

# Workforce Participation

## Workbook 1 CLB 3 to 5



*Alberta*  
Government

**AWES**  
ALBERTA WORKFORCE ESSENTIAL SKILLS

A resource designed to build community capacity by developing  
language, workplace, and intercultural skills

## Workforce Participation Workbook 1

2016 (revised 2019)

The Alberta Workforce Essential Skills Society (AWES) is a non-profit organization that is dedicated to raising awareness of the importance of essential skills training for workers in Alberta among employers, government, and associations. AWES works with stakeholders to develop a strategic view of essential skills training within the larger business and industry framework through research, development, and training. Our mission is to provide integrated essential skills, language, and intercultural communication training solutions, generating returns at work, in the community, and society.

AWES was granted funding through the Government of Alberta to help build community capacity related to integrating workplace essential skills with language learning and workplace culture. The purpose of this project is to provide training and resources to community organizations that support newcomers and their workplaces. Community organizations are often the first point of entry for thousands of Alberta immigrants who may not have access to mainstream training programs. Better programming will allow more immigrants to learn the language, essential skills, and workplace culture needed to attain and retain employment.

The scope of the project includes the development of the following resources:

- Workforce Participation: Workbook 1 – CLB 3 to 5 (introductory workplace skills)
- Workforce Participation: Workbook 2 – CLB 6 to 8 (intermediate workplace skills)
- Workforce Participation: Facilitator guide
- Workplace Resources for English Language Learners: An annotated guide

The workbooks and facilitator guide develop language competence, intercultural communication skills, and workplace essential skills by incorporating authentic workplace documents and tasks.

The annotated guide is published separately from this document.

### Acknowledgements

We would like to express our gratitude to:

- Government of Alberta for recognizing the need and providing funding for the project
- Community Learning Network
- Community Adult Learning Programs for their feedback and guidance
- Alberta Roadbuilders and Heavy Construction Association for facilitating consultations with industry
- Employers and associations who guided our content through interviews and consultations to address the gaps they see in the workforce

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ALBERTA WORKFORCE ESSENTIAL SKILLS

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# Workforce Participation

## Workbook 1 CLB 3 to 5

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## Overview

This workbook has been designed to support English language learners in the workplace with skill-building activities in the following areas:

- Workplace essential skills
- Language proficiency and workplace vocabulary development
- Cultural differences in the workplace

This workbook will help you learn workplace skills that are transferable to any workplace. You will build skills using authentic workplace tasks and documents.

The topics and skills in this workbook were chosen after talking with experts in the safety and construction fields. You can be confident that the skills you develop and the topics you read about will help you to be successful in your current or future workplace.

In this workbook, you will meet Anton, Aisha, and Jacques who are new to Canada and have been hired at B&H Equipment.<sup>1</sup> Each person is having trouble reading, understanding, and using documents and labels at work. They need to learn some new skills and strategies to do their jobs. They also know they need lots of practice to learn the skills.

In this workbook, you will develop skills in the following workplace topics:

### Orientation to the workplace

- Locate and complete information in text, lists, and tables
- Follow simple instructions
- Fill in forms such as timesheets and direct deposit applications

### Workplace communications

- Read and use signs and symbols to understand safety issues quickly
- Use diagrams and drawings to check for understanding
- Complete a safety inspection checklist

### Workplace safety

- Use document tools to locate information quickly and accurately
- Enter required information into workplace forms
- Ask questions to clarify instructions and information

### Is this workbook only for welders and heavy equipment operators?

The examples in this workbook are taken from the welding and heavy equipment operation occupations. The skills, however, are important in all workplaces. Finding information quickly, communicating about what needs to get done, and keeping records of work are critical no matter where you work.

The skills you will develop by completing tasks in this workbook are transferable to any workplace. That means that you can use your new skills to understand any workplace document.

<sup>1</sup> A fictional company

# Topic 1: Orientation to the workplace

## Objectives

At the end of this topic, you will be able to:

- Locate and complete information in text, lists, and tables
- Follow simple instructions
- Fill in forms such as timesheets and direct deposit applications

## Culture note:

What does it mean when people in Canada say, “you learn on the job”?

Have you ever thought, “I don’t really know what I am supposed to do but no one else is asking questions, so I guess everybody must know but me...”?

## What does this mean?

Workplaces in Canada usually have shorter orientation periods than many countries. Learning happens on the job with the new employee asking a lot of questions until they understand the task. Workers may not be told everything at first and they may not be expected to know everything right away. Canadian companies expect that if a worker doesn’t understand or know how to do something, the worker will ask for help.

## What does this mean for you?

In Canada, people may not explain everything in detail. They will expect you to:

- Ask questions
- Watch the more experienced employees to see how they complete tasks

## Unit 1: Document use

### Using tables

Document use is one of the nine essential skills that is important for workplace success. There are many documents we use in the workplace. Documents include:

- Timesheets
- Logbooks
- Safety sheets
- Posters
- Memos
- Bulletins

Workplace documents can have a lot of text. Understanding how documents are organized makes information easier to find. Some workplaces documents use tables and lists to present or organize information.

Tables and lists are used in many documents, from labels on chemical bottles to important notices. Tables are used to show how information is connected.

### Anton starts work

Anton was just hired by B&H Equipment as an assistant to their heavy-duty mechanic. He is hoping to be considered as either a heavy-duty mechanic or welding apprentice. He is sure that this job will be a great start to his new career!

The first couple of weeks of a new job are always challenging. This is the orientation phase. Orientation training in Canadian companies is often not very long and there is a lot of new information. Anton needs to learn the tasks for his new job. He also needs to learn the company rules (policies and procedures) and complete workplace forms.

Anton will need to read and locate information in the documents used at the workplace, understand instructions quickly, and be able to ask for help when he doesn't understand.

Anton's orientation to the workplace is very hard because he is new to Canada. The language is different, the workplace rules seem different, and he feels like he doesn't have all the skills he needs for his job.

He needs to learn how to find information quickly and fill in information correctly.



## Locating information in tables

Once you understand how workplace documents are organized and the different tools used to highlight information, you will be able to find information more easily.

### Tools for organizing information

**Table** – A table is a chart that has information arranged into rows and columns.

**Heading** – A heading is like a title. It tells you what the document is about and it is usually written in larger, bolder print.

**Subheading** – A second, smaller heading that gives you more information about the document. It is usually written in large, bold print.

**List items** – When information of the same kind, or category, is arranged in a list, usually with bullets or numbers.

**Row** – The information that is arranged across a table, from left to right.

**Column** – The information in a table that is arranged from top to bottom.

### Document use tips

- Use your finger or a ruler to follow rows or columns in a table.
- Look for visual cues such as font size, and bolded or highlighted text that may emphasize important information.
- Ask questions if you do not understand.

Look at the following table to see some of the common tools used to organize information.

For example, a company may have a company directory with employees' names, positions, and phone numbers. Names in Canada are usually listed with the family name, or surname, before the given name. In the list below, the owner operator's name is Ben Burfoot, but he is listed in the directory as Burfoot, Ben.

**Heading** → **B&H employee contact list**

**Subheading** → **Name**      **Position**      **Phone number**

**List items** →

Name	Position	Phone number
Burfoot, Ben	Owner/operator	403-333-4925
Hoyt, Sam	Owner/operator	587-333-8841
Saran, Rachel	HR – payroll	403-333-3759
Ye, Winnie	Front desk/admin	403-333-4642
Vo, Henry	Heavy-duty mechanic	403-333-7728
Ali, Hamsa	Equipment operator	587-333-3334
Le, Hong	Equipment operator	403-333-8942
Biswas, Aisha	Shop helper	403-333-4772
Nahar, Mohammed	Equipment operator	403-333-3364
Stannard, Dave	Shop supervisor	403-333-2421
Kim, Mike	Assistant heavy-duty mechanic	403-333-3786
Koffi, Zakir	Inventory and supplies	587-333-4888
Farad, Jacques	Welder	403-333-2678
Osman, Anton	Assistant heavy-duty mechanic	587-333-1129

**Row** →

**Column** ↑

### How to read a table

- The heading is usually bolded and at the top of the document.
- The subheadings are usually bolded and are found at the top of columns or lists.
- Under each subheading is a list of items. Each column list includes the same type of information.
- The items in the row are usually connected. In the employee contact list document, the information in the row is about one topic, in this case, the employee.

## How to find information in the B&H employee contact list

*What is Anton Osman's phone number?*

Steps:

1. Find the subheading that says "Name".
2. Under that subheading, find "Anton Osman". Remember, the surname will be listed first.
3. Find the subheading that says "Phone number". Move down the column to the row that has Anton's name in it. Or, move across the row with Anton's name in it to the column that lists the phone numbers.
4. What is Anton's phone number? \_\_\_\_\_

*Is there another employee with the same job as Anton?*

Steps:

1. Find the subheading that says "Position".
2. What is Anton's position? \_\_\_\_\_
3. Find another position title "Assistant heavy-duty mechanic".
4. Move left along the row to find the employee name.
5. Who has the same job as Anton? \_\_\_\_\_

## Task: Read a pay schedule

Use the headings, subheadings, rows, and columns in the table below to answer these questions.

1. What is the name of the document?
2. How many subheadings are there? (Hint: How many columns are there?)
3. What are the subheadings?
4. How many pay periods are there at B&H Equipment?
5. What is the pay date for pay period 7?
6. What is the cut-off date for pay period 12?
7. How many days before the pay period end is the cut-off date?
8. Who do you give your timesheet to?
9. When must you give it to them?



Hourly pay schedule 2020				<b>B&amp;H</b> EQUIPMENT
Pay period	Pay period begin date	Pay period end date	Cut-off date	Pay date
1	20-Dec-19	2-Jan-20	4-Jan-20	8-Jan-20
2	3-Jan-20	16-Jan-20	15-Jan-20	22-Jan-20
3	17-Jan-20	30-Jan-20	29-Jan-20	5-Feb-20
4	31-Jan-20	13-Feb-20	12-Feb-20	19-Feb-20
5	14-Feb-20	27-Feb-20	26-Feb-20	4-Mar-20
6	28-Feb-20	12-Mar-20	11-Mar-20	18-Mar-20
7	13-Mar-20	26-Mar-20	24-Mar-20	1-Apr-20
8	27-Mar-20	9-Apr-20	8-Apr-20	15-Apr-20
9	10-Apr-20	23-Apr-20	22-Apr-20	29-Apr-20
10	24-Apr-20	7-May-20	6-May-20	13-May-20
11	8-May-20	21-May-20	20-May-20	27-May-20
12	22-May-20	4-Jun-20	3-Jun-20	10-Jun-20
13	5-Jun-20	18-Jun-20	17-Jun-20	24-Jun-20
14	19-Jun-20	2-Jul-20	30-Jun-20	8-Jul-20
15	3-Jul-20	16-Jul-20	15-Jul-20	22-Jul-20
16	17-Jul-20	30-Jul-20	29-Jul-20	5-Aug-20
17	31-Jul-20	13-Aug-20	12-Aug-20	19-Aug-20
18	14-Aug-20	27-Aug-20	26-Aug-20	2-Sep-20
19	28-Aug-20	10-Sep-20	9-Sep-20	16-Sep-20
20	11-Sep-20	24-Sep-20	23-Sep-20	30-Sep-20
21	25-Sep-20	8-Oct-20	7-Oct-20	14-Oct-20
22	9-Oct-20	22-Oct-20	21-Oct-20	28-Oct-20
23	23-Oct-20	5-Nov-20	4-Nov-20	10-Nov-20
24	6-Nov-20	19-Nov-20	18-Nov-20	25-Nov-20
25	20-Nov-20	3-Dec-20	2-Dec-20	9-Dec-20
26	4-Dec-20	17-Dec-20	16-Dec-20	23-Dec-20
Please give your time sheet to your supervisor before 3 pm on the cut-off date.				

### Definitions

#### Pay

The money you receive for work (also called a wage or salary)

#### Pay period

The period of time that you will be paid for

#### Pay period begin date

The first day of work in a pay period

#### Pay period end date

The last day of work in a pay period

#### Cut-off date

The last date to give your hours worked to the accounting department

#### Pay date

The date you will receive your pay

**Task: Read a shift schedule**

Use the headings, subheadings, rows, and columns in the table below to answer the following questions about the weekly shift schedule. Note that there are two different sections in the table.

- 1. What is the name of the company?
- 2. What is purpose of this document?
- 3. What dates are on this schedule?
- 4. How many employees are there?
- 5. How many employees are full-time?
- 6. How many employees are part-time?
- 7. Who has the most shifts? How many shifts does the person have?
- 8. Who works the least number of shifts? How many shifts does the person have?

## Weekly shift schedule

March 29 to April 9, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Full-time employees</b>					
Saran, R.	Off	9am - 5pm	9am - 5pm	9am - 5pm	9am - 5pm
Vo, H.	9am - 5pm	9am - 5pm	Off	9am - 5pm	9am - 5pm
Ali, H	4:30pm - 12:30am	Off	4:30pm - 12:30am	4:30pm - 12:30am	4:30pm - 12:30am
Le, H.	9am - 5pm	9am - 5pm	9am - 5pm	Off	4:30pm - 12:30am
Biswas, A.	4:30pm - 12:30am	4:30pm - 12:30am	4:30pm - 12:30am	9am - 5pm	9am - 5pm
Nahar, M.	4:30pm - 12:30am	4:30pm - 12:30am	9am - 5pm	9am - 5pm	Off
<b>Part-time employees</b>					
Stannard, D.	4:30pm - 12:30am	Off	4:30pm - 12:30am	Off	4:30pm - 12:30am
Kim, M	Off	4:30pm - 12:30am	Off	4:30pm - 12:30am	Off
Koffi, A	9am - 5pm		9am - 5pm	Off	9am - 5pm
Ye, W.	Off	9am - 5pm	Off	9am - 5pm	Off
Farad, J.	Off	4:30pm - 12:30am	Off	Off	Off
Osman, A.	9am - 5pm	Off	9am - 5pm	Off	9am - 5pm

### Definitions

#### Full-time employees

Full-time employees are employed on a regular basis. For example, they may be employed Monday to Friday, 8:30 to 4:30. Shift workers scheduled for a full shift for a full period are also considered full-time employees.

#### Part-time employees

Regularly scheduled part-time employees are employed on a regular basis but do not work full-time. This could include a person who only works Saturdays and Sundays while the normal days of work are Monday to Friday.

#### Casual employees

Casual employees work irregularly or on a call-in basis. A casual employee includes someone who has the right to refuse work and is generally not directed to be at work on a specific day(s) and time(s).

Adapted from: Alberta Labour Relations Board

## Unit 2: Oral communication

### Following instructions

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Following instructions is a key part of learning a new job. There is a pattern to how people organize information when they give instructions. Knowing this can help you listen for key steps to make sure that you catch the important points. Always ask questions if you don't understand.

In general, English speakers give instructions using the pattern below.

### The pattern for following instructions

#### 1. Topic

This is where the instruction begins. The speaker tells you what will be taught.

Key phrases are:

- Today I want to show you how to...
- You need to know how to...
- I need to show you how to...

#### 2. Reason

Next, the speaker will usually tell you *why* this information is important.

Key phrases are:

- This is important because...
- We do this because...
- You need to do this so you can...
- This is a good idea because...

#### 3. Steps

There are words the speaker will use to help you understand the order of the steps.

Key phrases are:

- First...
- Second...
- Now...
- Then...
- The next step goes like this...
- Next ...
- After that...
- Finally...

#### 1. Topic

What will be taught

#### 2. Reason

Why it is important to know

#### 3. Steps

The order of the instructions

#### 4. Details

Why we do this step  
When we do this step

#### 5. Conclusion

Restates the topic

#### 4. Details

Speakers often add details to some points.

Key phrases are:

- Be sure to...
- Be careful to...
- It's a good idea to...

#### 5. Conclusion

Speakers often restate the topic.

Key phrases are:

- So now you know how to...
- So now you try it out...

### Anton learns about timesheets

In this conversation, Anton is in a meeting with his supervisor. Pay special attention to the **bolded** words to help you identify how instructions are organized.

*Supervisor:* Hi Anton, how are you today? I asked you into my office to show you how to fill in a timesheet. **I need to show you how to** claim your work hours.

*Anton:* I'm sorry, claim hours?

*Supervisor:* You have to fill in a timesheet **so you can** get paid.

*Anton:* Oh! I understand.

*Supervisor:* So, to be paid, you need a casual timesheet.

*Anton:* What is a casual timesheet?

*Supervisor:* A casual timesheet, uh you know, this form.

*Anton:* Oh, I understand.

*Supervisor:* Accounting uses it to calculate your pay.

*Anton:* I'm sorry, I don't know the word, "accounting".

*Supervisor:* Oh, Accounting is the office that writes the pay cheques – uh, administration? Okay?

*Anton:* Okay, I see.

#### Workplace tip: Carry a notebook and pen

When you start a new job, it is easy to forget important information. Most people forget 70% of everything they hear within 24 hours.

Buy a good notebook and write everything down – instructions, new words, co-workers names, and useful advice. With a notebook, you can record information as you learn. Then you will be able to find information instead of asking your co-workers the same question each time you have a task.

You can also write down questions you have for people. Being able to learn your job quickly and remember information are two skills your employer will be watching for. It is part of building your credibility.

Finally, use the notebook to help you learn English.

*Supervisor:* So **first**, you have to write your name here. **It's a good idea to** write really clearly. You don't want a delay because they spelled your name wrong.

*Anton:* Yes. (Anton writes his name)

*Supervisor:* That's right.

*Supervisor:* **Then**, your employee number goes here.

*Anton:* Could you please tell me what an employee number is?

*Supervisor:* You get it from HR.

*Anton:* I'm sorry...HR?

*Supervisor:* Oh... uh Human Resources... actually, I have your number, it is 124453. Okay?

*Anton:* That number goes in this space?

*Supervisor:* Yes, **we do this because** we want to make sure we give the right people the right amount of money.

*Anton:* Okay. (Anton writes)

*Supervisor:* Nice, good. Okay **now**, in this big box you write each day you worked and the hours.

*Anton:* Like this?

*Supervisor:* Uhh nooo, not exactly. We use a 24-hour clock, so 4:00 pm is 16:00 hours, okay? **Be sure to** write all times that way.

*Anton:* Oh! We use that system in my country.

*Supervisor:* Hmmm, interesting! So uh **next** you need to write your name at the bottom again and the date.

*Anton:* Okay. (Anton does it)

*Supervisor:* Good. That's right.

*Anton:* Good.

*Supervisor:* **So now you know how to** fill in your timesheet!

*Anton:* Thank you very much for taking the time to show me!

## Writing time: The 24-hour clock

Many workplaces like to use a 24-hour clock. The 24-hour clock is a way of telling the time in which the day runs from midnight to midnight and is divided into 24 hours, numbered from 0 to 24. It does not use "am" or "pm".

24-hour clock	12-hour clock
<b>Start of the day</b>	
01:00	1:00 am
02:00	2:00 am
03:00	3:00 am
04:00	4:00 am
05:00	5:00 am
06:00	6:00 am
07:00	7:00 am
08:00	8:00 am
09:00	9:00 am
10:00	10:00 am
11:00	11:00 am
12:00	12:00 pm (noon)
13:00	1:00 pm
14:00	2:00 pm
15:00	3:00 pm
16:00	4:00 pm
17:00	5:00 pm
18:00	6:00 pm
19:00	7:00 pm
20:00	8:00 pm
21:00	9:00 pm
22:00	10:00 pm
23:00	11:00 pm
24:00	12:00 am (midnight)
<b>End of the day</b>	

## Task: Put instructions in order

Use the 5-point pattern on page 12 to put the following instructions in order. Write 1, 2, 3 and so on in the boxes to show the order of the instructions. Then, underline the key phrases.

- ☐ Now you understand how to fill in this direct deposit, many of the other forms you need to fill in for Human Resources will follow the same format.
- ☐ I am going to show you how to fill in a direct deposit form.
- ☐ You don't have to fill in the financial institution numbers if you attach a void cheque.
- ☐ The reason you have to fill in a direct deposit form is so the accounting department can deposit your earnings directly into your bank account.
- ☐ Then, attach a void cheque to the application form.
- ☐ Second, fill in your personal information: surname, first name, employee number, name of financial institution, and your address and postal code.
- ☐ Finally, sign the document, date it, and write in your business telephone number.
- ☐ First, decide whether you are claiming for your salary, your expenses, or both.
- ☐ Be careful to make sure all the information is correct, or your payment will be delayed.

### Definitions

#### Accounting department

The part of the company that keeps records of expenses and payments

#### Administration

The area of a company that does office work such as scheduling, contracts and accounting

#### Casual staff

Staff who do not have a set schedule and work as needed

#### Earnings

Money that you are paid for work

#### Expenses

Expenses at work are things that you have to pay for to perform your job. They could include gas, hotels, or equipment.

#### Financial institution

A bank or credit union

#### Human Resources

The part of the company that hires and lays off staff and manages company policy, benefits, and payroll

#### Void cheque

Void means useless or invalid. People give their personal cheques to their employers because it has banking information on it. But they write "VOID" across the cheque so that it cannot be cashed.

## Unit 3: Writing

### Filling in forms

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In the workplace, there are times you use documents to find information. There are also times you need to add information to a document.

#### A strategy for filling in forms

Look at the following direct deposit application form. Note that it is set up like a table with headings, subheadings, and columns and rows. Look at the title, the subheadings, and the information requested in each of the boxes. Imagine someone is asking you a question. For example, the first question might be: “Are you making a salary claim or an expense claim?” If you are making a salary claim, look at the information requested in that section. For example:

- What is your surname?
- What is your given name?
- What is your employee number?
- What is the name of your financial institution?
- What is your address?
- What is your postal code?
- Can you provide a voided cheque?
- Do you authorize (give permission) to your employer to deposit your salary directly to your account?
- Can you get the signature of your financial institution?
- Can you write your signature, date and business telephone number in the blank?

Most documents that you have to fill in can be thought of like questions and answers. The words in the blanks are the questions and you provide the answer.



## Task: Fill in a direct deposit application

This is an example of a direct deposit form. Practice filling out the form below with your own information.

### DIRECT DEPOSIT APPLICATION

#### Salary/casual payment

Surname (please print)	Given Name(s)	Employee Number
Name of Financial Institution		
Address		
		Postal Code

#### Expense Claim Payment (if applicable)

Surname (please print)	Given Name(s)	Employee Number
Name of Financial Institution		
Address		
		Postal Code

For verification of direct deposit account information, please provide a voided cheque.

OR

If you are unable to provide a voided cheque, confirmation from your financial institution is required:

Branch Number	Bank Number	Account Number
---------------	-------------	----------------

Signature of Financial Institution	Date: YY MM DD
------------------------------------	----------------


I hereby authorize my employer to deposit my salary payments directly to my account at the financial institution specified above.

Employee's Signature	Date: YY MM DD	Business Telephone
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## Task: Fill in a timesheet

Fill in Anton Osman's timesheet.

- Employee number: 6547
- Pay period: April 3 to April 16
- He worked on Tuesday, April 5, from 8:00 am to 4:00 pm (08:00-16:00) and again the following week on Thursday, April 14, from 5:00 pm to 10:00 pm (17:00-22:00)
- He handed his timesheet in on April 15, 2020

<b>Casual employee timesheet</b>									
Last name: _____ First name: _____									
Employee number: _____									
Pay period: _____									
<b>Hours in week 1:</b>									
	Sun	Mon	Tues	Wed	Thurs	Friday	Saturday		
Start - end each day									
<b>Hours in week 2:</b>									
	Sun	Mon	Tues	Wed	Thurs	Friday	Saturday		
Start - end each day									
<b>Human Resources use only:</b>									
Combo code				Number of hours					
Supervised									
Unsupervised									
Restricted									
Total									
Employee signature: _____ Date: _____									
Supervisor signature: _____ Date: _____									

**Culture note:** Does being on time really matter?

Have you ever thought, “It’s only 15 minutes, why is my boss mad? I’m not late”? Or maybe you thought the opposite, “I’m here 20 minutes early everyday – nobody else seems to care about their job but me”.

## What does this mean?

In Canada, being on time for work is important. Different cultures have different ideas about time. Conflict can happen in the workplace if you don't understand this.

## What does this mean for you?

In Canada, every workplace time not always explained clearly.

It's important to:

- Ask what time you should be at work
- Watch your co-workers and match your time to theirs

## Transferable skills

The skills you have learned and practiced in this topic are transferable. They can be applied to many other documents and situations, both at work and in your daily life.

In this topic, you have learned the answers to the questions below.

1. What are the four things you learned that can help you read a table?
2. What is pattern for organizing instructions? Give examples of key phrases for each part.
3. What strategy did you learn to help you fill in forms?

## Topic 2: Workplace communications

### Objectives

At the end of this topic, you will be able to:

- Read and use signs and symbols to understand safety issues quickly
- Use diagrams and drawings to check for understanding
- Complete a safety inspection checklist

### Workplace tip:

#### Don't stop learning

As a newcomer, continuous learning is a secret to success in your job. Many newcomers stop learning when they get a job.

Try to:

- Learn more English than "just enough"
- Ask questions to understand your workplace culture
- Continue to learn about workplace safety

## Unit 1: Document use

### Using signs and symbols

Signs and symbols are commonly found in our daily personal life and in the workplace. They are used to communicate meaning without the need to use lots of words. They can be written or they can be hand signals.

Workplaces have their own set of signs and symbols, and it is important to learn them to be able to do your job well.

Workplaces often use traffic control signs like you would find on any roadway. Signs with stop, slow, no through traffic are common to see in the workplace. Many workplaces also use orange pylons to show when a work area is blocked off.

Some of the most important symbols for workplace safety are called pictograms. Pictograms are pictures that have meaning. You will practice using these symbols in this unit.

Some occupations such as landscapers and heavy equipment operators also have their own special symbols and signs.

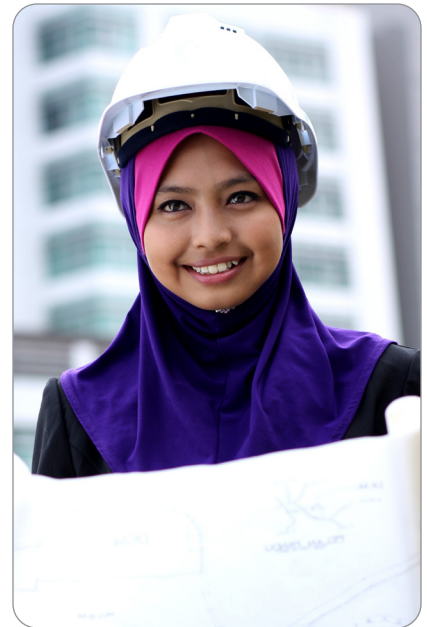
### Aisha's work strategy

Aisha just got a job as a helper with B&H Equipment. There was lots of new information to learn during her orientation. This is her first job working in this industry.

Aisha had to take a Workplace Hazardous Materials Information System (WHMIS) training course on her first day. It was quite stressful. She had to remember a lot of very important information very quickly. Her supervisor kept saying safety is the most important part of the job.

In WHMIS training she saw there were lots of pictures being used. She found that many safety signs and labels use shapes and pictures to give workers information about safety hazards. She found if she memorized the shapes and pictures it became so much easier for her to find out about dangers at work quickly.

Aisha was able to use what she learned when she was given the next type of symbols to remember. She knew if she memorized the symbols quickly she could communicate with the heavy equipment operators she was working with. By learning the symbols quickly, she had a way to make sure she understood what they wanted her to do.



## WHMIS Safety Pictograms

Pictograms are used in WHMIS to show that a product is hazardous. By law, workplaces and hazardous product manufacturers must put WHMIS pictograms on all of their hazardous products. Most of the pictograms look like the hazard they represent.



Look at the GHS Pictograms and Hazards poster below. Pay attention to the pictograms and try to memorize them as they give you important information. When working with hazardous materials you do not always have time to read the details, so knowing the symbols will help you respond quickly to a safety issue.

In the poster below, you will see the information is organized into a table. There are headings, subheadings, and lists. Use the information to answer the following questions.

1. What is the heading?
2. How do you know it is the heading?
3. Are there subheadings? How many?
4. Are there any lists? What is similar about the lists?

G l o b a l l y   H a r m o n i z e d   S y s t e m

# GHS Pictograms and Hazards

<p><b>Flame</b></p>  <ul style="list-style-type: none"> <li>Flammable</li> <li>Self-Reactive</li> <li>Pyrophoric</li> <li>Self-Heating</li> <li>In Contact with Water, Emits Flammable Gases</li> <li>Organic Peroxide</li> </ul>	<p><b>Exclamation Mark</b></p>  <ul style="list-style-type: none"> <li>Irritation (skin or eyes)</li> <li>Skin Sensitization</li> <li>Acute Toxicity (harmful)</li> <li>Specific Target Organ Toxicity – Single Exposure (drowsiness or dizziness, or respiratory irritation)</li> <li>Hazardous to the Ozone Layer</li> </ul>	<p><b>Health Hazard</b></p>  <ul style="list-style-type: none"> <li>Carcinogenicity</li> <li>Respiratory Sensitization</li> <li>Reproductive Toxicity</li> <li>Specific Target Organ Toxicity – Single or Repeated Exposure</li> <li>Germ Cell Mutagenicity</li> <li>Aspiration Hazard</li> </ul>
<p><b>Skull &amp; Crossbones</b></p>  <ul style="list-style-type: none"> <li>Acute Toxicity (fatal or toxic)</li> </ul>	<p><b>Exploding Bomb</b></p>  <ul style="list-style-type: none"> <li>Explosive</li> <li>Self-Reactive (severe)</li> <li>Organic Peroxide (severe)</li> </ul>	<p><b>Flame Over Circle</b></p>  <ul style="list-style-type: none"> <li>Oxidizer</li> </ul>
<p><b>Corrosion</b></p>  <ul style="list-style-type: none"> <li>Corrosive (skin, eyes, or metals)</li> </ul>	<p><b>Gas Cylinder</b></p>  <ul style="list-style-type: none"> <li>Gas Under Pressure</li> </ul>	<p><b>Environment</b></p>  <ul style="list-style-type: none"> <li>Hazardous to the Aquatic Environment (acute or long-term)</li> </ul>












**CCOHS** Canadian Centre for Occupational Health and Safety

1-800-668-4284 [www.ccohs.ca](http://www.ccohs.ca)

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## Task: Match the hazard to the pictogram

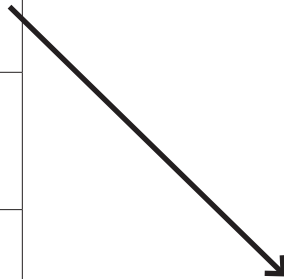
Look at each pictogram and draw a line to the hazard it matches.  
The first one is done for you.

Flammable	
Oxidizer	
Compressed gas	
Corrosive	
Explosive	
Acute toxicity	
Long-term health hazard	
Irritating or toxic	
Hazardous to the aquatic environment	

## Task: Match the hazard to the definition

Draw a line to match the hazard to its definition.  
The first one is done for you.

Hazard	Definition
Flammable	Gas that is under pressure in a container
Oxidizer	A substance that can burn or damage skin or other materials
Compressed gas	Easily catches fire
Corrosive	Products that easily release oxygen
Explosive	Suspected of causing serious health problems or effects that take some time to develop, for example cancer or breathing issues
Acute toxicity	Hurts the water system
Long-term health hazard	Fatal
Irritating or toxic	Causes a painful physical reaction
Hazardous to the aquatic environment	A substance that explodes easily






## Task: Identify hazards

Look at the supplier labels below. Circle and draw an arrow from the words to the hazard symbol they match. See the first example.

Label 1

**GASOLINE ADDITIVES MIX**




**DANGER**

Causes damage to organs Toxic if inhaled,  
Toxic if swallowed, Toxic in contact with skin

Label 2

**PROPANE NON-ODORIZED NAA**




**DANGER**

Contains gas under pressure, may explode if heated, Extremely flammable gas

Label 3

**XYLENE SUBSTITUTE**




**DANGER**

Causes skin irritation, Flammable liquid and vapour, May be fatal if swallowed and enters airways, May cause drowsiness or dizziness, Toxic to aquatic life, Toxic to aquatic life with long lasting effects

Label 4

**COPPER (II) FLUORIDE HYDROXIDE**



**DANGER**

Causes serious eye irritation, Causes skin irritation, May cause respiratory irritation, Toxic if swallowed

Labels generated from: [www.chemicalsafety.com/sds](http://www.chemicalsafety.com/sds)

## Unit 2: Oral communication

### Using diagrams and drawings




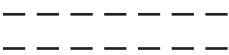


#### Aisha uses strategies

One of the most powerful strategies Aisha has discovered is using standardized symbols to draw pictures of the planned work. For example, sometimes she is asked to clear and grub an area. By drawing a picture she can make sure she is clearing the right area.

Now Aisha carries a small pad of paper and pencil with her to confirm that she understands when someone gives her instructions.

#### Common signs and symbols used by heavy equipment operators

Heavy equipment operators have a set of lines and symbols to help them communicate their ideas. Here are some of the lines, abbreviations, and symbols that heavy equipment operators commonly use.

Workplace symbols for heavy equipment operators	
Bench mark 	Sewer line — <b>S</b> — <b>S</b> —
Gas line — <b>G</b> — <b>G</b> —	Water line — <b>W</b> — <b>W</b> —
Paved road 	Lawn 
Unpaved road 	Power line .. — — — — ..
Gravel 	Tree 

#### Culture note:

When I do not understand something, can I ask my boss?

Yes you can. In some countries, it may not be okay to speak to your boss when you do not understand, but in Canada it is expected. You can get yourself into trouble by not doing so in a Canadian workplace.

#### What does this mean?

In Canada, employees and supervisors share the responsibility for workplace safety. It is each person's own responsibility to take care of themselves and their work. Supervisors expect you to talk with them and do not typically understand why their staff may feel uncomfortable asking for help.

#### What does this mean for you?

Ask questions and explain when you don't understand. Your boss will not only be okay with questions, questions are expected. Asking questions is a sign of politeness and shows that you are truly paying attention. As one safety supervisor puts it, "The only stupid question is the one you didn't ask before you got into trouble".

## An example of using signs and symbols

Aisha listened to her supervisor's instructions, then made a list of what he wanted her to do. She quickly drew a picture to check she understood. Then, she showed it to her supervisor before she started to work.

### Supervisor's instructions 1

You have to understand how the project is laid out. This is important because this prevents mistakes from happening. You need to clear and grub that area over there between the bench marks. First of all, you have to know that the gas line runs from that yellow post to the other yellow post along the field. You also need to know that the sewer line is parallel to the gas line and it follows where the green markers are. Be sure that the trees fall perpendicular to the centre line. Once you have a plan come and check it with me.

### Definitions

#### Bench mark

A mark at a worksite used to define an area

#### Clear and grub

Remove all the trees, bushes and obstacles


#### Gravel

Small rocks used for roads and paths

#### Parallel

Two lines beside each other in a way that if they remain straight, they will never touch

#### Perpendicular

At a 90 degree angle to each other: 

#### Property line

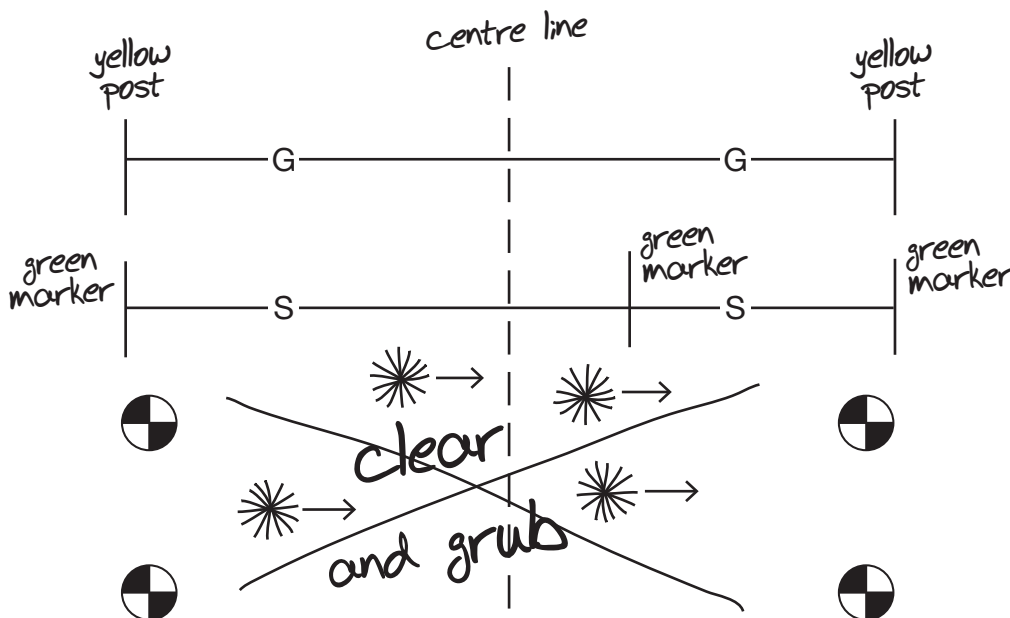
The boundary of a property

#### Trench

A narrow hole that is deeper than it is wide

Aisha's list:

- Gas line
- Sewer line
- Direction to fall the trees as she is clearing the area



## Task: Complete a drawing

Read and follow the instructions in the box below.

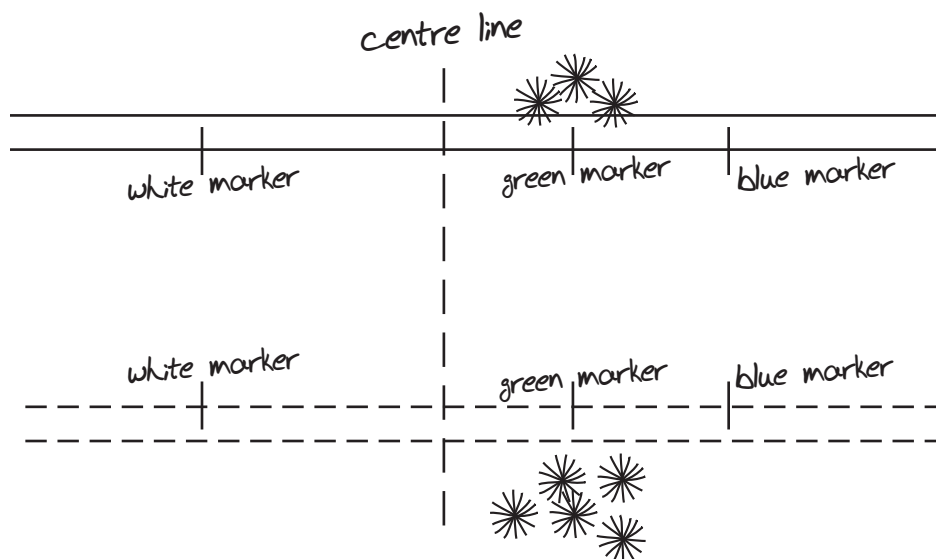
### Supervisor's instructions 2

We're working on the water lines. It is important that they are placed in the right location. I need you to dig a trench from that paved road to that unpaved road. The trench needs to be 30 cm wide and 45 cm deep. The trench goes between those white markers. The sewer line goes from that set of trees to the other set of trees and is marked with the green markers. An existing water line is beside the sewer line and is marked with blue markers. Before you start, draw it out and then check it with me so we don't make a mistake.

Complete the drawing below to confirm you understand.

Check each task as you add it to the drawing.

- ☐ Add the sewer line to the drawing.
- ☐ Add the existing water line to the drawing.
- ☐ Mark where the water line trench will go.



## Task: Complete a checklist and drawing

Read and follow the instructions in the box below.

### Supervisor's instructions 3

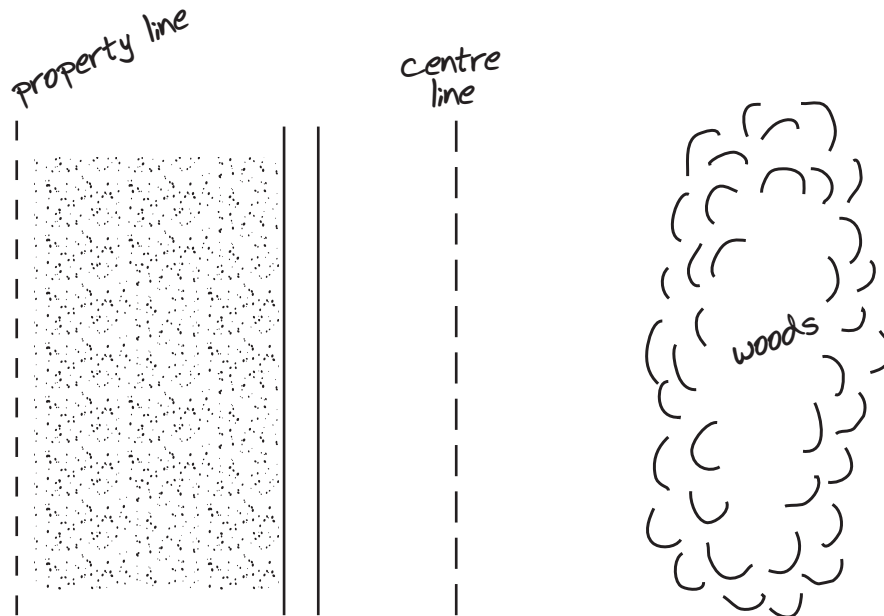
It's time to get the gravel in so it's ready before the asphalt shows up. It's important so that the timeline doesn't change. I need you to drop two loads of gravel over there. You need to make sure that you don't go past the property line on the left side and not into the woods on the right side. Watch out for the overhead power lines halfway down the paved road. They are hanging a bit too low. Don't drive or dump on the lawn. Drive only on the paved road and you can dump from there. Draw it out then show me the plan so we get it dumped in the right place.

Complete the checklist and drawing below to confirm you understand.

List the two things you need to add to the drawing, then add them to the drawing.

☐ \_\_\_\_\_

☐ \_\_\_\_\_



## Unit 3: Writing

### Completing checklists

Identifying safety hazards is everyone's responsibility. In Unit 2, you learned how to use signs and symbols to identify potential hazards.

Every day, as part of the job at B&H Equipment, each worker needs to complete a safety inspection. Usually safety inspections include a checklist of things to look for.

#### Giving all the requested information

One of the big problems workplaces have is that the safety sheets aren't always completed with all the information needed. It's really important to include all the requested information.

In the safety inspection checklist below, the list tells you what safety issues to look for and then you check (or mark) yes or no to the issue.

- Circle "Yes" if you see a safety issue.
- Circle "No" if you don't see a safety issue.

The checklist is also organized so you will see that there are three categories of potential dangers that you will be looking for:

- Housekeeping – These are general cleaning points. You are looking for garbage or spills. This helps to keep clean workspaces.
- Slips and trips – These are anything that creates a trip or slip hazard, for example, liquids spilled on the floor or cables and wires running through the worksite.
- PPE – Personal Protective Equipment must be worn. You are looking to see if people have the right PPE for the job they are doing, for example: hardhats, earplugs, or safety glasses.

The checklist below also has a column for more information. This column asks you to include "details" of the safety issue you find. If you answer "yes" to a safety hazard, you also need to add details about the problem.

#### Task: Complete a safety inspection checklist

Look at the pictures below. Think about the *what*, *where*, and *when* of each picture. Write these key words under each picture.

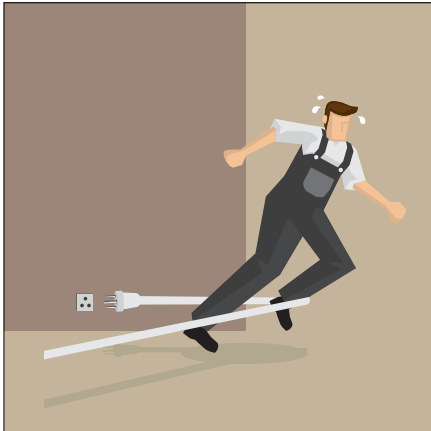
Make notes about what you see that is wrong in the pictures. The first one has been done for you.

You will use this information when filling in the "details" section of the checklist.

#### What's a checklist?

A checklist is a type of form that can be used at work or at home. It helps you to know what you need to do.

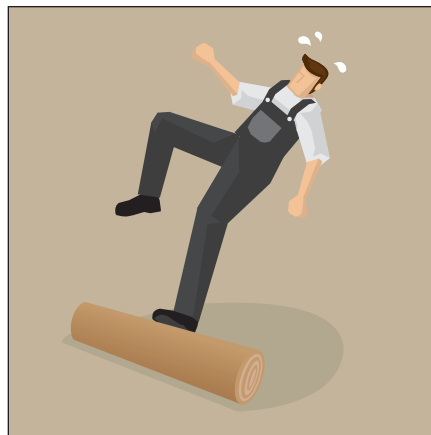
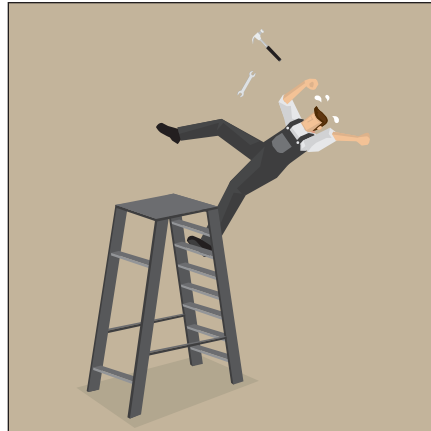
An example at home might be using a checklist for your groceries. It helps you know what to focus on to complete the task.



**What:** A cable was not marked or covered and it is a tripping hazard

**Where:** In the corner of the shop

**When:** Wednesday morning before coffee break



Use the notes you made to complete the safety inspection checklist below. Circle “Yes” if you saw a potential hazard or “No” if there was no hazard. In the column with the subheading “Details”, describe the hazard.

Safety inspection checklist			
Type of potential hazard	Condition of workplace	Safety issue noticed	Details
Housekeeping	Floors clean and clear	Yes / No	
	Work areas clearly marked	Yes / No	
	Equipment in the proper place	Yes / No	
Slips and trips	Oil is cleaned up from the ground	Yes / No	
	Cables on the ground are clearly marked	Yes / No	
	Ladders are tied off at the top	Yes / No	
PPE	Hardhats are being worn	Yes / No	
	All staff handling chemicals are wearing eye protection	Yes / No	
	All workers near machinery are wearing high visibility vests	Yes / No	
	All drivers wear seatbelts	Yes / No	



## Transferable skills

The skills you have learned and practiced in this topic are transferable. They can be applied to many other documents and situations, both at work and in your daily life.

In this topic, you have learned the answers to the questions below.

1. Why it is important to know the meaning of pictograms in the workplace?
2. What are the different hazards that pictograms can show?
3. How can you use workplace symbols to make sure you understand?

### Culture note:

Should I really “take the initiative”?

## What does this mean?

To initiate means doing something without waiting for someone to tell you to do it. This is called “using your initiative”. In the Canadian workplace, you will need to find out when you can do something by yourself (initiate), and when you need to ask (get permission or advice) to do something.

People often use initiative when they have to solve a problem, make a decision, or plan a job task. However, sometimes safety is in question, and it is often better to ask your supervisor if you are unsure of the safety procedures. Do not try to figure out the procedures alone.

## What does this mean for you?

In Canada, supervisors don't like to see you doing nothing. If you are finished a task ask your supervisor what you can do next.

If your supervisor is not available, look for something to do. Cleaning a workspace is always good to do if you are waiting for your next task.

## Topic 3: Workplace safety

### Objectives

At the end of this topic, you will be able to:

- Use document tools to locate information quickly and accurately
- Enter required information into workplace forms
- Ask questions to clarify instructions and information

### Unit 1: Document use

#### Finding key information

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#### Jacques joins the safety committee

Jacques is the newest person hired by B&H Equipment. When he was hired, his boss stressed that it was very important for him to stay safe at work.

One morning Jacques' supervisor asked if he would be interested in joining the Health and Safety Committee (HSC) for B&H Equipment. His supervisor explained that the committee is a group of workers and supervisors who review what people do at work and make sure that everyone is as safe as possible.

Jacques thought that it might be a good way to become familiar with all the safety issues at B&H Equipment. When he told his supervisor that he would like to join the HSC, his supervisor gave him a huge book of safety information for the next meeting. His supervisor said that the next meeting was in half an hour. Half an hour! Jacques realized that he needed to read this information quickly. He decided to use the headings to begin to find out what information was in the material.



## Find information quickly

Workplace documents can include lots of information. Headings, subheadings, and key words can help you find the important information you need efficiently, so that you don't have to read every word of a document. Reading headings, subheadings, and key words will help you to:

- Find information quickly
- Understand the main idea or purpose of a section
- Decide whether you need to read a section to find the information you need

## What is a key word or phrase?

When you need to find information quickly from a document, look for key words or phrases. This skill is called scanning, a strategy that helps you look for specific information within a text. You can usually pick a key word or phrase from instructions your boss gives you or from a question you are asked.

For example: Your boss sends a memo about safety training to all staff members. You are required to bring information to the meeting and to identify two dates you are available to meet. To find the information quickly, focus on the key word "required" and key phrase "available training dates". Look for the key information in the example below.

Look at the B&H memo and answer these questions.

1. What are you required to bring to the HR department?
2. Circle the two dates that you are available to attend training.

### Workplace tip: Say "no" to unsafe work

In Canada, you have the right to refuse unsafe work. In fact, you must say "no" to unsafe work, according to Occupational Health and Safety (OHS) law. Your safety, as well as your co-workers' safety, is at risk when you don't say "no". Speaking up usually means saying "no" to your team, work partner, supervisor, or other senior worker.

### B&H memo

**B&H**  
EQUIPMENT

To: All crews

Date: September 30, 2020

CC: Supervisors  
Leadhands

From: HR Department

RE: Safety Training Dates

### Safety training sessions

All staff are required to have the following information to the HR department by Friday at noon.

#### Required:

1. Copies of current safety certificates
2. The survey sent to your supervisors completed
3. The first and second choice for available training dates: Saturday, November 5, 12, 19 or 26

## Task: Locate information in a fact sheet

Use the document on the following page to answer the questions.

1. What is the topic of the document?
2. What are the five subheadings in the document?
3. Which section includes information about an employee's three basic rights?
4. What are an employee's three basic rights?
5. What is the title of the section where a worker would find out what to do if work is unsafe?
6. If work is unsafe, what is the first step a worker should take?
7. What does HSC mean?
8. How many responsibilities do managers and supervisors have?

# Organizational health and safety

## Basic responsibilities

### What are the employees' rights and responsibilities?

Employees' responsibilities include the following:

- Follow safety rules and laws
- Use Personal Protective Equipment (PPE) and clothing as directed by the employer
- Tell the supervisor about workplace hazards and dangers
- Follow the employer's safety instructions and use the safety equipment
- Tell the supervisor or employer about any missing or defective equipment or protective device that may be dangerous

### Employees have the following three basic rights:

- Right to refuse unsafe work
- Right to participate in the workplace health and safety activities through the Health and Safety Committee (HSC) or as a worker health and safety representative
- Right to know and be told about current or possible dangers in the workplace

*This means that an employer cannot legally fire workers or make them leave Canada because the workers refuse to do work that is unsafe.*

### What are the manager or supervisor's responsibilities?

The manager or supervisor must:

- Make sure workers follow safety rules and laws
- Make sure that workers use PPE and other protective equipment
- Tell workers about potential and current hazards
- Provide workers with written instructions about what to do to stay safe at work
- Take every reasonable precaution to protect workers

### What are the employer's responsibilities?

An employer must:

- Establish and maintain a Health and Safety Committee (HSC), or ensure workers select at least one health and safety representative
- Take every reasonable precaution to make the workplace safe
- Train employees about any potential hazards; how to safely use, handle, store and dispose of hazardous substances; and how to handle emergencies
- Supply PPE and make sure that workers know how to use the equipment safely and properly
- Immediately report all critical injuries to the government department responsible for safety at work (OH&S)
- Appoint a competent supervisor who helps staff understand safety rules and who ensures safe working conditions are always observed

### Steps to take if work is unsafe:

1. The employee must report to his/her supervisor that he/she is refusing to work and state why he/she believes the situation is unsafe.
2. The employee, supervisor, and a Health and Safety Committee (HSC) member or employee representative will investigate.
3. The employee returns to work if both the employee and the company agree that the problem is solved.
4. If the problem is not resolved, a government health and safety inspector is called. The inspector investigates and gives a decision in writing.

Adapted from: OHS Answers Fact Sheet, Canadian Centre for Occupational Health and Safety: [www.ccohs.ca](http://www.ccohs.ca)

## Task: Locate information in a safety bulletin

Use the document on the following page to answer the questions.

1. In what section would you find out what a hazard is?
  
2. What is a hazard?
  
3. What is a potential hazard?
  
4. What are the different types of hazards?
  
5. What is an example of an airborne hazard?
  
6. Name three physical hazards.
  
7. What is an invisible hazard?
  
8. What is a hazard assessment?

### Definitions

#### **Airborne hazards**

Small particles, dust, or chemicals in the air that may harm you

#### **Biological hazards**

Harmful bacteria, viruses, and materials like mould

#### **Chemical hazards**

Hazards caused by exposure to harmful chemicals

#### **Confined space**

Any area with a restricted entry or exit point such as a deep trench in the ground

#### **Ergonomic hazards**

Ergonomic hazards include repetitive and forceful movements, vibration, temperature extremes, and awkward postures that arise from improper work methods and improperly designed workstations, tools, and equipment.

#### **Exposure**

Happens when you are near or touch something that can harm you

#### **Inspection**

A walk around a worksite to observe or look for hazards

#### **Physical hazards**

Hazards that can do physical harm with or without contact, for example: radiation, heat, cold, and noise

#### **Repetitive stress injury (RSI)**

An injury that occurs from using the same muscles to do the same task over and over again

#### **Toxic**

Something poisonous

# Safety bulletin

## Workplace hazards

### What is a hazard?

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A hazard is anything that puts the safety of workers at risk.

### Hazard assessment and potential hazards

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A hazard assessment is a method that workers use to decrease or prevent potential hazards. A potential hazard is something that could hurt you, other people, or damage equipment. Doing a hazard assessment with your co-workers will help decrease or prevent invisible, chemical, physical, ergonomic, and biological hazards at your worksite.

### Types of hazards

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#### Invisible hazards

These hazards that are hard to see, even when you look for them. They include:

- Fatigue
- Temperature
- Noise
- Repetitive motion

#### Airborne hazards

These are small particles, dust, or chemicals in the air that may harm you. They include:

- Viruses and bacteria
- Poisonous gases and fumes
- Asbestos

These hazards can also belong to the categories of chemical or biological hazards.

#### Ergonomic hazards

These hazards cause injury or harm to a part or system of the human body. Many ergonomic type injuries are called repetitive strain injuries (RSIs). An uncomfortable workstation height or poor body positioning can cause this.

#### Physical hazards

- Noisy equipment
- Vibrating equipment
- Falling objects
- Falling from heights
- Tripping on items lying on the floor
- Working in extreme cold or hot conditions

#### Chemical hazards

- Using cleaning products regularly
- Using paint materials regularly
- Working in areas with lots of dust
- Exposure to asbestos
- Using hazardous chemicals

#### Biological hazards

- Working with wet or damp materials that could grow mould or fungi.
- Being in contact with other people that carry viruses/bacteria.
- Being in contact with materials that carry viruses/bacteria.

Adapted from: English for Workplace Safety, [www.awes.ca](http://www.awes.ca)

## Unit 2: Oral communication

### Checking for understanding

#### Jacques needs help understanding

Jacques has spent many of his first days at work listening to different people explaining the job to him. Sometimes he does not understand everything they say. In Canadian work culture, the boss assumes that if there is a problem understanding, the employee will ask about it.

Jacques supervisor said, “It didn’t go so well when guys who worked for me were from other countries. I told them something, they said, ‘yes, yes, yes’ but then they didn’t follow my instructions. They thought that if they asked questions they might get fired, but the truth is that because they didn’t ask questions, they could have been fired”.

#### Workplace tip: Expect differences

Often there are differences between workplaces. Canadian workplaces might seem very different from workplaces in your home country – and that’s okay. Problems may arise if you expect all workplaces to be the same.

Expect differences, then watch, ask questions, and learn. Being curious in your new workplace is important.

### Expressions you can use when you don’t understand

There are different ways to let someone know that you don’t understand and need the information repeated.

- Excuse me?
- Sorry, but I don’t quite understand.
- I’m not quite sure I know what you mean.
- I’m not quite sure I follow you.
- I don’t quite see what you mean.
- I’m not sure I got your point.
- Sorry, I didn’t quite hear what you said.
- I don’t quite see what you’re getting at.



## Asking for clarification

The following phrases are used when you understand some of the instructions or conversation but not all.

- What do you mean by...?
- Do you mean...?
- Could you say that again, please?
- Could you repeat that, please?
- Could you clarify that?
- Would you elaborate on that?
- Could you be more explicit?
- Could you explain what you mean by...?
- Could you give us an example?
- I wonder if you could say that in a different way.
- Could you put it differently, please?
- Could you be more specific?

### Workplace tip:

**Tell your supervisor when you are hurt**

Sometimes people get hurt and then try to hide the injury so that they can continue to work. In Canada, it is important to report all injuries to your boss or supervisor. Some people worry that if they get hurt at work they will lose their job. That won't happen but if you don't tell your boss the injury can get worse and then you will have to take time off.

## Task: Identify expressions

In the dialogue below, the shift supervisor is teaching Jacques that keeping a clean work space will keep everyone safer.

**Circle** the words or phrases Jacques uses to show he does not understand.

**Underline** the words or phrases Jacques uses to show he does understand.

*Supervisor:* I need to talk to you about how to keep our work area clean. One of the most important factors in shop safety is housekeeping. First of all, it is really important to keep the floor clean. You have to sweep and empty the garbage.

*Jacques:* I didn't hear what you said. Can you please speak more slowly?

*Supervisor:* Okay, sure. Let's start with the basics. You need to sweep the whole floor at the end of every day.

*Jacques:* Uh huh.

*Supervisor:* You can find the broom and dustpan on the black shelf.

*Jacques:* Sorry, can you please repeat that? The broom and...

*Supervisor:* Dust pan, you know that thing you sweep into.

*Jacques:* Oh, where you collect the garbage, right?

*Supervisor:* Yep that's it. So anyway, you must keep the floor clear. It is dangerous and people can trip if you don't.

*Jacques:* Got it. Where is the black shelf?

*Supervisor:* It is just behind the grey cabinet.

*Jacques:* Do you mean the cabinet with the red door?

*Supervisor:* Uh no, the cabinet with the blue door.

*Jacques:* Oh, just over there. Okay.

*Supervisor:* Yep. Next, you need to dump the things from the dustpan into the garbage can.

*Jacques:* Okay, where is it?

*Supervisor:* It's under the lathe cutting bench.

*Jacques:* Excuse me, I didn't understand that. Can you repeat that?

*Supervisor:* That black cupboard over there.

*Jacques:* All right.

*Supervisor:* So is that clear?

*Jacques:* Yes. I will find you if I have any questions.

*Supervisor:* Perfect. My door is always open. So now you are ready to clean up the shop floor at the end of the day today.

*Jacques:* Yes!

## Task: Practice clarifying

Read the following workplace notice. Circle the words or instructions that you don't understand.

### Safe practice and accident avoidance

**B&H**  
EQUIPMENT

- Wear protective clothing including insulating safety boots
- Stand or kneel on a mat of insulating material which should be kept dry
- Only use an all-insulated electrode holder
- Place the welding power source outside the working environment
- Ensure qualified support staff are close to the working space to give first aid and switch off the electrical supply
- When welding outside, check the power source protection rating matches the environment and do not weld in the rain without a suitable cover

### Definitions

#### Insulating

Made from materials that stops electric shock

#### Electrode

A thing that passes power (electricity) from one point to another

Imagine you want to let your co-worker know you don't understand or need clarification. In the box below, write out three examples of what you might say to your co-worker. Use some of the phrases from the dialogue above.

1.

2.

3.

## Unit 3: Writing

### Organizing information into lists

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Jacques has been selected to be part of the Occupational Health and Safety Committee. At B&H construction, members of each work team must look for possible hazards and maintain an inventory of Personal Protective Equipment (PPE).

#### Task: Complete a hazard assessment

Jacques must submit a hazard assessment form for his team. Use the words below to complete the form. Use the headings to organize the information into lists.

First, find the two missing headings and add them to the form. Then list the rest of the words under the heading that describes them.

- Falling off ladder
- Breathing in fumes
- Loud noise all day
- Safety vest
- Hardhat
- Slipping on floor
- Personal Protective Equipment (PPE)
- Gloves
- Wet materials and mould
- Lifting very heavy boxes all day
- Earplugs
- Splashed chemical in eye
- Respirator
- Tripping over wires
- Physical hazards
- Coming to work tired
- Cleaning supplies
- Safety glasses
- Truck exhaust in a closed garage
- Shovelling all day
- Sick co-workers
- Safety boots

## Hazard assessment



OHS Committee Member: Jacques Farad

Date: December 1, 2020

*Describe the potential hazards at your worksite:*

Ergonomic hazards	Chemical hazards	Airborne hazards
Biological hazards	Invisible hazards	
<div>_____ available for workers to wear</div>		

## Transferable skills

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The skills you have learned and practiced in this topic are transferable. They can be applied to many other documents and situations, both at work and in your daily life.

In this topic, you have learned the answers to the questions below.

1. What can you do to find information quickly in a document?
2. What are three questions you can ask if you do not understand something?





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