

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**
Revised for
ACCESS TO APPRENTICESHIPS

**COMMUNICATIONS SKILLS
DETAIL EXTRACTION**

**AN ACADEMIC SKILLS MANUAL
for**

The Construction Trades (Structures)

This trade group includes the following trades:
Drywall & Acoustical Applicator, General Carpenter,
Mason (Brick & Stone and Restoration), Reinforcing Rod Worker, Roofer,
Terrazzo, Tile & Marble Mechanic

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Ontario Ministry of Training, Colleges and Universities*

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In preparing these Academic Skills Manuals we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual.

This trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need.

COMMUNICATIONS SKILLS

DETAIL EXTRACTION

*An academic skill required for the study of the
Construction Trades (Structures)*

INTRODUCTION

Reading for details is similar to shopping through aisles of items and then finding and taking something you need. **Detail extraction** refers to finding information you need and then carefully reading it to pull out and use the specific points you need.

In your work, you extract details from descriptions of procedures, from building codes and from data sheets, drawings and blueprints. You also extract details when you make notes from texts and class material, and when you study, and review information for tests. When you select the right details from your construction materials or textbooks, you can use the information to get the results you want.

In this unit, we will look at the following methods to successfully extract details from technical reading material:

- ◆ Know your purpose.
- ◆ Use a method to find details.
- ◆ Understand the nature of details.
- ◆ Build on your experience.

PART I

KNOW YOUR PURPOSE

Details

Details are the small parts of something. They are the individual points, parts, components, or the bits. When you find a detail by itself, you may not recognize what it's used for or whether it's important. When you see a detail in its correct place – as part of a whole – you are more likely to recognize its use and its importance. When details are combined, each contributes to the whole idea, process or principle.

Extraction

Extraction means pulling something out. A geologist extracts gold from rock, a dentist extracts a tooth from your jaw. Extraction may be difficult and it may take some effort. You have a good reason for making this effort.

Your purpose

When you understand *why* you are reading, you can focus on the parts of the text that provide the information you need. When you know what you are looking for, it is easier to recognize the information when you find it. Then you can select the parts that answer “what should I do” or “what should I know.” By skimming through unnecessary material, you can quickly get to the information that focuses on your purpose for reading. This is detail extraction.

Think about your reasons for reading before you begin:

- ◆ What am I looking for?
- ◆ What have I been asked to do?
- ◆ What am I expected to know?

Getting all the facts

The skill of extracting details requires you to identify your purpose and, then, *carefully read to extract the details*.

Often you need all the details provided, especially when you are told to follow a procedure. If you skim through them, you will miss something essential. When you are *directed* what to do, you will need to extract all the details.

Examples:

Follow steps 1 through 4 for correct hammering technique.

Read these directions before you start preparation.

Statements like these tell you where to find the details and what you need the details for. They give you a purpose for finding and using details. You will need to find and use the details they point you to, especially if you need to learn correct hammering procedures or to understand how to do a job.

Statements that send you for information provide you with a purpose for reading. Among other things, they might tell you:

- to get help with a procedure,
- to compare details, or
- to make the correct adjustments (in products, measurements, etc.).

You may have two or three purposes for reading selected material, such as to memorize a new procedure or to learn more about a technique or to take an exam. An added, but common, purpose for reading technical material is *to answer questions* to show that you have grasped the information, or details, in the material you have read.

Passage 1 describes pressure-treated wood foundations. Think about your purpose in reading this. It may be to do any or all of the following:

- understand a material or product,
- accurately follow directions,

- identify parts on a diagram,
- understand the sequence of events, or
- answer questions.

Read Passage 1 and answer the questions that follow. Answers are at the end of this skills manual.

Passage 1
Pressure-treated Wood Foundations

Preserved wood foundations are a part of the housing framing system that extends below ground level to act as the foundation. They consist of a pressure-treated wood footing plate that rests on a gravel drainage bed, pressure-treated bottom and top plates, studs and blocking, with pressure-treated plywood as outside cladding and a polyethylene sheet for added damp proofing. Insulation may be placed between the studs and the interior finished to provide living space all or partly below ground level.

Wood exposed to moist conditions from the surrounding soil is subject to decay. Preserved wood foundations are pressure-treated with chemical preservatives that penetrate and impregnate the wood cells making them highly resistant to decay organisms and insects such as termites. The dried wood is odourless with a slight greenish colour. Properly treated lumber and plywood is identified with a CSA certification mark.

Wood foundations are used for low-rise single or multiple dwellings. Several floor types are suitable: conventional concrete slab, wood floor on sleepers on a gravel bed, suspended wood floor. Figure 1 (omitted here) shows each type. They must be designed to carry the vertical load of the house with its floor and roof loads and also the lateral loads of back-filling earth. The required size, species and grade of studs, and the thickness of plywood depend on stud placement and backfill height, and the number of stories of house frame that is supported. Consult the proper guide for specific design data.

Questions:

1. Which of the following correctly describes parts of a preserved wood foundation:
 - a) footing plate, pressure-treated bottom plate, studs and blocking
 - b) gravel drainage bed, pressure-treated studs, pressure-treated plywood
 - c) pressure-treated bottom and top plates, pressure-treated plywood, polyester sheeting
2. The application for wood preserved foundations is single or multiple dwellings.

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3. You could identify pressure-treated wood after reading this passage.

T F
4. Unless pressure-treated lumber is used in the foundation, moist conditions will cause decay in the foundation.

T F

What I want . . .

As you read, you will often find that your purpose changes or expands in some way. Think about the passage above.

As you read the information, you may have stuck to your original purpose, whether it was to follow directions accurately or to understand more about foundation work. And, you may have wanted to see the (omitted) diagram so you have all the details you need about different floor types. You may also wonder what the exact CSA mark is or how you can tell one from another, and so on. These new purposes will send you to another text, manual or an expert to find the details you want.

Your expanded purpose leads you to find more details. *Searching to find those details and reading them carefully is important to the understanding of your trade.*

Your purpose tells you *why* you are looking for details. You will use the details in an appropriate way based on your purpose, whether you memorize them, record them or act on them.

Purposes for reading

For *detail extraction*, you read to locate facts, data or information for *any of the purposes* below. You will find other reasons of your own to add to this list:

Examples:

- to understand a new building code,
- to compare products or equipment,
- to prepare for a test on a chapter,
- to learn a math formula,
- to understand a procedure,
- to explain a procedure to a supervisor.

PART II

USE A METHOD

Purpose directs your search for details as you ask: *What do I need or want? What am I going to do? What is expected of me?* Your search for details should be guided by a method. The method below will help you search for the right details. In this method, we use four steps to locate and extract the right information.

Four steps

1. *Define your purpose.* Your purpose might be to understand a process and/or to answer questions.
2. *Preview the reading.* Look over the whole piece. Pause to read or notice items: headings, bold or *italic* print, diagrams.
3. *Read carefully* to understand the whole picture.
4. *Locate details that answer the questions.* Reread with attention to select the right details.

Following these four steps is similar to the process you might use on the job.

Example: You have to lay a floor. You need to:

1. Define the purpose – be familiar with the job description.
2. Preview the task – do a visual check of the area (preview);
3. Inspect carefully – you carefully inspect the whole area to see which areas may need more attention (a confined space, a substandard subfloor, a wiring problem);
4. Locate the details – look closely to locate details specific to the job requirements.

Passage 2 below describes the process of laying drain tile. Your purpose, is to understand this process because it relates to the construction trade, *and* to answer the questions. At the end of the passage, you will find five questions, another purpose for reading carefully.

Use the four steps as you read Passage 2. Then answer the questions that follow. Answers are at the end of this skill manual.

Passage 2 **Foundation Drainage**

Most locations require subsurface water to be drained away to prevent damp basements and wet floors. Drain tile is laid around the perimeter of the wall footings to drain away this water.

Lay the drain tile on solid undisturbed soil around the footing. The top of the tile must be below the level of the basement floor or crawl space with a slight slope to the outlet. Tiles are laid with open joints of about 6mm. Cover the top portion of the joint with a 75mm strip of roofing felt to keep gravel and sand out of the tile while still allowing water to seep through. The tile is then covered with 150mm of gravel or crushed rock.

The drain tile should be connected with a tight-joint pipe to a sump, storm sewer or other acceptable outlet. For conventional basement construction, it is essential that adequate drainage be provided in order to prevent hydrostatic pressures equivalent to a head of more than 150mm of water. On wet sites, special drainage features such as lateral drain tiles under the floor slab may be needed to prevent this condition.

Use a gravel-bed drainage system in conjunction with drain tile at the perimeter for a pressure-treated wood foundation.

Questions

1. On wet sites lateral drain tiles under the floor slab may be required.

T F

2. Which correctly lists details for laying drain tile?
 - a) slope tile to outlet; cover top joint with roofing felt; cover with 75mm of gravel or crushed rock
 - b) lay drain tile on solid undisturbed soil; lay drain tile around the footing; connect tight-joint pipe to sump outlet
3. If the roofing felt were omitted, what result could you expect?

4. Explain what is meant by *hydrostatic pressures*.
5. A gravel- bed drainage system combined with drain tile would be used for a preserved wood foundation.

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Types of Details

Notice that the questions ask for different types of detail or information.

Question 1 asks you whether a statement is correct (true or false). To answer the question, you need to find the place where you read it and reread it. Examine the details and decide if the statement is accurate.

Question 2 asks for the details in a process. Find the place in the description where the process is described. Compare the question with the process, detail by detail. Now look at the words (vocabulary detail) and the order (details in sequence). In some cases, you will compare one, two or more steps in a procedure; in other cases, you will compare the entire procedure, detail by detail. You do this to understand when and why you would use different products, different steps or different techniques.

Question 3 asks you to find a result. This involves the relationship of one or more details to others. The answer you are looking for could be a step in a process, a product, or the cause of a problem (diagnosis). Look for the effect of one detail on another to find the result.

Question 4 asks you to explain what something means. This is a vocabulary detail. Two words are combined here to form a trade term. . Assume you don't know what *hydrostatic* means. Look up the word in a dictionary/or glossary. Use your own words or a simple sketch to make sure you understand it. A good test of your understanding is to explain it to someone.

Question 5 asks you a vocabulary /application detail: Is foundation *drainage* the same or different for different types of foundations? What effects would you get if you used one (as opposed to another) drainage system?

Preview your reading material

We have suggested you use the four steps as guides to extracting details. In technical reading, it is a good practice to browse the entire reading before you start (Step 2). When you preview a textbook or manual, ***you get an overview of the whole.***

This *preview* gives you a sense of the whole before you focus on the details. It can help you find the passages, chapters or sections that answer your questions. Previewing also gives you a sense of the range of information available.

A reminder about questions

We suggested in Part II that you ask questions to extract the right details. Asking questions helps you understand each detail as you go.

Example: You might ask, “Do I understand:”

<i>hydrostatic?</i>	Yes or No
<i>lateral?</i>	Yes or No
<i>tight-joint pipe?</i>	Yes or No

If the answer to any of these is no, *you need to continue your search to extract the right details to understand the words.*

PART III **THE NATURE OF DETAILS**

Details cover a great range of information – anything from the history of house building in your area to the procedures for tornado-proof roofs. Some details are general in nature; others are very specific.

Details: General To Specific

The passage below is organized in a way that common to technical material. It starts with general information and description then examines specific details. The general information often introduces the “*how to*” details that you would find in a procedure.

Read **Passage 3**. Pay attention to the way information is organized in the passage.

Passage 3 **Wall Sheathing**

Wall sheathing is the outside covering over the wall framework nailed directly to the wall framing members. Sheathing provides a nailing base for some types of siding and backing for others. It also braces the structure although, in most cases, bracing is provided by the interior wall surface. If the exterior cladding needs solid backing, sheathing must be applied to the gable ends and walls. Six types of sheathing are used in construction: lumber, fibreboard, gypsum board, plywood, particleboard and wafer board.

Lumber sheathing -must be no less than 17mm thick and 140 to 286mm wide. It is milled in shiplap, tongue-and-groove or square-edge patterns. The boards are nailed at each stud crossing with two nails for the 140 and 184mm and three nails for 235 and 286mm widths. End joints in the board must be placed over the centre of the studs with the joints staggered on different studs.

Lumber sheathing may be put on either horizontally or diagonally as shown in Figure 1-2. The angle cuts used in the diagonal method result in more waste and in more time as these cuts require more work.

General details

Look again at paragraph one .Notice how it gives general information about wall sheathing:

- it is the outside covering nailed to the wall framing members,
- it provides either a nailing base or backing,
- it may brace the structure,
- where it is applied,
- names of the types of sheathing.

Specific details

Look at how the second paragraph, *Lumber Sheathing*, provides more precise detail. It tells you about and shows a wall sheathing application. It briefly gives you requirements of one type, lumber sheathing. The paragraph explains:

- thickness and width of lumber sheathing - at least 17mm thick, 140 to 286mm wide;
- how it is milled;
- where to nail and number of nails for different widths;
- how to attach end joints.

Paragraph three continues with details about how lumber sheathing can be placed. You can see that these details are more specific than those in the first paragraph. They focus on lumber sheathing with specific details related to installation. Here are examples of details that tell you what to do and how to do it. These details continue to build on your understanding step-by-step so you have the exact knowledge you need about wall sheathing.

From General to Specific

Technical material is usually organized in this way:

- ◆ Passages start with general information that gives a basic understanding of what something is or what it does; often you find out *why* you need to learn about it.
- ◆ You then read details that describe some aspect of the topic such as differences between types of static seals.
- ◆ Further on you may find specific details that take you through a systematic procedure such as that for installing seals.

Each part of the material develops and builds from the general to the specific details. These details continue to add to your knowledge of the trade.

Extracting Details from Graphics

Graphics refer to any type of diagram or picture used to provide a visual representation of information. Graphics extract specific details that focus on what you need to know. When you use graphics, in conjunction with text, you learn the important information.

It is generally easier to understand and remember steps in a procedure, differences in material or how one part relates to another, when it is illustrated in a diagram.

Example: A diagram illustrating types of warp such as *bow*, *crook*, *cup* and *twist* will show the differences more clearly than just reading about warp.

Example: You may remember the steps and materials for wall insulation better if you see a diagram illustrating each layer.

Passage 4 and Figure 1 that follow show you how details in a passage and in a diagram work together.

Review the four steps and apply them as you read the passage and study the diagram.

**Passage 4
Insulation of Walls**

A maximum thermal resistance of RSI 2.5 (approx.) can be achieved with normal 38 x 89mm stud framing. The cavity is filled with batt-type insulation and normal finishing, sheathing and cladding materials are used (Figure 1). If you are careful in the selection of sheathing and cladding, you can extend the value to about RSI 2.8.

To achieve higher levels requires special measures. Deeper studs (38 x 114mm or 38 x 140mm) will allow for thicker batt insulation. Another option is to use the normal stud (38 x 89mm) with cavities filled with batt insulation. A rigid insulation is then applied to the outside either in place of or in addition to the normal sheathing. In this method, the wall's thermal resistance is continuous over the framing that reduces the heat loss.

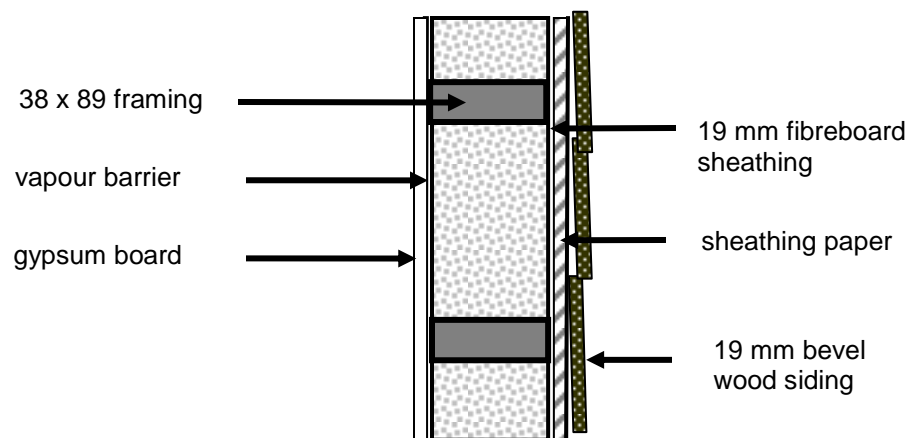


Figure 1: Cavity filled with batt-type insulation 38 x 89 mm wall

Extract details in the text *and* in the Figure to get the complete details and understanding. Make certain that when the text directs you to “see” something in the diagram, you look at that detail. If you don’t understand each aspect of the diagram, find other information to help you.

Carefully examine **Figure 3** above to:

- ◆ extract details,
- ◆ improve your understanding, and
- ◆ remember a definition (or principle).

Look at the detail available in **Figure 3**.

- The cavity between studs is filled with batt-type insulation; the layers of materials are labelled.
- You can see the layers and can develop a sense of how they combine to achieve thermal resistance (insulation).
- Measurements of some materials are also included that are not included in the passage.
- You can see how it all comes together.

The passage and diagram give you a sense of what the process looks like. You gain more information from the text and diagrams than from either on its own.

Text and graphics

The text gives definitions and details about a procedure, process or practice.

The graphic lets you see the details explained in the text. As you study a graphic, extract each detail and compare it to details in the text. Each piece of information in it relates to something in the text. Text or notes below a figure will add important details. Examine all of the information.

By combining information in the text with information in the diagram you get a more detailed understanding of the concept than you would from using either the text or diagram on its own.

PART IV

BUILD ON EXPERIENCE

Experience will teach you to ask questions and to listen for the answers; this way you really understand what's expected of you. As you become familiar with your trade, you will figure out what kind of details you are expected to memorize and the kind you need to search for and extract only when you need them.

Example: You need to memorize hand symbols, the tools of your trade, general safety rules, and technical terms. You can't memorize every detail about procedure, measurement, or material. But you can learn to look up information and find the details you need

Organize your notes

When you take notes in class or on the job, you write down details that are related to the task. Developing the skill of extracting details will make note taking easier. As you organize your notes, you develop a note-taking system that is efficient and that makes the details quick and easy to find and to study. Creating your own lists and tables work well for this purpose.

Whether you use tables or lists to organize your notes and study materials, you can highlight, or mark (with checks or bullets) details that are important or related to each other. Developing a system to organize details will help you as you learn new information; a system will help you find details when it's time to review.

Tables

A simple table with clear headings lets you organize details and then find (extract) them again when needed. You will organize details better if you remind yourself about your purpose.

Example: Examine the table below to see how it organizes details and makes it easy to extract information.

**TABLE 1:
MINIMUM THICKNESS OF SUBFLOORING**

Maximum Joist Spacing(mm)	Minimum Plywood Thickness (mm)	Minimum Particleboard Thickness (mm)
400	15.5	19.0
500	18.5 ⁽¹⁾	25.4
600	18.5 ⁽¹⁾	25.4 ⁽¹⁾

Note: ⁽¹⁾ Plywood may be 15.5mm thick and particleboard may be 19.0mm thick if the finish consists of matched wood strip flooring not less than 19mm thick laid at right angles to the joists.

Details are easy to find in a table. The columns are labelled so you know what kind of detail each one has in it. This way you can look down a column to the information you want. And look across that row to the column where the information is.

Did you read the note below Table 1 above? The ⁽¹⁾ which follows 18.5 mm in the second column and 25.4 mm in the third column directs you to a *footnote*. A footnote adds important detail. Make sure you read any footnotes.

Getting it wrong

As you search for information, you may find that you missed key details because you skimmed over them, or you picked the wrong details. If this happens, stop and check:

- ◆ Did you preview and read all the material before picking out details?
- ◆ Did you highlight the bits you extracted?

If you answered no to either question, you have to go back and, carefully, find what you missed.

If you still are picking the wrong details, check your purpose again. Be sure you know what you should be learning from the material. Be sure you understand after rereading? If not, who can help you?

Each time you approach new material, ask questions to make certain that you are extracting the right details from the start. Always be prepared to ask for help. It is part of the process.

Read the passage below and answer the questions. Use the four steps to guide you. Answers are at the end of this skills manual.

Passage 5 Vapour Barriers

The vapour barrier is an important part of the building. It should be placed on the *warm* side of insulation – that is the inside of wall insulation, the bottom of roof insulation and the top of floor insulation.

Batt-type mineral wool insulation sometimes comes with an integral vapour barrier of asphalt-coated kraft paper. The paper dimensions are greater than those of the batt itself so that the resulting tabs can be overlapped and stapled or nailed to the framing members.

Vapour barriers such as polyethylene film offer a few advantages. The sheets are large, room-height pieces which can be applied with few joints. By reducing the number of joints, the number of openings which air can move through is also reduced. Any joints should be lapped over two adjacent framing members. Polyethylene of 0.05mm thickness usually has low enough permeability to act as a good vapour barrier; however, it is easily torn and thus may not be a very good air barrier. For that reason a minimum of 0.10mm thickness is recommended.

Questions:

1. Where is the vapour barrier applied?
 - a) on the warm or insides of wall and roof insulation
 - b) on the outer or outsides of wall and roof insulation
 - c) either way
2. According to the passage, which of the following statements does *not* describe a benefit of polyethylene film?
 - a) large sheets mean fewer joints
 - b) the tabs can be overlapped and stapled or nailed to the framing members
 - c) a thickness of 10mm or more will resist tears and act as a good air barrier
3. Asphalt-coated kraft paper is a type of insulation.

T F
4. Batt-type insulation with the vapour barrier attached has which of the following?
 - a) similar air barrier benefits to polyethylene sheets
 - b) the ability to reduce air movement through the barrier
 - c) passage does not say

Building strong reading skills and strategies will keep you on top of your trade. Over your career, techniques and materials will change, but with a solid reading foundation, you will know how to continue finding and using relevant details. Mastery of extracting details and the associated note-taking and study skills are a useful preparation for your chosen trade.

CONCLUSION

Detail extraction means pulling out the details you need for a specific purpose. If you know your purpose before you start, then you will look for the right details, and you will know what to do with them. Taking notes, creating tables, interpreting diagrams and highlighting key information are useful strategies for detail extraction. Being able to find the right information efficiently can help you to become a better student, and a master of the information you need to be successful in your trade.

Summary

1. **Know your purpose.** Think about what you need before and during the reading.
2. **Use a four step method to extract details:**
 - a) Define your purpose.
 - b) Preview the reading by examining the whole piece.
 - c) Read everything carefully to understand the whole piece.
 - d) Locate details that answer your questions. Read with attention to identify and understand the right details.
3. **Understand the nature of details:** they move from general and specific.
4. **Extract details from diagrams and illustrations** to understand procedures, various parts and their relationships. Combine this information with your text reading.
5. **Organize your own data** in a table or chart for study and retrieval purposes.
6. **Ask questions based on your experience;** use everything available to you.
7. **Be prepared to follow up if information is not clear.** Talk to an expert in the trade, a teacher or use a different text or manual. All are excellent resources.

ANSWER PAGE

Part I Passage 1, Pressure-treated Wood Foundations, Page-3.

1. Which of the following correctly describes parts of a preserved wood foundation:
a) footing plate, pressure-treated bottom plate, studs and blocking

Sift carefully through paragraph one to find this answer. There are a couple of details to watch for. Answer b) includes *pressure-treated studs*, but it's not clear from the passage if the studs are pressure-treated or not. Answer c) says *polyester* sheeting while the passage states the sheeting is *polyethylene*. This is an example of noting vocabulary or spelling fine detail.

2. The application for wood preserved foundations is single or multiple dwellings.

F This is not meant as a trick. This question focuses on using *all* the details available. An important detail (word) is missing from the question. The passage states these foundations are suitable for single or multiple dwellings that are *low-rise*. We don't have a description or definition of how many stories this is, so this is a question you need to answer.

3. You could identify pressure-treated wood after reading this passage.

? Well, maybe. Two details in Passage 1 help you identify this wood. It has a) a slight greenish colour and b) it is identified with a CSA certification mark. These details tell you what to look for, but might not give you enough information to identify this wood in other applications. Is pressure-treated lumber and plywood identifiable by its appearance? Does the CSA mark tell you what you are looking at, or is it a code number that you need to look up to understand? Although it may be tempting to answer **True**, we need more information.

4. Unless pressure-treated lumber is used in the foundation, moist conditions will cause decay in the foundation.

? Again, it may be tempting to answer **True** for this question, but this is really another **maybe**. The passage makes it clear that pressure-treated lumber and plywood are used to prevent decay, but does another method or another kind of wood also function to prevent or resist decay? Further study of wood and foundations will answer this.

PART II, Passage 2, Foundation Drainage, Pages 5 - 6

1. On wet sites lateral drain tiles under the floor slab may be required.

T This question asks you to search through a passage to find details. There isn't an obvious, logical place to find this information. This is the first question while the answer is in the fourth (last) paragraph. Answers may not always be where you expect them.

2. Which correctly lists details for laying drain tile?

- b) lay drain tile on solid undisturbed soil; lay drain tile around the footing; connect tight-joint pipe to sump outlet.

You will find the correct answer in the second paragraph of the passage. The steps are not numbered, but you are looking for sequence and exact details. In answer a), one of the steps is not correct in all details. It says, “cover with 75mm of gravel or . . .” It should be 150mm. Pay attention to *exact* wording.

3. If the roofing felt were omitted, what result could you expect?

This detail asks for a cause and effect detail. Because roofing felt “keeps gravel and sand out of the tile” you could expect gravel and sand to filter through if you omitted this material (step). A build up would eventually clog the tile and cause poor or no drainage.

4. Explain what is meant by *hydrostatic pressures*.

This is a vocabulary detail. The term isn’t explained in the passage. You can start with a dictionary definition: *hydrostatic - the equilibrium and pressure of water and other liquids*. This can get you started, but you will need to follow up to understand what this means for foundation work, in other words, the application to your trade.

5. A gravel bed drainage system combined with drain tile would be used for a preserved wood foundation.

T This is the last question and the answer is found in the last paragraph. Check a vocabulary detail: *in conjunction with = combined with*.

PART IV Passage 5, Vapour Barriers, page 12 – 13 .

1. Where is the vapour barrier applied?

- a) on the warm or insides of wall and roof insulation

This question asks you to choose the correct answer. You will have to find the place in the passage and identify the correct detail. In this case, it can be found in the second sentence of paragraph one.

2. According to the passage, which of the following statements does *not* describe a benefit of polyethylene film?

- b) the tabs can be overlapped and stapled or nailed to the framing members

The question asks you to compare details in the answer with details in the passage to find an incorrect sequence, material or procedure. The tabs refer to the asphalt-coated kraft paper, not to polyethylene sheeting.

3. Asphalt-coated kraft paper is a type of insulation.

F Here you will find details which cover part of the question: “Asphalt-coated kraft paper” is the vapour barrier attached to a type of insulation. It is not an insulation itself. Read each word or group of words carefully.

4. Batt-type insulation with the vapour barrier attached has which of the following:

c) passage does not say

You are asked to compare two types of insulation. Do they offer similar benefits? Does one type offer the same reduction of air movement as the other? The passage does not compare or rate or give values for these insulations. A manufacturer’s guide or textbook would answer this question.