



# Literacy in the workplace

**Examples of programs, activities and exercises**

**Project leader: Normand Savoie  
Coordinator: Anna Veltri  
Consultant: Fred Van Winckel**

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## Introduction

The manual **Literacy in the Workplace** is a creation of L'ABC Communautaire (Welland, Ontario) in partnership with the Collège du Savoir (Brampton, Ontario). It is addressed to those trainers who wish to deliver basic skills training in the workplace. **Literacy in the Workplace** is a collection of training programs consisting of activities and exercises for different workplace environments. These examples of programs can be used as is or as a source of inspiration for the creation of other training programs.

Each training programme consists of a complete series of activities leading up to a demonstration where the learner is called upon to demonstrate particular knowledge or skills. Each series is supported by a sample of concrete exercises. These exercises deal with salient points in the programme and are designed to show trainers how to develop content. These exercises target the learning outcomes defined by the activities to which they are related and aim to prepare the learner for the demonstration at the end of each series.

The activities and demonstrations are situated along the five levels of the Literacy and Basic Skills Programme (LBS) of Ontario. In addition, each series is linked, *to a certain extent*, to the learning outcomes and the success indicators of the LBS programme. Each series, however, possesses its own learning outcomes, which precisely define the targeted objectives.

The activities belonging to each series are also situated along the three steps of the learning progression: sensitization, reproduction and production. In order to gain mastery of the programme content, it is understood that the learner will first become sensitized to new material, will then reproduce the knowledge and the skills that are being learned with the help of examples and will finally be encouraged to produce spontaneously that same knowledge and those same skills within the context of a realistic situation (see the lexicon at the end of the manual for a more detailed explanation).

The following are the professions to which can be applied the proposed series, in a specific or a general manner: delivery and courier service

drivers, taxi drivers, bus drivers, truck drivers, tour and travel guides, bartenders, food and beverage servers, cashiers, machine operators, customer service clerks, general office clerks, receptionist and switchboard operators, dispatchers, cleaners, and sales clerks. It goes without saying, though, that each series can be adapted or modified to suit other professions.

In short, a complete series can be schematically presented as follows:

Series = a training program	
Activity 1	Exercise 1.1 Exercise 1.2 Exercise 1.x
Activity 2	Exercise 2.1 Exercise 2.x
Activity x	Exercise x.1 Exercise x.x
DEMONSTRATION	

**Note:** A series is equivalent to a training program. A program consists of a sequence of activities. Each activity is supported by exercises based on the learning outcomes of the activity.

(**Literacy in the Workplace** is a translation and adaptation of the French manual, **Alphabétisation en milieu de travail**. It is a document produced within the framework of the “L’apprentissage, c’est payant” phase of the “Alphabétisation en milieu de travail” project.)



## Series 1 - Introduction to the Memorandum

The activities belonging to this series introduce the learner to the use of the memorandum in the workplace. This introduction is done within the context of making requests and the learner learns to compose requests in a concise and succinct manner. Since memorandums are widely used in the workplace, this series applies to all professions.

The series belongs to the second and third levels of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Read with understanding for various purposes  
Write clearly to express ideas

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 2</b>	identifies characteristics of different forms of written materials
<b>Level 3</b>	identifies various forms of writing and describes their main characteristics
<b>Write clearly to express ideas</b>	
<b>Level 2</b>	writes a simple letter
<b>Level 3</b>	produces pieces of writing using a variety of forms such as: letters, memos, short accounts, brief reports

## ***Activity 1 - Organization and Usefulness of a Memorandum***

### **Profession(s) to which the Activity Applies**

all professions

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

document use

### **Learning Outcomes**

- Distinguish between basic documents such as memorandums, business letters, faxes and e-mails
- Identify the parts of a memorandum
- Identify the possible uses of a memorandum

### **Material Required**

examples of memorandums used in the learner's workplace

### **Description**

- Explain the use of a memorandum.
- Distinguish between its use and that of other business messages such as the business letter, the fax and the e-mail.
- Highlight the concise and brief nature of a memorandum message.
- Identify the three parts of a business message: the introduction or the statement of purpose, the second part or the development of the purpose, and the conclusion to thank or request action.
- Identify the parts of the memorandum: the date, the name of the person to whom the message is addressed, the sender, the subject and the message.

## ***Activity 2 - Using a Memorandum to Make a Request***

### **Profession(s) to which the Activity Applies**

all professions

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

sensitization, reproduction

### **Essential Skill(s)**

reading text  
document use

### **Learning Outcomes**

- Read and understand a memorandum whose purpose is to make a request

### **Material Required**

examples of memorandums used in the learner's workplace

### **Description**

- Read memorandums containing requests.
- Identify the three parts of the message (as the case may be): the statement of purpose, the development of the purpose and the conclusion.
- Encourage the learner to identify what is requested: draw his attention to the statements making the request (sensitization), with the learner examine other memorandums for the purpose of identifying the requests made (reproduction).
- Distinguish between the different types of requests: requests for information and requests for action.

### ***Activity 3 - Writing a Memorandum to Make a Request***

**Profession(s) to which the Activity Applies**

all professions

**LBS Level(s)**

levels 2 to 3

**Learning Progression Level(s)**

reproduction, production

**Essential Skill(s)**

document use  
writing  
thinking skills (job task planning and organization, finding information)  
computer use (if a computer is used)

**Learning Outcomes**

- Write a memorandum to make a request

**Material Required**

writing material or computer

**Description**

- Using given examples of memorandums containing requests for information or action, ask the learner to write similar requests (reproduction).
- Give the learner a scenario requiring that a written request be made; using the information provided by the scenario, ask the learner to write a memorandum (production).

## ***DEMONSTRATION - Writing a Memorandum to Make a Request***

### **Profession(s) to which the Activity Applies**

all professions

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

production

### **Essential Skills(s)**

document use  
writing  
thinking skills (job task planning and organizing, finding information)  
computer use (if a computer is used)

### **Learning Outcomes**

- Write a memorandum to make a request

### **Material Required**

writing material or computer

### **Description**

- Create a scenario where the learner would have to make a written request.
- Base the scenario on the learner's workplace situation (the request should be addressed to a person or a department in the company where the learner works).
- Examples of possible scenarios: ask how to solve a problem related to a customer payment; ask for an explanation related to a company policy; request information from a colleague working in a field office.
- Evaluate the learner's ability to clearly identify the information needed, to identify the party to whom to address the memo, to write

## Introduction to the Memorandum

the request in concise terms, to organize the message into three parts, to write the message in the standard memo format, to spell correctly, to write grammatically correct sentences and to accomplish the tasks of the demonstration in the allotted time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Writing a Memorandum to Make a Request	
Writing	
<ul style="list-style-type: none"> <li>• Uses the standard format for a memorandum</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Composes the message in concise and appropriate terms</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Organizes the message in three parts (introduction, development, conclusion)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Spells correctly</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Composes grammatically correct sentences</li> </ul>	0 1 2 3 4 5 no partially yes
Finding Information	
<ul style="list-style-type: none"> <li>• Clearly identifies the information needed</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Identifies correctly the party to whom to address the request</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>• Accomplishes the tasks of the demonstration in the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

### **Sample Exercises**

**Learning Outcome**

**- Identify the parts of a memorandum**

**Exercise 1**

*Examine the format for a memorandum and answer the questions.*

MEMORANDUM
DATE: XXXXXX
TO: XXXXXXXX
FROM: XXXXXX
SUBJECT: XXXXXXXXXXXX
_____
MESSAGE MESSAGE
SIGNATURE

**Memorandum Format**

1. What is used to indicate the party to whom the memo is addressed?

\_\_\_\_\_



2. What is used to indicate the sender?

---

3. What is meant by the term "subject"?

---

**Learning Outcome**

***- Read and understand a memorandum whose purpose is to make a request***

**Exercise 1**

*Read and become familiar with the following polite phrases that are used in written communications. Can you think of any other?*

Please give me...  
Could you send me...  
Would you fill out...  
It is recommended that...  
It is advised that...

**Exercise 2**

*Read the following requests and identify which are requests for information and which are requests for action.*

1. Could you send me Mr. Smith's file?
2. Please fill out the attached form.
3. I would like to know the location, the date and the time of the next meeting.
4. It is important that you send me as soon as possible the necessary information for me to complete your application for membership.
5. Please register for the course before May 30.

**Exercise 3**

*Compose statements to request something. Follow the examples in the previous exercise.*

## Series 2 - Reading Memorandums

The present series focuses on the use of memorandums to make requests, to respond to requests, to clarify something and to provide general information. The learner is shown how to find information in a memo. Since memorandums are widely used in the workplace, this series is applicable to any profession.

The series belongs to the third and fourth levels of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Read with understanding for various purposes

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 3</b>	<p>uses familiar vocabulary and the context to determine the meaning of a passage containing unfamiliar words</p> <p>identifies various forms of writing and describes their main characteristics</p> <p>identifies the main idea in a piece of writing containing one main idea, and provides supporting details</p> <p>uses conventions of formal text to locate and interpret information</p>
<b>Level 4</b>	<p>uses a variety of strategies to determine the meaning of unfamiliar words</p> <p>continues to use knowledge of the characteristics of different forms of writing to help select the appropriate materials for a specific purpose</p> <p>summarizes and explains the main ideas in</p>

	<p>information materials and cites details that support the main ideas</p> <p>continues to use conventions of formal texts to locate and interpret information</p>
--	--

## ***Activity 1 - Type of Information Transmitted with a Memorandum***

### **Profession(s) to which the Activity Applies**

all professions

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
document use

## **Learning Outcomes**

- Identify the uses of a memorandum
- Identify the parts of a memorandum
- Identify how to organize a simple message

## **Material Required**

examples of memorandums

## **Description**

- Discuss the memorandums the learner habitually reads at work; identify the type of information usually transmitted with memos in his/her workplace; study the standard memorandum format.
- Discuss the nature of a memorandum message; consider its succinctness and conciseness; examine examples of memorandums from the learner's workplace and identify the parts that make up these memorandums.
- Examine how a simple message is divided into three parts: the introduction or statement of purpose, the development of the purpose and the conclusion (expression of thanks, request for

follow-up, etc.); show how this type of message organization is ideally suited for a memo.

## ***Activity 2 - Reading a Variety of Memorandums***

### **Profession(s) to which the Activity Applies**

all professions

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
document use

### **Learning Outcomes**

- Read and understand memorandums making requests for information or action
- Read and understand responses to memorandums making requests for information or action
- Read and understand memorandums clarifying some point
- Read and understand memorandums providing general information

### **Material Required**

examples of memorandums

### **Description**

- Read different memorandums and identify the subject and purpose of the message (distinguish between the subject which appears on the subject line and the statement of purpose which appears in the introduction), the ideas or facts used to develop the purpose, and

the conclusion; first assist the learner in doing performing this task (reproduction) and then encourage the learner to do it on his/her own (production).

### ***DEMONSTRATION - Reading a Variety of Memorandums***

#### **Profession(s) to which the Activity Applies**

all professions

#### **LBS Level(s)**

levels 3 to 4

#### **Learning Progression Level(s)**

production

#### **Essential Skill(s)**

reading text  
document use

#### **Learning Outcome(s)**

- Read and understand memorandums making requests for information or action
- Read and understand responses to memorandums making requests for information or action
- Read and understand memorandums clarifying some point
- Read and understand memorandums providing general information

#### **Material Required**

examples of memorandums

#### **Description**

- Give the learner a set of memorandums and request that he answer questions in order to evaluate his understanding of the

messages; questions can consist of a series of true or false statements instead of questions per se.

- Evaluate the learner's ability to distinguish between the different types of messages and to locate precise information in the text of the messages; evaluate the learner's ability to perform the prescribed tasks of the demonstration in the time allotted.



**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Reading a Variety of Memorandums	
Reading Text	
<ul style="list-style-type: none"> <li>Understands requests for information or action</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Understands responses to requests for information or action</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Understands clarifications</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Understands general information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Locates specific information in a text</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

## **Sample Exercises**

### **Learning Outcomes**

- **Identify the uses of a memorandum**
- **Identify how to organize a simple message**

### **Exercise 1**

*Read the following text and answer the questions.*

A message should be clear and simple in order to facilitate the reader's understanding. It should be concise and succinct. If a single word suffices to express an idea, then a sentence should not be used.

The organization of a message can also help in facilitating its understanding. The easiest way to organize a message is to do so in three parts. First there is an introduction consisting of one or two sentences at most and stating the purpose of the message. A section that provides ideas or facts in support of the purpose follows this. This part can consist of more than one paragraph. In the case of a business letter, it can be quite long but it should remain brief in the case of a memorandum, which in principle serves to communicate short, simple messages. Finally, there is a conclusion, one paragraph at most. This conclusion can serve to express thanks, to request follow-up action or to summarize the gist of the message. A conclusion is not always necessary, however, in the case of a memorandum.

1. What two factors can serve to facilitate the understanding of a written message?

---

2. What are the three parts of a simple written message?

---

3. What is the general purpose of a memorandum?

---

**Learning Outcome**

***- Read and understand memorandums making requests for information or action***

**Exercise 1**

*Read the following memorandum and answer the questions.*

<b>MEMORANDUM</b>	
DATE: May 2, 2—	
TO: Nancy Brown	
FROM: Bill Temple	
SUBJECT: Expense Report	
<hr/>	
We have not received your expense report for the month of March.	
An expense report for a given month should be submitted at the latest on the 15th of the following month.	
Please send your report for March as soon as possible.	
<i>Bill Temple</i>	

1. What is the subject of the memo and what is its purpose?

\_\_\_\_\_

\_\_\_\_\_

2. What information is provided to support the purpose of the message?

\_\_\_\_\_

3. Is this a request for information or for action? In what part of the message can you find the request?

---

---

4. How clear is the message in your opinion (concise and succinct message)?

1 2 3 4 5  
not very clear      clear enough      very clear

5. Indicate whether the following statements are true (T) or false (F).
- a. The March expense report was due on April 15. ( )
  - b. The March expense report should be sent as soon as possible. ( )

**Exercise 2**

*Become familiar with the following polite phrases often used when requesting something in writing. Can you think of any other phrases?*

Please...	You are requested to...
Could you...	Please make sure...
Would you...	You are urged to...

**Exercise 3**

*Read the following memorandum and answer the questions*

MEMORANDUM	
DATE:	June 5, 2—
TO:	All Department Supervisors
FROM:	Georges Carlaw, Director, Human Resources
SUBJECT:	Overtime

---

We require detailed information regarding the overtime hours accumulated by your department for the financial year from **April 1, 2— to March 30, 2—**. Please answer the following questions:

1. What is the total of overtime hours for your department for the period from April 1, 2— to March 30, 2—?
2. What is the total of overtime hours for each week for the period from April 1, 2— to March 30, 2—?
3. What are the overtime hours per employee for your department for the period from April 1, 2— to March 30, 2—?

Enter this information in the form entitled “Overtime Hours,” which you can find on the server at E:\hr\documents\overtime.xls. This Excel file is specially set up for your convenience. Save a copy of this file under the name of your department, fill it out and then place it in the folder entitled E:\hr\overtime\_hours\.

If you have any questions, don’t hesitate to call Tina Beliol at extension 256.

It is very important that this information be submitted **before June 15**.

*Georges Carlaw*

1. What is the subject of the message and what is its main purpose?

---

---

2. What information is provided to support the purpose of the message?

---

---

---

3. Is this a request for information or for action? In which part of the message is the request made?

---

---

4. This message has two purposes. The main purpose is to make a request. What is its secondary purpose?

---

5. How clear is the message in your opinion (concise and succinct message)?

1 2 3 4 5  
not very clear      clear enough      very clear

6. Indicate whether the following statements are true (T) or false (F).

- a. The phrase from April 1, 2— to March 30, 2— includes neither April 1 nor March 30. ( )
- b. The average number of overtime hours per week is requested. ( )
- c. A computer is required in order to obtain the Overtime Hours form. ( )
- d. The information requested must be submitted no later than June 14. ( )

**Learning Outcome**

***- Read and understand responses to memorandums making requests for information or action***

**Exercise 1**

*Read the following memorandum and answer the questions.*

**MEMORANDUM**

DATE: September 17, 2—

TO: Monica Salvo, Executive Assistant

FROM: Sally Wagner, Supervisor, Customer Service

SUBJECT: September 30 Celebration

---

Here is the information you requested.

Four members of our department and their guests will attend the celebration:

Julie Renquist and one guest  
Catherine Laberge and one guest  
Phil Gower and one guest  
Sally Wagner

Two people have requested the vegetarian menu: Catherine Laberge and her guest.

*Sally Wagner*

1. What is the subject of the message and what is its purpose?

---

---

2. What are the facts to support the purpose?

---

---

3. Is there a conclusion to this message? Given the nature of a memorandum, do you think a conclusion is always necessary?

---

7. How clear is this message (concise and succinct message)?

1 2 3 4 5  
not very clear      clear enough      very clear

4. Indicate whether the following statements are true (T) or false (F).

- a. Seven members of the department are going to attend the celebration. ( )
- b. Two people have requested the vegetarian menu. ( )

**Learning Outcome**

**- Read and understand memorandums clarifying some point**

**Exercise 1**

*Read the following memorandum and answer the questions.*

<b>MEMORANDUM</b>	
DATE: January 23, 2—	
TO: All employees	
FROM: Silvio Campagnola, Accounts Payable Department	
SUBJECT: Expense Reports	
<hr/>	
We are still receiving expense reports without accompanying receipts to justify the expenses claimed.	
Receipts should always accompany an expense report. If it is impossible to provide a receipt for a particular expense, then the “Expense Without Receipt” form should be used instead, filled out by you and signed by your immediate supervisor. Otherwise, you will not be reimbursed.	
From now on, the Accounts Payable Department will no longer remind those who fail to submit receipts that their expense reports are incomplete. Expenses that are not duly justified will simply not be reimbursed.	
<i>Silvio Campagnola</i>	

1. What is the subject of this message and what is its purpose?

---

---



2. What facts are provided to support the purpose of the message?

---

---

3. How clear is this message (concise and succinct message)?

1 2 3 4 5  
not very clear      clear enough      very clear

4. Indicate whether the following statements are true (T) or false (F).

- a. Only a receipt can be used to justify an expense. ( )
- b. The Accounts Payable Department was in the habit of reminding employees to submit missing receipts. ( )

**Learning Outcome**

***- Read and understand memorandums providing general information***

**Exercise 1**

*Read the following memorandum and answer the questions.*

**MEMORANDUM**

DATE: July 15, 2—

TO: All department heads

FROM: Janice Grover

SUBJECT: Storage Area

---

The construction of a storage area has now been completed. Things can be stored there effective immediately.

The storage area door locks automatically. You, therefore, need a key to open it. Each department can obtain a key in room 347.

The storage area is located on the second floor in room 256. It is equipped with metal shelving. A storage space is reserved for each department and is clearly identified. You are asked not to use space that is not reserved for your department.

If you need more space, you can reach me at extension 435.

*Tanice Grover*

1. What is the subject of the message and what is its purpose?

---

---

2. What facts are provided in support of the purpose?

---

---

3. How clear is this message (concise and succinct message)?

1 2 3 4 5  
not very clear      clear enough      very clear

4. Indicate whether the following statements are true (T) or false (F).

- a. The storage area contains individualized storage spaces. ( )  
b. A key will be provided to anyone who wants one. ( )  
c. Storage space is already allocated by department. ( )

## Series 3 - Keeping a Time Sheet

The aim of this series is to assist a sales clerk (retail) in learning how to use a time sheet. Since time sheets are used widely, it is possible to adapt this series to other workplace situations (for example, by modifying the time sheet used in the exercises).

The series belongs to the second and third levels of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Write clearly to express ideas  
Perform basic operations with numbers

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Write clearly to express ideas</b>	
<b>Level 2</b>	completes forms that require personal information beyond identifying information
<b>Level 3</b>	completes forms that require non-personal information  provides factual content accurately and completely
<b>Perform basic operations with numbers</b>	
<b>Level 2</b>	adds and subtracts three-digit numbers with and without regrouping using concrete materials  adds and subtracts money amounts and represents the answer in decimal notation
<b>Level 3</b>	multiplies and divides (to calculate percentages and to find averages) (this is a compilation of a number of markers)

## ***Activity 1 - Organization and Usefulness of a Time Sheet***

### **Profession(s) to which the Activity Applies**

sales clerk (retail)

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

writing  
document use

### **Learning Outcomes**

- Identify the parts of a time sheet
- Identify the uses of a time sheet

### **Material Required**

examples of blank and completed time sheets

### **Description**

- Do some brainstorming to determine what information could be included in a time sheet; discuss the usefulness of a time sheet to an employer and to an employee.
- Discuss the company policies of the learner's place of work regarding time sheets.
- Examine the parts of a time sheet (use a blank time sheet); give examples of the information requested on a time sheet and concentrate as needed on the calculations required to determine such things as the hours of work and the commissions earned.
- Examine examples of completed time sheets.

## **Activity 2 - Filling Out a Time Sheet**

### **Profession(s) to which the Activity Applies**

sales clerk (retail)

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

writing  
document use  
numeracy

## **Learning Outcomes**

- Fill out a relatively complex form such as a time sheet
- Do additions
- Calculate percentages
- Do divisions

## **Material Required**

blank and partially completed time sheets

## **Description**

- Complete time sheets that are partially filled out; follow the examples provided by information already filled out (reproduction).
- Ask the learner to fill out a blank sheet without recourse to the examples examined (production).
- Identify the calculations required; if need be, show the learner how to do them with and without a calculator.

## ***DEMONSTRATION - Filling Out a Time Sheet***

### **Profession(s) to which the Activity Applies**

sales clerk (retail)

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

writing  
document use  
numeracy

### **Learning Outcomes**

- Fill out a relatively complex form such as a time sheet
- Do additions
- Calculate percentages
- Do divisions

### **Material Required**

blank time sheet, scenario

### **Description**

- Create a scenario where the learner is to play the roles of three different sales clerks; adapt the scenario to the learner's workplace situation.
- Ask the learner to enter in the time sheet one week's information for each sales clerk.
- Instruct the learner to do the necessary calculations.
- Evaluate the neatness, the completeness and the accuracy of the information entered in the time sheet; evaluate the completeness and accuracy of the calculations; evaluate the learner's ability to do the tasks of the demonstration within the allotted time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Filling Out a Time Sheet	
Writing	
<ul style="list-style-type: none"> <li>Writes neatly</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Enters the information required</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Enters the information accurately</li> </ul>	0 1 2 3 4 5 no partially yes
Numeracy	
<ul style="list-style-type: none"> <li>Performs the necessary calculations</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Performs the calculations accurately</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

### Sample Exercises

#### Learning Outcomes

- Identify the parts of a time sheet
- Identify the uses of a time sheet

#### Exercise 1

Examine the time sheet below and answer the questions.

	Employee 1		Employee 2		Employee 3		TOTAL HOURS PER DAY (H)	TOTAL SALES PER DAY (\$)
	H	\$	H	\$	H	\$		
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
SATERDAY								
SUNDAY								
HRS / SALES TOTAL FOR THE WEEK								TOT. FOR WEEK \$***
SALES TARGET								H****
COMMISSION (10 %)								AVRG.*****
OTHER COMMISSIONS								
BONUS / TOT COMMISSIONS								
NAME OF EMPLOYEE								

(Adaptation of a time sheet obtained from Human Resources Development Canada)

\* Total hours for the three sales clerks

\*\* Total of all commissions (commission + other commissions) for the three sales clerks

\*\*\* Total of all sales for the week



\*\*\*\* Total of all hours for the week

\*\*\*\*\* Average sales per week

1. How many employees are there per time sheet?

---

---

2. What subtotals and final totals are entered in this time sheet?

---

---

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3. What different types of calculations are required on this time sheet?

---

---

---

---

4. What is the usefulness to both the employer and the employee of the information collected on this time sheet?

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---

**Learning Outcomes**

- *Fill out a relatively complex form such as a time sheet*
- *Do additions*
- *Calculate percentages*
- *Do divisions*

**Exercise 1**

*Complete the time sheet below. Invent the basic data that is missing.*

	H	\$	H	\$	H	\$	HOURS (H)	SALES (\$)	
MONDAY	7	0	7	50	7	25	21	\$75	
TUESDAY	7	150							
WEDNESDAY									
THURSDAY	7	300							
FRIDAY	7	150							
SATURDAY	7	260							
SUNDAY									TOT. FOR WEEK
TOTAL HRS / SALES	21	710							\$***
SALES TARGET		\$700						Total HRS.*	H****
COMMISSION (10 %)		\$71						Total COMM.**	AVRG.*****
OTHER COMMISSIONS									
BONUS / TOT COMMISSIONS		\$71							
NAME OF EMPLOYEE	John Purdue								

(Adaptation of a time sheet obtained from Human Resources Development Canada)

\* Total hours for the three sales clerks

\*\* Total of all commissions (commission + other commissions) for the three sales clerks

\*\*\* Total of all sales for the week

\*\*\*\* Total of all hours for the week

\*\*\*\*\* Average sales per week

## Series 4 - Identifying Hazardous Materials Used in the Cleaning of Buildings

This series of activities informs the learner of the descriptions and labeling used to identify the dangers related to the use of hazardous materials to clean buildings. The learner is given the opportunity to learn to speak easily about the hazards involved as would be required if he/she had to train a new colleague. This series is applicable to the profession of cleaner.

The series belongs to the second level of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Read with understanding for various purposes  
Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 2</b>	identifies characteristics of different forms of written materials  able to locate information in dictionaries and other informational texts using chapter titles, page headings, table of contents, etc., though always able to read all of the information available, once located  reads a short text - text is made up of a minimum of 2-3 paragraphs and may include illustrations, and many words can be understood in context  restates information in a short non-fiction text in own words
<b>Speak and listen effectively</b>	
<b>Level 2</b>	provides information in a sensible order

Identifying Hazardous Materials  
Used in the Cleaning of Buildings

	uses appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud
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## ***Activity 1 - Sources of Information on Hazardous Materials***

### **Profession(s) to which the Activity Applies**

cleaner

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
document use

## **Learning Outcomes**

- Read the labels of cleaning products
- Identify the cautionary labeling of hazardous materials used to clean buildings
- Identify sources of information on hazardous materials
- Find information on hazardous materials in information documents

## **Material Required**

labels of products used to clean buildings  
access to the Health Canada Web site

## **Description**

- Ask the learner to identify the cleaning products used in his workplace; ask to identify those whose use poses dangers.
- Examine these products and find the cautionary labeling of hazardous materials.
- Identify the cautionary symbols used and read the associated descriptions; check unfamiliar words in the dictionary.
- Visit the Health Canada Web site and the Workplace Hazardous Materials Information System (WHMIS); examine in a cursory way

information relative to the Hazardous Products Act (HPA) and the associated Controlled Products Regulations (CPR).

- Summarize new vocabulary; read it out loud.

## ***Activity 2 - Identifying and Explaining Cautionary Symbols for Hazardous Materials***

### **Profession(s) to which the Activity Applies**

cleaner

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
document use  
oral communication

## **Learning Outcomes**

- Identify the cautionary symbols for hazards resulting from the use of hazardous materials to clean buildings
- Describe hazards resulting from the use of hazardous materials to clean buildings
- Find information on hazardous materials in information documents

## **Material Required**

labels of cleaning products  
list of cautionary symbols for hazardous materials  
exercises on cautionary symbols for hazardous materials

## Description

- Examine the different cautionary symbols referring to the hazards resulting from the use of hazardous materials; use cleaning product labels to do so.
- Find and read on labels and in information documents the official descriptions of the hazards designated by cautionary labels; start with simple descriptions and then move on to the formal descriptions in official documents (for example, the HPA and the CPR).
- Ask the learner to put into his/her words the information examined.
- Do exercises where the learner is to match descriptions of hazards with their cautionary labels (reproduction).
- Do exercises where the learner is required to apply the correct cautionary symbol to the hazard posed (production).
- Do exercises where the learner is required to clearly describe the dangers referred to by cautionary symbols.
- Do the exercises orally and in writing.

## ***DEMONSTRATION - Labeling and Description of Hazards Resulting from the Use of Hazardous Materials to Clean Buildings***

### **Profession(s) to which the Activity Applies**

cleaner

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

document use  
oral communication

### **Learning Outcomes**

- Find information on hazardous materials in information documents
- Identify the cautionary symbols for hazards resulting from the use of hazardous materials to clean buildings
- Describe hazards resulting from the use of hazardous materials to clean buildings
- Speak clearly

### **Material Required**

scenario where a colleague has to be informed of the hazards of cleaning products

### **Description**

- Ask the learner to play the role of an experienced cleaner who has to inform a new colleague of the identification of hazardous products and of the hazards they pose; ask him/her to do a simple presentation.
- Give clear instructions as to the organization of the presentation (organization in three parts: introduction, development of the ideas and conclusion); if need be, examine public speaking techniques.
- Evaluate the quality of the message of the presentation (appropriateness of the vocabulary, sentence structure, organization of the content, accuracy of the descriptions) and the capacity to speak in public (pronunciation, delivery, connection with the listener); evaluate the research done; evaluate the capacity to perform the tasks of the demonstration within the allotted time.



**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
<b>DEMONSTRATION - Labeling and Description of the Hazards Resulting from the Use of Dangerous Materials to Clean Buildings</b>	
<b>Presentation</b>	
<ul style="list-style-type: none"> <li>Finds the information required</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses appropriate vocabulary</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses complete and grammatically correct sentences</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Organizes the message in three parts (introduction, development and conclusion)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Identifies and describes the hazards accurately</li> </ul>	0 1 2 3 4 5 no partially yes
<b>Oral Communication</b>	
<ul style="list-style-type: none"> <li>Speaks clearly (pronunciation, delivery)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Is at ease (gestures in support of his/her message, maintains a relaxed posture)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Establishes contact with the listeners (eye contact, adapts his/her message to the listener's reaction)</li> </ul>	0 1 2 3 4 5 no partially yes
<b>Punctuality</b>	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

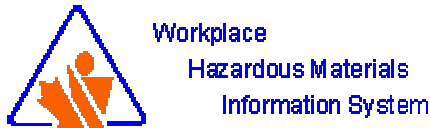
## Sample Exercises

### Learning Outcome

**- Identify sources of information on hazardous materials**

#### Exercise 1

Read the following text. Then, in the table below, match each term (left column) with an appropriate definition (right column). Write the number of the term in the parentheses next to the definition.



WHMIS is an abbreviation that signifies Workplace Hazardous Materials Information System. WHMIS is a national system provided by Health Canada for communicating information on dealing with hazardous materials used in the workplace. The key elements of the system are the provision of material safety data sheets (MSDS), labeling of containers of controlled products and provision of worker education programs.

**controlled product** - a category of hazardous products, materials or substances as per the Hazardous Products Act (HPA).

**label** - any mark, sign, device, stamp, seal, sticker, ticket, tag or wrapper.

**material safety data sheet (MSDS)** - a document on which words, figures or symbols are used to disclose information concerning a hazardous product.

Term	Definition
1. WHMIS 2. material safety data sheet	<ul style="list-style-type: none"> <li>• something in which you put something else ( )</li> <li>• Information system relating to hazardous</li> </ul>

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3. controlled product 4. system 5. container 6. HPA	material used in the workplace ( ) <ul style="list-style-type: none"> <li>• a dangerous product as identified by law ( )</li> <li>• a document containing information ( )</li> <li>• a law ( )</li> <li>• a set of facts, principles or rule ( )</li> </ul>
--	--

**Learning Outcome**

***- Identify the cautionary symbols for hazards resulting from the use of hazardous materials to clean buildings***

**Exercise 1**

*Identify the meaning of the following terms. Identify which are nouns (N) and which are adjectives (A). (Use the dictionary if need be.)*

- combustible ( )    combustion ( )    compression ( )    toxic ( )
- infection ( )    corrosive ( )    compressed ( )
- toxicity ( )    corrosion ( )    infectious ( )    reaction ( )
- oxidizing ( )    reactive ( )    inflammable ( )

**Exercise 2**

*Match each term on the left with a possible definition on the right. Write the number of the term in the parentheses.*



Term	Definition
1. compressed gas 2. flammable material 3. oxidizing material 4. toxic vapor 5. infectious organism 6. corrosive mixture 7. reactive material	<ul style="list-style-type: none"> <li>• material that can easily catch fire ( )</li> <li>• gases that can poison an animal or a human being ( )</li> <li>• substance that violently releases a toxic gas upon contact with water ( )</li> </ul>

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<p>8. combustible liquid</p>	<p>water ( )</p> <ul style="list-style-type: none"> <li>• gas contained under pressure ( )</li> <li>• liquid that can easily catch fire ( )</li> <li>• an organism that can cause disease in humans or animals ( )</li> <li>• material that can cause the combustion of another material ( )</li> <li>• substance that eats into or gradually wears away a steel surface ( )</li> </ul>
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**Exercise 3**

*Match each symbol with its explanation. Write the number of the symbol in the parentheses next to each explanation.*

Symbol	Signification
 1	<p><b>Poisonous and Infectious Materials</b> (Materials causing immediate and serious toxic effects) ( )</p> <p><b>Corrosive Materials</b> ( )</p> <p><b>Oxidizing Material</b> ( )</p>
 2	<p><b>Dangerously Reactive Materials</b> ( )</p> <p><b>Flammable and Combustible Material</b> ( )</p> <p><b>Compressed Gas</b> ( )</p>

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 3	<p><b>Poisonous and Infectious Materials</b> (Materials causing other toxic effects) ( )</p> <p><b>Poisonous and Infectious Materials</b> (Bio-hazardous infectious materials) ( )</p>	
 4	 5	 6
 7	 8	

## Series 5 - Getting to Know the “Transportation of Dangerous Goods Act”

The aim of the present series of activities is to inform the learner about the Transportation of Dangerous Goods Act. Its aim is also to enable the learner to talk easily about the precautions to take when transporting dangerous goods. This series applies to the profession of truck drivers.

The series belongs to the fourth and fifth levels of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Read with understanding for various purposes  
Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 4</b>	uses a variety of strategies to determine the meaning of unfamiliar words  reads a wide variety of fiction and non-fiction materials for different purposes  identifies the main ideas in information materials and explains how the details support the main ideas  continues to use conventions of formal texts to locate and interpret information  plans a simple research project and carries out the research
<b>Level 5</b>	decodes new vocabulary independently in most materials; applies a full range of efficient reading techniques  reads from a wide variety of fiction and non-fiction

Getting to Know the “Transportation of Dangerous Goods Act”

	<p>materials for different purposes</p> <p>plans a research project and carries out the research</p>
<b>Speak and listen effectively</b>	
<b>Level 4</b>	<p>regularly incorporates new vocabulary into discussions and presentations</p> <p>identifies some of the ways in which non-verbal communication techniques can affect audience and uses these techniques in own speech to arouse and maintain interest, and convince and persuade</p> <p>uses eye contact, variations in pace, appropriate gestures and such devices as the “pause for effect” in presentations</p>
<b>Level 5</b>	<p>uses the specialized vocabulary appropriate to the topic in oral presentations</p> <p>uses tone of voice and body language to clarify meaning during conversations and presentations</p> <p>adjusts delivery to suit the size of different groups</p>

## ***Activity 1 - Organization and Usefulness of the “Transportation of Dangerous Goods Act”***

### **Profession(s) to which the Activity Applies**

truck driver

### **LBS Level(s)**

levels 4 to 5

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
document use  
oral communication  
thinking skills (finding information)

### **Learning Outcomes**

- Identify in a general way the content of the “Transportation of Dangerous Goods Act”
- Identify some of the uses of the “Transportation of Dangerous Goods Act”

### **Material Required**

paper copy or access to the Internet version of the “Transportation of Dangerous Goods Act”

### **Description**

- Visit the Transport Canada Web site and find the “Transportation of Dangerous Goods Act.”
- Identify the dangerous goods with which the learner is familiar; talk about the dangerous goods transported by the learner and his company and identify the safety precautions taken during the transportation of such merchandise.



- Examine the way the “Transportation of Dangerous Goods Act” is organized by perusing its table of contents; find where in the act are identified the categories of dangerous goods.
- Identify the relationship between the “Transportation of Dangerous Goods Act” and the “Transportation of Dangerous Goods Regulations,” also available on the Transport Canada Web site.
- Examine the “Transportation of Dangerous Goods Regulations (clear language)””; consult the Frequently Asked Questions on the Web site.
- Make the link to the Ontario Trucking Association document entitled “Transporting Dangerous Goods by Truck” (the learner’s company is very likely to have a copy of this document).
- Make a list of all new vocabulary that comes up.
- Make sure the learner speaks clearly and uses appropriate terminology during all discussions.

## ***Activity 2 - Finding Information Regarding the Transportation of Dangerous Goods***

### **Profession(s) to which the Activity Applies**

truck driver

### **LBS Level(s)**

levels 4 to 5

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
document use  
oral communication  
thinking skills (finding information)  
computer use

## **Learning Outcomes**

- Find information in the “Transportation of Dangerous Goods Act”

- Identify and explain the precautions to take when transporting a dangerous good, as per the “Transportation of Dangerous Goods Act”

### **Material Required**

Transportation of Dangerous Goods Act  
Transportation of Dangerous Goods Regulations (clear language)  
(paper or electronic copies of documents)

### **Description**

- Give the learner a list of questions pertaining to some of the fundamental or most important points dealt with in the “Transportation of Dangerous Goods Act” (avoid questions requiring a high degree of interpretation); ask the learner to find the answers in all documents examined but give special attention to the “Transportation of Dangerous Goods Regulations (clear language)” (if working on the Internet, copy and paste the pertinent information into a word processing document, otherwise highlight the answers in the paper documents).
- Assist the learner in finding the information at first (reproduction); gradually encourage the learner to work on his own (production).
- Discuss the questions and answers; make sure the learner speaks clearly and uses appropriate terminology.

### ***DEMONSTRATION - Presentation on the Precautions to Take when Transporting a Dangerous Good***

#### **Profession(s) to which the Activity Applies**

truck driver

#### **LBS Level(s)**

levels 4 to 5

#### **Learning Progression Level(s)**

production

## Getting to Know the “Transportation of Dangerous Goods Act”

### Essential Skill(s)

writing (to the extent that the presentation is prepared in writing)  
reading text  
document use  
oral communication  
thinking skills (job task planning and organizing, finding information)

### Learning Outcomes

- Identify and explain the precautions to take when transporting a dangerous good, as per the “Transportation of Dangerous Goods Act”
- Speak clearly

### Material Required

documents relating “Transportation of Dangerous Goods Act”

### Description

- Ask the learner to prepare a presentation on the precautions to take when transporting a dangerous good, as per the “Transportation of Dangerous Goods Act” (use the example of a dangerous merchandise the learner’s company is likely to transport); be specific as to what is expected regarding the organization, the content and the length of the presentation (for example, divide the presentation into three parts, including an introduction, a second part developing the main ideas expressed in the introduction and a conclusion); explain that the presentation is not to be read, though reference to notes is possible; go over some basic presentation skills designed to grab and keep the attention of the listener.
- Evaluate the quality of the message (the use of appropriate vocabulary and grammatically correct sentences), the speaking skills (pronunciation, delivery, intonation, body language, contact with the listener), the organization of the presentation, the quality of the research done, the level of understanding of the content and the capacity to perform the tasks of the demonstration in the allotted time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Presentation of the Precautions to Take When Transporting a Dangerous Good	
Reading	
<ul style="list-style-type: none"> <li>Finds the information required</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Explains the information</li> </ul>	0 1 2 3 4 5 no partially yes
Presentation	
<ul style="list-style-type: none"> <li>Organizes the presentation in a logical progression of ideas</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Presents relevant information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses appropriate terminology</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses grammatically correct sentences</li> </ul>	0 1 2 3 4 5 no partially yes
Oral Communication	
<ul style="list-style-type: none"> <li>Speaks clearly with a normal delivery and clear pronunciation</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Establishes and maintains contact with the listener (eye contact, adapts the message to the reaction of the listener)</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration within the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

## **Sample Exercises**

### **Learning Outcome**

**- Find information in the “Transportation of Dangerous Goods Act”**

#### **Exercise 1**

*Use the “Transportation of Dangerous Goods Regulations (clear language)” to find the required information. (You can highlight the answers in the document and indicate the page references under the questions.*

1. What does the term “dangerous goods” mean?
2. How many classes of dangerous are there?
3. Identify the different classes of dangerous goods.
4. Identify the classes of dangerous goods your company is likely to transport.
5. What does the term “means of containment” signify?
6. What is the responsibility of the consignor with respect to dangerous goods safety marks?
7. Under what conditions can a person who is inadequately trained handle dangerous goods?
8. What does the abbreviation “ERAP” stand for?
9. What does the term “emergency response assistance plan” mean?
10. By whom must an emergency response assistance plan be approved?
11. Under what condition is an emergency response assistance plan obligatory?

Getting to Know the “Transportation of Dangerous Goods Act”

12. Identify a dangerous good transported by your company. What is its shipping name? What is its ERAP index?

**Exercise 2**

*Below is an extract from Schedule 1 of the “Transportation of Dangerous Goods Regulations (clear language).” Explain the indications in each column.*

Extract:

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10
UN Number	Shipping Name and Description	Class	Packing Group / Risk Group	Special Provisions	Explosive Limit and Limited Quantity Index	ERAP Index	Passenger Carrying Ship Index	Passenger Carrying Road or Rail Index	Marine Pollutant
UN0004	AMMONIUM PICRATE dry or wetted with less than 10 per cent water, by mass	1.1D	II	4	5	75	10	Forbidden	

## Series 6 - Preparing a Traveler's Information Kit

The current series shows how to prepare an information kit for a tourist and how to find the information for the kit on the Internet. These activities are addressed to the profession of tourist guide.

The series belongs to the third and fourth levels of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Read with understanding for various purposes  
Write clearly to express ideas

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 3</b>	<p>uses a dictionary or other reference resources as needed</p> <p>uses various conventions of formal texts to locate and interpret information</p> <p>uses research skills</p>
<b>Level 4</b>	<p>summarizes and explains the main ideas in information materials and cites details that support the main ideas</p> <p>identifies the main ideas in information materials and explains how the details support the main ideas</p> <p>plans a simple research project and carries out the research</p>
<b>Write clearly to express ideas</b>	
<b>Level 3</b>	<p>provides factual content accurately and completely</p> <p>organizes and develops ideas using paragraphs</p> <p>begins to use a word-processor</p>

	labels and uses pictures and diagrams appropriately
<b>Level 4</b>	communicates ideas and information for a variety of purposes and to specific audience, using forms appropriate for their purpose and topic  uses spreadsheets appropriately to convey specific types of information



## ***Activity 1 - Finding Information on the Internet to Organize a Trip***

### **Profession(s) to which this Activity Applies**

tourist guide

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
document use  
thinking skills (finding information)  
computer use

### **Learning Outcomes**

- Identify the information needed to organize a trip
- Find information on the Internet
- Gather information from the Internet

### **Material Required**

information documents  
access to the Internet

### **Description**

- Discuss with the learner the tasks associated with his job; identify the information required to perform these tasks; identify the different sources of information at his/her disposal; identify the different types of documents that contain this information (schedules, calendar of events, tourist guides, address books, city maps, documents containing historical and geographical information); identify the documents that the learner has to produce himself/herself.

- Examine samples of the documents identified; determine the different ways to find information in these documents (make use of their organizational features, for example).
- Find on the Internet documents similar to those mentioned; determine how search engines and hyperlinks are used to move about the Internet; see how information is gathered on the Internet and placed in one's own electronic documents.
- Make a list of the new vocabulary that came up during the discussion.

## ***Activity 2 - Gathering Information on the Internet and Organizing It to Plan a Trip***

### **Professions to which the Activity Applies**

tourist guide

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
writing  
numeracy  
document use  
thinking skills (finding information)  
computer use

### **Learning Outcome(s)**

- Find information on the Internet
- Gather information from the Internet
- Organize in a logical manner information needed to plan a trip

## Material Required

Internet access

## Description

- Ask the learner to find on the Internet information needed to plan a trip.
- Check the calendar of events for the city to be visited to set the goals of the trip; identify where and when the events are to take place.
- Identify the applicable train and bus schedules.
- Make a list of hotels and bed-and-breakfasts (consult telephone listings and guide books, for example), making sure to include all pertinent information.
- Draw a city map showing the location of all targeted events and accommodations.
- Find additional information to inform the traveler about historical and geographical facts that might be related to the targeted events.
- Show the learner how to find and gather the needed information (reproduction).
- At each step of the activity, give the learner a chance to show what he/she has learned without help (production).
- Go over the copy and paste functions of the word processing application used; go over the ways of creating a word processing document.
- Discuss with the learner how to organize the information gathered in order to include it in the information kit for the trip.

## ***DEMONSTRATION - Preparing an Information Kit for a Pleasure Trip***

### Profession(s) to which the Activity Applies

tourist guide

**LBS Level(s)**

levels 3 to 4

**Learning Progression Level(s)**

production

**Basic Skill(s)**

reading text  
writing  
numeracy  
document use  
thinking skills (finding information)  
computer use

**Learning Outcome(s)**

- Prepare an information kit for a pleasure trip
- Find information on the Internet
- Gather information from the Internet
- Organize in a logical manner information needed to plan a trip

**Material Required**

Internet access

**Description**

- Ask the learner to come up with a possible pleasure trip and to prepare the information for the trip; the kit should include information on targeted events, accommodation, schedules, a city map and any additional information that might be of interest to a traveler.
- Evaluate how complete the information kit is, the relevance of the information included in the kit, the quality of the written texts (spelling and grammar), the learner's ability to find information and his/her ability to complete the tasks of the demonstration in the time allotted.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Preparing an Information Kit for a Pleasure Trip	
Information	
<ul style="list-style-type: none"> <li>Includes the required schedules and calendars of events</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Includes information regarding accommodation (hotels, bed-and-breakfasts)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Includes a city map</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Includes relevant additional information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Provides accurate and complete information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Performs the necessary research to obtain information</li> </ul>	0 1 2 3 4 5 no partially yes
Text Quality	
<ul style="list-style-type: none"> <li>Spells correctly</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Composes grammatically correct sentences</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Organizes information in a logical manner</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Presents information in a neat and appealing manner</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Completes the tasks of the demonstration in the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

## **Sample Exercises**

### **Learning Outcomes**

- **Find information on the Internet**
- **Gather information from the Internet**
- **Organize in a logical manner information needed for a trip**

### **Exercise 1**

Visit the city of Montreal Web site (<http://www2.ville.montreal.qc.ca/>). Choose an event highlighted on the Web site. Get the following information about the event.

Name of the event:

Date of the event:

Location of the event:

Cost of the event:

Description of the event:

What one should wear at the event:

Other relevant information:

### **Exercise 2**

Visit the Via Rail Web site (<http://www.viarail.ca/>). Get the schedule for trains going from Toronto to Montreal. Visit the Greyhound Canada Web site (<http://www.greyhound.ca/>) to get the schedule of buses.

### **Exercise 3**

*Using a search engine (<http://www.google.com>), find information on hotels and guesthouses in Montreal. Include the following information for each accommodation.*

Name:

Address:

Telephone:

Rate:

How to get there from the train station or the bus terminal:

Other:

### **Exercise 4**

*Draw a map of the city surrounding the places of accommodation and the location of the event. Consult the city of Montreal Web site for the information.*

### **Exercise 5**

*Find information on the Internet concerning other matters of interest: the weather, historical sites, shopping malls, museums, etc.*

### **Exercise 6**

*Organize in a logical manner the information gathered in the preceding exercises. Use a word processing application to put the information together. Present the information in a neat and appealing way.*

## Series 7 - Administering a Petty Cash Fund

The following series of activities focuses on what is a petty cash fund and how it is administered (special emphasis is put on preparing and keeping a ledger). The series can be adapted to any workplace situation where an employee might be required to take responsibility for a petty cash fund. As it is conceived, the present series applies specifically to a general office clerk.

The series belongs to the second and third levels of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Write clearly to express ideas  
 Perform basic operations with numbers

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Write clearly to express ideas</b>	
<b>Level 2</b>	completes forms that require personal information beyond identifying information (marker applied to the use of a spreadsheet, which can be perceived as a type of form)
<b>Level 3</b>	provides factual content accurately and completely
<b>Perform basic operations with numbers</b>	
<b>Level 2</b>	adds and subtracts three-digit numbers with and without regrouping using concrete materials  adds and subtracts money amounts and represents the answer in decimal notation



## ***Activity 1 - Usefulness and Administration of a Petty Cash Fund***

### **Profession(s) to which the Activity Applies**

general office clerk

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

document use  
numeracy  
thinking skills (problem solving)  
computer use

### **Learning Outcome(s)**

- Identify the usefulness of a petty cash fund and the way to administer it
- Identify the parts of a petty cash fund ledger
- Identify the mathematical operations related to the administration of a petty cash fund

### **Material Required**

examples of electronic ledgers  
computer access

### **Description**

- Find out from the learner what he/she knows about petty cash funds; ask the learner what are the uses of a petty cash fund; ask how a petty cash is administered physically and on paper.
- Come up with a statement defining a petty cash fund and its functions (for example, that it consists of a fixed sum of money

entrusted to a particular individual or custodian in order to facilitate the payment of minor expenses for an administrative unit).

- Look at an electronic spreadsheet (Microsoft Excel, for example) used as a petty cash fund ledger; examine the entries in the ledger; look at the formulas used to automate the debits and credits.
- Discuss an example of a petty cash fund policy.

## ***Activity 2 - Administering a Petty Cash Fund***

### **Profession(s) to which the Activity Applies**

general office clerk

### **LBS Level(s)**

levels 2 to 3

### **Learning Progression Level(s)**

sensitization, reproduction

### **Essential Skill(s)**

document use  
numeracy  
computer use

### **Learning Outcome(s)**

- Keep a petty cash fund ledger

### **Material Required**

electronic petty cash fund ledger  
computer access

### **Description**

- Examine some examples of petty cash fund ledgers, both paper and electronic.

- Complete incomplete ledgers using the example of ledgers properly administered; perform this on paper and on the computer (reproduction).

### ***Activity 3 - Setting up an Electronic Petty Cash Fund Ledger***

#### **Profession(s) to which the Activity Applies**

general office clerk

#### **LBS Level(s)**

levels 2 to 3

#### **Learning Progression Level(s)**

reproduction

#### **Essential Skill(s)**

document use  
numeracy  
thinking skills (problem solving)  
computer use

#### **Learning Outcome(s)**

- Set up an electronic petty cash fund ledger using Microsoft Excel
- Create formulas in Microsoft Excel to perform calculations

#### **Material Required**

computer access  
Microsoft Excel  
examples of petty cash fund ledgers

#### **Description**

- Show the learner the steps to follow in order to set up a petty cash fund ledger using Microsoft Excel; ask the learner to repeat each step as it is demonstrated (reproduction); then give the learner

exercises to demonstrate his/her ability to create electronic ledgers without the assistance of example or the trainer (production).

### ***DEMONSTRATION - Setting Up and Administering an Electronic Petty Cash Ledger***

#### **Profession(s) to which the Activity Applies**

general office clerk

#### **LBS Level(s)**

levels 2 to 3

#### **Learning Progression Level(s)**

production

#### **Essential Skill(s)**

document use  
numeracy  
thinking skills (problem solving)  
computer use

#### **Learning Outcome(s)**

- Set up an electronic petty cash fund ledger using Microsoft Excel
- Create formulas in Microsoft Excel to perform calculations
- Keep a petty cash fund ledger

#### **Material Required**

computer access  
Microsoft Excel  
examples of petty cash fund ledgers  
scenario

#### **Description**

- Ask the learner to set up an electronic petty cash fund ledger to keep track of debits and credits for a specific period of time as per a

scenario that includes a list of expenses and a petty cash fund policy; the learner is expected to include only those expenses covered by the petty cash fund policy.

- Evaluate the way the ledger is set up, the formulas created to automate the calculations, the accuracy and completeness of the information entered in the ledger; evaluate also the learner's ability to perform the tasks of the demonstration in the allotted period of time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Setting Up and Administering an Electronic Petty Cash Ledger	
Ledger Set-Up	
<ul style="list-style-type: none"> <li>Includes all the necessary fields of data</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Identifies clearly and correctly the fields of data</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Composes suitable formulas to calculate debits and credits</li> </ul>	0 1 2 3 4 5 no partially yes
Data Entry	
<ul style="list-style-type: none"> <li>Enters all necessary information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Enters information accurately</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the allotted time</li> </ul>	0 1 2 3 4 5 no partially yes

## Sample Exercises

### Learning Outcome

**- Identify the usefulness of a petty cash fund and the way to administer it**

#### Exercise 1

*Read the following questions and answers. Check in the dictionary the meaning of the words in bold.*

- What does a petty cash fund consist of?

A petty cash **fund** consists of a **fixed** sum of money.

- What is a petty cash fund used for?

The funds allocated to a petty cash fund are used to facilitate and speed up the **processing** of minor **transactions**.

- Who is responsible for the petty cash fund?

A petty cash fund is primarily the responsibility of one employee called the **custodian** of the fund. The custodian is personally responsible for the **value** of the fund and for making sure that all policies and procedures are **adhered** to.

- How is a petty cash fund managed?

To manage a petty cash fund the custodian has to keep track of all **debits** and **credits**. The custodian must physically make sure that all funds are accounted for and must keep a **ledger** to track all debits and credits.

## Exercise 2

*Read the following policies for managing a petty cash fund. Check in the dictionary the meaning of the words in bold.*

1. A petty cash fund must be used to make minor payments when it is necessary to speed up the processing of a transaction.
2. Before establishing a petty cash fund or increasing its value, it is necessary to make sure that measures are in place to protect the petty cash fund.
3. The custodian of a petty cash fund must sign a **statement** demonstrating that he/she has received, read and understood the policies and procedures for managing the petty cash fund and that he/she is personally responsible for the funds assigned to him/her.
4. There must be only one custodian per petty cash fund.
5. A detailed **reconciliation** of the fund must be made once a year and when there is a change of custodian.
6. Petty cash advances must not be used to give change, to grant salary advances or to cash cheques.
7. If a petty cash fund does not **balance**, Accounting Services must be immediately contacted for assistance.

### Learning Outcomes

- *Identify the parts of a petty cash fund ledger*
- *Identify the mathematical operations related to the administration of a petty cash fund*
- *Keep a petty cash fund ledger*
- *Create formulas in Microsoft Excel to perform calculations*

## Exercise 1

*Examine the petty cash fund ledger below and answer the questions.*



Administering a Petty Cash Fund

<b>BenePlus Company</b>				
<b>Petty Cash Fund Ledger</b>				
<b>Date</b>	<b>Description</b>	<b>Credit</b>	<b>Debit</b>	<b>Balance</b>
Jan. 4, 2002	Initial advance	\$150,00		\$150,00
Jan. 9, 2002	Pimblico: lunch for the meeting, Sales Department, Invoice #50678		\$35,67	\$114,33
Jan. 11, 2002	Stamps		\$10,00	\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33
				\$104,33

1. What does the term “credit“ signify?  
\_\_\_\_\_
2. What does the term “debit“ signify?  
\_\_\_\_\_
3. What does the term “balance“ signify?  
\_\_\_\_\_
4. What information is included under the heading “Description“?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What calculations are necessary to compute the debits and credits?  
\_\_\_\_\_

6. The example of the above ledger comes from a Microsoft Excel spreadsheet. Create a formula to compute the balance found in the "Balance" column.
-

## Series 8 - Drawing Up a Priorities List

The activities belonging to this series aim to demonstrate how to plan and organize one's work in order to prioritize tasks and draw up a list of priorities. The series is intended for receptionists and switchboard operators.

The series belongs to the third level of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Set, monitor and revise long and short-term goals  
Write clearly to express ideas

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Set, monitor and revise long and short-term goals</b>	
<b>Level 3</b>	sets short-term goals  sets long-term goals  develops a plan for the achievement of personal goals (priorities list)
<b>Write clearly to express ideas</b>	
<b>Level 3</b>	produces pieces of writing using a variety of forms such as: letters, memos, short accounts, brief reports (and priorities lists).

## **Activity 1 - Usefulness of a Priorities List**

### **Profession(s) to which the Activity Applies**

receptionist, switchboard operator

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

document use  
thinking skills (job task planning and organizing)

### **Learning Outcome(s)**

- Identify the usefulness of a priorities list
- Identify the factors to take into consideration when drawing up a priorities list

### **Material Required**

examples of priorities lists  
examples of paper and electronic agendas

### **Description**

- Discuss the many demands and pressures that the learner has to deal with in his/her work (telephone requests, requests of clients who come to the reception area, requests from fellow workers, business writing); highlight in a general way what the learner does to organize himself/herself in order to deal with all these demands.
- Discuss the factors to take into consideration when prioritizing one's tasks: time required and time available, the level of importance of a task, the level of urgency of a task, one's capacity to evaluate what a task consists of, one's capacity to estimate the time required to execute a task.

- Discuss the usefulness of a priorities list; discuss the relationship between time management and setting priorities; discuss the tools to use to manage one's time: personal list or agenda, both paper and electronic.
- Draw up the list of the vocabulary that comes up during the discussion (for example: priorities list, prioritize, time management, agenda).

## ***Activity 2 - Behaviors and Habits Related to Time Management***

### **Profession(s) to which the Activity Applies**

receptionist, switchboard operator

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

thinking skills (job task planning and organizing)

### **Learning Outcome(s)**

- Identify the behaviors and habits related to time management

### **Material Required**

awareness raising exercises

### **Description**

- Raise awareness of the difficulties encountered by the learner in managing his/her time; do it perhaps with the help of a questionnaire.

- Bring out that time management or prioritization difficulties always lead to a lack of time and that this lack of time results from external factors and personal factors.
- Bring out that external factors consists of interruptions and unrealistic demands.
- Bring out that personal factors include poor behaviors or bad habits such as the difficulty to focus and concentrate, confusing what is important with what is urgent, the failure to think long-term, lack of self-discipline, the failure to balance planning and action (preferring to act before planning adequately), inability to be a team player, and the failure to say “no“ or to assert oneself when assigned tasks; bring out that personal factors also includes human error such as poor time estimates to accomplish tasks and lack of a safety margin for emergencies and unexpected occurrences.
- Put into positive terms the points raised by identifying good practices to adopt in order to facilitate time management (instead of enumerating what should not be done).

### ***Activity 3 - Observing How One Behaves When It Comes to Time Management***

**Profession(s) to which the Activity Applies**

receptionist, switchboard operator

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

reproduction

**Essential Skill(s)**

thinking skills (job taske planning and organizing)

**Learning Outcome(s)**

- Identify the behaviors and habits related to time management

**Material Required**

check list or observation grid

**Description**

- Put together a checklist where the learner is to note the presence and frequency of behaviors related to time management; have the learner observe his/her behaviors over a few days.
- Discuss the observations noted; identify the learner's strong and weak points when it comes to managing his/her time; bring out what the learner can do to improve how he/she manages his/her time.

***Activity 4 - How to Make a Priorities List***

**Profession(s) to which the Activity Applies**

receptionist, switchboard operator

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

reproduction, production

**Essential Skill(s)**

document use  
thinking skills (job task planning and organizing)

**Learning Outcome(s)**

- Draw up a priorities list

**Material Required**

agenda

## **Description**

- Look at different work situations where many demands compete for attention; develop priorities lists based on these situations (use an agenda to do so); introduce into situations emergencies and unexpected events and look at the changes to make to the priorities lists as a result; first help the learner in drawing up the priorities lists (reproduction); then give the learner situations where he/she has to draw up priorities lists without assistance (production).

## ***DEMONSTRATION - Drawing Up a Priorities List***

### **Profession(s) to which the Activity Applies**

receptionist, switchboard operator

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

document use  
thinking skills (job task planning and organizing)

## **Learning Outcome(s)**

- Draw up a priorities list

## **Material Required**

scenario



## Description

- Ask the learner to draw up a priorities list based on a rather complex scenario where many demands and pressures have to be dealt with; include emergencies and unexpected events that come up after the priorities list has been drawn up; ask the learner to modify the priorities list accordingly.
- Ask the learner to explain his use of time.
- Evaluate the organization of tasks (across a period of time with time estimates noted beside each task), the ability to adapt priorities to a changing situation, the explanations given to justify use of time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Drawing Up a Priorities List	
Ability to Prioritize	
<ul style="list-style-type: none"> <li>Evaluates the urgency of tasks</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Evaluates the importance of tasks</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Estimates time required for each task</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Gives himself/herself a margin a security to accomplish a task</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Adapts priorities to a changing situation</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Justifies or explains his/her use of time</li> </ul>	0 1 2 3 4 5 no partially yes
Priorities List	
<ul style="list-style-type: none"> <li>Draws up a complete priorities list (clearly indicating the tasks, their importance and the time required to do them)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Notes each item in the list neatly and carefully</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the allotted time</li> </ul>	0 1 2 3 4 5 no partially yes

## **Sample Exercises**

### **Learning Outcome**

**- Identify the behaviors and habits related to time management**

#### **Exercise 1**

*Answer the following questions and discuss the results.*

#### **Use of Time**

1. Do you give yourself enough time to accomplish your tasks?

1	2	3	4	5
rarely		more or less		often

2. Do you assess the time limits assigned to your projects to see if they are realistic?

1	2	3	4	5
rarely		more or less		often

3. Do you give yourself a margin of security to deal with emergencies and unexpected events?

1	2	3	4	5
rarely		more or less		often

4. Do you draw up a list of priorities (or use an agenda) to keep track of tasks?

1	2	3	4	5
rarely		more or less		often

Interruptions

1. Do you have a hard time doing what you have to do because of telephone calls?

1                      2                      3                      4                      5  
rarely                      more or less                      often

2. Do you have a hard time doing what you have to do because of requests from your colleagues and other people?

1                      2                      3                      4                      5  
rarely                      more or less                      often

3. Do you manage the e-mail messages that you receive?

1                      2                      3                      4                      5  
rarely                      more or less                      often

Output

1. Have you accomplished at the end of the day what you planned to do in the morning?

1                      2                      3                      4                      5  
rarely                      more or less                      often

2. Do you systematically complete the projects you have started?

1                      2                      3                      4                      5  
rarely                      more or less                      often

3. Do you find the time to accomplish important but non-urgent tasks?

1                      2                      3                      4                      5  
rarely                      more or less                      often

4. Are you capable of modifying your priorities when new demands or emergencies arise?

1                      2                      3                      4                      5  
rarely                      more or less                      often

Personal Habits and Behaviors

1. Do you clean up your desk regularly?

1                      2                      3                      4                      5  
rarely                      more or less                      often

2. Do you visualize well advance your use of time (weekly, monthly)?

1                      2                      3                      4                      5  
rarely                      more or less                      often

3. Do you synchronize your priorities with those of others?

1                      2                      3                      4                      5  
rarely                      more or less                      often

4. Do you have a difficulty concentrating?

1                      2                      3                      4                      5  
rarely                      more or less                      often

5. Are you able of refusing unrealistic requests or requests that you cannot fulfill (for lack of time, for example)? (Can you say “no” in other words?)

1                      2                      3                      4                      5  
rarely                      more or less                      often

6. Are you able to renegotiate with your supervisors a workload that is too heavy?

1                      2                      3                      4                      5  
rarely                      more or less                      often

7. Do you prefer to act now and think later rather than think before acting in order to plan what you have to do? (In other words, do you value action more than planning for action?)

1                      2                      3                      4                      5  
rarely                      more or less                      often

**Exercise 2**

*Observe over a few days the way you manage your time and prioritize your tasks. Note the occurrence and frequency of the behaviors identified in the checklist below. Use a check mark (✓) each time a behavior occurs.*

Behavior	Occurrence and Frequency
1. I plan enough time to accomplish each task.	
2. I give myself a margin of security to deal with emergencies and unexpected events.	
3. I visualize my use of time for the week or for the month.	
4. I evaluate if a work request is realistic before accepting it. (I negotiate its deadline if necessary.)	

## Drawing Up a Priorities List

5. I take the time to plan a task or project before acting on it.	
6. I systematically complete projects that have been started.	
7. I do my best to pick up as quickly as possible where I left off on a task after an interruption.	
8. I synchronize my activities with those of my colleagues.	
9. I prioritize tasks according to their importance (I don't confuse the urgency of a task with its importance, though.)	
10. I tidy up my desk regularly.	
11. I manage the volume of my e-mail every day.	
12. I draw up of a priorities list and stay focused on it.	

**Learning Outcome**

**- Draw up a priorities list**

*You are a receptionist at BenePlus Company. It is Monday and you have the following tasks to do. Your workday begins at 8:30 A.M. and ends at 4:30 P.M. You have one hour for lunch.*

**Exercise 1**

*Evaluate the urgency of the following tasks. (Bear in mind the distinction between the **importance** of a task and the **urgency** of a task.)*

- Compose for the Office Manager an important letter to be mailed as soon as possible.

1	2	3	4	5
little urgent		urgent enough		very urgent

- Have the Office Manager sign the letter.

1	2	3	4	5
little urgent		urgent enough		very urgent

- File about twenty files and documents.

1	2	3	4	5
little urgent		urgent enough		very urgent

- Answer the telephone.

1	2	3	4	5
little urgent		urgent enough		very urgent

- Welcome people who come to the reception area.

1	2	3	4	5
little urgent		urgent enough		very urgent



## Drawing Up a Priorities List

- Draw up the agenda for a meeting that will take place Wednesday at 2 P.M.

1                      2                      3                      4                      5  
little urgent                      urgent enough                      very urgent

- Water the plants in the reception area.

1                      2                      3                      4                      5  
little urgent                      urgent enough                      very urgent

- Prepare a PowerPoint presentation for the Wednesday meeting based on information provided by the person responsible for the meeting.

1                      2                      3                      4                      5  
little urgent                      urgent enough                      very urgent

- Get additional information for the PowerPoint presentation from three people.

1                      2                      3                      4                      5  
little urgent                      urgent enough                      very urgent

- Meet the person responsible for the Wednesday meeting to get her feedback on the PowerPoint presentation.

1                      2                      3                      4                      5  
little urgent                      urgent enough                      very urgent

- Compose a memorandum to summon those people who are to participate at the Wednesday meeting.

1                      2                      3                      4                      5  
little urgent                      urgent enough                      very urgent

- Telephone different hotels to get rates for guest rooms and meeting rooms for a conference planned by BenePlus Company for six months hence.

1                      2                      3                      4                      5  
 little urgent                      urgent enough                      very urgent

**Exercise 2**

*Determine the importance of each task. A 1 signifies "little important", a 2 signifies "important enough" and a 3 signifies "very important."*

Compose for the Office Manager an important letter to be mailed as soon as possible.	
Have the Office Manager sign the letter.	
File about twenty files and documents.	
Answer the telephone.	
Welcome people who come to the reception area.	
Draw up the agenda for a meeting that will take place Wednesday at 2 P.M.	
Water the plants in the reception area.	
Prepare a PowerPoint presentation for the Wednesday meeting based on information provided by the person responsible for the meeting.	
Get additional information for the PowerPoint presentation from three people.	
Meet the person responsible for the Wednesday meeting to get her feedback on the PowerPoint presentation.	

Compose a memorandum to summon those people who are to participate at the Wednesday meeting.	
Telephone different hotels to get rates for guest rooms and meeting rooms for a conference planned by BenePlus Company for six months hence.	

**Exercise 3**

*Prioritize the tasks below by putting them in the order in which they should be done.*

Compose for the Office Manager an important letter to be mailed as soon as possible.	
Have the Office Manager sign the letter.	
File about twenty files and documents.	
Answer the telephone.	
Welcome people who come to the reception area.	
Draw up the agenda for a meeting that will take place Wednesday at 2 P.M.	
Water the plants in the reception area.	
Prepare a PowerPoint presentation for the Wednesday meeting based on information provided by the person responsible for the meeting.	
Get additional information for the PowerPoint presentation from three people.	
Meet the person responsible for the Wednesday meeting to get her feedback on the PowerPoint presentation.	

Compose a memorandum to summon those people who are to participate at the Wednesday meeting.	
Telephone different hotels to get rates for guest rooms and meeting rooms for a conference planned by BenePlus Company for six months hence.	

**Exercise 4**

*Decide in what order to do the tasks identified in the previous exercises and assign a time frame for each. Use the agenda below.*

8:00	
9:00.	
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	
4:00	
5:00	

## Series 9 - Formulating Instructions

The present series of activities aims to show the learner how to formulate clear and precise instructions. The focus is on oral instructions but attention is also given to written instructions. The present series is applicable to any work situation where one is called upon to communicate and explain instructions to colleagues. It is very useful, for example, to machine operators who are often required to show and explain to colleagues how to do certain tasks. The present series is therefore conceived to apply to many professions.

The series belongs to the fourth level of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Read with understanding for various purposes  
Write clearly to express ideas  
Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 4</b>	<p>identifies the main ideas in information materials and explains how the details support the main ideas</p> <p>summarizes and explains the main ideas in information materials (for example: textbooks) and cites details that support the main ideas</p> <p>uses conventions of formal texts to locate and interpret information</p> <p>plans a simple research project and carries out the research</p>
<b>Write clearly to express ideas</b>	
<b>Level 4</b>	<p>produces pieces of writing using a variety of forms</p> <p>writes for various purposes</p>

	communicates ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic
<b>Speak and listen effectively</b>	
<b>Level 4</b>	<p>uses words and phrases to signal that a new or important point is about to be made</p> <p>speaks correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement and consistency of verb tense</p> <p>expresses ideas and opinions confidently but without trying to dominate discussion</p>

## ***Activity 1 - Usefulness and Characteristics of a User Guide***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 4

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
document use  
thinking skills (finding information)

### **Learning Outcome(s)**

- Identify the uses of a user guide or manual
- Identify the characteristics of a user guide or manual

### **Material Required**

examples of user guides or manuals in use at the learner's place of work

### **Description**

- Ask the learner to identify the user guides or manuals to which he/she must refer on occasion to do his/her work; identify their functions (to inform, to explain).
- Bring out the difficulties encountered by the learner when consulting a manual (finding information, clarity of the explanations, legibility of the texts, organization of the information, accessibility to the information); for each difficulty raised, identify a way of overcoming it and identify what the author of the manual can do in the future to prevent the difficulty.
- Do a few exercises to find information in the manuals (use the table of contents and the index, for example).

## ***Activity 2 - Characteristics of Instructions on How to Do Something***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 4

### **Learning Progression Level(s)**

sensitization, reproduction

### **Essential Skill(s)**

reading text  
document use  
oral communication

### **Learning Outcome(s)**

- Identify the information to be conveyed in instructions
- Divide a task into a logical sequence of steps
- Formulate clear and precise instructions

### **Material Required**

examples of simple explanations

### **Description**

- Examine examples of simple instructions; bring out that it is important to clearly identify the information to be conveyed before transcribing into instructions; bring out that instructions highlighting steps to follow to accomplish a given task must be clear and precise, that they must divide the task into essential and necessary steps.



- Bring out the fact that instructions are formulated using the imperative.
- Examine examples of simple instructions to see if it is possible to perform the tasks described by relying strictly on the instructions.
- Using the example of a set of simple instructions to reproduce another set of similar instructions; do it orally and in writing.

### ***Activity 3 - Formulating Instructions on How to Accomplish a Task***

#### **Profession(s) to which the Activity Applies**

many professions

#### **LBS Level(s)**

level 4

#### **Learning Progression Level(s)**

production

#### **Essential Skill(s)**

reading text  
document use  
oral communication

#### **Learning Outcome(s)**

- Identify the information to be conveyed in instructions
- Divide a task into a logical sequence of steps
- Formulate clear and precise instructions

#### **Material Required**

none

## **Description**

- Take examples of simple daily tasks and ask the learner to formulate showing how to accomplish them; do it orally and in writing.

## ***Activity 4 - Formulating Instructions on How to Accomplish a Task***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 4

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
document use  
oral communication

## **Learning Outcome(s)**

- Identify the information to be conveyed in instructions
- Divide a task into a logical sequence of steps
- Formulate clear and precise instructions

## **Material Required**

instruction manuals (user guides)

## **Description**

- Read in workplace manuals examples of instructions to accomplish certain tasks; paraphrase the instructions (put them in the learner's terms) to make sure they are understood and reformulate them orally and in writing; vary the tasks according to their degree of complexity.

## ***DEMONSTRATION - Formulating Instructions for a Workplace Task***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 4

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

reading text  
document use  
oral communication

## **Learning Outcome(s)**

- Identify the information to be conveyed in instructions
- Divide a task into a logical sequence of steps
- Formulate clear and precise instructions
- Instruct a colleague on how to perform a work-related task
- Speak clearly

## **Material Required**

instruction manuals (user guides)

### Description

- Ask the learner to prepare a training session where he/she has to explain orally to his/her colleagues how to do something; refer to a user manual for information on the steps to accomplish the task.
- Evaluate the organization of the instructions, the content covered by the instructions, the appropriateness of the terms used (the choice of verbs and vocabulary); evaluate how well the instructions are conveyed (pronunciation, rhythm, contact with the listeners (eye contact, ability to adapt the message to the reactions of the listeners); evaluate the ability to accomplish the tasks of the demonstration in the allotted period of time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Formulating Instructions for a Workplace Task	
Instructions	
<ul style="list-style-type: none"> <li>Identifies the essential information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Organizes the instructions in a series of logical steps</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses appropriate terminology (verbs and vocabulary)</li> </ul>	0 1 2 3 4 5 no partially yes
Oral Communication	
<ul style="list-style-type: none"> <li>Speaks clearly (pronunciation, rhythm)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Makes contact with the listeners (eye contact, adapts the message to the reaction of the listeners)</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the allotted period of time</li> </ul>	0 1 2 3 4 5 no partially yes

## **Sample Exercises**

### **Learning Outcomes**

- **Identify the information to be conveyed in instructions**
- **Divide a task into a logical sequence of steps**
- **Formulate clear and precise instructions**

### **Exercise 1**

*Read the following examples of instructions and answer the questions.*

Example 1 - How to Turn On a Computer

1. Press the on/off button to turn on the computer.
2. Wait until the operating system (Windows) comes into function.

Example 2 - How to Get to Menzies Street

1. Follow Carl Avenue to Smith Street.
2. Turn right at Smith Street.
3. Continue straight ahead till you get to Menzies Street.

Example 4 - How to Peel an Apple

1. Use a peeling knife.
2. Remove the apple core.
  - a. Poke the knife into the stalk end of the apple.
  - b. Tip the knife slightly toward the outside and cut in a circular motion.
  - c. Remove the core.
3. Peel the apple.
  - a. Take the knife in your hand and insert the blade under the skin of the apple.
  - b. Place your thumb on the apple and pull the knife toward you all the while keeping the blade under the skin.
  - c. Peel the skin into a ribbon.

Questions

1. Are the instructions complete (do they convey the essential information)?
2. Are the instructions clear and precise?
3. How important is the choice of verbs to the clarity and precision of the instructions?
4. How important is the choice of the other vocabulary to the clarity and precision of the instructions?
5. How do you decide if the instructions for accomplishing a task should be detailed or brief?
6. Is there a difference between the formulation of an oral instruction and a written instruction?

**Exercise 2**

*Identify the steps to follow in order to formulate instructions and compose the "instructions for formulating instructions." (The first two steps are identified. Break them down further if necessary.)*

1. Identify the task to accomplish.
  2. Break down the task into a series of essential steps.
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**Exercise 3**

*Formulate the instructions for the following tasks.*

1. Smoking a cigarette.
2. Preparing a cup of coffee.
3. Taking down a telephone message.
4. A simple task related to your work.
5. A complicated task related to your work.



## Series 10 - Developing Listening Skills

The activities in this series focus on developing and improving listening skills. This series can be adapted to many workplace situations, given that communication and listening skills are increasingly valued today.

The series belongs to the third level of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Speak and listen effectively</b>	
<b>Level 3</b>	<p>uses appropriate words and structures in discussions or classroom presentations</p> <p>speaks clearly when making presentations</p> <p>checks own understanding by summarizing or questioning appropriately</p> <p>asks for clarification</p> <p>asks for further information where necessary</p> <p>speaks clearly when making presentations</p> <p>explores with instructors, tutors and peers strategies for communicating effectively with others in a variety of situations</p> <p>listens to others and stays on topic in group discussions</p>

## ***Activity 1 - Identifying Behaviors Related to the Ability to Listen***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Identify and describe the behaviors associated with the ability to listen

### **Material Required**

none

### **Description**

- Brain storm about the listening skills of a person who listens well to others; bring out the fact that it is important to focus one's attention on the speaker, to be patient, to make an effort to understand, to be aware of body language, to ask questions, to flow with the speaker, to indicate that one is listening by nodding or by saying "yes," and to recapitulate or paraphrase what is being said.
- Continue the discussion and bring out the behaviors that make it difficult to listen well to a speaker; bring out, for example, that one ought not to mentally prepare a reply while the other is speaking, to judge the speaker before he/she has said what they have to say, to inappropriately relate what the other says to one's experience, to argue, to try and control the conversation, to change the subject, to

make fun of what is being said, to try and placate the other without good reason or to daydream.

- Encourage the learner to speak about his/her experience and in doing so also encourage him/her to speak clearly, using complete sentences.
- Make a list of the vocabulary used during the discussion.

## ***Activity 2 - Becoming Aware of One's Listening Difficulties***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Identify and describe the behaviors associated with the ability to listen

### **Material Required**

various texts

### **Description**

- Read texts of varying length and complexity to the learner and ask the learner to identify the main points; read the texts in a normal and neutral tone of voice (avoid sounding monotonous, though).
- Discuss the listening difficulties encountered; bring out what makes focusing one's attention difficult and what makes it easy.

- Encourage the learner to use complete sentences when speaking; encourage the use of appropriate terminology; encourage the learner to enunciate clearly.
- Make a list of the vocabulary used in the discussion.

### ***Activity 3 - Improving One's Listening Skills***

**Profession(s) to which the Activity Applies**

many professions

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

reproduction, production

**Essential Skill(s)**

oral communication

**Learning Outcome(s)**

- Identify and describe the behaviors associated with the ability to listen
- Focus one's attention when listening to someone
- Be patient when listening to someone
- Indicate that one is listening when someone is speaking
- Observe the person speaking
- Ask questions to better understand what someone is saying
- Paraphrase what someone has said
- Summarize what someone has said

**Material Required**

role-plays

**Description**

- Go over the habits and behaviors that help one in listening to and in understanding what someone else is saying
- Role play with the learner and apply the behaviors deemed necessary to be able to listen well; proceed gradually, giving the learner critical feedback during the role plays (reproduction); go on with other role plays during which the learner is not given feedback but is required to produce on his own the behaviors associated with good listening skills (production).

***DEMONSTRATION - Self-Evaluating One's Ability to Listen***

**Profession(s) to which the Activity Applies**

many professions

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

production

**Essential Skill(s)**

writing (to the extent that the presentation is prepared in writing)  
oral communication  
thinking skills (evaluating, job task planning and organizing)

**Learning Outcome(s)**

- Identify and describe the behaviors associated with the ability to listen
- Focus one's attention when listening to someone
- Be patient when listening to someone

- Indicate that one is listening when someone is speaking
- Observe the person speaking
- Ask questions to better understand what someone is saying
- Paraphrase what someone has said
- Summarize what someone has said
- Evaluate one's ability to listen
- Speak clearly

### **Material Required**

self-evaluation form

### **Description**

- Ask the learner to create an evaluation form to assess his ability to listen as well as his ability to improve his listening skills; base the characteristics to evaluate on what came up in the preceding discussions; make use of the vocabulary learned during the discussions.
- Ask the learner to evaluate his/her listening skills over a period of one week; make evaluations on a daily basis; instruct him/her to make evaluations within the context of his/her relationships with colleagues and superiors, in meetings, on the telephone, etc.
- Ask the learner to make an oral presentation on the results of his/her evaluation; instruct the learner on the basics of a good presentation (for example: three-part presentation containing an introduction, a second part where the ideas in the introduction are developed and a conclusion); instruct the learner on the use of non-verbal techniques of communication to make the presentation more interesting to the listeners.
- Evaluate the quality of the presentation's message (the appropriateness of the terms used and the use of complete sentences), the quality of the delivery (pronunciation, rhythm, intonation, body language), the organization of the presentation, the application of listening skills, the learner's ability to self-evaluate and the ability of performing the tasks of the demonstration within the time allotted.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Self-Evaluating One's Ability to Listen	
Thinking Skills (evaluating)	
<ul style="list-style-type: none"> <li>Focuses on pertinent behaviors to evaluate his/her ability to listen</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Evaluates listening behaviors in a systematic way</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Compiles the results of his/her observations</li> </ul>	0 1 2 3 4 5 no partially yes
Presentation	
<ul style="list-style-type: none"> <li>Organizes the presentation in three parts</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Develops the main ideas</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses terminology appropriate to the subject</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Speaks clearly and easily (pronunciation, rhythm, intonation)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Makes contact with the listeners (eye contact, adapts his message to the reaction of the listeners)</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Performs the tasks of the demonstration in the allotted time</li> </ul>	0 1 2 3 4 5 no partially yes

## Sample Exercises

### Learning Outcome

***- Identify and describe the behaviors associated with the ability to listen***

#### Exercise 1

*Answer the following questions to assess your ability to listen. Discuss the results in order to identify what the ability to listen consists of.*

1. Do you think that everything gets said at the beginning of a conversation?  
Always ( )                      Sometimes ( )                      Rarely ( )
  
2. Do you look someone in the eyes when speaking to them?  
Always ( )                      Sometimes ( )                      Rarely ( )
  
3. Do you notice the way others are dressed and how they gesture when speaking with you?  
Always ( )                      Sometimes ( )                      Rarely ( )
  
4. Are you sensitive to the vocabulary used by the person you are speaking with?  
Always ( )                      Sometimes ( )                      Rarely ( )
  
5. Do you try and understand how the person you are speaking with thinks?  
Always ( )                      Sometimes ( )                      Rarely ( )



6. Do you ask questions or do you request explanations in order to clarify what the person you are speaking with is saying?
- Always ( )                      Sometimes ( )                      Rarely ( )
7. Do you tune in to the feelings expressed by the person you are speaking with?
- Always ( )                      Sometimes ( )                      Rarely ( )
8. Do you respond to the person you are speaking with by referring to the feelings and emotions they express?
- Always ( )                      Sometimes ( )                      Rarely ( )
9. Do you try and paraphrase or summarize what you hear in order to show your understanding?
- Always ( )                      Sometimes ( )                      Rarely ( )
10. Do you think about what you want to say before the other person has finished speaking?
- Always ( )                      Sometimes ( )                      Rarely ( )
11. Are you easily distracted by your environment while the other person is speaking?
- Always ( )                      Sometimes ( )                      Rarely ( )

Answers:

1. It is rare that everything gets said at the beginning of a conversation.
2. Making eye contact when talking with someone is important.
3. One also listens with the eyes. Being observant of the person one is speaking with is informative.
4. A speaker's choice of words is an indication of what he/she wants or is capable of saying.
5. It is important to try and see things from another person's perspective to better understand them.
6. It is important to ask questions or to ask for explanations in order to better understand what another person is saying.
7. Feelings are an indication of the personal significance of what is being said.
8. It is important to reflect back what the other person is saying in order to show understanding and acceptance.
9. Paraphrasing and summarizing is an excellent way of verifying one's understanding of what is being said.

10. Listening requires focus. You can't listen and do something else at the same time.
11. It is important to stay in focus when someone is speaking.

## Exercise 2

*Listen to the reading of a technical text and then answer the following questions orally.*

1. What is the subject or the main idea of the text?
2. Identify two or three items that develop the subject or the main idea of the text.
3. Did you understand the meaning of the text?  
yes ( )                      more or less ( )                      no ( )
4. What was your reaction when the instructor told you he/she was going to read a text of a technical nature?
5. Did your reaction affect your ability to listen? Explain your answer.
6. How would you rate the effort you made to understand the text?  
   1 2 3 4 5  
   small effort    big effort
7. Was the text  
   easy ( ),  
   neither easy nor difficult ( ),  
   difficult ( )  
to understand?

## Exercise 3

*Listen to the reading of a text of an emotional or sentimental nature and then answer the following questions orally.*

1. What is the subject or the main idea of the text?





## Series 11 - Summarizing and Paraphrasing

The activities belonging to this series inform the learner about two behaviors or practices related to good listening skills: the ability to summarize what is being said and the ability to paraphrase it. The series shows the learner how to evaluate his listening behavior in the workplace and how to talk about it. Since good oral communication and listening skills are more and more valued in the workplace, this series is adaptable to any workplace situation.

The series belongs to the third level of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Speak and listen effectively</b>	
<b>Level 3</b>	<ul style="list-style-type: none"> <li>uses appropriate words and structures in discussions or classroom presentations</li> <li>speaks clearly when making presentations</li> <li>checks own understanding by summarizing or questioning appropriately</li> <li>asks for clarification</li> <li>asks for further information where necessary</li> <li>speaks clearly when making presentations</li> <li>explores with instructors, tutors and peers strategies for communicating effectively with others in a variety of situations</li> <li>listens to others and stays on topic in group discussions</li> </ul>

## ***Activity 1 - Nature and Usefulness of Summaries and Paraphrases***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Distinguish between a summary and a paraphrase
- Summarize a message to show understanding
- Paraphrase a message to show understanding

### **Material Required**

short written and oral messages

### **Description**

- Have the learner listen to some short messages; ask him/her to identify the important points of the messages in a summary manner; bring out that it is a matter of summarizing what is being said and not of repeating or explaining it.
- Bring out that the aim of a summary is to condense a message for practical purposes; highlight that a summary is an effective way to demonstrate understanding; identify some synonyms of the term “summary” (recapitulation, abridgment, digest).
- Have the learner listen to some short messages; ask him/her to explain or put the messages into other terms; point out that what they are doing is paraphrasing and that a paraphrase is not a summary of a message but a reformulation of the same message,

including ideas, in other words; point out that a paraphrase can also be used to elaborate on a message.

- Bring out that the aim of a paraphrase is to make things clear; highlight that a paraphrase is an effective way to demonstrate understanding; identify some synonyms of the term “paraphrase” (translation, explanation, interpretation).
- Go over other possible ways of demonstrating understanding during a conversation.

## ***Activity 2 - Summarizing and Paraphrasing Oral Messages***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Summarize a message to show understanding
- Paraphrase a message to show understanding

### **Material Required**

examples of messages

### **Description**

- List the questions that a summary needs to answer (for example: What is the main idea? What are the main supporting or secondary ideas? What is the conclusion? Is the summary shorter than the

original message?) and use the list as a guide to summarizing oral messages (reproduction).

- List the questions that a paraphrase needs to answer (for example: Does the paraphrase include all the items of the message? Does it express the same ideas but using other terms? Is the paraphrase at least as long as the original message?) and use the list as a guide to paraphrasing oral messages (reproduction).
- Summarize and paraphrase short messages without using the lists of questions (production).

### ***Activity 3 - Summarizing and Paraphrasing during a Conversation***

**Profession(s) to which the Activity Applies**

many professions

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

production

**Essential Skill(s)**

oral communication

**Learning Outcome(s)**

- Summarize a message to show understanding
- Paraphrase a message to show understanding

**Material Required**

role-plays



**Description**

- Use role-plays requiring the learner to put into practice good listening skills, including summarizing and paraphrasing what is being said to show understanding.

***DEMONSTRATION - Evaluating One's Ability to Summarize and Paraphrase***

**Profession(s) to which the Activity Applies**

many professions

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

production

**Essential Skill(s)**

writing (to the extent that the presentation is planned out in writing)  
oral communication  
thinking skills (evaluating, job task planning and organizing)

**Learning Outcome(s)**

- Summarize a message to show understanding
- Paraphrase a message to show understanding
- Evaluate one's ability to summarize and paraphrase
- Speak clearly

**Material Required**

assessment form

## Description

- Ask the learner to put together an assessment form to be used in evaluating his/her ability to summarize and paraphrase.
- Ask the learner to evaluate his/her ability to summarize and paraphrase over a period of a week; ask him/her to do it on a daily basis; ask him/her to evaluate his/her ability to summarize and paraphrase within the scope of contacts with clients, superiors, during meetings, on the telephone, etc., (as the case may be).
- Ask the learner to make an oral presentation at the end of the week detailing the results of his/her self-evaluation; instruct him/her on how to organize the presentation (for example: a three-part presentation including an introduction, a second part where the ideas presented in the introduction are developed and a conclusion); inform him/her on non-verbal techniques used to enhance the appeal of a presentation.
- Evaluate the quality of the terms of the message (the appropriateness of the terms used and the use of complete sentences), the quality of the transmission of the message (pronunciation, rhythm, intonation, body language), the organization of the presentation, the application of what was learned in previous activities, the ability to self-evaluate and the ability to do the tasks of the demonstration in the time allotted.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Evaluating One's Ability to Summarize and Paraphrase	
Thinking Skills (evaluating)	
<ul style="list-style-type: none"> <li>Evaluates in a systematic way his/her ability to paraphrase and summarize</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Compiles the results of his/her observations</li> </ul>	0 1 2 3 4 5 no partially yes
Presentation	
<ul style="list-style-type: none"> <li>Organizes the presentation in three parts</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Develops the ideas expressed</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses terms that are appropriate to the subject of the presentation</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Speaks clearly and easily (pronunciation, rhythm, intonation)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Makes contact with his/her listeners (eye contact, adapts message to the reaction of the listeners)</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>-Performs the tasks of the demonstration in the time allotted</li> </ul>	0 1 2 3 4 5 no partially yes

## **Sample Exercises**

### **Learning Outcome**

**- Summarize a message to show understanding**

#### **Exercise 1**

*Read the following paragraph or listen to a reading of it. Then answer the questions.*

It is important to take good care of your health. Adopting behaviors and habits to stay in good health is the best way to prevent or limit diseases that can rob you of your freedom to live fully. These behaviors must be physical and psychological in nature because good health has to do with both the body and the mind. On the physical side of things, it is important, for example, to exercise regularly and to eat properly. On the psychological side, it is important to train your mind and to have a positive attitude toward life. By caring in this way for your health, you take charge of your welfare, strengthen your independence and consequently, put yourself in a favorable position to enjoy life's possibilities. If, on the contrary, you neglect your health, you risk falling into the grips of sickness and suffering, and you risk losing your freedom to live life fully.

1. What is the subject or main idea of this paragraph? Use a few words to summarize it.
2. What secondary ideas help develop the main idea? Briefly summarize them.
3. Compose a short paragraph to summarize the above paragraph. (A summary is shorter by nature than what is summarized. It highlights the essentials in a brief way.)

#### **Exercise 2**

*Take a document from your workplace and summarize a text from it. Identify the subject and the secondary ideas.*

**Learning Outcome**

**- Paraphrase a message to show understanding**

**Exercise 1**

*A paraphrase explains, amplifies, extends or repeats something stated. A paraphrase is therefore not the same thing as a summary. Indeed, a paraphrase can be longer than the original statement. Paraphrase the statements that appear in the left column. Follow the example.*

Original Statement	Paraphrase
1. Behaviors and habits that contribute to good health must be both physical and psychological in nature for the simple reason that good health has to do not only with the body but also with the mind.	
2. To be understood by others requires that you speak clearly, that you monitor their reaction and that you ask them from time to time if they understand you.	
3. You can't listen to someone if you are doing something else at the same time.	Example : <i>To listen properly requires one's full attention. Therefore, you cannot divide your attention between what someone is saying, on the one hand, and something else, on the other hand, if you want to really listen.</i>
4. The three fields of activity in which we grow as individuals are family, love, work and religion.	
5. A summary and a paraphrase are two very different ways to signal understanding. The	

first is a general idea of what is being communicated; the second is a different, perhaps more detailed version of what is being communicated.	
--	--

**Exercise 2**

*Take a document from your workplace and paraphrase a text from it. Explain or expand the ideas expressed.*

## Series 12 - Using Techniques of Persuasion in Oral Communications

The activities belonging to this series look at techniques of persuasion used in oral communication. The learner is taught to apply techniques of persuasion in the context of a presentation. This series is addressed to dispatchers, who are often required to give instructions in a persuasive manner.

The series belongs to the fourth level of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Speak and listen effectively</b>	
<b>Level 4</b>	<p>expresses opinions justifying them with details and evidence, supporting the argument with facts and examples</p> <p>expresses ideas and opinions confidently but without trying to dominate discussion</p> <p>regularly incorporates new vocabulary into discussions and presentations</p> <p>identifies some of the ways in which non-verbal communication techniques can affect audiences and uses these techniques in own speech to arouse and maintain interest, and convince and persuade listeners</p> <p>uses eye contact, variations in pace, appropriate gestures and such devices as the “pause for effect” in presentations</p>

## **Activity 1 - Identifying Techniques of Persuasion**

### **Profession(s) to which the Activity Applies**

dispatcher

### **LBS Level(s)**

level 4

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Identify techniques for convincing others
- Appeal to one's common sense in order to convince others
- Insist on a point in order to convince others
- Draw attention to important points in order to convince others
- Remind others of certain facts in order to convince them

### **Material Required**

none

### **Description**

- Identify and talk about situations where one might have to persuade others of something; identify successes and failures in persuading others; identify the causes of success and the causes of failure.
- Identify different ways in which one can convince others of something; among the techniques identified, highlight in particular appealing to common sense, reminding others of certain facts, insisting and drawing attention to important points.
- Make a list of the pertinent vocabulary that comes up during the discussion.



## **Activity 2 - Using Techniques of Persuasion in a Presentation**

### **Profession(s) to which the Activity Applies**

dispatcher

### **LBS Level(s)**

level 4

### **Learning Progression Level(s)**

sensitization, reproduction,

### **Essential Skill(s)**

reading text  
oral communication  
learning skills (evaluating)

### **Learning Outcome(s)**

- Identify techniques for convincing others
- Appeal to one's common sense in order to convince others
- Insist on a point in order to convince others
- Draw attention to important points in order to convince others
- Remind others of certain facts in order to convince them
- Use techniques of persuasion in a presentation

### **Material Required**

examples of written and oral presentations

### **Description**

- Discuss the basic structure of a presentation (introduction to identify the subject, a second part to develop the subject by presenting facts or explanations, conclusion to summarize the presentation); adapt this basic structure to a presentation whose aim is to persuade (introduction to identify what listeners need to

agree to, a second part appealing to common sense and highlighting some important fact, conclusion emphasizing what must be agreed to).

- Examine a variety of written and oral presentations and evaluate the effectiveness of the message conveyed; do it with the learner first (reproduction) and then ask the learner to make an evaluation on his/her own (production).

***DEMONSTRATION - Using Techniques of Persuasion in a Presentation Advocating a Change of Behavior with respect to the Driving of a Vehicle***

**Profession(s) to which the Activity Applies**

dispatcher

**LBS Level(s)**

level 4

**Learning Progression Level(s)**

production

**Essential Skill(s)**

oral communication  
thinking skills (finding information)

**Learning Outcome(s)**

- Appeal to one's common sense in order to convince others
- Insist on a point in order to convince others
- Draw attention to important points in order to convince others
- Remind others of certain facts in order to convince them
- Make a presentation for the purpose of convincing others of something
- Speak clearly

### **Material Required**

documents relating to road safety

### **Description**

- Ask the learner to make a presentation on road safety to drivers in his/her company; the aim of the presentation is to persuade drivers of the importance of safe practices when on the road, of the need to inform oneself about those practices and of the importance to get into the habit of applying those practices.
- Suggest to the learner to research the topic on the Internet; give him/her precise instructions as to the organization and the length of the presentation and identify some communication techniques that he/she might want to use to stimulate the interest of the listeners.
- Evaluate the quality of the message conveyed (appropriateness of the terms used, complete sentences), the quality of the transmission of the message (pronunciation, rhythm, intonation, body language, contact with audience), the organization of the presentation, research done, techniques of persuasion used as well as the ability to perform the tasks of the demonstration in the allotted time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Using Techniques of Persuasion in a Presentation Advocating a Change of Behavior with respect to the Driving of a Vehicle	
Presentation	
<ul style="list-style-type: none"> <li>Organizes the content in a logical sequence (three parts: introduction, development, conclusion)</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Uses vocabulary appropriate to the subject matter</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Identifies information relevant to the subject matter</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Communicates in grammatically-correct sentences</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Appeals to the common sense of his listeners</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Highlights important facts</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Reminds listeners of important facts</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Insists on important things</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Draws his listeners attention to important facts</li> </ul>	0 1 2 3 4 5 no partially yes
Oral Communication	
<ul style="list-style-type: none"> <li>Speaks clearly at a normal pace using good pronunciation</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Maintains contact with his audience (eye contact, adapts message to reaction of audience)</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	

Using Techniques of Persuasion  
in Oral Communications

<ul style="list-style-type: none"><li>Accomplishes the tasks of the demonstration in the allotted time period</li></ul>	0 1 2 3 4 5 no partially yes

## Sample Exercises

### Learning Outcomes

- **Appeal to one's common sense in order to convince others**
- **Insist on a point in order to convince others**
- **Draw attention to important points in order to convince others**
- **Remind others of certain facts in order to convince them**

### Exercise 1

Indicate whether the following statements appeal to common sense (CS), remind listeners of important facts (RF), insist on important facts (IF) or draw attention to important facts (DF)

1. Do you really think that *Plus* is a better drink than *Bliss*? ( )
2. Remember that *Bliss* is fortified with vitamins. ( )
3. The vitamins contained in *Bliss* are more than very important for the growth of your children. They are exceptionally important. ( )
4. Listen carefully to what I have to say: most dieticians recommend *Bliss* over *Plus*. ( )
5. Everyone knows that *Bliss* is light in calories whereas *Plus* is full of sugar. ( )
6. You know very well that sugar is a major cause of cavities in children. ( )
7. Allow me to say something very important: *Bliss* is a natural food. ( )
8. Think about it for a moment: Given the facts, isn't *Bliss* an excellent drink for your children? ( )

Answers: 1. (CS), 2. (RF), 3. (IF), 4. (DF), 5. (RF), 6. (RF and IF), 7. (DF), 8. (CS)

## Exercise 2

*Follow the examples in Exercise 1 and compose sentences that attempt to persuade by appealing to common sense. Express your opinion on the following subjects.*

1. The existence of UFO's

---

2. Driving while under the influence of alcohol

---

## Exercise 3

*Follow the examples in Exercise 1 and compose sentences that attempt to persuade by reminding listeners of certain facts. Express your opinion on the following subjects.*

1. The current speed limit on provincial highways

---

2. The use of cell phones while driving

---

## Exercise 4

*Follow the examples in Exercise 1 and compose sentences that attempt to persuade by insisting on certain facts. Express your opinion on the following subjects.*

1. The importance of regular tune-ups for your car

---

2. Safety measures to apply when loading a truck

---

### Exercise 5

*Follow the examples in Exercise 1 and compose sentences that attempt to persuade by drawing attention to important facts. Express your opinion on the following subjects.*

1. A healthy diet

---

2. Falling asleep at the wheel

---

### **Learning Outcome**

**- Make a presentation for the purpose of convincing others of something**

### Exercise 1

*Read the following text or listen to a reading of it. Evaluate the effectiveness of the attempt to persuade. Answer the questions.*

It is everywhere a subject of discussion. When I say "everywhere," I mean everywhere in the world. Eyewitness accounts are numerous and witnesses come from all walks of life. I am talking of course about UFO's or unidentified flying objects.

We have many photographs of these objects. We have many accounts from very credible witnesses. We have tangible proof in the traces left by these objects on the landscape or indeed on the bodies of those who were unfortunate enough to be kidnapped by them.

How can you, therefore, still doubt their existence? Do you really believe that the witnesses I refer to are unbalanced? You can't possibly believe there are no serious people among the thousands of witnesses that exist?



Let me tell you this: We don't know everything there is to know about this world of ours. Scientists are the first to admit it. Indeed, some of these scientists are now taking a serious interest in UFO phenomena. Don't you think you should be doing the same thing?

1. Identify the three parts of this presentation (introduction, development of main idea, conclusion).
2. The author of the presentation is attempting to persuade others of the existence of UFO's. What techniques does he use to do so? How effective is he?
3. Suppose you would have to make this presentation orally to a group of people. How would vary your manner of speech in order to be more persuasive (intonation, use of pauses, body language, etc.)?

## Series 13 - Dealing with a Complaint

This series of activities aims at showing how to deal with customer complaints. The series also examines the learner's ability to self-evaluate behaviors and habits when dealing with different types of complaints. This series is especially suitable for customer service representatives.

The series belongs to the third level of the LBS programme. The learning outcome of the LBS programme that apply is as follows:

Speak and listen effectively

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Speak and listen effectively</b>	
<b>Level 3</b>	<p>uses appropriate words and structures in discussions or classroom presentations</p> <p>checks own understanding by summarizing or questioning appropriately</p> <p>takes notes as needed</p> <p>encourages responses from others by questioning appropriately</p> <p>speaks clearly when making presentations</p> <p>explores with instructors, tutors and peers strategies for communicating effectively with others in a variety of situations</p>

## ***Activity 1 - Identifying How to Deal with a Complaint***

### **Profession(s) to which the Activity Applies**

customer service representative

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Identify how to deal effectively with a complaint
- Accept a complaint
- Listen actively to clearly identify a complaint
- Establish a rapport with a person making a complaint
- Summarize what a person making a complaint is saying
- Paraphrase what a person making a complaint is saying
- Take responsibility for resolving the problem
- Thank the person making a complaint

### **Material Required**

none

### **Description**

- Discuss the significance of a complaint; bring out that a complaint is a form of feedback pointing to the possibility of a problem, that a complaint is an opportunity to strengthen customer loyalty, that a complaint is something to be accepted with open arms and not to be afraid of or avoided.
- Discuss the process to follow in order to deal with a complaint; bring out the importance of establishing a rapport with the customer

(refer to him/her by name, make eye contact if communicating in person or indicate that one is listening with a “yes,” for example), of listening actively (to distinguish between facts, suppositions and feelings), of summarizing or paraphrasing what is being said, of asking questions to better understand and to learn the expectations of the customer) and of taking responsibility for finding a solution to the problem; bring out the importance of thanking the customer of his/her feedback.

- Encourage the learner to speak about his/her experience in customer service and about the strategies he/she uses to help customers with complaints.
- Encourage the learner to speak clearly using appropriate vocabulary and using complete sentences.
- Summarize the key terms used in the discussion.

## ***Activity 2 - Assessing Examples of Dealing with Complaints***

### **Profession(s) to which the Activity Applies**

customer service representative

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

reproduction

### **Essential Skill(s)**

oral communication

### **Learning Outcome(s)**

- Identify how to deal effectively with a complaint
- Accept a complaint
- Listen actively to clearly identify a complaint
- Establish a rapport with a person making a complaint
- Summarize what a person making a complaint is saying

- Paraphrase what a person making a complaint is saying
- Take responsibility for resolving the problem
- Thank the person making a complaint

**Material Required**

written or recorded scenarios

**Description**

- With the learner, read or listen to a model scenario highlighting a conversation between a customer service representative and a customer making a complaint; examine the process used to deal with the complaint (rapport with the customer, listening skills, summarizing and paraphrasing what the customer says, asking questions to better understand, taking responsibility for solving the problem and thanking the customer) and assess its effectiveness.
- Examine and assess other scenarios in light of the previous model scenario.

***Activity 3 - Processing a Complaint***

**Profession(s) to which the Activity Applies**

customer service representative

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

reproduction, production

**Essential Skill(s)**

oral communication

**Learning Outcome(s)**

- Identify how to deal effectively with a complaint

- Accept a complaint
- Listen actively to clearly identify a complaint
- Establish a rapport with a person making a complaint
- Summarize what a person making a complaint is saying
- Paraphrase what a person making a complaint is saying
- Take responsibility for resolving the problem
- Thank the person making a complaint

**Material Required**

descriptions of scenarios

**Description**

- Use role-plays to get the learner to process a complaint; give continuous feedback to the learner to allow him/her to adjust his behavior if needed (reproduction).
- Role-play without continuous feedback to allow the learner to process a complaint relying on his/her own good sense (production).

***DEMONSTRATION - Processing a Complaint Efficiently***

**Profession(s) to which the Activity Applies**

customer service representative

**LBS Level(s)**

level 3

**Learning Progression Level(s)**

production

**Essential Skill(s)**

oral communication  
thinking skills (evaluating)

### **Learning Outcome(s)**

- Identify how to deal effectively with a complaint
- Accept a complaint
- Listen actively to clearly identify a complaint
- Establish a rapport with a person making a complaint
- Summarize what a person making a complaint is saying
- Paraphrase what a person making a complaint is saying
- Take responsibility for resolving the problem
- Thank the person making a complaint
- Assess one's ability to process a complaint
- Speak clearly

### **Material Required**

complaint scenarios

### **Description**

- Create an assessment form to evaluate the processing of a complaint.
- Using different complaint scenarios have the learner respond to and process various complaints.
- Have the learner also self-evaluate his/her performance using the assessment form.
- Ask the learner to make a presentation based on the results of his self-evaluation; briefly instruct the learner on how to organize the presentation (introduction, second part developing the ideas in the introduction, conclusion).
- Evaluate the ability of the learner to process a complaint; evaluate his/her self-evaluation; evaluate the presentation made with respect to the quality of the message (appropriate vocabulary, complete sentences), the quality of the delivery of the presentation (pronunciation, intonation, rhythm, use of pauses, body language) and its organization; evaluate the learner's ability to complete the tasks of the demonstration in the allotted time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Processing a Complaint Efficiently	
Processing the Complaints	
• Accepts the complaint	0 1 2 3 4 5 no partially yes
• Listens actively	0 1 2 3 4 5 no partially yes
• Establishes a rapport with the customer making the complaint	0 1 2 3 4 5 no partially yes
• Summarizes what is being said	0 1 2 3 4 5 no partially yes
• Paraphrases what is being said	0 1 2 3 4 5 no partially yes
• Takes responsibility for solving the problem	0 1 2 3 4 5 no partially yes
• Thanks the customer for his/her feedback	0 1 2 3 4 5 no partially yes
Thinking Skills (self-evaluation)	
• Makes relevant observations about his/her ability to process a complaint	0 1 2 3 4 5 no partially yes
Presentation	
• Organizes the content of the presentation in a logical sequence	0 1 2 3 4 5 no partially yes
• Uses appropriate vocabulary	0 1 2 3 4 5 no partially yes
• Focuses on the relevant questions and issues	0 1 2 3 4 5 no partially yes
• Communicates using grammatically correct sentences	0 1 2 3 4 5 no partially yes



## Dealing with a Complaint

Oral Communication during Presentation	
<ul style="list-style-type: none"> <li>• Speaks clearly, at a good rhythm and using good pronunciation</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Makes contact with his/her listeners (makes eye contact, adapts message to the reaction of the listeners)</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>• Accomplishes the tasks of the demonstration in the allotted time</li> </ul>	0 1 2 3 4 5 no partially yes

**Sample Exercises**

<p><b><u>Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>- <b>Identify how to deal effectively with a complaint</b></li> <li>- <b>Accept a complaint</b></li> <li>- <b>Listen actively to clearly identify a complaint</b></li> <li>- <b>Establish a rapport with a person making a complaint</b></li> <li>- <b>Summarize what a person making a complaint is saying</b></li> <li>- <b>Paraphrase what a person making a complaint is saying</b></li> <li>- <b>Take responsibility for resolving the problem</b></li> <li>- <b>Thank the person making a complaint</b></li> </ul>
--

**Exercise 1**

*Match the specific action (right column) to the general behavior (left column) to which it is associated. Write the number of the behavior between the parentheses (right column)”*

GENERAL BEHAVIOR RELATED TO THE EFFICIENT PROCESSING OF A COMPLAINT	SPECIFIC ACTION
1. establish a rapport with the customer	( ) help the customer to provide complete information
2. listen carefully and seek to understand	( ) refer to the customer by name ( ) paraphrase ( ) ask questions ( ) take responsibility for solving the problem
3. solve the problem	( ) summarize ( ) look the customer in the eyes
4. keep a positive attitude	( ) thank the customer for relating his difficulties ( ) repeat “yes, yes” when the customer speaks
5. express thanks	( ) look for solutions to the difficulties related

## Exercise 2

*Read or listen to the following dialogue. Examine the process used by the customer service representative to deal with a complaint and answer the questions.*

### Scenario

**Representative** - BB Inc. Christine speaking. How may I help you?

**Customer** - I would like to discuss a problem I am having with my vacuum cleaner.

**Representative** - May I have your warranty number? It can be found on your portion of the warranty registration form.

**Customer** - It's 123AF45V6.

**Representative** - One moment please (*she checks the number in the computer*). What is your name and postal code?

**Customer** - John Padovani. M4B 1V7.

**Representative** - Thank you. How can I help you?

**Customer** - My vacuum cleaner gets plugged up every time I use it. I am really fed up. I have to take it apart to clean the hoses. I have had it repaired twice at your representative, as per the warranty, but I am not satisfied. I want another vacuum cleaner or a refund.

**Representative** - What representative did you see?

**Customer** - Godot something or other. He's located in Greenleaf.

**Representative** - Did you say "Greenleaf"?

**Customer** - Yes. What are going to do to solve this problem?

**Representative** - Give me a moment while I check the list of representatives in Greenleaf. (*She checks the information in the computer.*) Would that be “Julian Godot Repairs”?

**Customer** - Yes, on Sparrow Street.

**Representative** - Mr. Padovani, could you return the vacuum cleaner to the store where you purchased it?

**Customer** - They don't want it. They always refer me to the repair shop. Besides, the store is too far and I am fed up with all the problems.

**Representative** - I understand your situation, Mr. Padovani, and I want to help you. We will deliver to you another vacuum cleaner and pick up the defective one. Can I confirm your address?

**Customer** - And how long is this going to take?

**Representative** - At the most, one week.

**Customer** - One week! What do I do with all the dust in the meantime?

**Representative** - I ask you to be patient, Mr. Padovani. We can't go any faster, but I promise you a new vacuum cleaner within a week.

**Customer** - Very well.

**Representative** - What is your address?

*The customer confirms his address. The customer service representative thanks him for calling and apologizes for the inconvenience he is suffering.*

### Questions

1. How does the customer service representative maintain a rapport with the customer?
2. What does she do to facilitate the conversation and gather the necessary information?

3. What does she do to make sure she understands the customer?
4. Does she take responsibility to resolve the problem?
5. Does she thank the customer?
6. What tone of voice is ideal to maintain a positive attitude toward the customer and his problem?

## Series 14 - Using a List of Product Codes

The activities in this series demonstrate how to use a list of product codes in the form of a table. The products in question are grocery store items. The series applies to grocery store cashiers.

The series belongs to the first and second levels of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Read with understanding for various purposes

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 1</b>	uses alphabetical order  uses some basic conventions of formal texts to locate information
<b>Level 2</b>	identifies characteristics of different forms of written materials  identifies various conventions of formal texts and uses them to locate and interpret information

## **Activity 1 - Usefulness and Structure of a List of Codes**

### **Profession(s) to which the Activity Applies**

cashier

### **LBS Level(s)**

levels 1 to 2

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
document use

## **Learning Outcomes**

- Identify the usefulness of a list of product codes
- Find a particular code in a list of product codes
- Enter a product code in a cash register to record a purchase

## **Material Required**

lists of product codes

## **Description**

- Identify the various products and services offered by the store where the learner is employed; ask him/her to write the names of about twenty items of merchandise in a table format with multiple columns; check the spelling and make the necessary corrections.
- Discuss the different ways the list could be organized; highlight in particular organizing the list content alphabetically and by category of product (vegetables, meats, milk products, etc.); ask the learner what would be for him/her the best way to organize the list and ask him/her to explain why.
- Examine the list of codes used in the learner's place of employment; study the spelling of the words; identify how the

information is organized; identify the uses of the list; identify the skills needed to use the list effectively (knowledge of the alphabet, ability to read quickly, understanding numbers, ability to transcribe the codes into the cash register).

## ***Activity 2 - Reading a List of Product Codes***

### **Profession(s) to which the Activity Applies**

cashier

### **LBS Level(s)**

levels 1 to 2

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
document use

### **Learning Outcome(s)**

- Find a particular code in a list of product codes
- Enter a product code in a cash register to record a purchase

### **Material Required**

list of product codes

### **Description**

- Practice finding information on a list of product codes; first ask the learner to highlight the name of products read out by the instructor (identifying the name of a product); then ask him to highlight the codes of products read out by the instructor (identifying the code of a product); then ask the learner to transcribe onto a sheet of paper



the codes of products named by the instructor (simulation of code entry into a cash register).

- Get the learner to work quickly (a cashier is required to work quickly), helping him/her at first to do the tasks (reproduction) and then encouraging him/her to work independently (production).

### ***DEMONSTRATION - Using a Product Code List When Processing a Purchase***

#### **Profession(s) to which the Activity Applies**

cashier

#### **LBS Level(s)**

level 1 to 2

#### **Learning Progression Level(s)**

production

#### **Essential Skill(s)**

reading text  
document use

#### **Learning Outcome(s)**

- Find a particular code in a list of product codes
- Enter a product code in a cash register to record a purchase

#### **Material Required**

lists of product codes

#### **Description**

- Call out at random products listed on a product code list and get the learner to enter the product codes into a cash register; if a cash register is not available have him/her write the codes on a sheet of paper or enter them into an Excel spreadsheet (prepare the

spreadsheet such that the learner has only to use the number keys and the enter key).

- Evaluate the accuracy of the codes entered and the speed at which the learner accomplishes the tasks.

***Demonstration Assessment Form***

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Using a Product Code List When Processing a Purchase	
Use of the List of Codes	
<ul style="list-style-type: none"> <li>• Finds the correct product codes</li> </ul>	0 1 2 3 4 5 no                      partially                      yes
<ul style="list-style-type: none"> <li>• Transcribes the product codes accurately</li> </ul>	0 1 2 3 4 5 no                      partially                      yes
<ul style="list-style-type: none"> <li>• Works quickly</li> </ul>	0 1 2 3 4 5 no                      partially                      yes

## Sample Exercises

### Learning Outcomes

- Find a particular code in a list of product codes
- Enter a product code in a cash register to record a purchase

### Exercise 1

*Highlight the products named by the instructor (products named at random).*

#### LIST OF PRODUCT CODES

<b>001</b> apple (Golden Delicious)	<b>021</b> carrots	<b>041</b> grapefruits	<b>061</b> parsley	<b>081</b> squash (pepper)
<b>002</b> apple (Macintosh)	<b>022</b> cauliflower	<b>042</b> grapes (red)	<b>062</b> peach	<b>082</b> strawberries
<b>003</b> apple (Northern Spy)	<b>023</b> celery	<b>043</b> grapes (white)	<b>063</b> pear (Anjou)	<b>083</b> tomato
<b>004</b> apple (Red Delicious)	<b>024</b> cherries	<b>044</b> honeydew melon	<b>064</b> pear (Bartlett)	<b>084</b> tomato (cherry)
<b>005</b> apple (Spartan)	<b>025</b> chestnut	<b>045</b> kiwi	<b>065</b> peppers (green)	<b>085</b> tomato (Italian)
<b>006</b> apricot	<b>026</b> chicory	<b>046</b> lemons	<b>066</b> peppers (red)	<b>086</b> turnip
<b>007</b> artichoke	<b>027</b> clementines	<b>047</b> lettuce (Boston)	<b>067</b> peppers (yellow)	<b>087</b> water melon
<b>008</b> asparagus	<b>028</b> coconut	<b>048</b> lettuce (Chinese)	<b>068</b> pineapples (large)	<b>088</b> watercress
<b>009</b> avocado	<b>029</b> corn	<b>049</b> lettuce (iceberg)	<b>069</b> pineapples (small)	<b>089</b> zucchini
<b>010</b> banana	<b>030</b> cranberries	<b>050</b> lime	<b>070</b> plum	
<b>011</b> banana (plantain)	<b>031</b> cucumbers	<b>051</b> mango	<b>071</b> potato (baking)	
<b>012</b> banana (red)	<b>032</b> cucumbers (English)	<b>052</b> mushrooms (Portobello)	<b>072</b> potato (red)	
<b>013</b> bean sprouts	<b>033</b> dandelion	<b>053</b> mushrooms (white)	<b>073</b> potato (white)	
<b>014</b> beans (green))	<b>034</b> eggplant	<b>054</b> nectarines	<b>074</b> radishes	
<b>015</b> beans (yellow)	<b>035</b> endives	<b>055</b> onion	<b>075</b> raspberries	
<b>016</b> beets	<b>036</b> fennel	<b>056</b> onion (red)	<b>076</b> rhubarb	
<b>017</b> blackberries	<b>037</b> fiddleheads	<b>057</b> onion (white)	<b>077</b> salsify	
<b>018</b> blueberries	<b>038</b> figs	<b>058</b> onion sprouts	<b>078</b> shallots	
<b>019</b> cabbage (green)	<b>039</b> garlic	<b>059</b> oranges	<b>079</b> spinach	
<b>020</b> cabbage (red)	<b>040</b> ginger	<b>060</b> papaya	<b>080</b> squash (butternut)	

(Based on a product code document obtained from Human Resourced Development Canada)

**Exercise 2**

*Highlight the codes of the products named by the instructor (products named at random).*

**LIST OF PRODUCT CODES**

<b>001</b> apple (Golden Delicious)	<b>021</b> carrots	<b>041</b> grapefruits	<b>061</b> parsley	<b>081</b> squash (pepper)
<b>002</b> apple (Macintosh)	<b>022</b> cauliflower	<b>042</b> grapes (red)	<b>062</b> peach	<b>082</b> strawberries
<b>003</b> apple (Northern Spy)	<b>023</b> celery	<b>043</b> grapes (white)	<b>063</b> pear (Anjou)	<b>083</b> tomato
<b>004</b> apple (Red Delicious)	<b>024</b> cherries	<b>044</b> honeydew melon	<b>064</b> pear (Bartlett)	<b>084</b> tomato (cherry)
<b>005</b> apple (Spartan)	<b>025</b> chestnut	<b>045</b> kiwi	<b>065</b> peppers (green)	<b>085</b> tomato (Italian)
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<b>007</b> artichoke	<b>027</b> clementines	<b>047</b> lettuce (Boston)	<b>067</b> peppers (yellow)	<b>087</b> water melon
<b>008</b> asparagus	<b>028</b> coconut	<b>048</b> lettuce (Chinese)	<b>068</b> pineapples (large)	<b>088</b> watercress
<b>009</b> avocado	<b>029</b> corn	<b>049</b> lettuce (iceberg)	<b>069</b> pineapples (small)	<b>089</b> zucchini
<b>010</b> banana	<b>030</b> cranberries	<b>050</b> lime	<b>070</b> plum	
<b>011</b> banana (plantain)	<b>031</b> cucumbers	<b>051</b> mango	<b>071</b> potato (baking)	
<b>012</b> banana (red)	<b>032</b> cucumbers (English)	<b>052</b> mushrooms (Portobello)	<b>072</b> potato (red)	
<b>013</b> bean sprouts	<b>033</b> dandelion	<b>053</b> mushrooms (white)	<b>073</b> potato (white)	
<b>014</b> beans (green))	<b>034</b> eggplant	<b>054</b> nectarines	<b>074</b> radishes	
<b>015</b> beans (yellow)	<b>035</b> endives	<b>055</b> onion	<b>075</b> raspberries	
<b>016</b> beets	<b>036</b> fennel	<b>056</b> onion (red)	<b>076</b> rhubarb	
<b>017</b> blackberries	<b>037</b> fiddleheads	<b>057</b> onion (white)	<b>077</b> salsify	
<b>018</b> blueberries	<b>038</b> figs	<b>058</b> onion sprouts	<b>078</b> shallots	
<b>019</b> cabbage (green)	<b>039</b> garlic	<b>059</b> oranges	<b>079</b> spinach	
<b>020</b> cabbage (red)	<b>040</b> ginger	<b>060</b> papaya	<b>080</b> squash (butternut)	

(Based on a product code document obtained from Human Resources Development Canada)

**Exercise 3**

*Choose one of the BINGO cards. Listen to the instructor as he names products. Check the code of the product in the table of codes and then highlight the code in the BINGO card if it appears there. The first one to highlight all the numbers on a card must shout "BINGO."*

001	025	071	033	047	
015	041	009	073	035	
056	078		088	002	
087	055	057	066	034	
007	062	089	052	023	

010	025	002	034	055	
051	022	013	066	067	
003	036		045	078	
014	077	023	033	062	
087	047	001	056	044	

002	026	072	034	049	
014	041	007	075	035	
055	078		010	012	
086	056	057	066	044	
009	064	089	052	023	

003	015	004	081	070	
026	014	082	060	069	
037	038		071	058	
048	063	005	025	047	
059	049	016	027	036	

## Series 15 - Using a Motor Vehicle Accident Report Form

The following series shows how to fill out an accident report. The activities can be used for or adapted to different professions that involve the use of a vehicle: delivery drivers, taxi drivers, bus drivers or truck drivers.

The series belongs to the third level of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

Read with understanding for various purposes  
Write clearly to express ideas

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 3</b>	identifies various forms of writing and describes their main characteristics
<b>Write clearly to express ideas</b>	
<b>Level 3</b>	produces pieces of writing using a variety of forms such as: letters, memos, short accounts, brief reports.  uses specialized terms in different subject areas, as appropriate to personnel goals

## ***Activity 1 - Usefulness and Organization of a Motor Vehicle Accident Report***

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

reading text  
writing  
document use

### **Learning Outcome(s)**

- Explain in a general way the organization and uses of an accident report

### **Material Required**

examples of accident reports

### **Description**

- Discuss the importance and usefulness of an accident report for an employee and his/her company.
- Distinguish between a fact and a supposition; highlight the importance of being accurate, truthful and precise in an accident report (in other words report facts and not suppositions); highlight the importance of writing clearly by printing the information in a report.
- Study the vocabulary and terms appropriate to an accident report; look at how a typical report is organized.



## ***Activity 2 - Filling out a Motor Vehicle Accident Report***

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

reading text  
writing  
document use

### **Learning Outcome(s)**

- Use an accident report to report the facts of an accident
- Write legibly
- Focus on the facts of an accident
- Use precise terms to report an accident

### **Material Required**

examples of completed, partially completed and blank reports

### **Description**

- Complete unfinished reports by using completed reports as examples (refer to lists of terms currently used in accident reports0 (reproduction)
- Fill out a blank accident report (production).

## ***DEMONSTRATION - Filling out a Motor Vehicle Accident Report***

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers

### **LBS Level(s)**

level 3

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

reading text  
writing  
document use

### **Learning Outcome(s)**

- Use an accident report to report the facts of an accident
- Write legibly
- Focus on the facts of an accident
- Use precise terms to report an accident

### **Material Required**

scenario  
motor vehicle accident report form

### **Description**

- Ask the learner to fill out an accident report based on a given scenario; use a scenario that has occurred at his/her place of work or one that would realistically occur given the learner's employment.
- Evaluate the terms used in the report, the description of the circumstances, the learner's focus on facts rather than suppositions, the completeness of the report, the legibility of the

information entered and the learner's ability to complete the demonstration in the allotted period of time.

***Demonstration Evaluation Form***

<b>Evaluation Form</b>	
DEMONSTRATION - Filling out a Motor Vehicle Accident Report	
Writing the Report	
<ul style="list-style-type: none"> <li>• Focuses on facts rather than suppositions</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Uses precise terms</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Includes all necessary information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>• Writes legibly</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>• Accomplishes the tasks of the demonstration in the required time</li> </ul>	0 1 2 3 4 5 no partially yes

## Sample Exercises

### Learning Outcome

**- Focus on the facts of an accident**

#### Exercise 1

A **supposition** is an opinion not based on positive or definite proof.  
A **fact** refers to something true or real.

*Read the following statements and indicate whether each is a statement of fact or a supposition.*

1. He came in at 6. (Basis: I checked the time when he came in.)
2. I think he came in around 6. (Basis: It was after the 5:30 news but before the 6:30 supertime.)
3. He was tired. (Basis: I saw his face.)
4. He was tired. (Basis: He told me so.)
5. She put her raincoat in the closet. (Basis: I saw her do it.)
6. I think it is her favorite raincoat because she often puts it on.  
(Basis: One tends to wear what one prefers, is that not so?)

#### Exercise 2

*Consider what questions to include in a motor vehicle accident report that would be suitable to your workplace. Make a list of these questions. Consult examples of reports to assist you in composing your questions.*

Example : What is the location of the accident (road, railway crossing, etc.)?

Where did the impact take place (left turning lane, right shoulder, etc.)?

What were the weather conditions?

**Learning Outcome**

***- Use precise terms to report an accident***

**Exercise 1**

*Examine the terms used in the report below. Match the terms to their definitions in the tables that follow (put the number of the term in the parentheses preceding its corresponding definition).*

1	<p><b>ACCIDENT LOCATION on highway</b></p> <p>01 - not intersection 02 - intersection related 03 - at intersection 04 - at/near private drive</p>	<p>05 - at railway crossing 06 - underpass or tunnel 07 - overpass or bridge 98 - other</p>	<p><b>off highway</b></p> <p>08 - trail 09 - frozen river or lake 10 - parking lot 99 - other</p>
2	<p><b>IMPACT LOCATION</b></p> <p>01 - within intersection 02 - thru lane 03 - left turn lane 04 - right turn lane 05 - right turn channel 06 - two-way left turn lane</p>	<p>07 - passing lane 08 - left shoulder 09 - right shoulder 10 - not on the roadway - left side</p>	<p>11 - not on the roadway - right side 12 - off highway 99 - other</p>
3	<p>If 02 used above, enter thru lane number.</p>		
4	<p><b>ENVIRONMENT</b></p>	<p>Multiple choices allowed</p>	
5	<p><b>CONDITIONS</b></p> <p>01 - clear 02 - rain 03 - snow</p>	<p>04 - freezing rain 05 - drifting snow 06 - strong wind</p>	<p>07 - fog, mist, smoke, dust 99 - other</p>

(Excerpt from accident report template available on Web site of Ministry of Transportation of Ontario)

**ACCIDENT  
LOCATION**

- |                     |   |
|---------------------|---|
| 1. private drive    | ( ) narrow path                               |
| 2. intersection     | ( ) frozen stretch of water                   |
| 3. parking lot      | ( ) not a public thoroughfare                 |
| 4. railway crossing | ( ) place where one road passes under another |

- |                         |   |
|-------------------------|---|
| 5. underpass or tunnel  | ( ) place where roads cross one another                                   |
| 6. frozen river or lake | ( ) place to leave a car  |
| 7. trail                | ( ) place where a rail line is intersected by a roadway at the same level |
| 8. overpass or bridge   | ( ) construction over a valley or a body of water                         |

IMPACT LOCATION

- |                            |  |
|----------------------------|--|
| 9. right shoulder          | ( ) part of a roadway reserved for traffic turning right                               |
| 10. left shoulder          | ( ) part of roadway for passing cars going in the same direction                       |
| 11. roadway                | ( ) part of a roadway reserved to traffic in both directions for turning left          |
| 12. right turn channel     | ( ) space on the right side of the road between the roadway and the ditch              |
| 13. passing lane           | ( ) part of roadway reserved for traffic turning left                                  |
| 14. thru lane              | ( ) space on the left side of the road between the roadway and the ditch               |
| 15. right turn lane        | ( ) path designed to take right turning traffic directly from one roadway onto another |
| 16. left turn lane         | ( ) public road designed to handle the flow of motor vehicles                          |
| 17. two-way left turn lane | ( ) lane for non-turning traffic   |

ENVIRONMENT  
CONDITION

- |                   |  |
|-------------------|--|
| 18. fog           | ( ) rain that covers the roadway with ice                        |
| 19. mist          | ( ) fast movement of air   |
| 20. drifting snow | ( ) droplets of water suspended in the air                       |
| 21. clear         | ( ) snow being blown about by the wind                           |
| 22. smoke         | ( ) airborne soil particles                                      |
| 23. snow          | ( ) air disturbance that limits visibility (not as thick as fog) |
| 24. rain          | ( ) drops of water falling from the sky                          |
| 25. dust          | ( ) no air disturbances whatsoever                               |

26. strong wind  
27. freezing rain

small airborne particles resulting from a fire  
 frozen water in the form of white flakes that  
accumulate on the ground



## Series 16 - Introduction to Using a Computer

This series initiates the learner to the uses of the computer and shows him/her how to look for information, to scan information and to copy information (the learner does not learn how to create documents or to type information). Given the importance of the computer in all workplaces, this series applies to almost all professions.

The series belongs to the third and fourth levels of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Read with understanding for various purposes

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Read with understanding for various purposes</b>	
<b>Level 3</b>	uses conventions of formal text to locate and interpret information uses a dictionary or other reference resources
<b>Level 4</b>	plans a research project and carries out the research

## **Activity 1 - Usefulness and Structure of a Computer**

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

sensitization, reproduction, production

### **Essential Skill(s)**

document use  
computers

### **Learning Outcome(s)**

- Identify the uses of a computer
- Identify in a general way the parts of a computer and their function
- Turn on and turn off a computer
- Use the mouse to move about on the screen
- Move about in the operating system (Windows)
- Open and close an application

### **Material Required**

workstation equipped with a computer and peripherals

### **Description**

- Define the term “computer.”
- Identify the uses of a computer: to write, to read, to search for information, to communicate, to relax.
- Identify the components of a computer: central processing unit (hard drive), keyboard, monitor, mouse; disk drive; printer, scanner, cd burner.
- Show the learner how to turn on a computer, how to move about the screen using the mouse (sensitization); ask the learner to follow

- along and do on his/her computer what is being demonstrated (reproduction); then ask the learner to perform similar tasks on his/her computer but without assistance this time (production).
- Differentiate between the operating system (Windows) and a computer application (MS Word, Excel, etc.)
  - Show the learner how to move about the operating system with Windows explorer; have him/her first observe how to do it (sensitization), then have him/her repeat on his/her computer what is being demonstrated (reproduction) and then have him/her do it independently (production).
  - Gradually (sensitization, reproduction, production) have the learner go through the program menu.
  - Gradually have the learner open and close applications.
  - Show the learner how to turn off the computer.

## ***Activity 2 - Handling Information Using a Computer***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

sensitization, reproduction, production

### **Essential Skill(s)**

document use  
computer use

### **Learning Outcome(s)**

- Open and close an electronic file
- Scan an electronic document
- Select, copy and paste information
- Create an electronic text document
- Format an electronic file

- Print a document

### **Material Required**

workstation equipped with a computer and peripherals

### **Description**

- Gradually show the learner how to open and close a file using a software application (like MS Word, for example).
- Gradually (sensitization, reproduction and production) get the learner to scan documents in different ways (by going from line to line of text, from one page to the other, from graphic to graphic, from table to table, from title to title, in MS Word, for example).
- Get the learner to print a complete or partial document (by selecting certain pages).
- Gradually show the learner how to select and copy information from one document and paste that information in a blank document; show the learner how to create the file containing the blank document and how to format it (simple format).
- Gradually show the learner how to find particular words and phrases within a document.

## ***DEMONSTRATION - Gathering Information and Compiling It into an Electronic Document***

### **Profession(s) to which the Activity Applies**

many professions

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

document use

thinking skills (job task planning and organization, finding information)  
computer use

### **Learning Outcome(s)**

- Create an electronic text document

### **Material Required**

workstation equipped with a computer and peripherals, access to workplace electronic documents

### **Description**

- Give the learner a scenario where he/she is to collect electronic information required to accomplish a workplace task, to compile it in an electronic document and to print that document.
- Possible scenario: the learner is to train a new employee; he/she must therefore show the new employee how to perform certain tasks and how to get the information required for those tasks.
- Evaluate the learner's ability to identify the necessary information, to search for it and to capture it on a computer, to compile it into an electronic document, to put it together in a logical sequence and to finally print it; evaluate the learner's ability to accomplish the tasks of the demonstration in the allotted time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Gathering Information and Compiling into an Electronic Document	
Information Document	
<ul style="list-style-type: none"> <li>Includes all the required information</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Organizes the information in a logical sequence</li> </ul>	0 1 2 3 4 5 no partially yes
Computer Use	
<ul style="list-style-type: none"> <li>Selects, copies and pastes information from one document to another</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Prints an electronic document</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Accomplishes the tasks of the demonstration in the allotted time</li> </ul>	0 1 2 3 4 5 no partially yes

## Sample Exercises

### Learning Outcomes

- Identify the uses of a computer
- Identify in a general way the parts of a computer and their function

### Exercise 1

Match the term to its explanation. Enter the number of the term in the parentheses of the corresponding definition.

TERM	EXPLANATION
1. KEYBOARD	( ) information
2. SCREEN	( ) used to read from and write onto a diskette
3. HARD DRIVE	( ) basic uses of a computer
4. PRINTER	( ) used to create electronic copy of a photograph
5. CD BURNER	( ) use this peripheral to enter information into the computer
6. MOUSE	( ) use this to see the information contained in the hard drive
7. CD DRIVE	( ) storage place of operating system and applications
8. SCANNER	( ) press these to perform a function on the keyboard
9. KEYS	( ) outputs information onto paper
10. PERIPHERALS	( ) hand driven device used to move and position cursor

11. FLOPPYDISK DRIVE	( ) copies data onto a CD
12. DATA	( ) reads information from a CD
13. READ, WRITE and COMMUNICATE	( ) hardware devices attendant to the hard drive

### **Learning Outcomes**

- ***Open and close an application***
- ***Open and close an electronic file***
- ***Scan an electronic document***
- ***Select, copy and paste information***
- ***Create an electronic text document***
- ***Print a document***

### **Exercise 1**

*Open the electronic file containing the following text and questions. Read it on the computer. Save a working copy of the document. Use this working copy when answering the questions. Copy and paste from the text the answers to the questions in the appropriate spaces. Print the document.*

The hardware consists of a number of things making up the computer: for example, the monitor, the printer, the hard drive and cables. All intangibles are referred to as software. A word processing application and an electronic card game are examples of software.

There are different types of computers. There is the family computer that you use at home and there is the business computer that you use at work. These are examples of small computers. A host computer is an example of a large computer that is used to manage an information system throughout a large office.



The central processing unit (CPU) is that part of the computer that contains what is basic to it, namely the Random Access Memory (RAM) or the computer memory used by programs to perform necessary tasks while the computer is on and the Read Only Memory (ROM), a special type of memory that is used to store programs and do diagnostics. The peripherals are those things that complement the CPU like the monitor, the keyboard and the printer.

1. All that is tangible is called (*paste answer here*) .
2. A program is not hardware but (*paste answer here*) .
3. An example of a small computer is (*paste answer here*) .
4. The CPU contains (*paste answer here*) et (*paste answer here*) .
5. The monitor, (*paste answer here*) and (*paste answer here*) are peripherals.

## Series 17 - Preparing an Invoice

This series of activities focuses on how to prepare an invoice by noting all pertinent information, by calculating the amount to be paid, including the applicable taxes. Professions to which this series may apply include delivery and courier service drivers, taxi drivers, bus drivers, truck drivers, tourist guides, bartenders, food and beverage servers, cashiers, general office clerks, and sales clerks.

The series belongs to the second level of the LBS programme. The learning outcomes of the LBS programme that apply are as follows:

- Write clearly to express ideas
- Perform basic operations with numbers

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Write clearly to express ideas</b>	
<b>Level 2</b>	completes forms that require personal information beyond identifying information
<b>Perform basic operations with numbers</b>	
<b>Level 2</b>	adds and subtracts three-digit numbers with and without regrouping using concrete materials
	adds and subtracts money amounts and represents the answer in decimal notation

## **Activity 1 - Identifying the Parts of an Invoice**

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers, tourist guides, bartenders, food and beverage servers, cashiers, general office clerks, and sales clerks

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

document use

### **Learning Outcome(s)**

- Identify the parts making up an invoice
- Note the details of an invoice (name and particulars of client, name of merchandise, the amount of the invoice and any other pertinent information)

### **Material Required**

examples of invoices

### **Description**

- Show the learner examples of different types of invoices; include invoices from learner's workplace.
- Identify the parts making up an invoice: the name of the buyer and his/her particulars, the date, the purchases, the dollar amounts, the taxes, the sub-total and the total, for example.

## **Activity 2 - Representing Money Amounts in Decimal Notation**

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers, tourist guides, bartenders, food and beverage servers, cashiers, general office clerks, and sales clerks

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

writing  
numeracy

### **Learning Outcome(s)**

- Note a dollar amount on an invoice

### **Material Required**

examples of invoices  
exercises

### **Description**

- Draw the learner's attention to the various dollar amounts indicated on an invoice; highlight how it is expressed in decimal notation.
- Ask the learner to complete or correct monetary amounts following examples given (reproduction); dictate dollar amounts and have the learner note them on invoices and do it without the help of examples given (production).

### **Activity 3 - Calculating the Amount of an Invoice**

#### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers, tourist guides, bartenders, food and beverage servers, cashiers, general office clerks, and sales clerks

#### **LBS Level(s)**

level 2

#### **Learning Progression Level(s)**

reproduction, production

#### **Essential Skill(s)**

numeracy

#### **Learning Outcome(s)**

- Calculate the total of an invoice

#### **Material Required**

calculator  
sample invoices  
exercises

#### **Description**

- Identify the arithmetic operations to be done on a typical invoice: adding and multiplying (subtracting is also possible as in the case of a discount, for example).
- Show the learner how to use a calculator; recommend the use of a calculator to minimize the possibility of making errors; help the learner do calculations (reproduction); then have the learner do calculations on his/her own (production).
- Add up the amounts of invoices and calculate the applicable taxes using a calculator; do it progressively helping him/her at first

(reproduction) and then have him/her do it independently (production).

### ***Activity 4 - Preparing an Invoice***

#### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers, tourist guides, bartenders, food and beverage servers, cashiers, general office clerks, and sales clerks

#### **LBS Level(s)**

level 2

#### **Learning Progression Level(s)**

production

#### **Essential Skill(s)**

writing  
document use  
numeracy

#### **Learning Outcome(s)**

- Complete an invoice by entering all pertinent information and doing all necessary calculations

#### **Material Required**

calculator  
exercises

#### **Description**

- Give the learner sample invoices where information is missing; ask him/her to complete the invoices.
- Highlight the importance of filling out an invoice accurately; discuss some of the problems that might arise as a result of inaccurate invoicing.

## ***DEMONSTRATION - Preparing an Invoice***

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bus drivers, truck drivers, tourist guides, bartenders, food and beverage servers, cashiers, general office clerks, and sales clerks

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

writing  
document use  
numeracy

### **Learning Outcome(s)**

- Complete an invoice by entering all pertinent information and doing all necessary calculations

### **Material Required**

calculator  
product catalogue

### **Description**

- Prepare a scenario where the learner has to take an order and prepare the invoice for it.
- Possible scenario: use a product catalogue and have someone (another learner) place an order to the learner, perhaps by phone to make it more realistic; have the learner taking the order prepare the invoice.

- Evaluate the legibility and the accuracy of the information entered on the invoice; see that the invoice is complete, that all calculations have been done; evaluate the learner's ability to perform the tasks of the demonstration in the allotted time.



**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Preparing an Invoice	
<b>Writing</b>	
• Writes legibly	0 1 2 3 4 5 no partially yes
• Includes all necessary information	0 1 2 3 4 5 no partially yes
• Enters information accurately	0 1 2 3 4 5 no partially yes
<b>Numeracy</b>	
• Adds up the totals	0 1 2 3 4 5 no partially yes
• Calculates the taxes	0 1 2 3 4 5 no partially yes
• Performs arithmetic operations correctly	0 1 2 3 4 5 no partially yes
<b>Punctuality</b>	
• Accomplishes the tasks of the demonstration in the prescribed time	0 1 2 3 4 5 no partially yes

**Sample Exercises**

**Learning Outcome**

**- Note a dollar amount on an invoice**

**Exercise 1**

*Correct, if necessary, the dollar amounts indicated. Base the corrections on the examples given.*

Examples: \$10 \$1,000 \$10,000 \$10.50 \$0.25

- |          |              |
|----------|--------------|
| 1. 3\$   | 4. \$25000   |
| 2. 45    | 5. \$8050,67 |
| 3. 45,33 | 6. \$.33     |

**Learning Outcome**

**- Calculate the total of an invoice**

**Exercise 1**

*Calculate the taxes (GST - 7% and provincial tax - 8%) using a calculator. Note the dollar amount of the tax in the space provided.*

Example: (\$45; 7%) Use a calculator. (1) Enter 45, (2) press on X (or \*), (3) enter 7 and (4) press on % to obtain 3.15. Write \$3.15 in the space provided.

- |                        |                         |
|------------------------|-------------------------|
| 1. (\$55; 7%) _____    | 4. (\$67; 8%) _____     |
| 2. (\$56.76; 7%) _____ | 5. (\$153.50; 8%) _____ |
| 3. (\$7,800; 7%) _____ | 6. (\$1.50; 8%) _____   |



## Series 18 - Performing Monetary Calculations when Processing a Purchase

The present series deals with the monetary calculations that result when a purchase is processed. The series applies to the following professions: delivery and courier service drivers, taxi drivers, bartenders, food and beverage servers, cashiers and sales clerks.

The series belongs to the third and fourth levels of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Perform basic operations with numbers

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Perform basic operations with numbers</b>	
<b>Levels 3 et 4</b>	adds and subtracts (summary of a number of markers)  multiplies and divides (summary of a number of markers)  constructs and uses fractions, decimals and percents (summary of a number of markers)  performs basic money calculations (summary of a number of markers)

## ***Activity 1 - Identifying the Monetary Calculations Related to the Processing of a Purchase***

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bartenders, food and beverage servers, cashiers and sales clerks

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

numeracy

### **Learning Outcome(s)**

- Identify the types of calculations necessary to process a purchase

### **Material Required**

none

### **Description**

- Talk about the learner's working experience; identify the monetary computations that must be done when he/she processes a purchase (it is probable that the cash register performs all calculations, in which case talk about what he/she does to process purchases when the cash register is not working)
- Identify the arithmetic operations (adding, subtracting, multiplying and dividing) related to monetary calculations; talk about the learner's difficulties when doing these operations; write down examples of each operation using non-monetary amounts (to keep it simple).
- Review how to use a calculator; recommend the use of a calculator in the workplace to minimize the possibility of making mistakes.

## **Activity 2 - Calculating Totals Related to Purchases**

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bartenders, food and beverage servers, cashiers and sales clerks

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

numeracy

### **Learning Outcomes**

- Add numbers
- Subtract numbers
- Multiply numbers
- Divide numbers
- Calculate percentages

### **Material Required**

exercises on monetary calculations

### **Description**

- Do exercises involving monetary calculations; assist the learner, at first providing examples (reproduction), then having him/her do calculations independently (production).
- Do written exercises and exercises with play money (mental calculations).
- Do calculations with and without a calculator.

## ***DEMONSTRATION - Processing Payments Made for Purchases***

### **Profession(s) to which the Activity Applies**

delivery and courier service drivers, taxi drivers, bartenders, food and beverage servers, cashiers and sales clerks

### **LBS Level(s)**

levels 3 to 4

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

numeracy

### **Learning Outcome(s)**

- Add numbers
- Subtract numbers
- Multiply numbers
- Divide numbers
- Calculate percentages
- Process a payment for a purchase

### **Material Required**

scenario  
play money

### **Description**

- Give the learner a scenario where he/she has to calculate and receive payments for purchases; use play money to make it realistic; use a calculator to determine the dollar amount of the purchases; do mental calculations to give change.

## Performing Monetary Calculations When Processing a Purchase

- Evaluate the learner's capacity to perform arithmetic operations; evaluate the ease with which the transactions are made; evaluate the learner's ability to do the tasks of the demonstration within the allotted time.



Performing Monetary Calculations  
When Processing a Purchase

***Demonstration Assessment Form***

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Processing Payments Made for Purchases	
Numeracy	
• Adds numbers	0 1 2 3 4 5 no partially yes
• Subtracts numbers	0 1 2 3 4 5 no partially yes
• Multiplies numbers	0 1 2 3 4 5 no partially yes
• Divides numbers	0 1 2 3 4 5 no partially yes
• Calculates percentages	0 1 2 3 4 5 no partially yes
• Performs arithmetic operations easily	0 1 2 3 4 5 no partially yes
Punctuality	
• Accomplishes the tasks of the demonstration in the allotted time	0 1 2 3 4 5 no partially yes

## Sample Exercises

### Learning Outcomes

- Add numbers
- Subtract numbers
- Multiply numbers
- Divide numbers
- Calculate percentages

### Exercise 1

*Do the following additions. (Do them first without a calculator; check them secondly using a calculator.)*

$$\begin{array}{r} 15 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +56 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ +49 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 345 \\ + 74 \\ \hline \end{array}$$

$$\begin{array}{r} 123 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ +234 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ +134 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ 34 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ 27 \\ +124 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ 454 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 233 \\ 710 \\ +834 \\ \hline \end{array}$$

$$\begin{array}{r} 567 \\ 342 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} \$56 \\ +\$67 \\ \hline \end{array}$$

$$\begin{array}{r} \$56.50 \\ +\$67.13 \\ \hline \end{array}$$

$$\begin{array}{r} \$35.45 \\ \$67.78 \\ +\$12.00 \\ \hline \end{array}$$

$$\begin{array}{r} \$56.56 \\ \$167.00 \\ + \$12.00 \\ \hline \end{array}$$

$$\begin{array}{r} \$56 \\ \$77 \\ +\$14 \\ \hline \end{array}$$

Performing Monetary Calculations  
When Processing a Purchase

**Exercise 2**

*Do the following subtractions. (Do them first without a calculator; check them secondly using a calculator.)*

$$\begin{array}{r} 19 \\ -16 \\ \hline \end{array} \quad \begin{array}{r} 29 \\ -17 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ -23 \\ \hline \end{array} \quad \begin{array}{r} 40 \\ -36 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ -34 \\ \hline \end{array} \quad \begin{array}{r} 343 \\ -74 \\ \hline \end{array} \quad \begin{array}{r} 123 \\ -18 \\ \hline \end{array} \quad \begin{array}{r} 456 \\ -234 \\ \hline \end{array} \quad \begin{array}{r} 900 \\ -639 \\ \hline \end{array}$$

$$\begin{array}{r} \$76 \\ -\$67 \\ \hline \end{array} \quad \begin{array}{r} \$86.50 \\ -\$67.13 \\ \hline \end{array} \quad \begin{array}{r} \$67.78 \\ -\$12.00 \\ \hline \end{array} \quad \begin{array}{r} \$756.00 \\ -\$517.56 \\ \hline \end{array} \quad \begin{array}{r} \$1256 \\ -\$714 \\ \hline \end{array}$$

**Exercise 3**

*Answer the following questions.*

1. Betty receives \$10 for the purchase of a magazine. The total cost for the magazine is \$7.99. How much change must she give back (assume there aren't any taxes)?
2. Claudia wants to buy three office supply items. The stapler costs \$5.50. The calculator costs \$6. The notepad costs \$1.35. She has \$13.50 in her purse. Does she have enough money to pay for the items (assume there aren't any taxes)? (Justify your answer.)
3. You purchase a jacket for \$75.50 and a sweater for \$98.99. You give the salesclerk two one-hundred-dollar bills. He gives you back \$26.51 in change. You think a moment and then you tell the salesclerk that the amount given in change is not correct. Who is right (assume there aren't any taxes)? (Justify your answer.)

Performing Monetary Calculations  
When Processing a Purchase

**Exercise 4**

*Do the following multiplications. (Do them first without a calculator; check them secondly using a calculator.)*

19	29	77	40	36
<u>% 2</u>	<u>% 2</u>	<u>% 3</u>	<u>% 4</u>	<u>% 2</u>

245	343	123	456	900
<u>% 10</u>	<u>% 5</u>	<u>% 10</u>	<u>% 2</u>	<u>% 3</u>

76	\$86.50	\$67.78	\$756.00	\$1256
<u>% 2</u>	<u>% 2</u>	<u>% 3</u>	<u>% 10</u>	<u>% 100</u>

**Exercise 5**

*Do the following multiplications. (Do them first without a calculator; check them secondly using a calculator.)*

19	29	77	40	36
<u>% 12</u>	<u>% 32</u>	<u>% 53</u>	<u>% 14</u>	<u>% 82</u>

245	343	123	456	900
<u>% 15</u>	<u>% 25</u>	<u>% 110</u>	<u>% 82</u>	<u>% 53</u>

**Exercise 6**

*Answer the following questions.*

1. Frank buys seven packs of cigarettes at \$7.50 per pack. How much is the total cost of his purchase (assume there aren't any

taxes)?

- Betty receives \$15 for the purchase of eleven chocolates costing \$1.25 each. How much change must she give back (assume there aren't any taxes)?

### Exercise 7

Answer the following questions. Circle the correct answer in the right hand column for each question.

Which signifies a quarter?	1/8	1/4	1/2	5/100
Which signifies a half?	1/8	1/4	1/2	5/100
Which signifies an eighth?	1/8	1/4	1/2	5/100
Which signifies five hundredths?	1/8	1/4	1/2	5/100
Which is the same as 5%?	1/8	1/4	1/2	5/100

### Exercise 8

For each arithmetic operation in the left hand column, find an operation in the right hand column that produces the same result. Write the letter of the left hand operation in the parentheses next to the right hand operation.

a. $2500 \times \frac{1}{4} =$	• $2500/2 = ( )$
b. $2500 \times 50\% =$	• $2500 + 10 = ( )$
c. $2500 \times 0,75 =$	• $\frac{3}{4} \times 2500 = ( )$
d. $2500 \times \frac{1}{10} =$	• $25\% \times 2500 = ( )$

**Exercise 9**

*Do the following arithmetic operations. (Do them first without a calculator and then check your answers with a calculator.)*

$10/5 =$	$8/2 =$
$100 + 5 =$	$60 + 12 =$
$360 + 3 =$	$450 + 45 =$
$10 \times 20\% =$	$450/10 =$
$60 \times 5\% =$	$60 + 20 =$
$15,50 \$ \times 7\% =$	$35,99 \$ \times 7\% =$
$15,50 \$ \times 8\% =$	$35,99 \$ \times 8\% =$
$(15,50 \$ \times 7\%) + (15,50 \$ \times 8\%) =$	$(35,99 \$ \times 7\%) + (35,99 \$ \times 8\%) =$

**Exercise 10**

*Answer the following questions.*

1. Susan wants to buy a half-pound of butter. Butter costs \$3.70 a pound. How much does Susan have to pay (assume there aren't any taxes)?
2. Keith wants to buy himself a wool coat. The coat costs \$455.99. GST (7% of the cost of the coat) and the provincial sales tax (8% of the cost of the coat) apply. How much must he pay in total for the coat?
3. Carlos buys a felt pen (three pens for \$2.99), a box of paper clips (\$1.99), a pencil sharpener (\$5.99) and a box of thumbtacks (\$0.99). GST (7%) and PST (8%) apply. If he pays with a twenty-

Performing Monetary Calculations  
When Processing a Purchase

dollar bill, how much change will he get back?

## Series 19 - Preparing a Restaurant Bill

This series of activities aims at showing the learner how to fill out a restaurant bill with the necessary information and totals. These activities apply especially to food and beverage servers.

The series belongs to the second level of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

- Write clearly to express ideas
- Read with understanding for various purposes
- Perform basic operations with numbers

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Write clearly to express ideas</b>	
<b>Level 2</b>	completes forms that require personal information beyond identifying information
<b>Read with understanding for various purposes</b>	
<b>Level 2</b>	identifies characteristics of different forms of written materials  uses knowledge of the organization and characteristics of different forms of writing as a guide before and during reading
<b>Perform basic operations with numbers</b>	
<b>Level 2</b>	adds and subtracts three-digit numbers with and without regrouping using concrete materials  adds and subtracts money amounts and represents the answer in decimal notation



## **Activity 1 - Identifying the Parts of a Restaurant Bill**

### **Profession(s) to which the Activity Applies**

food and beverage servers

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

document use  
numeracy

### **Learning Outcome(s)**

- Identify the items to include in a restaurant bill
- Identify the arithmetic operations related to processing a restaurant bill

### **Material Required**

examples of bills, blank and completed  
calculator

### **Description**

- Discuss with the learner the various tasks related to the profession of waiter/waitresses; focus on the preparation of customer bills and identify the steps to follow in order to make out a bill.
- Look at examples of bills and identify the various parts making up the bills (restaurant name, items and quantities ordered, sub-totals, taxes and totals).
- Look at the way dollar amounts, with and without decimals, are indicated in writing (do exercises if need be).

- Identify the arithmetic operations related to a restaurant bill; review basic arithmetic skills: adding, subtracting, multiplying and dividing (do exercises if need be).
- Review how to use a calculator to facilitate calculations and to verify the amounts indicated on a bill.

## ***Activity 2 - Preparing a Restaurant Bill***

### **Profession(s) to which the Activity Applies**

food and beverage servers

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

writing  
reading text  
document use  
numeracy

### **Learning Outcome(s)**

- Fill out a restaurant bill
- Calculate the subtotals and total of a restaurant bill
- Calculate taxes

### **Material Required**

examples of completed bills  
examples of partially completed bills  
examples of menus  
calculator

## **Description**

- Ask the learner to complete partially filled out bills; have the learner follow examples at first (reproduction) and then ask him/her to do it without examples (production).
- Ask the learner to completely fill out a blank bill (production).
- Encourage the learner to work quickly and carefully, making sure that the information included on the bill is pertinent and accurate.

## ***DEMONSTRATION - Preparing Several Restaurant Bills***

### **Profession(s) to which the Activity Applies**

food and beverage server

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

production

### **Essential Skill(s)**

writing  
reading text  
document use  
numeracy

## **Learning Outcome(s)**

- Fill out a restaurant bill
- Calculate the subtotals and total of a restaurant bill
- Calculate taxes

**Material Required**

scenario  
menu  
blank restaurant bills

**Description**

- Ask the learner to prepare a number of restaurant bills based on scenario where he/she has to serve three or four tables; use a menu to place the orders.
- Evaluate the accuracy of the bills, the legibility of the bills and the speed with which the learner performs the necessary tasks.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Preparing Several Restaurant Bills	
Writing	
• Writes legibly	0 1 2 3 4 5 no partially yes
• Includes necessary information	0 1 2 3 4 5 no partially yes
• Writes the information correctly	0 1 2 3 4 5 no partially yes
Numeracy	
• Performs the required monetary computations	0 1 2 3 4 5 no partially yes
• Performs arithmetic operations correctly	0 1 2 3 4 5 no partially yes
Punctuality	
• Works quickly	0 1 2 3 4 5 no partially yes

### Sample Exercises

#### Learning Outcomes

- Identify the items to include in a restaurant bill
- Identify the arithmetic operations related to processing a restaurant bill

#### Exercise 1

Examine the following restaurant bill and identify the parts that compose it. Identify the arithmetic operations that need to be performed in order to produce a total.

<b>The Happy Eater</b> 50 Bottle Street Toronto, Ontario M4Y 2B7		
Quantity	Details	Totals
2	<i>Special of the day @ \$15.50</i>	<i>\$31.00</i>
2	<i>Domestic beer @ \$4</i>	<i>\$8.00</i>
2	<i>Chocolate cake @ \$5.50</i>	<i>\$11.00</i>
	Subtotal	<i>\$50.00</i>
	GST	<i>\$3.50</i>
	Provincial Sales Tax	<i>\$4.00</i>
	Alcohol Tax	<i>\$0.80</i>
	<b>Total</b>	<b><i>\$58.30</i></b>

**Learning Outcomes**

- Calculate the subtotals and total of a restaurant bill
- Calculate taxes

**Exercise 1**

*Do the arithmetic operations belonging to the following bill.*

3 X Chicken @ \$10.85 = \_\_\_\_\_

3 X Caesar salad @ \$3.75 = \_\_\_\_\_

3 X Domestic beer @ \$4.25 = \_\_\_\_\_

3 X Ice cream @ \$3.00 = \_\_\_\_\_

Subtotal \_\_\_\_\_

GST (7%) \_\_\_\_\_

Provincial Sales Tax (8%) \_\_\_\_\_

Alcohol Tax (10%) \_\_\_\_\_

Total \_\_\_\_\_

**Learning Outcomes**

- **Fill out a restaurant bill**
- **Calculate the subtotals and total of a restaurant bill**
- **Calculate taxes**

**Exercise 1**

Complete the following restaurant bills. Consult the menu for the prices of food items.

<b>The Happy Eater</b> 50 Bottle Street Toronto, Ontario M4Y 2B7		
Quantity	Details	Totals
2	Special @ \$15.50	\$
2	Imported beer @	\$
1	Chocolate cake @ \$5.50	\$
Subtotal		
GST		
Provincial Sales Tax		
Alcohol Tax		
Total		\$

<b>The Happy Eater</b> 50 Bottle Street Toronto, Ontario M4Y 2B7		
Quantity	Details	Totals
4	Steak frites @ \$12.50	\$
4	House wine @	\$
3	Fruit salad @	\$
Subtotal		
GST		
Provincial Sales Tax		
Alcohol Tax		
Total		\$

<b>The Happy Eater</b> 50 Bottle Street Toronto, Ontario M4Y 2B7		
Quantity	Details	Totals
5	Pasta of the day @	
2	Coke @	
4	Sugar pie @	
1	Apple pie @	
Subtotal		

<b>The Happy Eater</b> 50 Bottle Street Toronto, Ontario M4Y 2B7		
Quantity	Details	Totals
2	Special of the day @	
2	Steak frites @	
4	Domestic beer @	
3	Ice cream @	
Subtotal		



## Preparing a Restaurant Bill

	GST	
	Provincial Sales Tax	
	Alcohol Tax	
	Total	\$

	GST	
	Provincial Sales Tax	
	Alcohol Tax	
	Total	\$

<b><i>The Happy Eater</i></b> 50 Bottle Street Toronto, Ontario M4Y 2B7		
Appetizers Main	Dishes	Deserts
Small House Salad \$3.00	Fried Chicken \$10.85	Chocolate Cake \$5.50
Caesar Salad \$3.75	Steak frites \$12.50	Ice Cream \$3.00
Tomato Salad \$4.00	Special of the Day \$15.50	Apple Pie \$4.25
Soup of the Day \$2.75	Pasta of the Day \$8.75	Sugar Pie \$4.00
Garlic Bread \$2.00		Fruit Salad \$4.25
Hot Drinks	Cold Drinks	Alcoholic Beverages
Coffee \$2.00	Coke, Pepsi, Sprite \$2.25	Domestic Beer \$4.00
Tea \$2.00	Mineral Water \$3.00	Imported Beer \$5.00
Hot Chocolate \$2.50	Fruit Juice \$3.50	House Wine (glass) \$4.50
Espresso Coffee \$3.00		Cocktail \$5.50

## Series 20 - Calculating Time Differentials Due to Time Zones

In this series the learner is made aware of the notions of “time zones” and “time differentials.” In addition, he/she learns how to calculate the time in difference time zones relative to the time in a given time zone. This series is of particular interest to those who work as tour guides.

The series belongs to the second level of the LBS programme. The learning outcome of the LBS programme that applies is as follows:

Perform basic operations with numbers

Some of the success or transition markers of the LBS programme that apply in part or in full are as follows:

<b>Perform basic operations with numbers</b>	
<b>Level 2</b>	adds and subtracts two-digit numbers, with and without regrouping, with sums less than 101, using concrete materials

## ***Activity 1 - Understanding What is Meant by “Time Zones” and “Time Differentials”***

### **Profession(s) to which the Activity Applies**

tour guide

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

sensitization

### **Essential Skill(s)**

document use  
numeracy

### **Learning Outcome(s)**

- Explain what is meant by a “time zone” and a “time differential”
- Identify the arithmetic operations used in order to calculate a time differential

### **Material Required**

table showing the spread of time zones across the globe

### **Description**

- Explain what is meant by a “time zone” and a “time differential” using a map or a globe of the earth; highlight the relationship between the time in a given place and the position of the sun in the sky; highlight that the sun changes position in the sky as a result of the earth’s rotation, that the earth rotates once every 24 hours and that there are, as a result, 24 time zones.
- Explain that, according to standards, the time in each country is determined relative to the time at the meridian at Greenwich (suburb of London) and that it is called Greenwich Mean Time or GMT; explain that, for example, Paris is at GMT+1, Tokyo at

GMT+9 and Rio de Janeiro at GMT-3; explain the significance of the International Date Line; show how it can be “today” in Toronto but “tomorrow” in Peking; explain the notion of “daylight saving time” and show how it impacts time differential calculations.

- Give examples of differential time calculations using the GMT as a point of reference.

## ***Activity 2 - Calculating Time Differentials***

### **Profession(s) to which the Activity Applies**

tourist guide

### **LBS Level(s)**

level 2

### **Learning Progression Level(s)**

reproduction, production

### **Essential Skill(s)**

document use  
numeracy

### **Learning Outcome(s)**

- Calculate the time difference between locations situated in different time zones

### **Material Required**

examples of time differential calculations  
travel scenarios

### **Description**

- Show how time differences between time zones are calculated; using these examples, have the learner do some calculations (reproduction).

- Give the learner some travel scenarios and have him/her plan the trips, taking into consideration travel schedules (train, plane, bus) and different time zones (production).
- Show the learner how to use internet-based calculators for figuring out time differences (to find such specialized calculators, put the term “time differential” in a search engine).

### ***DEMONSTRATION - Calculating Time Differences for a Trip across Time Zones***

#### **Profession(s) to which the Activity Applies**

tourist guide

#### **LBS Level(s)**

level 2

#### **Learning Progression Level(s)**

production

#### **Essential Skill(s)**

document use  
numeracy

#### **Learning Outcome(s)**

- Calculate the time difference between locations situated in different time zones

#### **Material Required**

travel scenario

#### **Description**

- Give the learner a travel scenario involving a number of time zones and a number of flight changes; have him/her determine, for example, the time of arrival at and departure from different airports

in terms of the time at point of origin or what time to call someone back home in terms of the time at point of destination; do the calculations with and without the use of a specialized calculator available on the Internet.

- Evaluate the ability to perform the additions and subtractions related to determining differences in time, the ability to interpret the time-line made up of the different time zones, the ability to take into account daylight saving time changes and the ability to perform the tasks of the demonstration in the allotted period of time.

**Demonstration Assessment Form**

<b>ASSESSMENT FORM</b>	
DEMONSTRATION - Calculating Time Differences for a Trip across Time Zones	
Use and Interpretation of Time Zones	
<ul style="list-style-type: none"> <li>Interprets correctly the time line resulting from the different time zones</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Takes into consideration daylight saving time when applicable</li> </ul>	0 1 2 3 4 5 no partially yes
Numeracy	
<ul style="list-style-type: none"> <li>Performs required additions</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Performs required subtractions</li> </ul>	0 1 2 3 4 5 no partially yes
<ul style="list-style-type: none"> <li>Performs arithmetic operations accurately</li> </ul>	0 1 2 3 4 5 no partially yes
Punctuality	
<ul style="list-style-type: none"> <li>Performs the tasks of the demonstration in the allotted time</li> </ul>	0 1 2 3 4 5 no partially yes

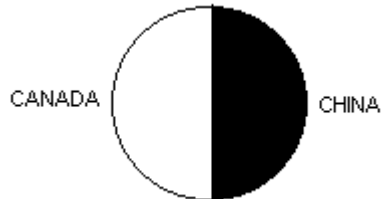
### Sample Exercises

**Learning Outcome**

**- Explain what is meant by a “time zone” and a “time differential”**

**Exercise 1**

Read the text and answer the questions that follow.



When it is daylight in Canada, it is nighttime in China. When it is noon in Toronto, it is 11 P.M. in Beijing. There is therefore at time difference of eleven hours between the two cities.

- When it is 12 o'clock in the daytime in Toronto, it is 11 P.M. in Beijing.
- When it is 1 P.M. in Toronto, it is midnight in Beijing.
- When it is 11 A.M. in Toronto, it is \_\_\_\_\_ in Beijing.
- When it is 2 P.M. in Toronto, it is \_\_\_\_\_ in Beijing. Is it the same day or the next day in Beijing?

**Exercise 2**

Read the text and consult the time line.

**A** New York, **B** Recife, **C** Nairobi, **D** Saigon, **E** Sydney, **F** New Caledonia

13	14	15	16	17	18	19	20	21	22	23	0	1	2	3	4	5	6	7	8	9	10	11	12	
						<b>A</b>			<b>B</b>		<b>G M T</b>			<b>C</b>					<b>D</b>			<b>E</b>	<b>F</b>	
											<b>Midnight</b>												<b>Noon</b>	
West											East													



## Calculating Time Differentials Due to Time Zones

The above time-line consists of the 24 time zones that are spread around the world. Expressions of time throughout the world are relative to the time at the Greenwich meridian. This time zone is referred to as Greenwich Mean Time (GMT). Greenwich is a suburb of London in Great Britain. The time zones to the left of Greenwich are west of it and those to the right are east of it. The "0" GMT signifies in fact that it is midnight in Greenwich. When it is midnight in Greenwich, it is 7 P.M. (19:00) in New York, 10 P.M. (22:00) in Recife, 3 A.M. in Nairobi and so on. Look at the time-lines below to see how the time in each time zone changes relative to different GMT's.

**A** New York, **B** Recife, **C** Nairobi, **D** Saigon, **E** Sydney, **F** New Caledonia

14	15	16	17	18	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	
						<b>A</b>				<b>B</b>	<b>G M T</b>			<b>C</b>						<b>D</b>		<b>E</b>	<b>F</b>	
											<b>1 A.M.</b>												<b>1 P.M.</b>	
West												East												

**A** New York, **B** Recife, **C** Nairobi, **D** Saigon, **E** Sydney, **F** New Caledonia

7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3	4	5	6	
						<b>A</b>				<b>B</b>	<b>G M T</b>			<b>C</b>						<b>D</b>		<b>E</b>	<b>F</b>	
											<b>6 P.M.</b>												<b>6 A.M.</b>	
West												East												

To calculate the time at one location with respect to the time at another location not in the same time zone you either add hours or subtract hours. For example when it is 4 P.M. (16:00) in Recife, it is  $16 - 3 = 13:00$  or 1 P.M. in New York. (When you go west of a given time zone, you subtract; when you go east, you add.)

**Learning Outcome**

**- Calculate the time difference between locations situated in different time zones**

**Exercise 1**

Calculate the time differences between different locations using the time line. (To get a better idea, find on a globe the locations indicated and imagine where the sun is relative to them.)

**A** Athens, **B** Bangkok, **C** Los Angeles, **D** Lima, **E** Guadeloupe, **F** Calcutta

-8	-7	-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6	+7	+8	
<b>C</b>			<b>D</b>	<b>E</b>				<b>GMT</b>		<b>A</b>			<b>F</b>			<b>B</b>	

Examples

*Question: It is noon in Greenwich. What time is it in Calcutta?*

*Answer: 12:00 + 5 = 17:00 or 5 P.M.*

*Question: It is 3 A.M. in Greenwich. What time is it in Guadeloupe?*

*Answer: 3:00 - 4 = 23:00 or 11 P.M. (the day before)*

1. Question: It is 1 P.M. in Greenwich. What time is it in Athens?  
Answer: \_\_\_\_\_
2. Question: It is 2 A.M. in Greenwich. What time is it in Bangkok?  
Answer: \_\_\_\_\_
3. Question: It is 2 A.M. Greenwich. What time is it in Guadeloupe?  
Answer: \_\_\_\_\_
4. Question: It is 2 A.M. in Los Angeles. What time is it in Greenwich?  
Answer: \_\_\_\_\_
5. Question: It is 5 P.M. in Calcutta. What time is it in Los Angeles?  
Answer: \_\_\_\_\_

6. Question: It is 12:45 A.M. in Greenwich. What time is it in Lima?  
Answer: \_\_\_\_\_

**Exercise 2**

*Answer the following questions. Refer to the time-line in order to calculate the time differences.*

**A** New York, **B** Recife, **C** Nairobi, **D** Saigon, **E** Sydney, **F** New Caledonia

13	14	15	16	17	18	19	20	21	22	23	0	1	2	3	4	5	6	7	8	9	10	11	12
						<b>A</b>			<b>B</b>		<b>G M T</b>			<b>C</b>					<b>D</b>		<b>E</b>	<b>F</b>	
										<b>Midnight</b>													<b>Noon</b>

- It is Sunday, midnight in Greenwich. What time is it in Nairobi and what day is it (same day or next day)? What time is it in Recife and what day is it?  
\_\_\_\_\_
- It is midnight in Greenwich. It is therefore midnight in London, given that Greenwich is a suburb of London. If the London–Nairobi flight takes five hours and the departure in London is midnight, at what time does the plane land in Nairobi, London time, and what time does it land, Nairobi time?  
\_\_\_\_\_
- If it is Sunday in New York and it is 10 A.M., what day is it in Nairobi? What is the arrival time in Nairobi (Nairobi time) of the New York–Nairobi flights if it takes fifteen hours and its departure time is 10:30 A.M.?  
\_\_\_\_\_

## Appendix

### *Lexicon*

<b>Demonstration</b>	Learning situation reflecting real-life conditions where the learner is required to spontaneously apply knowledge and/or practices previously learned. A demonstration can also be used to evaluate if learning outcomes have been attained.
<b>Essential skill</b>	<p>Skill that allows people to perform job-related tasks and basic activities in their daily life, that form the basis of other skills and that make it possible for people to adapt to changes in the workplace.</p> <p>Essential skills include reading text, document use, writing, numeracy (math), oral communication, thinking skills (including problem solving, decision making, job task planning and organizing, significant use of memory, finding information), working with others, computer use and continuous learning. (See the Human Resources Department Canada web site for more information.)</p>
<b>Learning Outcome</b>	Training objective expressed in terms of an observable and measurable behavior.
<b>Learning Progression</b>	The learning stages through which a learner goes when seeking to acquire new knowledge and behaviors. There are three stages or levels: the sensitization stage (first contact with a new notion or behavior), the reproduction stage (processing the new notion or behavior with the help of examples) and the production

	stage (spontaneous occurrence of the new notion or behavior in a given context).
<b>Literacy and Basic Skills Programme (LBS) (of Ontario)</b>	Adult training programme aimed at those who need to develop fundamental reading, writing and numeracy skills. The Ministry of Training and Colleges and Universities of Ontario is responsible for this programme.
<b>Production</b>	Last of the learning progression levels. Appropriate application in a given context of a notion or a behavior that has been learned and integrated.
<b>Reproduction</b>	Middle level of the learning progression. The treatment of new knowledge or practices with the help of examples.
<b>Sensitization</b>	The first level of the learning progression. Moment when learner first becomes aware of a new notion or behavior.
<b>Success marker</b>	Concept belonging to the Literacy and Basic Skills Programme (LBS). Specific and measurable indicator of proficiency related to a learning outcome.
<b>Transition marker</b>	Concept belonging to the Literacy and Basic Skills Programme (LBS). Similar to a success marker but reflecting a skill level somewhat lower than a success marker.



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