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ABSTRACT

This workplace skills course on interpreting company materials is designed to help students interpret and make better use of the signs, notices, forms, memos, and instructions that they come across at work. Introductory material includes a course description, objectives, topical outline, evaluation, evaluation applicable in the workplace, and teacher tips. The course consists of 24 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, and information sheets and handouts. Topics covered in the sessions include the following: job terms; abbreviations, acronyms, and pictorial symbols; working with codes and numbers; subjects and verbs; singulars and plurals; sentence structure; paragraphs; interpreting forms; filling out forms; schedules; reading and interpreting instructions; writing instructions; strategies for dealing with unfamiliar vocabulary; spelling and pronunciation; reading for information; reading and interpreting maps and diagrams; and using maps and diagrams to instruct others. (YLB)

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# Interpreting Company Materials

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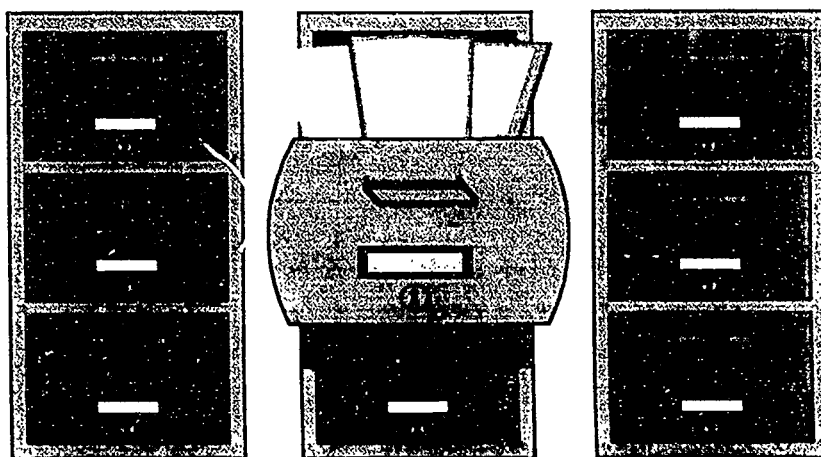
PEOPLE RETRAINING  
for INDUSTRY EXCELLENCE

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# *Interpreting Company Materials*



## **Mercer County Community College**

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Elaine S. Weinberg  
Director, Workplace Skills

Developed with funds from the United States Department of Education  
National Workplace Literacy Program

**1995**

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## ACKNOWLEDGMENT

Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

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## **WORKPLACE SKILLS TRAINING PHILOSOPHY**

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

## ***INTERPRETING COMPANY MATERIALS***

Words are all around us. We need to be able to understand the messages they give us and to use these words to communicate with others to perform our jobs efficiently. This course will help students interpret and make better use of the signs, notices, forms, memos and instructions that they come across at work.

### **OBJECTIVES:**

Upon completion of this course, students will be able to do the following:

- recognize and use job terms
- interpret symbols, abbreviations, and acronyms
- discriminate between and use different numbers and codes
- read and use company literature  
e.g. labels, signs and company forms
- follow and give instructions
- write summaries, paragraphs, and instructions
- use information to take appropriate action
- use improved language skills to problem solve

### **TOPICAL OUTLINE:**

- job terms
- abbreviations, acronyms, and pictorial symbols
- working with codes and numbers
- subjects and verbs
- singulars and plurals
- sentence structure
- paragraphs
- interpreting forms
- filling out forms
- schedules
- reading and interpreting instructions
- writing instructions

## ***INTERPRETING COMPANY MATERIALS (con't)***

### **TOPICAL OUTLINE:**

(Cont.)

- strategies for dealing with unfamiliar vocabulary
- spelling and pronunciation
- reading for information
- reading and interpreting maps and diagrams
- using maps and diagrams to instruct others

### **EVALUATION:**

- students will be evaluated at the start and finish of every course with pre and post-tests
- improvement in learning techniques will be evaluated based on performance in class and on worksheets
- students will perform self-evaluations based on correct completion of worksheets

### **EVALUATION APPLICABLE IN THE WORKPLACE:**

At the end of this course, students will perform more effectively in the workplace:

- Students will be more competent at number use and discrimination. This competency will reduce the number of job errors that revolve around the use of forms, material code numbers, labels, and directions.
- Students will be better able to respond to the forms, maps and diagrams they see around them. They will be able to record their own schedules, report errors and record other information, making them less reliant on their supervisors.
- Students will be more adept at giving and receiving instructions, both written and oral. This will enhance their ability to perform jobs on the line and make fewer errors in completion of those tasks.

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## *TEACHER TIPS*

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Although there are many similar strategies for teaching reading in an educational establishment and teaching in the workplace, there are differences in **purpose**, **subject matter**, **methodology**, and **evaluation**.

### **PURPOSE:**

Workplace skills teachers:

- empower employees
- give employees strategies so that they can problem solve and make decisions for themselves and things that affect them
- make employees more flexible and therefore more useful to their employers
- enable employees to function better at their jobs and within their lives

### **SUBJECT MATTER:**

The development of the curriculum and the choice of materials:

- identifies how and what training will improve job performance
- considers the students' needs and interests
- relates directly to their jobs (e.g. work orders), or to company policies, procedures, and benefits, or material with human interest (e.g. The New Jersey Guide to Consumer Law)
- requires students to ask themselves questions like
  - “*Why am I reading this?*”
  - “*What does this mean for me?*”
  - “*What do I need to do?*”
  - “*How do I need to change what I am doing now?*”



*TEACHER TIPS*

**METHODOLOGY:**

Many of our students have had unhappy experiences at school. The reading class concentrates on the following:

- develops a nurturing environment where students are comfortable working together
- presents challenges for the students
- imitates the real world, by delegating different people to do different tasks and then pooling resources and sharing that information
- encourages students to teach and learn from each other
- enables students to discuss problems with interpretation of material and its relevance to individuals
- sees the teacher a facilitator rather than lecturer

**EVALUATION:**

Assessment within a college setting is much more cut and dried. It is more difficult to quantify what we do. However, we do:

- assess reading and math levels at the start and end of the program
- give pre and post class exercises to see personal gains (which are usually significant)
- track anecdotal evidence of improvement on the job

**NOTE:**

The core content of this course can be used in a variety of workplace settings. The instructor must collect material from the specific industry. In this manual where sample worksheets appear to be almost duplicated, the first sheet is for a service company, and the second, for an engineering company.

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 1◆**

**OBJECTIVES:**

In order to recognize and use job terms, at the end of this session students will be able to do the following:

- match general jobs with job descriptions
- identify titles and tasks specific to the company
- use action words
- identify subjects and verbs

**TOPICS:**

- matching different types of work with job descriptions
- identifying what people do
- using action words to describe an assembler's job
- subjects and verbs

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing

**EVALUATION:**

- self evaluation of whether they have completed the worksheets correctly
- ongoing evaluation by teacher

**MATERIALS:**

- pre-class exercises
- worksheets: job terms; subjects and verbs

**JOB TERMS**

Match the set of terms with the workplace that you think would use those terms.

- |                                       |   |
|---------------------------------------|---|
| _____ 1. <i>Social welfare agency</i> | a. blood pressure,<br>medicine, thermometer |
| _____ 2. <i>Flower shop</i>           | b. beneficiary, premium,<br>policy          |
| _____ 3. <i>Medical clinic</i>        | c. wreath, flower<br>arrangement, delivery  |
| _____ 4. <i>Bank</i>                  | d. stock, invoice,<br>inventory             |
| _____ 5. <i>Insurance Company</i>     | e. discount, receipt,<br>credit card        |
| _____ 6. <i>Warehouse</i>             | f. caseload,<br>evaluation, document        |
| _____ 7. <i>Restaurant</i>            | g. change, deposit,<br>withdrawal           |
| _____ 8. <i>Department Store</i>      | h. menu, order, entree                      |

Echaore-Yoon, Susan. **Reading Skills That Work: Book One.** Chicago: Contemporary Books, 1991.

**JOB TERMS**

Read the *descriptions* for the jobs below. Then write the name of the job that fits that description (from list) under it.

**mail clerk**  
**stock locator**  
**quality controller**  
**picker**

**delivery person**  
**stock receiver**  
**packer**  
**inventory controller**

1. checks stock as it arrives in the warehouse

---

2. takes items from inventory as noted on an order sheet

---

3. weighs, labels, and organizes outgoing packages

---

4. brings packages and envelopes to the company

---

***JOB TERMS (con't)***

5. finds suitable places in warehouse for incoming inventory

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6. organizes and places order material in suitable box

---

7. checks order and materials for tidiness, organization, and correctness

---

8. keeps track the amount of stock that is used or that is required for future jobs

---

**JOB TERMS**

Read the *descriptions* for these jobs; write the name of the job that fits that description (from list) under it.

**assembler**  
**tester**  
**painter**  
**nurse**

**welder**  
**supervisor**  
**receiving clerk**  
**inspector**

1. uses a spray gun to finish the product

\_\_\_\_\_

2. combines parts to produce units

\_\_\_\_\_

3. organizes the assemblers and their work

\_\_\_\_\_

4. takes responsibility for incoming goods

\_\_\_\_\_

***JOB TERMS (con't)***

5. checks parts and finished units for quality and damage

---

6. administers first aid if there are injuries

---

7. checks units to see if they work

---

8. solders parts together

---

## **SUBJECTS AND VERBS**

Verbs are **action** words. In a complete sentence, you need a subject who **DOES** the action. Look at these examples and consider a) what is the **action** and b) **WHO** (or what) is doing the action.

- The assembler works on the line.
- Some people have a lot of money.
- Our teacher drives a red car.
- The supervisor was pleased with production this week.
- The plant will be closed on the 5th of July.
- The machine has broken down three times this week.

**Subjects can be singular or plural:** For example, "the assembler" in the first sentence is a singular subject; "people" in the second sentence is a plural subject.

Notice the difference between the verbs (present tense):

- **The assembler** comes to work on time.
- **The assemblers** come to work on time.

The first subject is singular, yet its verb ends with an "s" – that means that the verb is singular. This is the opposite for making nouns plural. The singular HE/SHE/IT is the only form that takes the "S" in the present tense.

The second subject is plural, and the verb does not take an "S".

Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.



***JOB TERMS***

**WHAT DOES AN ASSEMBLER DO?**

These sentences describe the tasks of an assembler. Use **ACTION** words to complete them.

1. \_\_\_\_\_ the pick list.
  
2. \_\_\_\_\_ materials from the shelves.
  
3. \_\_\_\_\_ the time needed to do the job.
  
4. \_\_\_\_\_ a clean work station.
  
5. \_\_\_\_\_ the necessary paperwork when the job is done.
  
6. \_\_\_\_\_ the time card.

**JOB TERMS (con't)****WHAT DOES AN ASSEMBLER DO?**

These sentences describe the tasks of an assembler. Use **ACTION** words to complete them.

1. \_\_\_\_\_ the work order.
2. \_\_\_\_\_ wires in the sub-assembly.
3. \_\_\_\_\_ screws into units.
4. \_\_\_\_\_ units for defects.
5. \_\_\_\_\_ machines necessary to assemble unit.
6. \_\_\_\_\_ material requisition order to maintain a steady supply of parts.

**PEOPLE AND JOBS**

Very often, people's jobs end in **ER** or **OR**. Look at these examples.

- I teach. I am a teacher**.**
- You work. You are a worker**.**
- ABC Company employs you. ABC Company is your employer**.**
- He instructs the class. He is an instructor**.**
- She has studied medicine for 10 years, so she is a good doctor**.**

Make **jobs** for these verbs by adding either **ER** or **OR**:

1. drive \_\_\_\_\_
2. speak \_\_\_\_\_
3. learn \_\_\_\_\_
4. profess \_\_\_\_\_
5. preach \_\_\_\_\_
6. clean \_\_\_\_\_
7. buy \_\_\_\_\_
8. sell \_\_\_\_\_
9. manufacture \_\_\_\_\_
10. rent \_\_\_\_\_

**PEOPLE AND JOBS (con't)**

11. navigate \_\_\_\_\_

12. explore \_\_\_\_\_

13. distribute \_\_\_\_\_

14. manage \_\_\_\_\_

15. supervise \_\_\_\_\_

16. murder \_\_\_\_\_

17. view \_\_\_\_\_

18. collect \_\_\_\_\_

19. divide \_\_\_\_\_

20. adjust \_\_\_\_\_

**PEOPLE AND JOBS**

Sometimes we add **EE** to show the difference between someone who is receiving the action or someone who does the action.

What is the difference between these two words?

employee

employer

Consider these examples:

1. I train you every week, so I am the **trainer**. What are you?
  
2. My supervisor evaluates my job, so she is my **evaluator**. What am I?

When you add ER or OR, sometimes the spelling has to change.

Someone who studies **law** is a \_\_\_\_\_.

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 2◆**

**OBJECTIVES:**

In order to write clear correct messages in the workplace, at the end of this session students will be able to do the following:

- write sentences correctly
- use regular and irregular plural forms
- give a clear description of their jobs

**TOPICS:**

- subjects and verbs
- regular and irregular plural forms
- complete sentences
- writing about their jobs

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing

**EVALUATION:**

- self evaluation of the completed worksheets
- ongoing evaluation by teacher

**MATERIALS:**

- worksheets: More Work with Subjects  
Plural Forms of Nouns  
Complete Sentences  
Job Terms

**MORE WORK WITH SUBJECTS**

**Subjects can be compound:** you can have two singular subjects added together to make a plural. Remember,  $1 + 1 = 2$ .

Lorna *and* Carol come to the company every day.  
The copier *and* the printer were broken yesterday.  
The supervisor *and* the assembler did not have the key to the supply room.

However:

Lorna *or* Carol comes to the company every day.  
*Either* the copier *or* the printer **was** broken.  
*Neither* the supervisor *nor* the assembler **has** the key to the supply room.

**Subjects that are collective nouns take singular verbs:** collective nouns may seem plural since they include a group, but they act as singular nouns and take a singular verb.

The *team* **is** making a decision about the production changes.  
The *safety committee* **meets** twice a month.

**Singular nouns that end in "s":** sometimes we use nouns that have an "S" at the end but they are really singular in concept and take a singular verb.

*Mathematics* **is** offered through the MCCC program.  
*The United States* **is** committed to training its workforce.

My *pair of scissors* **is** in my pocket.  
My *scissors* **are** in my pocket.

---

**MORE WORK WITH SUBJECTS (con't)**

**Be careful of the word "of ":** attached to nouns, it does not change the original subject.

The *book* **is** on the desk.

The *book of matches* **is** on the desk.

But – *the matches* **are** on the desk.

The *board of directors* **controls** the company.

But – *the directors* **control** the company

**Some nouns are always plural:** even though they relate to only *one* item: if you can use "pair of \_\_\_\_\_" with something, then it is singular; however, if you use the item by itself, it is plural and fits into this category.



## ***PLURAL FORMS OF NOUNS***

To make most nouns plural, add **s**.

⇒ chairs, tables, dogs, cats

Add **es** to nouns ending in **sh, ch ss** and **x**.

⇒ dishes, matches, dresses, boxes

If a noun ends in a consonant and **y**, change the **y** to **i** and add **es**.

⇒ ladies, babies, secretaries

If a noun ends in **fe** or **f**, change the ending to **ves**. (Exceptions: beliefs, chiefs, roofs, cuffs)

⇒ knives, shelves, wives, halves

Some nouns that end in **o** just take **s** in the plural.

⇒ zoos, radios, photos, studios, pianos, autos, solos

Some nouns that end in **o** take **es** in the plural.

⇒ potatoes, tomatoes, heroes, echoes, mosquitoes

Some nouns have irregular plural forms.

⇒ children, men, women, people, feet, teeth, mice, geese

Some plurals are the same as the singular.

⇒ deer, fish, sheep, species, offspring

### **Singular nouns that end in s**

⇒ athletics

⇒ economics, mathematics, physics

⇒ news

⇒ politics

⇒ the United States

### **Nouns that are always plural**

⇒ clothes, jeans, pants, shorts, slacks, trousers

⇒ glasses

⇒ scissors

⇒ police

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***PLURAL FORMS OF NOUNS***

The sentences below are written in the singular. Make the necessary corrections to make them plural.

1. The woman has a new-born baby.
  
2. Pass me the knife that is on the shelf.
  
3. The child showed her teacher her vacation photo.
  
4. Last summer I was bitten by a mosquito.
  
5. The box must be sent to the man by UPS.
  
6. The secretary typed up the list to show the student who was in the class.

***COMPLETE SENTENCES***

A **complete sentence** must have the following:

1. subject
2. verb
3. complete thought

**A**lso, the sentence must start with a CAPITAL letter and end with a period●

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**COMPLETE SENTENCES**

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Look at the sentences below and say whether they are **complete** sentences. If they are not, make them complete.

1. The company is closed for the holiday.
2. Hoping to return.
3. the machine, a large and noisy collator.
4. In the cafeteria, there are new tables
5. Have to be cleaned everyday.
6. When I returned to work after my operation.
7. Even though he forgot to keep track of his hours.
8. Before I came to work here, I worked in many different jobs.
9. For example, machine operator, fast-food worker, and checkout clerk.
10. However. like this job best.

***JOB TERMS***

**ON THE JOB**

Answer the following questions to write as much as you can about your job.

1. What **job terms** do you hear everyday?

2. What **job titles** do you hear everyday?

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***JOB TERMS (con't)***

3. What are some **tools and equipment** that you work with?

4. What are some **job tasks** that you perform everyday? (use **ACTION** words)

**INTERPRETING COMPANY MATERIALS**  
**◆SESSIONS 3 & 4◆**

**OBJECTIVES:**

In order to interpret symbols at work and in their daily lives, at the end of this session students will be able to:

- recognize and use pictorial symbols
- recognize and use abbreviations
- recognize and use acronyms

**TOPICS:**

- pictorial symbols
- abbreviations
- acronyms

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing

**EVALUATION:**

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

**MATERIALS:**

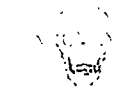
- worksheets: abbreviations, acronyms, symbols

## SYMBOLS

**Symbols** are like abbreviations – they are a shortened form of a piece of information. Usually a symbol is a picture or an image that relates to the idea.

Look at these symbols on the *right* and match them with the meanings on the *left*.

1. Do not park here
2. Gasoline is available ahead
3. A hospital is nearby
4. Do not make a left turn
5. Do not smoke here
6. Poisonous substance
7. Flammable
8. Safety Glasses Required
9. First Aid Station





***SYMBOLS ON MACHINES***

**PART I**

To help you operate machines, the buttons or keys often have *symbols*.

For example, a calculator has keys with symbols on them. Write the symbol next to the operation:

1. addition \_\_\_\_\_

2. subtraction \_\_\_\_\_

3. division \_\_\_\_\_

4. multiplication \_\_\_\_\_

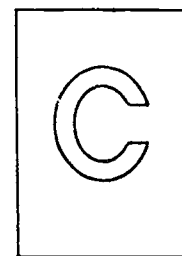
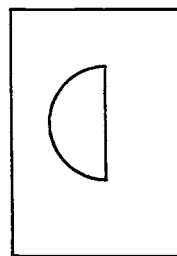
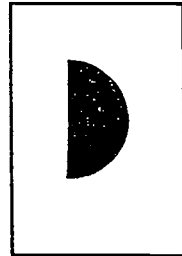
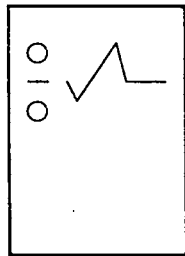
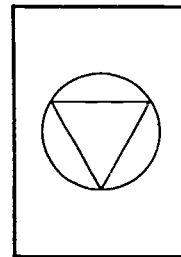
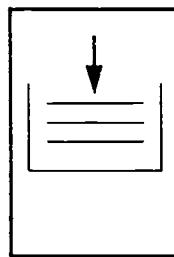
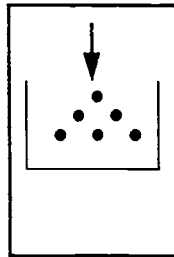
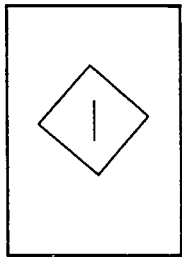
5. equals \_\_\_\_\_

6. percentage \_\_\_\_\_

## SYMBOLS ON MACHINES (con't)

### PART II

A copying machine also has keys with symbols. Here are the symbols below. What do you think the symbols stand for?



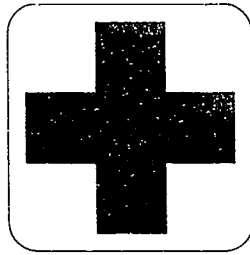
Echore-Yoon, Susan. **Reading Skills That Work: Book One.** Chicago: Contemporary Books, 1991.

# HEALTH AND SAFETY SYMBOLS

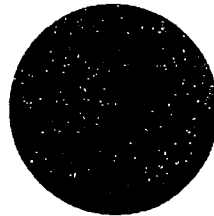
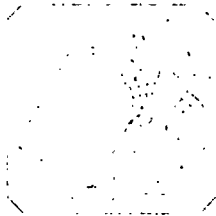
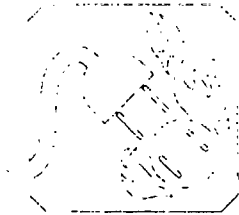
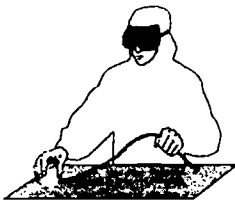
The workplace is full of universally used health and safety symbols. Knowing exactly what these mean can help keep you safe. How many of these do you recognize? Are there any others that ABC Company uses?



**NO SMOKING**



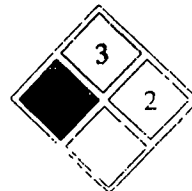
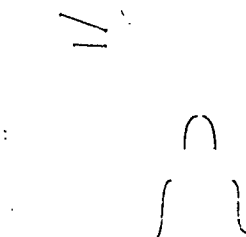
**FIRST AID**



**DO NOT ENTER**



**WET PAINT**



**HEALTH AND SAFETY SYMBOLS (con't)**

For fun, look at these pictures. If each of these was on a container, what would it tell you about the substance inside?

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

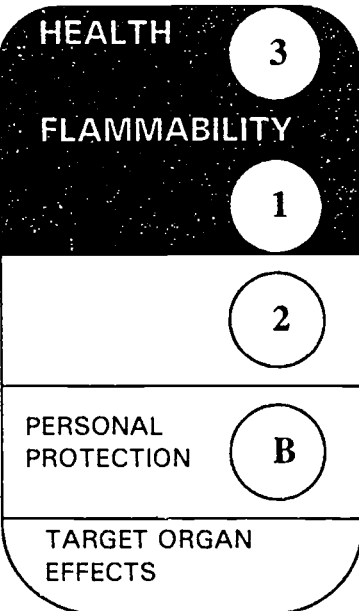
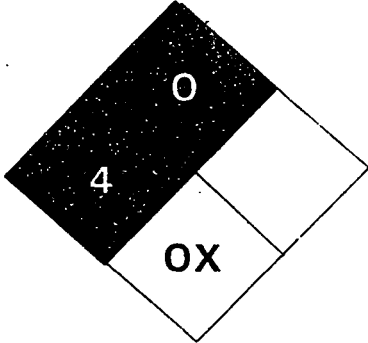




5.



\_\_\_\_\_

## NFPA COLOR AND NUMBER CODED LABEL SYSTEMS

If you work with any hazardous materials you need to know how your health might be affected and what precautions you should take. When you read the container labels you must understand what the colors, numbers and abbreviations stand for.

Color bar type label	both labels	NFPA type label
 <p><b>HEALTH</b> 3</p> <p><b>FLAMMABILITY</b> 1</p> <p>2</p> <p><b>PERSONAL PROTECTION</b> B</p> <p><b>TARGET ORGAN EFFECTS</b></p>	<p><b>Colors</b> represent the <i>kind of hazard</i>,</p> <p><b>Blue</b> – Health hazards <b>Yellow</b> – Reactivity <b>Red</b> – Flammability</p> <p><b>Numbers</b> show the <i>degree of hazard</i>,</p> <p>0 = Minimal Hazard 1 = Slight Hazard 2 = Moderate Hazard 3 = Serious Hazard 4 = Severe Hazard</p> <p><b>Hazard warning information such as organs of the body that may be affected by the chemical will usually be shown.</b></p> <p><i>Always read the label before you start a job, and use the information to work with chemicals safely. If the container labels are missing, damaged, or illegible, notify your supervisor immediately.</i></p>	 <p><b>TARGET ORGAN EFFECTS</b></p> <p><b>Letters</b> are keyed to <i>specific hazards</i> on the <b>white</b> part of the label:</p> <p><b>OX</b> = Oxidizer <b>ACID</b> = Acid <b>ALK</b> = Alkali <b>COR</b> = Corrosive <b>W</b> = Use no water <b>R</b> = Radioactive</p>
<p><b>Letters</b> are keyed to <i>specific protective gear</i>. the letter that appears in the <b>white</b> bar is keyed to specific personal protective gear.</p> <p><b>A</b> = </p> <p><b>B</b> = </p> <p><b>C</b> = </p> <p><b>D</b> = </p>		

**ABBREVIATIONS**

An *abbreviation* is a shortcut or an easy way to write a long word or frequently used words.

Look at this list of commonly used abbreviations. Write out the full words (what they mean) next to the abbreviation.

1. lb. \_\_\_\_\_
2. tsp. \_\_\_\_\_
3. IRS \_\_\_\_\_
4. pg. \_\_\_\_\_
5. pres. \_\_\_\_\_
6. VP \_\_\_\_\_
7. Mon. \_\_\_\_\_
8. ASAP \_\_\_\_\_
9. yr. \_\_\_\_\_
10. hr. \_\_\_\_\_

***ABBREVIATIONS (con't)***

11. COD

\_\_\_\_\_

12. FYI

\_\_\_\_\_

13. UPC

\_\_\_\_\_

14. RE

\_\_\_\_\_

15. DOB

\_\_\_\_\_

16. BYOB

\_\_\_\_\_

17. CPR

\_\_\_\_\_

---

**ABBREVIATIONS (cgn't)**

Read the job advertisement below. Look at all the **abbreviations** and figure out what they mean. Then rewrite the advertisement using the full words in place of the abbreviations.

---

**PT, FT wrkrs. wtd.**

**Fl. yr. emplymt.**

**Gd. hrly. wg.**

**Exc. ben.**

**Vac. avail. w/i yr.**

**EOE**

**Pls. cl. 555-3322  
dys./mess.**

---



***ABBREVIATIONS (con't)***

We encounter new abbreviations every day. Keep a journal of all the abbreviations you come across for a week. Write down the abbreviation, what it means and explain how you figured it out.



**ABBREVIATIONS (con't)**

Now let's look at some abbreviations that you use here at ABC Company. What do they mean and where and when would you use them? What are the consequences of not knowing them? Are there any others you use?

1. pcs \_\_\_\_\_
2. 3 hp \_\_\_\_\_
3. O.T \_\_\_\_\_
4. w/e 3/25/94 \_\_\_\_\_
5. acct. \_\_\_\_\_
6. ctns. \_\_\_\_\_
7. qty. \_\_\_\_\_
8. emp.# \_\_\_\_\_
9. attn. \_\_\_\_\_
10. pkg. ID \_\_\_\_\_
11. C.S.R. \_\_\_\_\_

***ABBREVIATIONS (con't)***

12. S.T.S. \_\_\_\_\_

13. UPS \_\_\_\_\_

14. RPS \_\_\_\_\_

15. RR# \_\_\_\_\_

**ABBREVIATIONS (con't)**

Now let's look at some abbreviations that you use here at ABC Company. What do they mean and where and when would you use them? What are the consequences of not knowing them? Are there any others you use?

1. w/o \_\_\_\_\_
2. max. \_\_\_\_\_
3. O.T. \_\_\_\_\_
4. obs. \_\_\_\_\_
5. dept \_\_\_\_\_
6. qty. \_\_\_\_\_
7. equip. \_\_\_\_\_
8. chg'd. \_\_\_\_\_
9. attn. \_\_\_\_\_
10. Q.C. \_\_\_\_\_
11. I.S.D. \_\_\_\_\_

***ABBREVIATIONS (con't)***

12. M.S.D.S. \_\_\_\_\_

13. mils. \_\_\_\_\_

14. E.E.O. \_\_\_\_\_

15. H.M.O \_\_\_\_\_

**ABBREVIATIONS (con't)**

Write a note to a co-worker using some abbreviations. Then exchange notes with the person sitting next to you. Can you understand each other's messages?



***CLIENT ABBREVIATIONS***

Another very important use of abbreviations is for identifying client names and orders. We use company recognized abbreviations rather than writing out the three full names of the companies on most of the paperwork. Recognizing and using these abbreviations becomes a part of doing the job efficiently.

Look at the list of clients on the Requisition Control Report. What are their full names?

---

***STATE ABBREVIATIONS***

Look at the map below. All the states are identified by their abbreviations. How many of them can you name in full? (Use map of your city/state to illustrate this concept.)



***ACRONYMS***

We use some abbreviations as words – these are **acronyms**. To make an acronym, pull the first letter from each word (or sometimes the first two letters).

1. National Aeronautic and Space Administration

---

2. Radio Detecting And Ranging

---

3. Wide-Area Telecommunications Service Line

---

4. Federal Insurance Contributions Act

---

5. International House Of Pancakes

---

6. Occupational Safety and Health Administration

---

**ACRONYMS (con't)**

7. Individual Retirement Account

\_\_\_\_\_

8. United Nations International Children's Emergency Fund

\_\_\_\_\_

9. Acquired Immunodeficiency Syndrome

\_\_\_\_\_

10. Special Weapons And Tactics

\_\_\_\_\_

Now think of some **Acronyms** that you have come across.

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 5◆**

**OBJECTIVES:**

In order to improve their accuracy working with numbers and codes, at the end of this session students will be able to do the following:

- read and discriminate between similar numbers
- recognize and use company codes
- identify the purpose of codes and the best way to list them alphabetically or numerically

**TOPICS:**

- number discrimination
- codes – listing them alphabetically and numerically
- Using company abbreviations and codes

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing

**EVALUATION:**

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

**MATERIALS:**

- worksheets: Number Discrimination  
Codes  
Client Abbreviations and Codes

## NUMBER DISCRIMINATION

Having good number discrimination skills means that you can *read numbers correctly* and *tell them apart*. Sometimes when we are reading quickly we change the numbers in our heads, or we flip them around. This mistake in reading a number can lead to a big mistake in your work! So, we have to read numbers carefully and slowly.

Look at these groups of numbers. Each group has one **identical pair**. Find that identical pair and circle it.

**Example:** 224 - 242  
442 - 424  
422 - 422 ✓ identical pair  
421 - 241

1. 13 - 31  
312 - 321  
31 - 31  
31 - 13

2. 247 - 274  
271 - 271  
237 - 273  
227 - 272

3. 108 - 180  
187 - 176  
167 - 173  
371 - 371

**NUMBER DISCRIMINATION (con't)**

- 4. 2791 - 2971  
7819 - 7819  
189 - 198  
109 - 108
  
- 5. 33228 - 32328  
33282 - 33282  
38328 - 38382  
33882 - 38382
  
- 6. 94321 - 94231  
93423 - 94423  
93241 - 93241  
93429 - 92342
  
- 7. 91 - 19  
19 - 90  
90 - 91  
91 - 91
  
- 8. 1936 - 1936  
1963 - 1936  
1989 - 1998  
1904 - 1940
  
- 9. 3001 - 3100  
3010 - 3010  
3100 - 3101  
3101 - 3110
  
- 10. 100 - 10  
100 - 101  
100 - 100  
100 - 1000

## **CODES**

**Codes** are sets of letters or numbers, sometimes letters and numbers together, that are used like abbreviations.

**Codes** are used to make filling out forms easier, or they are used to keep track of a certain set or repeated activities or items. Look at the **codes** on this customer order form.

### ***COLOR CODES FOR PAINTS***

<b>yellow paint</b>	<b>A98</b>	<b>green paint</b>	<b>C99</b>
<b>red paint</b>	<b>A87</b>	<b>white paint</b>	<b>A86</b>
<b>blue paint</b>	<b>B78</b>	<b>brown paint</b>	<b>X96</b>
<b>purple paint</b>	<b>C98</b>	<b>beige paint</b>	<b>X98</b>

1. What is the title of this list of codes?
2. What do you think this list of codes is used for?
3. Are the codes arranged in any way? Alphabetical? Numerical?
4. Think about the different ways you could rearrange these codes. How would you do it and why?

**CODES (con't)**

Read the list of code options for these colors. Pick the correct code. Write the letter for the correct code in the space to the right.

1. yellow paint

- a. A89            b. A98            c. C99            d. A99 \_\_\_\_\_

2. purple paint

- a. C99            b. B78            c. C98            d. C99 \_\_\_\_\_

3. brown paint

- a. X98            b. X69            c. X68            d. X96 \_\_\_\_\_

4. blue paint

- a. B78            b. A78            c. C99            d. C78 \_\_\_\_\_

5. white paint

- a. A88            b. A98            c. A86            d. A68 \_\_\_\_\_

6. black paint

- a. A98            b. C98            c. X97            d. B78 \_\_\_\_\_

7. red paint

- a. A88            b. A78            c. A77            d. A87 \_\_\_\_\_

---

***CLIENT ABBREVIATIONS & CODES***

**Group Discussion:**

Look at the list of Clients and their codes. What can you say about the way the list is arranged? Is there any way that this could be rearranged and why might you want to rearrange it? What happens when new clients are added to the list? (Use the client list of your company for reference)



***ACTIVITY CODES***

**Group Discussion:**

Look at the Activity Codes on the back of your Job Labor Card. Why do you use these codes? When do you use them? How important is it to be accurate with these? ABC Company has recently revised these? Why do you think they did this? Do you think that the new codes are an improvement? Why?

**ABC CODES**

ABC Company uses number and letter codes. Letters are used for the product code, and a combination of letters and numbers tell you which part to use. Pick out the 2 products or parts that are identical in the examples below.

- |    |           |    |              |
|----|-----------|----|--------------|
| 1. | MMAB      | 2. | MLDB         |
|    | MGAB      |    | MLCA         |
|    | MABB      |    | MLCB         |
|    | MGAB      |    | MFCB         |
|    | MGAA      |    | MLDB         |
| 3. | S-1737    | 4. | H21320AB     |
|    | S-1337    |    | H12023AB     |
|    | S-1377    |    | H21320BA     |
|    | S-1733    |    | H21320AB     |
|    | S-1337    |    | H12203AB     |
| 5. | H038060AB | 6. | H04632600A1B |
|    | H308006AB |    | H40326600A1B |
|    | H308600AB |    | H40632006A1B |
|    | H380600AB |    | H460230061AB |
|    | H038060AB |    | H40632006A1B |

**WORKING WITH PARTS CODES**

Look at the **Structured Bill of Materials**.

If my component part is **H21320AB** what do all the letters mean?

Look at the **Nut Part No. Summary**.

**H2** tells me that I need a nut

**13** tells me the size **1/4**

**20** tells me how many threads per inch **20**

**A** tells me the description **a nut with captive washer**

**B** tells me the material **steel (zinc plate)**

**Once I have found the nut, I then evaluate what I have done by comparing what I have with the diagram.**

I can also read the description. Does "**1/4-20 self locking nut**" describe what I have found?

**WORKING WITH PARTS CODES (con't)**

Using the material provided, work in groups to match the correct component parts to their descriptions. Try to work out what the abbreviations stand for.

<b>Component Parts</b>	<b>Description</b>
<i>H20832AB</i>	#6-32 x 3/8 H HD M S W/SERR W/SLOT
<i>H308006AB</i>	8 - 32 SELF LOCKING NUT
<i>H21320AB</i>	10 - 32 SELF LOCKING NUT
<i>H21032AB</i>	8 x 3/8 SMS HEX WHD W/SERR W/SLOT
<i>H20632AB</i>	1/4 - 20 SELF LOCKING NUT
<i>H40632006A1B</i>	6 - 32 SELF LOCKING NUT

**INTERPRETING COMPANY MATERIALS**  
**◆SESSIONS 6 &7◆**

**OBJECTIVES:**

In order to understand, interpret and act on company forms, at the end of this session students will be able to do the following:

- read forms
- complete forms
- know subject and purpose of forms
- respond accordingly

**TOPICS:**

- forms
- subject and purpose
- filling out forms

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

**MATERIALS:**

- worksheets
- assorted company forms

**FORMS AND APPLICATIONS**

Look at the **form** below. Fill it out.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

TELEPHONE NUMBER: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

SEX: \_\_\_\_\_

SOCIAL SECURITY NUMBER: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

EMPLOYER: \_\_\_\_\_

EMPLOYER'S ADDRESS: \_\_\_\_\_

\_\_\_\_\_

EMPLOYER'S TELEPHONE NUMBER: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

**PURPOSE OF FORMS AND APPLICATIONS**

Look at the form below. What is its **purpose**? Or in other words, why would you fill it out? Give examples of when you would use this form.

**PURPOSE:** \_\_\_\_\_

\* \* \* \* \*

Name: \_\_\_\_\_

Old address  
Street, City, State, Zip Code

\_\_\_\_\_  
\_\_\_\_\_

New address  
Street, City, State, Zip Code

\_\_\_\_\_  
\_\_\_\_\_

Date of Change \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature  
\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Please complete this form before seeing one of our ABC staff.

Name: \_\_\_\_\_

DOB: \_\_\_\_\_ Nationality: \_\_\_\_\_

SS#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ US Citizen?    yes     no

Address: \_\_\_\_\_  
\_\_\_\_\_

Employer's Name: \_\_\_\_\_

Employer's Address: \_\_\_\_\_  
\_\_\_\_\_

\*            \*            \*            \*            \*            \*

Doctor's name: \_\_\_\_\_

Doctor's address: \_\_\_\_\_  
\_\_\_\_\_

Doctor's telephone: \_\_\_\_\_

\*            \*            \*            \*            \*            \*

Blood type: \_\_\_\_\_ Last donation: \_\_\_\_/\_\_\_\_/\_\_\_\_

Allergies: \_\_\_\_\_  
\_\_\_\_\_

Medications: \_\_\_\_\_

*See attached sheet for the AIDS statement  
and confidentiality policy.*



Please complete this form and give it to the *main clerk*. **PLEASE PRINT.** Do not give it to a cashier. The main clerk will process your form and give you a temporary card. You will receive your permanent card within 7 business days. Please use your temporary card until you receive your permanent one.

***PERSONAL INFORMATION***

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

PHONE:(\_\_\_\_)\_\_\_\_-\_\_\_\_ BUS. PH.:(\_\_\_\_)\_\_\_\_-\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

\_\_\_\_\_

***BANK INFORMATION***

BANK NAME: \_\_\_\_\_

BANK ADDRESS: \_\_\_\_\_

\_\_\_\_\_

BANK PHONE: \_\_\_\_\_

ACCOUNT #: \_\_\_\_\_

ACCOUNT TYPE: \_\_\_\_\_

JOINT ACCOUNT NAME: \_\_\_\_\_

MAC Availability?     yes     no

---

***FORMS AND APPLICATIONS***

Look at the form.

1. What is the purpose of this form?
2. Is there anything that you must not fill in?
3. Is there anything that you don't have to fill in?
4. What are some abbreviations on the form?

Fill out the form.

**FORMS – LOOKING FOR SUBJECT AND PURPOSE**

Look at the form below and answer the following questions.

**NOTICE!**

This Jacket is missing a Requisition for the items listed below.

<b>Code#</b>	<b>Quantity</b>
#dm-109-r2	450
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Until you receive the requisition from Customer Service you cannot close this jacket.*

1. What is the subject of this form?
2. What is its purpose?
3. When can you close this Jacket?

---

**ERROR TYPES**

---

- |   |   |
|---|---|
| A. Missing Item                             | J. Packing slip not properly enclosed         |
| B. Wrong Item                               | K. Not well packed                            |
| C. Incorrect quantity – too much            | L. Pack and Check label missing or incomplete |
| D. Incorrect quantity – not enough          | M. Packer's initials missing on label         |
| E. Picker's initials missing on requisition | N. Shipping label doesn't match requisition   |
| F. Damaged or dirty material                | O. Flammable or hazard label missing          |
| G. Special instructions not followed        | P. Customized procedure not followed          |
| H. Old markings not blocked out             | Q. Item not shrink-wrapped                    |
| I. Multiple cartons not marked              | Z. Other, not covered above                   |

**ERROR REPORT FORM**

<b>Company Number</b>	<b>Req. Number</b>	<b>Error Number</b>	<b>Description or Comment</b>

---

**ERROR REPORT**

Week of September 17, 1993

I.

Company Number: 0023

Requisition number: M-10422

Problem: The packer's initials were missing on the requisition. Also, the flammable label was not placed on the box.

II.

Company Number: 0267

Requisition number: M-45962

Problem: The special instructions were not followed for the package. Also, there was too much of a particular item.

III.

Company Number: 0098

Requisition number: M-07893

Problem: The materials were dirty and torn. Note: the requested posters were folded and not rolled.

IV.

Company Number: 0072

Requisition number: M-1350

Problem: The items were not well packed. Several items were missing. Also, the old markings on the box were not blocked out, and the shipment went to an incorrect mailing region.

***ERROR REPORT (con't)***

V.

Company Number: 0408

Requisition Number: M-68006

Problem: The 15 cartons were not marked as such numerically. Two of the items were not shrink-wrapped, and they arrived in torn condition. One item was incorrect.

VI.

Company Number: 0387

Requisition number: M-64774

Problem: There was not enough of one item, and too much of three items. The packing slip was not properly enclosed. The customized procedure was not followed. Note: there were discarded food wrappers enclosed with the materials.

VII.

Company Number: 0342

Requisition number: M-59900

Problem: The shipping label did not match the requisition. The packer's name was not on the requisition or label

VIII.

Company Number: 0373

Requisition number: M-63951

Problem: Two items were missing, the materials were damaged, the multiple cartons were not marked, and the packing label was incomplete. Note: the wrong items shipped were from the company's direct competitor.

**FORMS – LOOKING FOR SUBJECT AND PURPOSE (con't)**

Look at the form below and answer the following questions.

**MATERIAL SHORTAGE REPORT**

Date: \_\_\_\_\_ Line: \_\_\_\_\_

Part.	Part #	Qty.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____





---

***FORMS – LOOKING FOR SUBJECT AND PURPOSE (con't)***

Process/Standard Deviation Report (use your company report for reference)



**PAINTSHOP REJECTION REPORT FORM**

Model Number	Work order Number	Rejection Code	Description or Comment

**READING FORMS – PAINT SHOP REJECTIONS**

Based on the **Paint Workmanship Rejection Criteria**, make your decisions about what to do with the units below. Then fill out the **Rejection Report Form**. What will you do with the units you do not reject?

Week of March 21, 1994

I.

Model Number: MIMB

W/O number: 942775B01

Problem: There is a thin layer of dust stuck to the paint all over the front panel.

II.

Model Number: MABB

W/O number: 942777B04

Problem: The right side panel is a slightly different color.

III.

Model Number: MGAA

W/O number: 943429A01

Problem: There is a deep scratch on the inside surface.

IV.

Model Number: MLDB

W/O number: 943428B02

Problem: The unit has a section that appears not to have been painted. The area involved is about the size of a dime on the top of the unit.

**READING FORMS – PAINT SHOP REJECTIONS (con't)**

V.

Model Number: MLBA

W/O number: 942779B01

Problem: The paint has begun to chip around the stud heads at the back of the unit.

VI.

Model Number: MKDB

W/O number: 943500A02

Problem: Under direct light three very small blobs of paint can be seen on the front panel.

VII.

Model Number: MLAA

W/O number: 942475B01

Problem: The company logo is scratched.

VIII.

Model Number: MFCB

W/O number: 942776B01

Problem: The paintwork is flat and dull.

***INTERPRETING COMPANY MATERIALS***  
**◆SESSION 8◆**

**OBJECTIVES:**

In order to understand, interpret and act on company forms and schedules, at the end of this session students will be able to do the following:

- read schedules
- fill out their own schedules
- transcribe written information onto a schedule

**TOPICS:**

- reading schedules
- completing schedules

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

**MATERIALS:**

- worksheets
- assorted company schedules

## SCHEDULES

Schedules are all around us in the workplace. We need to know at what time we are doing what, and on what day we are going where. Sometimes we make schedules to organize an activity.

What is this a schedule for?

	Monday	Tuesday	Wednesday	Thursday	Friday
Sweep floors	✓		✓		✓
Mop floors	✓				✓
Pick up trash		✓		✓	
Dust furniture			✓		
Dust blinds			✓		
Wash sinks	✓	✓	✓	✓	✓
Clean toilets	✓	✓	✓	✓	✓
Disinfect floors				✓	



***SCHEDULES (con't)***

1. What is a good title for this schedule?
  
2. How many columns are there?
  
3. How many rows are there?
  
4. What are the headings or labels?
  
5. What are the abbreviations that are on top of each column?
  
6. What **ACTIONS** do you see? List those **VERBS**.

---

**SCHEDULES (con't)**

---

Using the cleaning schedule, tell us what these people have to do.

1. Susan works on Tuesdays and Fridays. What does she have to do?
2. Mark works on Mondays and Wednesdays. What does he have to do?
3. Lynn works on Mondays, Thursdays and Fridays. What does she have to do?
4. Susan works on Tuesdays and Fridays. How many times a week does she have to wash sinks? How many times a week does she have to pick up the trash?
5. Lynn works on Mondays, Thursdays and Fridays. How many times a week does she have to sweep the floors? How many times a week does she have to clean the toilets?
6. Who has to disinfect the floors?
7. Who has to pick up the trash?

<b>SCHEDULES (con't)</b>
--------------------------

Jim Lewis (empl. # 45582) works in the warehouse. On a typical day, he comes to work at 8:00, leaves for lunch at 11:45, returns from lunch at 12:30, then works until 4:45. He is expected to work an 8 hour day – any time he puts in over this is considered overtime. Today, 3/7/95, he worked an extra hour and left at 5:45, so he had 8 hours regular work time and 1 hour of overtime. He keeps track of his time like this:

	IN	OUT	IN	OUT	Total Reg. Hrs.	Total Ovt. Hrs.
M 3/7	8:00	11:45	12:30	5:45	8	1

---

**SCHEDULES (con't)**

---

This is what Jim did this week. Help him to complete his schedule.

- On Monday (3/7/95), he started work at 8:30, stopped for lunch at 12, returned to work at 12:45, and he left work at 6:00.
- On Tuesday, he came in at 8:00. He took lunch from 12:30 to 1:15. He left work at 5:30.
- On Wednesday, he came to work at 8:00, but it started to snow and the company decided to close early (12:00).
- On Thursday, he was late to work because of the snow, so he didn't get in until 9:00. However, he was asked to stay until 7:00. As usual, he took his 45-minute lunch break.
- On Friday, he made it in at 8:00, he took lunch at 12:30, and he returned to work at 1:15. As it was the weekend, he left work at 4:45.
- On Saturday, he stayed home!!
- On Sunday, he came to the factory for four hours, from 12 to 4.

**JIM'S WORK SCHEDULE**

Emp.#: \_\_\_\_\_ Emp. Name: \_\_\_\_\_

Dept. \_\_\_\_\_

<b>Dates</b>	<b>IN</b>	<b>OUT</b>	<b>IN</b>	<b>OUT</b>	<b>Total Reg. Hrs.</b>	<b>Total Ovt. Hrs.</b>
<i>Monday</i>						
<i>Tuesday</i>						
<i>Wednesday</i>						
<i>Thursday</i>						
<i>Friday</i>						
<i>Saturday</i>						
<i>Sunday</i>						

## MY REGULAR WORK SCHEDULE

Now, in the Schedule provided, fill out what you did at work last week. Record your regular and overtime hours.

	MON	TUES	WED	THUR	FRI	SAT
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						

Regular Hours: \_\_\_\_\_

Overtime: \_\_\_\_\_

**SCHEDULES**

**Job Labor Card**

Emp.#: \_\_\_\_\_

Emp. Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dept.: \_\_\_\_\_

Job No.	Activity Codes	Total Hours	Start Time	Stop Time

**Total Time:** \_\_\_\_\_

**Total Hours:** \_\_\_\_\_

---

**JOB CODES AND TIME CARDS**

---

**JOB PREPARATION**

- 100 Set-up
- 101 Picking materials
- 102 Collecting paperwork
- 103 Clean-up

**MATERIAL PREPARATION – PAPER**

- 200 Collating
- 201 3HP
- 202 Spiral
- 203 Tabbings
- 204 Cutting

**PACKAGING**

- 500 Making boxes
- 501 Printing Labels
- 503 Making envelope inserts
- 504 Shrink-wrapping
- 505 Sealing
- 506 Labeling

**SHIPPING**

- 600 Paperwork
- 601 Weighing
- 602 Set-up for postage machine
- 603 Postage machine
- 604 Sacking



---

**JOB CODES AND TIME CARDS (con't)**

---

Jim has a busy day and he needs help filling out his Job Labor Card. As you can see, not only does he need to keep track of his hours, but he also needs to itemize what he does during the day.

Using the list of Job Codes, fill out Jim's Job Labor Card.

Today (3/8/95), he goes to get his work order first thing in the morning. He takes 15 minutes to read his work order and sees that he will be packaging and shipping materials for a large customer.

After taking 15 minutes to set up his work area, he spends an hour assembling 60 boxes. While the picker is filling the boxes, Jim takes half an hour to assemble the envelope inserts. He then has a ten minute coffee break.

When he returns from his break, he spends the next 20 minutes shrink-wrapping the envelope inserts. It takes him another 20 minutes to put the envelopes onto the boxes.

Jim is now ready to run off his labels, which takes him only 10 minutes. Because he has so many boxes to address and seal, he spends the rest of his morning doing these activities before going to lunch.

Once he returns from lunch, Jim has to calculate the weight of the shipment. After 10 minutes weighing, he decides that the shipment is too large and too heavy to send via the post office. So, he has to complete the paperwork to send the boxes via UPS. This takes him 20 minutes. He tags the shipment with box numbers and destination codes, and 20 minutes later he does a 10 minute clean-up and is ready to do his next job.

---

**JOB CODES AND TIME CARDS (con't)**

---

**JOB PREPARATION**

- 100 Set-up
- 101 Picking materials
- 102 Collecting paperwork
- 103 Clean-up

**RECEIVING**

- 200 paperwork
- 201 checking
- 202 unloading
- 203 shelving

**PACKING**

- 500 Making boxes
- 501 Printing Labels
- 503 Sealing
- 504 Shrink-wrapping

**SHIPPING**

- 600 Paperwork
- 601 Weighing
- 602 Loading

---

**JOB CODES AND TIME CARDS (con't)**

---

Jim has a busy day and he needs help filling out his Job Labor Card. As you can see, not only does he need to keep track of his hours, but he also needs to itemize what he does during the day.

Using the list of Job Codes, fill out Jim's Job Labor Card.

Today (3/8/95), he goes to get his work order first thing in the morning. He takes 15 minutes to read his work order and sees that he will be doing 2 main jobs. The first is packaging and shipping materials for a large customer. The second is receiving a consignment of parts which should arrive mid morning.

After taking 15 minutes to set up his work area, he spends an hour assembling 60 boxes. While the packer is putting completed units into the boxes, Jim takes half an hour to print the labels. He then has a ten minute coffee break.

When he returns from his break, he spends the next 20 minutes sealing the boxes. Then the shipment of parts arrives. It takes him 20 minutes to unload the parts and another 20 minutes to check the shipment. The paperwork takes another 10 minutes. Because he has to reorganize shelf space, he spends the rest of the morning making space for the new parts before going to lunch.

Once he returns from lunch, it takes Jim 1 more hour to shelve the order. He then goes back to his first job.

He has to calculate the weight of the shipment. After 10 minutes weighing, he has to complete the paperwork for the carrier. This takes him 20 minutes. Unfortunately the carrier arrives an hour later than expected. So while he waits he tidies up his station. Once the truck is there it takes 45 minutes to load it.

For the rest of the day he helps the Material Handler move supplies for the next day.

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 9◆**

**OBJECTIVES:**

In order to give information clearly in writing, at the end of this session students will be able to do the following:

- identify the parts of a paragraph
- write a clear, well constructed paragraph

**TOPICS:**

- parts of a paragraph
- writing a paragraph

**METHODS:**

- guided discussion
- group work
- writing

**EVALUATION:**

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

**MATERIALS:**

- worksheets

---

## ***PARAGRAPHS***

---

A **paragraph** has several parts:

### **INTRODUCTION:**

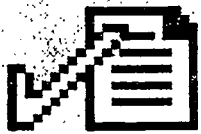
This is the first sentence of the paragraph. It tells you what the paragraph will be about (subject) and the author's point (main idea).

### **BODY:**

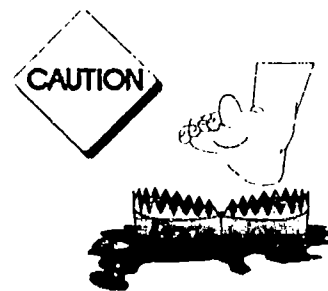
This is made up of the middle sentences of the paragraph. It is the support that the author gives for his main idea. The support can take many forms: examples, a process, a story, or a definition.

### **CONCLUSION:**

This is the last sentence of the paragraph. It can be a restatement of the introduction, or it can be a comment on the main idea.

**PARAGRAPHS (con't)****EXAMPLE:**

In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.



**PARAGRAPHS (con't)**

Now write a paragraph of your own. Think of an occasion when you discovered mistakes in something that you were working on.

Be sure to include an **introduction**, **good support** and a **conclusion**.



---

**INTERPRETING COMPANY MATERIALS**  
**◆SESSIONS 10 & 11◆**

---

**OBJECTIVES:**

In order to write and give clear instructions in the workplace, at the end of this session students will be able to do the following:

- identify who will be receiving the instructions
- use commands
- write clear correct instructions
- use correctly ordered steps

**TOPICS:**

- Audience and purpose
- commands
- importance of correct order of steps
- writing sets of instructions

**METHODS:**

- guided discussion
- group work
- worksheets to practice writing skills

**EVALUATION:**

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluation of each other's instructions

**MATERIALS:**

- worksheets



---

**COMMANDS**

---

Commands are brief and to the point! We use them to give instructions or to tell someone to do something.

When you use a command, don't use a subject. Look at the differences between these sentences and commands:

Sentence: **You put** the pencil on the table and **you take** your notebook with you.

Command: **PUT** the pencil on the table and **TAKE** your notebooks with you.

Sentence: **You don't talk** Hungarian in class and **you don't ignore** the teacher.

Command: **DON'T TALK** Hungarian in class and **DON'T IGNORE** the teacher.

Sentence: It would be really nice if **you stopped talking** while I'm working.

Command: **STOP TALKING!**

---

**COMMANDS (con't)**

Give **commands** for the following sentences.

1. I think you should close the door and then you should erase the board.
  
2. It would be nice if you didn't throw the eraser at the teacher.
  
3. What a wonderful idea to put the units on the line.
  
4. You really shouldn't talk back to your boss, you know.
  
5. If I were you, I would plug in the light before you turn it on.
  
6. I don't like it when you are rude to me, so I'm asking you to stop.

## TIPS FOR WRITING INSTRUCTIONS

Instructions tell people how to do things. We use instructions on the job, especially when we are trying to do something new, or have been moved to a different area for work.

Instructions are good when they are *simple and easy to follow*.

Keep these instructions in mind when *you* are writing good instructions:

- use clear and strong verbs
- use simple sentences – one verb
- use commands
- describe anything that you think the reader might not know or understand – what something looks like, how it works, what it is used for
- keep a clear order to the steps
- use numbered steps if you can – instructions are hard to follow if they are bunched together in a paragraph
- add any pictures that might help the reader understand
- make sure that you haven't left out any important *warnings*

## WRITING GOOD INSTRUCTIONS

When we give instructions, we use **strong** and **clear verbs**. Also, we keep the steps **in order** so that the reader doesn't get confused.

Look at these instructions for cashing a check. What steps are *missing*? Which ones are *out of order*? Which steps have *unclear* verbs? Rewrite these instructions so that they are very clear and easy to use.

### *Cashing a check* ☞ ☞ ☞ ☞

1. get paycheck  
2. go to bank  
3. cash check  
4. make sure you have your MAC card or other ID  
5. take money  
6. be sure to ask for small bills  
7. if bank is closed, then go to food store  
8. keep check stub

---

**INSTRUCTIONS – CORRECT ORDER**

When you try to follow instructions, it is important that they are in the **correct order**.

1. Unscramble these steps.

Notice that they all start with an **action** word.

- steep for a few minutes
- place teabag in cup
- take teabag out of wrapper
- boil water
- add milk and sugar if desired
- pour boiling water into cup

2. You have been relieved by a new person so that you can come to class. Write instructions **in order** for the job you have been working on.

---

***WRITING CLEAR INSTRUCTIONS***

Write the steps **in order** for filling out your Job Labor Card

---

***INTERPRETING COMPANY MATERIALS***  
**◆SESSION 12◆**

**OBJECTIVES:**

In order to read, and follow instructions in the workplace, at the end of this session students will be able to:

- define goals
- identify steps
- name the items needed
- clear up unclear details
- evaluate performance

**TOPICS:**

- strategy for following instructions
- importance of correct order of steps

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading skills

**EVALUATION:**

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluation of each other's instructions

**MATERIALS:**

- worksheets

---

***STRATEGY FOR FOLLOWING INSTRUCTIONS***

- STEP 1:**            **Define your goal**  
Ask yourself, "What is it that I want to get done?"
- STEP 2:**            **Identify the steps you need to follow**
- STEP 3:**            **Name the items you need to finish the task**
- STEP 4:**            **Clear up any details that you don't understand**
- STEP 5:**            **Evaluate the way you did the task.**  
Ask yourself, "Did I achieve my goal?"



---

**INSTRUCTIONS**

Read the memo below and then answer the questions that follow. Remember to use the strategy for following instructions.

**To:** All warehouse employees  
**From:** Human Resources  
**Subject:** Warehouse Safety

When you enter the restricted area, you must be sure that you are protected from any potential hazards. You must not only wear safety glasses, but you must walk between the yellow lines to avoid getting injured by a forklift. Also, you are required to wear safety shoes at all times, and safety gloves when you are working with dangerous chemicals. After you leave the restricted area, you may remove your glasses, but you must keep your boots on throughout the warehouse.

1. What is the employee's goal?
2. How many steps are there?
3. What items do you need to complete the task?
4. What steps must you always follow?
5. What steps are conditional on the type of work you are doing or on the place you are working in?

**✓INSTRUCTIONS – CORRECT ORDER✓**



Look at the **Pick List Audit Checklist**. What is it used for?  
Is the order that you would have to fill it out important?  
(✓Use your company's Audit Checklist for reference)

***INTERPRETING COMPANY MATERIALS***  
**◆SESSION 13◆**

**OBJECTIVES:**

In order to deal with unfamiliar vocabulary, at the end of this session students will be able to do the following:

- use a dictionary
- list words in alphabetical order
- identify parts of speech
- identify different meanings from different pronunciations

**TOPICS:**

- dictionary work
- alphabetizing
- parts of speech
- how to pronounce words
- homonyms

**METHODS:**

- guided discussion
- group work
- worksheets

**EVALUATION:**

- self evaluation based on correct use of the dictionary
- correct completion of crossword

**MATERIALS:**

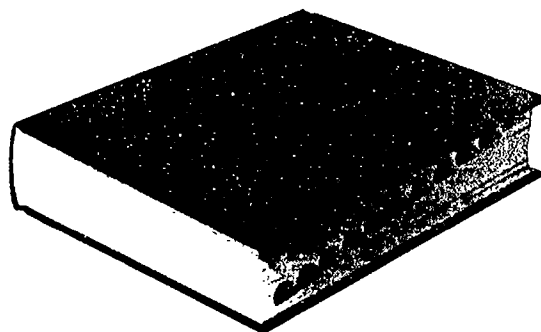
- dictionaries
- assorted handouts and exercises

**DICTIONARY WORK**

Arrange this list of words in alphabetical order:

adequate	genuine	leisure	contract
expertise	volunteer	environment	resume
contact	experience	unique	nominate
superior	potential	supervisor	asset
persuade	confidential	sufficient	insight

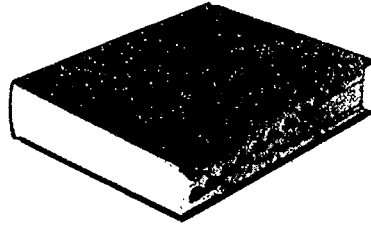
- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**DICTIONARY WORK (con't)**

Sometimes the dictionary can cause more confusion than clarity! Use this list of terms to help you figure out what a dictionary listing means.

<i>n</i>	=	<b>noun</b>	(person, place, thing)
<i>vb</i>	=	<b>verb</b>	(action word)
<i>adj</i>	=	<b>adjective</b>	(describes a noun)
<i>adv</i>	=	<b>adverb</b>	(describes a verb)
<i>pron</i>	=	<b>pronoun</b>	(replaces a noun)
<i>abbr</i> _	=	<b>abbreviation</b>	
<i>pl</i>	=	<b>plural form of noun</b>	

## DICTIONARY WORK (con't)



Figuring out how a word should be pronounced can be a problem too! Use this list of pronunciation symbols and explanations to help you figure out how to pronounce a new word in the dictionary.

**SYLLABLES** = **the word is broken down into syllables, or parts, so that you know where to stop and start**

*EXAMPLE:* volcano = vol \* ca \* no  
this word has three syllables

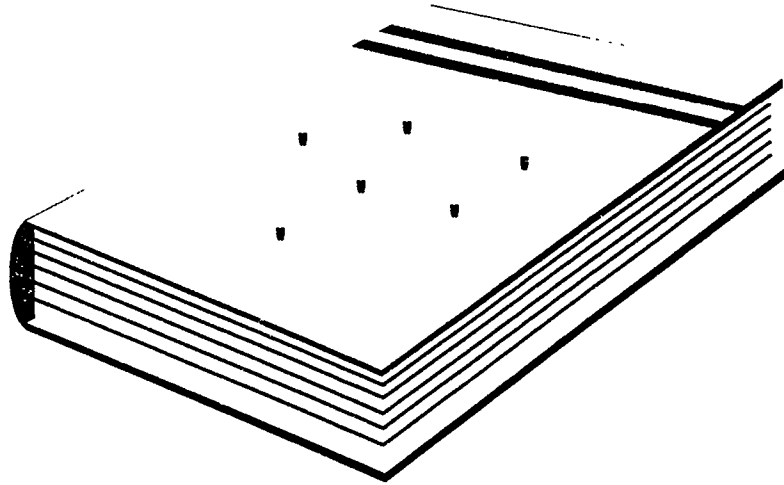
*EXAMPLE:* coordinate = co \* or \* din \* ate  
this word has four syllables

In the dictionary, the word is broken down twice:

*Once* with syllables broken down using **dots or \***

*Next* between reversed backslashes \ \

This breakdown gives pronunciation pointers and accent mark.

**DICTIONARY WORK (con't)****ACCENT MARK = '**

This mark shows where the stress falls in a word, on which syllable.  
It always appears in front of the syllable to be stressed.

EXAMPLES: volcano = \val - 'ka - no\

create = \kre - 'at\

---

**DICTIONARY WORK (con't)**

Sometimes the accent mark changes on words.

1. Look up the word **CONTENT** and write out the dictionary breakdowns. What is the difference between the accent marks? What is the difference in meaning between **content** and **content**?
  
2. Look up the word **DESERT**. What are the two accents possible? What is the difference between the two words?



## HOMONYMS

Some words are spelled exactly the same, but they have different meanings and pronunciation.

<b>bow</b>	After she tied the <b>bow</b> , she took a <b>bow</b> .
<b>content</b>	He was not <b>content</b> with the <b>content</b> of the film.
<b>contract</b>	It was not in his <b>contract</b> to <b>contract</b> out his work to independent builders.
<b>desert</b>	In Operation <b>Desert</b> Storm, no soldier was allowed to <b>desert</b> his post.
<b>lead</b>	Exposure to <b>lead</b> might <b>lead</b> to poisoning.
<b>minute</b>	It will take only a <b>minute</b> to correct the <b>minute</b> error.
<b>row</b>	They had a <b>row</b> about who would <b>row</b> the boat.
<b>polish</b>	The <b>Polish</b> man tried to <b>polish</b> up his English.
<b>project</b>	We <b>project</b> that the <b>project</b> will be completed in six months.
<b>read</b>	If you haven't <b>read</b> that chapter for homework, then you'll have to <b>read</b> it in class.
<b>tear</b>	She bursts into <b>tears</b> every time he <b>tears</b> up her work.
<b>use</b>	The manual is for your <b>use</b> at home; meanwhile, please <b>use</b> the worksheets.
<b>wind</b>	The <b>wind</b> is so strong that we will <b>wind</b> up closing the windows.
<b>wound</b>	The <b>wound</b> was so deep that he <b>wound</b> up at the hospital.

**HOMONYMS**

**Circle** the correct word to complete the sentence.

1. I gave two / too / to of my pencils two / too / to my colleague because he was two / too / to tired to get up and get his own.
2. She knew / new that the knew / new player had one / won an award as one / won of the best players on the knew / new team.
3. After you had to weight / wait for the doctor to weigh / way you, he told you that there was no weigh / way for you to loose / lose the extra weight / wait without exercise.
4. Because the noise greated / grated on his nerves, the break / brake operator took his break / brake and had a great / grate rest.
5. After they stopped at the shop by/buy/bye the traffic light to by/buy/bye a cake, they cut it into ate/eight and ate/eight the pieces/peaces in piece/peace and quite/quiet.

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 14◆**

**OBJECTIVES:**

In order to deal with unfamiliar vocabulary, at the end of this session students will be able to do the following:

- give meaning to words. by recognizing common roots, prefixes and suffixes

**TOPICS:**

- dictionary work
- how to work out words' meaning
- roots, suffixes and prefixes

**METHODS:**

- guided discussion
- dictionary work
- worksheets

**EVALUATION:**

- self evaluation based on correct use of the dictionary
- correct completion of crossword

**MATERIALS:**

- dictionaries
- assorted handouts and exercises

---

**DICTIONARY WORK**

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Working in two groups, look up the following words:

**group 1**

octopus  
inspector  
polygamy  
synchronize  
retribution

**group 2**

octogenarian  
spectator  
bigamy  
chronological  
distribution

Go over meanings.

Is there anything that strikes you about the 2 lists?

**PREFIXES & ROOTS**

Root or Prefix	Meaning	Example
ab	away (from)	absent
acer/acr	bitter, sour	acid, acerbity
ad	to, toward	adhere
ambi	both	ambivalent
ante	before	anteroom
anthropo	man, mankind	anthropoid
anti	against, opposed	antipathy
aqua	water	aquatic
aud	hear	auditory
auto	self	automatic
bene	well, good	beneficial
cede, ceed	go, move	proceed, recede
chron	time	chronological
circum	around	circumference
co, con, com	together, with	cooperate, conspiracy
cogni	know	recognize
counter, contra	against, opposite	counteract, contrary
cred	believe	credential
de	from, away	depart
dent	tooth	dentist
derm	skin	dermatitis
dic, dict	say	dictate
dis	apart, from, away from	distract
duc, duct	lead	aqueduct
ex exo	out (of)	excise, exodus

**PREFIXES & ROOTS(con't)**

Root or Prefix	Meaning	Example
fid	faith, faithful	fidelity, confident
gamy	marriage	monogamy
graph	write	graphology
gress	go, move	progress
inter	between	interrupt
intra	within	intrastate
man	hand	manicure
mega	big	megaphone
mis	wrong, wrongly	mistake
miso, misa	hatred	misanthrope
morph	form, shape	amorphous
mort	death	mortality
multi	many	multitude
neb	hazy, cloudy	nebulous
non	not	nonadjustable
path	feeling, suffering	apathy
ped, pod	foot	pedal, peddle
pel	push	repel
poly	many	polygamy
port	carry	porter
post	after	postpone
pre	before	preamble
pro	forward	propel
re	back, again	return, redo
retro	backward	retrospect
rupt	break	rupture
scrib	write	transcribe
sect	cut	dissect
spect	see, look	spectator, inspect
sub	below, under	submarine
super	over, above	superior, supersonic
syn, sym	with, together	synchronize, symmetry
tend	stretch	extend

**PREFIXES & ROOTS (con't)**

<b>Root or Prefix</b>	<b>Meaning</b>	<b>Example</b>
ten	hold	tenacious, tentacle
tort	twist	distort
trans	across	transport
viv	life	convivial

**PREFIXES OF NUMBER**

Prefix	Meaning	Example
uni	one	uniform
mono	one	monologue
du, duo	two	duet
bi	two	biped
tri	three	triangle
tetra	four	tetrameter
quad	four	quadruplets
penta	five	pentagon
quint	five	quintets
sex	six	sexagenarian
hex	six	hexagon
sept	seven	septet
oct	eight	octopus
nov	nine	novena
dec	ten	decade
cent	hundred	percent
hect	hundred	hectogram
mil	thousand	millimeter
kil	thousand	kilometer
semi	half	semicircle
hemi	half	hemisphere
demi	half	demitasse



## SUFFIXES

Suffix	Meaning	Example
able, ible	able to	readable
al	relating to	musical
ar, er, or	one who	teacher, doctor
ful	full of	hopeful
ic	relating to	allergic
ish	like, close to	foolish, twentyish
ist	one who	psychologist
less	without	hatless
logy	study of	cosmetology, theology
ous	full of	cancerous

1	2		3	4				5	
6			7						
8					9	10	11		
12				13					14
15		16	17			18			
19					20				
		21							
22									
23									

## CLUES

### Across Down

- |  |                                       |
|--|---------------------------------------|
| 1. skin disease  | 1. period of ten years                |
| 6. prefix for out of   | 2. going out of or leaving a place    |
| 7. short for air conditioning                                | 3. diagram of a country/city          |
| 8. to work together with others                              | 4. prefix for bitter                  |
| 12. prefix for towards                                       | 5. frozen water                       |
| 13. the back of something                                    | 9. prefix for back or again           |
| 15. song for 2 people  | 10. Automobile Association of America |
| 18. the name of a famous steak sauce                         | 11. 3 legged stand                    |
| 19. If you look up to someone,<br>you hold him in high _____ | 14. person who teaches                |
| 21. suffix for pertaining to                                 | 16. expected time of arrival          |
| 22. prefix for from or away                                  | 17. person who works in a bank        |
| 23. meter with four beats                                    | 20. root for hand                     |
|  | 22. another word for spot             |

---

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 15◆**

**OBJECTIVES:**

In order to deal with unfamiliar words in the workplace, at the end of this session students will be able to:

- give meaning by recognizing antonyms and synonyms
- give meaning by using examples

**TOPICS:**

- antonyms
- synonyms
- examples

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- ongoing evaluation by teacher
- self-evaluation based on correct completion of worksheets

**MATERIALS:**

- worksheets on synonyms, antonyms, and examples

**BUILDING VOCABULARY**

If you know one word, you can think of others that relate to it in some way.

Think of the word *clean* – then think of words that have these relationships to that word.

**OPPOSITE:** The opposite of a word is the *antonym*.  
If something is NOT clean, then it is

\_\_\_\_\_

**SIMILAR WORD:** A word with a similar meaning is a *synonym*.  
If something is clean, then we also say it is

\_\_\_\_\_

**EXAMPLE:** An example of a clean something is

\_\_\_\_\_

**BUILDING VOCABULARY (con't)**

Write opposites (*antonyms*), similar words (*synonyms*), and examples for the words below.

- |                     |              |       |
|---------------------|--------------|-------|
| 1. <b>cold</b>      | opposite     | _____ |
|                     | same meaning | _____ |
|                     | example      | _____ |
| 2. <b>dangerous</b> | opposite     | _____ |
|                     | same meaning | _____ |
|                     | example      | _____ |
| 3. <b>work</b>      | opposite     | _____ |
|                     | same meaning | _____ |
|                     | example      | _____ |

**BUILDING VOCABULARY (con't)**

4. **to organize**      opposite      \_\_\_\_\_

                                 same meaning      \_\_\_\_\_

                                 example      \_\_\_\_\_

5. **to complete**      opposite      \_\_\_\_\_

                                 same meaning      \_\_\_\_\_

                                 example      \_\_\_\_\_

Think of *three words* on your own: come up with the opposite, a synonym, and example for each.

**MEANING FROM EXAMPLES**

Find the examples that help define the underlined word. Then circle the letter that gives the meaning of the word.

1. The adverse effects of sitting at a P.C. all day, including backache, headaches, and dizziness, have made me stop enjoying my job.

**Adverse** means

- a) deadly                      b) harmful                      c) strange

2. Since my mother retired, she has developed such avocations as gardening and knitting.

**Avocations** mean

- a) jobs                      b) vacations                      c) hobbies

3. There have been some bizarre occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

**Bizarre** means

- a) very strange                      b) creative                      c) realistic

4. The supervisor tried to ascertain why the mistakes were made. She established who was there and verified what the schedule was for that day.

**Ascertain** means

- a) create                      b) avoid                      c) find out

---

## SYNONYMS

Find the word that means **the same as** (the *synonym*) for the underlined word.

1. Joe is a great procrastinator. He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.
  
2. Please scrutinize the document and carefully examine the fine print.
  
3. The C.E.O. encouraged people to give pragmatic solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.
  
4. When the supervisor berated the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.



**ANTONYMS**

Find the word that means **the opposite** of (*the antonym*) of the underlined word.

1. The profit margins of our company are not static, but change with the ups and downs of the U.S. Economy.

**Static** means

- a) unchanging                      b) unknown                      c) shifting

2. Many people do not give succinct answers to questions, but ramble on with long vague ones.

**Succinct** means

- a) accurate                      b) brief and to the point                      c) complete

3. People often point out the harmful effects that a working mother may have on a family, yet there are many salutary effects as well.

**Salutary** means

- a) well-known                      b) beneficial                      c) hurtful

4. Before quality assurance, the company policy on inspection was very loose, but now there is a stringent procedure to follow.

**Stringent** means

- a) informal                      b) not effective                      c) firm

---

***INTERPRETING COMPANY MATERIALS***  
**◆SESSION 16◆**

**OBJECTIVES:**

In order to deal with unfamiliar words in the workplace, at the end of this session students will be able to:

- identify unfamiliar vocabulary
- give meaning by recognizing context clues

**TOPICS:**

- context clues

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- ongoing evaluation by teacher
- self-evaluation based on correct completion of worksheets

**MATERIALS:**

- worksheets on context clues
- paragraphs to read for vocabulary practice

---

## **CONTEXT OF WORDS**

If you come across a word that you don't know, don't panic! Look around the word and look at the setting in which it is used. That is the **context** of the word.

1. underline the new word
2. **read** the sentence
3. get the *main idea* of the sentence
4. ask how the new word *relates* to that idea  
(same meaning? example? opposite?)
5. **guess** at the meaning of the new word

---

**CONTEXT OF WORDS (con't)**

---

**EXAMPLE:**

Don't let dust accumulate on your tables; clean the dust off your tables everyday.

? ? ? What does "accumulate" mean? If you read the sentence, you see *instructions* for cleaning your work tables. So the main idea of the sentence is \_\_\_\_\_

- Next, you are told **NOT TO DO** something (DON'T let dust "accumulate"); then you are told **TO DO** something (clean dust off tables). The two ideas are \_\_\_\_\_
- Now that you know *how* the new word is related to the sentence, can you **guess** at the meaning of the new word?

"Accumulate" means \_\_\_\_\_

## VOCABULARY & WORD CONTEXT

Read these sentences and using the **context techniques** guess the meaning of the word.

1. Joe is a gregarious person; he loves to talk to people and is very popular with his co-workers.
  - a. noisy
  - b. friendly
  - c. hard working
  
2. With the new training, our supervisor hopes to eradicate all mistakes.
  - a. improve
  - b. find
  - c. get rid of
  
3. The idea of employee empowerment emancipates the employees and hopes to involve them more in solving problems.
  - a. frees
  - b. overworks
  - c. annoys
  
4. Rewiring the entire factory was not a plausible solution to the electrical problem for it would require too much time and money.
  - a. smart
  - b. possible
  - c. cheap
  
5. The workers don't like their supervisor because he manipulates them by not giving them all the information he is supposed to and then he doesn't support them when they make errors.
  - a. threatens
  - b. protects
  - c. unfairly controls

## CONTEXT OF WORDS

Read the following text. Then use the *context clues* to figure out what the words in bold mean.

### NON-SMOKING POLICY

#### Background and Purpose

- The U.S. Surgeon General has named smoking "Public Health Enemy #1" in light of its role as the leading cause of **premature** death and disability in our country. Research has shown that there is overwhelming scientific evidence that secondhand tobacco smoke is **detrimental** to the health, welfare, and comfort of non-smokers, especially those who have allergies or **cardiovascular** or **respiratory** diseases. Many allergic individuals, and even the majority of healthy non-smokers, report discomfort when **exposed** to secondhand smoke on the job. Recent medical studies indicate that long term **involuntary** exposure to smoking may increase non-smokers' risks of developing severe lung disease.
- Currently, about 36% of the workforce in the U.S. smokes.
- It is our policy to provide a healthy, comfortable, and productive work environment for employees. In an effort to protect the rights of non-smokers as well as to consider the needs of smokers, this policy will take effect on May 5, 1993. All employees and visitors to the **site** are expected to **comply** with the regulations detailed in this policy. Those who do not **adhere** to this policy will face disciplinary action.

**CONTEXT OF WORDS**

For each of these words, write a synonym and antonym. Then, give an example using the word in a sentence of your own.

- **premature**

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

example: \_\_\_\_\_

\_\_\_\_\_

- **detrimental**

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

example: \_\_\_\_\_

\_\_\_\_\_

- **involuntary**

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

example: \_\_\_\_\_

\_\_\_\_\_

**CONTEXT OF WORDS (con't)**

• **exposed**

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

example: \_\_\_\_\_

• **comply**

synonym \_\_\_\_\_

antonym: \_\_\_\_\_

example: \_\_\_\_\_

• **adhere**

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

example: \_\_\_\_\_



---

**CONTEXT OF WORDS (con't)**

---

Now, using all the vocabulary building strategies, work out the meaning of these words and phrases from the **ABC Company & Employee Handbook**.

1. The Human Resources Director has been given responsibility to monitor all equal employment opportunity activity to assure attainment of the company's **stated objective of full compliance**.
2. This program applies to study programs offered by **accredited educational institutions**.
3. Our dress code recognizes that different styles will be necessary depending upon a **multitude of factors**.
4. Employees can call our main switchboard for any announcements regarding **inclement weather**.
5. **Accrual of Benefits during Authorized Leave of Absence**. For the purpose of these **accruals**, vacation and personal days will not **accrue** during LOA's.
6. Ensuring the well-being of every employee and a **congenial** working environment that **enhances** productivity are primary goals of ABC Company.

***INTERPRETING COMPANY MATERIALS***  
**◆SESSION 17◆**

**OBJECTIVES:**

In order to deal with spelling problems, at the end of this session students will be able to:

- sound out words
- recognize when to double consonants
- use standard and irregular spelling rules

**TOPICS:**

- sound patterns
- spelling rules

**METHODS:**

- guided discussion
- group work
- worksheets

**EVALUATION:**

- correct completion of worksheets

**MATERIALS:**

- worksheets

***PRONUNCIATION & SPELLING KEY***

We have two types of vowels: **long** and **short**. The long sound is the vowel saying its name; the short sound is the sound it makes.

**LONG VOWELS:**

<b>A</b>	=	day, say, hate
<b>E</b>	=	need, recede
<b>I</b>	=	I, wine, grind, sign
<b>O</b>	=	go, show, rode, stole
<b>U</b>	=	huge, usually, use, accuse

**SHORT VOWELS:**

<b>A</b>	=	hat, matter, addition
<b>E</b>	=	every, end, pocket
<b>I</b>	=	in, idiot, it, illness
<b>O</b>	=	hot, spot, cod, on
<b>U</b>	=	gun, under, until

## SPELLING RULES – VOWELS

Vowel sounds change depending on what surrounds them in the word. For example, a vowel followed by a consonant is usually a short vowel sound; a vowel followed by a consonant and another vowel is usually a long vowel sound.

### SHORT VOWEL

hat  
pet  
sit  
not  
us

### LONG VOWEL

hate  
Pete  
site  
note  
use

When we add parts to words, sometimes we have to *double* the consonant so the sound of the vowel remains the same.

pat  
let  
hit  
hop  
put  
sum

patting  
letting  
hitting  
hopping  
putting  
summary

**Remember:** If the original word ends in "E" the vowel sound is long and you want to keep it long when you add a suffix that starts with a vowel. So drop the "E" and do not double the consonant.

tape  
recede  
bite  
hope  
use

taped  
receding  
biting  
hoping  
used

**SPELLING RULES – VOWELS (con't)**

Keep the final silent "E" when adding a suffix that begins with a consonant.

hope  
late

hopeless  
lateness

**EXCEPTIONS:** judgment, courageous, dyeing, argument, truly

Usually, in words of more than one syllable, when the accent is on the *first* syllable, do not double the consonant:

layering  
canceled

offered  
traveled

If the accent is on the second syllable, double the consonant:

occurring  
referred  
preferred

remitted  
omitted  
deferred

**DOUBLE TROUBLE**

Fill in the missing word, making sure you spell it correctly.

1. The dog I had when I was a child always \_\_\_\_\_ his tail when I came back from school.
2. Stop \_\_\_\_\_ at me whenever I pronounce your name incorrectly.
3. Our softball team was the \_\_\_\_\_ team in this season's summer league.
4. She \_\_\_\_\_ forty cigarettes a day before she gave up last March.
5. I am \_\_\_\_\_ you will be able to come to my party on Saturday night.
6. He \_\_\_\_\_ the parcel in brown paper.
7. I like receiving letters, but I don't like \_\_\_\_\_ them.
8. My mother \_\_\_\_\_ for me when I was a child, and now I care for my children in the same way.

***DOUBLE TROUBLE (con't)***

9. She was \_\_\_\_\_ the box, when the supervisor saw she had left out two sheets of paper.
10. She was \_\_\_\_\_ her lunch break when the fire alarm sounded.

## VOWEL COMBINATIONS

**EA** = usually sounds like EE  
heat, meat, seat, neat, feat, read

**EE vs. EA** = meet / meat  
feet / feat  
beet / beat  
week / weak  
reed / read  
need / knead

**EA exceptions:** dead, read

---

**OU** = usually sounds like OW  
house, mouse, grouse, out, bout, clout, sound

**NOTE:** Even **OW** can change sounds:  
How now brown cow?  
I don't know if it will snow after the show.

---

**OA** = long O sound  
boat, moat, float, goat, coat, oats

---

**EI** = usually sounds like EE  
receive, deceive

---



## VOWEL COMBINATIONS (con't)

**IE** = usually sounds like EE  
(remember I before E except after C)  
relieve, believe

**REMEMBER:** The rule is "I before E, except after C" – when the sound is "EE":  
relieve, believe  
deceive, receive  
*Exceptions:* foreign, neighbor, either, neither, seize, leisure,  
weird, sheik

**OO** = a long U sound sometimes  
food, mood, cool, school  
  
sometimes an EU combination  
book, look, took, crook, wood

---

**EE** = always long E sound  
need, seed, indeed

---

**NOTE:** Words that sound alike but are spelled differently also have different meanings. You must know which one to use by looking at the context and figuring out the meaning.

I will **meet** you in the **meat** department.  
He was feeling **weak** all of last **week**.  
They left **their** coats over **there** and now **they're** walking to get them.  
We need **two** pieces of wood **to** complete the desk, and some glue **too**.

## SPELLING RULES – WHEN WORDS END IN "Y"

When a word ends in "y" and the "y" comes after a consonant, you have to change the "y" to "i" when you add more to the word.

- ◇ when you make a singular word plural

enemy	enemies
grocery	groceries
library	libraries

- ◇ when you add "s" or "ed" to a verb

try	tries	tried
carry	carries	carried
marry	marries	married
study	studies	studied

- ◇ when you add other parts to the ends of words

lonely	loneliness
marry	marriage
beauty	beautiful

However when you add "ing" you keep the "y"

try	trying
study	studying
dry	drying

## SPELLING RULES – WHEN WORDS END IN “Y” (con’t)

Remember if the “y” comes after a **vowel** you keep the “y” when you add anything to the word.

- ◇ when making nouns plural
 

monkey	monkeys	
holiday	holidays	
display	displays	
  
- ◇ when adding “s” or “ed” to verbs
 

employ	employs	employed
enjoy	enjoys	enjoyed
stay	stays	stayed
  
- ◇ when you add other parts to the ends of words
 

play	playful
employ	employment
pay	payment

### Exceptions:

day	daily
pay	paid
lay	laid

**THOSE DAMN Y'S**

Complete these sentences using the words in parentheses. Make sure you spell them correctly!

1. She said that she liked her children at this age, but she (enjoy) \_\_\_\_\_ them more when they were (baby) \_\_\_\_\_.
2. The (secretary) \_\_\_\_\_ said that they (try) \_\_\_\_\_ to learn to use the computer, but they found it very difficult.
3. (Lonely) \_\_\_\_\_ is not a good reason for (marry) \_\_\_\_\_.
4. In order to learn more about birds, she (study) \_\_\_\_\_ out of some books she found in both her local and the college (library) \_\_\_\_\_.
5. I hope that (employ) \_\_\_\_\_ (stay) \_\_\_\_\_ at the same level it is now, or that it gets better and more people find jobs.
6. Do you get (pay) \_\_\_\_\_ weekly or (day) \_\_\_\_\_?

## COMMONLY MISPELLED WORDS

absenCE	convenIence	independENCE	poSSible
aCCept	counSelor	inTEGration	preFER
aCComplish	critiCISM/CIZE	inTELLectual	preJUDIcED
aCCurate	deFINITEly	intERest/ing	preVALENT
achIEvement	desPERate/ly	inTERfere	priviLEGE
acquaintANCE	DEscribe	inteRRupt	probABly
aCRoss	deveLOP	IRRELevant	proNUNciation
adverTISEment	diFFERent/ence	JUDGment	PSYchology
adVICE/WISE	diSAPpoint	JEWELry	PURsue
A LOT	DISease	knowLEDGE	quIEt/quITE
anSWer	doESN'T	laBORATory	realIZE
aPProprate	duRing	LEisure	reCOMMend
arGUMent	eiGHTH	lenGTH	RHyTHM
artICLE	embaRRaSS	liCenSe	rIdicULOUS
aTHLete	enTRANCE	lonEliness	scenERY
attenDANCE	enveLOPE	looSe/IOse	SCHedule
availABLE	enviRONment	mainTENance	SECRETary
bEAUtiful	eSPECIALLY	maTHEmatics	sePARate/ly
begiNning	exaGGerate	misCHIEF	siMILar
behAVIOR	eXCept	miSSpell	siNce
breaTH/THE	existENCE	niEce	sinCERely
BUSIness	exPERIENCE	ninEty	spEEch
calENDAR	exPERIment	ninTH	straiGHT
ceiling	exPLANation	oCCaSion	strengTH
cerTAINly	exTREMely	oCCuRREnce	sUCCEED/sUCCess
chIEf	famiLIAR	opINion	SURpriSE
choiCe	faSCinate	oPPortunity	tempERature
chOOse/chOse	FeBRUARY	oRIGinal	thROUGH
coMMerCial	forEIGN	oPTImist	thoROUGH
coMMITTEE	genIUS	partiCULAR	ThurSday
compETition	goVERNMENT	PAStime	toMoRRow
conCentrate	gramMAR	PERform	unNECESSary
congRATulate	gUARAntee	PERhaps	UNUsUALLY
conSCIENCE	hEIGHT	phoNY	WedNESday
conSCIOUS	iMMediate	phySICal	
consEquently	imporTANT	poSSeSS	

**SPELLING REVIEW**

Complete the word in parentheses.

1. We hope to (rec \_\_\_\_ ve) payment for the work by the end of the week.
2. We avoided an (arg \_\_\_\_ ment) when we held a meeting to change our working (env \_\_\_\_ ment).
3. The hinges on the door are (l \_\_\_\_ se) and need to be tightened.
4. I did not (bel \_\_\_\_ ve) the (h \_\_\_\_ ght) of the new basketball player.
5. In my (jud \_\_\_\_ ment) the (go \_\_\_\_ ent) will spend more on training next year.
6. I will send that letter (sep \_\_\_\_ ly) and would appreciate your answer (im \_\_\_\_ d \_\_\_\_ ly).

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 18◆**

**OBJECTIVES:**

In order to read and respond to company material, at the end of this session students will be able to

- identify subjects
- identify main ideas and supporting details
- identify what action the author wants taken
- identify the parts of a paragraph

**TOPICS:**

- what are you reading for?
- looking for clues before you start
- careful reading for information
- summarizing information
- making sure you have achieved your purpose
- parts of a paragraph

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

**MATERIALS:**

- worksheets

## **THE BASIC READING FORMULA STUDY SHEET**

### **SUBJECT**

Question: What is the article mostly about?

Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

### **MAIN IDEA**

Question: What point does the author make about the subject?

Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

### **SUPPORTING DETAILS**

Question: What examples does the author give to prove the main idea?

Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

### **ACTION**

Question: What action does the author want taken?

Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.



**SUBJECTS AND MAIN IDEAS**

A **title** gives you clues about what to expect in the information. Match the titles with the information.

- |          |                                   |   |
|----------|-----------------------------------|---|
| _____ 1. | <b>Employee's Rights Handbook</b> | a. materials and tasks that a worker must know in an office setting |
| _____ 2. | <b>Machine Maintenance Manual</b> | b. information about hazardous substances in the workplace          |
| _____ 3. | <b>MSDS</b>                       | c. what you may and may not do at work                              |
| _____ 4. | <b>First Aid at Work</b>          | d. the parts of a machine and how to care for them                  |
| _____ 5. | <b>Secretary's Handbook</b>       | e. what you need to do in case of accidents and emergencies         |

---

**MAIN IDEAS**

Each of the following paragraphs is followed by four general statements. For each paragraph determine the statement that best expresses the main idea.

1. A computer may do many different kinds of work. An individual may use a computer to write letters on, store recipes or play computer games. An insurance salesman may use it to develop plans for his clients. A plant manager may use it to keep stock of all inventory in the plant.
  - a) Computers are important to Insurance Companies.
  - b) Computers have many uses.
  - c) People who have computers at home use them for all different things.
  - d) Life has changed for people with computers.
  
2. The company has a right and obligation to maintain a safe and productive working environment for all employees, while still respecting the rights of individuals. In order to achieve the goals of protecting employees and promoting productivity, we have developed a policy to keep drugs and alcohol out of the workplace, and to assist individuals with a dependency problem through our Employee Assistance Program.
  - a) The company will not allow any employee to drink or use drugs on the job.
  - b) The company must provide a safe working environment, as well as protecting the rights of individuals.
  - c) The company has developed a Substance Abuse policy.
  - d) Anyone can get help from the Employee Assistance Program

**MAIN IDEAS (con't)**

3. In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.
  - a) Working in a factory is always potentially dangerous.
  - b) In the past there wasn't enough information about chemical safety.
  - c) In order to keep people safe at work, the government has legislated that all information on chemicals used is written in a standardized way.
  - d) Containers of chemicals must have labels on them.



## **PARAGRAPHS**

Now look at the following short report. Note that, as with the paragraph, there is a subject, a main idea and a purpose. Identify what these are for the separate paragraphs and the whole report.

### **Responsibility for Safety**

By law, your employer is responsible for providing you with a safe place to work. Your company does this in many ways - by selecting safe equipment, by designing facilities in a safe manner, and by identifying and controlling hazards. Company management establishes rules and procedures according to regulations that the government has set forth for you industry. Every employee must understand these rules and procedures and the importance of following them. Company rules and procedures are established with good solid reasoning behind them.

Your company management puts part of the responsibility for safety in the hands of people like you - its employees. In other words, safety is a shared responsibility. Your employer provides a safe environment. You are expected to arrive at work in the proper physical condition to perform your job. You must perform your job as you were trained to do it. Working safely is a condition of employment. Failure to work safely, like any other major violation of company rules, can be reason for discipline or termination of employment.

Not only must you learn the rules and job procedures, you must follow them every time. The one time you do not follow the rules, you might cause an accident. An accident is an unexpected event that results in injury to an employee, illness, or damage to property. In addition to learning and obeying the rules, it is also your responsibility to report any dangerous behavior or conditions that might have been overlooked during an inspection. In short, the elimination of unsafe conditions and unsafe behavior should be daily concerns for every person at your facility.

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**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 19◆**

**OBJECTIVES:**

In order to read and respond to company material, at the end of this session students will be able to do the following

- identify their purpose for reading
- skim and scan for information
- read, summarize and evaluate what they have read

**TOPICS:**

- the Reading Strategy
- applying the Reading Strategy

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

**MATERIALS:**

- worksheets

## ***DEVELOPING A READING STRATEGY***

- 1:** Define your **purpose** for reading.  
(This is often stated in the title)
  
- 2:** **Skim** the text quickly for general **information** and the **main ideas**.  
(Look for clues – look at **headings**, anything **underlined**, anything in **italics**.)
  
- 3:** **Read carefully** the parts that relate to your purpose.
  
- 4:** **Summarize** the information.
  
- 5:** **Evaluate** your interpretation.  
Have you understood what you read?  
Can you achieve your purpose?  
If not, have you misinterpreted the information?

# MATERIAL SAFETY DATA SHEET

## I. PRODUCT IDENTIFICATION

Product name ..... Addition RC7135  
 Chemical Family ..... Aromatic Amine  
 Chemical Name ..... N-Phenyl-stryenated benzenamine  
 OSHA Hazard Communication  
 Status ..... This product is not hazardous under the  
 criteria of the Federal OSHA Hazard Communication Standard 29 CFR  
 1910.1200.

## II. HAZARDOUS INGREDIENTS

Components: None                      % : optional

## III. PHYSICAL DATA

Appearance ..... Liquid  
 Color ..... Brown to Reddish  
 Melt point/Freeze point ..... N/A  
 Boiling Point ..... Greater than 572 F (300 C)  
 Vapor Pressure ..... N/A  
 Specific Gravity ..... 1.1  
 Solubility in water ..... Insoluble

## IV. FIRE AND EXPLOSION DATA

Flash Point F ( C) ..... 518 F (270 C)  
 Extinguishing Media ..... Water, Chemical, Foam, Dry Chemical  
 Special firefighting procedures / unusual fire or explosion hazards:  
 Firefighters should wear full protective clothing including self-contained breathing  
 apparatus. During a fire, irritating and/or toxic gasses from combustion/  
 decomposition may be generated.



## **MATERIAL SAFETY DATA SHEET (con't)**

### **V. HUMAN HEALTH DATA**

Primary Route(s) of exposure ..... Eyes, Skin  
 Human effects and symptoms of overexposure .....  
     Acute ..... none observed  
     Chronic ..... none observed  
 Medical Conditions aggravated by exposure ..... not established  
 Carcinogenicity ..... This product is not listed  
 as a carcinogen.  
 Exposure limits ..... see section II

### **VI. EMERGENCY AND FIRST AID PROCEDURES**

Eye contact ..... Flush eyes with plenty of water  
 Skin contact ..... Wash thoroughly with soap and water  
 Remove contaminated water and wash container before reuse.  
 Inhalation ..... Remove to fresh air  
 Ingestion ..... Consult physician

### **VII. EMPLOYEE PROTECTION RECOMMENDATIONS**

Eye protection ..... safety glasses  
 Skin protection ..... rubber gloves  
 Respiratory protection ..... Organic vapor cartridge  
 respirator is highly recommended  
 Ventilation ..... Local exhaust during processing  
 Other ..... Employee education and training in safe  
 handling procedures of this product are recommended. Safety showers and eye  
 wash stations should be easily accessible to work areas.

**VOCABULARY**

aromatic / aroma	foam
breathing apparatus	irritating / irritant
toxic	combustion
decomposition	generated
status	hazardous
components	melt
freeze	vapor
gravity	solubility
flash point	extinguish (er)
exposure	overexposure
acute	chronic
carcinogen	flush
thorough	ingestion
respiratory	respiration
ventilation	exhaust

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**QUESTIONS**

1. What is the name of the chemical?
2. According to OSHA, is this product hazardous?
3. What kind of chemical is it? A solid? A liquid? A powder?
4. What color is the chemical?
5. Will this chemical mix with water? Will it dissolve?
6. If there is a fire with this chemical, what is the best way to put it out?
7. Will this chemical cause cancer?
8. What kind of ventilation should a company have if this chemical is used?

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**SITUATIONS**

Using the MSDS sheet, write a paragraph of instructions for each of the following situations. Be sure to have an introduction, clear steps, and a conclusion. Also, make sure that you let the reader know about any special materials or equipment that are necessary to complete the instructions.

**▲ SITUATION 1:**

A fire has started due to an addition RC7135 spill and a spark. Bob was in the warehouse at the time, and he has to put the fire out. What kind of fire extinguisher should he use? What should he wear while putting out the fire?

**▲ SITUATION 2:**

The Decker Chemical Corporation is planning to start using Addition in their chemical procedures for glue. What should they do in terms of providing good ventilation, emergency stations, and equipment for workers?

**▲ SITUATION 3:**

While mixing a chemical batch with Addition, Lou splashed some of the chemical in his eyes and on his arms. How could this affect him? What should he do?

**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 20◆**

**OBJECTIVES:**

In order to read and respond to company material, at the end of this session students will be able to do the following

- identify their purpose for reading
- skim and scan for information
- read, summarize and evaluate what they have read

**TOPICS:**

- the Reading Strategy
- applying the Reading Strategy

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

**MATERIALS:**

- ABC Company Employee Handbook
- worksheets

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***SITUATIONS FROM ABC COMPANY EMPLOYEE  
HANDBOOK***

Below are situations that any of us might be faced with. Using the Reading Strategy and the ABC Company Employee Handbook, find out the necessary information for one of them and then be prepared to share that information with the rest of the class.

1. I am going to adopt a baby and would like to spend some time with her. What must I do? How does this affect my job? How much time can I have?
  
2. I need to have a major operation and will be away for at least 6 weeks. What must I do? How does this affect my job? What happens to my insurance? Do I get any money?
  
3. I want to join the 401K Plan, but don't understand how it works. What do I need to do and what does ABC Company do for me?
  
4. I am a new employee and wish to know about holidays and vacation time. Are there any other days I am entitled to if I need to see to personal business?
  
5. As a new employee, I am concerned about the health and dental coverage for my family. Can you give me information about my cover, what I will be expected to lose from my paycheck each week and what I will be expected to pay for?

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***INTERPRETING COMPANY MATERIALS***  
**◆SESSION 21◆**

**OBJECTIVES:**

In order to read and respond to company material, at the end of this session students will be able to do the following

- identify their purpose for reading
- skim and scan for information
- read, summarize and evaluate what they have read

**TOPICS:**

- the Reading Strategy
- applying the Reading Strategy

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

**MATERIALS:**

- Consumer's Guide to New Jersey Law

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***SITUATIONS FROM THE CONSUMER'S GUIDE  
TO NEW JERSEY LAW***

For more practice with the Reading Strategy, look at these situations from the Consumer's Guide to New Jersey Law. Find out the necessary information for one of them and then be prepared to share that information with the rest of the class.

1. I bought a new car from a dealer, and it has been in and out of the shop four times within the first month of owning it. Even though they tell me that it is now okay, I'm not sure I want it any more.
  
2. I want to make a will. Do I need a lawyer to do this?
  
3. My ex-boyfriend has been threatening my children and me.
  
4. I have been called to do be a witness. I have never done this before, and need some information about what I should do?
  
5. Who pays for my loss of income if I am injured in an automobile accident?



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**INTERPRETING COMPANY MATERIALS**  
**◆SESSION 22◆**

**OBJECTIVES:**

In order to follow and give instructions using diagrams and maps, at the end of this session students will be able to

- read and interpret diagrams
- read and interpret maps
- generate diagrams to instruct others

**TOPICS:**

- diagrams in workplace
- reading maps
- instructions

**METHODS:**

- guided discussion
- group work
- worksheets to practice reading and writing skills

**EVALUATION:**

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluating each other's diagrams and instructions

**MATERIALS:**

- worksheets
- company map

**DIAGRAMS – FIRE EXTINGUISHER**

When you read diagrams in the workplace, they come with written direction. Study a diagram carefully and read everything that is on it: titles, captions, and labels. To understand a diagram, be sure you know its subject. Be sure you know its main point. Remember: find the chief idea that the details of the diagram describe. (Use your company's specific diagram)

Answer the following questions.

1. What is the subject of the diagram?

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2. What is the main point of the diagram?

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3. What part shows how much substance is inside a fire extinguisher?

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4. What part would you aim at a fire?

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5. What three things should you do when you use a fire extinguisher? Check each one.

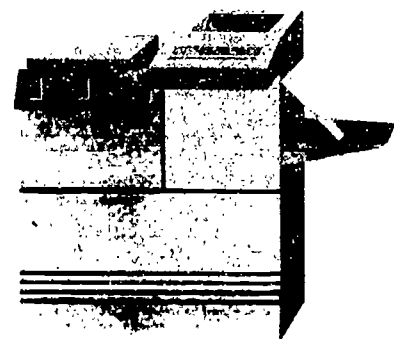
- a. Check pressure gauge.  
 b. Remove pull pin.  
 c. Take hose off the hose clip.  
 d. Clean off nozzle.  
 e. Press down on lever.

Echaore-Yoon, Susan. **Reading Skills That Work: Book 1**. Chicago: Contemporary Books, 1991.

## DIAGRAMS



In groups, make a diagram of a tool or piece of machinery that you use everyday. With this diagram, you should be able to instruct someone who has never used this. Be sure to consider the parts and their functions.



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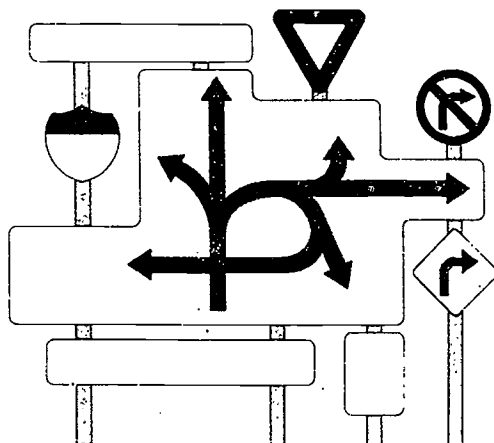
**MAPS**

Look at the map. Answer the following questions. (Use your company's map for reference)

1. What is the subject of the map?
2. This map could be used for several other purposes. List as many as you can think of.
3. If you are in the lunch room and there is an emergency evacuation, how would you get out? Carefully describe the route you would take.
4. Describe how to get to your work area to a new person who comes into ABC Company at the Reception Area.

***DIRECTIONS***

Draw and give directions from ABC Company to your house.



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***INTERPRETING COMPANY MATERIALS***  
**◆SESSIONS 23 &24◆**

**OBJECTIVES:**

In order to complete more complex forms more efficiently, at the end of this session students will be able to do the following:

- identify the subjects and purposes of more complicated forms
- respond appropriately to these differences
- apply the reading strategy to forms
- fill out forms accurately

**TOPICS:**

- subjects and purposes of more complicated forms
- applying the reading strategy to forms
- writing longer statements clearly and correctly
- filling out forms

**METHOD:**

- discussion
- writing

**EVALUATION:**

- correct completion of forms
- post test

**MATERIALS:**

- assorted company forms
- post class exercise

**READING MORE DIFFICULT FORMS**

When we fill out forms it is very important to spend time applying the reading strategy to the material **before** we put pen to paper. We must actively understand the **subject** and **purpose** of the form and what is required of us.

What is the **subject** of this form?

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What is its **purpose**?

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When would you fill out this form?

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What should you do before you fill it out?

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Is there any part that you must not fill in?

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**READING MORE DIFFICULT FORMS (con't)**

Is there any part that you don't have to fill in?

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How many times do you have to sign your name, and for what reasons?

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When you have completed this form, what do you have to do with it?

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When does coverage take effect?

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What is the purpose of this form?

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**READING MORE DIFFICULT FORMS (con't)**

What must you do before filling it out?

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Is there any part of this form that you must not fill out?

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If you are not married, how do you show this on your form?

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If your spouse is covered by his/her own insurance, what must you do?

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**READING MORE DIFFICULT FORMS (con't)**

How do you receive a Temporary Identification Card?

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In your own words, summarize what you are authorizing different organizations to do, when you sign your name at the bottom of the form.

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**READING MORE DIFFICULT FORMS (con't)**

What is the subject of this form?

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What is its purpose?

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How often can you make changes?

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In your own words, summarize where you can make changes in your investment choices.

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**READING MORE DIFFICULT FORMS (con't)**

If you don't choose to spread your pension into the different funds, where does the money go?

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Where would you go to get information on the performance of the different funds?

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You can spread your investment between all or any of the different funds in any way you want. What is the only thing you have to make sure of?

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If you hand in your completed form on November 25, 1995, when will the changes you have made become operational?

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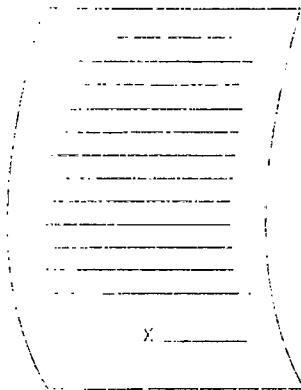
What must you do with the completed form?

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## APPLICATION FOR EMPLOYMENT FORM

All application forms serve the same purpose; they provide a way for employers to get information about applicants' backgrounds and qualifications. Remember that they are often used to make hiring decisions, so they need to be filled out **neatly, correctly and completely.**



Before you start, **preview** the form. You don't want to make mistakes.

Answer **all** the questions, unless told otherwise. Use **N/A** if a question is not applicable.

Answer all questions **truthfully**. Don't say you are more qualified than you actually are. Read the "Applicant's Statement" carefully before you sign it.

Where you are asked to give a more detailed description, write this out on a piece of scrap paper first. Think carefully about **what you want to say**. Think about your most **important qualifications** and **special skills**. Why do you want this job?

Now fill out the form.

**PRE AND POST CLASS EXERCISE**

<b>ABC Company</b>	7387
	DATE <u>4/23/95</u>
PAY TO THE ORDER OF <u>Karen Hopkins</u>	\$ <u>    ?</u>
<u>???</u>	DOLLARS
<b>FIRST NATIONAL BANK</b>	
Payroll	<i>Joseph Morris</i>
⑆00 2100 66⑆ 770⑆ 964076⑆ 2121	

This paycheck belongs to **Karen Hopkins**. Karen's social security number is 223-57-8694. Her employee number is 20344.

This week Karen worked her regular 40 hours. Her gross wage is \$8.75 per hour. What would her gross total week's pay be?

So far this year, Karen's gross income is \$5,600.

The check number is 7387.

The company takes out for unemployment tax, and this week they took out \$11.24. So far this year, they have taken out \$179.84.

The payweek ends 4/23/95. The check will be dated for a week later.

For Medical Insurance, the company takes out \$21.15 for each paycheck, and so far this year, it has taken out \$338.40.

## THE PAYCHECK

<b>ABC Company</b>	7387
	DATE <u>4/23/95</u>
PAY TO THE ORDER OF <u>Karen Hopkins</u>	\$ <input style="width: 50px;" type="text"/>
???	DOLLARS
<b>FIRST NATIONAL BANK</b>	
Payroll	<u>Joseph Morris</u>
⑆00 2100 661: 770⑆ 964076⑆ 2121	

Karen has a 401K Investment through the company also. This check they took out \$43.66. So far this year Karen has set aside \$698.56 into that investment.

The Federal Government withholds \$57.89 from every one of Karen's paychecks. They have withheld \$926.24 so far this year.

Karen has money taken out every week for Social Security. This paycheck they took out \$20.34. So far this year they have taken out \$325.44.

The State also takes out taxes. Every week they take out \$12.01. So far this year they have taken out \$192.16.

What was the *total* of her **deductions**?

What was Karen's **NET PAY** for this paycheck?

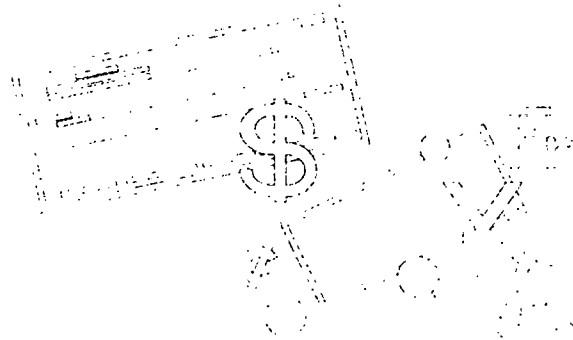
This is week 16 of the year. What is Karen's **NET PAY** for the *year so far*?

**THE PAYCHECK (con't)**

GROSS PAY			OTHER DEDUCTIONS			
<i>Description</i>	<i>Hours</i>	<i>Amount</i>	<i>Description</i>	<i>Amount</i>	<i>YTD Amt.</i>	<i>Empl. No.</i>
Regular			Unemp. Tax			Soc. Sec.#
			Medical			Week End
Gross Wage			401K			Check Date
						Check No.



**THE PAYCHECK (con't)**



<b>CURRENT INFORMATION</b>						
<i>Gross Pay</i>	<i>Fed. W/H Tax</i>	<i>F.I.C.A.</i>	<i>State Tax</i>	<i>Total Other Deductions</i>	<i>Extras</i>	<i>NET PAY</i>
<b>YEAR TO DATE</b>						