords or phrases and circle any other keywords or phrases. Try the Keywords Booster if you need help.

(reading text level 2)

1. How will we get workers to the new job site?
2. Who was Dr. Brown's 2:00 PM patient?
3. Can you find out what this box is meant to hold?
4. Why is it important to identify keywords?
5. What is the abbreviation for hydrogen sulphide?
6. At what time is the band supposed to arrive for sound check?



2.

Read the paragraph below about the advantages and disadvantages of public transit. Then, starting with the first sentence, underline each key phrase that could be included under the heading Advantages. Circle each key phrase that could be included under the heading Disadvantages.

(reading text level 2)

### Advantages and Disadvantages of Public Transit

Public transit is often crowded, and you may have to stand up for the entire ride. On the other hand, it costs less to use public transit than to drive your car to work, and you don't have to worry about finding parking. A disadvantage is that you must wait until a bus or train arrives, and they don't go straight to your destination. If you're in a hurry, the ride on transit can seem to take forever. But there is no wear and tear on your car while you ride the bus. As more people use public transit, there are fewer cars on the road, which is better for the environment.

3.

You are a new employee at Enviro-World Construction and you have received the memo on the next page inviting you to a meeting that you do not want to miss. Below is a list of search questions that will help you understand the purpose of the meeting and ensure you get there on time. Scan each question and underline any keywords and/or phrases that will help when you read the memo. Then scan the memo to find the information that matches the keywords or phrases in the questions. In the memo, write the question number by the information that answers the question, then write your answers to the questions on the lines provided.

(reading text level 2)

1. Where will the meeting be held?

*North office site shop*

2. When is the meeting?

*October 14 at 8:30 a.m.*

3. Who will attend the meeting?

*All employees*

4. What is the meeting about?

*Whether to hire more workers over Christmas*



5. Why is the meeting being held?

*To make sure employees stay in touch and feel connected*

6. How will employees get to the meeting?

*In Carol's car*

Good morning, Michelle and welcome to Enviro-World Construction Co.!

Our regular monthly meeting will be at the North office site shop<sup>1</sup> on October 14, at 8:30 a.m.<sup>2</sup>. All Enviro-World employees<sup>3</sup> gather there to start out the meeting with a catered breakfast.

The main topic of this month's meeting is whether or not to hire more workers over the Christmas season<sup>4</sup>.

These monthly meetings are very informal. The main purpose is to make sure employees from all our sites stay in touch and feel connected<sup>5</sup>. From our site, we usually go to the meeting in one car. We will take Carol's car<sup>6</sup> this time, leaving at about 8:15. See you then!

Dave Wilson

4.

On the next page is an excerpt from a recent news article about the availability of work in trade jobs, and some of the types of skills people need, to be successful. Before you read it, think about what sort of information you might expect to find in the article and create at least four search questions that will help you find that information. Underline any keywords or phrases in the questions and then scan the article to find the answers to your questions. Analyse your results. Did your search questions and keywords and phrases process help you find the information you expected to find? Did the process make your reading more efficient?

(reading text level 2, writing level 2)

Search Questions – answers will vary. Some examples of search questions are shown below.

1. Are there decent job prospects in the trades?
2. What trades have the best job prospects?
3. What are the top skills that are needed?
4. What kinds of skills are mentioned in the article?



5. Which trades are paid the most? *Not found in this article. Need to look elsewhere*
6. Are some trades more in-demand in some places than others? *Not found in this article. Need to look elsewhere.*

“The job market is good and we are seeing a growth in demand from employers for trade jobs,<sup>1</sup>” Jodi Kasten, managing director at Indeed Canada, says. “Demand in general contractors<sup>2</sup> on Indeed, for example, increased 111 per cent since 2016. This could be attributed to the strong housing and condo boom in major cities across Canada.”

Another thing to consider, Kasten says, is that as a society, we need tradespeople.

“Their work impacts nearly every aspect of our lives,” she says. “They help build and maintain the homes we live in for example, and people will always need an electrician<sup>2</sup> for electrical work or a plumber<sup>2</sup> for plumbing work.”

And if you’re analytical and good at problem-solving<sup>3,4</sup>, these jobs will be right up your alley, Kasten says.

Math skills<sup>3,4</sup> are also important and so are soft skills<sup>3,4</sup> as you’re often dealing with clients and suppliers to complete a job, she adds.

“Many tradespeople are also their own boss so business acumen<sup>3,4</sup> drive and a passion for your work and helping clients is essential.”

Edited from: <https://globalnews.ca/news/3905609/7-in-demand-trade-jobs-in-canada/>

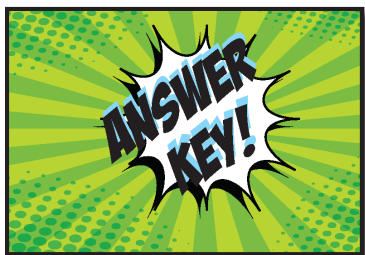
## 5.

Choose a reading you have recently been assigned and have not yet read, or an article in a paper or magazine that you have been wanting to read. Before you read it, think about what you need or want to know from the reading and create search questions that will help you find that information. Underline any keywords or phrases in your questions that will help you find the information you need to answer your search questions. In the reading, write the question number by the information that answers the question, then write your answers to the questions on the lines provided.

Complete the reading and analyse the results. Did the search questions, and keywords and phrases process, help to make your reading more efficient?

(reading text level 2, writing level 2)

*Answers will vary*



### 3. SNORKELING AND DIVING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

#### **SKIMMING AND SCANNING**

**1.**

Practice your skimming and scanning by answering the questions below. The information you need in order to answer the questions is in the document on the next page.

Try the Skimming and Scanning Booster, if you need help.

(reading text levels 1, 2 and 3, writing level 2)

“Header” is the word used to describe the top of a document. What two pieces of information are in the header?

*Title and logo*

What is the title? What does it suggest to you that the article will be about?

*Alumni. The title indicates the article will be about people who participated in SCC events previously. (Alumni are former members of a group, or students or graduates of a program.)*

What does the logo tell you?

*That the document has something to do with Canada’s 150<sup>th</sup> birthday celebrations.*

Font size is usually an indication of importance in a document. Locate the next largest font after the title. What are the first 3 words in that font? Which of the three words are keywords?

*To celebrate Canada’s Keywords are celebrate Canada’s*



“Footer” is the word used to describe the bottom of a document. It often contains legal information, or “fine print”. What does the information in the footer tell you about the program?

*That it is funded / sponsored by the government of Canada and that Skills Canada holds the copyright.*

What is the main idea of the document?

*Answers will vary, but something similar to Skills Canada is working with the Government of Canada to select and profile 40 former skills champions, as part of the Canada 150 celebrations.*

## 2.

Practice skimming and scanning once more, by answering the questions below. At the end of each question, write the word skimming or scanning to indicate which of the two skills you will use to locate the answer to the question. The information you need in order to answer the questions is in the document on the next page.

*(reading text levels 1, 2 and 3, document use level 2, writing level 2)*

In general, what type of information is provided in the document? *skimming*

*Basic information on seven trades*

Of the trades described, which one has the highest average hourly wage? *scanning*  
*electrician*

Of the trades described, are there more that pay, on average, above or below \$ 25.00 per hour? Which ones pay above? *scanning*

*More pay above \$25.00. They are journeyman carpenter; HVAC installer; Plumber; Electrician*

Is the same information provided for all of the trades that are profiled? If yes, what is that information? *Skimming*

*Yes. Average hourly wage; number of postings per million; growth in demand on Indeed; education/credentials; Outlook*

What is Indeed? *scanning*

*A job postings site.*





## 4. LET THE STRUCTURE BE YOUR GUIDE

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

### THE TABLE OF CONTENTS AS A GUIDE

1.

On the next page is a list of 10 search questions that would help a new employee find information in a New Employee Guide.

- Review the questions and underline the keywords you will look for in the TOC
- Scan the TOC (found on the page after the questions) to decide which section of the Guide you would look through first, to find the answer to each of the 10 search questions.
- Enter the page number of the section, in the space provided.

(reading text levels 2 and 3)

| Search Questions   | Page # |
|--|--------|
| 1. Will there be a formal orientation?   | 21     |
| 2. Will work clothing be provided?   | 9      |
| 3. What statutory holidays do I get?   | 8      |
| 4. Is alcohol allowed in the work site?  | 18     |
| 5. Where are the company offices?  | 2      |
| 6. Is there a union steward on site?   | 19     |
| 7. Is the company an equal opportunity employer?                                 | 4      |
| 8. Can I bring personal property to the site?                                    | 5      |
| 9. If my personal property is damaged on site, will the company pay for repairs? | 5      |
| 10. Can I wear my contact lenses while working?                                  | 12     |



## 2.

Using the table of contents will allow you to find information more quickly, something that can be important in an emergency situation. Most workplaces have emergency procedures manuals. They are available in several places throughout the workplace so that they can be accessed quickly.

On the next page there is a table of contents from an emergency procedures manual. Use the search questions below to help you determine where in the manual you would find the information you need to answer the question.

- Review the questions and underline the keywords you will look for in the TOC
- Scan the TOC to decide which section of the manual you would look through first, to find the answer to each of the eight search questions.
- Enter the page number of the section, in the space provided.

(reading text levels 2 and 3, document use level 2)

| Search Questions  | Page # |
|---|--------|
| 1. What are <u>my responsibilities</u> related to my own safety?  | 2      |
| 2. <u>Who</u> do I <u>report</u> a <u>safety problem</u> to?  | 4      |
| 3. <u>When</u> do I have to <u>report</u> a <u>problem</u> ?  | 4      |
| 4. <u>How</u> can I <u>help</u> a <u>co-worker</u> who is <u>injured</u> ?  | 14-17  |
| 5. <u>Who</u> do I <u>call</u> if there is <u>an emergency</u> to report?   | 1      |
| 6. <u>How</u> can I <u>find</u> out <u>what information</u> this <u>manual</u> will <u>provide</u> ?                | 1      |
| 7. <u>How</u> do I <u>know</u> <u>what to do</u> if the <u>fire alarm</u> goes off?                                 | 5-7    |
| 8. <u>Where</u> can I find more <u>details</u> on <u>some</u> of the sorts of <u>emergencies</u> that could happen? | 7-10   |
| 9. <u>What</u> is my <u>supervisor</u> supposed to <u>do</u> in <u>an emergency</u> ?                               | 2-4    |



## NAVIGATING REGULATIONS

1.

For each of the questions below, write the Division number where you would most likely find the information you need, and the Section number of the relevant regulation. Skim the Division titles first to get an idea of what information is included in each, then scan the topics in the Divisions you think are relevant, to see if you can locate the answer to the question. You can help your search by underlining keywords and phrases in each question. (reading text level 2, problem solving level 2)

| Question   | Division      | Section |
|--|---------------|---------|
| If I am part time, do I get any paid vacation days?                | iv            | 186     |
| How much time do I get off to vote in a federal election?          | V             | 195.1   |
| Can I save up my overtime pay and use it for paid time off?        | I             | 174     |
| Are there different rules if I have more than one job?             | VI            | 203     |
| Do I get paid extra if I work on Christmas Day?                    | V             | 196     |
| Am I allowed to work 11 hour shifts 5 days per week?               | I             | 171     |
| How do I calculate vacation time?                                  | IV            | 184     |
| I'm 16; do I get paid the same as an adult doing the same job?     | II            | 179     |
| How far in advance does my employer have to tell me my schedule?   | I             | 173     |
| What if a holiday occurs in the middle of my vacation time?        | IV            | 187     |
| What if I get fired mid-year; do I have to pay back vacation time? | III           | 188     |
| What does "termination" mean?                                      | (no division) | 166     |



## NUMBERING SYSTEMS AND TEXT FORMAT AS A GUIDE

1.

For each of the scenarios below, locate the information that answers the questions. The information will be found in the excerpt from Division X of the Canada Labour Regulations found on the page following the scenarios.

To begin, underline the keywords and/or phrases in each scenario that will help you find the information you need.

Write your answer to the question in no more than 2 sentences. Include the number of the regulation where you found the answer.

(reading text level 2, finding information level 2, problem solving levels 3, writing level 2)

I have worked for my employer for 6 years. Now I am getting permanently laid off. My boss gave me 3 weeks' notice in writing and wrote the date I will be terminated on my notice. He said I can't have termination pay because he gave me enough notice. Can I take any action?

Regulation #230(1)(a)

*No the person cannot take action. The employer is required to give two weeks notice OR two weeks wages. The person received three weeks notice, which is more than required.*

I have worked for the company for 2 months. Today I got fired – no extra pay and no notice. Should I get some extra pay?

Regulation #230(1)

*No the person cannot take action. Until a person has been employed for three consecutive months, the employer does not need to give notice or pay.*

After 6 months of work, I got fired today because I refused to do another type of job. My boss has given me 3 weeks' notice but says he's going to pay me 20% less than normal because I refused to do the new work. Is this legal?

Regulation #231(a)(b)

*No. The employer cannot reduce the person's wages.*



## THE GLOSSARY AS A GUIDE

1.

Look at the table of contents for Part III: Standard Hours, Wages Vacations and Holidays. How many glossaries are included in that section of the table of contents and in which divisions?

(reading text level 1)

# glossaries \_\_\_\_ 4 \_\_\_\_

Divisions: *PART III 166; Part III Divisions iv, v, vi*

2.

Use the definitions in Part II Occupational health and Safety to answer the questions below.

(reading text level 2)

Where can you find the definition for collective agreement?

*Section 166*

According to definitions in this section of the Canada Labour Code, in what circumstances is your safety a concern to the labour code?

*danger and hazards arising out of, linked with or occurring in the course of employment*

To find information on how a person is designated as an appeals officer, where would you need to look?

*Section 145.1*

Does PART II of the Labour Code apply to a person who is self-employed?

*No. It only references people who are employees.*





## 5. COMICS AND READING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

Do you like to read comics? Have you ever thought about becoming a comic designer or writer? On the next page is an opportunity for aspiring comic designers or writers to submit their work for consideration. There is a lot of information in the document and they clearly expect you to follow their submission guidelines. Use your scanning skills to scan the document to find the information that will help you to answer each of the questions below.  
(reading text levels 2 and 3, writing level 2)

Who are the two target audiences for the document?

*Writers and artists*

What 4 things should be included in your proposal?

*cover letter, synopsis, photocopies of artwork, cover*

Can you email submissions to CanComics?

*No*

How much does CanComics pay for new work?

*Nothing*

If you have already published a story with your character with another company, can you submit a different story but with the same character to CanComics?

*No*

Do you have to send your original artwork when submitting a proposal?

*No. Send photocopies*





How long does it take to have a submission reviewed?

*One month*

How does CanComics make money?

*They take a fee of the published books before they sell.*

Should you include references with your submission?

*No*

In one sentence, summarize the purpose of the document.

*Answers will vary. A sample is below.*

*The purpose of the document is to provide information related to submitting work to CanComics, for consideration.*

**2.**

The paragraphs below are a sequence of steps for creating and publishing your own comic book, but they need to be put in the correct sequential order.

Read each paragraph. Highlight or underline the words in the text that give you clues to the sequencing. Words like: first, next, start, finally, etc.

Next decide in which order the paragraphs should go, from 1 to 7 and write the numbers in the Step # column.

After you order the paragraphs, create a heading for each one that sums up in just a few words, the main idea of that step.

*(reading text level 3, writing level 2, job task planning and organizing level 2)*

| Step # | Paragraph   | Paragraph Heading        |
|--------|---|--------------------------|
| 2      | One of the most <u>common mistakes</u> is to start <u>drawing</u> your comic book <u>before</u> working out your <u>story</u> . Take the time to write a script. When it's time to write your script, there are four main points to keep in mind: Know your genre, Understand your main character's goals/challenges, Create a believable setting, and Include a beginning, a middle, and an end. | <i>Write your script</i> |



|   |   |                              |
|---|---|------------------------------|
| 4 | Whether you're working traditionally or digitally, drawing the comic can feel like a daunting task. But <u>at this stage</u> of the process, your work doesn't need to be perfect. Focus on getting your comic drawn; you can work on perfecting it <u>later</u> during the inking stage.   | <i>Draw the comic</i>        |
| 1 | All things <u>start</u> with an idea; and your comic book or graphic novel is no different.   | <i>Start with an idea</i>    |
| 7 | Congratulations! <u>You made a comic</u> . Now what? Selling and marketing your comic isn't easy. Your best bet is to create a daily post telling everyone about your new venture.  | <i>Selling and marketing</i> |
| 6 | An <u>often overlooked task</u> when creating a comic is lettering. You may have a great story. You may fantastic illustrations. But if your lettering is messed up, people won't read your story! Use fonts that fit the comic.  | <i>Lettering</i>             |
| 3 | <u>Once your script is complete</u> , it's time to start drawing. Well... it's <i>almost</i> time to start drawing. When working on the layout, your goal is to keep the reader interested. One way to do this is to end each page (maybe not all, but some) with a cliffhanger.  | <i>Plan the layout</i>       |
| 5 | Now that you have your comic drawn (penciled), it's time for inking and coloring; two tasks that don't necessarily need to be done by the same person.<br><br>Inking: It is at this stage where you clean-up your drawings and add depth to your illustrations.<br><br>Colouring: Choosing the colours can make or break a scene. In addition to proper color selection, not keeping your colours consistent can break things too | <i>Inking and colouring</i>  |





## 6. AN EDUCATED GUESS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

When we read headlines in the news or on book or magazine covers we can make inferences as to what we think the book or article will be about. In this way we use inference to make decisions about whether to read further or to purchase a book or magazine. Below are headlines and first sentences from five articles in the *Globe and Mail* on January 26, 2018 <https://www.theglobeandmail.com/>. Answer the questions that follow each headline.  
(reading text level 3, writing level 2, job task planning and organizing level 2)

*Answers will vary. Sample answers are provided.*

### **Bruins bad boy Brad Marchand back in the vice-principal's office, vowing to change**

It hardly looks like the office of a vice-principal. But that's exactly what the visitors' dressing room at Canadian Tire Place felt like on Thursday as Brad Marchand – sometimes called "Rat" by his teammates – was cornered by several cameras and a dozen microphones.

What do you think this story is about?

*A Boston Bruins hockey player who has done something wrong and has promised to do better in future*

Who do you think is the vice-principal?

*The press who wanted to interview him*

What clues in the headline and paragraph helped you decide on your answers?

*Bruins = Boston Bruins; bad boy = he's done something wrong*

What did you already know about the topic?

*I know who the Bruins were, but not specifically who Marchand is. I also know there are some hockey players who don't always play a clean game.*



### Why the traditional sit-down breakfast is dying a slow death

The traditional first meal of the day is dying a slow death. ... how busy schedules and diminishing kitchen skills are changing how we eat our oatmeal and eggs

What do you think this story is about?

*How people aren't as skilled at cooking and also how they are too busy for a traditional breakfast, which would take more time than people usually spend on breakfast now.*

What reasons do you think the author would give for why she believes this headline is true?

*I think the author would say that people live differently than they did in the past. They work more and usually both adults in a family work, and so there is less time for cooking and eating meals.*

What do you think a traditional sit down breakfast is?

*Probably bacon and eggs and toast or oatmeal and muffins or something like that.*

What clues in the headline and paragraph helped you decide on your answers?

*Words like "traditional" which usually mean something that's been around a long time and "dying a slow death" which means something is changing - probably permanently.*

What did you already know about the topic?

*I hadn't thought about it, but when I did, I could understand what the author might be saying.*

### Why cats make better pets than dogs

I am too selfish to own a dog. But when a cat accepted my touch and then seemed indifferent, it was a perfect match.

What do you think this story is about?

*A cat lover explaining why a cat seems like a better pet than a dog.*

What reasons do you think the author would give for why he believes this headline is true?

*The author might be a busy person who likes that cats seem to need less attention than dogs.*

What clues in the headline and paragraph helped you decide on your answers?

*Cats make better pets than dogs*



What did you already know about the topic?

*I have had both cats and dogs so I understand why a person who is busy might prefer a cat, if they were going to have a pet at all.*

### **Skills Canada**

#### **The 2018 Skills Canada National Competition**

Join us for the 24th Skills Canada National Competition, being held June 4 - 5, 2018, at the Edmonton EXPO Centre in Edmonton, Alberta.

What do you think this article is about?

*Skills Canada is going to hold the Canadian skills competition in Edmonton in 2018.*

What kind of information do you think will be in the article?

*Information about the location and how to participate as a competitor and maybe also as a spectator. There might also be information about what kinds of competitions there will be.*

What clues in the headline and paragraph helped you decide on your answers?

*The headline clearly states **2018 Skills Canada National Competition** so they must want to let readers know about it.*

What did you already know about the topic?

*I know about the competitions, but I didn't know it was in Edmonton in 2018.*

### **How do I wear glitter without turning my face into a disco ball?**

Think of December as your time to shine, taking style cues from the twinkling lights and shimmering snowflakes of the season. Even if you're not the type of dresser to make like a disco ball in a sequined ensemble, the latest glitter-infused makeup makes it easy to razzle-dazzle within your aesthetic comfort zone.

What do you think this article is about?

*How to wear makeup with glitter in it at Christmas time and how not to wear too much or wear it incorrectly.*

What kind of information do you think will be in the article?

*What type of makeup would be best for people with different tastes, especially people who wouldn't normally wear sparkly makeup.*



What clues in the headline and paragraph helped you decide on your answers?

*wear glitter without turning my face into a disco ball  
Even if you're not the type of dresser to make like a disco ball  
makes it easy to razzle-dazzle within your aesthetic comfort zone*

What did you already know about the topic?

*Nothing about makeup with glitter. I know there are lots of varieties of makeup.*

### Skills Canada

#### **BY SOME ESTIMATES, GENDER EQUALITY IN THE WORKPLACE WON'T BE ACHIEVED UNTIL 2095. THAT'S NOT GOOD ENOUGH.**

HeForShe is taking action now for equal opportunity and fair pay

What do you think this article is about?

*An initiative to promote gender equality in the workplace. Also, as it is Skills Canada, it probably is also about gender equality in trades workplaces.*

What kind of information do you think will be in the article?

*Some statistics other information on how much needs to change to achieve gender equality and how SCC is trying to speed up the process.*

What clues in the headline and paragraph helped you decide on your answers?

*Gender equality  
Not good enough  
taking action now*

What did you already know about the topic?

*I knew about gender inequality in pay and in workplaces but I didn't know Skills Canada had an initiative to help address it.*

## 2.

To answer the questions below, read the article about Parks Canada. The questions require you to make inferences, in order to answer them. Remember the tips for making an inference.

- Find clues to get some answers.
- Add those clues to what you already know or have read.
- There can be more than one correct answer.
- Be prepared to support your inferences.

(reading text levels 1, 2, and 3)





*Answers will vary. Sample answers are below.*

How many apps does Parks Canada have?

*one*

Do you think early settlers were vegetarians? Explain your answer.

*No. Recipes for moose and muskrat seem to be popular*

Did early settlers have access to citrus fruit like oranges? Explain your answer.

*Yes. They made marmalade.*

Based on the reading, what countries did the European settlers come from?

*France and Scotland where they make marmalade.*

Did the early settlers raise cattle?

*Possibly not as there are no recipes for beef, or they may have had cattle for dairy.*

*Answers will vary*

The name “Heritage Gourmet” is a good one for the app because it is short, easy to remember and works in both official languages. Additionally, readers could likely infer from the name, that the app has information about food items people used to eat. What name would you give to each of the apps described below? Each name should be one from which a person reading the name could infer the purpose of the app.

1. An app that told you the most popular songs in any given year.
2. An app that lets you report vandalism
3. An app that magnifies whatever you are looking at.

---

1 Top tunes

---

2 Vandals Begone

---

3 Bigger Better World

---

**BONUS QUESTION!**

What else did Alexander Graham Bell invent?

*The telephone*





## 7. CRITICAL READING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

### READING HEALTH CHECKUP

1.

Below are questions about what, when and how you read and how you examine what you read, in the news and on social media. Answer them and then, if possible, discuss them with a friend or classmate.

(reading text levels 2 and 3, document use level 2)

*Answer will vary*

### CHECK YOUR SOURCES AND KEEP THINKING

1.

The article below suggests several steps to help you decide whether what you are reading is likely true or if you might need to check further. Read the article and while you are reading highlight or underline each steps that is suggested.

(reading text level 2, finding information level 2)

#### Determining Reliability in What We Read

Not everything we read is reliable or truthful. Especially now that we do so much reading online and there is so much information to read, it is easy for inaccurate stories to be posted. Reading with a “critical eye” is a valuable skill that helps us to sort accurate from inaccurate information. What follows are reading and research strategies you can use to sort fact from fiction. **Consider the source:** Where did what you are reading come from? If you are reading online, do you know the website? If not, click away from the story to learn more about the website, including its stated mission and contact information. For a picture, try a reverse image search to find out where it was originally used. This will allow you to determine whether the picture has been changed in any way.

**Read beyond:** Don’t stop at the outrageous headlines **CALF BORN WITH 3 HEADS GRADUATES FROM UNIVERSITY!** statements in **ALL CAPS**, or sensational images designed to get clicks or capture your attention in paper. Read the full story and then investigate further. Read a little further



before you decide to pass along a headline. Headlines rarely tell the whole story. **Check the author:** Do a quick search to find out if the author is reliable (or even a real person). What qualifications does the author have, and are the qualifications related to the topic they are writing about? Ask yourself, is this author likely the most reliable person to pass on the information in this article? **Supporting sources:** Often stories that are untrue or include untrue information, will cite official — or official-sounding — sources. Check that those sources are real and credible, and that they do actually support the story. **Check the date:** Is this an old story? Some stories claim that something that happened long ago is related to current events. **Is it a joke?:** Remember, there is such thing as satire. If the image looks unbelievable or the story sounds too outrageous, it may be satire. Research the site and the author to check. **Ask the experts:** Ask a librarian, or visit a fact-checking site.

How many steps did you find? \_\_\_\_\_ 7 \_\_\_\_\_

2.

Next, write down each step you found in the previous reading. Write, in your own words, the advice that is given in the article, for that step. You may also rewrite the Step in your own words, if you wish. The goal is to create your own *Fact or Fiction Checklist*. An example is done for you.

(reading text level 2, writing level 2)

*Answers will vary. The seven steps from the article are listed below.*

1. *Consider the source*
2. *Read beyond*
3. *Check the author*
4. *Supporting sources*
5. *Check the date*
6. *Is it a joke?*
7. *Ask the experts*



3.

Time to try your fact or fiction list. Look at the story below. Is it true? List the steps you take to find out and explain why you used the steps you did. Then check the answer key.  
(reading text level 2, writing level 2)

**WCA4News.com** reported this:

*ROCKFORD, Illinois – A new interview with Bill Murray is creating a lot of buzz in and around Rockford, Illinois this morning after the actor began praising Rockford residents for helping him when his car encountered some mechanical problems as he passed through the city recently.*

Answers will vary. Steps that could be taken:

*Consider the source: look up WCA4News.com. Can you access it? Is it a reputable site or station?*

*Read beyond: Is there any follow up on the story on WCA4News.com? If so, what does it say?*

*Check supporting sources: are there some keywords in the article that you can use for a google search? (Suggest - Bill Murray Rockford Illinois car problems.) If you did search these terms, what happened?*

What did you conclude? Fact or Fiction?

The story continued with "comments" from "Bill Murray" praising residents' kindness and even mentioned how "Bill Murray" would love to retire in Rockford, IL.  
<http://q985online.com/fact-check-bill-murray-had-car-problems-in-rockford/>

**MORE FUN WITH FACT AND FICTION****1.**

Below are brief recaps of seven stories that have been in the news. Read the name and the story recap and decide – fact or fiction or needs investigation. Write a brief explanation of your choice.

Check the answer key for the “real skinny” and the links to each story.

(reading text level 2, writing level 2)

**Pig rescues Goat**

A 30-second video appeared on YouTube, depicting a baby goat that had become stuck in the pond of a petting zoo and that was heroically rescued with a helpful nudge from a pig that swam out to it.

☐ So true!☒ Not a chance!☐ I need to look into this.

Within hours the video had been posted around the Web; it had been shared with the Twitter followers of Time magazine and Ellen DeGeneres; and it had been broadcast on NBC’s “Today” show and its “Nightly News” program, ABC’s “Good Morning America” and Fox News, where the “Fox & Friends” co-host Brian Kilmeade said of it, “You couldn’t do this at Warner Brothers as a cartoon and make it seem more realistic.”

But the video was thoroughly staged. It was created for a new Comedy Central series, “Nathan for You,” with the help of some 20 crew members, including animal trainers, scuba divers and humane officers, and required the fabrication of a plastic track to guide the pig to the goat (which was never in jeopardy).

<http://www.nytimes.com/2013/02/27/arts/television/pig-rescues-goat-and-the-video-is-really-cute-but-totally-faked.html?mtrref=www.nytimes.com&auth=login-email>

**Post a Facebook Copyright Status to Protect Your Information**

Posting a status about copyright to your facebook page will protect your photographs and other information from copyright violations.

☐ So true!☒ Not a chance!☐ I need to look into this.

Don’t bother. It doesn’t work, and similar versions of the hoax have been repeated for years.

<https://www.nytimes.com/2015/09/29/technology/facebook-copyright-hoax.html>



### West Point Cadets Weaponized a Pillow Fight

For generations, freshmen cadets at the United States Military Academy have marked the end of a grueling summer of training with a huge nighttime pillow fight that is billed as a harmless way to blow off steam and build class spirit.

☒ So true!

☐ Not a chance!

☐ I need to look into this.

For generations, freshmen cadets at the United States Military Academy have marked the end of a grueling summer of training with a huge nighttime pillow fight that is billed as a harmless way to blow off steam and build class spirit.

But this year the fight on the West Point, N.Y., campus turned bloody as some cadets swung pillowcases packed with hard objects, thought to be helmets, that split lips, broke at least one bone, dislocated shoulders and knocked cadets unconscious. The brawl at the publicly funded academy, where many of the Army's top leaders are trained, left 30 cadets injured, including 24 with concussions, according to West Point.

<https://www.nytimes.com/2015/09/05/us/at-west-point-annual-pillow-fight-becomes-weaponized.html>

### Selfie Shoes are All the Rage

Tired of carrying a selfie stick around? Try the new selfie shoes! Retailing for about \$199.00, the shoes are a great solution to a problem.

☐ So true!

☒ Not a chance!

☐ I need to look into this.

As an April Fool's joke, the New York-based shoe store Miz Mooz is promoting "selfie shoes" to those eager souls looking to get their hands on the latest, most vain products out there. In a hypothetical -- yet totally conceivable -- world, selfie shoes would let you dock your phone in the square-toed shoe and take a picture by pressing a sensor with your toe.

[http://www.huffingtonpost.ca/entry/selfie-shoe-arent-real-but-wow\\_n\\_6979478](http://www.huffingtonpost.ca/entry/selfie-shoe-arent-real-but-wow_n_6979478)





### Ski-Thru Bank Opens Atop Whistler Mountain

Canada's first ATM for skiers has opened at Whistler mountain in British Columbia. It's even got a places to put your gloves and your poles so you don't lose them.

☒ So true!

☐ Not a chance!

☐ I need to look into this.

Anyone looking for some cold hard cash might consider grabbing their skis and heading to Whistler. That's where Canada's first 'Ski-Thru' ATM was just installed by CIBC outside the Roundhouse Lodge near the top of the ski resort.

The ATM includes several features for skiers and boarders including ski pole and glove holders and heating lamps.

It's all part of a five-year deal between the bank and the resort, which includes several other promotional programs.

<http://www.cbc.ca/news/canada/british-columbia/ski-thru-bank-machine-opens-atop-whistler-1.3934189>

### Canada Post looks to drones as possible future of mail delivery

The post office is quietly exploring the possibility of small, unmanned aerial vehicles one day helping get the mail to where it needs to go, said Jon Hamilton, a Canada Post spokesman.

☒ So true!

☐ Not a chance!

☐ I need to look into this.

It's a little early to tell if the idea will fly, but Canada Post is starting to look at the role of drones in making deliveries.

The post office is quietly exploring the possibility of small, unmanned aerial vehicles one day helping get the mail to where it needs to go, said Jon Hamilton, a Canada Post spokesman.

"We are in a competitive space, especially when it comes to parcel delivery and things like that," Hamilton said in an interview.

<http://www.cbc.ca/news/business/drone-canada-post-1.3646850>

2.

Have you read any articles or posts recently that you were pretty sure weren't true? What were they about? How might you decide whether or not they are true?

Briefly describe the posts or articles and explain how you could fact check them.  
(reading text level 2, writing level 2)

Answers will vary



## 8. EXPERIENCING READING

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

On the following page is an article about some research that has been done on reading in print versus reading in digital format. Read the article and then use the information to complete the table below.

(reading text level 2)

| Print Advantages   | Print Disadvantages   |
|--|---|
| <ul style="list-style-type: none"> <li>• aesthetically more enjoyable</li> <li>• sense of where they were in the book</li> <li>• easier on the eyes</li> <li>• less likely to multitask</li> <li>• easier to concentrate</li> <li>• more likely to reread</li> <li>• believed they retained more content</li> <li>• best for serious work</li> </ul> | <ul style="list-style-type: none"> <li>• can't read in the dark</li> <li>• uses paper</li> <li>• takes longer to find related information</li> </ul>  |
| Digital Advantages   | Digital Disadvantages   |
| <ul style="list-style-type: none"> <li>• can read in the dark</li> <li>• easy to find related information</li> <li>• saves paper</li> <li>• can multitask</li> </ul>   | <ul style="list-style-type: none"> <li>• sometimes get eyestrain from the screen</li> <li>• screens and access to other material can be a distraction</li> <li>• affects concentration</li> </ul> |



2.

In the article, find the words listed below and then write your own brief definition of their meaning.

(reading text level 2, writing level 2)

Aesthetically

*Appealing to the senses such as touch and smell.*

Multitasking

*Doing more than one thing at a time*

Medium

*A way of communicating information. In this case the mediums are print and screen for reading. Other mediums include radio and television etc.*

Respondent

*A person who replies or responds to something.*

3.

What does the article imply about multitasking?

(reading text level 3, writing level 2)

*It implies that multitasking interferes with reading focus and concentration*

4.

Explain, in no more than 2 sentences, why print reading is better.

(reading text level 3, writing level 2)

*Answers will vary. Sample is below.*

*Print reading is better because it is easier to concentrate when reading on paper and you remember more of what you read. It is also causes less eyestrain.*



5. Explain, in no more than 2 sentences, why digital reading is better.  
(reading text level 3, writing level 2)

*Answers will vary. Sample is below.*

*Digital reading is better than print because you can quickly find information you might need to help you understand the original reading and, if you don't need to be somewhere with good lighting to be able to read, so it is more flexible that way.*

6. Create a headline or title for the article.  
(reading text level 2, writing level 2)

*Answers will vary. Sample is below.*

*Print or Digital Reading - What's Best?*

7. Summarize the information in the article in one paragraph.  
(reading text level 2, writing level 2)

*Answers will vary. Sample is below.*

*A two year research study comparing ways in which people read in print and on screen found that both mediums had support from the respondents, but that, for reading work that mattered, print was considered to be the best choice.*

8. Briefly explain your preferred mode of reading – screen or paper – and give three reasons why this is your preference.  
(reading text level 2, writing level 2)

*Answers will vary.*





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

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

For how long are licenses issued in the two jurisdictions?  
(reading text level 2)

*5 years*

2.

Which driver is older?  
(reading text level 2)

*John Doe*

3.

What information is included on the front of the BC card that is not on the ON card?  
(reading text level 2)

*Hair and eye colour*







## 10. MANUAL MATERIALS HANDLING

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

What does MMH stand for?

(reading text level 1)

*Manual Materials Handling*

2.

Why is it important to know about MMH?

(reading text level 2)

*Because it is a common cause of occupational fatigue and lower back pain*

3.

What part of your body should you lift with?

(reading text level 1)

*Your legs*

4.

What are three things you should do before lifting?

(reading text level 2)

*Any 3 of:*

- Check to see if mechanical lifting aids are available.*
- Assess/identify the weight of the load.*
- Get help with heavy or awkward loads.*
- Ensure that the load is free to move.*
- Ensure that you can lift the load without over-exertion.*
- Check that the path is clear and free of grease, oil, water, and objects*



Under what circumstances should you ask for help when lifting?

5. *(reading text level 1)*

*If the load is heavy or awkward*

The word “manual” comes from the Latin word “Manus” meaning “hand”. In the case of the poster, to what else does “manual” refer, when handling materials?

6. *(reading text level 2)*

*Using handles and lift aids*

According to the poster, what is the opposite of “hold”?

7. *(reading text level 2)*

*carry*

In what position should your chin be, when you lift something?

8. *(reading text level 1)*

*Tucked in to your chest*

How would you summarize the message in the poster in one sentence?

9. *(reading text level 3)*

Something similar to one of the options below:

- *MMH is a serious workplace health issue, but there are things you can do to prevent injury*
- *Knowing about MMH can help prevent injury*
- *Learn how to be safe when handling materials manually*
- *Be careful if you have to do MMH at work*

Where would you get more information about MMH?

10. *(reading text level 2)*

*Canadian Centre for Occupational Health & Safety*



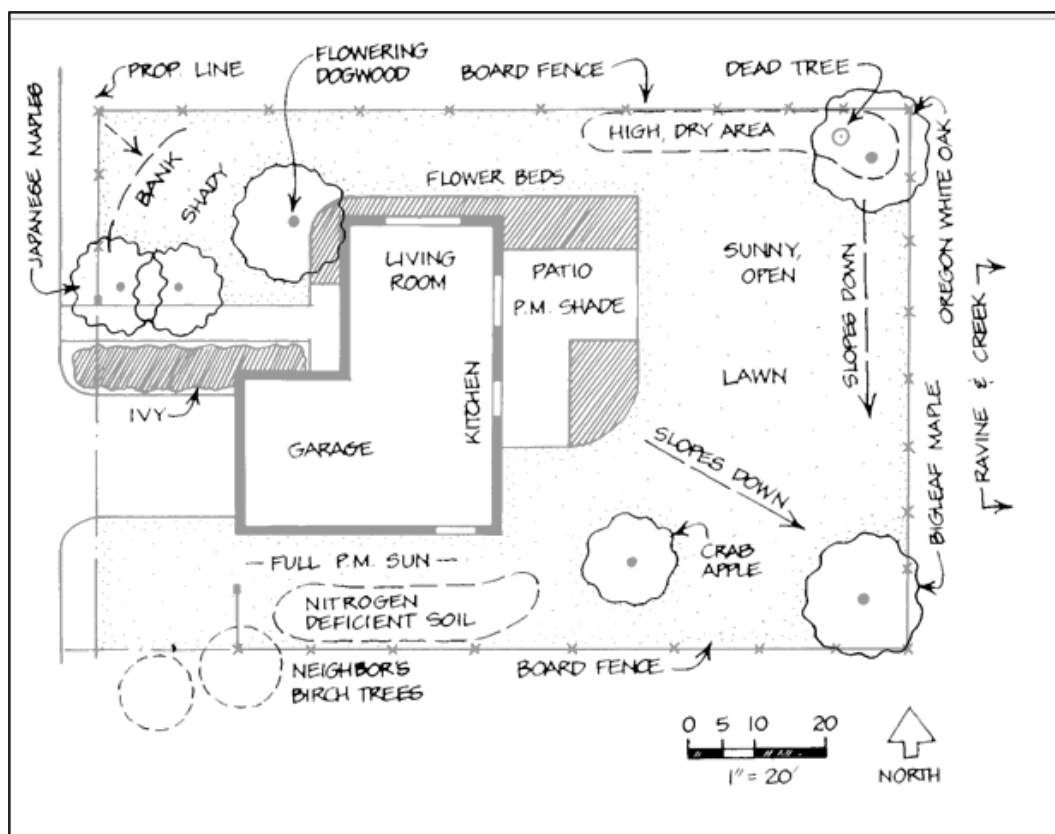
## 11. STORIES IN BLUE

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

Landscape gardeners use blueprints to plan out the gardens they are creating to be sure they turn out as expected and to help with explaining their ideas to clients.

Look at the blueprint of the garden below and answer the questions that follow, then checkout the profile for landscape gardeners.

[http://www.jobbank.gc.ca/es\\_view\\_profile-eng.do?prof\\_id=129&lang=eng](http://www.jobbank.gc.ca/es_view_profile-eng.do?prof_id=129&lang=eng)



<http://wdfw.wa.gov/living/landscaping/>



1.

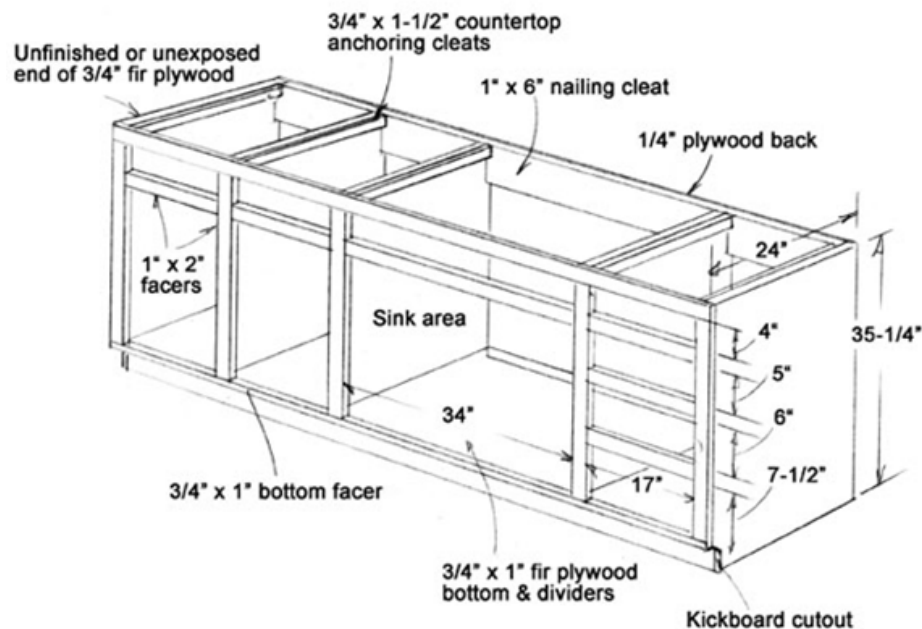
The blueprint author has included information about the amount of sun in different sections of the yard. Why do you think this information was included?

(reading text level 1, critical thinking level 2)

*Answers will vary but to be considered correct should include idea that shade affects plant growth*

Cabinetmakers use blueprints to construct or repair things they work on such as kitchen cabinets, windows and window frames, and all types of furniture. Accuracy is very important in the work they do; they regularly need to fit small parts and sub-assemblies together, to precisely make and install cupboards and cases and to operate woodworking machines to cut and form parts.

Look at the blueprint below and answer the questions that follow.



<http://extremehowto.com/cabinet-building-basics-for-diyers>

1.

What object is this a blueprint for?

(reading text level 2)



*Kitchen sink and cabinets*

or

*Bathroom sink and cabinets*

2.

How wide is the sink area?

(reading text level 1)

34 in.

3.

What is the back of the object made of?

(reading text level 1)

*Plywood*

Or

*¾ in. plywood*

4.

How thick is the backing?

(reading text level 1)

¾ in.

5.

How deep is the object?

(reading text level 1)

24 in.

6.

How high is the object?

(reading text level 1)

35 ¾ in.

7.

Which surface(s) of the object will be set against a wall? Explain how you can determine that from the blueprint.

(reading text level 3, critical thinking level 2)



*Left and back*

*The left end says it is to remain unfinished or unexposed which suggests it won't be seen or it is not necessary to spend time finishing it.*

*The back is just plywood and will likely go up against a wall to allow for the plumbing connections.*

8.

What do you think the dividers shown on the front right of the object are for?

*(reading text level 1, critical thinking level 1)*

*Slots to hold drawers*



## 12. PUZZLES IN PATTERNS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

Pattern envelope

1.

How many main columns are there?

*(reading text level 1)*

3

2.

What headings would you give to each of the columns?

*(reading text level 2)*

*Suggested answers are: 1. Pattern pieces 2. English information, 3. French information*

3.

How many different types of pillows does the pattern include instructions for?

*(reading text level 1)*

8

4.

How many pieces are included in the pattern?

*(reading text level 1)*

11





5. What is dupioni?  
(reading text level 2, problem solving level 2)

*A type of fabric suitable for making the pillows*

6. What do you think a “notion” is?  
(reading text level 2, problem solving level 2)

*Suggested answer is: something that is needed to complete the pillow in addition to the fabric. Wikipedia definition: Something that is sewn to, attached to, or otherwise included in a finished article.*

7. How many different fabrics are used in Pillow C?  
(reading text level 2)

*two. One for front and back and a second for contrast front.*

8. Describe one way in which pillows D and E are the same and one way in which they are different?  
(reading text level 2)

*Similarities (any one of the following): Both have a button in the middle; are made from same size of fabric; are the same finished size; use same buttons; or use same size pillow form. Difference: D uses pompom trim while E uses piping.*

9. Which pillows are the same size?  
(reading text level 2)

*B and C  
D and E  
F, G and H*



**10.** Which is the largest pillow? How big is it?  
(reading text level 1)

A.  
18 x 18"

See next page for answers to timetable question

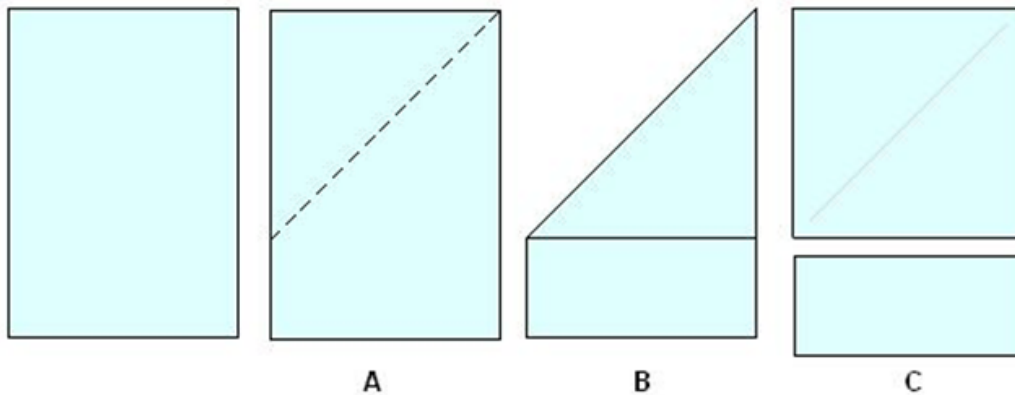
| TIME/PERIOD   | MONDAY   | TUESDAY  | WEDNESDAY                      | THURSDAY                      | FRIDAY                       |
|---------------|----------|----------|--------------------------------|-------------------------------|------------------------------|
| 8:00 – 9:30   |          |          | ATD 1001<br>OR<br>Fri. @ 11:20 |                               |                              |
| 9:40 – 11:10  |          | ATD 1015 | ATD 1005<br>OR<br>TR @ 9:40    | ATD 1005<br>OR<br>Wed. @ 9:40 |                              |
| 11:20 – 12:50 |          |          |                                |                               | ATD 1001<br>OR<br>Wed @ 8:00 |
| 1:00 – 2:30   |          |          |                                |                               |                              |
| 2:40 – 3:10   | ATD 1020 |          |                                |                               | ATD 1010                     |
| 3:20 – 4:50   | ATD 1025 |          |                                |                               |                              |
|               |          |          |                                |                               |                              |



2.

If you were to explain, in words, the steps for creating a square piece of paper, what would you write? Write the steps below.

(job task planning and organizing level 2, critical thinking level 1, writing level 2)



Suggested response:

*Place a piece of 8 ½" x 11" paper length ways on a flat surface. Fold the top left corner to the opposite edge of the sheet of paper. The upper two thirds of the sheet should look like a triangle. The bottom will look like a rectangle. Cut off the bottom rectangle and open the triangle. It will form a square.*

*For most people, a drawing with or without text is easier to follow. With a single text, it can be difficult to visualize what the paper is supposed to look like when folded and cut.*





### 13. GO WITH THE FLOW

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

Red Seal flowchart

1.

What process is being shown in the flow chart?

(reading text level 2)

*The process for a trade to be designated a Red Seal trade.*

2.

What is the first step in the process?

(reading text level 1)

*Industry (employers and employees) identifies national support for Red Seal designation.*

3.

How many steps are there in the process?

(reading text level 1)

*Seven. (Although there are several activities in step 2)*

4.

How many responsibilities does the lead jurisdiction have in the process? What are they?

(reading text level 2)

*Five:*

1. *Determine that the minimum number of jurisdictions have the trade designated for apprenticeship*



2. *Ask all provincial territorial apprenticeship authorities to consult with their respective industry stakeholders*
3. *Ensure that there are consultations with interjurisdictional stakeholders*
4. *Evaluates data against designation criteria*
5. *Request designation for the CCDA*

5.

How many different paths are there to develop a Red Seal Standard?

*(reading text level 1)*

*Two*





## 15. WHAT'S IN A PICTURE?

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

10 Seconds and GO!

Infographics at a glance

(reading text level 3, significant use of memory level 1, writing level 2)

| Questions                     | INFOGRAPHIC NAME  |  |  |
|-------------------------------|---|--|--|
|                               | Sun Safety  | Volatile is the New Up   | How to Pack Your bags  |
| What is the key message?      | Protection from UVR is important.<br>Men and women make different decisions about sun protection. | Global economy is growing<br>Good time for Canadian exporters<br>Export business is up<br>Canadian exports are up and going higher | There are rules and size limits on what you can put in carry-on baggage. |
| Who is the intended audience? | All Canadians<br>All Canadians, especially those living in zones where UVR exposure is high.      | Canadian businesses<br>Canadian businesses that export, or want to export, to other countries                                      | People travelling by airplane<br>People travelling with carry-on baggage |



|                                    |   |  |  |
|------------------------------------|---|--|--|
| Who is the sponsor of the message? | <p><i>Government of Canada</i></p> <p><i>Statistics Canada</i></p>                    | <p><i>EDC</i></p> <p><i>Export Development Canada</i></p> <p><i>Government of Canada</i></p> | <p><i>Government of Canada</i></p> <p><i>Canadian Air Transport Security Authority</i></p> <p><i>CATSA</i></p> |
| What is the “call to action”?      | <p><i>Protect yourself from the sun.</i></p> <p><i>Protect yourself from UVR.</i></p> | <p><i>Consider how you can do more business by exporting</i></p>                             | <p><i>Pack this way to get through airport security easier and faster.</i></p>                                 |



1. How much less did the industry spend in 2015 than in 2014?  
(reading text level 2, measurement and calculation level 1)

*31 billion*

2. How many workers were employed in, or affected by, the oil and gas industry in 2014?  
(reading text level 2)

*720,000*

3. What is predicted for employment in the industry from 2015 onward?  
(reading text level 2)

*185,000 fewer workers will be needed.*

4. Create a title for this infographic.  
(reading text level 3)

Actual title is:

*Oil and Gas Industry Spending and Resulting Employment Impacts*

Some other suggestions:

*Oil and Gas Industry and the Economy*

*Difference in spending and workers in oil and gas 2014 to 2015*

*Predictions for spending and employment in oil and gas*



## Understanding Fonts

1. How many font types are described in the poster?

(reading text level 3)

5

2. What are three things designers have to consider about their audience when selecting a font?

(reading text level 3)

*Emotions*

*Feelings*

*Associations*

3. The word “sans” is a French word that means “without”. Sans-serif and serif fonts look different to one another. What do you think “serif” means?

(reading text level 3)

*Serif refers to little marks or curlicues.*

*When used to describe font style, it refers to a small line attached to the end of a stroke in a letter. Times New Roman is an example. Some of the serifs are circled*

*T r a d i t i o n*

4. Which font suggests reliability?

(reading text level 2)

*baskerville*

5. What font should you use if you want people to think your product is strong?

(reading text level 1)

*Futura*



6.

What font type should you use if you want people to think your business is stable or modern?  
(reading text level 2)

*Sans serif*





## 16. TIME PIECES

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

### Sleep Association Table

1.

How many hours of sleep are recommended for teens?  
(reading text level 2)

8-10

2.

What two groups need the same amount of sleep?  
(reading text level 2)

*Young adults and adults*

3.

What group need the least amount of sleep?  
(reading text level 2)

*Older adult*

4.

What is the minimum number of hours recommended for any group?  
(reading text level 1)

7

5.

According to the chart, is it possible to sleep too much? How does the chart give you that information?  
(reading text level 2)





Yes. The yellow area, above the blue lines, includes hours up to 24 (one day). Anything in the top yellow section is identified as “not recommended”.

Now locate your group on the chart and answer these three questions.

6.

1. What is the minimum number of hours you should sleep each night?
2. If you have to get up at 7:00 a.m., what time should you go to sleep?
3. Complete the timetable to reflect your sleep habits.

(reading text level 2, measurement and calculation level 2)

Answers will vary according to age and experience.

Sample answers for a teen (14-17 years) are shown here:

|                        | Usual sleep time | Usual wake time | Number of hours of sleep | Are you getting the recommended # of hours? |
|------------------------|------------------|-----------------|--------------------------|---|
| Recommended # of hours |                  |                 | 8-10                     |   |
| Actual weekday         | 11 pm            | 7 pm            | 8                        | Yes   |
| Actual weekend         | 11:30 p.m.       | 11 a.m.         | 11.5                     | No  |

## Pie Charts

1.

Use the information in the pie chart, and estimates of your own time, to complete the table below. Compare the time spent by the average student to how you spend your time, on an average weekday. Any changes you'd like to make?

(reading text level 2)

| Weekday Activity  | Average Person | You      |
|-------------------|----------------|----------|
| Sleeping          | 8.4 h          |          |
| Leisure           | 3.6 h          |          |
| Working           | 3 h            |          |
| Education         | 3.4 h          |          |
| Eating & drinking | 1.1            |          |
| Grooming          | 0.8            |          |
| Travelling        | 1.5            |          |
| Other             | 2.2 h          |          |
| Total             | 24 hours       | 24 hours |



Looking at the pie charts you created, consider the following questions:

2.

Were you surprised when you saw the visual representation of how you use your time?

Is there a difference between what your current use of time looks like and how you would like it to look?

Were you able to identify changes you could make to use your time more productively?  
(reading text level 3, numeracy level 2)





## 17. STAYIN' ALIVE

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

### Methanol label

1.

The WHMIS label is for Methanol. Find the information related to safety and identify how many types of PPE the worker should wear when using the product. List them.

*(reading text level 2)*

*Three. Chemical goggles, resistant gloves, respirator ("do not inhale vapours or mist")*

### Selecting PPE

1.

Which company provides the largest number of materials to select from? How many materials does it provide?

*(reading text level 2)*

*Dupont.*

*6*

2.

What material(s) provides the best protection when working with high heat? What words tell you that?

*(reading text level 2)*

*Teflon: "thermal resistance"*

*and*

*Nomex: "high temperature resistant"*



3.

To what standards is Interceptor produced?  
(reading text level 2)

NFPA 1991  
and  
CE Type 1

4.

Which products provide good resistance to tearing and holes? What words tell you that?  
(reading text level 2)

Kevlar: “resistance to cuts”  
Tychem: “tear and puncture resistant”  
Workmaster: “mechanical resistance”

5.

What is the weakness of Teflon? How is the weakness managed?  
(reading text level 2)

The weakness is that it has poor physical strength. This is managed by combining it with other materials.

6.

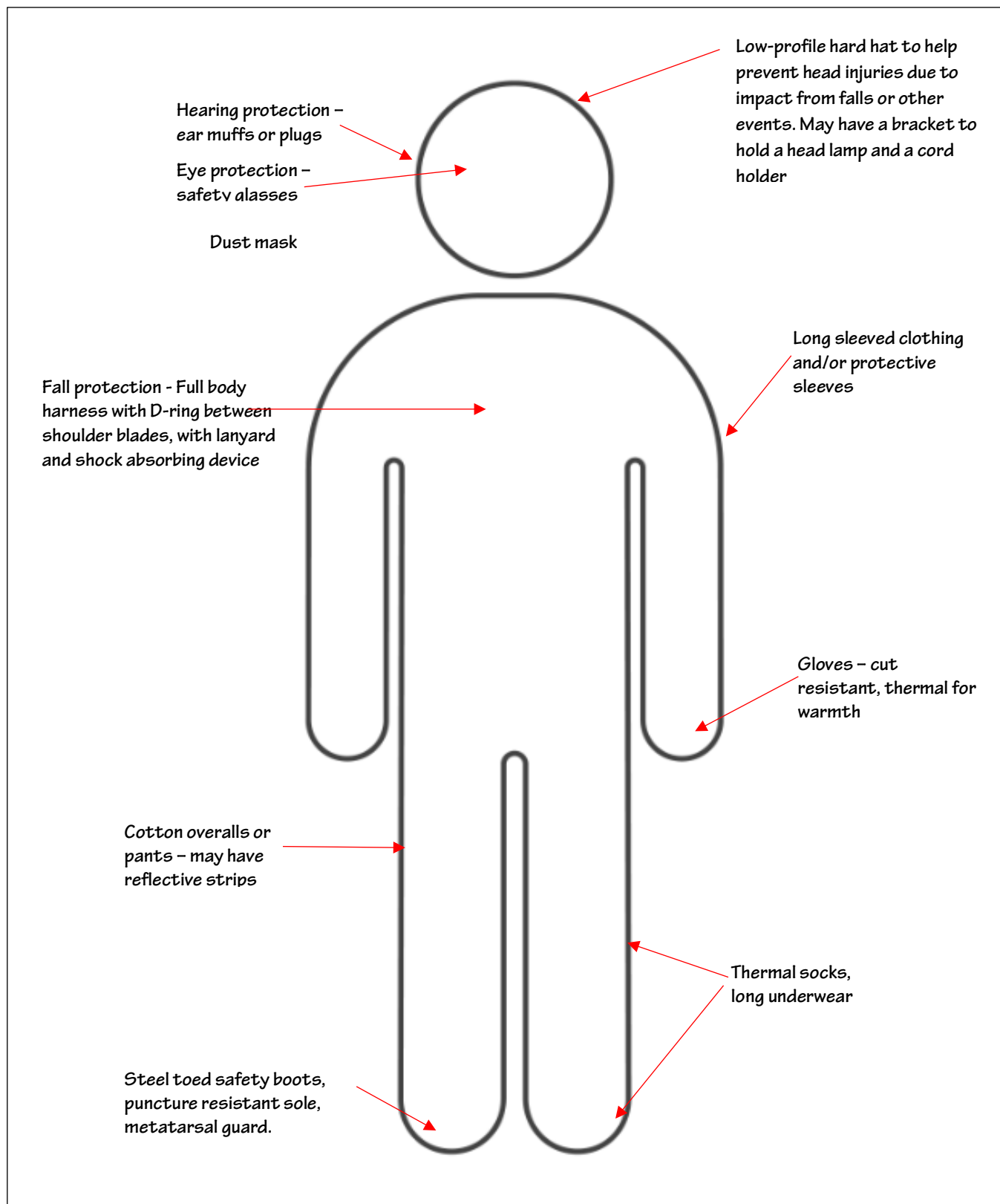
How many polymers are in Saranex?  
(reading text level 2)

two or more

7.

What material is best for persons working in policing or the military? Explain your choice.  
(reading text level 2)

Kevlar: “resistance to bullets or flying fragments”









## 18. CHEMICAL CAUTION

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

K1 Product Label

1.

What are three things you should not do when working with Product K1?  
(reading text level 2)

1. Eat
2. Drink
3. smoke

2.

What kind of PPE should you use with K1?  
(reading text level 1)

*Protective gloves*

3.

What should you do if you get K1 on your clothing? (reading text level 2)

*Take it off and wash it*





## 19. THE DANGERS OF BEAUTY

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

What is the product name?

(reading text level 2)

X-TREME GLAMOUR HS KLEARKOTE

2.

What PPE are required when using the product?

(reading text level 2)

protective gloves/protective clothing/eye protection/face protection

3.

How should the product be stored?

(reading text level 2)

Store in a well-ventilated place. Keep container tightly closed.  
Keep cool. Store locked up.

4.

Is the product flammable?

(reading text level 2)

Yes. Flammable icon and Hazard Statement says "Highly flammable liquid and vapor."



**5.** What level is the environmental hazard of the product?  
(reading text level 1)

*Category 3*

**6.** What should you do if you get it on your skin?  
(reading text level 2)

*Rinse skin with water/shower*

**7.** Who manufactures the product?  
(reading text level 1)

*5 STAR XTREME*

**8.** What website will give you more information about the product?  
(reading text level 1)

*www.5starextreme.com*

**9.** What is the principle purpose of the product?  
(reading text level 1)

*The product is intended to be used as an Automotive Refinish  
Clear Coat*

**10.** What percentage of the product is 1-Methoxy - 2- propyl acetate?  
(reading text level 1)

*1 to <5*



## 20. DISASTER! EXPLODING TOILETS!!

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1.

Use the information in the article about Flusharoo to complete the chart below.  
(reading text level 2)

| Recall Year →                 | 2011         | 2013       |
|-------------------------------|--------------|------------|
| Units recalled in US          | 1.9 million  | 351,000    |
| Units recalled in Canada      | 8400         | 8400       |
| Start of manufacturing period | October 1995 | April 2006 |
| End of manufacturing period   | March 2006   | May 2010   |

2.

Document use often involves deciphering meaning from pictures, symbols or icons. Look at the three pictures below and decide what message you think each conveys. Can you think of a caption for each picture that is just one phrase? Have fun!  
(reading text level 3, writing level 2)

Some ideas are shown beside each picture



YOUR CAPTION HERE



*Shouldn't have had all those beans!*

*Science experiment gone wrong!*

*I told you I didn't want to clean the bathroom!*



YOUR CAPTION HERE



*Risky business*

*This could get messy*

*Short cut to disaster*



YOUR CAPTION HERE



*Don't be late for work!*

*The big OUCH!*







## 21. I'M HURT! NOW WHAT?

### WORKPLACE ACCIDENT REPORTS /

### APPLICATION FOR BENEFITS

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

#### Worker's Report of Injury

- 1.** What is the worker's first name?  
(reading text level 1)

*Ryan Jones*

- 2.** What are the last three digits of the worker's SIN?  
(reading text level 2)

*123*

- 3.** What is the worker's marital status?  
(reading text level 1)

*divorced*

- 4.** What part of the body was injured?  
(reading text level 2)

*Right hand*



**5.** Has that part of the body been injured before? Where did you find the information?  
(reading text level 2)

*Yes. In #12 Past Injuries*

**6.** How did the current accident happen?  
(reading text level 2)

*He was picking up pieces of a toilet that had exploded. He picked up a piece that was sharp and it cut his hand.*

**7.** Were there any witnesses? How do you know?  
(reading text level 2)

*No. He didn't complete the section where you are supposed to list witnesses.*

**8.** What month, day and time was the accident?  
(reading text level 2)

*February 6, 2017*

**9.** How long was the worker off work due to the accident? From when to when?  
(reading text level 2)

*Afternoon of February 6<sup>th</sup> to February 8<sup>th</sup>.*

**10.** What PPE could have prevented the accident?  
(reading text level 2)

*gloves*



Lost Time Claims

1. For what year is the information provided?  
(reading text level 1)

2015

2. What is being reported?  
(reading text level 2)

*Details on lost time claims*

3. Which age group had the highest number of claims?  
(reading text level 1)

50 - 54

4. Which industry had the fewest number of claims?  
(reading text level 1)

*Fishing and trapping*

5. Which industry had the highest number of claims?  
(reading text level 1)

*Health and Social Services*



6.

What percentage of the total claims were by youth 24 and younger? Round your answer to the closest whole number.

*(reading text level 2, measurement and calculation level 2)*

13%

*Calculation:*

*Total claims = 232,629*

$15-19 + 20-24 = 8155 + 22052 = 30257$

$30257 / 232629 \times 100 = 13\%$

**ESSENTIAL SKILLS!  
WORK READY YOUTH  
PROGRAM**



**ES  
ASSESSMENT!**

## ***READING TEXT***

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

| SECTION AND TOPIC |   | Pg. | ✓ |
|-------------------|---|-----|---|
| ES Assessment!    |   | 287 |   |
| 1                 | Reading Text Skill Testing Questions              | 289 |   |
| 2                 | Reading Text Skill Testing Questions – Answer key | 301 |   |





## 1. READING

### SKILL TESTING QUESTIONS

**TRY THE 19 QUESTIONS BELOW THEN CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.**

**1.**

When the snowmobile over-temperature warning occurs, what happens that changes the machine's performance?

#### Over-temperature Warning Update!

##### *For Z1 Snow Machines*

##### **NEW:**

- Illuminates coolant light & flashes TEMP icon 5°F sooner
- Cuts more fuel than previous causing noticeable decrease in performance
- Improves chance customer will notice and fix, preventing damage to engine

- a) High heat scenario
- b) Some fuel is cut
- c) Temp icon flashes



**2.**

How do you pay for the frozen yogurt *dessert* that you make?

**Instructions**


Choose a flavour for your frozen yogurt.

Choose a size: small, medium or large.

Add toppings to your frozen yogurt.

Pass your creation to our staff to weigh.

Pay and enjoy your wonderful dessert!



- a) By volume
- b) By weight
- c) By size

**3.**

What are the Dirty Dozen?



**the Dirty Dozen**

12 Common Causes of Human Factor Errors

About **80** Percent of Maintenance Mistakes Involve **Human Factors**

... and if Not Detected... Would Lead to Accidents.

- a) 12 maintenance mistakes factors
- b) 12 common accidents
- c) 12 causes of human errors



**4.**

What will you create at this company?

#### 3D Character Animators

##### Position Overview:

As an animator, you will create action-oriented character animation, while adapting to various animation styles and meeting production deadlines.

##### Duties & Responsibilities:

- Demonstrate a broad range of 3D Animation abilities that creates the overall look, attitude and style of the character animation.
- Demonstrate a strong understanding of motion, weight, emotion and acting and timing.
- Maintain and communicate a strong knowledge of innovative CG animation technologies.
- Meet project quotas, deadlines, milestones, and work in a team environment.

- a) CG animation technologies
- b) Action-oriented character animation
- c) Project milestones

**5.**

Which of Angel Blue Eyes' songs have been on top song lists?

#### Angel Blue Eyes Concert Tour

World famous Angel Blue Eyes will kick off the North American leg of her highly anticipated GO GOBY TOUR on May 29 in Montreal, Quebec and hit Winnipeg on June 26, 2015. Her Top Ten music video chartbuster "Blinking Line" will be featured on the tour, as well as her new release, "Birthday Cake." Fans can anticipate hearing favourites "The Salsa" and "Platinum," and the Billboard Hot 50 hit "Rave."

- a) Blinking Line, Rave
- b) Blinking Line, Birthday Cake
- c) The Salsa, Platinum, Go Goby



**6.** What examples of microorganisms are given in the article?

**Swimming Pool and Hot Tub Maintenance**

Chemicals

Pool and spa chemicals that control microorganisms are regulated under the authority of the Pest Control Products Act (PCPA). It is important that bacteria, viruses and algae are controlled to prevent health problems. Pool chemicals that do not control microorganisms are not subject to regulation.

- a) Pests
- b) Bacteria, viruses, algae
- c) Chemicals and regulations

**7.** What are the two tasks that Jo has been asked to complete today?



- a) Go to Mrs. Pane's house / Replace 5 windows
- b) Help with an estimate / Replace 5 windows
- c) Help with an estimate / Explain E ratings



8.

What are two ways to learn about a trade during an apprenticeship?

#### What's an Apprenticeship?

Apprenticeship is a combination of on-the-job training and classroom instruction. With apprenticeship training, you receive hands-on learning on the job, under the direction of a certified journeyperson, with the ability to earn a salary while you learn. Technical training can occur at a college, a union training centre, or online. After you have completed the required hours and/or modules for the trade, you can write a certification exam.

- a) With apprentices at a training centre
- b) At a college and with a mentor
- c) On the job and technical training

9.

What is a skill that is taught in all three camp courses?

#### Sunrise Lake

Campers will learn team building and leadership skills during this three day hike around Sunrise Lake in Blackhorn National Park.

#### Blue Island Sound

This seven-day canoe trip through the beautiful Canadian wilderness builds teamwork and wilderness living skills.

#### Sailing Camp

Campers learn about rigging, repair and care of boats, dealing with emergencies and wind dynamics. They also participate in a variety of traditional group camp activities.

- a) boating
- b) teamwork
- c) wilderness living



**10.**

What communication technique is effective for stylists who want to influence their clients' choices?

**Effective Communication Tips for Stylists**

Communication skills are vital in the beauty industry.  
Talk 20% of the time; listen 80% of the time.

Remember:

- questions are more important than answers
- open ended questions get clients talking
- it's not just about being a gifted stylist or colourist
- if you want to impress, talk
- if you want to influence, listen
- maintain eye contact; it shows respect

- a) Be respectful
- b) Ask the right questions
- c) Listen

**11.**

What two advantages of wrench pliers are described?

**Wrench Pliers**

There is a screw adjustment in one of the handles of wrench pliers. It makes them useful for several different tasks. You can clamp wrench pliers on an object and they will stay. This leaves your hands free for other work.

- a) Multiple uses and Leave your hands free
- b) Screw adjustment and Leave your hands free
- c) Clamp on an object and Adjustable



- 12.** Which theme park is the best choice if your group loves roller coasters, desserts, and exploring places?

**Rolling Thunder Park**

With a total of 18 roller coasters, a water park with beach, and water rides, this theme park is the place to go for family fun.

**Adventure Island**

Enjoy 15 coasters, including the Rocket, 10 water parks, the outdoor play centre, and Funtime Foods area. Explore the Mini Pets Farm and the two new 3-D rides.

**Wheels and Berries**

This park features roller coaster rides for thrill seekers, family friendly attractions, the award winning Berry Delicious Desserts, and a five acre corn maze.



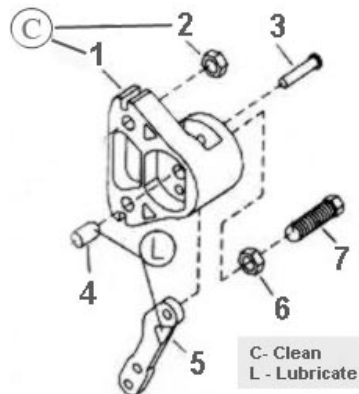
- a) Rolling Thunder Park
- b) Adventure Island
- c) Wheels and Berries





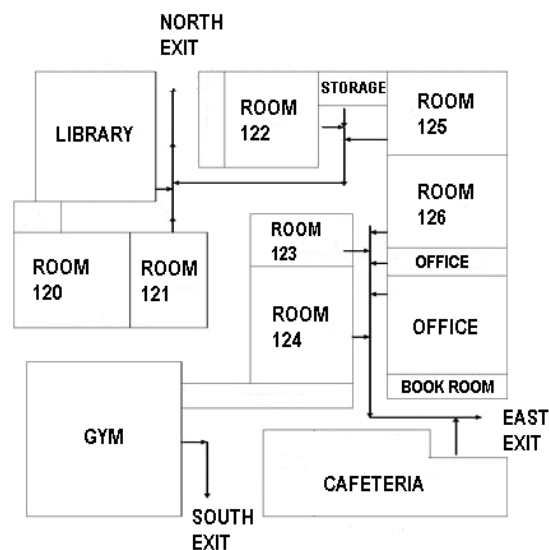
**13.** Which parts of the brake below need to be lubricated?

Go Cart Disc Brake



- a) 1 and 2
- b) 3 and 4
- c) 4 and 5

**14.** Look at the emergency evacuation plan for the school. Which exit should Room 126 use?





- a) North Exit
- b) East Exit
- c) South Exit

**15.**

What job identification information will you include on your application for this job?

| Aircraft Maintenance Technician Opportunity |  |
|---|--|
| Job Type                                    | HL890AC1 Contract  |
| Job ID                                      | JL 12MT 15   |
| Experience                                  | 2 years  |
| Salary                                      | TBD  |
| Requirements                                | Qualifications <ul style="list-style-type: none"> <li>• Experience as an aircraft technician</li> <li>• AME License</li> </ul> |

- a) JL12MT15
- b) Aircraft Maintenance Technician
- c) HL890AC1 Contract

**16.**

An average trick for skateboarding requires 5 stages. Which stages prepare the skateboarder for the jump?



- a) Push-off, increase speed, setting up
- b) Push-off, setting up, land/stop
- c) Increase speed, setting up, attempt trick



**17.** What is the hip measurement for size extra-large?

| <b>Sewing Pattern Size Chart (cm)</b> |          |          |          |           |
|---------------------------------------|----------|----------|----------|-----------|
|                                       | <b>S</b> | <b>M</b> | <b>L</b> | <b>XL</b> |
| Bust                                  | 78       | 84       | 90       | 95        |
| Waist                                 | 60       | 65       | 72       | 79        |
| Hips                                  | 86       | 90       | 95       | 100       |
| Height                                | 158      | 163      | 165      | 168       |

- a) 95 cm
- b) 100 cm
- c) 79 cm

**18.** Plans for all three cellphone carriers are the same cost per month. What does Chime offer that the other companies don't?

| Carrier                 | <b>Kall-me</b>  | <b>Chime</b>   | <b>Arrow</b>   |
|-------------------------|---|--|--|
| Airtime Included        | Unlimited nationwide                                    | Unlimited nationwide calling                                       | Unlimited Canada-wide talk                                 |
| Phone Features Included | Call display, voicemail, call waiting & conference call | Call display, message centre lite, call waiting & conference calls | Call display, voicemail, call waiting & conference calling |
| Text Messaging          | Unlimited nationwide text, picture and video messaging  | Unlimited international text, picture and video messages           | Unlimited Canada-wide text, picture and video messaging    |

- a) Call waiting and conference calling
- b) Unlimited nation-wide calling
- c) Unlimited international text



**19.**

When is it possible to book a room at Fun Palace, by the hour?

| FUN PALACE PARTY ROOM RENTALS |                             |                           |                                |                         |
|-------------------------------|-----------------------------|---------------------------|--------------------------------|-------------------------|
| WEEKENDS                      | Fri./Sat.<br>(5 pm – 12 pm) | Sat. Day<br>(8 am – 5 pm) | Sat. All Day<br>(8 am – 12 am) | Sun.<br>(3 pm – 10 pm)  |
| Super Heroes                  | \$725                       | \$550                     | \$1,000                        | \$375 <b>or</b> \$140/h |
| Princesses                    | \$325                       | \$225                     | \$375                          | \$150 <b>or</b> \$40/h  |
| Sports Heroes                 | \$825                       | \$650                     | \$1,200                        | \$450 <b>or</b> \$165/h |
| Wicked Witches                | \$135                       | \$135                     | \$225                          | \$135                   |

- a) Weekends
- b) Friday and Saturday
- c) Sunday





## 2. READING

### SKILL TESTING QUESTIONS

### ANSWER KEY

#### HOW DID YOU DO ON THE 19 QUESTIONS?

1.

When the snowmobile over-temperature warning occurs, what happens that changes the machine's performance?

*b) Some fuel is cut.*

Reading – Level 2

2.

How do you pay for the frozen yogurt dessert that you make?

*b) By weight*

Reading – Level 1

3.

What are the Dirty Dozen?

*c) 12 causes of human errors*

Reading – Level 2

4.

What will you create at this company?

*b) Action-oriented character animation*

Reading – Level 1

5.

Which of Angel Blue Eyes' songs have been on top song lists



*a) Blinking Line, Rave*

Reading – Level 2

**6.**

What examples of microorganisms are given in the article?

*b) Bacteria, viruses, algae*

Reading – Level 2

**7.**

What are the two tasks that Jo has been asked to complete today?

*c) Help with an estimate / Explain E ratings*

Reading – Level 2

**8.**

What are two ways to learn about a trade during an apprenticeship?

*c) On the job and technical training*

Reading – Level 2

**9.**

What is a skill that is taught in all three camp courses?

*b) teamwork*

Reading – Level 3

**10.**

What communication technique is effective for stylists who want to influence their clients' choices?

*c) Listen*

Reading – Level 2





**11.** What two advantages of wrench pliers are described?

*a) Multiple uses and Leave your hands free*

Reading – Level 2

**12.** Which theme park is the best choice if your group loves roller coasters, desserts, and exploring places?

*c) Wheels and Berries*

Reading – level 3

**13.** Which parts of the brake below need to be lubricated?

*c) 4 and 5*

Reading – Level 2

**14.** Look at the emergency evacuation plan for the school. Which exit should Room 126 use?

*b) East exit*

Reading – Level 1

**15.** What job identification information will you include on your application for this job?

*a) JL12MT15*

Reading – Level 2

**16.** An average trick for skateboarding requires 5 stages. Which stages prepare the skateboarder for the jump?

*a) Push off, increase speed, setting up*

Reading – Level 2



**17.** What is the hip measurement for size extra-large?

*b) 100 cm*

Reading – Level 1

**18.** Plans for all three cellphone carriers are the same cost per month. What does Chime offer that the other companies don't?

*c) Unlimited international text*

Reading – Level 3

**19.** When is it possible to book a room at Fun Palace, by the hour?

*c) Sunday*

Reading – Level 1

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

| READING SKILLS |             |            |
|----------------|-------------|------------|
| Level 1 /5     | Level 2 /11 | Level 3 /3 |
|                |             |            |

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

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

<60% - skills could definitely use some practice.