

WIN CAREER READINESS COURSEWARE

Skill building for tomorrow's workforce... today!



Reading for Information *Level 4*



WIN
W-WIN.COM

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INTRODUCTION

If you are beginning *Reading for Information* at Level 4, let me introduce myself. I am EdWIN, and I will be your guide through this course. Look for me throughout your lessons to give you helpful tips, suggestions, and maybe even a pop quiz. Now, don't get nervous. I will also be there to give you the answers which are located at the end of this course.

Hi, I'm EdWIN!



Reading for Information is a workplace skill-builder intended for those whose jobs require reading. Many job tasks require some reading of memos, announcements, bulletins, schedules, applications, and catalogs in order to evaluate and organize information into understandable parts. Others require reading to apply reasoning to material such as policies, procedures, reports, and regulatory or legal documents that are not always easy to read.

Reading is an interactive process. Communication from writer to reader occurs only if the reader can take meaning from the printed page. This means that you, the reader, do more than just receive information. You also must think about what you are reading, try to make sense of it, and use what you already know to understand the material.

The aim of this workplace reading program is to offer you ways to understand written content. Working together I think we can increase your reading ability. So, if you are ready, turn the page and we will begin *Reading for Information*.



OUTLINE

WIN CAREER SOLUTIONS

LESSON 1	Introduction and Informal Assessment
LESSON 2	Identifying Important Details
LESSON 3	Identifying Important Details
LESSON 4	Applying Instructions
LESSON 5	Applying Instructions
LESSON 6	Recognizing Cause and Effect Relationships
LESSON 7	Recognizing Cause and Effect Relationships
LESSON 8	Recognizing Cause and Effect Relationships
LESSON 9	Using Context Clues to Determine Meaning
LESSON 10	Summary Posttest
REFERENCE	Resource List Pop Quiz Answers Edwin's Test-Taking Tips

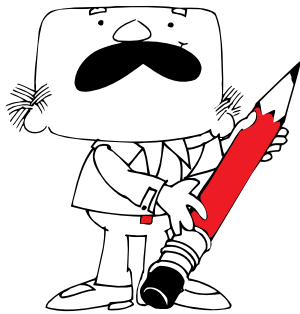
INTRODUCTION AND INFORMAL ASSESSMENT

In Level 4, we will identify important details, apply instructions, recognize “cause-and-effect” relationships, and use context clues.

You will see in the outline how I have designed the course over 10 lessons. You will make more progress toward Level 5 if you read and complete one lesson at a time. I know from my experience that my brain needs to take breaks frequently when I am studying.

Let's begin by completing a reading inventory.

Read carefully!



**EXERCISE – INFORMAL READING INVENTORY**

Instructions: *Read the following passage carefully. Then follow the directions. There is no time limit.*

CITY OF DULIN, KANSAS
SANITATION DEPARTMENT

MEMO

TO: All Employees
FROM: Todd Bell, Superintendent
SUBJECT: CIVIL LEAVE

Employees will be granted civil leave if they have to appear in court as a witness for the Federal government, the state of Kansas, or any local government. Employees will also be granted civil leave if they are given jury duty.

There is no limit on the number of workdays you may take for civil leave.

If you are on civil leave for jury duty, you will be paid the DIFFERENCE between your regular pay from the Sanitation Department and what you are paid by the government. For example, if your regular gross pay at Sanitation is \$300 a week, and you are paid \$200 a week by the State of Kansas to serve on a jury, then your pay for that week will be \$300 minus \$200, or \$100. You must give us a statement from the court which shows the dates and times of your jury service. The statement must also show how much money you were paid.

If you are involved in a personal legal matter, or if you have to serve as a witness in a private court case, you may not use civil leave. You will have to take annual leave. If you do not have enough annual leave, you will have to take leave without pay.



LESSON 1

EXERCISE – INFORMAL READING INVENTORY

Instructions: *Answer the following questions regarding the Civil Leave memo as if you are a sanitation worker.*

1. If you are involved in a personal legal battle (such as a divorce) and must appear in court, may you take civil leave for the workdays you miss?

2. If you are appearing in court as a witness for the city of Dulin, may you take civil leave for the workdays you miss?

3. If you are serving on a jury, what information must you give the Sanitation Department in order to be paid by Sanitation for the time you spend on jury duty?

4. Your regular gross pay at Sanitation is \$450 per week. While you are serving on a jury, you are paid \$275 per week by the Federal government. What will your weekly pay from Sanitation be during your time on the jury?

5. You are being called to testify as a witness in a private court case. May you take time from your job at Sanitation to testify in court? What sort of time off should you request?



LESSON 1

WIN CAREER SOLUTIONS

CITY OF DULIN, KANSAS SANITATION DEPARTMENT

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TO: All Employees
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If you are involved in a personal legal matter, or if you have to serve as a witness in a private court case, you may not use civil leave. You will have to take annual leave. If you do not have enough annual leave, you will have to take leave without pay.



6. You have been selected as a jury member for a major murder trial, and the presiding judge tells you that the trial is likely to last for at least two months. Can you expect to continue to earn your regular income as a Sanitation Department worker during the entire length of the trial?

7. Define the following terms:

- employees

- granted

- witness

8. Define the following terms:

- civil

- limit

- annual



CITY OF DULIN, KANSAS
SANITATION DEPARTMENT

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If you are involved in a personal legal matter, or if you have to serve as a witness in a private court case, you may not use civil leave. You will have to take annual leave. If you do not have enough annual leave, you will have to take leave without pay.



LESSON 1

9. In two or three sentences, summarize the key points of this memo.

10. Define the following terms:

- gross pay

- local

- Federal



ANSWERS TO EXERCISE – INFORMAL READING INVENTORY

Let's see how well you did on your inventory questions. I will tell you what type of question is being asked before giving you the answer. By identifying the different types of questions, you become more aware of what to look for and think about as you read.

- 1. If you are involved in a personal legal battle (such as a divorce) and must appear in court, may you take civil leave for the workdays you miss?**

This is an *important detail* question.

Answer: No

- 2. If you are appearing in court as a witness for the city of Dulin, may you take civil leave for the workdays you miss?**

This is an *important detail* question.

Answer: Yes

- 3. If you are serving on a jury, what information must you give the Sanitation Department in order to be paid by Sanitation for the time you spend on jury duty?**

This is an *applying instructions* question.

Answer: A statement from the court which shows the dates and times of your jury service and how much money you were paid.



LESSON 1

4. Your regular gross pay at Sanitation is \$450 per week. While you are serving on a jury, you are paid \$275 per week by the Federal government. What will your weekly pay from Sanitation be during your time on the jury?

This is an *applying instructions* question.

Answer: $\$450 - \$275 = \$175$

5. You are being called to testify as a witness in a private court case. May you take time from your job at Sanitation to testify in court? What sort of time off should you request?

This is an *applying instructions* and *cause-effect* question.

Answer: Yes. You should take annual leave. If you do not have enough annual leave, you will have to take leave without pay.

6. You have been selected as a jury member for a major murder trial, and the presiding judge tells you that the trial is likely to last for at least two months. Can you expect to continue to earn your regular income as a Sanitation Department worker during the entire length of the trial?

This is a *cause-effect* question.

Answer: Yes, this is stated in the second paragraph.

7. Define the following terms:

This is a *context clues* question.

- **employees**

Definition: people hired by others to work for pay



- **granted**

Definition: given

- **witness**

Definition: one who testifies in court

8. Define the following terms:

This is a *context clues* question.

- **civil**

Definition: of a community of citizens, their government

- **limit**

Definition: the greatest number or amount allowed

- **annual**

Definition: yearly

9. In two or three sentences, summarize the key points of this memo.

This is a *main idea* question.

Answer: Sanitation employees may take civil leave for absence from work due to appearing in court as witnesses for government cases or for serving jury duty. If you are on civil leave, you will still receive your regular pay. You may not use civil leave for a personal legal matter.



LESSON 1

10. Define the following terms:

- ***gross pay***

Definition: the pay that an employee receives before deductions (taxes, etc.) are made

- ***local***

Definition: relating to a particular place

- ***Federal***

Definition: of the United States

In a self-directed course, it is important that you spend time reviewing answers to the exercises. If you were unable to answer some questions before looking up my responses, go back and try the questions again to see if you understood the answers when you read them. Repetition is one way you will learn to read better.

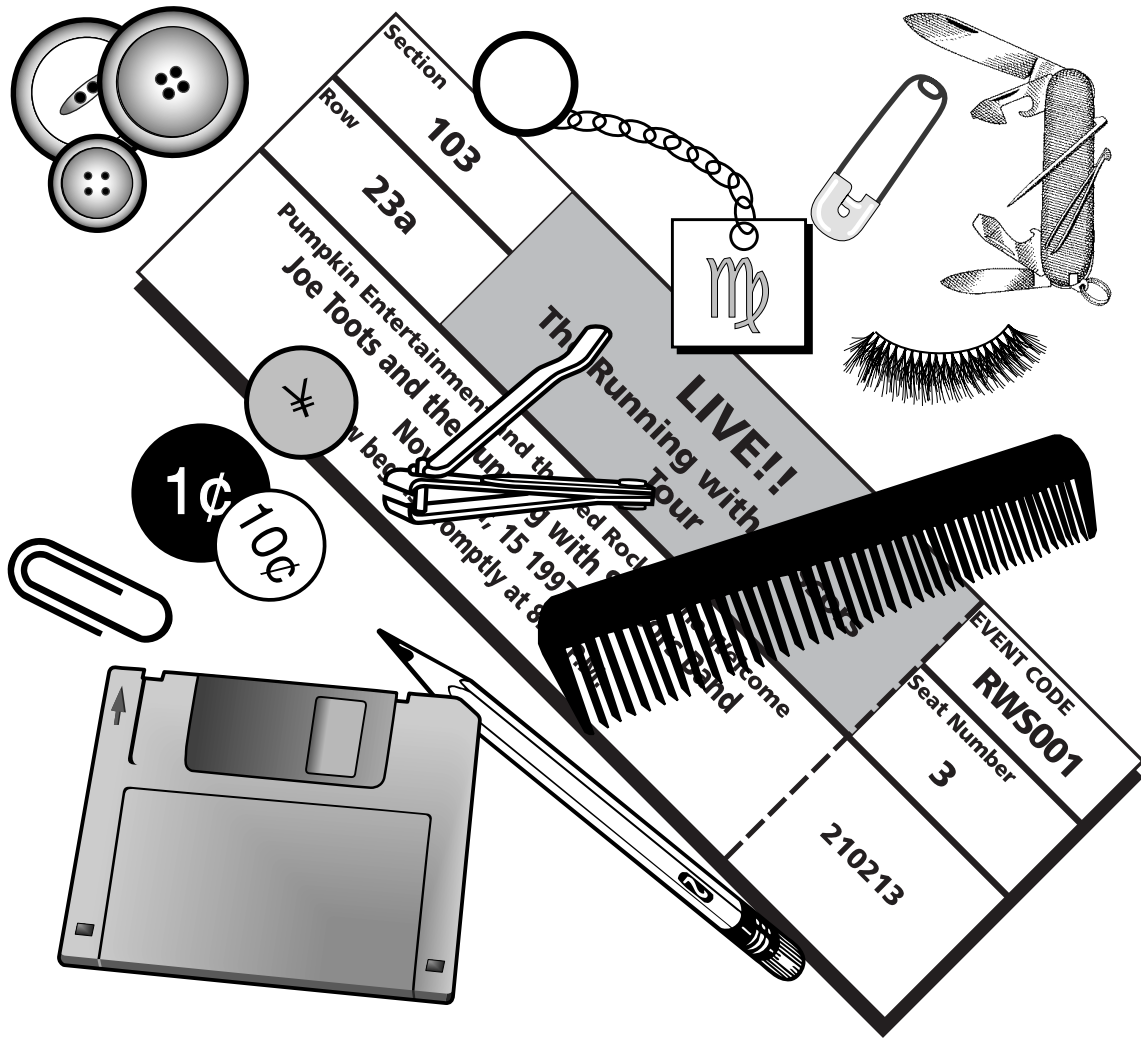
IDENTIFYING IMPORTANT DETAILS

At Level 4, we will be practicing the skill of identifying details which may be somewhat hidden in a reading passage. Let's begin with an exercise designed to make you aware of careful observation.



EXERCISE – OBSERVING AND DESCRIBING ITEMS

Instructions: *Look carefully at the items on this page for 1 or 2 minutes. They are things which may have been collected from a person's pocket or purse. Let's test our powers of observation. (Stop and study the items).*



EXERCISE - OBSERVING AND DESCRIBING ITEMS

Instructions: *Now that you have observed the items, make a list of the items you remember. Then try to describe the person's: likes, dislikes, habits, personality, character, etc. Maybe you can even guess the person's occupation - anything you might conclude from the items they possess.*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



LESSON 2

WIN CAREER SOLUTIONS

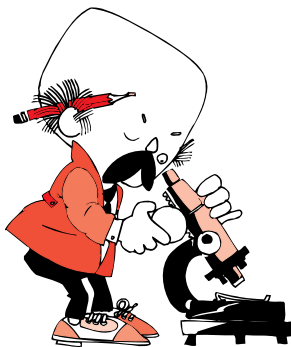
EXERCISE – OBSERVING AND DESCRIBING ITEMS (CONTINUED)

[illegible]

EXERCISE – OBSERVING AND DESCRIBING ITEMS

Well, what do you think? Were you very observant? How many items did you remember? Were you able to come up with any information about the person's personality, character, or occupation by looking at a few items found in his/her pocket or purse? If you did come up with some ideas, you are beginning to recognize the importance of noting specific facts and details.

Just noting facts and detail.



You might assume the person:

- likes to travel (yen)
- collects foreign currency (yen)
- enjoys music (concert ticket)
- does not drive (key chain, but no keys)
- works in an office (paper clip, floppy disk, pencil)
- is self-conscious (comb, nail clippers, eyelash)
- is a young teenager (concert ticket, no keys, little money)
- cannot sew (or they would have sewn buttons on, has safety pin)
- boy/girl scout (prepared with a Swiss Army knife)

Let's try another exercise to help see if you observe details. Now, without looking, think about your telephone. There are twelve buttons on a touchtone phone. In the following exercise, see if you can identify all of the information on each button by filling in each blank button provided.

EXERCISE – TELEPHONE MEMORY

Instructions: *Write the appropriate number, letters, and/or symbol in each box, representing the buttons on a telephone.*



LESSON 2

ANSWERS TO EXERCISE – TELEPHONE MEMORY

Are you observant? Did you know that Q and Z are omitted? (Note: a few newer model telephones may include these letters on 7 and 9.)

1

ABC
3

DEF
3

GHI
4

JKL
5

MNO
6

PRS
7

TUV
8

WXY
9

*

0

#

IDENTIFYING IMPORTANT DETAILS

As you improve your reading skills, you must learn to be observant of details. Details provide valuable information. We practiced being observant of visual images in Lesson 2. Now let's concentrate on details when reading passages. If you were with me in Level 3, we used mind maps and asked ourselves questions while reading to help us remember details. Use these techniques in the following exercise.

I'm mind mapping!



**EXERCISE – BURNS**

Instructions: *Read this passage and pay close attention to detail. This is an item that might appear on a bulletin board for food service workers in a large commercial kitchen. After reading the passage, answer the questions, then refer to the answers to see how well you did at recognizing important details.*

BURNS

Some burns are more serious than others. There are two main kinds of burns. They are called major and minor. A major burn covers a large part of the body. It burns through some layers of skin. A minor burn affects only the outer layers of skin.

For Major Burns

If someone's clothing is on fire, put a tablecloth or heavy jacket over him. This puts the fire out. Once the fire is out, make the person lie down. This will help to keep him from going into shock.

Call a doctor right away. If a big part of the body is burned, call for an ambulance.

Cut the clothing away from the burned part of the body. If the clothing is stuck to the body, do not pull it loose. Just cut carefully around it.

Do not put oil or butter or medicine on the burn. (These may cause an infection.) Wash your hands very well to make sure no dirt gets in the burned area. Cover the burn gently with a clean napkin or towel.

For Minor Burns

Wash your hands carefully before you touch a burn.

Run cold water over the burn. This will help to keep the burned area clean and will reduce the pain.

If the skin is not broken and does not have blisters, put mineral oil on the burned area. (But do not use butter or oil with salt in it, which will cause pain and increase the chances of infection.) Cover the burn with a clean bandage.

Always be certain to report any burns or other accidents to your supervisor.

AVOID ACCIDENTS: ASSUME IT'S HOT!!



LESSON 3

EXERCISE – *BURNS*

1. If a burned area is blistered or if the skin is broken, what should you put on the burn?

2. If a person's clothing is on fire, what is one good way to put out the fire?

3. A person who has been badly burned should be made to lie down. Why?

4. Should you put butter or margarine on a burn? Why or why not?

5. What materials handy in a commercial kitchen might make good bandages for burn victims?

6. What is a good way to keep a minor burn from hurting so much?

7. What are the differences between a major burn and a minor burn?



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AVOID ACCIDENTS: ASSUME IT'S HOT!!



ANSWERS TO EXERCISE – BURNS

- 1. If a burned area is blistered or if the skin is broken, what should you put on the burn?**

Answer: a clean napkin or towel

- 2. If a person's clothing is on fire, what is one good way to put out the fire?**

Answer: Put a tablecloth or heavy jacket over the person.

- 3. A person who has been badly burned should be made to lie down. Why?**

Answer: This helps to keep the person from going into shock.

- 4. Should you put butter or margarine on a burn? Why or why not?**

Answer: No. These may cause infection.

- 5. What materials handy in a commercial kitchen might make good bandages for burn victims?**

Answer: tablecloth, clean napkin, or towel

- 6. What is a good way to keep a minor burn from hurting so much?**

Answer: Run cold water over it.

- 7. What are the differences between a major burn and a minor burn?**

Answer: A major burn covers a large part of the body and burns through some layers of skin. A minor burn affects only the outer layers of skin.



APPLYING INSTRUCTIONS

Details are important when reading. They are also important when applying instructions. Let's do an exercise which can help us understand the importance of attention to detail in giving and receiving instructions.

EXERCISE – FOLLOWING INSTRUCTIONS #1

Instructions: *Read the instructions and follow the directions to draw a geometric figure in the space provided.*

- 1. Draw a circle.**
- 2. Draw a straight line through the middle of the circle. This divides the circle into two halves.**
- 3. Find a point halfway around the bottom of the circle. Draw a straight line from this halfway point to a point at the beginning of the line drawn through the middle of the circle.**
- 4. Draw a line from the end point in step three to a point at the end of the line which was drawn through the middle of the circle.**

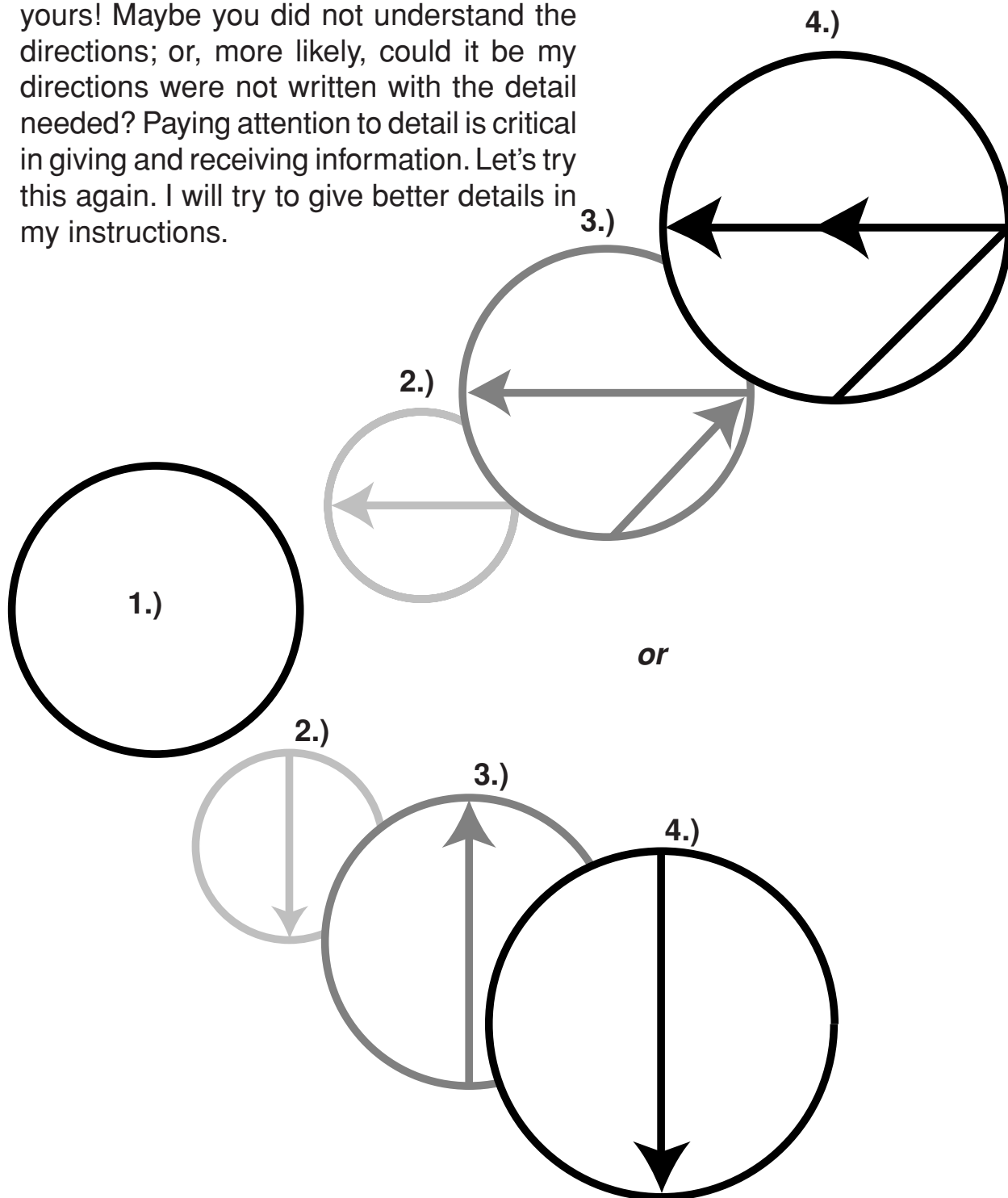


EXERCISE – FOLLOWING INSTRUCTIONS #1

Instructions: *Use this space to draw the figure.*

POSSIBLE SOLUTIONS TO EXERCISE – FOLLOWING INSTRUCTIONS #1

I'll bet that my drawing does not look like yours! Maybe you did not understand the directions; or, more likely, could it be my directions were not written with the detail needed? Paying attention to detail is critical in giving and receiving information. Let's try this again. I will try to give better details in my instructions.





EXERCISE - FOLLOWING INSTRUCTIONS #2

Instructions: *Read the instructions for drawing 3 different geometric figures. Follow the steps (a, b, c, etc.) for each one and draw each figure using the spaces provided. Then look at the solutions to see how your figures compare to what was intended.*

1. Figure 1:

a) **Draw a circle – Imagine the circle is the face of a clock.**

Draw a straight line from:

b) **9 o'clock to 3 o'clock**

c) **3 o'clock to 6 o'clock**

d) **6 o'clock to 9 o'clock**

Use this space to draw figure 1.



LESSON 4

2. Figure 2:

- a) Draw a square - this is square 1.
- b) Draw an identical square to the right of square 1 using the right side of square 1 as the left side of the new square – this is square 2.
- c) Draw another identical square above square 2 using the top side of square 2 as the bottom side of the new square – this is square 3.

Use this space to draw figure 2.



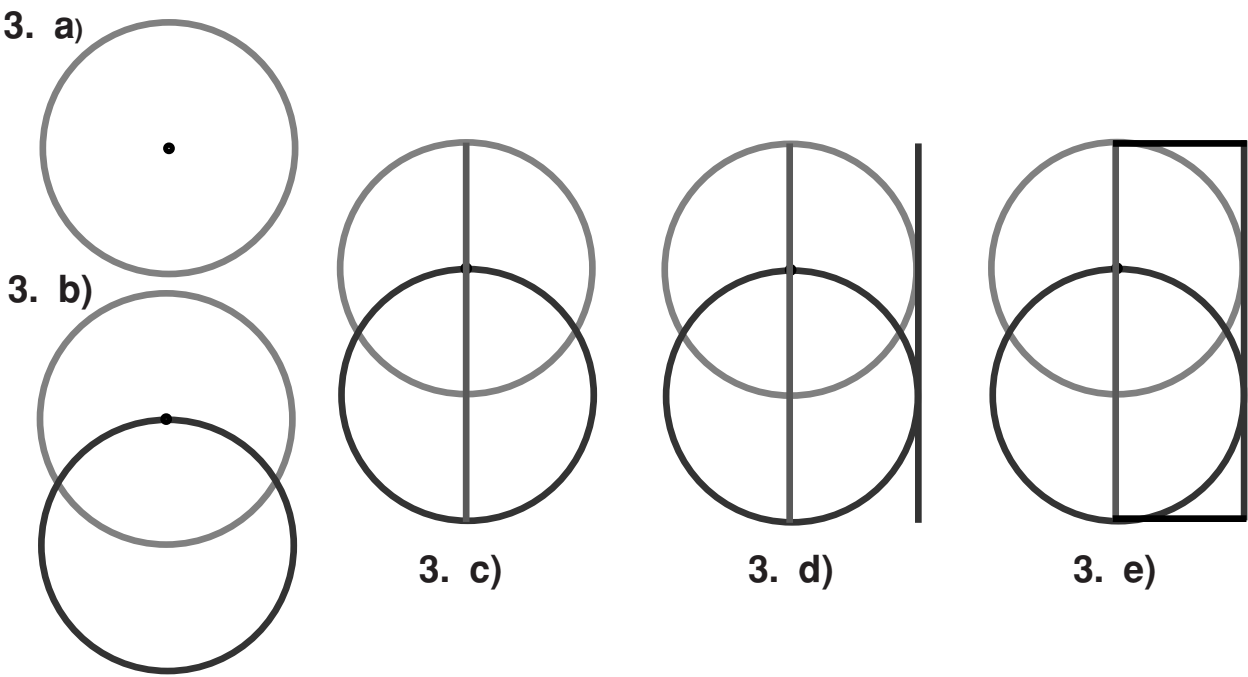
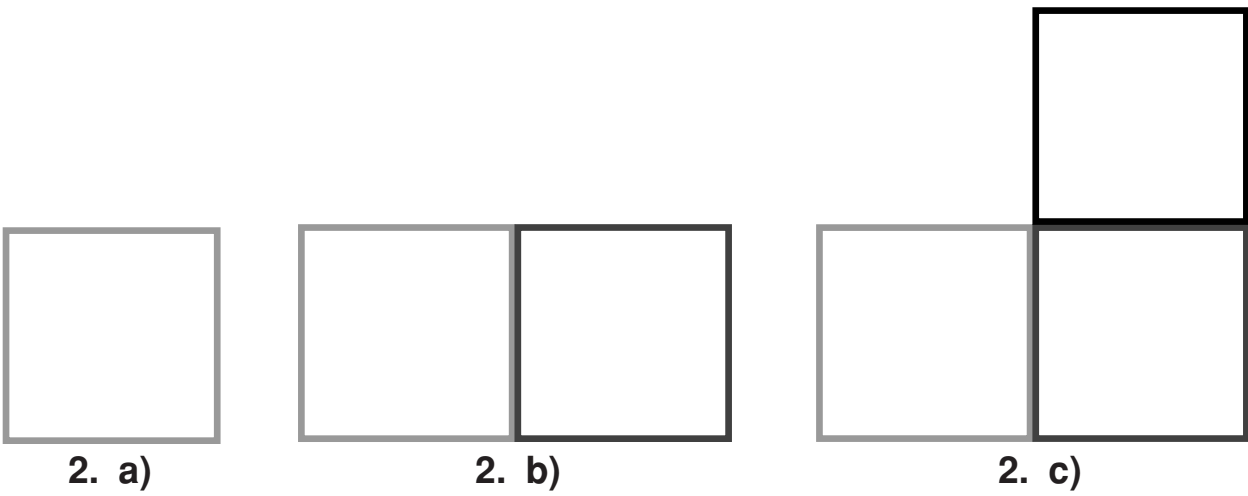
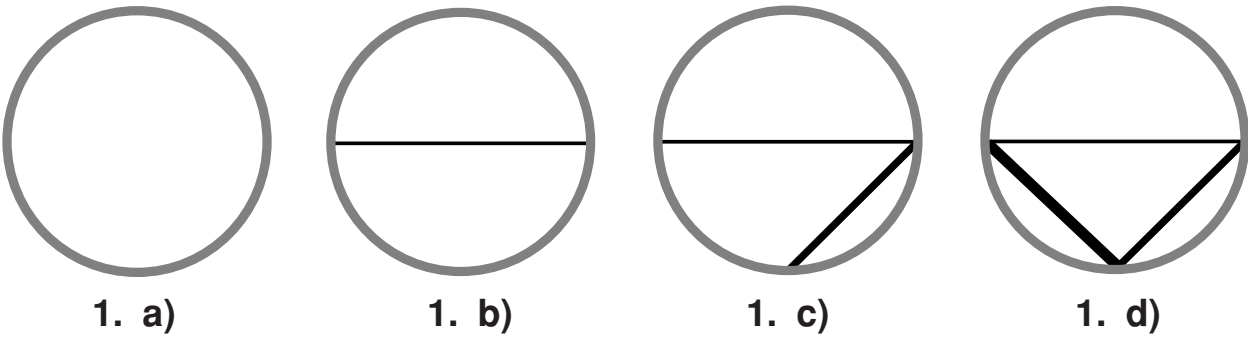
3. Figure 3:

- a) Draw a circle. Make a point in the center of the circle – this is circle 1.
- b) Draw an identical circle directly below the first circle with the upper arc passing through the center of circle 1 resulting in overlapping circles – this is circle 2.
- c) Draw a line from 12 o'clock on circle 1 to 6 o'clock on circle 2.
- d) Draw a vertical line parallel and right of the line just drawn which touches the outside edge of both circles.
- e) Connect the parallel lines from 12 o'clock on circle 1 to the outside line and from 6 o'clock on circle 2 to the outside line.

Use this space to draw figure 3.

SOLUTIONS TO EXERCISE – FOLLOWING INSTRUCTIONS #2

(each step is shaded differently for clarity)



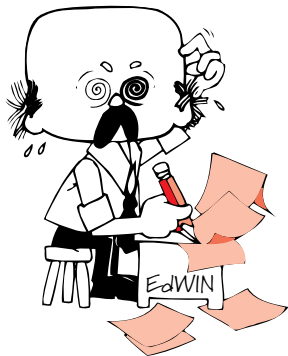
APPLYING INSTRUCTIONS

How well did you receive and follow instructions on Lesson 4?

Instructions are not always easy to understand. It is difficult to follow and apply instructions in your workplace whenever the meaning is unclear. Let's practice some techniques used to help interpret instructions.

One method you can use is to structure the reading passage into an outline or map. Maps that indicate instructions or processes are called flowcharts. To create an outline or flowchart, you should read the passage and focus on signal words, especially those indicating order (first, second, last, next) or time (when, while, during, before, after). Read the following passage and answer the questions.

Some instructions can be confusing.





CLEANING THE CHAIN SAW'S AIR FILTER

STEP 1. *Removing the air filter*

Check the air filter every time you plan to use your chain saw. First, remove the spark plug cable. Use a small paintbrush to clean off the dirt around the air filter. Then remove the filter retaining screw and pull the filter off the carburetor. If the filter is clogged with dirt, clean it (see step 2). If it is damaged, replace it with the same model filter (see step 3). Otherwise, screw the retaining screw back onto the carburetor and connect the spark plug cable.

STEP 2. *Cleaning the air filter*

If the air filter is made of paper, tap it against a hard surface to knock off dirt. If it is still clogged with dirt, replace it (step 3). If the filter is made of sponge, wash it in soapy water. Rinse the filter and dry it with a towel. Then replace the air filter and spark plug cable.

STEP 3. *Replacing the air filter*

If the air filter is damaged or if you cannot clean it, you will need to replace it. The Machine Shop Foreman (in the C Building) has parts for every piece of equipment we use. Take the chain saw to him and ask him for a replacement filter. If he does not have the right part, he will order it. He will sign out a replacement saw to you until the part comes in.

NEVER USE THE CHAIN SAW WITHOUT THE FILTER



EXERCISE – CLEANING THE AIR FILTER

Instructions: *After reading the passage, answer the questions.*

1. When you are checking the air filter on your chain saw, what must you do first?

2. If the air filter is made of paper, how should you clean it?

3. If it is made of sponge, how should you clean it?

4. After cleaning a sponge-type air filter, what must you do before you put the filter back on the saw?

5. If the air filter is damaged and must be replaced, who is responsible for finding the replacement part?

6. What does that person need from you?

7. How often should you check the air filter on your chain saw?



ANSWERS TO EXERCISE – *CLEANING THE AIR FILTER*

1. When you are checking the air filter on your chain saw, what must you do first?

Answer: remove the spark plug cable

2. If the air filter is made of paper, how should you clean it?

Answer: tap it against a hard surface to knock off dirt

3. If it is made of sponge, how should you clean it?

Answer: wash in soapy water

4. After cleaning a sponge-type air filter, what must you do before you put the filter back on the saw?

Answer: rinse it and dry it with a towel

5. If the air filter is damaged and must be replaced, who is responsible for finding the replacement part?

Answer: machine shop foreman in C Building

6. What does that person need from you?

Answer: the chain saw

7. How often should you check the air filter on your chain saw?

Answer: every time you use the saw



CLEANING THE CHAIN SAW'S AIR FILTER

STEP 1. *Removing the air filter*

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STEP 3. *Replacing the air filter*

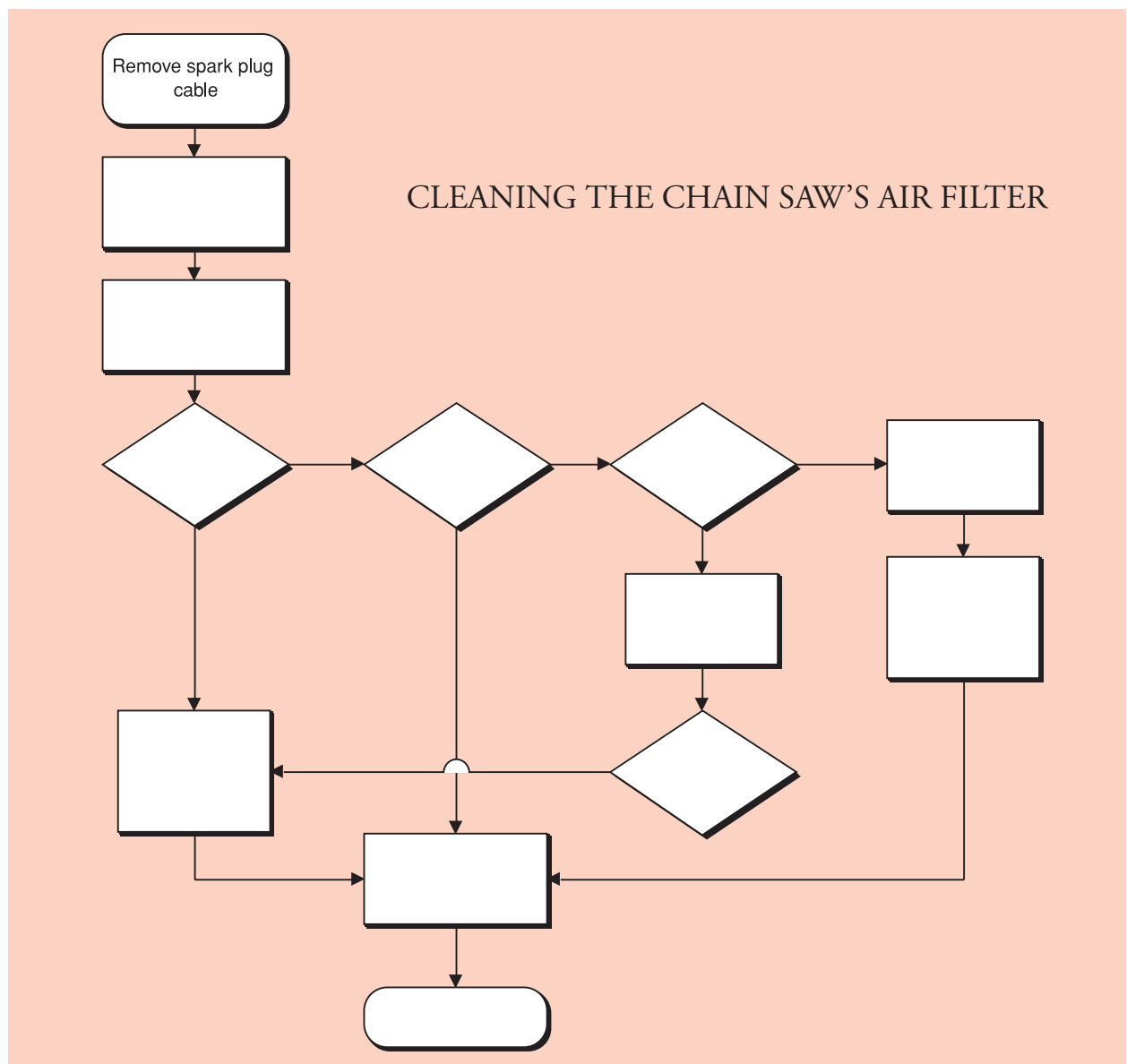
If the air filter is damaged or if you cannot clean it, you will need to replace it. The Machine Shop Foreman (in the C Building) has parts for every piece of equipment we use. Take the chain saw to him and ask him for a replacement filter. If he does not have the right part, he will order it. He will sign out a replacement saw to you until the part comes in.

NEVER USE THE CHAIN SAW WITHOUT THE FILTER

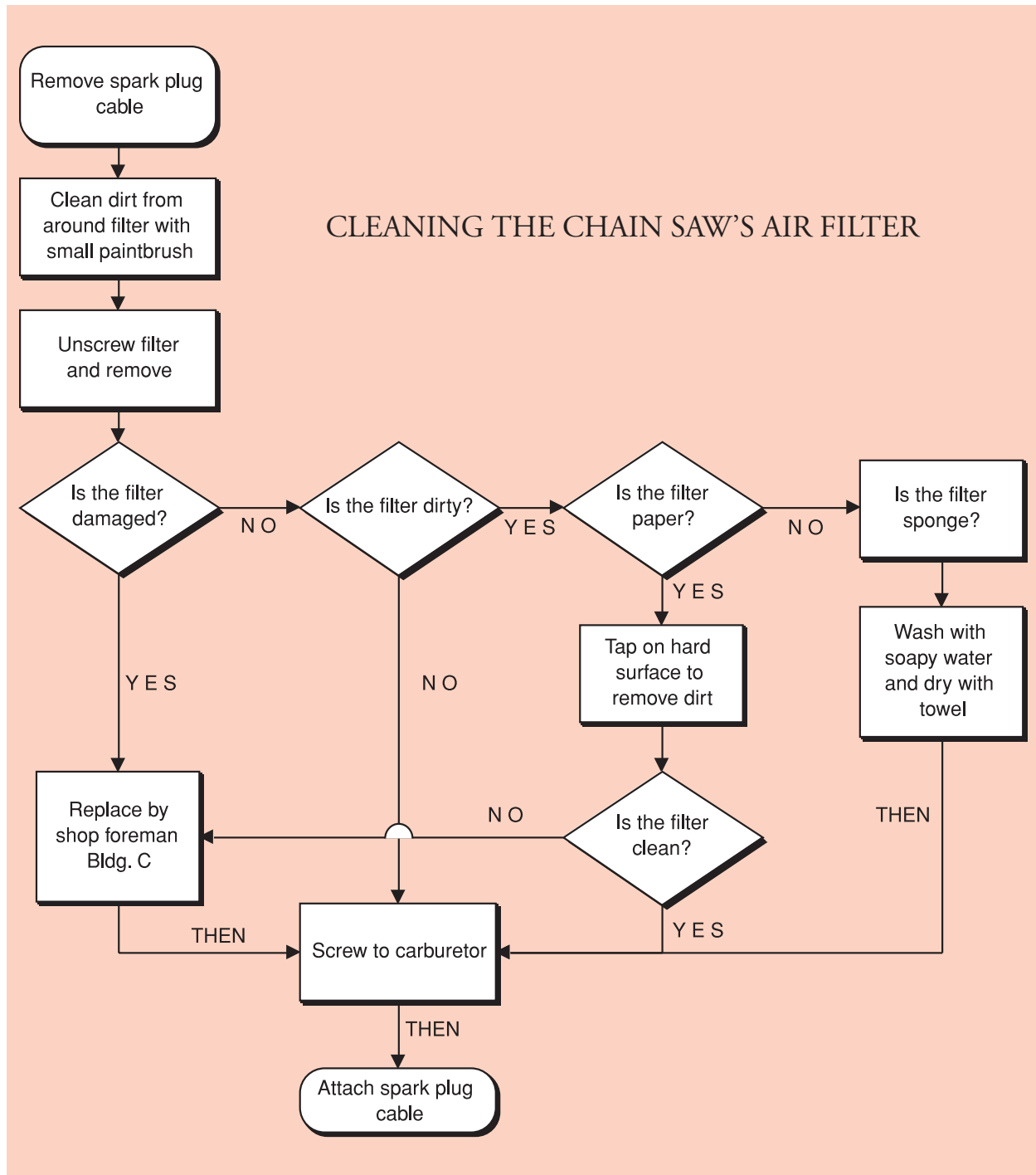
As mentioned earlier, making an outline or mind map of the information you are reading often helps to organize it. Flowcharts are frequently used to show steps of a process. Different shapes and arrows are used to indicate each step and its effect.

EXERCISE – CLEANING THE AIR FILTER FLOWCHART

Instructions: *Use the flowchart template to organize the information from Cleaning the Chain Saw’s Air Filter. Each diamond shape in the chart represents a question or a decision to be made.*



SOLUTION TO EXERCISE – CLEANING THE AIR FILTER FLOWCHART





RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS

At Level 4, we will also be identifying cause-effect and problem-solution relationships. These relationships show how facts or events come into being because of other facts or events. We are reading for reasons and results. While reading these passages, look for typical connective words (because, since, therefore, and if-then) to determine which event or action is the result of the other.

The phrase “cause-effect” refers both to a logical relationship between ideas and a method of development. You should be cautioned that there may be one cause and one effect which would look like this if mapped:

Cause —————> Effect

There may also be one cause and a spin-off of effects that would be mapped like this:

Cause—>Effect #1—>Effect #2—> Effect #3

There may also be multiple causes and multiple effects such as:

Cause A		Effect C
	—————>	
Cause B		Effect D

The “if-then” form of problem-solution relationships is common in workplace reading materials, but the “then” may be implied. You must identify the conditionals and recognize changing factors that elicit different effects. The passage, *In Case of Fire*, is an example of the “if-then” form. Read it carefully before you begin the exercise.

EXERCISE – IN CASE OF FIRE

Instructions: *This passage, In Case of Fire, contains several conditionals or cause-effect relationships. A table like the one below is a clear visual presentation of the material. The first column lists the conditions. Please fill in the second column with the resulting changes.*

CONDITION (IF)	CHANGE (THEN)
can't cope	
safely out	
blaze is small	
smothering a fire	
fire is from oil or grease	
caused by draperies or light materials	
exposed to smoke or flames	
smoke is in hallway	

IN CASE OF FIRE

IF A FIRE SHOULD BREAK OUT, DO THE FOLLOWING:

1. Collect your thoughts. Keep your mind on what you are doing. Act quickly. Don't underestimate how fast a small fire can spread. If you cannot cope with it, get out fast.
2. Once you are safely out, notify the fire department or have someone else do this. Don't go back in.
3. Call for help if anyone is within the sound of your voice.
4. If the blaze is small and you think you can put it out by devices which are available, either (a) use a fire extinguisher; or (b) use a woolen blanket or rug to smother the fire. (Be sure to use woolen items, as many of today's synthetics will catch fire easily.) Keep the air from the fire; or (c) throw water from a garden hose on the fire if there is a hose handy. If a hose is not available, throw water from a pail using a dipper or a broom. *Do not use water on an oil or grease fire;* use sand or dirt from flower pots and or baking soda. Water, especially in small amounts, will cause spattering of burning grease; (d) beat down any draperies, curtains, or light materials causing the blaze, using a wet broom or a long pole. Using your bare hands may result in serious burns.
5. Tie a wet towel or any other material (preferably of wool) over your mouth and nose if you are fighting the fire or if you are exposed to smoke or flames. More people lose their lives by breathing smoke or suffocating than through burning.
6. Make sure that you can leave the building in the direction of a safe exit without passing through the burning area. Unless you can do something helpful, get out of the building fast.
7. If you must go through a room full of smoke, keep close to the floor and crawl on your hands and knees. Cover your mouth and nose with a wet cloth. Take short breaths through your nose. The drafts and currents cause the smoke to rise and the air nearest the floor is usually the purest.
8. If you find smoke in an open stairway or open hall, use another way out.
9. Head for stairs, not the elevator. A bad fire can cut off the power to elevators. Close all doors behind you.



COMPLETED EXERCISE – IN CASE OF FIRE

CONDITION (IF)	CHANGE (THEN)
can't cope	get out fast
safely out	don't go back
blaze is small	use fire extinguisher
smothering a fire	use woolen items
fire is from oil or grease	use earth, sand, or baking soda
caused by draperies or light materials	beat down with wet broom or pole
exposed to smoke or flames	tie wet towel over mouth & nose
smoke is in hallway	find another way out



Read the following passage and look for “if-then” statements. Often these conditions are implied without using the signal words “if” and “then.”

Greenfield Memorial Hospital



During and after a snowstorm, there will be both route and schedule changes for the hospital employee bus. The bus will run 15 minutes early, so be at your stop early. The bus will not stop at Bellevue Square or the Stadium. Employees usually boarding at those places will be picked up at the Eastdale Mall stop. Olive Street will be closed, so all people at those stops must walk to the Spring Street stop. If your stop is on a hillside, wait at the city bus stop closest to the top of the hill, so that the driver can stop safely. At stops where the snow has been piled deep at the curb, be prepared to board out in the street. Ice storms may cause the shuttle service to be canceled for a period of time. Listen to your local radio station after an ice storm. Any cancellations will be announced regularly.



LESSON 6

WIN CAREER SOLUTIONS

EXERCISE – MEDICAL UNIVERSITY

Instructions: *After reading the passage, go back to each sentence and ask yourself if there is an “if-then” condition. Write at least four conditions implied in the passage.*

1. (if)

(then)

2. (if)

(then)

3. (if)

(then)

4. (if)

(then)



Greenfield Memorial Hospital



During and after a snowstorm, there will be both route and schedule changes for the hospital employee bus. The bus will run 15 minutes early, so be at your stop early. The bus will not stop at Bellevue Square or the Stadium. Employees usually boarding at those places will be picked up at the Eastdale Mall stop. Olive Street will be closed, so all people at those stops must walk to the Spring Street stop. If your stop is on a hillside, wait at the city bus stop closest to the top of the hill, so that the driver can stop safely. At stops where the snow has been piled deep at the curb, be prepared to board out in the street. Ice storms may cause the shuttle service to be canceled for a period of time. Listen to your local radio station after an ice storm. Any cancellations will be announced regularly.



LESSON 6

WIN CAREER SOLUTIONS

ANSWERS TO EXERCISE – GREENFIELD MEMORIAL HOSPITAL

(Any four of the following)

1. (if) Answer: *a snowstorm*
 (then) Answer: *bus schedule changes*
2. (if) Answer: *a snowstorm*
 (then) Answer: *bus runs 15 minutes early*
3. (if) Answer: *a snowstorm*
 (then) Answer: *no stop at Bellevue Square or the Stadium*
4. (if) Answer: *usually board at Bellevue Square or the Stadium*
 (then) Answer: *use Eastdale Mall stop*
5. (if) Answer: *Olive Street closed*
 (then) Answer: *use Spring Street stop*
6. (if) Answer: *stop is on hillside*
 (then) Answer: *wait at stop closest to top of hill*
7. (if) Answer: *snow piled deep at curb*
 (then) Answer: *prepare to board in street*
8. (if) Answer: *ice storm*
 (then) Answer: *service may be cancelled*

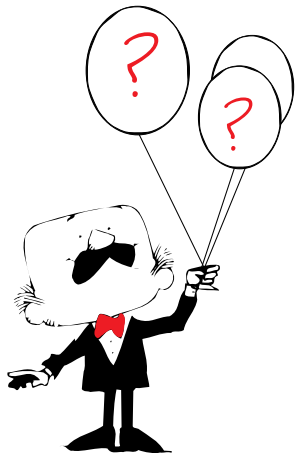
RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS

Policy and procedures manuals in the workplace commonly contain reading material organized in problem-solution formats. The following passage, *Patient Care Policies*, is an example. Because certain circumstances exist (reasons), certain procedures must be followed (results).

As you read the passage, keep two questions in mind:

- Why would a particular action or event occur?
- What will happen as a result of that action or event?

A diagram or map that shows steps of a process using different shapes, boxes, and arrows is called a _____.



PATIENT CARE POLICIES

2.1 Transfer/Discharge

- A. A patient may be moved to another health care institution or discharged (released from the center) only with a written order from a physician.
- B. If a patient is moved to another health care institution, this center will send transfer information (including a transfer form) with the patient.
- C. If a patient is discharged and sent home, this center will help with preparations as needed. Any instructions about drugs, treatments, or diet will be provided to the patient or his family.
- D. No patient can be moved to another health care center or sent home against his will unless the move or discharge is based on one of the following: 1) it is necessary for the patient's welfare and the patient's needs cannot be met in the center; 2) it is appropriate because the patient's health has improved and the patient no longer needs the services provided by the center; 3) it is necessary because the health or safety of people in the center would be placed in danger; 4) it is necessary because the patient has refused to pay for his stay at the center; or 5) it is necessary because the center goes out of business.

Exception: If there is a disaster at the center or if the attending physician orders the transfer as a medical emergency.

EXERCISE – PATIENT CARE POLICIES

Instructions: In the blank space provided by the IF statement, place the BEST matching THEN statement (a-d).

- Why would a particular action or event occur?
- What will happen as a result of that action or event?

<u>IF statements</u>	<u>THEN statements</u>
_____ 1. there is an order from a physician	a. patient will be discharged or transferred
_____ 2. a patient refused to pay	b. patient will be moved or discharged
_____ 3. a patient is moved to another facility	c. send transfer form with patient
_____ 4. a patient is discharged	d. center provides family with instructions
_____ 5. a patient’s needs are not met	
_____ 6. the center goes out of business	
_____ 7. the health and safety of others are in danger	
_____ 8. a patient no longer needs care	



LESSON 7

WIN CAREER SOLUTIONS

ANSWERS TO EXERCISE – PATIENT CARE POLICIES

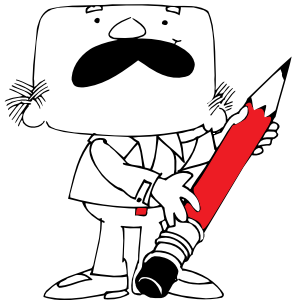
<u>IF statements</u>	<u>THEN statements</u>
<u>b</u> 1. there is an order from a physician	a. patient will be discharged or transferred
<u>a</u> 2. a patient refused to pay	b. patient may be moved or discharged
<u>c</u> 3. a patient is moved to another facility	c. send transfer form with patient
<u>d</u> 4. a patient is discharged	d. center provides family with instructions
<u>a</u> 5. a patient's needs are not met	
<u>a</u> 6. the center goes out of business	
<u>a</u> 7. the health and safety of others are in danger	
<u>a</u> 8. a patient no longer needs care	

Recognizing Cause and Effect Relationships

Another way to identify cause-effect relationships is through signal words. When you come across these words in a passage, you should begin to look for the cause-effect.

Now, this slows down your reading but it increases your understanding. It is far better to take your time when reading by concentrating and using the strategies we are discussing than to read quickly and have no idea what you've read.

TIP:
This is
important information!



Here are some signal words that will help you identify cause-effect relationships.

SIGNAL WORDS FOR CAUSE-EFFECT

consequently	therefore
as a result	thus
in response	due to
in reaction	on account of

VERBS USED FREQUENTLY TO CONNECT CAUSE-EFFECT RELATIONSHIPS

produces	results in
brings about	engenders
generates	creates
initiates	sets off
causes	leads to
fosters	



LESSON 8

WIN CAREER SOLUTIONS

Read the following passage again, *Greenfield Memorial Hospital*, and complete the exercise that follows.

As you practice reading, you should consciously look for cause-effect signal words. These words are a signal to you, the reader, to focus on the relationships being expressed.

It may be helpful to review example words again before you begin the next exercise.

SIGNAL WORDS FOR CAUSE-EFFECT

consequently
as a result
in response
in reaction

therefore
thus
due to
on account of

VERBS USED FREQUENTLY TO CONNECT CAUSE-EFFECT RELATIONSHIPS

produces
brings about
generates
initiates
causes
fosters

results in
engenders
creates
sets off
leads to

**EXERCISE – GREENFIELD MEMORIAL HOSPITAL**

Instructions: Read the passage below. Look for cause-and-effect signal words. Also, look for verbs used to connect this type of relationship. Then select the correct answer according to the passage. No peaking at the answers!

Greenfield Memorial Hospital



During and after a snowstorm, there will be both route and schedule changes for the hospital employee bus. The bus will run 15 minutes early, so be at your stop early. The bus will not stop at Bellevue Square or the Stadium. Employees usually boarding at those places will be picked up at the Eastdale Mall stop. Olive Street will be closed, so all people at those stops must walk to the Spring Street stop. If your stop is on a hillside, wait at the city bus stop closest to the top of the hill, so that the driver can stop safely. At stops where the snow has been piled deep at the curb, be prepared to board out in the street. Ice storms may cause the shuttle service to be canceled for a period of time. Listen to your local radio station after an ice storm. Any cancellations will be announced regularly.

1. What word signals why you have to be at your stop early?
 - a. during
 - b. and
 - c. usually
 - d. so



Greenfield Memorial Hospital



During and after a snowstorm, there will be both route and schedule changes for the hospital employee bus. The bus will run 15 minutes early, so be at your stop early. The bus will not stop at Bellevue Square or the Stadium. Employees usually boarding at those places will be picked up at the Eastdale Mall stop. Olive Street will be closed, so all people at those stops must walk to the Spring Street stop. If your stop is on a hillside, wait at the city bus stop closest to the top of the hill, so that the driver can stop safely. At stops where the snow has been piled deep at the curb, be prepared to board out in the street. Ice storms may cause the shuttle service to be canceled for a period of time. Listen to your local radio station after an ice storm. Any cancellations will be announced regularly.

2. What word signals why some people must walk to the Spring Street stop?

- a. so
- b. also
- c. next
- d. finally

3. What words signal what happens if there is an ice storm?

- a. as a result of
- b. most importantly
- c. may cause
- d. due to





ANSWERS TO EXERCISE – GREENFIELD MEMORIAL HOSPITAL

1. What word signals why you have to be at your stop early?

Answer: d. so

2. What word signals why some people must walk to the Spring Street stop?

Answer: a. so

3. What words signal what happens if there is an ice storm?

Answer: c. may cause

Understanding the effects or results of actions is critical for reading for information. We have discussed several ways to recognize cause-effect relationships. Let's review briefly:

- chart
 - condition/change
 - if/then
- answer questions
 - Why would a particular action or event occur?
 - What will happen as a result of that action or event?
- use signal words
 - consequently
 - as a result
 - in response
 - in reaction

therefore

thus

due to

on account of

USING CONTEXT CLUES TO DETERMINE MEANING

Some workplace materials require an ability to understand and apply codes and regulations found in policy and procedure manuals. Frequently in these reading materials, difficult words are not defined. Use of context can assist you in defining an unknown word. Using context entails understanding format (the amount of material and the way it is presented); seeing relationships (identifying types of information the passage stresses); connecting details in different sections of the passage; and understanding the general sense of the entire passage. You must think along with the writer to anticipate and predict meaning. An important task at Level 4 is to learn to connect those clues that provide the context for understanding words not defined in the reading material.

First, it is helpful to prepare by reviewing the format of a passage before you actually read it. For instance, glance at an outline, chapter titles, main headings, and major details. This strategy provides a brief overview and prepares you for the type of information you are about to receive when reading. Notice the following passage regarding fire safety uses a numbering system. This system helps to outline and organize information which helps you identify major concepts and major supporting details.

Let's determine which words from the passage you already know. If you find unfamiliar words (target words) try to use the context to generate approximate meanings. Read the entire paragraph containing the target word. Context clues will sometimes be in the sentence where the word is found; sometimes they might be in preceding or following sentences. At times, they might be contained in a separate paragraph. See if you can unlock their meanings using the context of the passage. We will talk more about context clues in this lesson, but first, get familiar with the passage through reading.

Find those context clues!





EDUCATIONAL INSTITUTIONS – FIRE SAFETY

Fire safety, including an approved fire escape plan, must be taught in all schools.

31-3.1 DRILLS

A-31-3.1.1

Fire exit drills must be held regularly in all schools.

A-31-3.1.2

The requirements are general and must apply to all types of schools, such as truant schools, schools for mentally disabled, the vision impaired, hearing and speech impaired, and public schools. No single code can meet all the conditions of the various buildings involved, so school authorities must add to these requirements. Any changes should respect these requirements.

Drills, particularly for grade school children, are essential for an orderly escape during a fire. Unfortunately, when an alarm bell sounds and a fire department monitor appears in a hallway, some teachers ignore the bell, thinking that it is a false alarm. If the bell sounds and a fire department monitor is not seen, teachers usually either “all go” or “all stay.” This decision is made in the hallway. While the bell continues to ring, the students stay in their classrooms. Therefore, when a bell sounds, everyone must leave the building, whether or not a monitor is in the hallways, and whether or not fire equipment is parked in front of the school. For the best results, the fire department and the school should vary the timing of the drills.

31-3.1.3

There must be at least two fire exit drills held during the first two weeks of a school term and eight additional fire exit drills during the year. In climates where the weather is severe during the winter months, at least six drills should be held at the beginning of the school term and four drills held after the winter months to complete the ten required drills.

A-31-3.1.4

“Practice drills” may be held during bad weather. Such drills would be held at the school’s regular closing time, when the pupils are dressed for the outdoors, by using the exit drill alarm signal. With such drills there would be no need to bring students back into the school.

31-3.2 SIGNALS

A-31-3.2.1

All fire exit drill alarms must be sounded on the alarm system.

A-31-3.2.2

When an actual fire exists, school authorities must immediately call the fire department.

31-3.3 INSPECTION

A-31-3.3.1

It is the duty of principals and teachers to check all exits daily in order to make sure that all stairs and doors, and other exits are in proper condition.

**EXERCISE – EDUCATIONAL INSTITUTIONS – FIRE SAFETY**

Instructions: *Your survey of Educational Institutions – Fire Safety revealed that the passage is divided into three major sections. Using section headings, respond to item 1. Read the passage again, and complete the remaining statements.*

1. Selection Title:

Heading #1: _____

Heading #2: _____

Heading #3: _____

2. The main point of the passage is:

3. The regulations focus on:

4. Provisions for fire exit drills are located in what section of the passage:

5. The time of year that fire drills are practiced is based on what factor?



LESSON 9

This page was intentionally left blank.



ANSWERS TO EXERCISE – EDUCATIONAL INSTITUTIONS – FIRE SAFETY

1. Selection Title:

Answer: EDUCATIONAL INSTITUTIONS – FIRE SAFETY

Heading #1: *Answer: 31-3.1 DRILLS*

Heading #2: *Answer: 31-3.2 SIGNALS*

Heading #3: *Answer: 31-3.3 INSPECTION*

2. The main point of the passage is:

This is a *main idea* question.

Answer: Fire safety, including an approved fire escape plan, must be practiced in all schools.

3. The regulations focus on:

This is a *major details* question.

*Answers: fire exit drills
fire exit signals
fire exit inspection*

4. Provisions for fire exit drills are located in what section of the passage?

This is a *minor details* question.

Answer: the first section, DRILLS

5. The time of year that fire drills are practiced is based on what factor?

This is a *context* question.

Answer: climate



This is a FIRE DRILL!



USING CONTEXT CLUES

Now, let's think about context clues. There are many ways to arrive at word meanings. A quick check of a word's meaning from the context can be done by looking for the following:

- an appositive – a word, phrase, or clause placed next to another
- an example – a sample, model, or pattern
- a synonym – a word that means the same as another word

Sometimes the context acts like a dictionary and directly defines a word. Each of these types of context clues is present in the following passage:

COMPUTER AND FAX BASICS

A **command** is anything you type on a keyboard to tell a computer or FAX machine to do something. Examples of commands are **PRINT** or **SAVE**. Commands may include a word called a **QUALIFIER**, which changes the meaning of a command. A **menu** is a list of commands and other options you may choose from. A **prompt** is a signal (a sound, a flashing light, or a message that appears on a computer or FAX screen) telling you that the machine is waiting for you to do something. You may need to enter information or type in a command. Every menu has a prompt, and special prompts ask for special kinds of information.



LESSON 9

WIN CAREER SOLUTIONS

In this passage, a definition is stated for each underlined word. Good readers know this because a clue word for locating definitions is the word “is.” Notice the word “is” follows each underlined word. Other clue words that help readers identify definitions include the following: “means,” “are,” “can be defined as,” and “is termed.” If the definition is placed directly after the word, it is called an appositive. For example, we could rewrite the first sentence using an appositive:

- A command, anything you type on a keyboard to tell the computer or fax machine to do, must be entered by the operator.

Punctuation also serves as a clue. The information enclosed in parentheses explains what constitutes a signal.

The passage offers PRINT, SAVE, and QUALIFIER as examples of commands. Examples provide context clues—as do synonyms. “List” as used in the passage is a synonym for “menu” and “signal” is a synonym for “prompt.”



SUMMARY

Let's quickly review Level 4 *Reading for Information* Learning Objectives.

- attend to important details in passages
 - noting specific facts and details
 - recognize significant details
 - use mind maps to help remember
- understand relatively complicated instructions and apply those instructions to situations described in the reading passage
 - attention to detail in giving and receiving instructions
 - structure – use outlining and mapping techniques
 - signal words, such as:
 - first
 - second
 - last
 - next
 - time order, such as:
 - while
 - when
 - during
 - before
 - after
 - use flowcharts to simplify and remember processes
- recognize cause-effect relationships



LESSON 10

WIN CAREER SOLUTIONS

- make table of condition/change or if/then
- ask 2 questions
 - why would action occur?
 - what happens as a result?
- use signal words, such as:
 - because
 - since
 - therefore
 - if - then
 - consequently
 - as a result
- use context clues to determine the meaning of words not defined in the reading passage
 - understand the amount of material and the way it is presented
 - determine word meanings from clues
 - appositives
 - examples
 - synonyms
 - definitions
 - punctuation

Well, that concludes Level 4 of *Reading*. I hope I have been informative and helpful to you. That is my goal, after all!

If you feel unsure about any of the points we have covered, go back and review now because I am about to test your knowledge of this level! Surprise! ... or maybe not, if you have been studying with me before!

The answer key is located at the end of the Posttest, but answer all of the questions by yourself before you look!

Remember, you can always go back and study again if you do not do well the first time around. Good luck!

Don't peek at the
answers.





EXERCISE - POSTTEST

Instructions: *Read each passage carefully. Pay close attention to the questions that follow, then select the letter that represents the best response based on the reading passage.*

Maryville High School Announcement

To: All Students
From: Administration
Subject: New Traffic Procedures
Date: Sept. 2

At the beginning of fall semester, there will be new procedures concerning school traffic. All students are to be dropped off and picked up at the gym entrance. Bus stops will also be at this entrance. Students will wait in the gym until the first bell rings. Students are not allowed in the halls or classrooms before the first bell unless they have a pass which gives them permission. Students not obeying this rule will be subject to disciplinary action. Physically disabled students will be allowed to leave the gym five minutes before the bell rings in order to allow them to get to their classrooms before other students crowd the hallways.

The driving route around the building will be in the opposite direction from last year. This year, you will come in the main gate and proceed to the left. Go around to the gym entrance and continue around behind the building, exiting on Clay Street. Arrows are painted to indicate the direction change. Do not turn right at the main gate. Parking permits will be required for students who drive.

Permits may be obtained from the assistant principal's office. You must have a valid driver's license. Spaces will be assigned according to need and availability with seniors' requests considered first. If there are questions about the changes, any staff member will be happy to help you.

- 1. What would happen if a licensed senior, who is required to attend only half of the school day, requested a parking permit?**
- a. Most likely, no permit would be issued.**
 - b. Most likely, a parking permit would be issued.**
 - c. If the assistant principal likes the student, he might receive a permit.**
 - d. The student would require a hall pass.**



2. Where may a student obtain a parking permit?
 - a. in the secretary's office
 - b. from the assistant principal
 - c. from their home room teacher
3. What does the announcement say about the direction of the route?
 - a. that it has changed
 - b. that it is opposite from the usual direction
 - c. that arrows indicate the new direction
 - d. all of the above
4. What will happen if you drive a vehicle around the school building in the direction used last year?
 - a. You may be driving against oncoming traffic.
 - b. You may be cited by the state police.
 - c. You may cause major disciplinary action.
 - d. none of the above
5. Why does the announcement say physically disabled students are allowed to leave the gym area five minutes early?
 - a. because it takes longer for them to get to their class
 - b. because they need someone to help them find their classrooms
 - c. so they will not have to contend with crowded hallways
6. The main point of the announcement is:
 - a. to inform of new vehicle procedures
 - b. to notify students of possible disciplinary action
 - c. to confuse everyone
7. Parking spaces will be assigned on a first-come, first-serve basis only.
 - a. True
 - b. False



8. The announcement was written by:
- a. staff
 - b. teachers
 - c. administration
9. The passage specifically states that anyone parking without a permit will be subject to having his/her vehicle towed.
- a. True
 - b. False
10. What are the requirements for a parking permit?
- a. a valid vehicle registration
 - b. a valid driver's license
 - c. a parent's written permission
 - d. all of the above
11. When will the new procedures begin?
- a. after the first semester
 - b. during the entire school year
 - c. at the beginning of fall semester
12. The announcement is directed to:
- a. parents
 - b. students
 - c. staff
13. What indicators are available to show the new driving route?
- a. Arrows are painted on pavement.
 - b. Signs are placed showing the direction.
 - c. Someone will be directing traffic.
 - d. all of the above
14. Disciplinary action may be taken if:
- a. you are in the halls before the bell rings
 - b. you have a hall pass
 - c. you do not have a parking permit
 - d. you do not have a valid driver's license

Cuts

Cuts can be caused by sharp objects. Most cuts are superficial and only extend partially through the skin. Cuts that are deep and leave the skin edges separated need sutures. Deep cuts that are longer than 1/2 inch or 1/4 inch if on the face need sutures.

Treating Cuts

If you are treating a cut, always apply direct pressure for 10 minutes to help stop the bleeding. To ensure the wound is clean, wash it with soap and water for 5 minutes. If there is any loose or torn skin, cut it off using small scissors. Apply an antibiotic ointment and cover the wound with a Band-Aid. You will need to wash the wound and change the bandage on a daily basis. Acetaminophen or ibuprofen can be taken as needed to relieve the pain.

Common Mistakes

One of the most common mistakes people make when treating cuts is the use of alcohol or Merthiolate on an open wound. They sting and can damage normal tissue. You also want to make sure not to kiss an open wound. It could become infected because of the many germs in a person's mouth.

Call Your Physician Immediately

If you are unable to stop the bleeding by applying direct pressure to the cut for 10 minutes, call your doctor. You also need to call a doctor if the skin is split open and might need sutures or there is dirt in the wound you can't get out. If the cut appears infected - pus, redness, red streaks - call the doctor immediately.

It is important to remember that lacerations must be sutured within 12 hours of the time of injury, and they are much less likely to become infected if they are sutured within 2 hours.



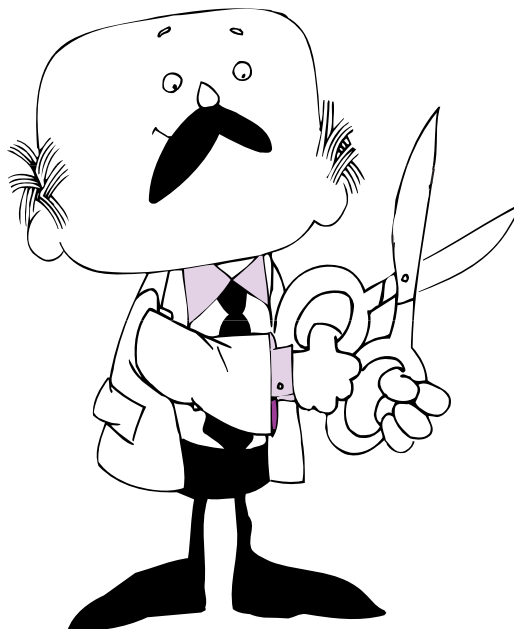
15. What does a person need to do if the bleeding cannot be stopped after 12 minutes?

- a. Wash the wound with soap and water for 5 minutes.**
- b. Use alcohol or Merthiolate to stop the bleeding**
- c. Call your doctor**
- d. Bandage the wound after applying an antibiotic ointment**

16. In this document, a laceration that needs suturing is

_____.

- a. A cut on the face**
- b. A deep cut longer than 1/2 inch**
- c. A superficial cut**
- d. None of the above**



**MEMO**

To: Associates with company credit cards
From: Susie Winslow, Senior Accounting Manager
Re: Company credit card usage

This memo is to confirm our discussion of earlier today. Our company policy states that company credit cards are to be used for company business only. These cards are not authorized for personal use.

Using a company credit card for your personal purchases will lead to disciplinary action, up to and including suspension of credit card privileges and termination of employment. All billing statements for company credit cards are scrutinized carefully. No individual is singled out.

Please remember that it is a privilege to have the use of a company credit card. Treat this privilege with respect.

17. In this document the word scrutinize means:

- a. To pay the bill**
- b. To review the bill thoroughly**
- c. To discuss the bill**
- d. None of the above**

18. Which action will result in disciplinary action?

- a. Dinner meeting with a client**
- b. Office Supplies**
- c. Fees for business conference**
- d. None of the above**

Facsimile Owner's Guidelines

A facsimile (fax) machine sends and receives exact copies of documents through telephone lines. To make sure your machine works properly, follow the three primary steps to set up your fax machine:

1. Install the printing cartridge (ink container).
 - Open the top cover and press the blue button which will cause the printer head to release or pop up.
 - If a used cartridge is still in the machine, remove it.
 - Tighten ribbon in the cartridge carefully.
 - Carefully install a new cartridge inserting the marked side first.
 - Make sure that the cartridge gears rest in the white gear holders.
 - Push down the printer head slowly and completely, making sure it latches.
 - Close the top cover.
2. Next, install the cassette. The paper cassette can hold about 200 sheets of paper (20 lb).
 - Raise the paper cassette lightly and pull it toward you to remove.
 - Take off the cover.
 - Push the paper plate down until it locks into position.
 - Adjust the paper setting to letter or legal position depending on what size you are using.
 - Place up to 200 sheets of plain paper into the cassette.
 - Make sure the right front and left corners of the paper are under the edge tabs or short extensions.
 - Do not place paper above the maximum height line, or paper may misfeed.
 - Close the cover on the cassette.
 - Slide the paper cassette into the fax machine until it locks into place.
3. Connect the handset and power cord.
 - When you connect the power, your fax machine will automatically print a power failure report.



19. When installing a new print cartridge, which side of the cartridge should be inserted first?
- a. White gear holders
 - b. Cartridge head
 - c. Marked side
 - d. Printed head
20. A fax machine _____ .
- a. Sends and receives exact copies of documents through telephone lines
 - b. Pushes the paper plate down until it locks into position
 - c. Automatically prints a power failure report
 - d. None of the above
21. How many primary steps are indicated in setting up a fax machine?
- a. Two
 - b. Three
 - c. Five
 - d. None of the above
22. What will happen when the power is connected to the fax machine?
- a. A message will be sent to the company
 - b. The telephone will ring
 - c. A power failure message will print
 - d. None of the above



ANSWERS TO POSTTEST

1. What would happen if a licensed senior, who is required to attend only half of the school day, requested a parking permit?
 - b. Most likely, a parking permit would be issued.
2. Where may a student obtain a parking permit?
 - b. from the assistant principal
3. What does the announcement say about the direction of the route?
 - d. all of the above
4. What will happen if you drive a vehicle around the school building in the direction used last year?
 - a. You may be driving against oncoming traffic.
5. Why does the announcement say physically disabled students are allowed to leave the gym area five minutes early?
 - c. so they will not have to contend with crowded hallways
6. The main point of the announcement is:
 - a. to inform of new vehicle procedures
7. Parking spaces will be assigned on a first-come, first-serve basis only.
 - b. False
8. The announcement was written by:
 - c. administration



9. The passage specifically states that anyone parking without a permit will be subject to having his/her vehicle towed.
- b. False
10. What are the requirements for a parking permit?
- b. a valid driver's license
11. When will the new procedures begin?
- c. at the beginning of fall semester
12. The announcement is directed to:
- b. students
13. What indicators are available to show the new driving route?
- a. arrows are painted on pavement
14. Disciplinary action may be taken if:
- a. you are in the halls before the bell rings
15. What does a person need to do if the bleeding cannot be stopped after 12 minutes?
- c. Call your doctor
16. In this document, a laceration that needs suturing is _____.
- b. A deep cut longer than 1/2 inch
17. In this document the word scrutinize means:
- b. To review the bill thoroughly



18. Which action will result in disciplinary action?

d. None of the above

19. When installing a new print cartridge, which side of the cartridge should be inserted first?

c. Marked side

20. A fax machine _____ .

a. Sends and receives exact copies of documents through telephone lines

21. How many primary steps are indicated in setting up a fax machine?

b. Three

22. What will happen when the power is connected to the fax machine?

c. A power failure message will print

Well, how did you do on the Posttest? If you scored 95% or higher, you have a reasonable chance to pass Level 3 of ACT WorkKeys® *Reading for Information* Assessment. But, you may want to complete Level 4 with me before you take the Assessment. Hope to see you there!

Now don't be discouraged if you scored below 95%. There is a lot of information to remember. You can do it! And, your enhanced work skills will pay off in the long run. Practice makes perfect.



RESOURCE LIST

ACT, Inc. (1997). *WorkKeys® Targets for Instruction: Reading for information*, Iowa City, IA: ACT.

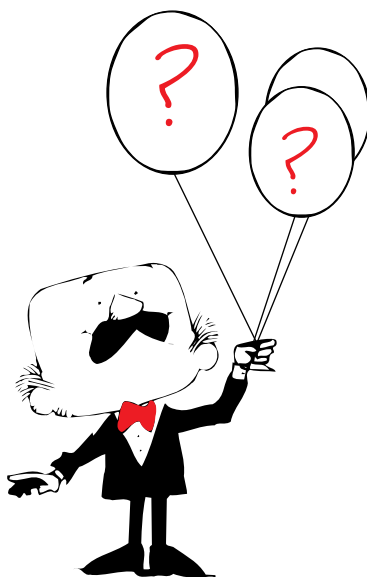
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Langan, J. (1992). *Ten steps to building college reading skills* (2nd ed.). Marlton, NJ: Townsend Press.

McWhorter, K. T. (1992). *Efficient and flexible reading* (3rd ed.). New York: Harper-Collins.

POP QUIZ ANSWERS

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