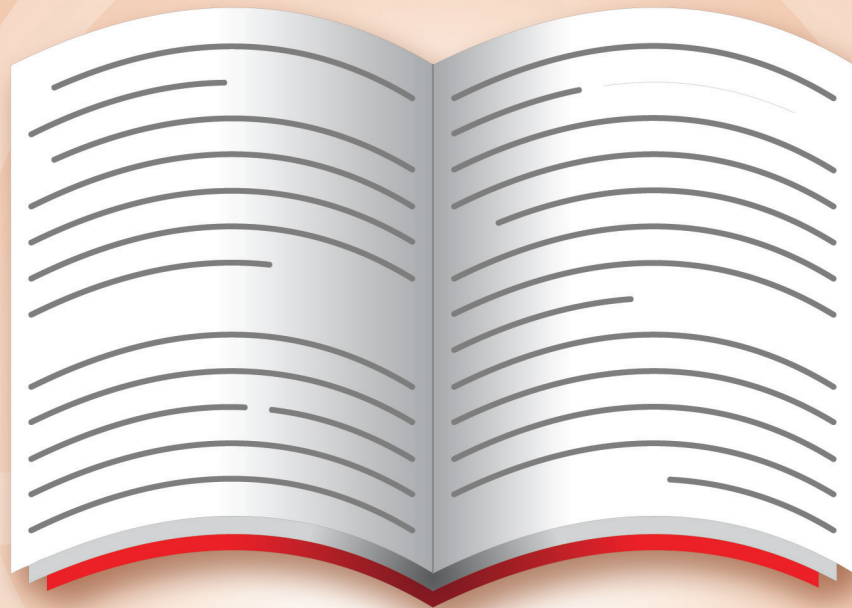


WIN CAREER READINESS COURSEWARE

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



Reading for Information *Level 5*



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Worldwide Interactive Network, Inc.
1000 Waterford Place
Kingston, Tennessee 37763 USA
Tel: (865) 717-3333
Fax: (865) 717-9461
info@w-win.com
www.w-win.com

Hello, my name is EdWIN. Chances are we met previously in another course. If not, let me introduce myself. I am your guide through *Reading for Information*. Look for me throughout the course to provide tips, suggestions, and valuable information to improve your reading ability. You may find a few pop quiz questions along the way. Be sure to check your answers which are located at the end of this level. I will do my best to help you succeed in this course.

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.

At Level 5, we will practice skills needed for workplace reading by specifically addressing jargon, technical terms, and acronyms. Now don't panic if these are unfamiliar terms. We will learn more about them soon.

Remember, 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 must also think about what you are reading, try to make sense of it, and use what you already know to understand the material.

Hi, I'm EdWIN!





OUTLINE

LESSON 1	Introduction and Informal Assessment
LESSON 2	Understanding Paraphrased Definitions
LESSON 3	Using Jargon or Technical Terms Appropriately
LESSON 4	Understanding Acronyms
LESSON 5	Defining Words with Multiple Meanings
LESSON 6	Applying Information to Situations Not Described
LESSON 7	Applying Information to Situations Not Described
LESSON 8	Applying Complicated Instructions
LESSON 9	Applying Complicated Instructions
LESSON 10	Summary Posttest
REFERENCE	Resource List Pop Quiz Answers

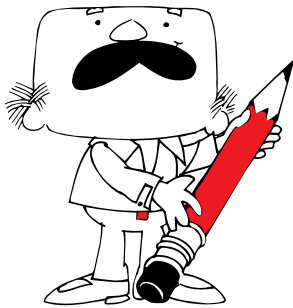
INTRODUCTION AND INFORMAL ASSESSMENT

You will notice the outline shows you how I have planned the course over ten lessons. You will make more progress toward Level 6 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 Level 5 by completing a reading inventory. This is an exercise in understanding paraphrased definitions of technical language and jargon.

To help clarify this sentence, read the following definitions before you begin the exercise.

Note these definitions before you continue.



- *Paraphrased* means restated. That is keeping the meaning the same but using different words, so restating definitions is paraphrasing the word.
- *Technical* means of or used by a specific science, art, profession, craft, etc., so technical terms may be unfamiliar to many readers.
- *Jargon* means specialized or professional language... there is a lot of computer jargon... chips and bits, Internet, modems, LANs, and much, much more.

I hope this helps you understand what we are trying to accomplish.



EXERCISE – INFORMAL READING INVENTORY

Instructions: *Carefully read the following passage from a medical laboratory training manual.*

HEPATITIS B PREVENTION MEASURES

Hepatitis B Virus infection is a major hazard for health care workers. The risk of being infected with HBV depends on the frequency of exposure to blood or body fluids. Workers who often work with blood or other body fluids are at most risk. But any health care worker may be at risk for HBV infection depending on the tasks that he or she performs.

Two types of products are available for prevention of Hepatitis B infection. The first is the Hepatitis B Vaccine. This vaccine provides long-term immunization against infection. A second product, Hepatitis B Immune Globulin (HBIG) provides temporary protection and is recommended for use only after exposure to infection.

OSHA (Occupational Safety and Health Administration) regulations require that training and education programs must be made available to all employees who may be exposed to blood or other body fluids that might carry HBV. These programs must be provided to employees when they are first hired and then at least annually. These programs must be offered during working hours at least once a year and at no cost to the employee. Also, OSHA requires that the HBV vaccination be offered free of charge to all employees who may come in contact with infected blood or other body fluids. If an employee refuses vaccination, he must sign a medical waiver form when he is first hired and then again annually.



EXERCISE – INFORMAL READING INVENTORY

Instructions: *Answer the following questions concerning Hepatitis B Prevention Measures.*

1. Define the following words used in the passage.

- **frequency**

- **vaccine**

- **immunization**

- **annually**

2. The passage states that all employees must be offered a vaccination against HBV. What two specific vaccines might the vaccination include?

- ---

- ---



HEPATITIS B PREVENTION MEASURES

Hepatitis B Virus infection is a major hazard for health care workers. The risk of being infected with HBV depends on the frequency of exposure to blood or body fluids. Workers who often work with blood or other body fluids are at most risk. But any health care worker may be at risk for HBV infection depending on the tasks that he or she performs.

Two types of products are available for prevention of Hepatitis B infection. The first is the Hepatitis B Vaccine. This vaccine provides long-term immunization against infection. A second product, Hepatitis B Immune Globulin (HBIG) provides temporary protection and is recommended for use only after exposure to infection.

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LESSON 1

3. Define the following acronyms used in the passage. (Acronyms are words formed from the first or first few letters of a series of words, such as RADAR from RAdio Detecting And Ranging.)

- HBV

- HBIG

- OSHA

4. “Expose” is a word with multiple meanings. Based on the context, determine the meaning intended in the following sentence from the passage: “OSHA (Occupational Safety and Health Administration) regulations require that training and education programs must be made available to all employees who may be exposed to blood or other body fluids that might carry HBV.”

5. For a worker new to the health care setting, which product — Hepatitis B Vaccine or Hepatitis B Immune Globulin — would be preferred for immunization against hepatitis?

HEPATITIS B PREVENTION MEASURES

Hepatitis B Virus infection is a major hazard for health care workers. The risk of being infected with HBV depends on the frequency of exposure to blood or body fluids. Workers who often work with blood or other body fluids are at most risk. But any health care worker may be at risk for HBV infection depending on the tasks that he or she performs.

Two types of products are available for prevention of Hepatitis B infection. The first is the Hepatitis B Vaccine. This vaccine provides long-term immunization against infection. A second product, Hepatitis B Immune Globulin (HBIG) provides temporary protection and is recommended for use only after exposure to infection.

OSHA (Occupational Safety and Health Administration) regulations require that training and education programs must be made available to all employees who may be exposed to blood or other body fluids that might carry HBV. These programs must be provided to employees when they are first hired and then at least annually. These programs must be offered during working hours at least once a year and at no cost to the employee. Also, OSHA requires that the HBV vaccination be offered free of charge to all employees who may come in contact with infected blood or other body fluids. If an employee refuses vaccination, he must sign a medical waiver form when he is first hired and then again annually.



LESSON 1

6. If a new worker chooses not to be vaccinated against hepatitis, what must he do instead, and when?

7. In a short paragraph of about fifty words, summarize the passage.

8. OSHA regulations require that employee training programs be made available by an employer “at no cost to the employee.” Why do you think OSHA makes the specific requirement that the programs be offered at no cost?

HEPATITIS B PREVENTION MEASURES

Hepatitis B Virus infection is a major hazard for health care workers. The risk of being infected with HBV depends on the frequency of exposure to blood or body fluids. Workers who often work with blood or other body fluids are at most risk. But any health care worker may be at risk for HBV infection depending on the tasks that he or she performs.

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OSHA (Occupational Safety and Health Administration) regulations require that training and education programs must be made available to all employees who may be exposed to blood or other body fluids that might carry HBV. These programs must be provided to employees when they are first hired and then at least annually. These programs must be offered during working hours at least once a year and at no cost to the employee. Also, OSHA requires that the HBV vaccination be offered free of charge to all employees who may come in contact with infected blood or other body fluids. If an employee refuses vaccination, he must sign a medical waiver form when he is first hired and then again annually.



LESSON 1

9. How frequently must an employer provide training programs to employees who may be exposed to blood or other body fluids that might carry HBV?

10. Define the following words used in the passage:

- infection

- hazard

- prevention

- temporary

- recommended

- waiver



ANSWERS TO EXERCISE – INFORMAL READING INVENTORY

Now let's see how well you did on your inventory questions. Our answers may vary, but let's hope that we are close. 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. Define the following words used in the passage.

This is an exercise in understanding paraphrased definitions of technical language or jargon.

- **frequency**

Definition: number of times

- **vaccine**

Definition: material used to inject people to prevent disease

- **immunization**

Definition: protection from infection (power to resist infection)

- **annually**

Definition: yearly, every year



2. The passage states that all employees must be offered a vaccination against HBV. What two specific vaccines might the vaccination include?

This is a question in using jargon or technical terms appropriately in describing situations stated in the passage.

Answers:

- *Hepatitis B Vaccine - provides long term immunization against infection.*
- *Hepatitis B Immune Globulin - provides temporary (short term) protection for use only after exposure (unprotected from) to infection.*

3. Define the following acronyms used in the passage. (Acronyms are words formed from the first or first few letters of a series of words, such as RADAR from Radio Detecting And Ranging.)

This is an understanding acronyms question.

- **HBV**

Definition: Hepatitis B Virus

- **HBIG**

Definition: Hepatitis B Immune Globulin

- **OSHA**

Definition: Occupational Safety and Health Admⁿistration



LESSON 1

4. “Expose” is a word with multiple meanings. Based on the context, determine the meaning intended in the following sentence from the passage: “OSHA (Occupational Safety and Health Administration) regulations require that training and education programs must be made available to all employees who may be exposed to blood or other body fluids that might carry HBV.”

This is a question in defining words with multiple meanings.

Answer: coming into contact with; unprotected; open to

5. For a worker new to the health care setting, which product — the Hepatitis B Vaccine or Hepatitis B Immune Globulin — would be preferred for immunization against hepatitis?

This is a question in applying information given in a passage to situations not directly described in that passage.

Answer: Hepatitis B Vaccine

6. If a new worker chooses not to be vaccinated against hepatitis, what must he do instead, and when?

This is a question in applying complicated instructions involving conditionals.

Answer: Sign a medical waiver form (a form giving up a right) when hired and sign another waiver every year.



7. In a short paragraph of about fifty words, summarize the passage.

This is a main idea question.

Answer: The Hepatitis B Virus infection is a major hazard for health care workers because they are frequently exposed to blood or body fluids. The workers are protected from the Hepatitis B Virus infection through immunization, training and education programs. These programs are required by OSHA and are paid for by the employer.

8. OSHA regulations require that employee training programs be made available by an employer “at no cost to the employee.” Why do you think OSHA makes the specific requirement that the programs be offered at no cost?

This is an inference question.

Answer: This is a precaution for insuring a safe workplace and should be the responsibility of the employer.

9. How frequently must an employer provide training programs to employees who may be exposed to blood or other body fluids that might carry HBV?

This is an important detail question.

Answer: every year



10. Define the following words used in the passage:

This is a general vocabulary question.

- **infection**

Definition: disease; a condition caused by bacteria entering the body

- **hazard**

Definition: risk; danger

- **prevention**

Definition: protection from; stop the chance of

- **temporary**

Definition: for a limited time

- **recommended**

Definition: suggested

- **waiver**

Definition: agreement freeing others from responsibility



LESSON 1

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UNDERSTANDING PARAPHRASED DEFINITIONS

As we have previously learned, we can use context to unlock the meaning of unknown words in a reading passage. However, sometimes the vocabulary can become technical and may include jargon.

Don't miss this important information!



Remember to use context clues to help define unknown words. Some common clues to look for are:

- example - a word or words used as a model, pattern, or copy
- synonym - a word having the same meaning
- antonym - a word having the opposite meaning
- acronym - a word formed from letters in a series of words
- general sense of a passage - what the passage is about

Other clues to look for are:

- punctuation - use of marks in writing and printing to make the meaning clearer
- typography - the arrangement, style, or general appearance of printed matter

Let's read a sample passage from a packet of health care information provided to new state employees. Remember we are practicing the skills needed to understand paraphrased definitions of technical terms or jargon.



EXERCISE – HMOs

Instructions: *Read the passage carefully. Use the context to define the underlined words. Again, the context is defined as parts of a sentence or paragraph next to or after a word or passage and determining the word’s meaning. Then tell the type of context clue (example, synonym, antonym, acronym, punctuation, typography, or general sense of the passage) you used to figure out the definitions.*

HMOs

Another health care option available to you as a state employee is a Health Maintenance Organization (HMO). Two HMOs participate in the State plan: Health First and On Call. Specific information about each plan is included in this packet of information. As in the standard State health plan, the premium for HMO coverage will be deducted from your monthly paycheck.

In an HMO, you pay a monthly stipend, just as you do through the standard plan. You get checkups, hospital care, tests, routine health care, and other services. Both Health First and On Call offer separate, optional dental plans. (Employees who are interested in dental coverage should ask for information directly from the HMO at the numbers listed in the enclosed brochures).

The monthly premium for the HMO will cost more than the monthly charge for the standard plan. But in an HMO, medical costs are largely fixed for the year. There is no yearly deductible (the amount you have to pay each year before the plan will pay anything), and once you have paid the monthly premium, specific costs for medical services are very small. For example, a typical (not an emergency or special) office visit costs \$5 under the Health First plan, \$5.75 under On Call.

Another advantage of the HMO is that record-keeping is done for you. There is no need to complete medical claim forms.

However, our HMOs require you to select a physician who participates in their plans. You will be required to select one “primary-care” doctor who will handle most of your medical care. If you feel you need a specialist, not a general practitioner, your primary-care physician will have to refer you, and you will have to see the specialist that the HMO employs. (If you want to choose your own specialist, you will have to pay him or her directly and at full cost, without subsidy from the HMO.)



EXERCISE – HMOs

1. HMO

clue:

2. premium

clue:

3. stipend

clue:

4. optional

clue:



HMOs

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LESSON 2

WIN CAREER SOLUTIONS

5. brochures

clue:

6. deductible

clue:

7. typical

clue:

8. participates

clue:

9. primary - care

clue:



HMOs

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10. specialist



clue:



HMOs

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ANSWERS TO EXERCISE – HMOs

1. HMO

Definition: Health Maintenance Organization

clue: *acronym*

2. premium

Definition: cost; payment

clue: *general sense of passage (deducted from paycheck)*

3. stipend

Definition: payment

clue: *example (you pay); general sense of passage (pay monthly like standard plan)*

4. optional

Definition: by choice

clue: *example (a separate plan); general sense of passage (next sentence tells what to do if interested)*

5. brochures

Definition: documents; papers

clue: *general sense of passage (numbers listed in)*



LESSON 2

6. deductible

Definition: required initial payment

clue: *example (the amount you have to pay each year before the plan will pay anything)*

7. typical

Definition: normal; average

clue: *antonym, not an emergency or special visit*

8. participates

Definition: chooses to be a part of

clue: *general sense of passage (you have to select one in their plans)*

9. primary - care

Definition: main

clue: *example (who will handle most of your care)*

10. specialist

Definition: doctor who specializes in one area of medicine

clue: *antonym (opposite of general practitioner)*

USING JARGON OR TECHNICAL TERMS APPROPRIATELY

You must understand jargon and technical terms well enough to relate them accurately to the larger passage in which they appear. Knowing the meaning of a word is not of much help if you cannot recognize the connections between the word and its context or understand the more general significance of a passage.

As a practice exercise, let's read the following passage from a software manual.

What is all this jargon?



Saving A File

To help you organize and call up your documents, Quick Write allows you to include a description of the file you are saving. You should create this description when you first save and name a document. The **NAME** of the document can be no more than 8 characters in length, but the **DESCRIPTION** can run to 35 characters.

When you save a copy, Quick Write asks you to name the document. When you save a later version of the document without changing the document name, Quick Write assumes you want to overwrite, or change, the document. If you wish to keep more than one version of the document, simply change the name when you save.

You should pause regularly to save your working copy. In order to save your document in a file on your hard disk, select the File menu from the main menu (by typing the F1 key) and highlight **SAVE DOCUMENT**. The program will immediately save the document and return you to the create mode.

Keeping a backup (an additional copy) of your document on a diskette is a good idea. That way you will have a separate copy of your work in case of equipment failure. This will also allow you to work on your document on a different computer, as long as the Quick Write program is loaded on that computer.

As you create or edit a document, Quick Write temporarily stores your work in the computer's memory. To keep a permanent copy of your document, you must save the working copy in a file on your hard disk or on a separate diskette.



EXERCISE – SAVING A FILE

Instructions: *Complete the following exercises.*

1. The paragraphs in the *Saving a File* passage are in mixed-up order. Rearrange the order of the paragraphs until they make sense. Remember that the passage is a set of instructions, so think about the order that would be more clear to a reader who is saving a file for the first time.

Saving A File

Paragraph # ____ To help you organize and call up your documents, Quick Write allows you to include a description of the file you are saving. You should create this description when you first save and name a document. The NAME of the document can be no more than 8 characters in length, but the DESCRIPTION can run to 35 characters.

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Paragraph # ____ As you create or edit a document, Quick Write temporarily stores your work in the computer's memory. To keep a permanent copy of your document, you must save the working copy in a file on your hard disk or on a separate diskette.



2. Once you have rearranged the order of the paragraphs, **REWRITE** the passage in simpler language. Imagine that you are writing instructions for someone who has very limited knowledge of computers. Imagine that your reader has just written a letter on the computer and now wants to save it, but he has never saved a file before. Guide this reader through the process in simple and direct language. In particular, be certain to help the reader understand the following technical terms:

- *document*
- *hard disk*
- *diskette*
- *memory*
- *create mode*
- *loaded*
- *call up*
- *characters*



3. **SUMMARIZE** the passage in one or two sentences.

4. According to the passage, “Quick Write” allows a user to create a description of a document he wants to save. (a) What is the value to a user of this description? (b) Why is it significant that the description may run to 35 characters, while the document name is limited to 8 characters?

a) _____

b) _____

5. In several places in this passage, the writer provides clues to the meaning of technical terms. Find three examples and explain the type of context clue provided.

a) _____

clue: _____

b) _____

clue: _____

c) _____

clue: _____



ANSWERS TO EXERCISE – SAVING A FILE

Instructions: *Complete the following exercises. Some answers may vary, but check to see that your answers are similar.*

- 1. The paragraphs in the *Saving a File* passage are in mixed-up order. Rearrange the order of the paragraphs until they make sense. Remember that the passage is a set of instructions, so think about the order that would be more clear to a reader who is saving a file for the first time.**

Saving A File

Paragraph #5 To help you organize and call up your documents, Quick Write allows you to include a description of the file you are saving. You should create this description when you first save and name a document. The NAME of the document can be no more than 8 characters in length, but the DESCRIPTION can run to 35 characters.

Paragraph #4 When you save a copy, Quick Write asks you to name the document. When you save a later version of the document without changing the document name, Quick Write assumes you want to overwrite, or change, the document. If you wish to keep more than one version of the document, simply change the name when you save.

Paragraph #3 You should pause regularly to save your working copy. In order to save your document in a file on your hard disk, select the File menu from the main menu (by typing the F1 key) and highlight SAVE DOCUMENT. The program will immediately save the document and return you to the create mode.

Paragraph #1 Keeping a backup (an additional copy) of your document on a diskette is a good idea. That way you will have a separate copy of your work in case of equipment failure. This will also allow you to work on your document on a different computer, as long as the Quick Write program is loaded on that computer.

Paragraph #2 As you create or edit a document, Quick Write temporarily stores your work in the computer's memory. To keep a permanent copy of your document, you must save the working copy in a file on your hard disk or on a separate diskette.

2. Once you have rearranged the order of the paragraphs, **REWRITE** the passage in simpler language. Imagine that you are writing instructions for someone who has very limited knowledge of computers. Imagine that your reader has just written a letter on the computer and now wants to save it. But he has never saved a file before. Guide this reader through the process in simple and direct language. In particular, be certain to help the reader understand the following technical terms:

- *document*
- *hard disk*
- *diskette*
- *memory*
- *create mode*
- *loaded*
- *call up*
- *characters*

SAVING A FILE

Keeping a backup (an additional copy) of your document or written work on a diskette (a computer disk for storing data which can be inserted or removed from the computer) is a good idea. That way you will have a separate copy of your work in case of equipment failure. This will also allow you to work on your document on a different computer, as long as the Quick Write program is loaded or installed on that computer.

As you create or edit a document, Quick Write temporarily stores your work in the computer's memory (stored information within the computer). To keep a permanent copy of your document, you must save the working copy in a file on your hard disk within the computer or on a separate diskette.

You should pause regularly to save your working copy. In order to save your document in a file on your hard disk, select the file menu from the main menu (or by typing the F1 key) and highlight "SAVE DOCUMENT." The program will immediately save the document and return you to the create mode (original work).

When you save a copy, Quick Write asks you to name the document. When you save a later version of the document without changing the document name, Quick Write assumes you want to overwrite or change, the document. If you wish to keep more than one version of the document, simply change the name when you save.

To help you organize and call up or display your documents, Quick Write allows you to include a description of the file you are saving. You should create this description when you first save and name a document. The name of the document can be no more than 8 characters including any numbers, letters, punctuation marks or symbols on the keyboard in length, but the description can run to 35 characters.



3. SUMMARIZE the passage in one or two sentences.

Answer: Saving a File gives directions for saving computer documents on disks using a computer software program called Quick Write.

4. According to the passage, “Quick Write” allows a user to create a description of a document he wants to save. (a) What is the value to a user of this description? (b) Why is it significant that the description may run to 35 characters, while the document name is limited to 8 characters?

Answers:

a) It helps the user organize and call up documents.

b) The name is a broad topic which may include many details and information within the main topic. The detailed information can be described with more choices of information.

5. In several places in this passage, the writer provides clues to the meaning of technical terms. Find three examples and explain the type of context clue provided.

Answers:

a) overwrite or change

clue: *synonym*

b) by typing the F1 key

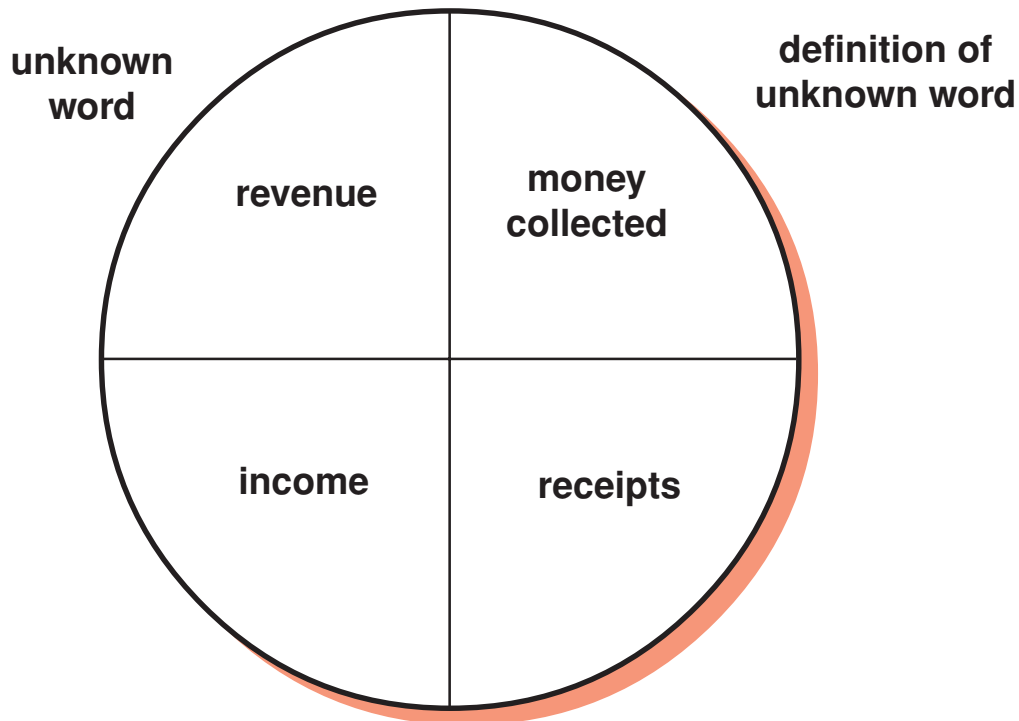
clue: *example*

c) backup (an additional copy)

clue: *punctuation-parentheses example*

Another method to help you use context clues is “concept circles.” This diagram method provides a visual of the unknown word by dividing a circle into quadrants and placing the unknown word in one quadrant. You then put information from your reading material that you think relates to the word in two of the quadrants. The one blank quadrant in your circle is for the definition as you decode the word. For example, if the known word is “revenue,” your concept circle might look like the following diagram.

CONCEPT CIRCLE FOR THE WORD “REVENUE”

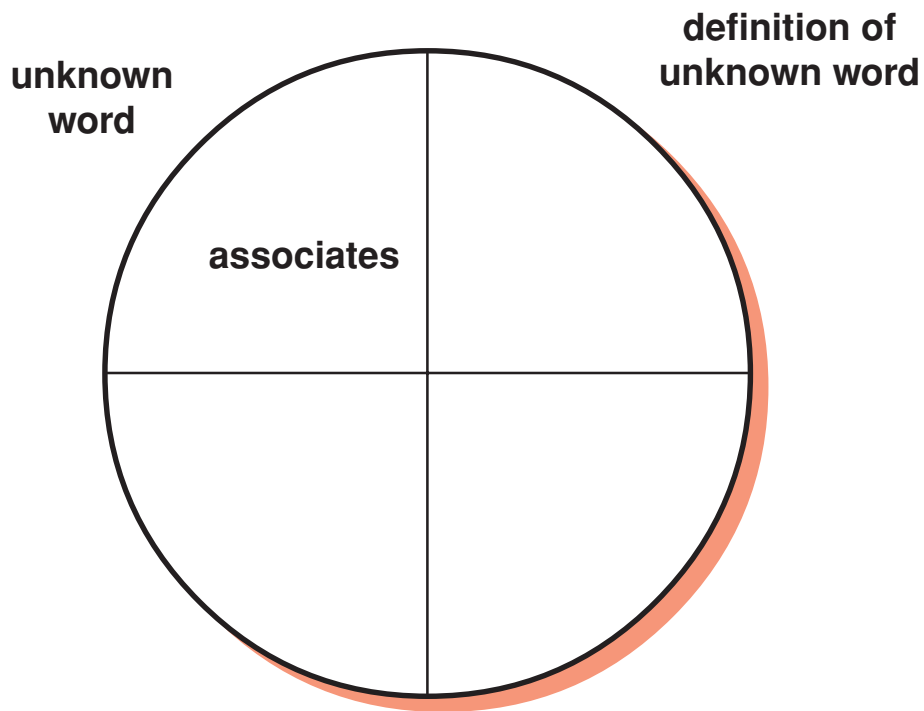


words that you think are related to unknown word

EXERCISE – CONCEPT CIRCLES

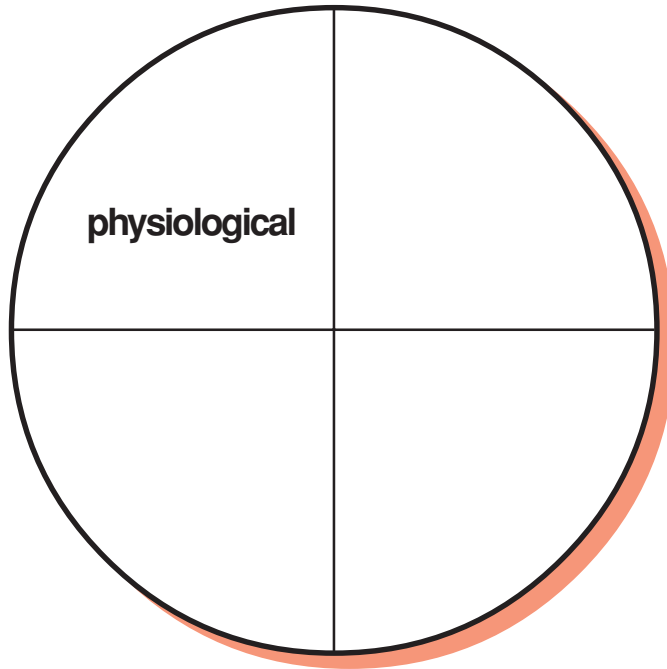
Instructions: *Read the following sentences and create a concept circle for the underlined words.*

1. The American Medical Association says televisions should never be allowed in children’s rooms since the average number of murders they see before the age of 18 is 16,000. Only 25% of violent television programming associates punishment with this destructive behavior. (Source: AMA)

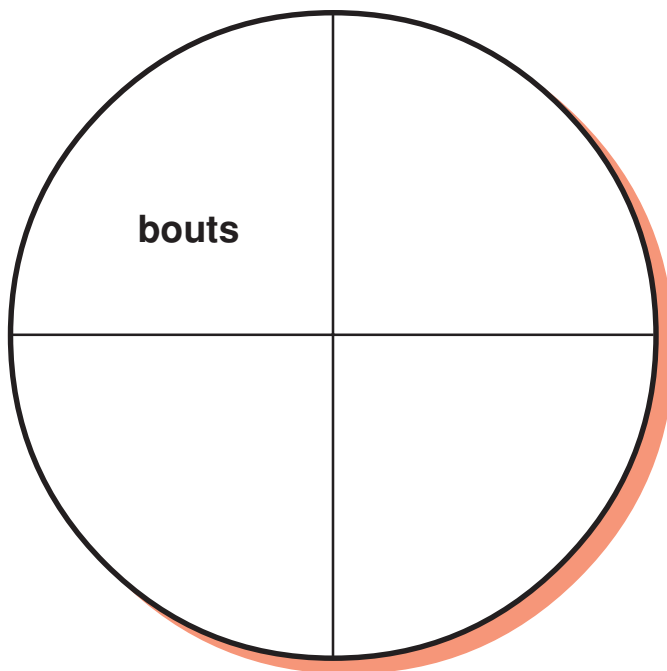


words that you think are related to unknown word

2. Lifestyle changes and antidepressant drugs are effective for both migraine headaches and depression, which suggests that there may be a physiological link between the two conditions.
(Source: National Headache Foundation)

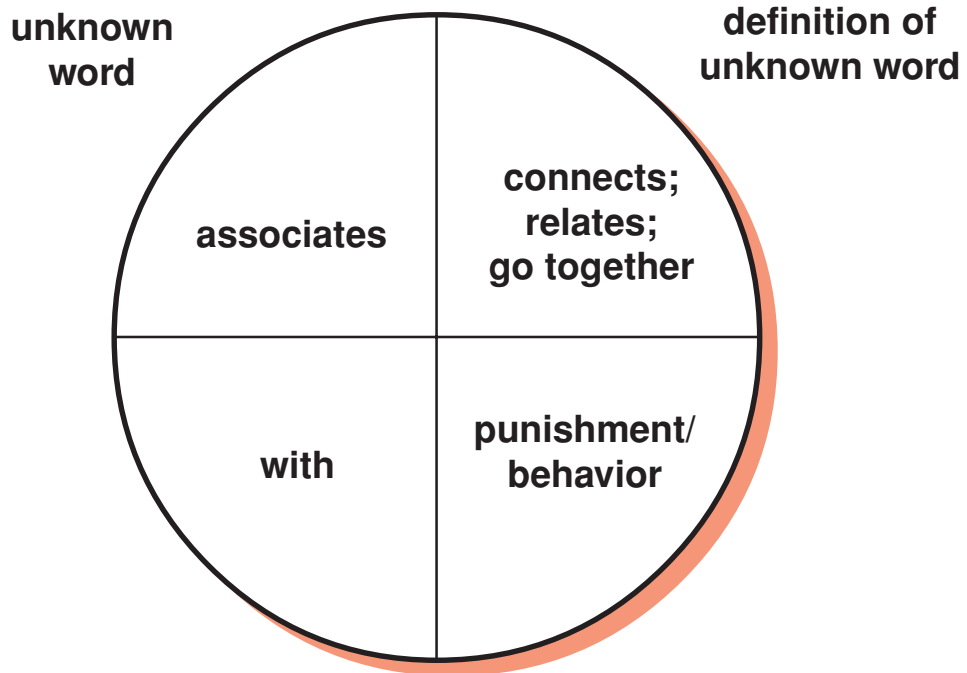


3. You can benefit from brief bouts of exercise; they do not need to be continuous. Three 10-minute periods of exercise are equivalent to one 30-minute period of exercise.



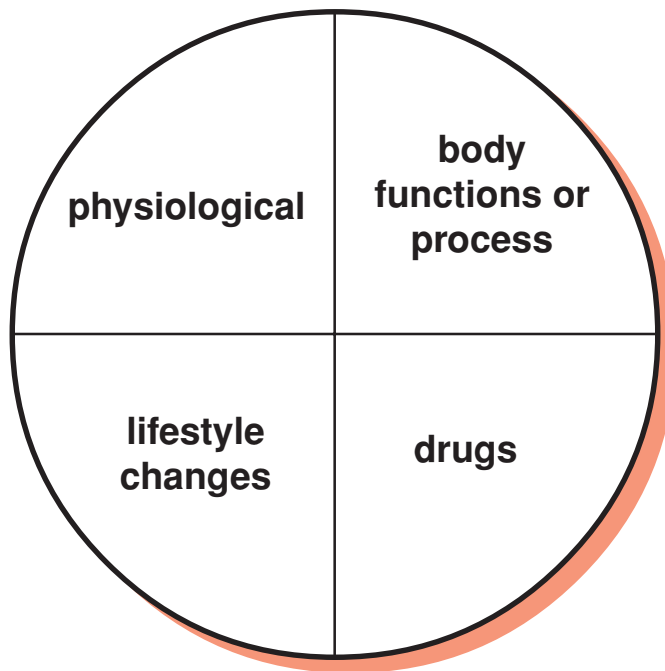
SOLUTIONS TO EXERCISE – CONCEPT CIRCLES

1. The American Medical Association says televisions should never be allowed in children’s rooms since the average number of murders they see before the age of 18 is 16,000. Only 25% of violent television programming associates punishment with this destructive behavior. (Source: AMA)

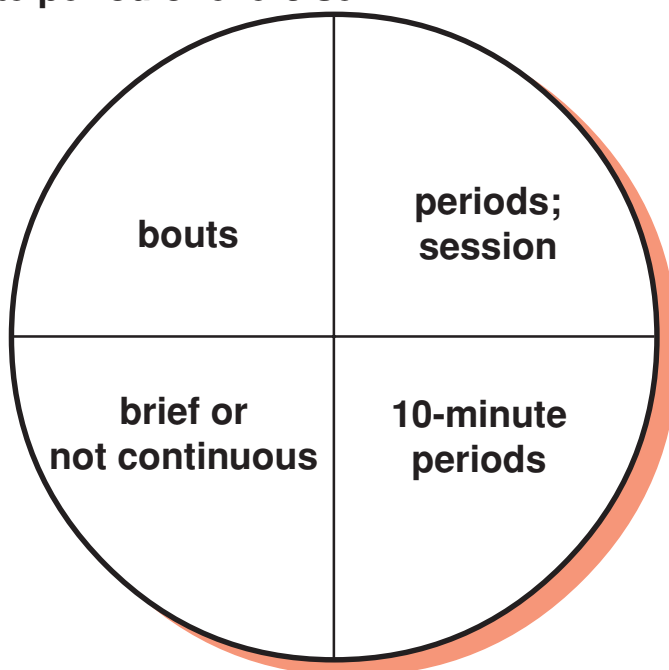


words that you think are related to unknown word

2. Lifestyle changes and antidepressant drugs are effective for both migraine headaches and depression, which suggests that there may be a physiological link between the two conditions.
(Source: National Headache Foundation)



3. You can benefit from brief bouts of exercise; they do not need to be continuous. Three 10-minute periods of exercise are equivalent to one 30-minute period of exercise.



UNDERSTANDING ACRONYMS

In previous lessons of Level 5, we became familiar with the use of acronyms and other technical language. The definitions of the acronyms which we observed in the reading passages were either stated or clearly implied in the context of the passage.

Let's look at the term acronym in more detail. The term acronym comes from akros, meaning tip, plus onym, meaning name. Acronyms are best described as pronounceable formations of words made by combining the initial letters or syllables of a string of words. An example is the American Cancer Society's use of the acronym, CAUTION, to teach the common warning signs of cancer:

My favorite acronym!



- C change in bowel or bladder habits
- A a sore that does not heal
- U unusual bleeding or discharge
- T thickening or lump in the breast or elsewhere
- I indigestion or difficulty in swallowing
- O obvious change in a wart or mole
- N nagging cough or hoarseness

Two classic examples of acronyms are SCUBA – Self-Contained Underwater Breathing Apparatus – and RADAR – Radio Detection And Ranging. Through wide usage, these two are commonly treated not as acronyms but as independent words, and usually appear in lower case.

Acronyms remain a favorite with the government and the military. However, their use is embraced by academics, corporations, bureaucrats, and children around the world because of their efficiency and effectiveness in transmitting a message.



Acronyms are commonly used in workplace communications, especially in written government documents. Certain conventions are followed when putting them in writing. The first time an acronym is used in a passage, the words are written out completely, followed by the letters in parentheses. Some acronyms are written in capital letters, e.g., Congress On Racial Equality (CORE); others are written as lower case words, e.g., as soon as possible (asap); still others may appear in either form, e.g., White Anglo-Saxon Protestant (Wasp or WASP).

Structurally, there are three primary kinds of acronyms: pure acronyms, which are formed from initial letters only; hybrid acronyms like radar, which use more than just first initials; and syllabic acronyms like Delmarva, a name for the peninsula shared by the states of Delaware, Maryland, and Virginia.

The following examples from a variety of sources provide a frame of reference:

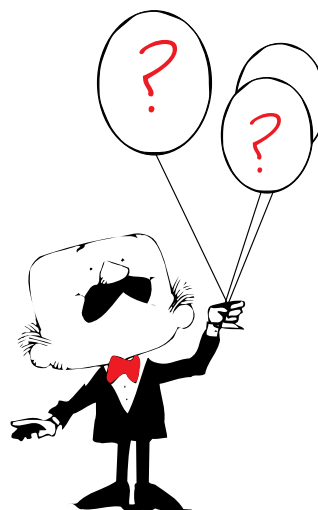
- light amplification by stimulated emission of radiation (laser)
- National Odd Shoe Exchange (NOSE)
- Acquired Immune Deficiency Syndrome (AIDS)
- away without leave (awol)
- random access memory (RAM)
- World Health Organizations (WHO)
- National Biscuit Company (NABISCO)
- Mobile Army Surgical Hospital (MASH)
- quasi-stellar radio source (quasar)
- American Express (AMEX)

It is not always important to know what each letter in an acronym represents. But you should understand the acronymic function: to link information for efficiency. To better understand acronyms, we need to learn to locate the specific details that provide these linkages.

Let's look at the list of acronyms again. How were they formed? Were the acronyms formed from initial letters, from more than just initial letters, or from syllables?

POP QUIZ!

A concept circle is a method used to decode unknown words. The top quadrants include the unknown word and the definition you determine. What do you write in the lower two quadrants?





EXERCISE – ACRONYM DERIVATION

Instructions: *Let's look again at the list of common acronyms. Decide on the derivation of the acronym - initial letters, syllables, or initial letters and syllables - and write your answer in the line provided.*

- light amplification by stimulated emission of radiation (laser) _____
- National Odd Shoe Exchange (NOSE) _____
- Acquired Immune Deficiency Syndrome (AIDS) _____
- away without leave (awol) _____
- random access memory (RAM) _____
- World Health Organizations (WHO) _____
- National Biscuit Company (NABISCO) _____
- Mobile Army Surgical Hospital (MASH) _____
- quasi-stellar radio source (quasar) _____
- American Express (AMEX) _____



LESSON 4

WIN CAREER SOLUTIONS

Now let's define the word acronym based on our observations.

An acronym is a word formed from the first (or first few) letters of a series of words. Do you use acronyms in your workplace? If so, make a list of some acronyms you can remember. Be sure to follow the rules for writing acronyms - the words from which the letters derive are written out completely, followed by the acronym in parentheses.

MY WORKPLACE ACRONYMS



ANSWERS TO EXERCISE – ACRONYM DERIVATION

- light amplification by stimulated emission of radiation (laser) Answer: initial words
- National Odd Shoe Exchange (NOSE) Answer: initial letters
- Acquired Immune Deficiency Syndrome (AIDS) Answer: initial letters
- away without leave (awol) Answer: initial letters and syllables
- random access memory (RAM) Answer: initial letters
- World Health Organizations (WHO) Answer: initial letters
- National Biscuit Company (NABISCO) Answer: syllables
- Mobile Army Surgical Hospital (MASH) Answer: initial letters
- quasi-stellar radio source (quasar) Answer: syllables
- American Express (AMEX) Answer: syllables



EXERCISE – FIND THE ACRONYM

Instructions: *This exercise will provide practice on finding acronyms. Study the names on the left side of the page, then try to reproduce their acronyms on the lines to the right.*

- National Organization for Women _____
- United Nations Educational, Scientific and
Cultural Organization _____
- Program Evaluation and Review Technique _____
- Museum of Modern Art _____
- Educational Resources Information Center _____
- common business-oriented language _____
- Fabbrica Italiana Automobili, Torino _____
- Congress on Racial Equality _____
- Women Appointed for Voluntary Emergency Service _____
- Volunteer Income Tax Assistance _____
- Dictionary of America Regional English _____
- self-addressed stamped envelope _____
- Small Business Tax Education Program _____
- United Parcel Service _____
- Federal Income Tax _____



LESSON 4

WIN CAREER SOLUTIONS

- United Nations International
Children's Economic Fund _____
- College Level Examination Program _____
- Mothers Against Drunk Drivers _____
- National Aeronautics and Space
Administration _____
- Aid for International Development _____
- Formula Translator _____



ANSWERS TO EXERCISE – FIND THE ACRONYM

Instructions: *This exercise will provide practice on finding acronyms. Study the names on the left side of the page, then try to reproduce their acronyms on the lines to the right.*

- National Organization for Women – NOW
- United Nations Educational, Scientific and Cultural Organization – UNESCO
- Program Evaluation and Review Technique – PERT
- Museum of Modern Art – MOMA
- Educational Resources Information Center – ERIC
- common business-oriented language – COBOL
- Fabbrica Italiana Automobili, Torino – FIAT
- Congress on Racial Equality – CORE
- Women Appointed for Voluntary Emergency Service – WAVES
- Volunteer Income Tax Assistance – VITA
- Dictionary of America Regional English – DARE
- self-addressed stamped envelope – SASE
- Small Business Tax Education Program – STEP
- United Parcel Service – UPS
- Federal Income Tax – FIT

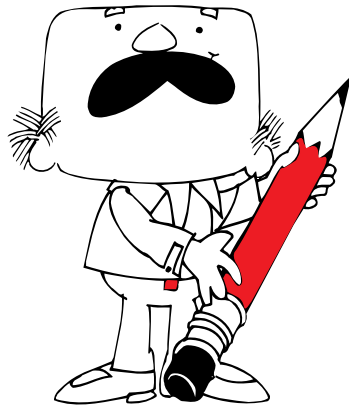


LESSON 4

- United Nations International
Children's Economic Fund – UNICEF
- College Level Examination Program – CLEP
- Mothers Against Drunk Drivers – MADD
- National Aeronautics and Space
Administration – NASA
- Aid for International Development – AID
- Formula Translator – FORTTRAN

“Talk-throughs” are useful ways to understand acronyms. Use key words to “hook onto” the message being transmitted. As an example, in SASE, the key word is *envelope*; the details are *stamped* and *addressed* to you.

Charting this information may help you see relationships between main ideas and supporting details. Let’s chart a few more acronyms from the list.





EXERCISE – CHARTING ACRONYMS

Instructions: *On the following page is the same list of acronyms we worked with before. This time, break down the acronym into key words and supporting details. A few have already been charted as examples.*

- National Organization for Women – NOW
- United Nations Educational, Scientific and Cultural Organization – UNESCO
- Program Evaluation and Review Technique – PERT
- Museum of Modern Art – MOMA
- Educational Resources Information Center – ERIC
- common business-oriented language – COBOL
- Fabbrica Italiana Automobili, Torino – FIAT
- Congress on Racial Equality – CORE
- Women Appointed for Voluntary Emergency Service – WAVES
- Volunteer Income Tax Assistance – VITA
- Dictionary of America Regional English – DARE
- self-addressed stamped envelope – SASE
- Small Business Tax Education Program – STEP
- United Parcel Service – UPS
- Federal Income Tax – FIT
- United Nations International Children’s Economic Fund – UNICEF
- College Level Examination Program – CLEP
- Mothers Against Drunk Drivers – MADD
- National Aeronautics and Space Administration – NASA
- Aid for International Development – AID
- Formula Translator – FORTTRAN



LESSON 4

ACRONYM	KEY WORD(S)	SUPPORTING DETAILS
SASE	<i>envelope</i>	<i>addressed to you</i>
CORE	<i>equality</i>	<i>racial</i>
MADD	<i>mothers</i>	<i>against drunk drivers</i>
UPS		
NOW		
UNESCO		
PERT		
MOMA		
ERIC		
COBOL		
FIAT		
WAVES		
VITA		
DARE		
STEP		
FIT		
UNICEF		
CLEP		
NASA		
AID		
FORTRAN		

ANSWERS TO EXERCISE – CHARTING ACRONYMS

ACRONYM	KEY WORD(S)	SUPPORTING DETAILS
SASE	<i>envelope</i>	<i>addressed to you</i>
CORE	<i>equality</i>	<i>racial</i>
MADD	<i>mothers</i>	<i>against drunk drivers</i>
UPS	<i>parcel</i>	<i>united service</i>
NOW	<i>women</i>	<i>national organization</i>
UNESCO	<i>educational, scientific, cultural</i>	<i>UN organization</i>
PERT	<i>technique</i>	<i>program evaluation and review</i>
MOMA	<i>art</i>	<i>museum of modern</i>
ERIC	<i>resources</i>	<i>educational information center</i>
COBOL	<i>language</i>	<i>common business oriented</i>
FIAT	<i>automobili</i>	<i>Fabrica Italiana, Torino</i>
WAVES	<i>women</i>	<i>appointed voluntary emergency services</i>
VITA	<i>tax</i>	<i>volunteer income, assistance</i>
DARE	<i>dictionary</i>	<i>American regional English</i>
STEP	<i>tax education</i>	<i>small-business program</i>
FIT	<i>tax</i>	<i>federal income</i>
UNICEF	<i>children's fund</i>	<i>UN Int'l Economic</i>
CLEP	<i>examination program</i>	<i>college level</i>
NASA	<i>aeronautics/space</i>	<i>national administration</i>
AID	<i>development</i>	<i>aid for international</i>
FORTTRAN	<i>translator</i>	<i>formula</i>

DEFINING WORDS WITH MULTIPLE MEANINGS

Words are the most common meaning carriers in written language. When words are understood and their meanings properly connected, patterns of thought and understanding become known. The ability to understand word meanings is one of the first steps necessary for getting the most meaning from reading material. This ability is necessary in all forms of spoken and written communication. It can be developed only if you realize the value of understanding the many meanings and uses of a word. Most words have more than one meaning, and understanding them in context (the way they are used in a passage) is necessary to understanding them at all.

I hope I have some good blocks!



Many common words have specialized meanings in the workplace. Consider the different meanings of “block” in sports, medicine, shareholding, auction sales, printing, stenography, and city planning. You must be able to use surrounding clues in written material to choose the most suitable meaning.

A number of activities can provide helpful practice in identifying the best definition of words with multiple meanings based on the context of the passage.



LESSON 5

WIN CAREER SOLUTIONS

Let's look at some groups of words which have similar dictionary definitions (denotations).

- occupation, job, career, profession, employment
(chief use of time)
- team, players, athletes, jocks
(group of people working together in a joint effort)
- trail, road, highway, path, interstate
(ways of travel)
- motivate, persuade, threaten, manipulate, influence
(ways of getting people to do something)



EXERCISE – WORDS WITH MULTIPLE MEANINGS

Instructions: *Write two sentences in which the same word is used as a different part of speech. Give the word each time it is used, list its part of speech (noun, verb, etc.), and its meaning each time it is used.*

Example:

- We long to have a long class period to study long division.

long - verb: yearn or wish for
long - adjective: lasting for more time than usual
long - adjective: a type of division of numbers in which all steps are put down on paper

1. Sentence:

Words, parts of speech, and meanings:

2. Sentence:



Words, parts of speech, and meanings:

3. List 3 words that have one meaning in the workplace, and a different meaning (or meanings) in general usage. Define the word in its many contexts. Answers will vary.

Example:

- “Carry” is a word that has a different meaning for farming, golf, hunting, music, bookkeeping, and commerce.
 - farming - *take something from one place to another*
 - golf - *to go past or beyond a bunker, lake, etc.*
 - hunting - *to keep and follow a scent*
 - music - *to sing the notes of a melody correctly*
 - bookkeeping - *to transfer from one column or page to another*
 - commerce - *to keep in stock*

Word 1: _____

Areas of different usage and their respective meaning:



LESSON 5

Word 2: _____

Areas of different usage and their respective meaning:

Word 3: _____

Areas of different usage and their respective meaning:



ANSWERS TO EXERCISE – WORDS WITH MULTIPLE MEANINGS

Instructions: *Your sentences will be different than mine. Study my answers and compare your word parts. Look up words in the dictionary if you are unsure about your answers.*

Example:

- We long to have a long class period to study long division.

long - verb: yearn or wish for

long - adjective: lasting for more time than usual

long - adjective: a type of division of numbers in which all steps are written on paper

1. Sentence:

We will team up on the research project to discuss the team effort of our basketball team.

Words, parts of speech, and meanings:

team - verb: get together in a group

team - adjective: joint

team - noun: group of players

2. Sentence:

At the meeting he agreed to a move to move the new site only so he could move up.

Words, parts of speech, and meanings:

move - noun: suggestion

move - verb: change location

move - verb: be promoted



3. List 3 words that have one meaning in the workplace and a different meaning (or meanings) in general usage. Define the word in its many contexts. Answers will vary. Listed are 4 possibilities.

Word 1: *stroke*

Areas of different usage and their respective meaning:

medicine *sudden paralysis or cerebral accident*

tennis *a type of movement (as a backhand stroke)*

mechanics *single movement of a piston*

rowing *the rower who sits nearest the stern and sets the rate of rowing for the others*

Word 2: *strike*

Areas of different usage and their respective meaning:

fishing *a fish bites gently on the bait*

commerce *refusing to work*

theater *remove scenery from a play*

U.S. Navy *to be in training for a specific rank*

baseball *a pitched ball swung at but not hit*

bowling *knocking down all pins*

geology *trace of a rock bed*



LESSON 5

Word 3: *stock*

Areas of different usage and their respective meaning:

commerce *the shares of a particular company*

farming *supply of animals kept on a farm*

botany *a plant stem into which a graft is inserted*

Word 4: *period*

Areas of different usage and their respective meaning:

writing *punctuation used to indicate the end of a sentence*

education *the interval from one repetition of time to the next*

music *group of two or more related phrases ending with a cadence*

physics *interval of time necessary for a regularly recurring motion to make a complete cycle*

sports *breakup of time in a game*

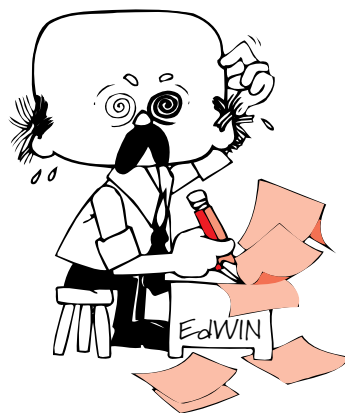
**APPLYING INFORMATION TO SITUATIONS
NOT DESCRIBED**

Let's think about applying information to situations not described in a reading passage. Sometimes instructions and procedures can be difficult to understand.

Read the following passage about handling past-due accounts, then we'll discuss an effective way to understand the information contained in the passage.

As you read, practice using context to determine the meaning of any unknown words. Remember that headings and titles assist you in organizing the information.

What...
past due?



PROCEDURES FOR HANDLING DELINQUENT ACCOUNTS

REMINDER STAGE:

1. Copy of original invoice stamped Duplicate, mailed 15 days after due date - envelope enclosed.
2. 15 days later, second copy of original invoice stamped Please Remit - envelope enclosed.
3. 15 days later, form note or letter reminding customer of past due amount and inquiring if there are problems concerning invoice, shipment, etc. - envelope enclosed.

INQUIRY STAGE:

4. 15 days later, form letter or original letter proposing an alternate payment plan if desired.

APPEAL STAGE:

5. 30 days later, form letter or original letter reminding customer of past-due amount and appealing to customer's desire to maintain good credit reputation, get future orders on credit, desire to cooperate, desire to be businesslike. Use the one basic appeal you believe will work best for that customer.
6. 30 days later, form mailgram requesting that full payment of past-due amount be mailed immediately. Company assumes that customer does not intend to pay amount owed.*

ULTIMATUM STAGE:

7. One week later, form letter or original letter (certified with return receipt) requesting entire amount paid within two weeks or legal avenues will be used to seek payment.*
8. 15 days later, form letter or original letter (certified with return receipt) as formal notice of intention. Letter states that customer will have 15 days before account will be turned over to an outside agency for collection.*
9. 15 days later, form letter to collection agency providing details and enclosing copies of all correspondence.*

*A blind carbon copy of this communication can be sent to the salesperson or district manager. A notation of action taken should be recorded in the customer's file. After collection notice 6, future orders should be on a cash basis unless special circumstances exist for the delayed payment.



LESSON 6

WIN CAREER SOLUTIONS

Many workplace materials contain language intended for a particular workplace setting. Let's look at defining some of the words from this passage as they were used. Notice context clues are identified in parentheses.

- invoice - statement of charges for goods or services (general sense of passage)
- duplicate - copy (synonym)
- remit - pay
- form note - brief standard statement (example)
- form letter - standard letter with date, name, address filled in
- original letter - new letter, never having been sent before
- alternate - another choice
- appeal - request, arouse a favorable response (general sense of passage)
- mailgram - telegram delivered by postal service with mail
- ultimatum - final demand or offer (typography)
- certified - postal service for proving that mail was delivered
- blind carbon copy - carbon copy with no note on original that copy was sent

A time line is an effective organizer for material presented chronologically as this passage is written. Time lines help fix events at a certain place in time. They offer a clear visual presentation of the material and serve as an aid to memory. Time lines also condense information as they describe major and minor details in a set of complex procedures.

PROCEDURES FOR HANDLING DELINQUENT ACCOUNTS

REMINDER STAGE:

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*A blind carbon copy of this communication can be sent to the salesperson or district manager. A notation of action taken should be recorded in the customer's file. After collection notice 6, future orders should be on a cash basis unless special circumstances exist for the delayed payment.



EXERCISE – DELINQUENT ACCOUNTS

Instructions: Now let's build a time line depicting key dates and events from the passage. Let's choose May 1 as the delinquent account due date. Build a time line of dates and action for each step in dealing with delinquent accounts. I'll supply the dates, you fill in the stage (reminder, inquiry, appeal, or ultimatum.)

DELINQUENT ACCOUNTS SAMPLE TIME LINE	
DUE DATE	STAGE OR STEP
May 1	ORIGINAL DELINQUENT ACCOUNTS DUE DATE
May 16 (15 days later)	
May 31 (15 days later)	
June 15 (15 days later)	
July 1 (15 days later)	
July 31 (30 days later)	
August 30 (30 days later)	
September 7 (1 week later)	
September 22 (15 days later)	
October 7 (15 days later)	

ANSWERS TO EXERCISE – DELINQUENT ACCOUNTS

DELINQUENT ACCOUNTS SAMPLE TIME LINE	
DUE DATE	STAGE OR STEP
May 1	ORIGINAL DELINQUENT ACCOUNTS DUE DATE
May 16 (15 days later)	REMINDER
May 31 (15 days later)	REMINDER
June 15 (15 days later)	REMINDER/INQUIRY
July 1 (15 days later)	INQUIRY
July 31 (30 days later)	APPEAL
August 30 (30 days later)	APPEAL
September 7 (1 week later)	ULTIMATUM
September 22 (15 days later)	ULTIMATUM
October 7 (15 days later)	ULTIMATUM



LESSON 6

WIN CAREER SOLUTIONS

By using a time line to note what you read, you organize the information, so you are more apt to remember it. It takes time, but it is effective.

A chart similar to the one below is another way of organizing to show relationships. You can develop more skill in comparing and contrasting by completing the chart.

	REMINDER	INQUIRY	APPEAL	ULTIMATUM
STAGES	3	1	2	3
DAYS	15	15	30	7 & 15
NOTICES	3	1	2	
TYPES OF COMMUNICATION	copy of invoice and letter	letter	letter and mailgram	certified letter & letter to collection agency

Question: What should you do to get a delinquent customer not to delay until a payment is convenient?

Answer: Make future orders on a cash basis unless special circumstances exist for the delayed payment.

Now that we have learned to use time lines to help us apply information, think of an important process or assignment in your workplace. For additional practice, develop a time line for that process. You may have to rewrite it several times before you decide on a final time line.

TIME LINE	
DUE DATE	STAGE OR STEP

**APPLYING INFORMATION TO SITUATIONS
NOT DESCRIBED**

Placing the steps of a performance appraisal system in an orderly fashion on the calendar is another activity that can develop skills in applying information to situations not described in the passage.





LESSON 6

EXERCISE – PERFORMANCE APPRAISAL SYSTEM CALENDAR

Instructions: *The tasks for the year January 1, 1995 through January 10, 1996 are listed below in jumbled order. Number the tasks in the order that you think they should follow. Put these tasks in appropriate order on the calendar which follows the list of tasks. This step will help you rethink your ordering process.*

- _____ **The 1996 performance appraisal year begins. The supervisor completes the performance review documentation for each employee.**
- _____ **All 1995 performance appraisal documents are forwarded to the Human Resources Office for compilation and submission with budget documents.**
- _____ **The individual self-evaluation document for the 1995 appraisal year is due to the employee's immediate supervisor.**
- _____ **The performance documentation is reviewed with the administrative supervisor before presentation to the employee.**
- _____ **The 1995 performance appraisal year begins.**
- _____ **The supervisor discusses the 1995 performance appraisal document with the employee and an overall performance rating is determined.**
- _____ **Individual 1996 performance appraisal goals are established between the supervisor and the employee.**
- _____ **Completed performance appraisal documents are forwarded to the appropriate vice president for review and signature.**
- _____ **All 1994 final performance appraisal documents are filed in individual personnel files.**
- _____ **Individual 1995 performance appraisal goals are developed by the employee and the supervisor.**
- _____ **The employee and the supervisor meet to update individual 1995 performance appraisal goals.**



PERFORMANCE APPRAISAL SYSTEM CALENDAR
Performance Appraisal Year
January 1-December 31

ORDER	APPROXI- MATE DATES	YEAR/GOALS OR DOCUMENT?	TASK
1	Jan. 1		
2	Jan. 1		
3	Jan. 10		
4	June 1-30		
5	Nov. 15		
6	Dec. 1		
7	Dec. 10		
8	Dec. 15		
9	Dec. 20		
10	Jan. 1		
11	Jan. 10		

SOLUTION TO EXERCISE – PERFORMANCE APPRAISAL SYSTEM CALENDAR

PERFORMANCE APPRAISAL SYSTEM CALENDAR Performance Appraisal Year January 1-December 31			
ORDER	APPROXIMATE DATES	YEAR/GOALS OR DOCUMENT?	TASK
1	Jan. 1	94/D	All 1994 final performance appraisal documents are filed in individual personnel files.
2	Jan. 1	95	The 1995 performance appraisal year begins.
3	Jan. 10	95/G	Individual 1995 performance appraisal goals are developed by the employee and the supervisor.
4	June 1-30	95/G	The employee and the supervisor meet to update individual 1995 performance appraisal goals.
5	Nov. 15	95/D	The individual self-evaluation document for the 1995 appraisal year is due to the employee's immediate supervisor.
6	Dec. 1	95/D	The performance documentation is reviewed with the administrative supervisor before presentation to the employee.
7	Dec. 10	95/D	The supervisor discusses the 1995 performance appraisal document with the employee and an overall performance rating is determined.
8	Dec. 15	95/D	Completed performance appraisal documents are forwarded to the appropriate vice president for review and signature.
9	Dec. 20	95/D	All 1995 performance appraisal documents are forwarded to the Human Resources Office for compilation and submission with budget documents.
10	Jan. 1	96	The 1996 performance appraisal year begins. The supervisor completes the performance review documentation for each employee.
11	Jan. 10	96/G	Individual 1996 performance appraisal goals are established between the supervisor and the employee.

**APPLYING INFORMATION TO SITUATIONS
NOT DESCRIBED**

Flowcharts are another type of information organizer. They are of great help to new employees because they provide an orderly list of procedures to be followed for performing certain work.

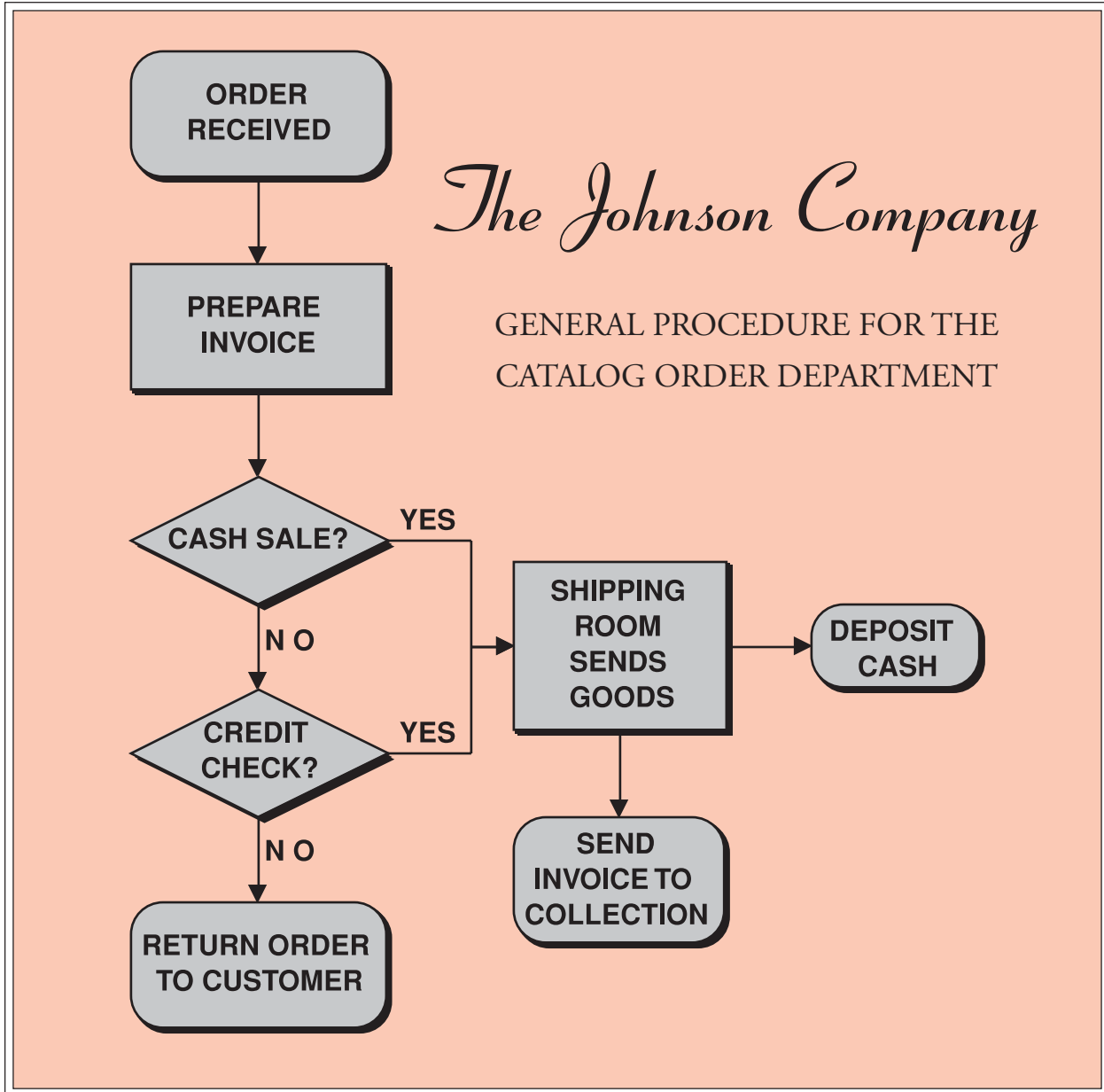
Flowcharts are representative drawings that show steps involved to reach a conclusion to a particular task. Different symbols indicate what to do. For instance, in the following flowchart a “rectangle” requires action while a “diamond” requires a decision. Notice how the arrows guide the flow of the process.

Do they use triangles in flowcharts?



EXERCISE – THE JOHNSON COMPANY

Instructions: *Look at this flowchart of procedures used by the catalog order department for The Johnson Company, and answer the questions that follow.*



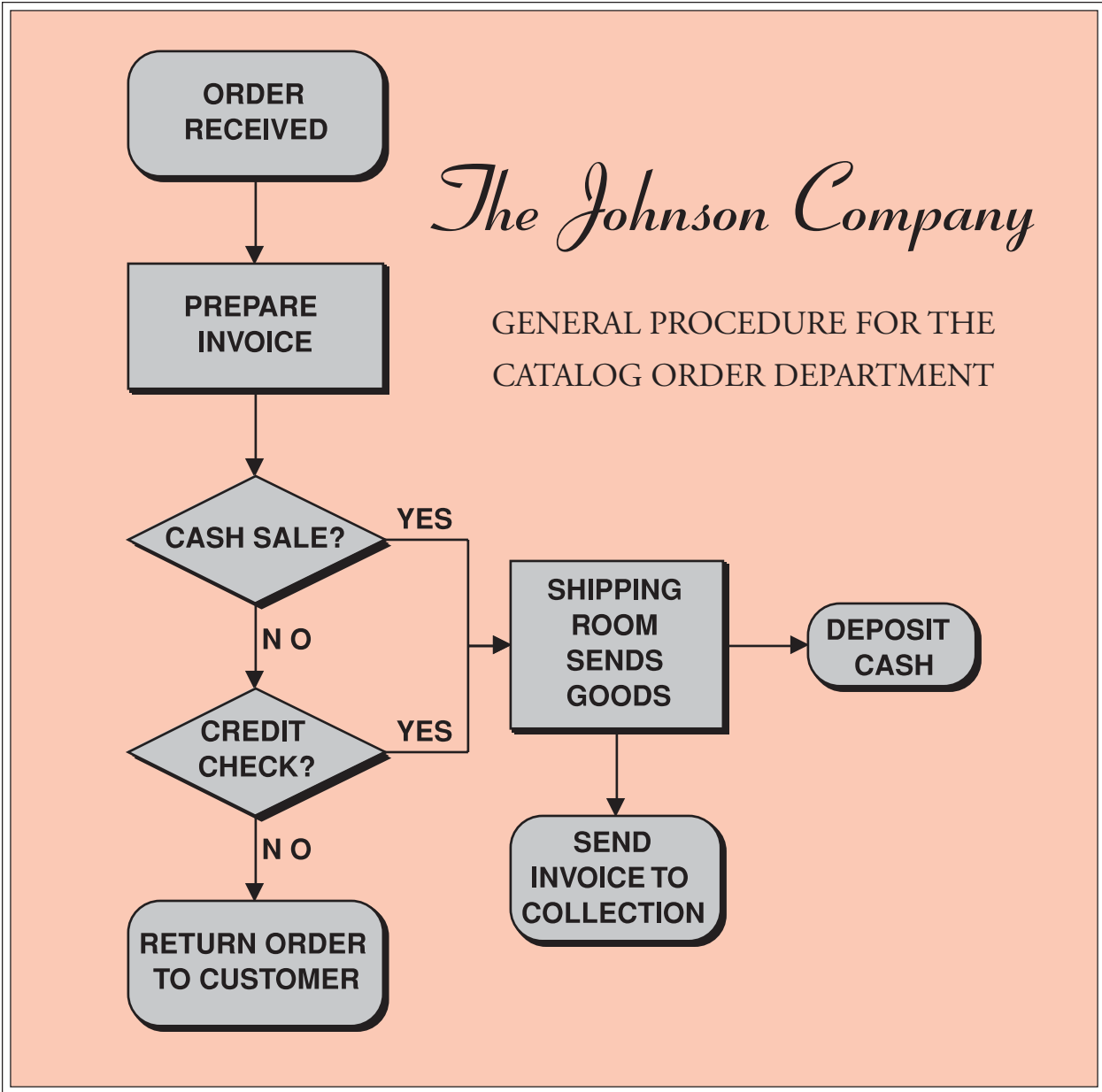


EXERCISE – THE JOHNSON COMPANY

Instructions: *Use the flowchart to answer the following questions.*

1. What happens to the order for a cash sale?

2. What happens to an order for a credit sale?





ANSWERS TO EXERCISE – THE JOHNSON COMPANY

1. What happens to the order for a cash sale?

Answer: An invoice is prepared and the goods are shipped.

2. What happens to an order for a credit sale?

Answer: An invoice is prepared and a credit check is made. If credit is good, the shipping room sends goods, and the invoice is sent to the collection department. If credit is not good, the order is returned to the customer.



Before moving on to Lesson 8, let's look at one other exercise in applying information to situations not described in the passage. Sometimes it is necessary to use the information that is provided to make assumptions.

EXERCISE – GOLDBERG'S AUTO PARTS

(Exercise adapted from the ACT Workkeys® *Targets for Instruction: Reading for Information*, © 1997 by ACT, Inc.)

Instructions: *Read the following passage and answer the question that follows.*

- Goldberg's Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

- Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

-

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LESSON 7

Question: What should you do if you lose an authorization sticker?

ANSWER TO EXERCISE – GOLDBERG’S AUTO PARTS

Question: What should you do if you lose an authorization sticker?

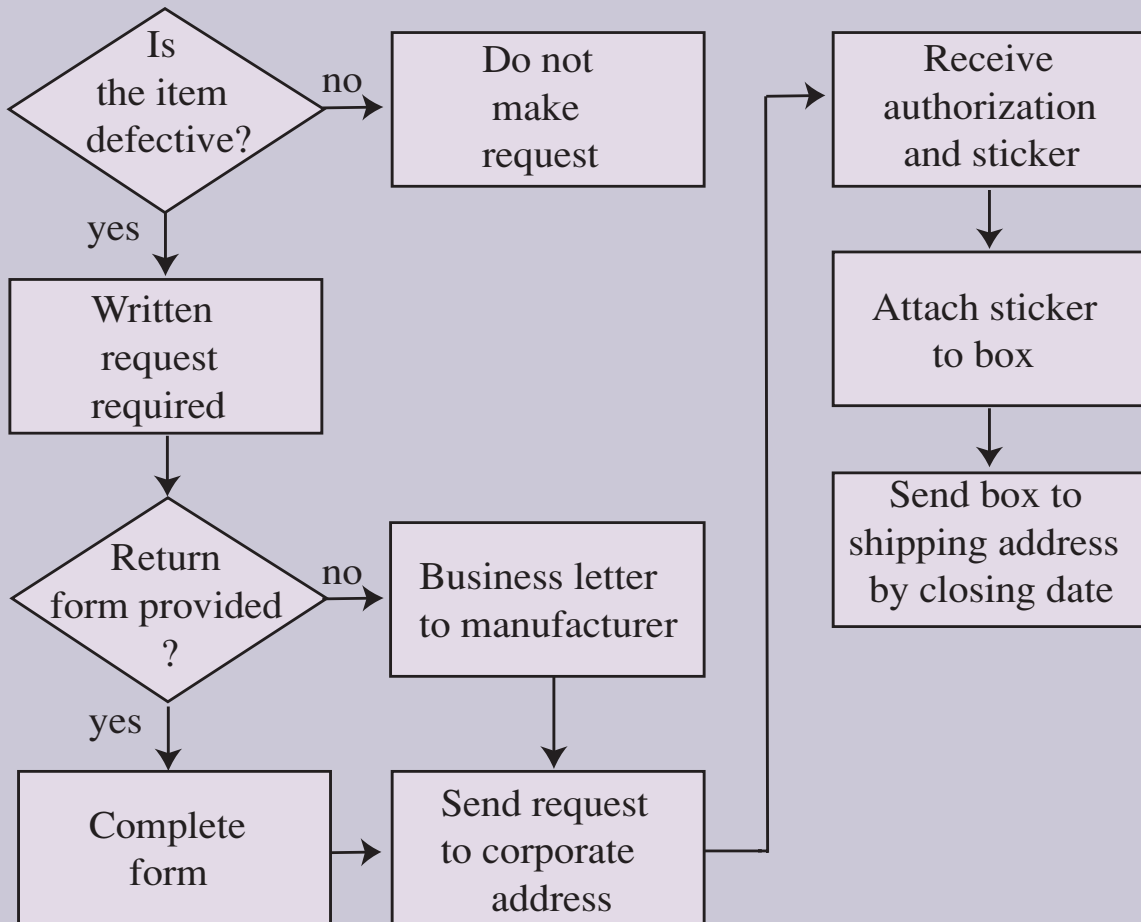
Answer: You send another written request to the company for authorization to return the item.

This information is not directly answered within the passage. It does not mention lost authorization stickers. But, from the passage we know that when someone needs to return an item, they first make a written request for company authorization. Since you need to return an item, make the written request again. (You probably should apologize for the second request.)

- Goldberg’s Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg’s, you are required to return defective merchandise to the manufacturer.
- Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item’s stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer’s reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company’s acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company’s corporate address.
-

Let's look at a flowchart which illustrates the process and conditions included in this passage making the process easier and quicker to review.

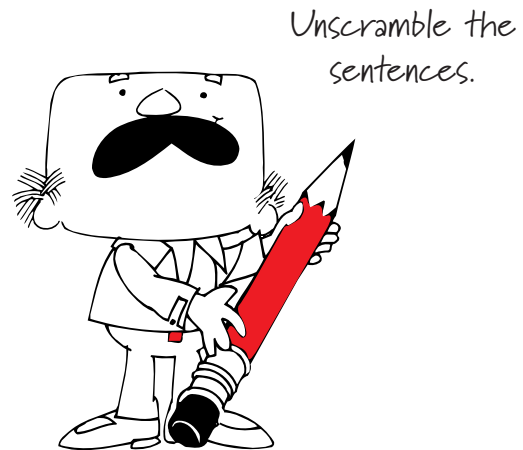
Goldberg's Auto Parts Defective Merchandise Return Flowchart



APPLYING COMPLICATED INSTRUCTIONS

In Lesson 8, we will practice using our skills to understand complicated instructions. Some instructions are likely to include conditional statements which require us to consider variables and make choices. Also, we may be asked to apply procedures and instructions to situations not directly described in the reading passage.

A good way to practice following instructions is to recognize and understand order and pattern in written passages through a “scrambled sentence” activity. In the following exercise, sentences have been rearranged. Let’s put the sentences into logical order and write a corrected version.



EXERCISE – SENTENCE SCRAMBLE

Instructions: *The sentences in each section of the following passage have been scrambled. Read each section carefully, and rewrite it in the space provided on the following pages. After you complete the work, compare your paragraphs to the corrected copy at the end of the exercise.*

I. USE OF SICK LEAVE

In instances of death of a member of the immediate family, bereavement leave may be used for up to 3 days. But when an employee must be absent because of illness in the immediate family, sick leave may be granted by the supervisor. Sick leave is applicable to absences due to illness or injury to an employee, including inability to work due to pregnancy, medical, or dental exams. But if more time is needed, sick leave may be used for up to 5 days after bereavement leave has been used. For purposes of sick leave, “immediate family” includes the employee’s spouse, children, parents or parents-in-law, siblings, and other members of the family who reside in the home of the employee.

II. TERMITE INSPECTION

This inspection must be conducted by a licensed exterminator at the Seller’s expense. A copy of this report must be provided to the Buyer within 48 hours. If the cost of treatment or repair exceeds \$500, the Seller has the right to nullify this contract. The Seller must inspect the building for termite damage and wood rot. The cost of removing termites or repairing termite damage will be paid by the Seller. However, if the Buyer agrees to accept full responsibility for costs over \$500, this contract remains in effect. Upon completion of this inspection, the exterminator must complete a formal report.

III. LUBRICATING BEARINGS

It should move smoothly without slipping. Bearings rarely wear out, but they must be kept well-lubricated. To determine if a bearing needs lubrication, move it up and down on its shaft. Bearings support drive shafts and other moving parts, allowing them to rotate freely. If the bearing does not move smoothly after lubrication, replace it. If the bearing does not move smoothly and without friction, apply a small amount of white grease to the exposed balls and races. Failure to keep bearings lubricated could cause them to overheat and seize.



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ANSWERS TO EXERCISE – SENTENCE SCRAMBLE

I. USE OF SICK LEAVE

Sick leave is applicable to absences due to illness or injury to an employee, including inability to work due to pregnancy, medical, or dental exams. But when an employee must be absent because of illness in the immediate family, sick leave may be granted by the supervisor. For purposes of sick leave, “immediate family” includes the employee’s spouse, children, parents or parents-in-law, siblings, and other member of the family who reside in the home of the employee. In instances of death of a member of the immediate family, bereavement leave may be used for up to 3 days. But if more time is needed, sick leave may be used for up to 5 days after bereavement leave has been used.

II. TERMITE INSPECTION

The Seller must inspect the building for termite damage and wood rot. This inspection must be conducted by a licensed exterminator at the Seller’s expense. Upon completion of this inspection, the exterminator must complete a formal report. A copy of this report must be provided to the Buyer within 48 hours. The cost of removing termites or repairing termite damage will be paid by the Seller. If the cost of treatment or repair exceeds \$500, the Seller has the right to nullify this contract. However, if the Buyer agrees to accept full responsibility for costs over \$500, this contract remains in effect.

III. LUBRICATING BEARINGS

Bearings support drive shafts and other moving parts, allowing them to rotate freely. Bearings rarely wear out, but they must be kept well lubricated. Failure to keep bearings lubricated could cause them to overheat and seize. To determine if a bearing needs lubrication, move it up and down on its shaft. It should move smoothly without slipping. If the bearing does not move smoothly and without friction, apply a small amount of white grease to the exposed balls and races.



APPLYING COMPLICATED INSTRUCTIONS

In Lesson 9, let's continue to practice applying complicated instructions involving conditionals or procedures with several steps.

EXERCISE – ORDERING FROM THE COMPUMAIL CATALOG

Instructions: Read the following passage and answer the five questions.

ORDERING FROM THE COMPUMAIL CATALOG

WHEN YOU CALL

Please have all information ready. You will need the item number and name, a company credit card or purchase order number, and a complete address. Our toll-free number is available 24 hours a day, 7 days a week. Call 1-800-555-8888.

MAIL ORDER

If you'd rather order by mail and pay by check or money order, use our prepaid envelope (in the centerfold of this catalog). You may also pay for mail orders with a credit card or purchase order number if you wish. We are happy to ship C.O.D. but must charge an additional \$6.00 per order excluding shipping. You may pay for C.O.D. orders with cash, cashier's check, or money order.

SALES TAX

If your order is being shipped outside Pennsylvania, Maryland, or New York, do not add sales tax. Pennsylvania, Maryland, and New York residents must add the appropriate sales tax (see order form).

SHIPPING CHARGES

Our shipping charge is \$8.00 per order up to 6 pounds, \$1.50 for every pound over 6 pounds. We ship Jet Express. If you order by noon, your parcel is shipped same day and will arrive before the end of the next working day. (Areas outside the Eastern U.S. may require an extra day. For shipment to Alaska, Hawaii, and foreign addresses, inquire when you order). U.S. Mail ground service is available on request for a reduced shipping charge of \$4.00 per order. U.S. Mail orders placed by 3:00 p.m. (EST) weekdays will ship same day. For estimated arrival times, ask when you



EXERCISE – ORDERING FROM THE COMPUMAIL CATALOG

- 1. When you call Compumail to place an order, what information do you need to have available?**
 - a. item number and name*
 - b. company credit card or purchase order*
 - c. complete address*
 - d. all of the above*

- 2. If you are placing an order for a company in the state of Maryland, should you add sales tax? If so, where can you expect to find the correct amount of tax to add to your order?**
 - a. yes, on the purchase order*
 - b. no, you do not need to add sales tax*
 - c. yes, on the order form*
 - d. This information is not given.*

- 3. Which of the following shipping methods would give you a reduced shipping charge of \$4.00?**
 - a. Jet Express*
 - b. U.S. Mail ground service*
 - d. Jet Express overnight*

- 4. If you are ordering a fax machine that weighs 25 pounds, what will be the additional charge to ship C.O.D. (excluding the shipping charges)?**
 - a. \$4.00*
 - b. \$6.00*
 - c. \$8.00*
 - d. no extra charge for C.O.D.*

1. **When you call Compumail to place an order, what information do you need to have available?**
 - a. *item number and name*
 - b. *company credit card or purchase order*
 - c. *complete address*
 - d. *all of the above*

2. **If you are placing an order for a company in the state of Maryland, should you add sales tax? If so, where can you expect to find the correct amount of tax to add to your order?**
 - a. *yes, on the purchase order*
 - b. *no, you do not need to add sales tax*
 - c. *yes, on the order form*
 - d. *This information is not given.*

3. **Which of the following shipping methods would give you a reduced shipping charge of \$4.00?**
 - a. *Jet Express*
 - b. *U.S. Mail ground service*
 - d. *Jet Express overnight*

4. **If you are ordering a fax machine that weighs 25 pounds, what will be the additional charge to ship C.O.D. (excluding the shipping**

I'd like to place an order, please.





ORDERING FROM THE COMPUMAIL CATALOG

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MAIL ORDER

If you'd rather order by mail and pay by check or money order, use our prepaid envelope (in the centerfold of this catalog). You may also pay for mail orders with a credit card or purchase order number if you wish. We are happy to ship C.O.D. but must charge an additional \$6.00 per order excluding shipping. You may pay for C.O.D. orders with cash, cashier's check, or money order.

SALES TAX

If your order is being shipped outside Pennsylvania, Maryland, or New York, do not add sales tax. Pennsylvania, Maryland, and New York residents must add the appropriate sales tax (see order form).

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**ANSWERS TO EXERCISE – ORDERING FROM THE COMPUMAIL CATALOG**

1. When you call Compumail to place an order, what information do you need to have available?

d. all of the above

2. If you are placing an order for a company in the state of Maryland, should you add sales tax? If so, where can you expect to find the correct amount of tax to add to your order?

c. yes, on the order form

3. Which of the following shipping methods would give you a reduced shipping charge of \$4.00?

b. U.S. Mail ground service

4. If you are ordering a fax machine that weighs 25 pounds, what will be the additional charge to ship C.O.D. (excluding the shipping charges)?

b. \$6.00

5. If you are ordering a fax machine that weighs 25 pounds, the shipping charge will be \$36.50. What will be the additional charge if you want it shipped overnight Jet Express?

c. \$12.00

6. The computer monitor you plan to order **MUST** arrive by the end of the day on Friday. It's now 2:30 p.m. on Thursday. Your company is in Omaha, Nebraska. Can Compumail get your order to you on time?

b. No, the order must be in by noon to receive it by the next day.

7. You are ordering a printer for your work team, but you don't have a credit card. Can you still order by phone?

b. Yes, you can if you have a purchase order number.



SUMMARY

If you are studying and completing all of the exercises, you are continuing to improve your reading for information skills and are increasing your understanding for workplace reading processes. In Level 5, you were challenged to identify important details in a piece of writing, to fit parts of a written piece together in order to reach accurate conclusions about the whole, and to relate the piece being read to your prior knowledge or experience.

Let's quickly review Level 5 *Reading for Information* objectives.

- understand the paraphrased definition of jargon or technical terms defined in the passage
 - use context clues
 - examples
 - synonyms
 - antonyms
 - acronyms
 - general sense of passage
 - punctuation
 - typography
- use jargon or technical terms appropriately in describing situations stated in the passage
 - use context clues
 - rearrange paragraphs until they make sense
 - rewrite in simple language



SUMMARY

- understand the definitions of acronyms that are defined in the passage
 - how acronyms are formed
 - initial letters
 - initial letters and syllables
 - syllables
- identify the appropriate definition of words with multiple meanings based on the context of the passage
 - understanding words in context
 - multiple meanings for same word
 - specialized meanings in the workplace
- apply information given in a passage to situations not directly described in that passage
 - using context to determine meaning of words
 - organizational structure
 - time lines and time charts
 - flowcharts
- apply complicated instructions, involving conditionals (if x happens, then it will lead to y) or procedures with a number of steps to described situations
 - recognizing order
 - logical sets
 - making choices
 - different responses to different conditions



POSTTEST

Well, that concludes Level 5 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 to answer the questions that follow. Select the letter that represents the best response based upon your reading.*

The widespread use of computers at home, school, and in the workplace has caused many new terms to be developed. It is human nature to take the shortest route possible to accomplish a goal, including the spoken word. Therefore, many new terms and acronyms have been produced to refer to technological advances. Terms such as LAN, WAN, ISP, browsers, and others are directly related to the new technology of the Internet or World Wide Web. If you are new to the technology, it may be necessary for you to learn the definitions of these terms. LAN is one of many terms you will learn to recognize. This is an acronym for Local Area Network. Many people in schools or offices that use computers extensively, find it helpful to be connected to others. A local area network simply means that two or more computers are linked to a main server in order for all workstations to access information and data. WAN, or Wide Area Network, is more than one local area network hooked together. ISP represents Internet Service Provider. You will need this service in order to be able to have Internet access. A browser, such as Netscape™ or Microsoft Explorer™, enables you to search the Internet once you are online. All of these applications and services work together to provide access to the Information Superhighway.

1. The general sense of the passage conveys.

- a. information concerning the internet*
- b. a discussion of acronyms*
- c. the need to network computers*

2. The term “browser” in relation to the passage means:

- a. looking around*
- b. a specific software application*
- c. an acronym for the internet*



3. From the passage, what is the meaning of the information Superhighway?
- a. *the internet*
 - b. *local area network*
 - c. *Netscape of Microsoft Explorer*
4. A local area network is:
- a. *more than one computer connected together*
 - b. *more than one network connected together*
 - c. *both a and b.*
5. WAN is a n acronym for:
- a. *World Area Network*
 - b. *Wide Area Network*
 - c. *Wide Access Network*

City planners are meeting next week to determine the specifics of the renewal project in the inner city area. They hope to complete the project in a time frame that will satisfy the residents.

6. In the context of this passage, the word “frame” means:
- a. *a specified amount in weeks, months, or years.*
 - b. *a specified plan for building in a particular area*
 - c. *a structure for holding an object*



ORDERING FROM THE COMPUMAIL CATALOG

WHEN YOU CALL

Please have all information ready. You will need the item number and name, a company credit card or purchase order number, and a complete address. Our toll-free number is available 24 hours a day, 7 days a week. Call 1-800-555-8888.

MAIL ORDER

If you'd rather order by mail and pay by check or money order, use our prepaid envelope (in the centerfold of this catalog). You may also pay for mail orders with a credit card or purchase order number if you wish. We are happy to ship C.O.D. but must charge an additional \$6.00 per order excluding shipping. You may pay for C.O.D. orders with cash, cashier's check, or money order.

SALES TAX

If your order is being shipped outside Pennsylvania, Maryland, or New York, do not add sales tax. Pennsylvania, Maryland, and New York residents must add the appropriate sales tax (see order form).

SHIPPING CHARGES

Our shipping charge is \$8.00 per order up to 6 pounds, \$1.50 for every pound over 6 pounds. We ship Jet Express. If you order by noon, your parcel is shipped same day and will arrive before the end of the next working day. (Areas outside the Eastern U.S. may require an extra day. For shipment to Alaska, Hawaii, and foreign addresses, inquire when you order). U.S. Mail ground service is available on request for a reduced shipping charge of \$4.00 per order. U.S. Mail orders placed by 3:00 p.m. (EST) weekdays will ship same day. For estimated arrival times, ask when you place your order. C.O.D. orders are shipped U.S. Mail ground service. For overnight Jet Express C.O.D. Services, add an additional \$12.00.



7. The computer monitor you plan to order from Compumail **MUST** arrive by the end of the day Friday. By what time must you place your order Thursday for it to arrive by the end of the day Friday?
- a. 3:00 p.m.
 - b. 6:00 a.m.
 - c. 12:00 .m.
 - d. none of the above
8. You are ordering a printer for your work team but do not have a company credit card. Under what conditions can you order by phone?
- a. You cannot order without a credit card.
 - b. You need a check #, driver's license # and name, and a complete address.
 - c. You need a purchase order, item number and name, and a complete address.
 - d. You need a money order, item number and name, and a complete address.
9. You are ordering a scanner for your team and plan to pay with a cashier's check when it arrives. What additional charge if any, should you expect to pay?
- a. \$4.00
 - b. \$8.00
 - c. \$6.00
 - d. \$12.00

The following instructions for submitting a proposal to the Office of Global Marketing has been prepared to assist you in your application package preparation. The necessary forms are included in this presentation, as well as some suggested formats and samples to be followed.

Attached for your convenience is a copy of the Program Announcement prepared by OGM that outlines requirements and criteria for the current funding year. A similar program announcement is prepared and published annually in the Federal Register.

In preparing the proposal, please remember that the guidelines for proposal submission request a maximum of 30 numbered pages, in a one column format, 8 X 11 1/2 pages, and that all appended information/figures must be within the page count. Please do not use a smaller font size than 12.

The forms are not included in the page count.

Read the program announcement attached carefully.

Any questions please contact:

Sharon Macleroy
General Manager
321-555-1234



- 10. Samuel has prepared his proposal. Including the forms, it is a total of 30 pages, in a one column format 8 X 11 1/2 pages and a font size of 12. What is wrong with his proposal?**
- a. There are not enough pages*
 - b. It should not be in a one column format with 8 X 11 1/2 pages.*
 - c. The font size is too big.*
 - d. Nothing is wrong with the proposal.*
- 11. What is provided to help you as you complete the proposal?**
- a. Office of Global Marketing*
 - b. The General Manager*
 - c. Program Announcement*
 - d. Appended Information/Figures*
- 12. Marilyn is in the process of proofreading her proposal. She has included 4 pages of forms and 4 pages of appended information figures. The completed proposal is 38 pages long, in a 1 column format, with a font size of 14. What if anything is wrong with her proposal?**
- a. There is nothing wrong with her proposal.*
 - b. Her proposal is 8 pages too long.*
 - c. Her proposal is 4 pages too long.*
 - d. The font size is incorrect.*
- 13. You want to submit a proposal to the Office of Global Marketing. The Program Announcement you received has been misplaced. Where can you find similar information for submitting a proposal?**
- a. In the Federal Register*
 - b. From the Office of Global Marketing*
 - c. From the General Manager*
 - d. None of the above*



PROCEDURES FOR HANDLING DELINQUENT ACCOUNTS

REMINDER STAGE:

1. Copy of original invoice stamped Duplicate, mailed 15 days after due date - envelope enclosed.
2. 15 days later, second copy of original invoice stamped Please Remit - envelope enclosed.
3. 15 days later, form note or letter reminding customer of past due amount and inquiring if there are problems concerning invoice, shipment, etc. - envelope enclosed.

INQUIRY STAGE:

4. 15 days later, form letter or original letter proposing an alternate payment plan if desired.

APPEAL STAGE:

5. 30 days later, form letter or original letter reminding customer of past-due amount and appealing to customer's desire to maintain good credit reputation, get future orders on credit, desire to cooperate, desire to be businesslike. Use the one basic appeal you believe will work best for that customer.
6. 30 days later, form mailgram requesting that full payment of past-due amount be mailed immediately. Company assumes that customer does not intend to pay amount owed.*

ULTIMATUM STAGE:

7. One week later, form letter or original letter (certified with return receipt) requesting entire amount paid within two weeks or legal avenues will be used to seek payment.*
8. 15 days later, form letter or original letter (certified with return receipt) as formal notice of intention. Letter states that customer will have 15 days before account will be turned over to an outside agency for collection.*
9. 15 days later, form letter to collection agency providing details and enclosing copies of all correspondence.*

*A blind carbon copy of this communication can be sent to the salesperson or district manager. A notation of action taken should be recorded in the customer's file. After collection notice 6, future orders should be on a cash basis unless special circumstances exist for the delayed payment.

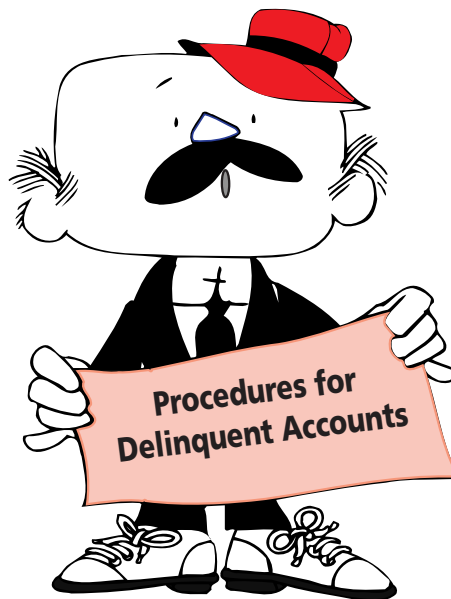


14. At what point should all sales be on a cash basis only?

- a. Upon completing the Reminder Stage*
- b. Upon completing the Inquiry Stage*
- c. Upon completing the Appeal Stage*
- d. Upon completing the Ultimatum Stage*

15. What additional actions will be taken upon completing step 6?

- a. Notation of action recorded in customer's file*
- b. Salesperson or district manager will receive a blind carbon copy of communications.*
- c. Future orders must be made with cash.*
- d. All of the above.*





ANSWERS TO EXERCISE - POSTTEST

1. **The general sense of the passage conveys.**
 - a. *information concerning the internet*

2. **The term “browser” in relation to the passage means:**
 - b. *a specific software application*

3. **From the passage, what is the meaning of the information Superhighway?**
 - a. *the internet*

4. **A local area network is:**
 - a. *more than one computer connected together*

5. **WAN is a n acronym for:**
 - b. *Wide Area Network*

6. **In the context of this passage, the word “frame” means:**
 - a. *a specified amount in weeks, months, or years.*

7. **The computer monitor you plan to order from Compumail **MUST** arrive by the end of the day Friday. By what time must you place your order Thursday for it to arrive by the end of the day Friday?**
 - d. *none of the above*

8. **You are ordering a printer for your work team but do not have a company credit card. Under what conditions can you order by phone?**
 - c. *You need a purchase order, item number and name, and a complete address.*



9. You are ordering a scanner for your team and plan to pay with a cashier's check when it arrives. What additional charge if any, should you expect to pay?
- c. \$6.00*
10. Samuel has prepared his proposal. Including the forms, it is a total of 30 pages, in a one column format 8 X 11 1/2 pages and a font size of 12. What is wrong with his proposal?
- d. Nothing is wrong with the proposal.*
11. What is provided to help you as you complete the proposal?
- c. Program Announcement*
12. Marilyn is in the process of proofreading her proposal. She has included 4 pages of forms and 4 pages of appended information figures. The completed proposal is 38 pages long, in a 1 column format, with a font size of 14. What if anything is wrong with her proposal?
- c. Her proposal is 4 pages too long.*
13. You want to submit a proposal to the Office of Global Marketing. The Program Announcement you received has been misplaced. Where can you find similar information for submitting a proposal?
- a. In the Federal Register*
14. At what point should all sales be on a cash basis only?
- c. Upon completing the Appeal Stage*
15. What additional actions will be taken upon completing step 6?
- d. All of the above.*



POSTTEST

Well, how did you do on the Posttest? If you scored 95% or higher, you have a reasonable chance to pass Level 5 of ACT WorkKeys® *Reading for Information* Assessment. But, you may want to complete Level 6 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. Practice the exercises in this course. You can do it! And, your enhanced work skills will pay off in the long run. Practice makes perfect.



RESOURCE LIST

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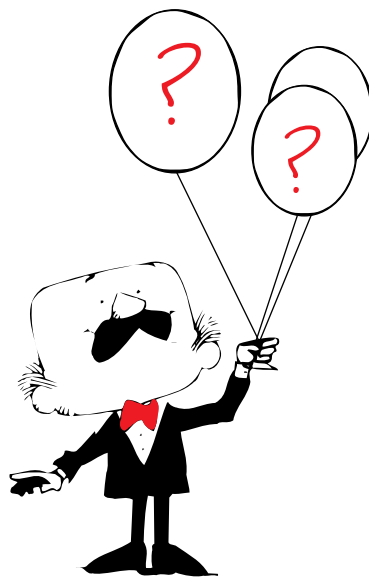
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POP QUIZ ANSWERS

Page 45 – Words that you think are related to the unknown word



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Worldwide Interactive Network, Inc.
1000 Waterford Place
Kingston, TN 37763
Toll-free 888.717.9461
Fax 865.717.9461
www.w-win.com