KEY WORDS & PHRASES

By identifying the important words or phrases in a question or an instruction BEFORE you try to complete the task, you save time and increase the likelihood of finding the right answer or correctly completing the task.

KEY POINTS

Key words:

- are usually determined by a question you have been asked or a problem you need to solve
- are the words that help you to understand the meaning or message in what you are reading
- are words without which what you are reading does not make sense

Key phrases:

- are a group of key words that are dependent on each other for meaning
- can be identified by asking yourself: If I separate the words in this phrase will the meaning change?
    - For example, the word *fight* on its own means something different to the key phrase *fight fatigue*.

Question key words:

- tell you what type of information to look for, in order to correctly answer a question

Question key word	Type of information to look for
Who	A person, name or group of people
What	A thing or event
Where	A place or location
When	A time or date
Why	A reason
How	A way
How often	A frequency or time
How many	A number

STEPS

1. Highlight or underline the words or phrases in a question or sentence that you think are key words.

2. If it helps you to confirm they are the key words and phrases, cross out the words in the sentence that you believe are not important to the overall meaning (also called "supporting words") like this: "~~The~~ meeting ~~on~~ Tuesday ~~is at~~ 4:00." The words that are left still give a clear message: *meeting Tuesday 4:00*. They are key words.

If the exact key word or phrase you are looking for is not in the document you are searching, you might be able to find a *synonym*. A synonym is a word that means the same thing or almost the same thing as the key word.

For example: you have been given this instruction *"Find out the number of metal top posts we can expect in the shipment."*, and you are checking the invoice to find the answer. The word "number" is not on the invoice, but the word "quantity" is. Quantity is a synonym for number.

EXAMPLES

In the three examples below, key words and key phrases are underlined. Question words are circled. Supporting words are ~~crossed out~~.

1. How many ~~students are~~ enrolled ~~in~~ Blueprint Reading ~~for~~ next term?
2. Why ~~does the~~ engine ~~sometimes~~ runs hot ~~for no apparent reason~~.
3. What ~~is the~~ best knot ~~to use to~~ tie two ropes together?

Once you identify the key words in a question or instruction, it is easier to find the information you need to answer the question or complete the task.

For example, look at this question again:

How many students are enrolled in Blueprint Reading next term?

The key words and phrases in the question tell you:

- The answer you are looking for will be a number as the question asks "how many"
- There is a course or program called "Blueprint Reading"
- It is offered at different times, including "next term"

Knowing this before you start looking for the answer helps you narrow down what it is you are looking for so you can find the answer quickly and accurately.

Think you understand how key words and key phrases work?

Try it yourself on the next page.

USING THE SKILL

In the Workplace: Safety bulletins contain important information about how to reduce accidents, injuries and lost time.

QUESTIONS

Before reading the safety bulletin that follows the questions on the next 2 pages:

- underline the key words and key phrases in each of the questions
- circle the key question words

Use the key words/phrases/question words, to help you locate the answers to the questions and write them in the spaces provided.

1. What is the topic of the bulletin?

2. What are the 2 main ideas in the bulletin?

3. For what industry is fatigue a critical concern?

4. What are 3 symptoms of sleep deprivation?

5. How many workers are affected by sleep deprivation?

6. What are 3 ways workers can fight fatigue?

7. What are 2 ways employers can reduce fatigue?

8. What are 2 changes to work schedules that can reduce fatigue?

REFLECTION

How would you use this strategy at work? When would you use it?

Fatigue

Workplace Safety

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 overtired creates a risk for anyone who undertakes an activity that requires concentration and quick response — from driving, to home repair, to skiing. And exhaustion is one of the most common health complaints for Canadian workers, especially women.

How sleep affects safety

Sleep is as basic to survival as food and water. Losing as little as two hours of sleep can negatively affect alertness and performance. Sleep deprivation affects a person's carefulness and ability to respond to an emergency. Symptoms can include: decreased judgment, decision-making and memory; slower reaction time; lack of concentration; fixation; and worsened mood.

Studies monitoring brain activity show that one shift worker in five dozes off during the shift. Often, they do not realize afterwards that they have done so. Drowsy drivers, according to sleep researchers, may cause as many crashes as impaired drivers. Regardless of motivation, professionalism, training or pay, an individual who is very sleepy can lapse into sleep at any time, despite the potential consequences of inattention.

How to fight fatigue

Workers can reduce fatigue through proper nutrition, stress control and exercise. A healthy diet provides longer-lasting energy — concentrate on complex carbohydrates (starch) rather than simple carbohydrates (sugar); and avoid fatty foods and junk food. Don't let negative circumstances get the better of you. And regular exercise is important — cardiovascular, muscle strengthening and flexibility.

Employers can avoid placing workers in jeopardy by analyzing working conditions, addressing operational safety disincentives and conducting sleep-safety training. Shorter shifts and work rotation schedules that go in the direction of the sun (morning, afternoon, night) have been found to reduce the negative effect.

Source: Canada Safety Council (2018). Fatigue. Retrieved from: https://canadasafetycouncil.org/fatigue/
Adapted from source. Content may not be current.

SCANNING

Scanning is a strategy for reading quickly to find specific information. Scanning is often done after you skim a document to get the general idea and decide if the document likely has the more specific information you need.

KEY POINTS

Scanning:

- is another reading strategy focused on reading quickly
- is used to quickly locate a specific piece or pieces of information

STEPS

1. Decide what specific information you are looking for in what you are reading.
   - At work, you will usually determine what information you are looking for based on a question you have been asked, or a task you have been given to complete.
2. Decide if there are key words/phrases/question words in the question or task instructions that can help you find what you are looking for.
3. Use any formatting clues to help you decide in which part of the document you might be most likely to find the information you need.
4. Look for answers to only one question at a time.
5. When you see a key word or phrase, read the text around it and compare it to the information you are looking for, to decide if they match. If not, return to the document and keep scanning. If so, make a note and begin again, if there are other questions to which you need to find answers.

EXAMPLES

Use scanning at work to:

- select the best match from internet search results
- locate when a particular shipment is due to arrive at the building site
- find a specific product in a catalogue of materials or supplies
- find relevant information in building or electrical code

Read each question below then scan the Table of Contents below to find the answer.

1. In what division and part will you find the plumbing building codes?

2. In what division and part will you find seismic information?

Government of Canada | Gouvernement du Canada

Canada.ca | Services | Departments | Français

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Canada

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- Codes Canada publications
- Construction Innovation
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Date modified: 2016-03-21

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Source: https://www.nrc-cnrc.gc.ca/eng/publications/codes_centre/nbc_2015_contents.html

Think you understand how scanning works?
Try it yourself on the next page.

USING THE SKILL

In the Workplace: Hazard investigation reports are written to help employers and workers understand the factors that contribute to workplace accidents. The main purpose of the reports is to help prevent similar accidents in the future.

QUESTIONS

Use the steps provided to quickly scan the hazard investigation report on the next page and find answers to the following questions:

1. Who published this report?

2. In what year was this report issued?

3. What does FRL stand for?

4. How can you get more information?

Note: Skimming and scanning often go together. Depending on what you are looking for, it can be useful to first skim a document to get an idea as to what it is about and to then decide if it is likely to contain the type of information you need to scan for.

REFLECTION

How would you use scanning at work? When would you use it?

Fixed Rail Ladder (FRL) Fall Protection System

Issued: May 20, 2014

HAZARD SUMMARY

A worker descending a vertical ladder on a water tower in 2014 was critically injured after falling five metres while properly using a Class Frontal-Fixed Rail Ladder (Class FRL) Fall Protection System. A Class FRL Fall Protection System is a type of vertical fall protection using a permanently installed metal rail anchoring system with an automatic fall arresting device called the "trolley" or "carriage".

The investigation revealed a weakness in the design of some Class FRL Fall Protection Systems, which may not adequately protect workers who fall backward or who squat and roll backwards into a fall while connected by a body harness to the trolley which slides along the vertical rail. If a worker leans back, the trolley's internal braking system can be pulled off the rail, allowing the trolley to slide down the rail. If a worker falls backwards or squats and rolls backward into a fall (as opposed to falling straight down or inwards towards the ladder) the trolley may not lock, allowing a worker to fall freely. In the 2014 incident, the worker fell from a water tower ladder as shown in Figure 1.

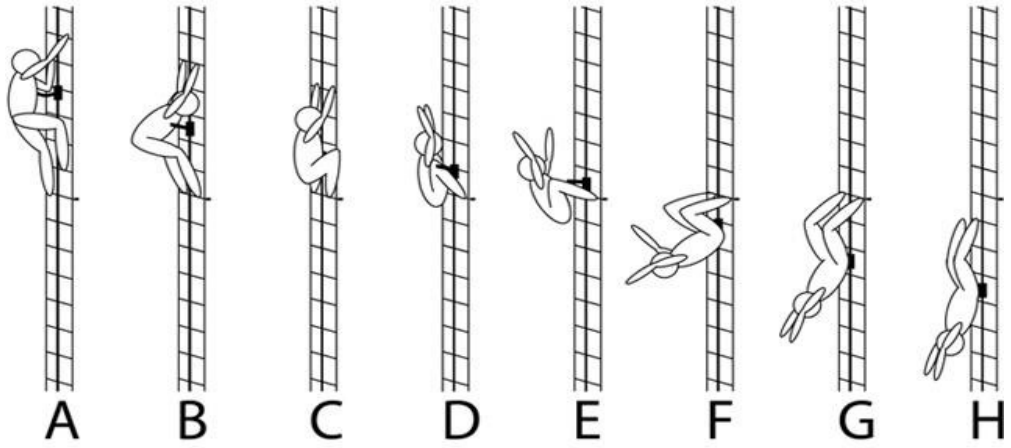


Figure 1: How the water tower worker fell

In 2010, the Ministry of Labour published a similar Alert, Class Frontal Fixed Rail Ladder (FRL) Fall Protection System, Alert #26/0510, after a worker was injured after falling back, then down 20 metres from a ladder attached to a tower while using a Class FRL Fall Protection System. In 2010, the investigation determined that the Class FRL Fall Protection System might not adequately protect workers who fall backward in a standing position.

LOCATIONS AND SECTORS

Class FRL Fall Protection Systems are used on vertical access ladders which normally do not have a cage, such as the ladders on communication towers, chimneys and water tanks (towers).

PRECAUTIONS

Even though a Class FRL Fall Protection System may be currently certified to CSA standards and/or have a CSA standards stamp on the side of the trolley unit, this should not be interpreted to guarantee worker safety and employers should not rely on such a stamp. Further investigations into the system are needed to ensure the system protects against a squatting position/rollback fall or a fall backwards.

Class FRL Fall Protection Systems whose design characteristics require the connection between the worker and the trolley to be in tension and where the trolley remains disengaged regardless of the tension force applied should not be used. Employers must take reasonable precautions to protect workers in these circumstances. This may include using alternative fall protection or access systems, as appropriate, for the adequate protection of the health and safety of workers using vertical access ladders.

Employers who own or rent structures which have a Class FRL Fall Protection System installed must ensure that the Class FRL Fall Protection System is capable of protecting a worker in the case of a squatting position/rollback fall or a fall backwards. The Ministry recommends that employers contact the manufacturer to ensure that the particular Class FRL Fall Protection System is capable of protecting a worker from any type of fall (including a backward fall and falling from a squatting position) before it is used.

Disclaimer: This resource has been prepared to help the workplace parties understand some of their obligations under the Occupational Health and Safety Act (OHSA) and regulations. It is not legal advice. It is not intended to replace the OHSA or the regulations. For further information please see full disclaimer.

Note: This investigation report replaces the Class FRL Fall Protection System #26/0510 published in 2010 by the Ministry of Labour.

RESOURCES

For more information contact the Ministry of Labour Health & Safety Contact Centre toll-free at 1-877-202-0008.

Source: Ontario Ministry of Labour (2014). Fixed Rail Ladder (FRL) Fall Protection System. Retrieved from https://www.labour.gov.on.ca/english/hs/pubs/alerts/a26.php

SKIMMING

Skimming is a strategy for reading quickly to get the general idea of what you are reading. With practice, you can skim three to four times faster than normal reading speed.

KEY POINTS

Skimming:

- is a strategy that is used to locate the main idea of a reading, or to decide, in a quick and efficient way, if the reading likely contains information you need
- is useful when you do not need to remember specific details
- is a process in which you:
    - move your eyes quickly down the page
    - do not read every word
    - look for formatting clues such as HEADINGS, **bold** or *italic* type, indenting, bulleted and numbered lists
    - watch for key words and phrases like the names of people and places, dates, and unfamiliar words

STEPS

1. Determine what information you need; that is, why are you reading this text?

2. If the document has them, skim the table of contents, titles and headings to help you to determine where to find important information.

3. Look for illustrations, charts, tables, and/or graphics. These formats often present a lot of information in a condensed form.

4. Look for information that stands out from the regular text. Things like text boxes or text that is highlighted, **bold**, or in a different *font* or colour. Important points may be emphasized using these formatting clues.

5. Then ask yourself: "Do I think the reading contains the information I need?" or "Do I need to read more closely to get some details?"

EXAMPLES

You might use the skimming strategy at work to:

- select an appropriate instructional manual
- determine generally what information is in long workplace documents or complex reports.
- review an email with a list of instructions, to find out if there are tasks you are responsible for completing

You have been told that, on the job, you will need to understand specific sections of the 2018 Canadian Electrical Code to complete safe and permissible wiring installations. By using the skimming strategy, you could skim the document on the next page and quickly answer questions like:

Is there formatting that can help me notice information that might be important?

Formatting clues: (Circled in document**)**

- Heading (title) at the top left if the document is bolded and in large font. The sub-heading (sub-title) is bolded and centered on the page.
- The subject line is bolded on a separate line under the sub-title. The subject line describes the general subject matter focus of the bulletin and its connection to the broader 2018 Canadian Electrical Code.
- A bolded section heading, **Rule 16-212 Separation of Class 2 circuit conductors from other circuits**, and an underlined section sub-heading, Principal Exhaust Fans, inform about the specific subject matter contained in the bulletin.
- An illustration (diagram) provides a visual example of the text-based information explained within the bulletin.

What are the title and sub-title of the document?

Title: Electrical Safety Information Bulletin
Sub-title: 2018 Canadian Electrical Code

What is the main idea of the document?

Main Idea: how to properly separate a Class 2 Furnace Fan control circuit and a Principal Exhaust Fan power circuit during an interlocking wiring installation.

Who might want to read this bulletin? Why?

Who: workers wiring principal exhaust fans and forced-air heating systems in single dwelling residential occupancies.
Why: to understand the proper method(s) for interlocking a Class 2 circuit with the power circuit of the principal exhaust fan, namely for forced-air heating system applications.

What does the illustration convey?

Conveys: one example of a proper method for interlocking a Class 2 furnace fan control circuit with the power circuit of the principal exhaust fan.

Is this a document in which I can likely find information I need? An important part of what I will need to know is information related to safety and permissible installations based on the 2018 Canadian Electrical Code. This document is useful.

ELECTRICAL SAFETY
Information Bulletin

February 2019 **CEC-16**

2018 CANADIAN ELECTRICAL CODE

SUBJECT: Section 16 – Class 1 and Class 2 circuits

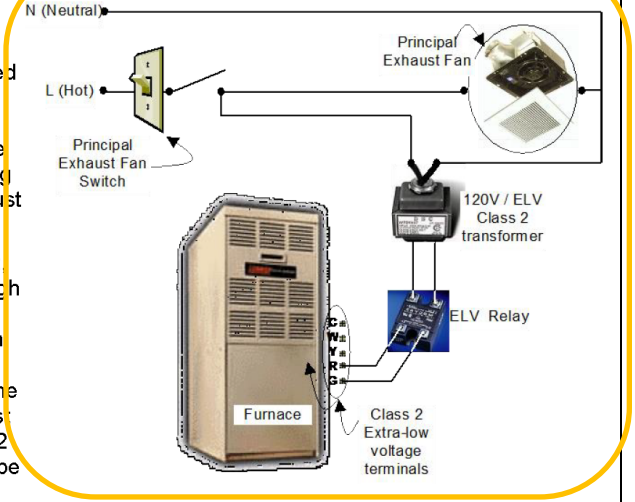
Rule 16-212 Separation of Class 2 circuit conductors from other circuits

Principal Exhaust Fans

The Alberta Building Code (Article 9.32.3.4.) requires the mechanical ventilation system in residential occupancies serving only one dwelling unit to incorporate a principal exhaust fan interconnected with a make-up-air supply fan.

The principal exhaust fan is controlled by a centrally located control switch, which simultaneously starts the ventilation system supply fan. Where the dwelling uses a forced-air heating system, the principal exhaust fan must be interlocked with the furnace fan.

Most furnaces have a Class 2 circuit which controls the furnace fan through a relay. It is important when interlocking the principal exhaust fan with the furnace fan not to mix the Class 2 furnace control circuit with the power circuit for the principal exhaust fan. Rule 16-212 3) indicates Class 2 circuits and power circuits must not be in the same enclosure or raceway.



The diagram depicts one example of a proper method for interlocking the Class 2 furnace fan control circuit with the power circuit of the principal exhaust fan. Other methods may also be acceptable.

Think you understand how skimming works?
Try it yourself on the next page.

USING THE SKILL

In the Workplace: Hazard investigation reports are written to help employers and workers understand the factors that contribute to workplace accidents. The purpose of the reports is to help prevent similar accidents in the future.

QUESTIONS

Skim the hazard investigation report titled "Fixed Rail Ladder (FRL) Fall Protection System" found on the next page and then answer the questions below.

1. What formatting clues are in the document?

2. Who do you think should read the details of this report (workers in what positions or occupations)?

3. **Briefly** describe what happened in the accident, using only what you can determine by skimming the information.

4. What is the purpose of the report?

REFLECTION

How would you use skimming at work? When would you use it?

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Issued: May 20, 2014

HAZARD SUMMARY

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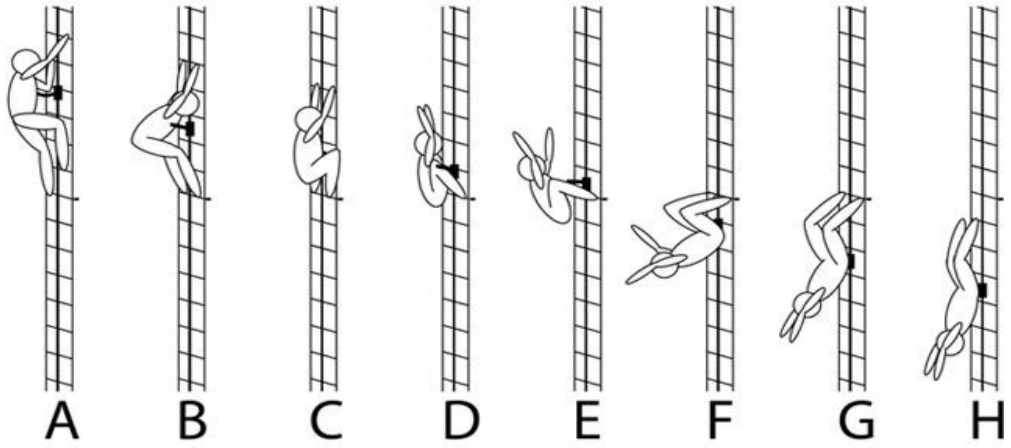

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