A Report To Mr. Carl Benenati, Chief
Bureau of Manpower Development
Department of Education
New York State

On

CURRICULUM MATERIALS DEVELOPED UNDER A CONTRACT
Dated June 30, 1967

SUBMITTED BY: Mr. Herman A. Kressel, Director
Manpower Development Training Program
New York City Board of Education

PREPARED BY: Dr. Herman Slotkin, January 2, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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February 1, 1968

Mr. Carl Benenati, Chief
Bureau of Manpower Development
State Education Department
Albany, New York 12224

Dear Mr. Benenati:

I take pleasure in transmitting to you the report on curriculum materials developed under contract with the New York State Department of Education. The report is accompanied by 18 Appendices (designated Appendix A through Appendix R) each of which is an item produced under this contract.

I assigned direction of the project to Dr. Herman Slotkin, Coordinator of the Multi-Occupational Project, and he was ably assisted by Mrs. Rose Sealy, and Dr. Evelyn Sussman.

The work we have done has been arduous and time-consuming. Dr. Slotkin, Dr. Sussman, Mrs. Sealy, and other members of my staff have devoted many uncompensated hours to bring this project to fruition. However, the response of your department and other agencies that have seen drafts of these materials has indicated to us that our labors have been worthwhile.

I should like to take the occasion to express my appreciation to the New York State Department of Education for its support, and to the members of my staff involved for the creative and practical results of their efforts.

Finally, I should like to point out that these materials are but a beginning in the process of meeting the instructional needs of M.D.T. Programs. Should funds for continuing curriculum activity become available, the recommendations in our report merit your consideration.

Very truly yours,

HERMAN A. KRESSEL
Director-M.D.T.Program
BACKGROUND

In the fall of 1966 the Manpower Development and Training Program of the New York City Board of Education requested funds to prepare curriculum materials, the need for which had emerged from training programs then being conducted. Cost estimates were submitted and, in January, 1967, authorization to proceed was received from the State Education Department. Dr. Herman Slotkin was assigned to direct the various curriculum projects to be undertaken. Mrs. Rose F. Sealy assumed responsibility for projects in Counseling, and Dr. Evelyn Sussman for projects in Basic Education.

GOALS

In the planning stage the goals for the Curriculum Project were to develop:

1. Materials on three different levels for shop-related language and mathematics in three to five of the occupational areas listed below:
   - Office Occupations
   - Distributive-Merchandising Occupations
   - Woodworking Occupations
   - Metal-Working Occupations
   - Electro-Mechanical Occupations

2. Occupationally-related daily lesson materials for remedial classes for illiterates, semi-illiterates and non-English speaking trainees in I/T/A and in traditional orthography including parallel sets of graded, occupationally-related reading lessons in each of the orthographies for three to five broad occupational areas listed below:
   - Auto Services
   - Office Occupations
   - Distributive-Merchandising Occupations
   - Woodworking Occupations
   - Metal-Working Occupations
   - Electro-Mechanical Occupations

3. Discussion materials for occupationally-related group counseling sessions involving typical trainee problems and experiment with the use of audio-visual techniques for presenting situations for self-evaluation and job seeking.
These goals were modified after consultation with representatives of the State Education Department as a result of changing and newly-emerged curriculum needs, as well as revised cost estimates based on actual experience. These modifications were peripheral rather than substantive:

These modified goals were:

1. The production of occupationally-related language arts and mathematics course of study materials in three to five multi-occupational "specifics" occupations.

2. The production of occupationally-related remedial lesson materials for native born illiterates, in I/T/A and in traditional orthography; and for non-English speaking trainees in traditional orthography in three to five occupational areas.

3. The production of discussion materials for occupationally-related group counseling, and experimentation with audio-visual techniques for presenting situations for trainee self-evaluation and job-seeking.
IMPLEMENTATION

The greater proportion of the materials created were in the area of basic education. Three levels of literacy were involved:

- Level I - Below grade 4.0 (Functional illiterate)
- Level II - Grades 4.0 to 6.0
- Level III - Above grade 6.0

In developing materials for English as a Second Language trainees we found that they fall into four groups:

- Those who neither speak, read, nor write English and cannot read or write in their native tongue.
- Those who speak some English, cannot read or write English, and cannot read or write in their native language.
- Those who neither speak, read, nor write English and are literate in their native language.
- Those who speak some English, cannot read or write English, and are literate in their native tongue.

Until recently the bulk of our ESL trainees have fallen into the last category and, for the most part, the materials we have developed mirror this. Now we are getting trainees in all four categories, which change is reflected in the section on Recommendations.

The counseling materials have been designed to meet the two principal needs of counselors doing group work:

- To pinpoint significant, common problems of trainees that must be the focus of concern in group work.
- To provide models for planning group work sessions.
GOAL 1: Production of occupationally-related language and mathematics materials in three to five multi-occupational "specific" occupations.

Completed Items

1. **Occupationally-related language arts and mathematics materials in five Commercial Occupations Specifics (Typist, Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer).** Levels II, III. This consists of two parts: an outline of the materials covered, and an appendix with daily lesson plan materials. The units are graded in order of difficulty and the appendices are keyed to the demands of the specific occupations involved. The appendices also include samplings of specific occupational vocabularies, spelling demons, word elements, as well as vocabulary test questions for teacher guidance. This format was chosen so that it would not be necessary to duplicate common elements in each of the specifics. (See Appendix A)

2. **Occupationally-related language and mathematics materials in three (3) Distributive-Merchandising Specifics (Grocery Checker, Shipping Clerk, Sales Clerk).** Levels II, III. This consists of two parts: an outline of the language arts and mathematics materials covered, and an appendix with daily lesson plans materials. The units are graded in order of difficulty and the appendices are keyed to the demands of the specific occupations involved. For the guidance of teachers, the appendices, also include trainee rules, sample forms, occupational vocabularies, discussion and comprehension questions, occupational arithmetic aids and a list of free materials. This format was chosen so that it would not be necessary to duplicate common elements in each of the specifics. (See Appendix B)
3. High School Equivalency Work Books and Teacher Guides. (Workbooks: Reading Comprehension, Literature, Correctness of Expression, Social Studies; Guides: Science, Mathematics, Correctness of Expression, Reading Comprehension and Literature). Level III. These additional items were prepared because we desperately needed these materials for the ongoing Police Cadet Program and for six (6) proposed specifics in MULTI IV. (See Appendices C through J).

In all, related basic education materials were prepared for fourteen (14) occupations.

GOAL 2: Production of occupationally-related remedial lesson materials for native born illiterates, in I/T/A and in traditional orthography; and for non-English speaking trainees in traditional orthography in three to five occupational areas.

Completed Items

1. Graded, occupationally-related remedial lesson materials for native born illiterates in I/T/A (Auto Services), Level I.

1.1 Twenty-Nine (29) Units completed
1.2 Each Unit contains the following:

- Introductory Teacher Guide
- A vocationally oriented original reading selection, sequentially developed
- A vocationally oriented Discussion Guide with comprehension questions and language arts emphasizing vocational vocabulary
- Homework assignments based on the reading selection and language lesson.
(See Appendix K)

2. Parallel, graded, occupationally-related, remedial lesson materials for native born illiterates, in traditional orthography (Auto Services), Levels I, II.
2.1 Twenty-Nine (29) Units completed
2.2 Each Unit contains the following:
   * Introductory Teacher Guide
   * A vocationally oriented original reading selection, sequentially developed
   * A vocationally oriented Discussion Guide with comprehension questions and language arts emphasizing vocational vocabulary
   * Homework assignments based on the reading selection and language lesson.

(See Appendix L)

3. An occupationally-related remediation course outline for English as a Second Language Basic Education (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III. (See Appendix M)

*4. Sample occupationally-related language arts lesson materials for use with English as a Second Language trainees in the Picture Framing specific (Level II) which includes-
   4.1 Introductory Teacher Guide
   4.2 A vocationally oriented original reading selection
   4.3 A vocationally oriented Oral Discussion Guide based on comprehension of reading selection
   4.4 Language lesson derived from reading selection
   4.5 Dialogue

(See Appendix N)

*5. A sample of occupationally-related lesson materials for reading improvement (Level I) and language skills upgrading (Level III) in Commercial Occupations.

(See Appendix O)

*We are producing sample lessons in these instances rather than complete courses of study because the preparation of remediation materials and the preparation of instructions for teachers is so time consuming.
GOAL 3: Production of discussion materials for occupationally-related group counseling and experimentation with audio-visual techniques for presenting situations for trainee self-evaluation and job seeking.

1. Discussion materials for occupationally-related group counseling (See Appendix P)

2. Sample group work materials using tape-recorded items (See Appendix Q)

3. Sample group work materials using visuals. (See Appendix R)
OUTCOMES

The curriculum materials developed in this project have been designed to meet the instructional needs of New York City Anti-Poverty Programs that cannot be met by commercially available publications. Draft copies of the items we have developed have been shown at various State Education Department Conferences, and have generated great interest. We have submitted to the New York State Department of Education, at its request, additional draft copies of materials for local and national distribution. Requests for thousands of copies have come from State bureaus, communities in New York State, and several States on the eastern seaboard. Clearly there is every reason to believe that we have broken new ground and opened new possibilities in curriculum development for programs for the undereducated and under-motivated.

In addition, some enormous, concomitant benefits grew out of the process of producing curriculum. For one thing, it made for the total involvement of teachers and counselors in the goals of the program and the means for achieving these goals. For another, it made possible the most meaningful kind of supervision and in-service training. And, what is perhaps most important, the creative energies of the entire staff were given encouragement in a significant and productive context.
RECOMMENDATIONS

The materials developed in this project are already in great demand. For our own purposes, large quantities of most items are needed, and, when we add to this the demand for copies from other agencies, bureaus, and communities, we find that we face an impossible publishing task.

We tried to produce the High School Equivalency Workbooks in sufficient quantity for our own use, and the process proved to be costly and disruptive. Therefore, it is important that, after appropriate review, funds be provided for the reproduction in quantity of as many items as possible.

In a number of instances, the materials we have produced are first steps in a process that begs continuance. In addition, new curriculum needs have emerged since our last planning session. We, therefore, urgently request funds to accomplish the following:

1. The preparation of occupationally-related, sequen-
tially graded language arts and mathematics instruc-
tional units for English as a Second Language trainees as well as instructional guides for their teachers. These would be accompanied by an English-Spanish glossary of occupational words and phrases. (Level II). This would be the logical development of the Non-English Basic Education Outline (Appendix M) using as a model the items in Appendix N.

2. The preparation of parallel, graded, Level I reme-
diation lesson materials for functional illiterates in TO and I/T/A in Building Services, Distributive Occupations, Health Occupations and/or other demand occupations.

3. The production of additional supplementary materials for group counseling. This would amplify the repertoire of group counseling plans available and continue the development of plans using audio-visual media.

4. The production of programmed, sequentially-graded, occupationally-related Workbooks and Drill Sheets for use in a Basic Education Remediation Laboratory for Levels I, II, III.
5. The production of "Good Impressions" materials to enable us to provide greater impact in preparing our trainees in good grooming, manners, poise, and job interview techniques. Our pilot efforts in this direction justify an investment of curriculum time to prepare appropriate plans, illustrative materials, worksheets, etc.

Respectfully submitted,

HERMAN SLOTKIN, Coordinator
BOARD OF EDUCATION, CITY OF NEW YORK
MANPOWER DEVELOPMENT & TRAINING PROGRAM

BASIC EDUCATION OUTLINE - COMMERCIAL OCCUPATIONS

SPECIFICS

* TYPEIST
* KEYPUNCH VERIFIER
* BOOKKEEPING MACHINE OPERATOR
* MEDICAL RECORD CLERK
* STENOGRAPHER

AUGUST, 1967
FOREWORD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself."

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content;

This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area job training.

Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

The time allotment for Basic Education instruction varies from 240 to 450 hours. The schedule should consist of approximately two-thirds of the time allotment for the Language Arts and the remainder for Mathematics. However, since some trainees may have varying degrees of proficiency in language or arithmetic skills, the allotted instructional time for the two subject areas must be flexible. Pretesting and periodic testing will reveal areas of weakness as the determining factors for the schedule.
MOTIVATION FOR LEARNING
There must be a close relationship between the basic education program and the broad area job training of the student. The necessity to read words, phrases or sentences, which will be of help to the student in his job training, and in holding down the job he needs and likes, is the greatest incentive for learning to read.

INDIVIDUALIZATION AND DIFFERENTIATION OF INSTRUCTION
These are the key words in planning a curriculum in connection with the specific job areas. This job area basic education outline has been organized to provide the teacher with:
A. A graded and sequential basic education program in connection with the training for the job which the student is receiving at the same time.
B. A unified approach to teaching basic education using the common integrating experience of "on-the-job" training to vitalize and concretize learnings in related areas such as reading, vocabulary-spelling, grammar-usage, and mathematics.
C. Teaching materials which will be helpful in extending learnings, broadening backgrounds, and clarifying both educational and job concepts.

TEACHING READING
A. Because the need to read with comprehension is pertinent to all job areas, special emphasis should be placed on the reading instructional program. The following is suggested to help in your planning:
1. Oral discussion of job topic learned in work-shop session.
2. Listing of job vocabulary on chart or chalkboard.
3. Developing reading charts, using that vocabulary. (Reading charts may be cooperative, experimental or teacher-made).
4. Using the reading chart as a basis for further vocabulary development, structural analysis, word attack skills and comprehension skills.
5. Some of the skills to be developed are: extending vocabulary sight words initial consonants final consonants digraphs, blends vowel sounds, long and short blending of initial consonant with vowel sound compound words, hyphenated words

D. Techniques for evaluating growth in basic education, mastery of some job content and aspects of personal self-improvement.

(Preface continued next page)
The study of groups of words which have related spelling patterns develops the necessary background against which each individual word is examined. The words already mastered strengthen this background for learning more new words. Therefore, considerable and frequent dictation of new words and review words in context is recommended. Students may wish to contribute their own paragraphs incorporating words of the unit. These would form a reservoir for class and individual study, thus aiding mastery of the basic commercial vocabulary.

TEACHING MATHEMATICS

A. Students need to develop commercial mathematical skills in the following areas:
   1. number sense
   2. basic processes
   3. verbal mathematics
   4. business problems

B. While the syllabus emphasizes area 4—commercial problems, the diagnosis of areas 1, 2, 3 must be done:
   1. as a sequential development of skills and concepts,
   2. as the particular skill is needed to perform the arithmetic of the unit.

C. Mathematical competency includes:
   1. number sense
      a) counting—by 1, 2, 10, 12,
      b) quantity—what is 1, 101, 10,000, 1/4, 2/4,
      c) number systems
      1) place value and 10 based decimal system—meaning of percents, metric system (esp. for medical record clerk).

2) other than decimal systems—unit quantities (quarts, pounds), fractions.

2. Basic process
   a) using symbols in equation or column form—3x = 12, 15 yards
   b) using business forms—sales slips, ledgers

3. Verbal problem solving mathematics—what number is 30% of 120? 20 pencils at 6¢ each cost?

4. Commercial problems in verbal form,
   a) meaning of vocabulary—gross profit, net cost,
   b) inferring the related mathematics to be performed—the selling price is 150% of the cost, what was the cost of the desk sold for $90.00.
## Basic Education Outline - Commercial Occupations

### Typist - Keypunch Verifier - Bookkeeping Machine Operator - Medical Record Clerk - Stenographer

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### Appendix

#### I. Frequently Misspelled Words

#### II. Commercial Occupations - Spelling Words

#### III. Cashier - Spelling Words

#### IV. Keypunch - Spelling Words

#### V. Common Medical Terminology - Word Elements

#### VI. Dictionary of Bookkeeping Terms

#### VII. Sample Vocabulary Test Questions

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### Job Qualifications

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### COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE

- **TYPEWRITER**
- **KEYPUNCH VERIFIER**
- **BOOKKEEPING MAC**

## PART I

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### MATERIAL

**1. Diagnosis & Review of Word Building**

**A. Initial Diagnostic Evaluation of Spelling Difficulties**

**1) Review & Correction of Errors on Unit I Spelling Test**

**2) Discussion of Individual Spelling Needs**

**3) Review of Steps in Word Learning: See, Think, Say and Build the Word**

- A. Pronunciation by Syllables
- B. Studying Difficult Parts of Words, Ex. Prefix, Suffix, Pre- or Post-Suffices
- C. Basic Structure of Multi-Syllabic Words of Lesson

**1) Root**

- A. Affixes (Prefixes, Suffixes)
- B. Compound Words, Ex. Type-Writer, Book-keeper
- C. Class Chart of Words of Lesson to Compare Structure of Word with Its Syllabification

**2. Review of Word Endings**

- A. Agreement and Use
  - 1) Find the Antonym
  - 2) Collation
- B. Use of Convered Words
  - 1) Regular
  - 2) Irregular

**C. Student Regular Present Past Tense**

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<th><strong>PAY</strong></th>
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<td><strong>END</strong></td>
<td><strong>MODIFY</strong></td>
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**B. Class On Speech Name Meaning**

**Noun**

- Name of Person
- Place
- Thing

**Verb**

- Active Position
- Passive

**Adjective**

- Positive

**Adverb**

- Adverb of Place

**Preposition**

- Preposition of Place

**Conjunction**

- Conjunction of Place

**Interjection**

- Interjection of Place

**Miscellaneous**

- Miscellaneous of Place

**Sentence Structure**

- Sentence Structure of Place

**Word Vocabulary**

- Important
- Important
- Important

**Portability**

- Portable
BOARD OF EDUCATION - CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

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CONTENT

1. DIAGNOSIS & REVIEW OF WORD BUILDING
   a. Initial Diagnostic Evaluation of Spelling Difficulties
   b. Review & Correction of Errors on Unit 1 Spelling Test
   c. Discussion of Individual Spelling Needs
   d. Review of Steps in Word Learning: See, Think, Say and Build the Word

2. REVIEW OF VERBS
   a. Agreement of Subject and Verb
   b. Collective Nouns

3. REVIEW OF CHANGES IN WORD ENDINGS TO MODIFY MEANING
   a. Morphological Analysis

4. MEASUREMENT OF ESSENTIALS
   a. Informal Evaluation of Student Ability to Locate Main Sections and Select Essential Details
   b. Test Matching Names of Office Machines With Their Functions
   c. Spelling Tests of Words of Lesson
   d. Division of Words into Syllables
   e. Dictation in Sentences
   f. Teacher-Made or Commercial Tests

IMPAIRMENT

APPLIED VOCABULARY - SPELLING

1. REVIEW OF PARTS OF SPEECH
   a. Terminology & Function: Verb, Noun, Pronoun, Adjective, Adverb, Preposition Conjunction, etc.
   b. "House" is a Person, Place, or Thing

2. Class Chart: Parts of Speech
   a. Name Meaning Example
      i. Name of Nouns: Office Person, Typist, Place or Type-Writer

3. Student List of Important Important Present Past Past Participle
   a. Begin Begin Began
   b. Pay Paid Paid

METHODS AND MATERIALS

1. BASIC WORD INFORMATION
   a. Reading to Review Basic Typing Information and to Understand the Structure and Formation of a Chapter: General Office Practice

EVALUATIONS

1. MEASUREMENT OF ESSENTIALS
   a. Informal Evaluation of Student Ability to Locate Main Sections and Select Essential Details
   b. Test Matching Names of Office Machines With Their Functions
   c. Spelling Tests of Words of Lesson
   d. Division of Words into Syllables
   e. Dictation in Sentences
   f. Teacher-Made or Commercial Tests

2. IDENTIFICATION OF PARTS OF SPEECH
   a. Agreement of Subject and Verb
   b. Collective Nouns

3. VERB COMPLETION TEST: Agreement with Subject and Correct Tense

4. MEASUREMENT OF ESSENTIALS
   a. Informal Evaluation of Student Ability to Locate Main Sections and Select Essential Details
   b. Test Matching Names of Office Machines With Their Functions
   c. Spelling Tests of Words of Lesson
   d. Division of Words into Syllables
   e. Dictation in Sentences
   f. Teacher-Made or Commercial Tests

5. VERB COMPLETION TEST: Agreement with Subject and Correct Tense
PART I

Major-Unit Content

1. REVIEW OF BASIC SKILLS IN FILING
   A. PURPOSE
      1) Locating records
      2) Maintaining records
   B. ALPHABETIC FILING BY:
      1) Individual name
      2) Firm name
      3) Subject filing
         a) Type or place of business
         b) Occupation
         c) References
   C. METHODS AND PROCEDURES OF FILING

CLOCK HOURS

1. STEPS IN READING
   A. Survey reading to get general views
      1) Types of filing system
      2) Sequential order of filing procedures
   B. Rereading to understand individual procedures
      1) Methods of indexing
      2) Identifying and filing incomplete items
   C. Combining individual principles
      1) Selecting index order for new file
      2) Indexing unusual items
      3) Application of principles — items for specific purpose
         1) Using indexing procedures to locate filed items
         2) Finding needed information in text for filing unusual items: EX. Minten, R.; McShane, A.; McCann, K.

APPLIED READING COMPREHENSION

1. REVIEW OF DICTIONARY USAGE WITH WORDS OF LESSON
   A. Locating words(s)
      1) Alphabetical order
      2) Locating page (guide words)
      3) Locating word on page
   B. Selecting correct form of word
      1) Parts of speech
      2) Plurals, verbs, inflections, derived words
      3) Correct pronunciation
         1) Understanding phonetic symbols
         2) Reading familiar words in phonetic form: EX. KEE
   C. SYLLABICATION
      4) Primary and secondary stress (accent)
      5) Class make chart of dictionary information for words of lesson: EX.

APPLIED VOCABULARY - SPELLING

1. VERBS
   A. Be
   B. Take
   C. Do
   D. Cont.

2. SYLLABICATION
   A. INDEX
   B. Stenographic
   C. Operation

3. SPEECH PART
   A. NOUN-VERB
   B. STEM-O-GRAPHIC
   C. OP-ER-ATION
### Applied Vocabulary - Spelling

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<td>IN-DEX-ES, IN-DI-CEES</td>
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<td>STEH-O-GRAP-H-I-C</td>
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### Applied Grammar - Usage

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| A. BEING VERBS (EX. BE, AM, BEING, WAS) | A. READING TO UNDERSTAND AND FOLLOW SPECIFIC PRINCIPLES OF INDEXING, GENERAL OFFICE PRACTICES, C.R.P.
| B. TRANSITIVE VERBS: TAKES AN OBJECT, EX. SHE TYPED A LETTER |  |
| C. INTRANSITIVE VERBS: DO NOT TAKE AN OBJECT, EX. SHE ARRIVED LATE |  |
| D. CONFUSION OF TRANSITIVE AND INTRANSITIVE VERBS, EX. LIE-LOY, RISE-RAISE |  |

### Methods and Materials

- **Evaluations**
  - A. INFORMAL EVALUATION OF CLASS UNDERSTANDING OF FILING PRINCIPLES AND USE OF ALPHABETIZATION
  - B. ARRANGING, INDEXING AND FILING ITEMS
  - C. TEACHER-MADE TEST OF ABILITY TO LOCATE WORD INFORMATION: FILL IN WORD INFORMATION CHART (SEE SAMPLE APPLIED VOCABULARY-SPELLING. UNIT I - D)
  - D. SPEAKING TEST OF ABILITY TO FORM PLURALS AND CHANGE PARTS OF SPEECH
  - E. COMPLETION TESTS TO SELECT CORRECT FORM
  - 1) PLURAL OF NOUNS
  - 2) CLASS OF VERBS
  - F. ELICITATION OF NOUN AND VERB FORMS OF LESSON IN FILING CONTEXT
  - TEACHER REFERENCE: BUSINESS ENGLISH, UNITS 2 - 3
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(Continued)
### Applied Vocabulary - Spelling

#### A. Understanding the Correct Word Meaning in a Particular Context
1. Identifying General Dictionary Meaning(s): EX. **Type** - Kind
2. Identifying Related and Specialized Meaning(s): EX. **Type** - Typewriter, Print

#### B. Application of Word Standards
1. Acceptable Language
2. Avoidance: Slang, Colloquial, Poetic, Archaic

#### C. Learning Common Dictionary Abbreviations: EX. ADJ.; ARCH.; PL.

### Applied Grammar - Usage

#### A. Nouns
1. Forming Plurals of Nouns Ending in:
   - **y**, EX. **Attorney**, **Attorneys**, **Facility**, **Facilities**, **Supply**, **Supplies**
   - **0**, EX. **zero**, **Zeros**
   - **F**, **FE**, EX. **half**, **Halves**, **safe**, **Safes**
   - **x**, **CH**, **SH**, EX. **box**, **Boxes**, **church**, **Churches**, **wish**, **Wishes**

#### B. Forming Plurals of Compound Nouns and Titles
1. Forming Nouns, EX. **mothers-in-law**, **General-Managers**, **Editors-in-Chief**
2. Forming Titles, EX. Messrs. **Hart** or the Two Miss **Harts**

#### C. Using Apostrophe with Plurals, EX. **C.O.D.**'
- The temperature is in the 60's; not all 1's and cross all 7's

#### D. Unusual Plural Formation, EX. **child**, **Children**; **Man**, **Men**; **Index**, **Indices**; **Deer**, **Deer**

### Methods and Materials

#### A. Guide for Dictionary Usage
- **Webster's New World Dictionary of the American Language**
- **Crain, Doris H.**, Word Spelling Progress Pronunciation and Application

#### B. Class Charts and Lists
1. Dictionary Information for Words of Lesson
2. List of Interesting Dictionary Abbreviations
3. Self-Study Lists
   - A. Spelling Rules
   - B. Meaning of Difficult or Confusing Words, EX. Facile, Colloquial Sentence
   - C. Raise the Lever
   - D. Teacher Reference
   - E. Business English
   - F. Correct Use of Verbs and the Spelling of Noun Forms
# BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT PROGRAM

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE

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## 1. READING TO UNDERSTAND HUMAN RELATIONS IN OFFICE WORK

### A. READING FOR GUIDE RULES - WINNING FAVORABLE REACTIONS

EX. PEOPLE ARE DIFFERENT, MEET OTHERS HALF WAY, RESPECT THE FEELINGS OF OTHERS, USE EXAMPLES TO FIND GENERAL RULE FOR UNDERSTANDING PEOPLE

### B. SELECTIVE READING

1) REVIEW: AUTHOR'S USE OF HEADINGS, TOPIC, AND SUMMARY SENTENCES TO HIGHLIGHT MAIN IDEAS IN HUMAN RELATIONS.

2) SELECTION OF PERSONALITY PROBLEMS FOR GROUP DISCUSSION.

EX. WHAT IS THE MEANING OF: DO YOU FULL SHARE, WHY ARE SOME PEOPLE HARD TO PLEASE?

### C. INTERPRETING READING CONTENT THROUGH ROLE-PLAYING:

1) OFFICE SITUATIONS MENTIONED IN THE TEXT

2) FAMILIAR BUSINESS FACE TO FACE OR TELEPHONE SITUATIONS

### D. READINGS TO HELP YOU UNDERSTAND YOUR PERSONALITY EX.

DO I EXPECT TOO MUCH OR TOO LITTLE OF MYSELF OR OTHER PEOPLE? WHAT TRAITS DO PEOPLE HAVE IN COMMON? DO I RECOGNIZE THE DIFFERENCES IN PEOPLE?

### E. REVIEWING TEXT CONTENT FOR SPECIFIC OFFICE PRACTICE INFORMATION

1) READING OR FAST READING TO SEPARATE DETAILS NEEDED TO CLASSIFY A CALLER:

A. SPECIAL SITUATION, EX.

HOW DO YOU CLASSIFY A CALLER?

B. SPECIAL SITUATION, EX.

HOW DO YOU CLASSIFY A CALLER?

C. SPECIAL SITUATION, EX.

HOW DO YOU CLASSIFY A CALLER?

2. CLASS DISCUSSION OF WORD ERRORS IN WRITING AND SPEAKING

### A. CONFUSION OF MEANING OF WORDS THAT SOUND ALMOST ALIKE EX.

MORAL, MORALE; PERSONAL, PERSONNEL

### B. SPELLING ERRORS DUE TO INCOMPLETE OR INCOMPLETE PRONUNCIATION EX.

CORPORATION, PROSECUTE

### C. SPELLING ERRORS DUE TO CONFUSION OF COMMON PREFIXES AND SUFFIXES EX.

DIRECT, DIRECTOR

### D. WORDS THAT MUST BE PRONOUNCED AND SPELLED CORRECTLY EX.

DEFINITELY, ESTIMATE, INTELLIGENCE

## I. DISCUSSION AND APP

### A. HOW TO EX.

### B. HOW ATE

### C. WHERE APP

### D. WORDS THAT MUST BE PRONOUNCED AND SPELLED CORRECTLY EX.
**COURSE:** COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

**TYPE:**
- Typist - Keypunch Verifier - Bookkeeping Machine Operator - Medical Record Clerk - Stenographer

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### Office Mail Operations

#### Handling Incoming Mail
1. Receiving Mail
2. Opening Mail
   - Protecting Contents
   - Examining Contents: Handling Enclosures
3. Sorting Mail
4. Time and Date Stamping
5. Follow-up Records
6. Special Problems
   - Return Receipt, Insufficient Postage
7. Routing Mail
   - To Individuals or Department
   - "Referral" to Slips for the Attention of Several Persons
   - Preparing Memoranda

#### Handling Outgoing Mail
1. Collecting Mail
2. Disposition of Carbon Copy
3. Checking Addresses, Signatures, Enclosures
4. Sorting Mail
5. Folding and Inserting

#### Maintaining the Mailing List
1. Removing Names of Non-Respondents
2. Checking List with New Directories and Sales — Accounting Records

### Reading to Understand Office Mail Operations
#### Visualizing Processes During Reading of Text, Imagine Yourself Performing Tasks
- Ex. Opening Mail Safely with a Mechanical Letter Opener
- Ex. Folding and Inserting Letter

#### Describe Processes Without Referring to Text

### Applied Vocabulary - Spelling
#### Word Affixes and Meanings
- 1. Commonly Confused Word Endings
  - a. "able - isle" — Ex. Permission - Permissable
  - b. "full" as an ending — Ex. Hope - Hoping, Skillfully
  - c. "seed" — Ex. George, Cede
  - d. "ceed" — Ex. Proceed, Succeed, Exceed
  - e. "ceed" — Ex. Proceed, Succeed, Exceed

#### To Separate Parts of Words
- Ex. Fish (Only One Word)
- Ex. Fish (Only Three Words)

#### Use of "in Place"
- Ex. ACTUAL, ACTUALLY
- Ex. PREDICT, PRECED, PROCEED, SUCCEED

#### Adding Prefixes
- Dividing Words to Determine if Consonant Doubles
- Ex. Use of S and SS — Missspell = Misspell
- Ex. Use of N and UN — UNnecessarily = UNnecessary

#### Words Commonly Misplaced Due to Confusion of Meaning
- Ex. Male = Mail
- Ex. Formerly = Formally
- Ex. Countries = Counties
- Ex. Build = BUILT

#### Spell Words Correctly
- Ex. Accept = Except
- Ex. Man = Mill

#### Calendar and Cities
- Ex. Mr. Jones, Man, Mill
- Ex. Mr. Jones, Coming, With It To Your
BOARD OF EDUCATION - CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

Typist - Keypunch Verifier - Fockkeeping Machine Operator - Medical Record Clerk - Stenographer

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EX. 1. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS ARE AVAILABLE.

EX. 2. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS ARE AVAILABLE.

EX. 3. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS TO NON-EXISTING NATION'S.

EX. 4. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS TO NON-EXISTING NATION'S.

EX. 5. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS TO NON-EXISTING NATION'S.

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EX. 50. ACTUALLY, WE DO NOT KNOW FOR THE PRESENT WHILE THE RETURNS TO NON-EXISTING NATION'S.
PART 1

MAJOR-UNIT CONTENT | CLOCK HOURS | APPLIED READING COMPREHENSION | APPLIED VOCABULARY - SPELLING | APPLIED...
--- | --- | --- | --- | ---

### 1. V.

#### A. Postal Services and Regulations

1. Mail Classes
   - 1) Postal Rates: By Unit, By Weight
   - 2) Mailing Regulation for Sealing, Size, Contents, Wrapping
2. Special Mailing: Metered, Stamps, Permit Imprints
3. Special Postal Services: Air Mail, Foreign, Insured, Registered, Special Delivery

#### B. Information Presented in List, Chart and Directory Format

1. Distinguishing Function of Lists
   - 1) Lists Used as a Sample or Illustration: How One Night Distribute Mail in a Particular Business Office
   - 2) Sample Mail Distribution List (Reference-General Office Practice P. 288)
2. Lists of Exact Information
   - 1) Post Office Lists of Rates and Regulations
   - 2) Interpreting Charts
     - 1) Reading Title, Using Column and Row Readings to Locate Needed Information
     - 2) Using Post Office Manual When Excerpted Chart in Text Lacks Required Information
   - 3) Finding Information in Directories
     - 1) Telephone Directory
     - 2) Alphabetical Name Directory to Find Name or Address

#### C. Spelling Names (Proper Nouns)

1. Spelling of Names Differs for Individuals and Places
   - Ex. Smith-Smythe, John-Join
   - Ex. St. John's Place
   - Ex. Saint John's Street
2. Abbreviations of Geographical Names Have to be Checked with Dictionary or Atlas
   - Ex. Classified Directory to Find a Type of Business
     - 1) Post Office Directory of Zip Code Numbers
     - 2) Special Problems
       - a) More than One Spelling of Name
       - b) Recognizing Directory Abbreviations

#### D. Capitalize Titles

1. Names of
   - 1) Prefix Follows
     - Ex. Letter W
     - Ex. Spacing
     - Ex. Mc
   - 2) Prefix
     - Ex. Mac
   - 3) Names of Government
     - Ex. Parks, Park
   - 4) Names of Location
     - Ex. Office, Location
   - 5) Names of Governing Religious
     - Ex. Day, Chr
   - 6) Title of Capital Words
     - Ex. Works
   - 7) Other
     - Ex. Catholic
   - 8) Title with Pres., Jr., Kennedy
### Commercial Occupations, Specifics - Language Arts

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#### APPLIED VOCABULARY - SPELLING

- Spelling Names (Proper Nouns)
  - Spelling of name differs for individuals and places: *Ex.* Smith-Smith, Johnson-John, Smith-John's Place
  - Abbreviations of geographical names have to be checked with dictionary or atlas
  - Classified directory to find a type of business
    1) Post Office Directory of Zip Code Numbers
    2) Special Problems:
      a) More than one spelling of name
      b) Recognizing Directory Abbreviations

- Capitalization of Names and Titles
  - Names of persons
    1) Prefixes: *Ex.* Dr., Mr., Mrs.
    2) Following by a capital letter without extra spacing: *Ex.* Dr. Johnson, Mr. Smith
  - Names of organizations: Government, business, religious, social
  - Holidays: *Ex.* New Year's Day, Christmas
  - Title of Publication: Capitalize all main words in title: *Ex.* Works-Words-Words
    - Other Uses: Proper Adjective
    - Title with names: *Ex.* President, Johnson, Sen., Kennedy

#### METHODS AND MATERIALS

- Capitalization of Names and Titles
  - Unit 17, 18: Classified list of names and titles
- Important grammatical terms
  - Units: Series, Compound sentence
- Evaluations
  - List of things of same kind, steps have 2 or more independent clauses
  - Postal Services & Regulation
    - Test: Understand and usage of references: Dictionary, Directory, Textbook Index and Chart
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<td>A. SIMPLE BASIC WORDS</td>
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<td>1) IDENTIFYING SECTIONAL DIVISIONS BY STRUCTURE AND TYPOGRAPHICAL AIDS (HEADINGS, CHARTS)</td>
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<td>C. PARTS OF A BUSINESS LETTER</td>
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| D. LETTER PLACEMENT  
1) ONE PAGE LETTER  
2) LONGER LETTER | | B) SPECIFIC INFORMATION FOR EACH PART OF LETTER | B) SPECIFIC INFORMATION FOR EACH PART OF LETTER | B) SPECIFIC INFORMATION FOR EACH PART OF LETTER |
| E. LETTER STYLE  
1) BLOCKED-MODIFIED, FULL  
2) SEMI-BLOCKED  
3) IDENTIFIED | | C) EFFICIENT READING TECHNIQUES | C) EFFICIENT READING TECHNIQUES | C) EFFICIENT READING TECHNIQUES |
| 4) "NOW" SIMPLIFIED (FULL-BLOCKED WITH OPEN PUNCTUATION) | | A) DETERMINING USE FOR LETTER INFORMATION | A) DETERMINING USE FOR LETTER INFORMATION | A) DETERMINING USE FOR LETTER INFORMATION |
| F. ENVELOPES  
1) LETTER, WINDOW, LEGAL SIZE | | B) SELF TESTING FOR KNOWN AND UNKNOW ENGLISH ESSENTIAL INFORMATION | B) SELF TESTING FOR KNOWN AND UNKNOW ENGLISH ESSENTIAL INFORMATION | B) SELF TESTING FOR KNOWN AND UNKNOW ENGLISH ESSENTIAL INFORMATION |
| 2) FORMAT | | 1) SKIN SECTION 2) MENTAL MEMORY | 1) SKIN SECTION 2) MENTAL MEMORY | 1) SKIN SECTION 2) MENTAL MEMORY |
| G. CARBON COPIES  
1) SINGLE AND MULTIPLE | | 3) CHECK WITH PRINTED MATERIAL | 3) CHECK WITH PRINTED MATERIAL | 3) CHECK WITH PRINTED MATERIAL |
| 2) INSERTION AND REMOVAL | | C) APPLY APPROPRIATE READING TECHNIQUES FOR NEEDED EMPHASIS AND SPECIFIC DETAILS (SEE METHODS & MATERIALS OF THIS UNIT) | C) APPLY APPROPRIATE READING TECHNIQUES FOR NEEDED EMPHASIS AND SPECIFIC DETAILS (SEE METHODS & MATERIALS OF THIS UNIT) | C) APPLY APPROPRIATE READING TECHNIQUES FOR NEEDED EMPHASIS AND SPECIFIC DETAILS (SEE METHODS & MATERIALS OF THIS UNIT) |
| 3) CORRECTIONS | | D) IDENTIFYING INFORMATION OF RELATED SECTIONS | D) IDENTIFYING INFORMATION OF RELATED SECTIONS | D) IDENTIFYING INFORMATION OF RELATED SECTIONS |
| | | 1) IDENTIFYING ORGANIZATION OF INFORMATIONAL MATERIAL | 1) IDENTIFYING ORGANIZATION OF INFORMATIONAL MATERIAL | 1) IDENTIFYING ORGANIZATION OF INFORMATIONAL MATERIAL |
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**BOARD OF EDUCATION - CITY OF NEW YORK**

**MANPOWER DEVELOPMENT TRAINING PROGRAM**

**COURSE:** COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE (TYPING - KEYPUNCH - VERIFIER - BOOKKEEPING)
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**BOARD OF EDUCATION - CITY OF NEW YORK**

**NUMERATION DEVELOPMENT TRAINING PROGRAM**

**COURSE:** COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

**TYPEP - KEYPUNCH VERIFIER - BOOKKEEPING MACHINE OPERATOR - MEDICAL RECORD CLERK - STENOGRAPHER**
### Production Techniques

**A. Production Operations**
1. Centering and setting margins
   - Typewriting scale
   - Folding and centering
2. Tabulating
   - Vertical placement
   - Backspace-centering method
   - Column headings
3. Rough draft
4. Reports
5. Proofreader's marks
6. Special typing techniques
   - Time-saving; chain-feeding;
   - Filling-in forms and reports

### Production Techniques

**A. Refer to Item 1 and apply**
1. Self-testing and studying of unfamiliar symbols
2. Relating of symbols to rough draft and to correction of business letters

### Special Typing Techniques

**A.** Refer to Item 1 and apply
1. Relating placement and centering techniques to column headings
2. Recognizing and using special instructions
   - Technical and legal forms and reports
   - Financial statements

### Proofreading and Using Dictionary

**A.** Steps in check for errors
1. Most frequently misspelled words
2. Content, usage, punctuation
3. Final spelling recheck
4. Using proofreading symbols to indicate errors: changes, deletions, corrections
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<td>F. AGREEMENT IN RELATIVE CLAUSES: EX: THE GIRL WHO IS EXPECTED TO DO HER TYPING WITHOUT ERRORS</td>
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<td>G. USING &quot;WHO&quot; AND &quot;WHOM&quot;</td>
<td>1) IN QUESTION: EX: WHO (WHO) IS THE MAN OPERATING THE COMPUTER</td>
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<td>2) IN CLAUSES: EX: THAT SUPERVISOR IS THE MAN EVERYONE RESPECTS</td>
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<td>H. AGREEMENT OF PRO-NOUN WITH ITS ANTECEDENT (PERSON, NUMBER, AND GENDER)</td>
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<tr>
<td>1) MEANING OF &quot;AGREEMENT&quot;</td>
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<td>2) REVIEW OF CASE OF PRO-NOUN REED, UNIT 6</td>
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<td>I. PRONOUN AGREEMENT PROBLEMS:</td>
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<td>1) INDEFINITE NOUNS</td>
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<td>J. READING REVIEW ON LETTER PRODUCTION</td>
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<td>K. REVIEW OF DICTIONARY SKILLS</td>
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**UNIQUE SKILLS**

1. APPLY & MARKS
2. STUDYING AR SYMBOLS TO AND TO BUSINESS LETTERS TECHNIQUES CEMENT AND CHIMES TO NGS AND USING SPECIAL AND LEGAL FORMS & STATEMENTS

II. PROOFREADING AND USING DICTIONARY

A. STEPS IN CHECK FOR ERRORS

1) MOST FREQUENTLY MISSPELLED WORDS
2) CONTENT, USAGE, PUNCTUATION
3) FINAL SPELLING RECHECK

B. USING PROOFREADING SYMBOLS TO INDICATE ERRORS: CHANGES, DELETIONS, CORRECTIONS

II. REFER TO ABOVE

II. PROOFREADING TECHNIQUES

A. READING REVIEW ON LETTER PRODUCTION
B. SPELLING RECHECK OF PROOF READING HANDBOOK
C. REVIEW OF DICTIONARY SKILLS

II. PRODUCTION TECHNIQUES

A. REVIEW TEST ON DICTIONARY USAGE

1) FINDING WORDS
2) USING PRONUNCIATION KEY
3) WRITING MEANING OF BASIC DICTIONARY ABBREVIATIONS

B. PROGRESS AND POST-TEST ON READING COMPREHENSION IN LETTER PRODUCTION TECHNIQUES

PAGE 10
### OR-UNIT-CONTENT | CLOCK HOURS | APPLIED READING COMPREHENSION | APPLIED VOCABULARY - SPELLING | APPLIED GRAMMAR
---|---|---|---|---

**1. VII.**

**1. ADDING AND CALCULATING MACHINES**

1. **OVERVIEW**
   - **A) PURPOSE**
   - **B) SAFETY FEATURES**
   - **C) COMPARISON WITH DATA PROCESSING MACHINES**

2. **BASIC OPERATING PARTS**
   - **A) KEYBOARD ARRANGEMENT**
     - **1) NUMERICAL KEYS**
     - **2) OPERATION KEYS**
     - **3) READING THE DIALS**
   - **B) MACHINE PROCESSES**
     - **A) ARITHMETICAL**
     - **B) FILING AND MACHINE PROCESSING**

3. **FILING SYSTEM**
   - **A) REVIEW FILING BY NAME OF PERSON, FIRM, OR ORGANIZATION**
   - **B) SUBJECT, NUMERICAL, CHRONOLOGICAL, GEOGRAPHICAL SYSTEMS**
   - **C) TERMINAL DIGIT-NUMERIC VARIATION SYSTEMS AND SOUNDER**

4. **FINDING PROCEDURES**
   - **A) KEY SORT AND I.B.M. PUNCH-CARDS**
     - **A) PREPARING CARD-MACHING, VERIFYING, ASSEMBLING**
     - **B) FUNCTION ACCOUNTING, PREPARING REPORTS, REPRODUCING DATA**

5. **COMPARING MACHINE LAYOUT AND OPERATION**
   - **A) USING PICTURES TO CLARIFY TERMINOLOGY AND INFORMATION**
     - **DIFFERENCE IN LAYOUT AND KEY DEPRESSION IN FULL-BANK AND TENKEY ADDING MACHINES**
   - **B) SELECTING APPROPRIATE MACHINE FOR A SPECIFIC PURPOSE**
     - **C) RELATING MEANING OF WORDS TO USE**
     - **D) RELATING PRONUNCIATION AND SPELLING TO WORDS**

6. **APPLIED READING COMPREHENSION**
   - **A) SUMMARIZING PARAGRAPH**
     - **B) OUTLINING ESSENTIAL ITEMS OR SEQUENCE**
     - **C) RELATING THE MEANING OF UNEXPLAINED TERMS**

7. **APPLIED VOCABULARY - SPELLING**
   - **A) COMPOUND ADJECTIVES**
     - **B) LESS AND FASTLESS ADJECTIVES**
   - **C) SUPERLATIVE LOWEST DEGREE OR MORE THAN THE MACHINE**

8. **APPLIED GRAMMAR**
   - **A) SIMPLE ADVERBS**
     - **B) USE OF ADVERBS**
     - **C) RELATING PRONUNCIATION AND SPELLING TO WORDS**
### APPLIED VOCABULARY - SPELLING

1. **Learning Technical Terminology of Calculating and Data Processing Machines**
   - **A. How technical terms are explained**
     1. Picture or diagram
     2. Description of appearance, function, operating procedure, or uses
     3. Definition, directly given or by comparison to familiar items
   - **B. Determining the meaning of unfamiliar terms**
     1. Using context: Machine register = explained by "clear the machine registers" and "the registers contain no figures from previous computations"
     2. Relating known use of word to technical use: Machine keyboard to typewriter keyboard; data processing to processing mail
     3. Comparing term with known words:
        a) Compound adjectives: full-keyboard, fleximitter, comptype
        b) Compound nouns: keysort, flexithint, comptype
     4. Reorganizing related form of known word: EX: automation - automatic; converter-convert; rotary-rotate; electronic-electricity
     5. Relating technical terms:
        a) Relating meaning of words to use: EX: rotary means it goes around-rotary file
        b) Relating pronunciation and spelling to words

### APPLIED GRAMMAR - USAGE

1. **Use of Adjectives**
   - Describes or modifies
   - Three degrees of comparison: bigger: biggest; long: longest; fast: fastest
   - Positive: not compared with anything else. EX: the machine is big
   - Comparative: compares two things or expresses higher or lower degree. EX: this letter is longer than your envelope.
   - Superlative: highest or lowest degree of three or more things. EX: she is the fastest typist in the office.
   - Making comparisons with adjectives that require more and most common: less, least: fast, fast, fast
   - Adjectives which change from good, better, best: EX: complete, correct, perfect, straight
   - Use of adverbs: describes, modifies, explains a verb, adjective, or another adverb
   - Most adverbs end in "ly": EX: slow - slowly
   - Simple adverbs without "ly" ending: never, there, will, soon

### METHODS AND MATERIALS

1. **Understanding Calculating and Data Processing Machines and Filing Systems**
   - Calculating and data processing machines
   - Summarizing-reciting while reading. EX: This letter is longer than your envelope.
   - All listing key statements while reading to note essential items or sequences.
   - Using notes to organize information and to speed reading for review.
   - Relating present reading to over-all information. EX: she is the fastest typist in the office.
   - Making comparisons with adjectives that require more and most common: less, least: fast, fast, fast
   - Adjectives which change from good, better, best: EX: complete, correct, perfect, straight
   - Use of adverbs: describes, modifies, explains a verb, adjective, or another adverb

### EVALUATIONS

1. **Understanding Machines and Filing System**
   - Notebook check for organization of key statements
   - Making individual outlines
   - Informal textbook test to determine individual progress: organizing and selecting appropriate reading techniques.
   - Comprehending technical information
   - Teacher-made test of technical vocabulary: (see syllabus, appendix, words, words, words, part IV.
   - Units 1 - 2
   - Student self check list: reading comprehension-speed general and technical vocabulary.
   - Spelling syllabication
   - Word and sentence usage
   - Examinations for comparisons with student evaluations to plan for individual progress.
## BOARD OF EDUCATION - CITY OF NEW YORK

### MANPOWER DEVELOPMENT TRAINING PROGRAM

#### COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE

#### TYPIST - KEYPUNCH VERIFIER - BOOKKEEPING

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<td>3. RECODING ROUTINES AND CHECK WITH CROSS REFERENCES</td>
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</table>

B. USE OF

2. PROFIT AS CL TO THE EXCLUSIVELY SECRETARY ONLY

3. AVOIDING NEGATIVITY IS A NO "She can type."
# Workflow Development Training Program

## Course: Commercial Occupations, Specifics - Language Arts

**Typist - Keypunch Verifier - Bookkeeping Machine Operator - Medical Record Clerk, Stenographer**

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<td>[APPROPRIATE]</td>
<td>[P% AND CHECK REFERENCES]</td>
<td>9. USE OF ADVERBS (CONT.)</td>
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<td>2. EXPLAINING AND LABELING AN ITEM, ACTIVITY OR CONDITION</td>
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<td>SUB-ITEMS</td>
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<td>2. POSITION OF ADVERB</td>
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<td>AS CLOSE AS POSSIBLE TO THE WORD IT MODIFIES; ONLY IN &quot;ONLY THE SECRETARY CAN TYPE&quot; THE ONLY SECRETARY CAN TYPE.</td>
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<td>3. WHEN TO USE ADVERBS:</td>
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<td>A) ASKING QUESTIONS DESCRIBING WITH WHEN, WHERE, HINT MUCH, TO WHAT EXTENT</td>
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<td>B) USING BIBLES; BIBLE-NORTHERN; SOME-SOMETHAT</td>
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<td>C) AVOIDING DOUBLE NEGATIVE, EXAMPLE: SCARCITY IS A NEGATIVE WORD = &quot;SHE COULD SCARCITY TYPE.&quot;</td>
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<td>ELECTRICITY ELECTRICAL ELECTRONICS ELECTRONICALLY</td>
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<td>1) PRONUNCIATION DRILL</td>
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<td>2) SYLLABICATION FOR SPELLING AND WORD STUDY</td>
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<td>F. ADJECTIVE AND ADVERB FORM AND PLACEMENT REED - BUSINESS ENGLISH UNITS, 10 - 11</td>
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**Page 12**
COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE

APPLIED VOCABULARY - SPELLING

I. Special A

A. Punctuation
   1. Stop and thought
   2. Colon and list
   3. Dashes and ellipses

B. Some words
   1. UTILITY
   2. COMMERCIAL OCCUPATIONS
   3. LARGUAGES

II. SPELLING

A. Typist - Key punch verifier - Bookkeeping machine operator

III. CASHIERING

A. Authorization to pay

B. Disbursing by check - voucher

C. Recording - Cash Disbursements

D. Cashiering

IV. BANK BALANCE AND RECONCILING

A. C. Stock and shipping

1. Issuance - Issue issuing
2. Forwarded-forwarded
3. Authorized order
4. Consignee - Consignment - Signature
5. Bulk Composites - Accommodate
6. Dispatching - Dispatch, patch

B. Bank balance and reconciling balance

C. Sales

1. Handling procedures: Taking orders
2. Billing and in invoicing
3. Keeping customer accounts, journal

D. Billing and invoicing

E. Cashiering

F. Reconciliation of cash receipts journal

G. Receipts, making change, discounts, custody

H. Checks and banking procedures, safeguards in cashing, endorsing

I. Handling outgoing funds

J. Authorization to pay - verification

K. Disbursing by check - voucher

L. Recording - Cash Disbursements

M. Authorization to pay

N. Authorization to pay - verification

O. Disbursing by check - voucher

P. Recording - Cash Disbursements

Q. Cashiering

R. Bank balance and reconciling balance

S. Sales

T. Handling procedures: Taking orders

U. Billing and invoicing

V. Keeping customer accounts, journal

W. Understanding record keeping responsibilities and procedures

X. Increasing reading rate

Y. Noting which part of a procedure is new and which part restates the purpose or is already familiar

Z. Even if the teller agrees with the order, count once again for extra safety.

General Office Practice

A. Authorization to pay

B. Disbursing by check - voucher

C. Recording - Cash Disbursements

D. Cashiering

E. Bank balance and reconciling balance

F. Sales

G. Handling procedures: Taking orders

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General Office Practice
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<td>A. TIMED TEST TO IDENTIFY CONCEPTS AND SELECT ANSWERS</td>
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<td>2. &quot;NON-BUSINESS DAY&quot;</td>
<td>1) SUB-COLON AS A PARTIAL STEP IN COMPOUND SENTENCES OR WHEN COMMAS ARE IN EITHER CLAUSE [2:1]</td>
<td>2. TECHNICAL VOCABULARY</td>
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<td>3. ENDORSEMENT-ENDORSES-ENDORSEND</td>
<td>2) THE RANK STATEMENT BALANCE DIFFERS FROM THE CHECKBOOK BALANCE ON THE TOP LINE; BUT THE FIGURES ARE THE SAME ON THE DOTTED LINE AFTER ADJUSTMENTS HAVE BEEN MADE.</td>
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**SALES**

1. CONSOLIDATE-SOLID
2. PROSPECT-PROSPECTIVE
3. "ESTABLISHED CUSTOMER"
4. "CASH REGISTER ADAPTATION"-ADAPT
5. "VERIFICATION OF POSTING"-VERIFY POSITION
6. "CYCLE BILLING-BUSINESS CYCLE"
7. "LEDGERLESS DOCKKEEPING"-LEDGER

**STOCK AND SHIPPING**

1. ISSUE-ISSUE-ISSUING
2. FORWARD-FORWARD
3. "ASSEMBLED ORDER"
4. CONSIGN-CONSIGNMENT-SIGNATURE
5. "MULTI-COMMODITIES"-ACCOMMODATE
6. DISPATCHING-DISPATCH, PATCH

---

**METHODS AND MATERIALS**

**EVALUATIONS**

A. SKILLS AND COMPREHENSION

1. TIMED TEST TO IDENTIFY CONCEPTS AND SELECT ANSWERS
2. INFORMAL EVALUATION OF TRAINEE READING TECHNIQUES
3. MATCHING WORD WITH MEANING TEST

D. MULTIPLE CHOICE TO SELECT-

1. CORRECT SPELLING ABBREVIATIONS
2. APPROPRIATE PART OF SPEECH
3. SYNONYM AND ANTONYM

F. TEACHER-MADE TEST TO EVALUATE SPECIFIC WEAKNESSES-

1. PUNCTUATION
2. SPELLING

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B. PHILIP S. ATKINSON,
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J. W. STRAUS, INC., 1946

C. EMMA K. HOFFMANN,
ANIMAL FOR MEDICAL RECORD LIBRARIAN,
PHYSICIAN'S RECORD CO.,
CHICAGO, ILL., 1933
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<td>7. WATER</td>
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# BOARD OF EDUCATION - CITY OF NEW YORK

## MANPOWER DEVELOPMENT TRAINING PROGRAM

### COURSE: COMMERCIAL OCCUPATIONS, SPECIFICS - LANGUAGE ARTS

**Typist - Keypunch Verifier - Bookkeeping Machine Operator - Medical Record Clerk - Stenographer**

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<th>Comprehension</th>
<th>Applied Vocabulary - Spelling</th>
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<th>Methods and Materials</th>
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2. **Specific**

A) SYLLABUS - APPENDIX

B) SYLLABUS - APPENDIX

C) SYLLABUS - APPENDIX

D) SYLLABUS - APPENDIX
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<td>B. DEFINITION OF WORD TO FIT CONTEXT MOST CLOSELY</td>
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<td>E) STICK TO WRITTEN AS DAY IS TO _______ (RIGHT)</td>
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<td>B. SPOTTING WORDS FROM MEMORY WITHOUT LOOKING AT TEST</td>
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<td>C. IDENTIFYING WORDS THAT RESEMBLE CORRECT WORD IN SOUND, SPELLING, OR MEANING</td>
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**II. Answering Questions**

- **A. Eliminating Obviously Wrong Answers in Multiple Choice Questions**
- **B. Spelling Word from Memory Without Looking at Test**
- **C. Identifying Words That Resemble Correct Word in Sound, Spelling, or Meaning**

**II. Answering Questions**

- **A. Preparing Resume of Personal Data for Oral Interview and for Filling Out Forms**
- **B. Eliminating Obviously Wrong Answers in Multiple Choice Questions**

**II. Practice Tests**

- **A. Pre-Employment Tests**
  - Syllabi Appendix
  - ARCO Practice for Clerical Typing and Stereographic Tests

- **B. Isolating Difficulties**
  - Misspelled Words for Personnel
  - Reading Rate for Time Limit

- **C. Oral Interview Preparation of Answers for Standard Interview Questions**
  - Preparing Individual Resume
  - Role Playing

- **D. Individual and Group Mediation**

**II. Measurement of Transfer Achievement**

- **A. Informal Evaluation of Pre-Employment Interview and Test Attitudes**

- **B. Correcting a Paragraph for Spelling, Vocabulary, Punctuation, and Grammar**

- **C. Student and Teacher Check List of Achievements and Goals**
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# Application Hours

## Methods Material and Evaluation

### Application: Review of Whole Numbers


5. Using price and tax charts to prepare and check bills.


   1. Estimate answer.
   2. Work arithmetic problem.
   3. Check signs, decimals, zeros, labels in answer.
   4. Check: subtraction by adding; multiplication by dividing; division by multiplying.

7. Classifying charts to understand equivalents (use short cuts).

   1. Decimals: $7,100 = 7.1 = 7,100 = 7.1000$
   2. Percent: $25\% = .25 = 2, .05 = .5 = 1.5 = 1.50$
   3. Unit quantities, $16\text{ oz.} = 1 \text{ lb.}$, $2 \text{ lb.} = 32\text{ oz.}$, $3 \text{ lb.} = 64\text{ oz.}$

8. One dime = $0.10$ dollar = 10 cents.

9. Organization of student notebook for information: basic terms, sample methods and problems, charts of numeration, equivalents and quantities.

---

**Page 16**
### UNIT II

**MATHEMATICS - CONCEPTS AND APPLICATION**

#### FRACTIONS, DECIMAL FRACTIONS AND PERCENTAGES

**A. Speed Drill with Teacher-Made Charts of Commonly Used Fractions, Decimal and Percentage Equivalents**

1. **Fractions in Equation Form**
   - Example: \( \frac{1}{2} = \frac{2}{4} = \frac{4}{8} = \frac{8}{16} \)
   - Example: \( \frac{1}{3} \) and \( \frac{1}{6} \)

2. **Mixed Denominators Adding, Subtracting, Multiplying**
   - Example: \( \frac{1}{2} \times \frac{1}{3} = \frac{3}{6} \)

3. **Comparing Whole Number and Fraction Division**
   - Example: \( \frac{1}{2} \times \frac{1}{3} = \frac{3}{6} \)

4. **Fractions in Column Form - Examples**
   - \( \frac{1}{4} + \frac{1}{6} = \frac{7}{12} \)
   - \( \frac{1}{8} \times \frac{1}{4} = \frac{1}{32} \)

5. **Fractions, Decimal and Percentage Equivalents**
   - Example: \( \frac{3}{4} = 0.75 = 75\% = \frac{75}{100} \)
   - \( \frac{1}{2} = 0.50 = 50\% = \frac{50}{100} \)

6. **Comparing Equivalents**
   - Example: \( \frac{1}{2} = 0.50, 0.50 = \frac{1}{2} \)

**B. Percentages - Basic Operations**

1. **Changing Percent to Decimal - Decimal to Percent**
2. **Changing Percent to Common Fraction**
3. **Finding Percent of a Number**
### Fractions, Decimal and

<table>
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<th>Application</th>
<th>Hours</th>
<th>Methods Material and Evaluation</th>
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<td>A. Speed Drill Using Teacher-Made Charts of Fractions, Decimal Equivalents and Percentage Equivalents</td>
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<td>B. Remedial Instruction in Stein, <em>Refresher Mathematics</em>, Units 2, 3, 4, and Table of Equivalents, p. 805</td>
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<td>C. Computing Unit Charges, Commissions, and Wages</td>
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<td>1) Completing Sample Forms</td>
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<td>D. Text-Printer, Gruber, Curry, <em>Applied Business Arithmetic</em>, Units 3, 4, 5, Huffman, Theiss, Male, <em>Arithmetic for Business and Consumer Use</em>, Ch. 7, 8, 10</td>
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<td></td>
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<td>E. Metric System - Stein, <em>Refresher Math</em>, p. 499 - 461 for Medical Record Clerk</td>
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<td></td>
<td></td>
<td>F. Comparing Methods for Speed and Checking</td>
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<td></td>
<td></td>
<td>1. Solution: $500 \times 20% = 1/5$</td>
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<td>2. Solution: $500 \times 2/10$ or $500 \times 1/5 = ?$</td>
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<table>
<thead>
<tr>
<th>Example</th>
<th>Solution</th>
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<tbody>
<tr>
<td>$1/3 + 2/3 = 1/6$</td>
<td>$1/6$</td>
</tr>
<tr>
<td>$3 - 2/3 = 1\frac{1}{6}$</td>
<td>$1\frac{1}{6}$</td>
</tr>
<tr>
<td>$\frac{1}{8} + 6/8 = 2/8$</td>
<td>$2/8$</td>
</tr>
<tr>
<td>$4 - 3/4 = 6/8$</td>
<td>$6/8$</td>
</tr>
<tr>
<td>$1/2 = 0.05 = 1/200$</td>
<td>$0.05$</td>
</tr>
</tbody>
</table>
## MATHEMATICS - CONCEPTS AND APPLICATION

### UNIT 11

#### FRACTIONS, DECIMAL FRACTIONS AND PERCENTAGES (CONTINUED)

**C. APPLICATION**

1. **Payroll**
   - A) Computing hours worked (Ex: \( \frac{13}{6} \) hours \( \div 4 \) hours \( = \frac{13}{24} - 1 \))
   - B) Multiplying by hourly rate; \( 1.05 \times \text{hours} = \text{week's earnings} \)

2. **Finding Commissions**
   - A) Total commission (Ex: \$300 sales \times 5\% \text{ commission} = ?)
   - B) Rate of commission (Ex: \$300 sales = \$15 commission + ?)

3. **Unit cost (Ex: one dozen boxes of paper clips cost \$2.40 - find cost of 5 boxes, 1 box?)**

**D. Metric System**

1. **Comparison to decimal or tens-hundreds system**

2. **Measurement of length, area, volume, height, using meter, liter, and gram with decimal**
   - Units (meter \( + \frac{1}{10} \), centi \( + \frac{1}{100} \), milli \( + \frac{1}{1000} \))
   - For Medical Record Clerk

3. **Comparing Methods for Systems - Checking (Ex: Problem \$500 \times 20\% = ?)**

   **Solution:**
   
   \[
   \begin{align*}
   \text{Solution} & = 500 \\
   500 \times \frac{2}{10} & = 500 \times 0.2 = 100 = \$100 \\
   \end{align*}
   \]
<table>
<thead>
<tr>
<th>APPLICATION</th>
<th>HOURS</th>
<th>METHODS MATERIAL AND EVALUATION</th>
</tr>
</thead>
</table>

\[ \frac{9}{6} \]

Earnings

\[ \frac{x + 2}{100} \]

\[ \frac{\text{Cost} + 2}{100} \]

\[ \frac{\$2.40}{100} = \text{Find Cost} \]

\[ 5 \times 20\% = x \]

\[ 500 \times x \frac{1}{5} = \$100 \]
| UNIT | MATHMATICS - CONCEPTS AND APPLICATION | HOURS | METHODS MAT.
|------|----------------------------------------|-------|----------------
| III  | INTEREST, DISCOUNT, BUYING AND SELLING |       |                

### A. INTEREST, DISCOUNT, PURCHASING PRICE

1) **Definitions**
   - A) Interest, Principal, Total Amount
   - B) Time Rate, Yearly Rate = Commercial Year (360 days)

2) **Interest Formulas, Discount Series**

3) **Application of Formulas to Business Problems**
   - A) Interest in Loans and Savings Accounts
     1) Interest for One Year
     2) Interest by Days, Months
     3) Finding Interest Rate
   - B) Discount and Purchasing Price
     1) Simple Discount, Computing Discount, Finding Discount Rate
     2) Discount Series = Finding the Equivalent Single Discount Rate
     
### B. SALES: PROFIT AND LOSS, PRICING GOODS

1) **Definitions**
   - A) Selling Price, Gross Profit, Net Profit
   - B) Pricing Goods = Sale Price Basis, Cost Price Basis

2) **Applying Sales Formulas**
   - A) Gross Profit and Rate
     1) Gross Profit = Selling Price - Cost
     2) Rate (%) of Gross Profit = Gross Profit / Selling Price
   - B) Net Profit and Rate
     1) Net Profit = Selling Price - Cost - Operating Expenses
     2) Rate (%) of Net Profit = Net Profit / Gross Profit
     3) Net Profit = Selling Price - Cost - Operating Expenses
   - C) Profit per Article = Total Profit / Number of Articles

3) **Problem Solving Applying Sales Formulas**
   - An auto supply company purchased 25 tires at $10 each and sold them for $15 each
     1) Gross Profit = Find Total Amount, Find Rate
     2) Related Business Expenses Totalized $50 = Find Net Profit, Find Net Profit Rate
     3) Find Net Profit per Tire.

### III APPLYING INTEREST

- A. **References:**
  - 1)...
  - 2)

- B. **Teacher-Made Formulas:**
  - 1) Familiar Rate
    - EX: $3 + $2 = 5
  - 2) Formula is...
    - A) Sentence
    - B) Column Formulas

- C. **Using Formula C:**
  - 1) Selection of...
  - 2) Drill in Sub...
  - 3) Comparing...
    - EX: Rate (Price)...

- D. **Drill on Problem:**
  - EX: Find...
    - 1) Standard Formulas
    - 2) Adding Extra Rate

- E. **Reviewing Related:**
  - 1) Rate of Price...
  - 2) Gross Profit...
  - 3) Cost = Selling Price

- F. **Class Discuss:**
  - 1) Could Gross...
  - 2) Why Do We...

- G. **Practice Drill:**
  - 1) Numbers

- H. **Matching Test:**

- I. **Practice in Use:**
# Application of Interest, Discount, and Sales Formulas

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<th>Hours</th>
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<td>III Applying Interest, Discount, and Sales Formulas</td>
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**A. References:**
1. Applied Business Arithmetic, Units 6, 7, 11, 12, 13 and Chart P. 200
2. Stein, Unit IV for Remedial Instruction in Equivalents and Applications of Formulas

**B. Teacher-Made Formula Charts: Words Taking the Place of Numbers in Equations**
1. Familiar Numerical Equation
   - Ex: $5 + 2 = 10$
   - 7 hours x 5 days (1 work week) = 35 hours
2. Formula as General Statement of Method
   a. Sentence Formula: Ex: total yearly interest = interest rate x principal
   b. Column Formula: Ex: trade price = $50
   c. Discount rate x 10
   d. Discount $5.00

**C. Using Formula Chart with Verbal Problems**
1. Selection of Appropriate Formula
2. Drill in Subtracting Numbers in Formulas by Identifying Interest, Cost, Price
3. Comparing Verbal Statements
   - Ex: rate (percent) compared to amount $100 at 6% (interest rate) = $6
   - (interest amount)

**D. Drill on Problems Involving Extra Steps**
1. Standard Formula: principal x interest rate = interest + (yearly)
2. Adding Extra Step (One Month Interest Rate) to Formula: principal x interest rate (monthly)

**E. Reviewing Related Formulas**
1. Rate of gross profit = gross profit
   - selling price
2. Gross profit = selling price - cost
3. Cost = selling price - gross loss

**F. Class Discussion on Above**
1. Could gross profit be equal to or greater than 100%?
2. Why do we subtract the selling price from cost to get a loss? - Gain?

**G. Practice Drills Subtracting in Related Formulas**
1. Numbers
2. Percentages
3. Numbers and Percentages

**H. Matching Test of Definitions of Business Arithmetic (Units I - III)**

**I. Practice in Using Compound Interest, Take Applied Business Arithmetic P. 200**
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<th>HOURS</th>
<th>METHODS / RATE</th>
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<td>a) LIFE INSURANCE = PREMIUM RATE, DIVIDEND, SHORT TERM POLICY, CANCELLED, SETTLEMENT, &quot;TRADES-IN&quot;, DEPRECIATION, AVERAGE RATE,</td>
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<td>b) TRAVEL EXPENSES = MILES PER GALLON</td>
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<td>2) APPLYING INTEREST DISCOUNT FORMULA TO RELATED PROBLEMS</td>
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<td>EX: OLD FORMULA FOR INTEREST CHARGE = INTEREST RATE X PRINCIPAL</td>
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<td>NEW FORMULA FOR PREMIUM CHARGE = INSURANCE RATE X NUMBER OF UNITS</td>
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<td>a) AVERAGE DEPRECIATION PER YEAR = NUMBER OF YEARS</td>
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<td>b) AVERAGE MILES PER GALLON = TOTAL MILES</td>
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<td>c) AVERAGE MILES PER HOUR = TOTAL MILES</td>
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<td>d) COST PER MILE = TOTAL COST</td>
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<td>TOTAL MILES</td>
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<td>10) USING SYMBOLS OR NUMBERS FOR PROBLEM SOLVING</td>
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<td>EX: RATE X TIME = DISTANCE</td>
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<td>RATE X TIME = DISTANCE</td>
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<td>MAN TRAVELS 30 MILES AN HOUR FOR 3 HOURS</td>
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<td>30 MILES X 3 HOURS = 90 MILES</td>
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<td>II. PRE-EMPLOYMENT TEST PRACTICE</td>
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<td>a) REVIEW UNITS 1 - 4</td>
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<td>b) WORK SHEET DRILLS ON PRE-EMPLOYMENT ARITHMETIC SKILLS</td>
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<td>c) PRACTICE TESTS INCLUDING NUMBER AND VERBAL PROBLEMS</td>
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<tr>
<td></td>
<td>1) NUMBER SENSE = a) SERIES b) COMPARISON OF FRACTIONS, DECIMALS, PERCENT</td>
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<td>2) WHAT PART ONE NUMBER IS OF ANOTHER - FIND THE NUMBER GIVEN A FRACTIONAL PART</td>
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<td>d) TIMED PRE-EMPLOYMENT SAMPLE TESTS</td>
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<td>e) WRITTEN PERFORMANCE TEST</td>
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<td>1) PLANNING TIME SCHEDULE - a) OVERVIEW b) EASIER QUESTIONS FIRST c) FINAL</td>
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<td>2) TYPE OF ANSWERS REQUIRED = a) LABEL EX: $6 OR $6</td>
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<td>$ b) NUMERICAL FORM EX: $6 OR $6</td>
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<td>c) PLACEMENT OF ANSWER IN APPROPRIATE SPACE</td>
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<td>III. PRACTICE IN READING</td>
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<td>a) PRACTICE IN READING VI SUBSTITUTING NUMBERS</td>
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<td>b) DRILL ON UNDERSTANDING</td>
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<td>1) COMPARING STATEMENTS</td>
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<td>EX: INTEREST RATE</td>
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<td>DEPRECIATION (2)</td>
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<td>2) COMPARING AVERAGES</td>
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<td>EX: MAN TRAVELS 20 MILES AN HOUR WHAT IS</td>
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<td>C) PRACTICE IN SELECTING</td>
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<td>D) EVALUATIVE TESTS OF BOTH TESTS AND CHAPTER TEST</td>
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<td>APPLIED BUSINESS ARITHMETIC</td>
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</table>
APPLICATION | HOURS
--- | ---
POLICY, CANCELS, POLITICAL | 3
PRINCIPAL NUMBER OF UNITS | 3 X 3 HOURS = 90 MILES

1. ADDITIONAL RELATED BUSINESS ARITHMETIC SKILLS AND PROBLEMS
   A. Practice in reading verbal problems, selecting appropriate formula, and substituting numbers. Applied Business Arithmetic, Unit 7,9
   B. Drill on understanding and finding averages
      1) Comparing statement of average with interest
         EX: Interest rate is 6% yearly or $6 per $100
      2) Comparing average and uniform rate
         EX: Man travels 20 miles first hour, 40 miles second hour and 30 miles third hour. What is average rate? (30 miles per hour)
   C. Practice in selecting formula for average or total amount
   D. Evaluative tests of basic arithmetic skills and problem solving adapting inventory tests and chapter tests in Steins Refreshar Math, and end of chapter problem

II. ADDITIONAL MATERIAL AND EVALUATION
   B. Teacher Drill on class and individual arithmetic areas of weakness
   C. Sample Pre-Employed Tests (Appendix)
   D. Techniques of answering questions
      1) Estimate answer
      2) Eliminate obviously wrong answers
      3) Answering both parts of a two part problem
      4) Selecting quickest way of doing arithmetic
      5) Checking arithmetic or time permits
         (a) by estimation
         (b) by full arithmetic process

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APPENDIX

I. FREQUENTLY MISSPELLED WORDS
II. COMMERCIAL OCCUPATIONS - SPELLING WORDS
III. CASHIER - SPELLING WORDS
IV. KEYPUNCH - SPELLING WORDS

V. COMMON MEDICAL TERMINOLOGY - WORD ELEMENTS
VI. DICTIONARY OF BOOKKEEPING TERMS
VII. SAMPLE VOCABULARY TEST QUESTIONS
VIII. ARITHMETIC REVIEW PROBLEMS
IX. SAMPLE ARITHMETIC TEST QUESTIONS
| FREQUENTLY MISSPelled WORDS | course (noun) | exceed, excel, excellent, except, exceptional, exhaust, exhilarate, existence, exorbitant, expense, experience, explanation, extension, familiar, fascinate, feasible, February, fickle, Filipino, finally, financier, foregoing, forfeit, formally, formerly, forth, fourth, frantically, fraternity, freshman, friend, fulfill, furnisht, furniture, gait, gayety, gallant, galoshes, gambling, gauge, gage, generally, goddess, government, governor, grammar, grandeur, grandeur, grievous, guard, guidance, harass, having, hazard, height, heinous, heroes, hesitancy, holy, hoping, humorous, hundredths, hurriedly, hygienic, hypocrisy, imaginary, imitative.

| abbreviate | battalion | course (noun) |
| absence | bearing | exceed, excel, excellent, except, exceptional, exhaust, exhilarate, existence, exorbitant, expense, experience, explanation, extension, familiar, fascinate, feasible, February, fickle, Filipino, finally, financier, foregoing, forfeit, formally, formerly, forth, fourth, frantically, fraternity, freshman, friend, fulfill, furnisht, furniture, gait, gayety, gallant, galoshes, gambling, gauge, gage, generally, goddess, government, governor, grammar, grandeur, grandeur, grievous, guard, guidance, harass, having, hazard, height, heinous, heroes, hesitancy, holy, hoping, humorous, hundredths, hurriedly, hygienic, hypocrisy, imaginary, imitative. |
| absurd | becoming | course (noun) |
| accept | beggar | course (noun) |
| access | begging | course (noun) |
| accessible | beginning | course (noun) |
| accidentally | believe | course (noun) |
| accommodate | benefited | course (noun) |
| accumulative | biscuit | course (noun) |
| accustomed | blamable | course (noun) |
| achievement | borne | course (noun) |
| acknowledgment | boundaries | course (noun) |
| acquainted | brilliant | course (noun) |
| acquitted | Britain | course (noun) |
| across | British | course (noun) |
| advantageous | buoyant | course (noun) |
| advice | bureau | course (noun) |
| advise (verb) | business | course (noun) |
| airplane | busy | course (noun) |
| affect | calendar | course (noun) |
| aggravate | candidate | course (noun) |
| aisle | can't | course (noun) |
| allotted | captain | course (noun) |
| all right | carburetor | course (noun) |
| already | ceiling | course (noun) |
| alter | cemetery | course (noun) |
| alter (verb) | certain | course (noun) |
| altogether | changeable | course (noun) |
| alma | changing | course (noun) |
| alumnus | characteristic | course (noun) |
| alumni | chargeable | course (noun) |
| always | chauffeur | course (noun) |
| amateur | choose | course (noun) |
| ambiguous | chosen | course (noun) |
| among | cite (verb) | course (noun) |
| analogous | clothes | course (noun) |
| analysis | coarse (adj.) | course (noun) |
| analyse | column | course (noun) |
| angel | coming | course (noun) |
| annual | commission | course (noun) |
| antecedent | committee | course (noun) |
| anxiety | comparative | course (noun) |
| apparatus | compel | course (noun) |
| appearance | compelled | course (noun) |
| appropriate | competent | course (noun) |
| arctic | competitive | course (noun) |
| argument | complement | course (noun) |
| arising | comprehensible | course (noun) |
| arithmetic | concede | course (noun) |
| arouse | conceivable | course (noun) |
| ascendant | conferred | course (noun) |
| ascertain | confident (noun) | course (noun) |
| atheist | confident | course (noun) |
| athletic | connaisseur | course (noun) |
| auditive | conquer | course (noun) |
| audience | conqueror | course (noun) |
| auxiliary | conscience | course (noun) |
| awkward | conscientious | course (noun) |
| bachelor | considered | course (noun) |
| balance | continuous | course (noun) |
| barbarous | control | course (noun) |
| baring | controlled | course (noun) |
| barring | cooperate | course (noun) |
| baseball | corps | course (noun) |
| based | counsel | course (noun) |
FREQUENTLY MISSPELLED WORDS (continued)

tendency
than
their
there
therefore
they're
thorough
thousandths
till
to
today
together
too
track
tract
tragedy
tranquillity
transferred
transient
translate
treachery
treacherous
treasurer
trials
trouble
truant
truly
Tuesday
runnel

Typical
tyranny
universally
unmanageable
until
using
usually
vacancy
vengeance
vigilance
villain
village
villain
visibly
wear
weather
Wednesday
weird
welfare
where
wherever
whether
which
whole
wholly
who's
whose
wintry
wiry
without
women
writing
written
yacht
your
you're
### COMMERCIAL OCCUPATIONS - Spelling Words

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<th>Typist</th>
<th>Industry</th>
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<td>Secretary, secretaries</td>
<td>Efficient</td>
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<td>Stenographer, stenography</td>
<td>Electricity</td>
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<td>Bookkeeper</td>
<td>Customer</td>
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<td>Office manager</td>
<td>Horizontal</td>
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<td>Keypunch operator</td>
<td>Vertical</td>
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<td>Verifier operator</td>
<td>Statement of account</td>
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<td>Typewriter</td>
<td>Appreciate</td>
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<td>Typing</td>
<td>Govern, government</td>
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<td>Posture</td>
<td>Reference</td>
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<td>December</td>
<td>Withdraw, withdrawal</td>
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</table>

- Respectfully yours,
- Very truly yours,
- Sincerely yours,
- Address parallel
- Address separate
- Space bar
- Carriage
- Backspace
- Invoice
- Unit
- Amount
- Customer
- Enclosed
- Envelopes
- Attention
- Received
- Interview
- Attached
- Experience
- Ordering
- Receipt
- Check
- Personal appearance
- Training
- Duty, duties
- Materials
- Business
- Manuals
- Machine
- Instructions
APERIDIX III

CASHIER - Spelling Words

appearance immediately
personnel collected
merchandise notify
deodorant function
courtesy several
employee prepare
trustworthy minimum
customer instruct
supermarket assistant
industry occasionally
responsibility handling
checkout transaction
operation notation
service column
schedule verify
assignment authorized
equipment accepted
booth certain
complaints approved
cooperate deviation
cashing permitted
opportunity discrepancy
register completion
coupons expiration
supplies prescribed
eceipt expired
cashiering permitted
department compute
demarcation entry
conveyor available
pedal touches
denomination circular
machine frequently
accuracy utilized
procedure packaged
fatigue whether
heel hurriedly
baker valuable
benefit precaution
notice inadequate
bagger appreciate
taxable apparent
subtotal equally
efficient distribute
special assigned
tention positioned
groceries parcel
argument pleasant
satisfy containers
multiple upright
basis irregular
receive operation
benefit vertically
purchase citrus
different cabbage
possible potatoes
variety appropriate
attention aluminum
separate ammonia
amount similar
previously fragile
necessary
to obtain
additional
APPENDIX IV

KEYPUNCH - Spelling Words

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<th>Word</th>
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<td>ampersand</td>
<td>program control lever</td>
</tr>
<tr>
<td>card column</td>
<td>cable</td>
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<tr>
<td>collating</td>
<td>card gage</td>
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<td>comparing</td>
<td>card jam</td>
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<td>card lever</td>
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APPENDIX V

COMMON MEDICAL TERMINOLOGY - Word Elements

A suitable word to express a medical concept can often be quickly selected by following these rules:

1. Define the word for which you are looking. For example, suppose that you want a word meaning a condition of the blood characterised by increased sugar.

2. Choose an appropriate suffix (a word element beginning with a hyphen) from this list. For example a suffix meaning condition of the blood is -emia.

3. Choose one or more suitable prefixes (word elements ending with a hyphen). For example, a prefix meaning increased is hyper-, and one meaning sugar is glyco-.

4. Arrange prefixes in order of increasing importance, and put the suffix after the last of the prefixes. For example, since sugar is more important than increased, glyco follows hyper-, thus glyco-, hyper-, and -emia are arranged hyper-glyco-emia.

5. Drop all the hyphens, and, if the suffix begins with a vowel, drop the final vowel of the prefix directly before the suffix. For example, since -emia begins with a vowel, hyper-glyco-emia becomes "hyperglycemia."

6. To check on the word so obtained, look it up in a medical dictionary. For example, "hyperglycemia" is listed in all good-sized medical dictionaries, and fits the definition with which we started.
COMMON MEDICAL TERMINOLOGY - Word Elements (continued)

N.B. — In this list, alternative word elements of identical meaning are listed in order of preference.

Abnormality - -pathy
above hyper-, super-
after post-, meta-
air aero-, pneu-, pneumato-
anus anco-
arm brachio-
around peri-
before pre-
below hypo-, sub-
beside para-
between dia-, inter-
beyond para-
bladder cysto-
blood hemo-1, hema-3 -ena
bone osteo-
breathing pneo-
cestum cecco-
chest thoraco-
colon colo-, colono-3
condition -osis
condition of the blood -emia
condition of the urine -uria
deficient a-4, an-5, ar-6
decreased hypo-
difficult dys-

discharge -rhoea
disease -pathy
disordered dys-, mal-3
duodenum duodeno-
ear oto-, curiculo-3
excreted in the urine -uria
external ector-
eye ophthalmo-, oculo-3
falling -ptosis
fear -phobia
field of medicine -logy, -iatrics
flow -rhoea
foot podo-, pedi-3
gall bladder cholecysto-
asa aero-, pneu-1, pneumato-2
gland adeno-
head cephalo-
heart cardio- -ordi-3
ileum ileo-
increased hyper-
inflammation -itis
interior endo-
intestines entero-, See also anus,
ecum, colon, duodenum, ileum,
jejunum, or rectum
jejunum jejun-
joint artro-
joint nephro-, reni-2
kidney a-4, an-5, ar-6
lacking -lymph
larynx laryngo-

disordered dys-
rectum ptero-
respiration pneumo.
sence science -logy
skin dermat-, derma-3, -derma
skull crani-
specialist -ologist
ist-2, -istrian3
stomach gastro-
study -logy
sugar glyco-
surgical cutting -omy
surgical opening -atomy
surgical removal -otomy
testicle orchi-, orchido-
thyroid See larynx, neck
or pharynx, or trachea
urea tracheo-
tumor -oma
urinary bladder cysto-
urea; uri-
vein, venous phlebo-
water hydro-
within endo-, intra-3

1Often.
2Occasionally.
3Rarely.
4Before any consonant but h or r.
5Before h or any vowel.
6Before r.
A

A. B. A. numbers—the identification numbers assigned to banks by the American Bankers Association.

abstract of accounts payable—a list showing the account titles and balances contained in the accounts payable ledger and the total of the balances.

abstract of accounts receivable—a list showing the account titles and balances contained in the accounts receivable ledger and the total of the balances.

acceptance—a term used to describe an accepted time draft.

account—a bookkeeping form that is used to sort and summarize the changes caused by transactions.

account balance—the difference between the two sides of an account.

account form of balance sheet—a balance sheet with the assets at left and the liabilities and proprietorship at the right.

account in balance—an account in which the debit and credit footings are equal.

accounting period—a time interval at the end of which an analysis is made of the information contained in the bookkeeping records. It is also the period of time covered by the profit and loss statement. It may be any length of time desired, but it is usually a month, three months, six months, or a year.

account sales—a special report that is prepared by the consignee and sent to the consignor to show the disposition of a consignment.

accounts payable account—the summarizing account in the general ledger for all accounts with creditors in the separate accounts payable ledger.

accounts payable ledger—a subsidiary ledger containing the individual accounts with creditors.

accounts receivable—amounts to be collected from customers.

accounts receivable account—the summarizing account in the general ledger for all accounts with customers in the separate accounts receivable ledger.

accounts receivable card—a punched card giving the customer's name or account number, or both, and the date and amount of the sale.

accounts receivable ledger—a subsidiary ledger containing the individual accounts with customers.

account title—the name given to an account.

accrual basis—a method of keeping accounts that shows expenses incurred and income earned for a given fiscal period, even though such expenses and income have not been actually paid or received in cash.

accrued expense—expense incurred but not yet paid.
authorized capital stock—the total amount of stock that a corporation is permitted by its charter to issue.

automated equipment—equipment that does recording and posting automatically from an original record.

automation—the use of automated equipment to replace some hand operations in business or industry.

bad debts—accounts receivable that cannot be collected.

bad debts collected—amounts previously written off as uncollectible that are subsequently collected; a financial income account that shows by its credit entries the collections of accounts that had been previously written off as uncollectible.

bad debts expense—the expense account to which the amount of loss on uncollectable debts is debited.

balance—column ledger—three-column ledger ruling that provides a debit column, a credit column, and a balance column. The balance column is used for showing the balance of the account after each entry has been posted.

balance sheet—same as “Statement of Financial Condition;” a financial report that presents a detailed picture of the financial condition of a business on a specified date; a formal statement that shows what an individual (or business) owns, what he owes, and what he is worth; a financial report that shows the nature and the amount of the assets and the liabilities and the amount of the proprietorship on a specified date.

balancing an account—the process of determining the balance of an account, writing it on the smaller side, totaling and ruling the account, and bringing the balance into the new section of the account below the double lines.

balance slip—an itemized list prepared daily of coin and paper money to verify the correctness of the cash register audit tape strip.

bank balance—the amount in a depositor’s account after adding all deposits to the previous balance and subtracting the depositor’s checks and service charges.

bank discount—interest charged in advance by a bank.

bank passbook—small book issued by the bank to a depositor in which the receiving teller records the date and amount of the deposit.

bank service charge—a monthly charge made by a bank when a depositor’s balance is less than a fixed sum in order to compensate the bank for the expense of handling a small account.

bank statement—the report the bank makes to a depositor showing his deposits, his withdrawals, and his bank account balance.

bar graph—a graph with solid bars that shows clearly the comparisons of two or more amounts.

bill of lading—a special form of receipt issued to the shipper for goods delivered to the transportation company.

blank endorsement—an endorsement that consists only of the name of the endorser.
board of directors—a group of persons elected by the stockholders from their own number to manage the business of the corporation.

bond—an interest-bearing negotiable instrument representing a unit of a large loan.

bond sinking fund—an amount set aside annually for the retirement of a bond issue at maturity.

book inventories—records maintained so that they show a continuous inventory of such items as raw materials, goods in process, and finished goods.

bookkeeper—a person who records all the business affairs of a business in an orderly manner.

bookkeeping cycle—the entire bookkeeping process applicable to a fiscal period (journalizing, posting, preparing a trial balance, preparing financial statements).

bookkeeping equation—a one-line summary of the balance sheet in mathematical form. The fundamental bookkeeping equation is:

\[ \text{Assets} = \text{Liabilities} + \text{Proprietorship} \]

bookkeeping machine—a piece of office equipment that will add, subtract, and carry forward balances.

book of final entry—a book to which information is transferred from a book of original entry. The ledger is a book of final entry.

book of original entry—a book to which transactions are recorded completely, one after another, in the order in which they occur. The journal is a book of original entry.

book value—the estimated present value of a fixed asset as shown by the records; the difference between the cost price of the fixed asset and the accumulated estimated depreciation (the debit balance of the fixed asset account minus the credit balance of the reserve account); (of accounts receivable) the difference between the debit balance of Accounts Receivable and the credit balance of Reserve for Bad Debts; the value of a share of stock shown by the corporate books.

budget—an estimate of the income and expenditures for a future period of time, usually one year; a systematic estimate or plan for a future fiscal period of a business.

business liability—a debt that is incurred in the operation of a business.

business transaction—in business, any exchange of one value for another.

*O*

canceled checks—checks that have been paid by the bank during the month and returned to the depositor with the monthly bank statement.

capital assets—assets of a permanent, tangible nature, used in the operation of the business. They are otherwise known as fixed assets or permanent assets.

capital expenditures—expenditures for the original cost of fixed assets and expenditures that increase the value of fixed assets.
capital expenditures budget—an estimate of cash expenditures for purchases of new equipment or other fixed assets during a future fiscal period of a business.

capital stock—the total shares of ownership of a corporation.

capital stock subscribed—a temporary capital account that contains a record of capital stock subscribed for but not issued because the subscriptions have not been fully paid.

cash—the amount of money on hand and in the bank.

cash balance—the amount of cash on hand.

cash basis—a method of keeping accounts under which no entries are made for income until cash is actually received, and no entries are made for expenses until cash is actually paid.

cashbook—a book of original entry in which the cash receipts journal and the cash payments journal are brought together to form one book.

cash budget—an estimate of cash receipts and disbursements for a future fiscal period of a business; a budget in which the estimated expenditures for the coming year are allocated to the months in such a manner that the expenditures planned for any given month do not exceed the cash that will be available (from collections or borrowing) for that month.

cash discount—a deduction that the seller offers to allow on the amount of an invoice to encourage prompt payment by the purchaser.

cash item—a business form that is regarded as cash, such as a bank check, bank draft, money order, or certified check.

cash journal—a journal in which all cash transactions and only cash transactions are recorded.

cash method of handling purchases—the method of recording purchases only when they are paid by recording the invoice in the cash payments journal.

cash over—See cash short and over.

cash short and over—the variation of the cash on hand from the balance of the cash account or cashbook. If the cash on hand is more than the balance of the cash account or cashbook, the cash is over. If the cash on hand is less than the balance, the cash is short; the title of the account in which a record is kept of the variations of the cash on hand from the balance of the cash account or cashbook as revealed by the daily cash proof. The account is debited for all shortages in the cash and is credited for all overages.

cash payments journal—a special journal in which only cash payments are recorded.

cash receipts journal—a special journal in which all cash receipts, and only cash receipts, are recorded.

cash payments transaction—a transaction in which cash is paid.

cash register—a business machine that is used to provide an immediate record of each cash transaction; a business machine that provides quickly an immediate record of transactions. It also provides a convenient place for sorting and keeping the money used in daily transactions.

cash register totals—the daily totals for each type of transaction, such as cash sales, charge sales, receipts on account, and paid out.
cash sale—one in which cash is received for the full amount at the time of the sale.
cash short—see cash short and over.
cash surrender value—the amount that may be received if a life insurance policy is canceled.
cash transactions—transactions in which cash is received or paid.
certificate of incorporation—a written application to the state for permission to incorporate.
charge customer—a customer to whom merchandise is sold on account.
charge sale—one in which merchandise is sold with the agreement that the amount is to be paid at some date later than that of the sale.
charter—a certified or approved copy of the certificate of incorporation that has been properly recorded.
chart of accounts—a list of account titles showing the arrangement of the accounts in the ledger and the number assigned to each account; a classified list of accounts used by a business as a guide in recording transactions.
check—a written order, signed by the depositor, authorizing a bank to pay cash from his account.
check register—the name frequently used to describe the form of the cash payments journal that is used with the voucher system.
check stub—that part of the check form that is bound permanently in the checkbook. It is used for retaining a record of the check that is attached to it.
checking account—an account with a bank that permits the depositor to withdraw cash by check.
chronological order—in the order of occurrence.
circle graph (or pie graph)—a graph in the form of a circle that is divided into pieces or sections that indicate proportions.
closed account—an account that has had its balance transferred to another account.
closing entry—an entry made at the end of a fiscal period to transfer the balance of one account to another.
closing the ledger—the process of recording the closing entries in the general journal, posting them to the ledger, and ruling and balancing the ledger accounts; the entire process of transferring the net profit or the net loss to the capital account.
C.O.D.—collect on delivery, meaning that the customer agrees to pay for merchandise at the time of delivery.
C.O.D. account—a general ledger account that is maintained to show the amount to be collected on C.O.D. sales. It is debited for all C.O.D. sales. It is credited for all C.O.D. collections and for all returned C.O.D. shipments.
C.O.D. delivery sheet—a form that is filled out daily to show the details and the totals of the C.O.D. sales, collections, and returns for the day.
C.O.D. purchases—purchases that are made with the understanding that the merchandise will be paid for at the time it is received.

C.O.D. sales—sales that are made with the understanding that the merchandise will be paid for at the time it is delivered.

collateral surety—commercial paper, such as stocks or bonds, which is placed with the lender as security for the payment of a loan.

collection agency—a business organized for the purpose of collecting accounts for other business.

collator—a machine that automatically merges punched cards for a master file.

collection docket—the record which an attorney keeps with clients who engage him to make collections for them.

collection expense—the expense incurred in the collection of notes, drafts, or accounts.

collection ratio—the ratio of receivables (accounts, notes, and interest) to net sales and indicates the efficiency of a business in collecting its accounts with customers.

columnar cash payments journal—a cash receipts journal in which special columns are provided.

columnar cash receipts journal—a cash receipts journal in which special columns are provided.

columnar general journal—a general journal in which special columns are provided.

columnar journal—a journal with special columns for the classification of transactions.

columnar purchases journal—a purchases journal in which special columns are provided.

columnar returned purchases and allowances journal—a returned purchases and allowances journal in which special columns are provided.

columnar returned sales and allowances journal—a returned sales and allowances journal in which special columns are provided.

columnar sales journal—a sales journal in which special columns are provided.

combination journal—a multi-column journal that combines several journals or all journals into one book of original entry.

combined cash journal—a combination of the cash receipts journal and the cash payments journal with one or more of the other journals.

combined cash journal—see combination journal.

combined entry—(compound entry) one that contains more than two bookkeeping elements. Such an entry may consist of two or more debits, or two or more credits.

commercial draft—a written order signed by one person or firm requesting another person or firm to pay a stated sum of money to a third party.
commission—a percentage of the selling price of a consignment that the consignee retains as the fee for his services.

commission merchant—a business that is established for the purpose of selling goods as the consignee for producers, merchants, and manufacturers.

common dividends payable—an account that contains a record of the amount owed to the common stockholders for dividends.

common language machines—office machines that can communicate with each other through the medium of punched paper tape or cards.

common stock—that part of the capital stock that does not have special preferences or rights. If a corporation has only one kind of stock, it is known as common stock.

comparative balance sheet—a balance sheet that shows information for more than one fiscal period.

comparative profit and loss statement—a profit and loss statement that shows information for more than one fiscal period.

comparative reports—financial reports that show the figures for more than one fiscal period.

compound entry—see combined entry.

controller—the official of the business whose approval of the payment of a voucher must be obtained before the check may be issued.

conditional sales contract—an installment contract which stipulates that title to the property referred to in the contract shall not pass to the purchaser until the price is fully paid in cash.

consignee—one with whom a shipment of goods is placed to be sold for the owner (consignor).

consignment—a shipment of goods that is placed by the owner (consignor) with another (consignee) to be sold for the owner.

consignment ledger—a subsidiary ledger containing the individual accounts with consignors.

consignment sale—a sales transaction completed by a consignee whereby goods are sold for a consignor.

consignor—the owner of goods sent to a consignee.

contingent liability—a liability that does not actually exist at the time of preparing a balance sheet but that may materialize upon the happening of some event.

contra balances—balances in accounts that are the opposite of the normal balances of such accounts (as an account payable with a debit balance).

controlling account—a general ledger account that summarizes all the accounts in a subsidiary ledger.

cooperative—a type of business enterprise that is owned by its customers.

copyright—a special license issued by the Federal government that insures to authors and publishers the exclusive right to publish written works or trademarks for a period of twenty-eight years.
corporation—a form of business organization that may have many owners with each owner liable only for the amount of his investment in the business. It is an artificial person created by state or Federal law. As defined by the Supreme Court of the United States, a corporation is "an artificial being, invisible, intangible, and existing only in contemplation of law."

correcting entries—entries made in the general journal to correct errors in two or more ledger accounts.

cost of merchandise sold—the result obtained by subtracting the ending merchandise inventory from the sum of the beginning merchandise inventory and the net purchases for the month.

cost sheet—a special sheet containing space for recording the detailed costs of each production order.

Cr.—the abbreviation for credit.

credit—an amount that is to be recorded on the right-hand side of an account.

credit balance—the amount by which the right side of an account exceeds the left side.

credit amount column—the right-hand side of an account or journal column.

credit entry—an entry that is placed on the right-hand side of an account.

credit footing of an account—the columnar total that is written at the foot of the credit money column in the account.

credit for dependents—an exemption that is allowed for each minor child under eighteen years of age and, in certain cases, for others who are dependent upon the taxpayer for their chief support. The amount of this exemption is subtracted from the taxpayer's net income in the computation of the income tax.

credit memorandum—a special business form that is issued by the seller to the buyer and that contains a record of the credit which the seller has granted for returns, allowances, overcharges, and similar items.

creditor—one from whom merchandise is purchased on credit or on account.

credit side—the right-hand side of an account.

cumulative preferred stock—preferred stock that accumulates the claim for unpaid dividends from year to year.

current assets—assets that are in the form of cash or that can be converted into cash within a short period of time, usually less than one year.

current liabilities—liabilities that are to be paid within a relatively short time, usually within a year.

current ratio—the ratio of current assets to current liabilities, indicating the ability of a business to pay its current liabilities in cash as they fall due.

customer—a person or firm to whom a business sells merchandise.

customer master file—a file of accounts receivable punched cards.
data processing—any handling of figures to provide desired information.

daily memorandum record—a record of a doctor or a dentist showing the names of the patients served on each day, the nature of the services rendered, the charges to the patients’ accounts, and the cash collections from the patients.

date—the time at which a transaction or event takes place. It is indicated by specifying the year, the month, and the day.

date of acceptance—the date on which a time draft is honored or accepted.

date of draft—the date on which a draft is drawn.

date of payment of dividends—the date on which declared dividends are payable.

date of record of dividends—the date on which the recorded names of stockholders are listed for dividend payments.

date of issue—the date of acceptance.

debit—an amount that is to be recorded on the left-hand side of an account.

debit amount column—the left-hand side of an account or journal column.

debit balance—the amount by which the left side of an account exceeds the right side.

debit entry—an entry that is placed on the left-hand side of an account.

debit footing of an account—the columnar total that is written at the foot of the debit money column in the account.

debit side—the left-hand side of an account.

debtor—one to whom merchandise is sold on account.

decreases—subtractions from an amount. Decreases are credits to asset accounts and debits to liability accounts or the proprietorship account.

deductible items—items that the taxpayer may subtract from his gross income.

deferred charges—assets that will be consumed within a short period of time through use; supplies and services purchased that will be consumed in the operation of the business.

deferred consignment expenses—expenses recorded by a consignor that apply to consigned goods that will be sold in a future fiscal period.

deferred credits—incomes that have not been earned but for which cash has been collected.

deferred gross profit on installment sales—the gross profit on installment sales that will not be realized until a future fiscal period.

deficit—a title sometimes used in corporation accounting systems to indicate a net loss and the title of an account to which this may be charged.
depletion— the decrease in the value of a wasting asset because of exhaustion or consumption.

depositor—one in whose name cash is deposited.

deposit ticket—a business form on which the depositor lists all the items that he wishes to deposit in the bank.

depreciation—the constant decrease in the value of fixed assets because of wear, the passage of time, and obsolescence.

detailed audit strip—the paper tape on which there is automatically printed a record of each transaction entered on the cash register.

digital computer—an electronic computer that deals with alphabetic letters and with numbers.

direct labor—the amount of the wages paid to employees whose time may be charged to specific finished products.

disbursements voucher—a standard order for making payments.

discount—a term used when interest on a note is taken in advance.

discounting a note receivable—selling a note receivable to a bank or to someone else.

discount on purchases—a cash discount taken by the buyer.

discount on sales—a cash discount granted by the seller.

dishonor—to refuse to accept or to pay;—said in respect of a draft, bill, check, or note.

dishonored check—a check that a bank refuses to pay.

dishonored note—a note that the maker refuses or is unable to pay when it is due.

divided-column journal—a journal in which the debit amount columns are at the left of the account titles and explanation column and the credit amount columns are at the right of the account titles and explanation column.

dividend—that portion of the earnings to be distributed to stockholders.

donated surplus—a capital surplus account that contains a record of the par value of donated stock that is in the treasury of the corporation and of the proceeds from donated stock that has been sold.

dormant partner—one who is not known to the public as a member of the firm and who does not take an active part in the management of the business.

double-entry bookkeeping—that system of bookkeeping under which both the debit and the credit amounts of each transaction are recorded.

double posting—the posting of a debit amount or a credit amount to two accounts.

down payment—the cash payment that the purchaser or merchant-discount sold on the installment plan is required to make at the time of the sale.

Dr.—the abbreviation for debit.

drawee—the person who orders the bank to pay cash from his account.
drawing account—an account with the proprietor or with each partner in which a record is kept of the temporary changes in the proprietor's or each partner's capital, due to withdrawals, profits, and losses.

F

earned income credit—a percentage of the individual taxpayer's earned income which he may subtract from his net income in the computation of his income tax.

earned surplus—the undistributed corporation profits resulting from the regular operations of the business.

electronic computer—a common term used to describe the digital computer that can be used for record keeping and accounting purposes.

employment taxes—taxes based on the wages and salaries of employees.

endorsement—the signature on a negotiable instrument or the stamp on a check that transfers title to the instrument or check.

endorsement in full—an endorsement that states on whose order the check is to be paid, together with the name of the endorser.

endorser—one who signs his name to a note, a check, or other similar instrument for the purpose of transferring it to another person.

endorsing—the act of signing a note, check, or other similar instrument for the purpose of transferring it to another person.

entry—each record in a journal.

equipment—such fixed assets as display cases, desks, typewriters, adding machines, and cash registers.

eyequity—the value of a claim that an individual or a business may have against an asset or a group of assets.

estimated balance sheet—an estimate of the assets, liabilities, and proprietorship at the end of a future fiscal period.

estimated profit and loss statement—an estimate of the income, expenses, and net profit for a future fiscal period.

exemption—an amount of money on which a person does not have to pay income tax.

expense—any decrease in proprietorship resulting from the operation of a business.

expired insurance—the cost of insurance premiums, the benefit of which the business has received during the fiscal period. It represents an expense for the period.

explanation—a clear, concise, and complete description of a transaction.

express C.O.D. envelope—a special envelope, supplied by the Railway Express Agency, that the shipper attaches to a C.O.D. express shipment after inserting in the envelope the original copy of the sales invoice.
face of the note—the amount stated on the note. It is also known as the principal.

factory supplies—supplies needed for general use in the factory.

Federal income tax return—a blank on which the details concerning the gross income, deductions, and credits of an individual or corporation are reported to the Federal government.

Federal unemployment tax—a social security tax paid only by the employer and used by the Federal government to assist the states in paying persons who are temporarily unemployed.

fees—charges made for services rendered.

FICA tax—a social security tax paid to the Federal government by both employees and employers for use in paying old age, survivors, and disability insurance. (This tax is frequently known as old age benefits tax.)

finance company—one that specializes in the purchase of installment contracts from merchants who sell merchandise on the installment plan.

finished goods—goods that have gone through the manufacturing process and that have been made ready for sale.

finished goods inventory—an inventory representing the total cost of finished products that are on hand in the stockroom.

finished goods journal—a book of original entry that contains a record of the total cost of each job completed.

fiscal period—the period of time for which an analysis of the operations of the business is made.

fixed assets—same as "Plant and Equipment," assets that will be used for more than one fiscal period in the operation of a business.

fixed assets register—a record (book, card, or sheet) that contains the details of the cost price and the depreciation of the fixed assets.

fixed liabilities—same as "Long-Term Liabilities," debts that do not have to be paid for a number of years in the normal operation of the business. An example is Mortgage Payable.

folio column of the account—the column that provides space for writing the number of the journal page from which the entry in the account has been posted.

footings—small pencil totals.

forwarding—a procedure used to carry forward information from one page to another in an account or journal. Usually only the totals are "carried forward" and are so labeled.

fundamental bookkeeping equation—assets equals liabilities plus proprietorship.

gain on fixed assets—income that results when a fixed asset is sold for more than its book value.
general journal—usually a two-column journal that may be used in recording all types of transactions.

general ledger—the ledger that contains all the accounts needed to make the income statement and the balance sheet.

goosing concern—an enterprise that is already established and engaged in business.

goods in process—goods in the factory on which some operations have been performed but that have not been completed.

goods in process inventory—an inventory representing the total cost of uncompleted products on which some operations have been performed that are on hand in the factory.

goodwill—an intangible asset that represents the difference between the book value of a business and its purchase (or sale) price when the latter is greater than the book value; an asset representing the value of the proprietorship of a business in excess of the amount of proprietorship appearing on the books; the amount by which the price that a corporation pays for the assets of a business exceeds the proprietary interest of the owners.

graph—a chart that is used to show mathematical figures in diagrammatic form.

gross income—the total taxable income.

gross profit on sales—the amount by which the net sales exceeds the cost of the merchandise sold.

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honored—a term, when it refers to a draft or a note, meaning that the paper was either accepted or paid.

horizontal bar graph—a bar graph on which the bars are plotted horizontally.

*I*

immediate record—a business paper prepared at the time of a transaction that describes a transaction.

in balance—term meaning that the total of the debits is the same amount as the total of the credits.

income—an increase in proprietorship resulting from the operation of the business.

income and expense summary—the account to which the balances of all income and expense accounts are transferred at the end of each fiscal period.

income statement—the report showing the income, the expenses, and the net income or net loss.

increases—additions to an amount. Increases are debits to asset accounts and credits to liability accounts or the proprietorship account.

indirect labor—the amount of the wages paid to employees who work in the factory but whose time may not be charged to specific finished products.

input—any acceptable means of presenting information to an automated machine.
input media—records from which an automated machine can read information as data.

installment accounts receivable—the title of the controlling account in the general ledger that controls the installment ledger.

installment contract—a contract that sets forth the conditions of an installment sale and the payments on it.

installment ledger—a special ledger in which are kept the accounts with customers who purchase merchandise on the installment plan.

installment sales—sales that are made on terms by which the customer pays part of the selling price at the time of sale and signs a written contract covering the settlement of the balance in periodic payments.

intangible asset—an asset of an intangible nature that benefits the business for several fiscal periods; an asset of an immaterial, nonphysical nature that adds value to the business only as a going concern.

interest—the amount paid for the use of money.

interest-bearing note—a note in which the maker has agreed to pay the face of the note with interest.

interest expense—the expense incurred for interest on any debt.

interest income—the income realized from interest on any claim against others.

interest payable—a liability representing accrued interest owed by the business.

interest rate—a percentage that expresses the relationship between the interest for one year and the principal.

interest receivable—an asset representing accrued interest to be collected.

inventory sheet—a form that shows the quantity, description, unit price, and total value of each unit of merchandise in stock.

invoice—a business form listing goods sold, the method of shipment, and the cost of the items.

invoice (approved)—an itemized statement already checked for accuracy, carrying the signature of the proper person authorizing payment.

issue value—the value of a share of stock at which it is issued by the corporation.

job cost ledger—a ledger containing all the cost sheets for the various jobs in process.

journal—a book in which any of the records of a business are first written.

journal entry—the record of a transaction in any journal.
journalizing—the process of recording a transaction in a journal. It consists of two steps: (a) the mental process of determining the debits and the credits, and (b) the recording of the entry in the journal.

ledger—a group of accounts (usually all the accounts).

legal fees—amounts charged to or collected from clients for legal counsel or services.

liability—an amount that is owed.

limited partner—one whose liability for the debts of the firm is limited.

line graph—a graph that uses a single line to indicate increases and decreases in an item from one period to another.

liquid assets—cash and other assets that in the normal operation of a business will be converted into cash in a reasonable length of time, usually within a year. They are also known as current assets or floating assets.

liquidation—the process of paying the liabilities of a business, selling the assets, and distributing the remaining cash to the owner or owners of the business.

livestock purchased cost—the amounts paid for livestock that is purchased for the purpose of resale within a few weeks or months.

livestock purchased sales—the amounts received from the sale of livestock that was purchased for the purpose of resale.

long-term liabilities—same as fixed liabilities.

loss on bad debts—an expense that results from failure to collect amounts due from charge customers.

loss on fixed assets—a term applied to the loss, or expense, that results when the book value of a fixed asset is greater than the actual value at the time the asset is sold.

loss on sale of assets—an expense account used for recording losses that result when assets are sold for less than the book value.

magnetic ink character reader—a machine that can read and use information that has been properly printed in magnetic ink.

maker—the person who signs a promissory note, agreeing to pay.

making a deposit—placing cash with a bank.

manufacturing budget—an estimate of the manufacturing costs for a future fiscal period.

manufacturing statement—a special statement that is prepared to give detailed information about the cost of the goods manufactured.

market value—the value of a share of capital stock or merchandise at which it may be sold by a stockholder.
maturity date—the date on which the note is due.
maturity value—the amount that must be paid on the date the note becomes due.
membership record—one that lists the names of all the members of an organization and shows the dues that each has paid to the treasurer.
memorandum entry—an entry that records information that is not to be posted.
merchandise—goods carried in stock for sale.
merchandise inventory—the value of the merchandise on hand.
merchandise received for produce—a special income account. (The Federal income tax law provides that merchandise received in exchange for farm produce shall be reported as an income item separate from produce sales, thus necessitating this special account.)
merchandise turnover—the number of times that a business buys and sells a stock of goods during a year.
MCR—an abbreviation for magnetic ink character recognition. Magnetic ink numbers are used to process bank checks automatically.
minus asset—a term applied to the amount that must be subtracted from the original value of an asset in order that the present value of the asset may be known.
minus income—an amount that is to be deducted from the balance of an income account.
minute book—a book in which is kept a record of the proceedings of stockholders' meetings and board of directors' meetings.
miscellaneous entries—entries that cannot be recorded in a special journal.
mixed accounts—accounts whose balances are part asset and part expense or part liability and part income.
monthly summary—a form similar to the cash journal to which the footings in the cash journal are transferred at the end of each month. The columns in the monthly summary are exactly the same as the columns in the cash journal, except that one additional column is provided for the cash balance.

net cost of merchandise purchased—the not amount of purchases plus Transportation of Purchases.
net decrease in capital—when the withdrawals exceed the net profit, the net profit is subtracted from the withdrawals and this difference is called net decrease in capital.
net income—the amount of the difference if the income is larger than the expenses.
net income from operations—in order to distinguish between income that comes from the regular operations of the business and income that does not, the net income obtained when the Total Operating Expenses are subtracted from the Gross Income on Sales is called Net Income from Operations.
not loss—the amount of the difference if the expenses are larger than the income.

net profit—see net income above.

net purchases—the gross amount of purchases less the amount of the returned purchases.

net sales—the gross amount of sales less the amount of the returned sales.

nominal partner—one who represents himself or permits others to represent him to the public as a partner, but who in reality is not a partner.

non-interest-bearing note—a note in which the maker is not required to pay interest.

nonoperating expenses—decreases in the proprietorship of a business that are incurred through the financial control of the business. They are also known as financial expenses, nonrecurring expenses, or other expenses.

nonoperating income—an increase in the proprietorship of a business that is derived from gains through the financial control of the business. It is also known as financial income, nonrecurring income, or other income.

no-par value—having no face value.

no-par-value stock—stock that does not have a value for each share printed on the stock certificate.

"no sale" transaction—a term used to show that the cash register was operated for some other purpose than to record a sale or to make a payment.

notes payable—promissory notes issued to creditors.

notes payable register—a special book in which a detailed record of all notes and acceptances payable may be recorded.

notes receivable—promissory notes received by the business from its customers.

notes receivable register—a special book in which a detailed record of all notes and acceptances receivable may be recorded.

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obsolescence—the decrease in value caused by changes in models and new inventions that render fixed assets out of date.

old-age insurance benefits—annuities or pensions, paid to employees who have been taxed under the Social Security Act.

opening an account—getting an account ready for use.

opening an account in the ledger—writing the account title on the heading line of the ledger page reserved for the account.

opening a ledger—getting a complete ledger ready for use.

opening entry—an entry that is made in the general journal to record the assets, liabilities, and proprietorship of a new business at the time the business is organized, or of a going concern at the time a new set of books is opened; the first entry that is made in opening a new set of books. It is recorded in the general journal and presents a complete record of the assets, liabilities, and the proprietorship as of the date of the entry.
operating expenses—decreases in the proprietorship of a business that are incurred in carrying on the normal operations of the business; any expenses incurred, other than the cost of goods sold, in conducting the normal operations of the business.

operating income—the increases in the proprietorship of a business that are derived from the principal operations of the business.

order bill of lading—a special form of bill of lading that is used in C.O.D. freight shipments. It is negotiable and is good only to the person in whose favor it is drawn or the person to whom it is endorsed.

order blank—a printed form furnished by the seller to the buyer for the buyer's use in ordering merchandise.

organization expenses—costs of organizing a corporation, such as the incorporation fee and attorneys' fees.

ostensible partner—one who is openly recognized by the public as a partner.

other expense—an expense not considered to be one of the regular operating expenses of a business.

output—the result or information given by an automated machine.

outstanding check—a check that has been issued but not presented to the bank for payment.

overabsorbed overhead—the excess of the estimated overhead charged to the goods in process over the actual overhead in a manufacturing business.

overhead—the expenses other than raw materials and direct labor that are incurred in the manufacturing process.

paid invoices file—an alphabetic file for paid invoices.

parcel-post C.O.D. tag—a special tag, supplied by the Post Office Department, that the shipper attaches to a parcel-post C.O.D. shipment. It shows the customer's name and address and the amount to be collected on delivery.

participating preferred stock—preferred stock that has the right to share with the common stock in profits above a fixed amount.

participation dividends—earnings of a cooperative that are distributed to each member in proportion to the amount of investment in the cooperative.

partner—a person who is a member of a partnership; one who has entered into a verbal or written agreement with one or more persons to operate a business.

partnership—a form of business organization in which two or more persons combine their property or their skill, or both, in one venture and agree to share in the profits or the losses of the business.

par value—the value of a share of stock printed on the stock certificate; the face value of each share of stock is stated in the corporation charter and on each stock certificate.
par-value stock—stock that has been assigned a definite value and the value is printed on the stock certificates.

passbook—a small book, supplied to the depositor by the bank, in which the receiving teller enters the amount and date of each deposit. Each entry in the passbook is the depositor’s receipt for a deposit.

patent—a special license issued by the Federal government that insures to an inventor the exclusive right to manufacture his invention for a period of seventeen years.

patients’ receivable ledger—a ledger containing a dentist’s or a physician’s accounts with his patients.

patients’ receivable summary—a supplementary record form of a dentist or a physician to which the accumulated totals of the daily memorandum record sheets are posted at the end of each week and at the end of the month for the purpose of providing a proof of the posting to the patients’ receivable ledger.

payee—the person or firm to whom a promissory note or a check is payable.

payroll—a special business form listing all employees entitled to pay for a certain period, with the amounts due each.

payroll clerks—in large businesses, office workers who spend all or most of their time keeping payroll records. In smaller businesses the bookkeeper usually keeps the payroll records.

payroll taxes—taxes based on the wages and salaries of employees. They are also known as employment taxes.

pencil footings—columnar totals that are written in small pencil figures at the bottom of money columns. In a journal, pencil footings are used to prove the equality of debits and credits in the money columns.

pensions—stated allowances made by the government or a business organization to those who have retired from service.

peg board system—a standardized system of manual accounting (also called writing board or accounting board.)

percentage bar graph—a bar graph in which each bar, representing 100 per cent, is divided to indicate the proportions of the items that make up the total. For example, a bar representing total income may be divided into percentage proportions to indicate cost of merchandise sold, operating expenses, financial expenses, Federal income taxes, and net income.

perpetual inventory—(book inventory) an inventory record that shows changes in amounts on hand as the changes occur.

personal asset—an asset that is owned for personal use.

personal exemption—an amount determined by the taxpayer’s status as a single person, married person, or head of a family which he may subtract from his net income in the computation of his income tax.

personal surety—a person who agrees to be financially responsible for the debt of another person.

petty cash book—a memorandum book for keeping a record of, sorting, and summarizing the miscellaneous small cash payments paid out of a special office fund rather than through the regular checking account.
petty cash fund—a small fund of cash that is kept on hand to provide the money needed for making small payments or for making change at the beginning of the day.

petty cash record—a term used to describe the classified record that is kept of payments made by cash in situations where it is the practice to deposit all cash receipts in the bank and to make all major disbursements by check.

petty cash voucher—a written form that provides an immediate record of a petty cash payment.

physical inventory—an actual account of items on hand.

physician’s case record—a record sheet for each patient which contains a complete case history of the patient.

pictorial graph—a graph that makes use of pictures, drawings, or cartoons to make the figures or proportions more interesting.

plant and equipment—same as "Fixed Assets."

pocket memorandum book—a small book that one carries with him for making a pencil notation of the nature and the amount of each transaction at the time it occurs.

post-closing trial balance—a trial balance taken after the closing entries have been posted and the accounts have been ruled.

posting—the process of transferring journal entries to the ledger.

posting reference column of the journal—the column that provides space for writing the number of the ledger page to which a debit or a credit amount in a journal entry has been posted.

preferred stock—that part of the capital stock that has some special rights or preferences.

prepaid insurance—the cost of insurance premiums paid in advance, the benefits of which have not yet been received by the business.

prepaid transportation charges—transportation charges paid at the shipping point by the person who is sending the shipment.

present capital—the proprietorship at the end of the fiscal period.

principal—the amount of money borrowed; the unpaid balance of a loan.

proceeds—the amount that the borrower receives for a note when it is sold to a bank or individual at a discount.

professional fees—amounts charged to or collected from clients for services rendered in a licensed field or profession (Dentist, Doctor, etc).

profit and loss statement—see income statement.

profit and loss summary account—income and expense summary account.

profit on fixed assets—a term applied to the profit that results when the book value of a fixed asset is less than the actual value at the time the asset is sold.
promissory note—an unconditional written promise to pay a fixed amount of money at a definite time. It is signed by the person or persons agreeing to make the payment.

proprietary ownership. Its value is measured by the difference between the total value of the assets and the total amount of the liabilities. It represents the owner's equity in his assets.

proving cash—determining that the amount of cash on hand agrees with the bookkeeping records.

provision for Federal income, taxes—a current liability account that contains a record of the estimated amount to be paid to the Federal government for income taxes.

purchase allowance—a credit received by the buyer, often because of inferior or damaged merchandise.

purchase invoice—a formal business paper prepared by the seller and delivered to the buyer that tells the buyer what has been sent, and when it was sent, and the total cost of the purchase.

purchase on account—a transaction in which merchandise is bought with an agreement that it is to be paid for at a later date.

purchase order—a business form prepared by the buyer that describes the merchandise to be purchased.

purchases—the account used to record all purchases of merchandise in a merchandising business.

purchases account—an account in the general ledger where the total purchases for the month as shown in the purchases journal are recorded as debits.

purchases budget—an estimate of the purchases that will provide for the anticipated sales of a future fiscal period.

purchases journal—a special journal for recording purchases of merchandise on account. (Also called purchases book and purchase register.)

purchases return—the credit received by the buyer because merchandise is returned to the seller.

quick assets—cash and other assets that can be readily converted into cash.

quick ratio—the ratio between the quick assets and the current liabilities.

rate of estimated depreciation—the annual depreciation of a fixed asset expressed as a percentage of the cost price; a percentage obtained by dividing the annual depreciation of a fixed asset by the original cost.

ratio—the relationship of one item to another item.

raw materials—articles that are either changed in form or united with other articles in a manufacturing business to become a part of the finished products of the factory.
raw materials inventory—an inventory representing the total cost of materials that are on hand in the storeroom of a manufacturing business.


reconciling the bank statement—the process of bringing into agreement the bank balance as shown on the bank statement and the balance as shown on the check stub.

repossessed installment sales—the title of the general ledger account in which the returned installment sales are recorded.

report form of balance sheet—a balance with the assets, the liabilities, and the proprietorship in a vertical arrangement.

repossession—the process of taking back merchandise sold on the installment plan on which payments have not been completed.

requisition journal—a special journal in which a record is made of each stores requisition honored by the stores clerk in a manufacturing business.

reserve for bad debts—same as "Allowance for Bad Debts."

reserve for depreciation—same as "Allowance for Depreciation."

restrictive endorsement—an endorsement that limits the receiver of the check as to the use he may make of the funds collected.

retained earnings—the amount earned by a corporation and not yet distributed to stockholders. (Also called "earned surplus, "retained income," "accumulated earnings.")

retirement of partners—the withdrawal of partners from a partnership.

returned purchases—items of merchandise that the business has returned to the creditors from whom the merchandise was purchased.

returned sales—items of merchandise that the customers of the firm have returned for credit.

revenue expenditures—those expenditures that do not increase the value of the fixed assets but that are necessary to maintain the assets in an efficient operating condition.

reversing entries—general journal entries made at the beginning of a new fiscal period to reverse the adjusting entries that were recorded at the end of the preceding period.

sale on account—sales that are made with an agreement that the amount is to be paid at a later date. (Also called charge sale or a sale on credit.)

sales—a bookkeeping term that refers to all merchandise sold.

sales allowance—a credit allowed to a customer, often because of inferior or damaged merchandise.

sales budget—an estimate of the income from sales for a future fiscal period.
sales invoice—a business form prepared by the seller that lists the goods that are to be shipped to the customer.
sales journal—a special journal in which all sales of merchandise on account are recorded.
sales on account—sales that are made with the agreement that the amount in each case is to be paid at some date later than that of the sale.
sales quota—a statement of the amount of sales that each salesman, supervisor, and branch manager is expected to complete during a future fiscal period.
sales return—the return to the seller of goods previously sold to a customer.
sales slip or sales ticket—a business form that shows all details about a sale.
sales tax—a tax on sales that the seller collects from customers and pays to the state or Federal government.
savings account—an account with a bank on which a bank pays interest to the depositor.
schedule of accounts payable—a list showing the balance owed to each creditor and the total amount owed to all creditors.
schedule of accounts receivable—a list showing the account titles and the balances in the accounts receivable ledger.
schedule of farm income and expenses—a special form, showing the details of the farm income and expenses and the resulting net farm profit, which the farmer must fill out and attach to his Federal income tax return.
school treasurer—the school faculty member who is director of the student activities office.
school treasurer's fund—the title of the account that is set up to take care of all income and expenditures resulting from the operation of the student activities office.
secret partner—one whose membership in the firm is not known to the public, although he may have an active part in the management of the business.
self-balancing subsidiary ledger—a subsidiary ledger from which a trial balance may be taken.
selling expense budget—an estimate of the cash expenditures that will be required for the expenses of the sales activities of the business during the budget period.
sensing—a term that describes the reading of information from input media by an automated machine.
service charge—(bank service charge) an amount that the bank charges to the depositor each month to cover the cost of the clerical work and supplies connected with handling the depositor's account.
shares—the units into which the ownership of a corporation is divided.
sight draft—a commercial draft payable upon presentation.
signature card—a card that a depositor signs to provide the bank with a copy of his authorized signature.
silent partner—one who is known to the public as a member of the firm but who does not take an active part in the management of the business.

simplified invoice form—a form of invoice that conforms to the standards recommended by the National Bureau of Standards and the National Association of Purchasing Agents.

single-entry bookkeeping—a system of bookkeeping in which only the debit part or only the credit part of a transaction is recorded.

single-ledger system of accounts—a system of accounts in which all the accounts are contained in one ledger.

Social Security Act—the Federal law under which taxes are imposed to provide funds for old-age insurance benefits and grants to states for the administration of unemployment compensation.

social security card—a small card issued by the Social Security Board to each employee who comes under the provisions of the Social Security Act. It shows the employee's name, his permanent identification number, his signature, and the date of issuance.

social security taxes—a general term that is used to refer to taxes imposed under the terms of the social security laws.

solid area graph—a bar graph in which the bars are joined together so that comparisons may be made more conveniently.

sorter—a machine that automatically groups all punched cards of a similar kind and arranges them in numerical or alphabetical order.

special column—a special column used in the journal to save labor. It has as its heading the title of an account in the ledger. It is used whenever an account in the ledger is debited or credited frequently during the month.

special journal—a book of original entry in which transactions of only one kind are recorded.

special partner—the same as a limited partner and is one whose liability for the debts of the firm is limited.

standard ledger ruling—two-column ledger ruling that provides a debit money column at the left of the center of the page and a credit money column at the extreme right.

state employment tax—a tax paid to the state, usually by employers only, for use in paying persons temporarily employed.

statement of account—a business form that shows the charges to a customer's account, the amounts credited to his account, and the balance of his account.

statement of financial condition—same as "Balance Sheet Statement."

statement of income and expenses—a summary report which shows the amount and sources of the income, the amount and kind of each expense, and the net increase in proprietorship.

stock certificate—the printed evidence of a stockholders' ownership in a corporation.

stockholders—persons owning one or more shares of the capital stock of a corporation.

stockholders' ledger—a subsidiary ledger that contains detailed information about the stock owned by each stockholder.

stock ledger—a ledger containing an account for each type of product manufactured.

stock transfer book—a special journal that is used to record transfers of stock. Its entries are posted to the stockholder's ledger.

stop payment—to request the bank on which a check is drawn to refuse to pay the check when it is presented for payment (also applies to stopping payment on money orders or other similar negotiable instruments).

stores ledger—a ledger containing an account for each item of raw material.

stores requisitions—a special form showing an itemized list of raw materials to be withdrawn from the storeroom for use in the factory.

straight-line method—a method of calculating depreciation that distributes the total amount of the estimated depreciation over the probable life of the fixed asset in equal annual installments.

subscribers—persons who promise to buy stock to organize a corporation.

subscribers' ledger—a subsidiary ledger that contains all information about the subscriptions and the payments of each subscriber.

subscription book—a book consisting of the subscription blanks that have been turned over to the bookkeeper. It contains the information that serves as a basis for recording the subscriptions receivable in the general journal.

subscription cash record—a memorandum cash record of down payments and installment payments received from subscribers to capital stock.

subscription list—an agreement signed by subscribers indicating the amount of stock that each subscriber has agreed to purchase.

subscriptions receivable—a current asset account that shows the amount to be collected from subscribers to capital stock in a corporation.

subsidiary ledger—a ledger that is summarized in a single account in the general ledger.

summarizing entry—an entry in journal form that is written below the footings in a columnar journal to show that the debits and the credits are equal.

supporting schedules—additional lists of facts or financial reports that are used with the balance sheet or profit and loss statement as supplementary reports.

surplus—same as "Retained Earnings;" the title of the account that summarizes the changes in the proprietorship of a corporation; surplus plus proprietorship is the net worth; undivided profits.
"T" account—a form of ledger account that shows only the account title and the debit and credit sides.

Taking inventory—the process of ascertaining the present value of the merchandise on hand.

Temporary proprietorship accounts—income, cost, and expense accounts that are summarized at the end of each fiscal period so that the net profit may be transferred to the permanent proprietorship accounts through the profit and loss summary account.

Terms of sale—the understanding arrived at between the buyer and the seller as to payment for merchandise.

Thirty days after date—phrase meaning that the amount is due for payment on a time draft thirty days after the date of the draft.

Tickler file—a card record of invoices arranged according to their due dates; a card file of things to be done, arranged chronologically according to the dates on which the items should receive attention.

Time draft—one that is payable a certain number of days after the date of the draft or after the date of acceptance.

Time of the note—the number of days or months from the date of issue to the date of maturity.

Trade acceptance—a written promise drawn by the seller of merchandise at the time of sale and signed by the purchaser.

Trade discount—the deduction from the list prices.

Transplacement—(or a slide) an error caused by moving all the digits of an amount to the right or the left without changing the order of the digits.

Transportation on purchases—the cost of all transportation charges on merchandise purchased.

Transposition—an error caused by the interchanging of digits in an amount.

Treasurer—one who handles the financial transactions of an organization.

Treasury stock—stock that has been issued and that is later reacquired by the corporation.

Trial balance—the proof of the equality of the debits and the credits in the ledger.

Trial balance footings—the columnar totals written at the foot of the debit and credit money columns on a trial balance.

Trial balance in balance—the two totals of the trial balance are equal.

Trial balance of balances—a list of account titles showing the balance of each account in the ledger.

Trial balance of totals—a list of account titles showing the debit total and the credit total of each account in the ledger.

Trial balance out of balance—the two totals of the trial balance are not equal.
uncollectible accounts—accounts with charge customers who will not or cannot pay what they owe.

underabsorbed overhead—(for a manufacturing business) the excess of the actual overhead over the estimated overhead charged to the goods in process.

unemployment compensation—compensation available under certain circumstances for those who are unemployed and who are unable to obtain employment.

unpaid vouchers file—a file containing all the unpaid vouchers. The unpaid vouchers are usually arranged in the order of their due dates.

valuation account—an account that is used on the balance sheet in calculating the present value or book value of an asset account to which it is related; a reserve account.

verifying the extensions—proving multiplication and addition on a purchase invoice.

vertical bar graph—a graph in which the bars are plotted vertically.

voiding a check—writing the word "void" across the face of the check and the stub to indicate that the check and the stub are not to be used.

voucher—a business form that provides written authority for a bookkeeping transaction.

voucher check—a check that contains on its face a brief summary of the voucher to show the purpose for which the check is issued.

voucher clerk—a clerk who prepares the vouchers of a business that uses the voucher system.

voucher register—a special book of original entry in which all the vouchers of a business using the voucher system are recorded.

vouchers payable—a general ledger account that provides a summary of all the unpaid bills of a business using the voucher system. It is in the nature of a controlling account, as it provides a check upon the sum of the vouchers in the unpaid vouchers file.

voucher system—a method of controlling expenditures through the use of approved vouchers.

wasting assets—fixed assets, such as standing timber and mineral deposits, that decrease in value because of the exhaustion or depletion of the resource.

withdrawals—assets taken out of the business by the proprietor for his personal use.

working trial balance—a bookkeeping device for arranging and classifying the trial balance items in terms of the financial reports to which they apply.
work sheet--analysis paper that provides for the sorting and the interpreting of the trial balance on a single sheet of paper.

write-it-once principal--the procedure of using carbon paper or other means of producing more than one copy with only one writing.

written off--term meaning that a customer's account that is considered uncollectible is closed by transferring its balance to Reserve for Bad Debts.

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APPENDIX VII

VOCABULARY TEST QUESTIONS

Name __________________________ Date __________ Class __________ Teacher __________

1. Flexible means most nearly
   a. breakable
   b. flammable
   c. pliable
   d. weak

2. Alert means most nearly
   a. sensible
   b. watchful
   c. suspicious
   d. restless

3. Prime means most nearly
   a. eternal
   b. well-developed
   c. active
   d. prospective

4. Precedent means most nearly
   a. example
   b. theory
   c. law
   d. conformity

5. The employer was friendly to his employees.
   a. amicable
   b. accessible
   c. tender
   d. amicable

6. "There was much diversity in the suggestions submitted."
   a. similarity
   b. triviality
   c. value
   d. variety

7. "He was surprised at the temerity of the new employee."
   a. shyness
   b. rashness
   c. enthusiasm
   d. self-control

8. A regulation which is rigid is most nearly
   a. precisely stated
   b. strictly enforced
   c. rarely applied
   d. clearly expressed

9. Some people invest money unwise because they are too
   a. credible
   b. critical
   c. creditable
   d. credulous

10. Fallacious means not nearly
    a. faltering
    b. deceptive
    c. stumbling
    d. foolish

11. Anticipate means most nearly
    a. foresee
    b. reveal
    c. approve
    d. conceal

12. To say that work is tedious means most nearly that it is
    a. technical
    b. tiresome
    c. interesting
    d. confidential

SPELLING TEST QUESTIONS

Write the letter of the word which is spelled correctly:

13. a. proceed b. procecd c. proceed d. none of these
14. a. existence b. existense c. existence d. none of these
15. a. weigt b. wight c. weight d. none of these
16. a. noticeable b. noticeble c. noticeable d. none of these
17. a. balancing b. balacing c. balancing d. none of these
18. a. specific b. spesific c. specific d. none of these
19. a. reference b. referonce c. reference d. none of these
20. a. deductible b. deductable c. deductible d. none of these
21. a. transient b. transient c. transient d. none of these
22. a. heritge b. heritage c. heritage d. none of these
23. a. exhibition b. exhibition c. exhibition d. none of these
24. a. similar b. similar c. similar d. none of these
<table>
<thead>
<tr>
<th>Question</th>
<th>Word</th>
<th>Definition</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expedite means most nearly</td>
<td>obstruct</td>
<td>a. accelerate</td>
<td>b. advise</td>
<td>c. demolish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Retaliation means most nearly</td>
<td></td>
<td>a. retaliation</td>
<td>b. warning</td>
<td>c. advantage</td>
<td>d. defense</td>
<td></td>
</tr>
<tr>
<td>3. Capitulate means most nearly</td>
<td>repeat</td>
<td>a. repeat</td>
<td>b. finance</td>
<td>c. surrender</td>
<td>d. retreat</td>
<td></td>
</tr>
<tr>
<td>4. Extenuating means most nearly</td>
<td>excusing</td>
<td>a. excusing</td>
<td>b. incriminating</td>
<td>c. opposing</td>
<td>d. distressing</td>
<td></td>
</tr>
<tr>
<td>5. Auspicious means most nearly</td>
<td>favorable</td>
<td>a. favorable</td>
<td>b. free</td>
<td>c. well-known</td>
<td>d. option</td>
<td></td>
</tr>
<tr>
<td>6. Arbitrary means most nearly</td>
<td>responsible</td>
<td>a. responsible</td>
<td>b. conciliatory</td>
<td>c. despotic</td>
<td>d. argumentative</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VIII

AMS ARITHMETIC REVIEW PROBLEMS

The purpose of the AMS Arithmetic Program is to encourage students to develop skill and accuracy in the arithmetic computations that they will use frequently in their adult life regardless of the type of business they may enter.

Emphasis is placed upon the use of knowledge and skill in arithmetic. However, many of the problems are stated in terms of simple application to business situations since the ability to use arithmetic in practical situations is important. The problems are the type that should be understood by students regardless of whether they have had any training in business.

The following review problems are typical of the types of problems to be included in the Arithmetic Program test. It is recommended that these problems be reviewed with the students and by the teacher, using the customary classroom approach. Because the review problems are provided, students are expected to make a perfect score on a test in order to qualify for an AMS Certificate.

1. The following problem requires you to determine the amount of cash received by a business, the amount of cash paid out, and the balance of cash remaining. The cash balance is computed by subtracting the total amount of cash paid out from the total amount of cash received.

<table>
<thead>
<tr>
<th>Cash Received</th>
<th>Cash Paid Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>$397.98</td>
<td>$139.71</td>
</tr>
<tr>
<td>148.77</td>
<td>386.69</td>
</tr>
<tr>
<td>2.63</td>
<td>72.28</td>
</tr>
<tr>
<td>45.50</td>
<td>109.03</td>
</tr>
<tr>
<td>838.74</td>
<td>41.17</td>
</tr>
</tbody>
</table>

   a. Total Cash Received
   b. Total Cash Paid Out
   c. Cash Balance

2. An operating business starts the month with some cash on hand, takes in additional cash during the month and pays out cash. Determine the cash balance at the end of the month. To solve the problem: (1) add the cash balance at the beginning of the month to the amount of cash received; (2) subtract the amount of cash paid out during the month.

   $1,367.42 - Cash balance, January 1
   $9,845.19 - Cash received during January
   a. $ 9,852.62 - Total Cash
   b. $ 7,492.05 - Cash paid out during January
   c. $ 1,367.42 - Cash balance, January 31

3. Businesses generally deposit cash received in a commercial bank account and make payments by check. Cash "deposited" is the cash put in the bank against which "checks" are written. The company keeps a check stub or other record upon which it keeps a running balance of cash in the bank. It adds each deposit to the balance and subtracts each check that is written. In the following problem you are to compute the bank balance after each transaction.

   $15,676.32 - Balance
   $724.29 - Check # 682
   $2,490.28 - Check # 685
   a. $ 15,676.32 - Balance
   b. $ 1,238.54 - Check # 603
   c. $ 2,649.72 - Deposit
   d. $ 129.75 - Check # 684
   e. $ 490.28 - Check # 685
   f. $ 950.50 - Deposit
   g. $ 950.50 - Balance
4. Occasionally it is desirable to determine the average of a series of figures. To find the average, several numbers are added together and the total divided by the number of terms that were added. For example, the average of 30, 42, and 60 is 44. \((30 + 42 + 60 = 132, \quad \frac{132}{3} = 44)\)

Determine the average in the following:

a. A store sold 620 hi-fi records in April; 846 in May; 730 in June; 548 in July. What was the average number of records sold per month? ________________

b. The sales of a store for one year were $70,963.20.

1. What were the average monthly sales? ________________

2. What were the average daily sales if the store was open 308 days during the year? ________________

5. The following problems provide a review of arithmetic processes involving decimals.

a. Add the following:
   1. .62, .42, .25, .04 = ________________
   2. 1.2, .063, .45, 1.0 = ________________
   3. $4.50, $.67, $.82, $14 = ________________

b. Subtract the following:
   1. .059 from .128 = ________________
   2. .546 from 1.48 = ________________
   3. .48 from 2.0 = ________________

c. Multiply the following:
   1. .32 x .56 = ________________
   2. .66 x 1.2 = ________________
   3. 2.55 x 12.4 = ________________

d. Divide the following:
   1. 1.75 by .25 = ________________
   2. .63 by .9 = ________________
   3. .69 by 3.0 = ________________

e. A company paid $653.64 for gasoline. The gasoline cost 31.2 cents per gallon.

How many gallons were purchased? ________________

f. A man purchased a TV set on which he paid a sales tax of $14.25. The rate of the tax was 3 per cent.

What was the cost of the TV set? ________________

6. Solve the following problems involving fractions and reduce the amount to the lowest denominator:

a. Add:
   1. \(6 \frac{2}{3} + 3 \frac{1}{4} = \) ________________
   2. \(12 \frac{1}{2} + 5 \frac{2}{3} + 6 \frac{5}{8} = \) ________________
   3. \(5 \frac{1}{6} + 21 \frac{3}{4} + 9 \frac{2}{5} = \) ________________

b. Subtract:
   1. \(15 \frac{3}{4} - 6 \frac{1}{3} = \) ________________
6. b. Subtract (Continued)
   2. 9 1/3 - 4 5/8 = 
   3. 21 5/6 - 9 3/5 = 

c. Multiply:
   1. 5 5/6 x 7 3/8 = 
   2. 14 7/8 x 8 1/3 = 
   3. 6 x 12 3/7 = 

d. Divide:
   1. 14 2/3 ÷ 5 1/2 = 
   2. 21 3/5 ÷ 10 1/8 = 
   3. 42 1/2 ÷ 18 1/3 = 

7. a. 50 is 1/2 of 100. What fractional part of 100 is:
   1. 25 
   2. 33 1/3 
   3. 16 2/3 
   4. 12 1/2 
   5. 6 1/4 
   6. 37 1/2 

   b. The information above can often be used to simplify computations. For example, the cost of 144 ball point pens at $.33 1/3 each can be computed as follows:

   \[ 144 \times \$0.33\frac{1}{3} = \$48. \]

   However, since $.33 \frac{1}{3} is 1/3 of $1, the same result can be obtained by taking 1/3 of 144 which is also $48. Compute the following problems by this method:

<table>
<thead>
<tr>
<th>Amount of Cost</th>
</tr>
</thead>
</table>
| 1. 36 paper back books at 25 cents each: 
| 2. 120 pencils at 12 1/2 cents each: 
| 3. 48 packages of paper at 16 2/3 cents each: 
| 4. 60 pens at 66 2/3 cents each: 

8. The following problems involve the use of percentage:

   a. If you purchased items upon which a sales tax was charged, what would be the amount of the tax?

<table>
<thead>
<tr>
<th>Amount of Tax</th>
</tr>
</thead>
</table>
| 1. Jacket $22, rate of sales tax 3%: 
| 2. Radio $114.50, rate of sales tax 2%: 
| 3. Used car $875, rate of sales tax 2 1/2%: 

b. Some businesses give customers a discount if the merchandise purchased is paid for within a specified period of time, such as 2% if paid within 10 days. What is the amount of the cash discount for the following:

<table>
<thead>
<tr>
<th>Amount of Purchase</th>
<th>Rate of Discount</th>
<th>Amount of Cash Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $362.00</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>
8. b. (Continued)

<table>
<thead>
<tr>
<th>Amount of Purchase</th>
<th>Rate of Discount</th>
<th>Amount of Cash Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. $499.85</td>
<td>2 1/2%</td>
<td></td>
</tr>
<tr>
<td>3. $1,676.80</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

c. Determining the "mark-up" on merchandise is a computation that is made frequently by retail stores. Mark-up is the sum that is added to the cost price to arrive at the retail price. Mark-up may be figured as a percentage of the cost price or as a percentage of the sales price. When it is figured as a percentage of the cost price it is called "mark-up on cost." When it is figured as a percentage of the sales price it is called "mark-up on retail" or "mark-up on sales." For example, a store wants to sell an article at a price equal to 33 1/3% more than the $15 it had paid for the article or, in other words, at a 33 1/3% mark-up on cost. Such mark-up would be $5. It is computed by multiplying the $15 cost price by 33 1/3%. The sales price based upon the mark-up is then $20. It is computed by adding the $5 mark-up to the $15 cost price. Instead, however, the store might prefer to establish the sales price of the article on the basis of a 33 1/3% "mark-up on retail." Such mark-up would be $7.50. Here is how it is arrived at: The retail price should be considered as equivalent to 100%. Since 33 1/3% is the desired mark-up, the balance remaining (66 2/3%) represents the $15 cost price. Therefore, since 66 2/3% equals $15, 33 1/3% is 1/2 of $15 = $7.50 which is the dollar value of the 33 1/3% mark-up. The sales price based upon that mark-up is then $22.50. It is computed by adding the $7.50 mark-up to the $15 cost price.

What would be the selling prices of the following items?

<table>
<thead>
<tr>
<th>Article</th>
<th>Cost Price</th>
<th>% of Mark-up</th>
<th>Selling Price Based on Cost</th>
<th>Selling Price Based on Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Electric fan</td>
<td>$20.00</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Carpet</td>
<td>$120.00</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. If a store purchased a lamp for $50 and sold it for $75:

1. What was the percent of mark-up based on cost? 

2. What was the percent of mark-up based on selling price? 

e. What was the percent of mark-up on a table that cost $75 and sold for $100?

1. Based on cost 

2. Based on retail 

9. When a person borrows money, he is charged interest on the loan. The interest rate is based upon a percentage of the amount borrowed (called principal). The interest rate is quoted on an annual basis. If you borrow $100 for one year (360 days) at 6%, the interest would be $6; for six months, it would be $3; for 60 days (60/360) it would be $1.00. Hence, the interest is computed by multiplying the rate by the principal and by the time. Compute the interest on the following:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Rate</th>
<th>Time</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $200</td>
<td>6%</td>
<td>6 months</td>
<td></td>
</tr>
<tr>
<td>b. $300</td>
<td>7%</td>
<td>60 days</td>
<td></td>
</tr>
<tr>
<td>c. $190</td>
<td>6%</td>
<td>45 days</td>
<td></td>
</tr>
<tr>
<td>d. $440</td>
<td>6%</td>
<td>3 months</td>
<td></td>
</tr>
<tr>
<td>e. $500</td>
<td>5%</td>
<td>1 year</td>
<td></td>
</tr>
</tbody>
</table>

10. Some employees in business are paid on an hourly basis and are paid a higher rate when they work overtime. Mike Wilson worked 46 1/2 hours
one week. His regular hourly rate is $1.80 per hour. He is paid time and one-half for all hours over 40 that he works in one week. His earnings for the week are computed as follows:

<table>
<thead>
<tr>
<th>Regular earnings</th>
<th>40 x $1.80</th>
<th>= $72.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overtime earnings</td>
<td>6 1/2 x $2.70 (1 1/2 x $1.80)</td>
<td>= 17.55</td>
</tr>
<tr>
<td>Total earnings</td>
<td></td>
<td>89.55</td>
</tr>
</tbody>
</table>

Compute the earnings for the following persons. The regular work week is forty hours and time and one-half for overtime.

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>Regular Rate</th>
<th>Total Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Emma Cissler</td>
<td>43</td>
<td>$1.50</td>
</tr>
<tr>
<td>b. Albert Allen</td>
<td>45 1/2</td>
<td>1.90</td>
</tr>
<tr>
<td>c. James Whitfield</td>
<td>40</td>
<td>2.12 1/2</td>
</tr>
<tr>
<td>d. Mary Stone</td>
<td>36</td>
<td>1.66 2/3</td>
</tr>
</tbody>
</table>
ANS Arithmetic Review Problems - KEY

1.  
   a. $1,433.62  
   b. 748.88  
   c. 684.74

2.  
   a. $11,212.61  
   b. 3,720.56

3.  
   a. $11,952.03  
   b. 13,733.39  
   c. 16,383.12  
   d. 16,453.36  
   e. 15,863.03  
   f. 16,813.58

4.  
   a. $686  
   b. (1) $5,813.60  
        (2) $230.40

5.  
   a. (1) 1.33  
        (2) 2.713  
        (3) $19.99  
   b. (1) .069  
        (2) .934  
        (3) 14%  
   c. (1) .1792  
        (2) .792  
        (3) $11.62  
   d. (1) 7  
        (2) .7  
        (3) .23  
   e. 2,095  
   f. $4.75

6.  
   a. (1) 9 11/12  
        (2) 12 19/24  
        (3) 36 19/60  
   b. (1) 9 5/12  
        (2) 13 17/24  
        (3) 12 7/30  
   c. (1) 43 1/16  
        (2) 123 23/24  
        (3) .71 4/7  
   d. (1) 2 2/3  
        (2) 2 2/15  
        (3) 2 7/22

7.  
   a. (1) 1/4  
        (2) 1/3  
        (3) 1/6  
        (4) 1/8  
        (5) 1/16  
        (6) 3/8  
   b. (1) $ 9.00  
        (2) $15.00  
        (3) $20.00  
        (4) $40.00

8.  
   a. (1) $.66  
        (2) 2.29  
        (3) $21.875  
        or $21.88
   b. (1) $ 7.24  
        (2) $12.346  
        (3) $50.36
   c. (1) $65.00  
        (2) $150.00  
        $160.00
   d. (1) 50%  
        (2) 33 1/3%  
   e. (1) 33 1/3%  
        (2) 25%

9.  
   a. $6.00  
   b. 3.50  
   c. $1,425  
   d. $6.30  
   e. $37.50

10.  
    a. $66.75  
    b. $1,675  
    c. 85.00  
    d. 60.00
SAMPLE ARITHMETIC TEST QUESTIONS

A. Number Sense - an understanding of number relationships

1. 10 is how much greater than 5? How much less than 10 is 5?

2. 15 = 15

3. 20 = 20

4. 50 = 50

5. 100 = 100

6. 5 x 3 = 15

7. 7 x 2 = 14

8. 6 x 4 = 24

9. 8 x 6 = 48

10. 5 x 9 = 45

Arrange in descending order (number getting smaller):

11. 8, 11, 9

12. 3/2, 3/5, 1/2, 3/4

13. 1, 1/2, 1/4, 1/5

14. 5%, 2%, 2%, 3%

15. 3%, 2%, 0.03, 0.03

Arrange in ascending order (numbers getting larger):

16. 5/6, 5/12, 5/15, 5/8, 5/17

Which number in each group is greater than:

17. 1/4?, 1, .12, .01, .2%, .03%

18. 1/8?, .9%, .20%, 1, .050, .06

19. 100%, 50%, 1.1%, 1.1, 1.2, 7/8

20. 50%, 3/4, 1/2, 3/6, 1/25, 3/8

21. 60%, 4/5, 2/5, 1/3, 3/8, 1/2

Which number in each group is the greater amount?

22. 3%, 35, 3.1, .333, .95

23. 1/2, 50%, 3/5, .75, 90%

Which number in each group is the smallest amount?

24. 3, 2, 5/9, 4/5, .44

Which pairs are exact duplicates (the same numbers)

YES, NO

25. 1/2, 31/13, 31/13

26. 3, 31/13, 31/13

27. 4567, 765k

28. 886522, 886522

29. 1010210, 1010210

30. 9867897, 9867897

31. 132013012, 132013012

One number in each of the following series is omitted. What are the numbers?

32. 2, 4, 6, 8, 3, 12, 15, 20

33. 3, 50, 9, 35, 50

34. 1/2, 7, 9, 11, 19

35. 5, 5, 100, 500, 5000

36. 7, 21, 63, 367

37. 120, 60, 30, 15

38. 2, 6, 12, 24

39. 1/3, 2/3, 1 1/3, 2 2/3
Which number in each series does not fit in with the pattern set by the others?

| h2 | 6, 7, 11, 12, 16, 17, 18 |
| h3 | 2, 4, 6, 10, 32, 72, 128 |
| h4 | 243, 81, 27, 15, 3, 1, 1/3 |

Which two of the following figures may be fitted together to make a perfect square?

A B C D

Which three of the following figures may be fitted together to make a triangle?

A B C D E F

Logic. If A = B and B = C, does A = C?

Assume that the first two statements are true. Is the final one (1) true (2) false (3) not certain?

B. Fundamental Arithmetic For Retail Selling

Add (group 10's together: 7 + 3, 5 + 5, etc.)

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>28</td>
<td>h</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>5h</td>
</tr>
<tr>
<td>3</td>
<td>1h</td>
<td>.49</td>
<td>7</td>
<td>198.75</td>
<td>894.77</td>
<td>119.97</td>
</tr>
<tr>
<td>4</td>
<td>22.53</td>
<td>.76</td>
<td>25.99</td>
<td>894.77</td>
<td>119.97</td>
<td>1132.88</td>
</tr>
<tr>
<td>5</td>
<td>18.75</td>
<td>10</td>
<td>.98</td>
<td>12.</td>
<td>250.99</td>
<td>1011.97</td>
</tr>
<tr>
<td>6</td>
<td>.86</td>
<td>2.99</td>
<td>.76</td>
<td>1.89</td>
<td>11.75</td>
<td>.98</td>
</tr>
<tr>
<td>7</td>
<td>.69</td>
<td>.75</td>
<td>.69</td>
<td>.75</td>
<td>.69</td>
<td>.75</td>
</tr>
<tr>
<td>8</td>
<td>1.98</td>
<td>12.50</td>
<td>1.75</td>
<td>.19</td>
<td>1132.88</td>
<td>119.97</td>
</tr>
</tbody>
</table>
Subtract

13. 8
   - 5
   3
14. 16
   - 12
   4
15. 135
   - 16
   119
16. 3897
   - 893
   3004
17. 2070
   - 378
   1692

18. $5.89
   - 1.98
   $3.91
19. $27.50
   - 12.75
   $14.75
20. $5.25
   - 1.79
   $3.46
21. $8.00
   - 1.75
   $6.25

Multiply

22. 4
   x 3
   12
23. 6
   x 2
   12
24. 5
   x 9
   45
25. 8
   x 3
   24
26. .12
   x 6
   .72

27. 3.59
   x 3
   10.77
28. 8.76
   x 25
   219.00

29. 45 x 10 = ______
30. 9 x 100 = ______
31. 265 x 1000 = ______
   (Multiply with 10, 100, 1000, etc. by adding zeros)

32. $1.45 per w.c.
    x 6 ties
    $8.70
33. $2.60 per yd.
    x 3 ft.
    $7.80
34. $8.79 des.
    x 1 1/3 des.

35. 8.25
    x 15
    123.75
36. 19.39
    x .20
    3.88
37. 7.89
    x 10
    78.90
38. 32.69
    x .05

What is the total cost to the customer for the following items?

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit Price</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 cups</td>
<td>$0.48 ea.</td>
<td>8</td>
<td>$3.84</td>
</tr>
<tr>
<td>7 saucers</td>
<td>$0.35 ea.</td>
<td>7</td>
<td>$2.45</td>
</tr>
<tr>
<td>6 dishes</td>
<td>$0.69 ea.</td>
<td>6</td>
<td>$3.66</td>
</tr>
<tr>
<td>15 plates</td>
<td>$0.98 ea.</td>
<td>15</td>
<td>$14.70</td>
</tr>
</tbody>
</table>

39. TOTAL COST

$ ______

Divide

<table>
<thead>
<tr>
<th>Problem</th>
<th>Dividend</th>
<th>Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. 9</td>
<td>$14.95</td>
<td></td>
</tr>
<tr>
<td>41. 5</td>
<td>$6.98</td>
<td></td>
</tr>
<tr>
<td>42. 2</td>
<td>18.50</td>
<td></td>
</tr>
<tr>
<td>43. 1.67</td>
<td>53.64</td>
<td>33.67</td>
</tr>
<tr>
<td>44. 1.08</td>
<td>167</td>
<td>167</td>
</tr>
</tbody>
</table>

C. Typical Pre-Employment Test in Arithmetic for retail selling applicants

Time due _______ Name _______

You will be allowed 15 minutes in which to do these problems. Work as rapidly as you can but do not work so fast that you will make unnecessary errors.

Please Disregard City Sales Tax On All Problems

Add: 1. $0.75      2. $0.98     3. $19.85     4. 2983.07
      .69        .69         7.38        181.62
      .33        .75         12.97       81.29
      _______    _______     _______     _______

Subtract: 5. $13.85 6. $11.15    7. $10.00
         - .98      - .99       - 1.70
Multiply:  
8. $2.88 per yd.  
× 3 ½ yds.  
= $8.55

9. $5.75 per den.  
× 5 ½ den.  
= $32.11

10. $1.99 per lb.  
× 3 ½ lb.  
= $5.35

Divides:  
11. 6 | $33.95  
12. 9 | $11.50

13. An employee selects one sport coat at $44.95, 3 pr. slacks at $21.99, and 6 pairs of socks at 3 pairs for $2.79. What is the total cost to the employee if a 20% discount is allowed?

14. What is the total cost to customer for the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Cost per Item</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 shirts</td>
<td></td>
<td>$1.79 ea.</td>
<td>$8.95</td>
</tr>
<tr>
<td>3 ties</td>
<td></td>
<td>$.94 ea.</td>
<td>$2.82</td>
</tr>
<tr>
<td>2 pr. socks</td>
<td></td>
<td>$1.49 pr.</td>
<td>$2.98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$14.75</strong></td>
</tr>
</tbody>
</table>

15. If a $20.00 bill is presented by the customer for the above purchase, how much change is due him?

16. Sales taxes vary in different parts of New York State. How much more would a customer have to pay for the same coat at $69.95 in New York City where the sales tax is 5% than in a branch store where a 3% sales tax is required?

17. A store allows its employees a 20% discount on personal clothing and 10% discount on all other items. An employee buys a pair of shoes for himself for $11.77. How much will the shoes cost him?

18. Towels are on sale at 5 for $14.98. How much will 9 cost?

19. Find the total cost of the following items:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Article</th>
<th>At</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>shirts</td>
<td>4.59</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>shirts</td>
<td>7.47</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>shirt</td>
<td></td>
<td>1.99</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$16.14</strong></td>
</tr>
</tbody>
</table>

20. Find the total cost of the following items:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Article</th>
<th>At</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>toothpaste 2 for 79¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>toothpaste 2 for 79¢</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$1.58</strong></td>
</tr>
</tbody>
</table>

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Page 4.
BOARD OF EDUCATION, CITY OF NEW YORK
MANPOWER DEVELOPMENT & TRAINING PROGRAM

BASIC EDUCATION OUTLINE - DISTRIBUTIVE-MERCHANDISING OCCUPATIONS,

SPECIFICS

* GROCERY CHECKER
* SHIPPING CLERK
* SALES CLERK

AUGUST, 1967
FOREWORD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself."

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content.

This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area job training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

The time allotment for Basic Education instruction varies from 90 to 250 hours. The schedule should consist of approximately one-half of the time allotment for the Language Arts and the remainder for Mathematics. However, since some trainees may have varying degrees of proficiency in language or arithmetic skills, the allotted instructional time for the two subject areas must be flexible. Pretesting and periodic testing will reveal areas of weakness as the determining factors for the schedule.
MOTIVATION FOR LEARNING
There must be a close relationship between the basic education program and the broad areas of job training of the student. The necessity to read words, phrases or sentences, which will be of help to the student in his job training, and in holding down the job he needs and likes, is the greatest incentive for learning to read.

INDIVIDUALIZATION AND DIFFERENTIATION OF INSTRUCTION
These are the key words in planning a curriculum in connection with the specific job areas. This job area basic education outline has been organized to provide the teacher with:

A. A graded and sequential basic education program in connection with the training for the job which the student is receiving at the same time.
B. A unified approach to teaching basic education using the common integrating experiences of "on-the-job" training to vitalize and concretize learnings in related areas such as reading, vocabulary-spelling, grammar-usage, and mathematics.
C. Teaching materials which will be helpful in extending learnings, broadening backgrounds, and clarifying both educational and job concepts.

D. Techniques for evaluating growth in basic education, mastery of some job content and aspects of personal self-improvement.

TEACHING READING
A. Because the need to read with comprehension is pertinent to all job areas, special emphasis should be placed on the reading instructional program. The following is suggested to help in your planning:
1. Oral discussion of job topic learned in work-shop session.
2. Listing of job vocabulary on chart or chalkboard.
3. Developing reading charts, using that vocabulary. (Reading charts may be cooperative, experimental or teacher-made).
4. Using the reading chart as a basis for further vocabulary development, structural analysis, word attack skills and comprehension skills.
5. Some of the skills to be developed are: extending vocabulary, sight words, initial consonants, final consonants, digraphs, blends, vowel sounds, long and short blending of initial consonant with vowel sound, compound words, hyphenated words, root words, suffixes, prefixes, dictionary skills, location skills, syllabification, accent, diacritical markings, synonyms, antonyms, homonyms, sentence, paragraph formation, punctuation, comprehension skills such as getting main thought, finding details, determining sequence, drawing inferences, interpreting diagrams, legends, simulating and scanning, outlining, note-taking, summarization.
6. Manuals, booklets, texts, tradebooks, films, etc., relevant to the specific job area will provide some of the basic materials.
7. Correlation with various curriculum areas will lead to related instruction in basic arithmetic.
B. Reading is part of the entire language arts program which includes oral discussion, listening, functional and creative writing, spelling. It is important that skill in all areas, listening, speaking, writing, spelling, and reading be developed to increase job competency.
C. Spelling is a key area in assessing entrants to the Commercial Occupations.

(Continued on next page)
The study of groups of words which have related spelling patterns develops the necessary background against which each individual word is examined. The words already mastered strengthen this background for learning more new words. Therefore, considerable and frequent repetition of new words and review words in context is recommended. Students may wish to contribute their own paragraphs incorporating words of the unit. These would form a reservoir for class and individual study, thus aiding mastery of the basic commercial vocabulary.

TEACHING MATHEMATICS

A. Students need to develop commercial math-ematical skills in the following areas:
1. number sense
2. basic processes
3. verbal mathematics
4. business problems

B. While the syllabus emphasizes area 4—commercial problems, the diagnosis of areas 1, 2, 3 must be done:
1. as a sequential development of skills and concepts,
2. as the particular skill is needed to perform the arithmetic of the unit.

C. Mathematical competency includes:
1. number sense
   a) counting — by 1, 2, 10, 12,
   b) quantity — What is 1, 101, 10,000, 1/4, 2/4,
   c) number systems
      1) place value and 10 based decimal system—meaning of percents, metric system (esp. i r medical record clerk).

2) other than decimal systems—unit quantities (quarts, pounds), fractions.

2. Basic process
a) using symbols in equation or column form — 3/4=12, 15 yards
   b) using business forms—sales slips, ledgers

3. Verbal problem solving mathematics—what number is 80% of 120? 20 pencils at 6¢ each cost?

   a) meaning of vocabulary—gross profit, net cost.
   b) inferring the related mathematics to be performed—the selling price is 150% of the cost, what was the cost of the desk sold for $90.00.
# Unit LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Unit</th>
<th>REVIEW OF WHOLE NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>11 - 31</td>
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<tr>
<td></td>
<td>15-16</td>
</tr>
<tr>
<td>II</td>
<td>FRACTIONS, DECIMAL</td>
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<td></td>
<td>12 - 32</td>
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<td></td>
<td>17-18</td>
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<tr>
<td>III</td>
<td>INTEREST, DISCOUNT and</td>
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<td></td>
<td>11 - 31</td>
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<td></td>
<td>19-20</td>
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<tr>
<td>IV</td>
<td>ADDITIONAL RELATED BUSINESS ARITHMETIC and PRE-EMPLOYMENT TEST PRACTICE</td>
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<tr>
<td></td>
<td>11 - 31</td>
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<td></td>
<td>21-22</td>
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## APPENDIX

<table>
<thead>
<tr>
<th>Unit</th>
<th>RULES FOR TRAINEES</th>
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<tbody>
<tr>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>SAMPLE EMPLOYMENT APPLICATION</td>
</tr>
<tr>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>III</td>
<td>SAMPLE PRACTICE RETAIL and</td>
</tr>
<tr>
<td></td>
<td>WHOLESALE SLIPS</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>EXERCISE SALES CHECK SLIP</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>PRACTICE REQUESTION FORMS</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>VI</td>
<td>PRACTICE INVENTORY SHEET</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td>VII</td>
<td>ADDING TO VOCABULARY</td>
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<tr>
<td></td>
<td>8- 9</td>
</tr>
<tr>
<td>VIII</td>
<td>IMPROVING YOUR VOCABULARY</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>IX</td>
<td>DISCUSSION QUESTIONS</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td>X</td>
<td>COMPREHENSION QUESTIONS</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>XI</td>
<td>AMS ARITHMETIC PROGRAM</td>
</tr>
<tr>
<td></td>
<td>13-18</td>
</tr>
<tr>
<td>XII</td>
<td>FREE MATERIALS</td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
Unit One

**ORIENTATION AND ORGANIZATION**

A. Purpose of Course
1. Summary of job duties and objectives of course
2. Physical demands of the job
   a. Health
   b. Appearance
   c. Speech
3. Working conditions on the job
   a. Hours
   b. Public contact
   c. Routines - policies

B. Safety and Performance Standards in Marketing Occupations
1. Work habits and attitudes
2. Accident and fire prevention and reporting

<table>
<thead>
<tr>
<th>MAJOR-UNIT-CONTENT</th>
<th>CLOCK HOURS</th>
<th>APPLIED READING COMPREHENSION</th>
<th>APPLIED VOCABULARY - SPELLING</th>
<th>APPLIED CATEGORIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GENERAL AND SPECIFIC COMPREHENSION</td>
<td>1. Reading for Paragraph Interpretation</td>
<td>1. Orientation Terminology</td>
<td>1. Abbreviation for business vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Responsibilities</td>
<td>A. B. Orientation Terminology</td>
<td>ex. wholesaler, pre-approach, initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Physical demands and working conditions</td>
<td>B. Use of context clues for meaning of new words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Training objectives</td>
<td>C. The cashier was negligent when she forgot to include the sales tax.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Rereading - picking out the facts</td>
<td>1. Difference between selling and non-selling jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. &quot;i-e-i&quot; rule &quot;i&quot; before &quot;e&quot; except after &quot;c&quot; or when sounded like &quot;a&quot; as in neighbor or weigh.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Various parts of a department store</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Spelling - &quot;i-e-i&quot; rule &quot;i&quot; before &quot;e&quot; except after &quot;c&quot; or when sounded like &quot;a&quot; as in neighbor or weigh.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reading for General Information</td>
<td>1. Types of retail jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Types of retail outlets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Types of manufacturers and wholesalers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Orientation Terminology
A. Abbreviation for business vocabulary
ex. wholesaler, pre-approach, initiative (see vocabulary list in appendix)

1. Employment
2. Use of context clues for meaning of new words
3. Spelling - "i-e-i" rule "i" before "e" except after "c" or when sounded like "a" as in neighbor or weigh."
## Orientation to Vocabulary and Spelling

### A. Orientation Terminology

1. Business vocabulary
   - EX. wholesaler, pre-option, initiative

2. Use of context clues for meaning of new words
   - EX. "The cashier was negligent when she forgot to include the sales tax."

3. Spelling - "ie-ei" rule
   - EX. "i" before 'e' except after 'c' or when sounded like 'a' as in neighbor or weigh."

### B. Abbreviations

1. Employment Application
2. Sales Slip
   - a. no. = number
   - b. names of months (Feb. 6)
   - numerical notations of months (2/6/67)

### C. Practice in following directions by filling out Accident Report EX.

- "In which department did the mishap occur?"

### Orientation to Filling Out Forms

#### A. Abbreviations

- EX. Rules for Trainees (Appendix)

#### B. General Content and Comprehension

- A. Observation of group and individual responses to determine student needs and language skills
- B. Selection of comprehension exercises in Fundamentals of Selling
- C. Dictation quiz on words of Employment Application and "Orientation Vocabulary List" (see appendix)

## Evaluations

### A. Comprehension

1. Read an answer questions pertaining to "Rules for Trainees" (Appendix)
2. Read for general content and comprehension

### B. Fillling out department store application after class discussion of procedures

#### A. Observation of group and individual responses to determine student needs and language skills

### D. Evaluation of abbreviations by filling out sales slips
<table>
<thead>
<tr>
<th>MAJOR-UNIT-CONTENT</th>
<th>CLOCK HOURS</th>
<th>APPLIED READING COMPREHENSION</th>
<th>APPLIED VOCABULARY - SPELLING</th>
<th>APPLIED GRAMMAR - USAGE</th>
<th>METHODS AND MATERIALS</th>
<th>EVALUATIONS</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit One (cont.)</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>D. Reading for Context Clues</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Work habits and attitudes</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(&quot;Rules for Trainees&quot; see appendix)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B. Vocabulary found on Employment Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use of the Employment Application for meaning of new words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EX. previous employer, qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Listing of words following &quot;ie&quot; rule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Notebook Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Division of notebook into separate sections EX. area heading topic</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English, vocabulary, parts of a store</td>
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<tr>
<td>E. Multiple choice exercise on &quot;ie&quot; rules as found in English On The Job</td>
<td></td>
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</tbody>
</table>
# Unit Two

## Channels of Distribution

### A. The Processes of Distribution
1. Manufacturers and wholesalers
2. Wholesalers (middleman)
3. Retailers to consumers; ree, ultimate, industrial

### B. The Functions of Distribution
1. Buying and selling
2. Transporting and storing
3. Financing

### C. The Chain of Distribution
1. Producer to retailer to consumer
2. Producer to wholesaler to retailer to consumer

## Steps in Reading

### A. Survey Reading to get General Information
1. Types of producers and consumers
2. Types of supply houses and wholesalers

### B. Rereading to Understand Individual Procedures
1. Methods of buying and selling
2. Financing as an important part of distribution

### C. Combining Individual Procedures
1. The "2-step" chain of distribution (no middle man)
2. The role of the middle man in "3-step" distribution

## Diagnosis and Review of Word Building

### A. Initial Diagnostic Evaluation of Spelling Difficulties
1. Review and correction of words on Unit One Spelling Test (appendix)
2. Discussion of individual spelling needs
3. Review of steps in word learning: See, Think, Say and Build the word
   - Pronunciation by syllables
   - Studying difficult parts of words
   - Spelling: manufacturers, ultimate, carriage

### B. Basic Structure of Multi-Syllabic Words
1. Root
2. Affixes (prefixes and suffixes)
3. Compound words

## Nouns

### A. Forms of Nominal Nouns
1. X, C, Box
2. 0, G, Zero

### B. Forms of Common Nouns
1. Compa
taxex,
2. Title
Miss
3. Prefix shipping
4. Half
Chief

---

**DISTRIBUTIVE-MERCHANDISING, OCCUPATIONS, SPECIFICS**

**Grocery Checker - Shipping Clerk**

<table>
<thead>
<tr>
<th>MAJOR UNIT CONTENT</th>
<th>CLOCK HOURS</th>
<th>APPLIED READING COMPREHENSION</th>
<th>APPLIED VOCABULARY - SPELLING</th>
<th>APPLIED DES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. CHANNELS OF DISTRIBUTION</td>
<td></td>
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</tr>
<tr>
<td>A. The Processes of Distribution</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Manufacturers and wholesalers</td>
<td></td>
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<tr>
<td>2. The distributors (middleman)</td>
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<td></td>
</tr>
<tr>
<td>3. Retailers to consumers; ree, ultimate, industrial</td>
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<td>B. The Functions of Distribution</td>
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<td>1. Buying and selling</td>
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<td>2. Transporting and storing</td>
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<td>3. Financing</td>
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<td>C. The Chain of Distribution</td>
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<td>1. Producer to retailer to consumer</td>
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<td>2. Producer to wholesaler to retailer to consumer</td>
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<td>1. STEPS IN READING</td>
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<tr>
<td>A. Survey Reading to get General Information</td>
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<tr>
<td>1. Types of producers and consumers</td>
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<td>2. Types of supply houses and wholesalers</td>
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<td>B. Rereading to Understand Individual Procedures</td>
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<td>1. Methods of buying and selling</td>
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<td>2. Financing as an important part of distribution</td>
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<td>C. Combining Individual Procedures</td>
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<tr>
<td>1. The &quot;2-step&quot; chain of distribution (no middle man)</td>
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<tr>
<td>2. The role of the middle man in &quot;3-step&quot; distribution</td>
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<td>1. DIAGNOSIS AND REVIEW OF WORD BUILDING</td>
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<tr>
<td>A. Initial diagnostic Evaluation of Spelling Difficulties</td>
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<td>1. Review and correction of words on Unit One Spelling Test (appendix)</td>
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<td>2. Discussion of individual spelling needs</td>
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<td>3. Review of steps in word learning: See, Think, Say and Build the word</td>
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<td>a. Pronunciation by syllables</td>
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<td>b. Studying difficult parts of words</td>
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<td>- manufacturers, ultimate, carriage</td>
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<td>B. Basic Structure of Multi-Syllabic Words</td>
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<tr>
<td>1. Root</td>
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<td>2. Affixes (prefixes and suffixes)</td>
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<td>3. Compound words</td>
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</table>
## DISTRIBUTION

### 1. DISTRIBUTION

**A. Spelling test of ability to form plurals and use suffixes**

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<thead>
<tr>
<th>Step</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read and answer questions pertaining to distribution in ... Henry, Retailing Principles and Practices, Part 54.</td>
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<tr>
<td>2.</td>
<td>Make charts showing flow of merchandise from raw material to consumer.</td>
</tr>
</tbody>
</table>

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## NOUNS

### A. Forming plurals of nouns ending in:

- **1. X, CH, SH:**
  - Example: Boxes, Bench, Boxes, Rush, Rushes
- **2. S:**
  - Example: Zeros, Cargo, Cargoes
- **3. Y:**
  - Example: Company, Companies, Survey, Surveys
- **4. FE, IE,**
  - Example: Chief, Chiefs, Half, Halves

### B. Forming plurals of compound nouns and titles:

- **1. Compound Nouns:**
  - Example: Freight taxes, Pocket guides
- **2. Titles:**
  - Example: Miss, Messes, Mr., Messrs.

---

## EVALUATIONS

### DISTRIBUTION

**A. Selection of comprehension exercises on Channels of Distribution and Retailing Principles and Practices, Part 54.**

### B. Test matching names of types of wholesalers with their function.

---

### READING

**A. Initial diagnostic formation producers supply houses to understand how to buy and sell.**

### COMPREHENSION

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<tr>
<th>Step</th>
<th>Activity</th>
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### APPLIED VOCABULARY

**A. Basic Structure of Multi-Syllabic Words**

- **1. Root:**
  - Example: Manufacturer, Ultimate, Carriage
- **2. Affixes (prefixes and suffixes):**
  - Example: Vending, Shipment.

### SPELLING

**A. Initial diagnostic evaluation of spelling difficulties.**

- **1. Review and correction of words on Unit One Spelling Test (appendix).**
- **2. Discussion of individual spelling needs.**
- **3. Review of steps in word learning:**
  - See, Think, Say and Build the word.
  - **a. Pronunciation:** by syllables.
  - **b. Studying difficult parts of words:**
    - Example: manufacturers, ultimate, carriage.

---

## EVALUATIONS

### DISTRIBUTION

**A. Selection of comprehension exercises on Channels of Distribution and Retailing Principles and Practices, Part 54.**

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<td>MAJOR-UNIT-CONTENT</td>
<td>CLOCK HOURS</td>
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<tr>
<td>Unit Two (cont.)</td>
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<td><strong>D. Application of</strong></td>
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<td><strong>Principles</strong></td>
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<tr>
<td>1. Cost and time savings resulting from combining steps in the chain of distribution</td>
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<td>2. Understanding the phases of the system that are carried out by salesmen, shipping clerks, and checkers</td>
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<td><strong>G. Class chart of lesson to compare structure of word with its syllabication</strong></td>
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<tr>
<td><strong>WORD-SYLLABICATION-ROOT</strong></td>
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<tr>
<td>Retailer, Re-tail-er, tail</td>
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<td>Transport, Trans-port, port</td>
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<td><strong>G. Forming plurals of Letters and Numbers; EX.6's</strong></td>
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<td>&quot;We do not accept C.O.D.'s&quot;</td>
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<td><strong>G. Plurals</strong></td>
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<tr>
<td>Listing of words in notebooks as examples of each rule</td>
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<tr>
<td>TEXT - Albert Jocen and Benjamin Shapiro, Vocational English Globe, N.Y., 1967, page 248</td>
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<tr>
<td><strong>D. Teacher-made chart for filling in names of the phases of distribution</strong></td>
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</tbody>
</table>
**Unit Three**

1. **Shipping and Receiving**
   
   **A. Shipping**
   
   1. Manufacturer and Wholesaler
   
   a. Purchase orders and invoices
   
   b. Marking, weighing and packing
   
   c. Selecting and using various methods of forwarding
   
   d. Shipping documents and procedures
   
   e. Physical handling of goods
   
   **B. Receiving**
   
   1. Manufacturer and Wholesaler
   
   a. Accepting, recording and checking incoming shipments
   
   b. Expediting and storing goods
   
   c. Controlling the stock

2. **Reading Familiar Content Material**
   
   A. Identifying the Structure
   
   1. Meaning of chapter titles
   
   2. Locating main sections
   
   3. Locating sub-sections
   
   B. Rereading for General Information
   
   1. Checking goods for weight, number and condition

3. **Examining kinds of Invoices, Purchase Orders and Shipping Documents**
   
   1. Different variations of forms serve different firms
   
   2. Use of special forms
   
   a. Requisitions
   
   b. Inventory forms
   
   c. Railway Express and other shipping forms

4. **Review of Dictionary Usage with Words of Lesson**
   
   A. Locating words
   
   1. Alphabetical order
   
   2. Locating page (guide words)
   
   3. Locating word on page

5. **Correct Pronunciation**
   
   1. Understanding phonetic symbols
   
   2. Reading familiar words

6. **Review of Punctuation Rules for Capitalization**
   
   A. Review of Punctuation
   
   1. End punctuation
   
   a. Period
   
   b. Question mark
   
   c. Exclamation point
   
   d. Other punctuation

---

**MAJOR-UNIT-CONTENT**

<table>
<thead>
<tr>
<th>CLOCK HOURS</th>
<th>APPLIED READING COMPREHENSION</th>
<th>APPLIED VOCABULARY - SPELLING</th>
<th>APPLIED GRAMMAR</th>
</tr>
</thead>
</table>
### Key Words

**DISTRIBUTIVE-MERCHANDISING, OCCUPATIONS, SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS**

**Grocery Checker - Sales Clerk - Shipping Clerk**

<table>
<thead>
<tr>
<th>Date</th>
<th>Applied Vocabulary - Spelling</th>
<th>Applied Grammar - Usage</th>
<th>Methods and Materials</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/01/79</td>
<td>1. REVIEW OF DICTIONARY USAGE WITH WORDS OF LESSON</td>
<td>A. Locating words 1. Alphabetical order 2. Locating page (guidewords) 3. Locating word on page</td>
<td>A. Review of Basic Punctuation and Rules for Capitalization A. End punctuation to clarify meaning in ending sentences a. Period - for a statement b. Question Mark for a question c. Exclamation Point - for strong emotion d. Other uses of the period; abbreviations, decimals, numbering items</td>
<td>A. Comprehension 1. Reading to understand procedures involved in shipping and receiving TEXT: Edward Reich and Robert Feldman Basic Retailing, Pitman Pub., N.Y. 1960 pp. 90-96 2. Filling out packing slips after discussion of procedures and reading Unit 13 in Reich and Feldman Basic Retailing</td>
</tr>
<tr>
<td>09/02/79</td>
<td>B. Selecting Correct Form of Word 1. Parts of speech 2. Plurals, Verbs, Inflections</td>
<td>B. Vocabulary Dictation test using words of lesson in context EX. It is the receiving clerks' job to expedite incoming goods as quickly as possible.</td>
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<tr>
<td>09/03/79</td>
<td>C. Correct Pronunciation 1. Understanding phonetic symbols 2. Reading familiar words</td>
<td>C. Dictionary Usage 1. Dictionary usage with words of lesson most often misspelled and mispronounced.</td>
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</tbody>
</table>
### Major Unit Content

<table>
<thead>
<tr>
<th>Unit Three (cont.)</th>
<th>Clock Hours</th>
<th>Applied Reading Comprehension</th>
<th>Applied Vocabulary - Spelling</th>
<th>Applied GPA</th>
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</thead>
<tbody>
<tr>
<td>2. Retail Store and Distribution Center</td>
<td>D. Recognizing Important Details</td>
<td>P. Class-made Chart of Dictionary Information for Words of Lesson</td>
<td>2. The Co Separat</td>
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<tr>
<td>a. How orders are made by stores and filled by suppliers</td>
<td>1. To improve general comprehension</td>
<td>Ex. WORD - expedite</td>
<td>a. Series more w</td>
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<tr>
<td>b. Receiving and marking goods for selling</td>
<td>2. Making notes of important details to remember or record</td>
<td>SYLLABIFICATION - ex-pe-dite</td>
<td>b. Apposi Harry, salesm</td>
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<tr>
<td>c. Stocking and Distributing goods</td>
<td>3. Selecting important details of problems for class discussion</td>
<td>PRONUNCIATION - ekses pitt</td>
<td>c. Parent expres</td>
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<td></td>
<td>D. Recognizing Important Details</td>
<td>SYNONYM - facilitate</td>
<td>Harry, course you.</td>
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<td>1. To improve general comprehension</td>
<td>WORD - expedite</td>
<td>B. Review of Capi</td>
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<td>2. Making notes of important details to remember or record</td>
<td>SYLLABIFICATION - ex-pe-dite</td>
<td>1. Names Places</td>
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<td>3. Selecting important details of problems for class discussion</td>
<td>PRONUNCIATION - ekses pitt</td>
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<td>SYNONYM - facilitate</td>
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<td>WORD - invoice</td>
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<td>SYLLABIFICATION - in-voice</td>
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<td>PRONUNCIATION - in vois</td>
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<td>SYNONYM - statement of shipped goods</td>
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<td>D. Recognizing Important Details</td>
<td>P. Class-made Chart of Dictionary Information for Words of Lesson</td>
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</table>
Distributive-merchandising occupations - specifics - basic education - language arts

Grocery Checker - Sales Clerk - Shipping Clerk

D. Class-made chart of dictionary information for words of lesson

<table>
<thead>
<tr>
<th>WORD</th>
<th>SYLLABIFICATION</th>
<th>PRONUNCIATION</th>
<th>SYNONYM</th>
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<tr>
<td>expedite</td>
<td>ex-pe-dite</td>
<td>eks pe dit</td>
<td>facilitate</td>
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<tr>
<td>invoice</td>
<td>in-voice</td>
<td>in voz</td>
<td>statement of shipped goods</td>
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</table>

2. The comma as a separator
a. Series: Three or more words in succession
b. Appositive: EX. Harry, our new salesman, will call on you.
c. Parenthetical expression EX. Harry, will of course, call on you.

B. Review of rules of capitalization
1. Names of persons, places and organizations
   - John Doe
   - Franklin St.
   - Smith & Son
2. Holidays EX. Christmas
3. Titles
   - Publications

C. Grammar
1. Practice exercises on use of end punctuation marks to punctuate sample sentences
   - Reference - Carlin, Unit 10

D. Grammar-usage
1. Capitalization test; personal names, places, titles, publications
2. Punctuation test; using commas and end punctuation marks to punctuate sample sentences
   - Reference - Carlin, Units 10
2. Dictionary achievement tests in vocational English, p. 32
<table>
<thead>
<tr>
<th>Major-Unit-Content</th>
<th>Clock Hours</th>
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<th>Applied Vocabulary - Spelling</th>
<th>Applied Grammar</th>
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<tr>
<td><strong>Unit Four</strong></td>
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<tr>
<td>1. <strong>Stockclerk, Retail and Wholesale Trades</strong></td>
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<tr>
<td>A. Stockclerk (Department and Specialty Stores - Retail Outlets)</td>
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<tr>
<td>1. Receiving Functions</td>
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<tr>
<td>a. Necessary forms</td>
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<td>b. Care in handling</td>
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<td>2. Reserve Stock Care</td>
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<td>3. Movement of goods to forward stock areas</td>
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<td>4. Forward Stock Care</td>
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<td>5. Unit Control Methods</td>
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<td>6. Maintaining a Physical Inventory</td>
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<td>B. Stockclerk (Wholesale Distribution Centers)</td>
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<td>1. Platform Receiving</td>
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<td>2. Physical Distribution and Sorting</td>
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<td>3. Price ticket marking and attaching</td>
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<td>4. Dispatching and distribution within a center</td>
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<tr>
<td>5. Picking, Labeling and Shipping of goods</td>
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<tr>
<td>1. Reading to Understand the Duties of a Stockclerk</td>
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<tr>
<td>A. Reading for guide rules - expediting the movement of stock (EX. Movement of goods from platform to selling floor)</td>
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<td>A. Confusion of meaning of marketing words that sound alike (EX. accept-except, canvas-canvass, addition-edition)</td>
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<td>2. Spelling errors due to incorrect or indistinct pronunciation (EX. co-operation-corporation)</td>
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<tr>
<td>B. Spelling errors due to confusion of common prefixes and suffixes (EX. (dis-)cription)</td>
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<tr>
<td>1. Class Discussion of Word Errors in Writing and Filling Out Store Forms</td>
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<td>1. Adjective Adverbs</td>
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<td>A. Use of describes modifies</td>
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<td>1. Three degrees of comparison (light-lightest, cheap-cheapest)</td>
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<tr>
<td>2. Review: Author's use of headings, topic and summary sentences to highlight main ideas in stockroom procedure</td>
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<tr>
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<td>2. Spelling errors due to confusion of common prefixes and suffixes (EX. (dis-)cription)</td>
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<tr>
<td>1. Class Discussion of Word Errors in Writing and Filling Out Store Forms</td>
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<td>1. Adjective Adverbs</td>
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<tr>
<td>A. Use of describes modifies</td>
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<tr>
<td>1. Three degrees of comparison (light-lightest, cheap-cheapest)</td>
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<tr>
<td>B. Spelling errors due to confusion of common prefixes and suffixes (EX. (dis-)cription)</td>
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<tr>
<td>2. Review: Author's use of headings, topic and summary sentences to highlight main ideas in stockroom procedure</td>
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<tr>
<td>2. Spelling errors due to confusion of common prefixes and suffixes (EX. (dis-)cription)</td>
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</tbody>
</table>
### Grocery Checker - Shipping Clerk - Sales Clerk

**Understanding a Stockroom**

- **Guide to Stockroom:**
  - Sound alike (ex. accept-except, canvas-canvass)
  - Incorrect or indistinct pronunciation (ex. co-operation-corporation)
  - Confusion of common prefixes and suffixes (ex. (de-dis)cription)
  - Words that must be pronounced and spelled carefully (ex. estimate, department, inventory, distribution)

**Adjectives and Adverbs**

- **Use of Adverbs:**
  - Describes or modifies
- **Three degrees of comparison:**
  - Light-lighter-lightest
  - Cheap-cheaper-cheapest
- **Comparative:**
  - Compares two things or expresses higher or lower degree (ex. These staplers are lighter than the machine.)
- **Superlative:**
  - Highest or lowest degree of three or more things (ex. He is the fastest packer in the stockroom.)

**Methods and Materials**

1. **Reading to understand the duties of a stockclerk**
   - Basic Retailing, Unit 15
2. **Retailing Principles and Practices, Parts 22 & 23**
3. **Filling out the various forms used for receiving goods (after classroom reading and discussion)**
4. **Practice in the interpretation of coded tickets after reading Part 21 Retailing Prin.**
5. **Devising and filling out inventory forms for the various kinds of stock.**

**Evaluations**

1. **Stockclerk**
   - 
   - Teacher evaluation of accuracy in recording different types of inventories on various inventory forms.
   - Matching quiz on coded tickets. Coded message must be matched with its English transliteration.
   - Teacher-made quiz on changing the form of adjectives and adverbs when making comparisons (ex. Martin is (stronger) than I.)
   - Evaluation of oral answers to such group questions as: "Most of your goods are on permanent display. This leaves you very little room for forward stock. How would you overcome this problem and supply your customers with merchandise quickly?"
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<tr>
<th>UNIT FOUR (Cont'd.)</th>
<th>CLOCK HOURS</th>
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<tr>
<td>C. Interpreting Reading Content through Role playing</td>
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<tr>
<td>1. Stockroom situations mentioned in text EX. &quot;Mr. Smith, how can we set up a physical inventory for goods that will never be in the stockroom?&quot;</td>
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<td>2. Familiar stockroom situations EX. &quot;The goods that I marked do not fit back into the box.&quot;</td>
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<td>D. Readings to help understand the many stockroom problems and their solutions EX. How to look for misplaced goods. How to set up an easily understood inventory.</td>
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<td>E. Reviewing text content for specific information</td>
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<tr>
<td>1. Skimming or fast reading in order to separate details EX. How do you classify different kinds of shipments? Back orders? Reserve Stock?</td>
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<td>3. Irregular Adjectives that change EX. good-better-best</td>
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<td>B. Use of Adverbs: describes, modifies or explains a verb, adjective or another adverb</td>
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<tr>
<td>1. Most adverbs end in &quot;ly&quot; EX. slowly</td>
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<tr>
<td>a. Changing adjectives to adverbs by adding &quot;ly&quot; EX. slow-slowly</td>
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<td>b. Simple adverbs without &quot;ly&quot; EX. always, never,</td>
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<td>2. When to use adverbs when answering a question beginning with when, where, how much, to what extent?</td>
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<td>C. Avoiding double Negatives EX. Scarcely is a negative word. &quot;He could scarcely fill out a shipping form.&quot;</td>
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<td>(ex. Reserve Stock, First In) This is done after examining forms use Basic Retailing Unit 15/forms for physical and perpetual inventory)</td>
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<td>F. Workbook exercises on the stockroom vocab. Workbook for Retailing Principles, Part 21</td>
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<tr>
<td>G. Reading and practice exercises (fill in's) on adjectives and adverbs English On The Job, Book One, Unit 6</td>
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## Unit Five

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<th>VR-UNIT-CONTENT</th>
<th>CLOCK HOURS</th>
<th>APPLIED READING COMPREHENSION</th>
<th>APPLIED VOCABULARY - SPELLING</th>
<th>APPLIED GRAMMAR</th>
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</thead>
<tbody>
<tr>
<td>1. Sales Clerk (Chain, Department and Specialty Store)</td>
<td>1. READING TO UNDERSTAND THE DUTIES AND SUCCESSFUL TECHNIQUES OF A SALESCLERK</td>
<td>1. WORD AFFIXES AND HOMONYMS WHICH CREATE PROBLEMS</td>
<td>1. DISCUSS SPEECH AND PLAYING IT</td>
<td></td>
</tr>
<tr>
<td>A. Channels of Intra-Store Distribution</td>
<td>A. Visualizing Processes During Reading of Text, imagine yourself in these situations &amp;. Approaching a customer and greeting him, suggesting additional merchandise.</td>
<td>A. Commonly confused word endings: 1. &quot;ABLE - IABLE&quot; 2. &quot;PERMISSION - PERMISSIBLE, RECEIvable, SALE-salable&quot; 2. &quot;FULL&quot; AS AN ENDING Hope-hopeful, skill-skillfully</td>
<td>A. How do you use these systems? B. How do you know if information is correct?</td>
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</tr>
<tr>
<td>B. Types of Retail Stores and their Departmental Organization</td>
<td>B. Reading for Main Ideas-General Picture 1. How the different kinds of retail systems affect a salesman's techniques a. counterless stores b. salesman-cashier system 2. The Basic Steps of a Retail Sale (approach, finding customer's needs) 3. Personal Qualities of a Salesman</td>
<td>B. Adding prefixes: dividing words to determine if consonant doubles a. USE OF &quot;S&quot; AND &quot;SS&quot; b. Use of &quot;NH&quot; and &quot;MM&quot; c. Use of &quot;N&quot; and &quot;NN&quot; d. Use of &quot;ABLE&quot; and &quot;UNABLE&quot;</td>
<td>B. How do you use these systems?</td>
<td></td>
</tr>
<tr>
<td>C. Understanding Customers and Giving Merchandise Information</td>
<td>D. Aiding by using emphasis on necessary unnecessary words.</td>
<td>C. Words commonly misspelled due the confusion of meaning</td>
<td>D. Aiding by using emphasis on necessary unnecessary words.</td>
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<tr>
<td>D. Selling Techniques</td>
<td>E. Traits of a Successful Salesman</td>
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<tr>
<td>Comprehension</td>
<td>Applied Vocabulary - Spelling</td>
<td>Applied Grammar - Usage</td>
<td>Methods and Materials</td>
<td>Evaluations</td>
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<tr>
<td><strong>Understanding SUCCESS OF A</strong></td>
<td><strong>A. WORD AFFIXES AND HOMONYMS WHICH CREATE PROBLEMS</strong></td>
<td><strong>1. DISCUSSION OF SPEECH AND ROLE-PLAYING IN CLASS</strong></td>
<td><strong>1. SALES TECHNIQUES</strong></td>
<td><strong>1. SALES CLERK</strong></td>
</tr>
<tr>
<td>1. Processes</td>
<td>A. Commonly confused word endings</td>
<td>A. How do customers expect to be addressed?</td>
<td>A. Reading to understand sales techniques</td>
<td>A. Reading Tests</td>
</tr>
<tr>
<td>of Text</td>
<td>1. &quot;ABER - ABLE&quot;</td>
<td>B. How do fellow-workers and customers evaluate you by your speech?</td>
<td>Retailing Principles and Practice</td>
<td>1. Informal evaluation to visualize and remember routine sales procedures</td>
</tr>
<tr>
<td>Self in zone</td>
<td>E. Permission-permissible, receive-receivable, sale-salable</td>
<td>C. How do customers view sales?</td>
<td>Units 6 and 9</td>
<td>2. Understanding and filling out remanipulated sales checks</td>
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<tr>
<td>a customer</td>
<td>2. &quot;FULL&quot; as an ending</td>
<td>D. Aiding sales by using emphasis through the mechanics of speech (raising pitch, volume,)</td>
<td>Fundamentals of Selling, ch. 16</td>
<td>B. Vocabulary-Spelling tests of frequently confused words (homonyms)</td>
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<tr>
<td>2. Main</td>
<td>B. Adding prefixes: dividing words to determine if consonant doubles</td>
<td>E. Outlining, after reading, the basic steps of a retail sale</td>
<td>Parts 8 and 37</td>
<td>i. Teacher dictates sentences containing words with confusing affixes</td>
</tr>
<tr>
<td>Picture</td>
<td>E. Use of &quot;S&quot; and &quot;SS&quot; misspell - misspell miss use - misuse</td>
<td>D. Spelling and defining of commonly confused words, using contexts clues</td>
<td>C. Group evaluation of each other's individual ability to cope with problems arising in role-playing situation</td>
<td>2. Matching quiz of homonyms with their definitions</td>
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<td>different</td>
<td>E. Use of &quot;M&quot; and &quot;MM&quot; unusable - usable un necessary-unnecessary</td>
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<tr>
<td>mail system</td>
<td>C. Words commonly misspelled due to confusion of meaning: effect - affect</td>
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<td>Hoss stores</td>
<td>Qualities</td>
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### Unit Five (Cont'd.)

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<tr>
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<th>EVALUATION</th>
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<tr>
<td></td>
<td>C. Recasting for Specific Information</td>
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<td></td>
<td>1. Understanding precise meaning of words; <strong>EX.</strong></td>
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<td></td>
<td>What does &quot;consumer value&quot; mean? Sentence: &quot;Salespeople often refer to selling points as consumer values.&quot;</td>
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<td>2. Relating to specific meaning of context: <strong>EX.</strong></td>
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<td></td>
<td>What does &quot;often refer&quot; mean in the above sentence?</td>
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<td></td>
<td>D. Application - Read section on traits of a successful salesman and find reasons why loyalty, and industriousness, as well as cheerfulness, are important. <strong>EX.</strong></td>
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<td></td>
<td>What kind of attitudes do superior salesmen have towards customers? What practices do they avoid?</td>
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**EX.** A well wrapped durable package will arrive at its destination in one piece. (What does durable mean?) Class uses context clues to define "durable."

**EX.** Multiple choice exercises on homonyms **EX.**

Every salesman works on a commission basis (accept, except) Mr. Smith. *English On The Job, Part 3, Unit 10*.

**EX.** Teacher-made quiz on the steps of a retail sale; steps are presented out of order, class rearranges them in correct order.

**EX.** Class use of tape recorder or Tele-Trainer, in order to allow trainees to evaluate their own speech in customer-contact situations. (Printed dialogues are available from the N.Y. Telephone Co.)

**EX.** Evaluation of trainee ability to fill out sales slips and cashier's receipts after reading *Basic Retailing, Unit 25, Retailing Principles, Part 15*.
### UNIT SIX

#### 1. Cashier-Wrapper and Grocery-Checker

<table>
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<tr>
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<tbody>
<tr>
<td>A. Types of Retail Stores and their Wrapping Systems</td>
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<tr>
<td>B. Wrapping and Bagging of Goods</td>
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<td>C. Cash Register Operation</td>
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<td>D. Making Change and Computing Sales Tax</td>
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**READING TO UNDERSTAND THE DUTIES AND TECHNIQUES OF A CASHIER-WRAPPER AND GROCERY CHECKER**

A. Identifying problems while reading. How would you handle these situations?

- Wrapping oddly shaped packages
- Punching the wrong key on the register and having to adjust customer's receipt.

**LEARNING THE TECHNICAL TERMINOLOGY OF THE CASHIER AND CHECKER**

A. How technical terms are explained

1. Picture or diagram
2. Step-by-step description of the appearance of a procedure
3. Definition, directly given, or by comparison with familiar terms

**A. Deciding the kind of information one might use**

1. List a sample of inventory.

**B. Determining the meaning of unexplained terms**

1. Using context

**B. Identifying problems while reading. How would you handle these situations?**

- Wrapping oddly shaped packages
- Punching the wrong key on the register and having to adjust customer's receipt.

**LEARNING THE TECHNICAL TERMINOLOGY OF THE CASHIER AND CHECKER**

A. How technical terms are explained

1. Picture or diagram
2. Step-by-step description of the appearance of a procedure
3. Definition, directly given, or by comparison with familiar terms

**A. Deciding the kind of information one might use**

1. List a sample of inventory.

**B. Determining the meaning of unexplained terms**

1. Using context
### DISTRIBUTIVE-MERCHANDISING OCCUPATIONS: SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS

**Grocery Checker - Shipping Clerk - Sales Clerk**

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<th>COMPREHENSION</th>
<th>APPLIED VOCABULARY - SPELLING</th>
<th>APPLIED GRAMMAR - USAGE</th>
<th>METHODS AND MATERIALS</th>
<th>EVALUATIONS</th>
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<tbody>
<tr>
<td>1. LEARNING THE TECHNICAL TERMINOLOGY OF THE CASHIER AND CHECKER</td>
<td>1. PRESENTING INFORMATION IN LIST, CHART, AND DIRECTORY FORMAT</td>
<td>1. CASHIER-WRAPPER AND GROCERY CHECKER TECHNIQUE</td>
<td>1. CASHIER-WRAPPER GROCERY CHECKER</td>
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<tr>
<td>A. How technical terms are explained</td>
<td>A. Deciding which kind of list to use</td>
<td>A. Reading to understand the techniques</td>
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<tr>
<td>1. Picture or diagram EX. Photo of register to explain the parts of a procedure</td>
<td>1. Lists used as a sample or illustration EX. How one might inventory stock in a particular storeroom (a list of types of inventories) Refer: Basic Retailing, Unit 15</td>
<td>Retailing Principles parts 16 and 19 Basic Retailing units 26 and 27</td>
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<tr>
<td>2. Step by step description of the appearance of a procedure</td>
<td>2. List of exact information of EX. name and number of items in stock</td>
<td>2. Completion test on cashier techniques EX. Always pack (heavier) objects in the bottom of the grocery bag</td>
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<tr>
<td>3. Definition, directly given or by comparison with familiar terms EX. Using the image of tapered trousers to explain the concept of tapered bagging (larger and heavier objects packed first)</td>
<td>B. Determining the meaning of unexplained terms</td>
<td>3. Teacher-made quiz on the purposes and advantages of the three different wrapping systems</td>
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<tr>
<td>B. Interpreting Charts</td>
<td>1. Using context EX. Machine register - &quot;The machine register contains no totals from the previous computations.&quot;</td>
<td>B. Informal evaluation of ability to fill out cashier's receipts without errors and omissions</td>
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### Wrapping Packages

1. Choosing the best wrapping system for the person or central
2. Overall appearance to well
3. Wrapping packages to be attractive

### Wrapping Different Objects

- **Heavier Objects:**
  - Always pack them in the bottom of the layer.

- **Smaller, Lighter Objects:**
  - Place them in the top and outside layers.

- **Important:**
  - Make sure all packages are secure and properly sealed.

### Receipts

- **Basic Retailing:**
  - Fund of Selling Chap. 10
  - Basic Retailing part 15

- **Fundamental:**
  - Reading title, using column and row headings to locate information EX. Quantity of items on a certain
### DISTRIBUTIVE-MERCHANDISING OCCUPATIONS

**SPECIFICS - BASIC EDUCATION - LANGUAGE ARTS**

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**C. Reading for Important Data**

1. Defining words after examining rest of sentence. **Ex.** Define "durable". Sentence: Use paper and twine that are durable enough to withstand rough handling.

**D. Using informative reading to make responses to questions that are implied but not stated.**

**Ex:** Read section in text on eye-appealing packages and give reasons why free gift wrapping helps sell merchandise.

**E. Class-made charts on sales tax, types of retail stores, various wrapping systems, postage fees to major cities.**

**F. Use of sample telephone books (avail. from N.Y. Tel. Co.) to test for use of directories.**

**G. Use of sample telephone books (avail. from N.Y. Tel. Co.) to test for use of directories.**

**H. Add "ing" to remittance, endorse, hit.**
### Grocery Checker - Shipping Clerk -

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<td><strong>Unit Seven</strong></td>
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<td>1. Review Units 1-6</td>
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<td>1. Review Units 1-6</td>
<td>1. Review Units 1-6</td>
<td>1. Review Units 1-6</td>
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<td>2. PRE-EMPLOYMENT TRAINING</td>
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<td>2. ANSWERING QUESTIONS ON PRE-EMPLOYMENT TESTS</td>
<td>2. ANSWERING QUESTIONS</td>
<td>2. PRE-EMPLOYMENT PREPARATION</td>
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<tr>
<td>A. How to look for a job</td>
<td></td>
<td>A. Selecting best title or main idea</td>
<td>A. Eliminating obviously wrong answers in multiple choice questions</td>
<td>A. Word Questions</td>
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<tr>
<td>B. Preparation for an interview</td>
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<td>1. Paragraph interpretation</td>
<td>1. Review homonym</td>
<td>B. Word Questions</td>
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<tr>
<td>C. Filling out employment blanks</td>
<td></td>
<td>1. Picking most general statement that does not contain incorrect or additional information</td>
<td>2. Review homonym</td>
<td>B. Word Questions</td>
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<tr>
<td>D. Preparation for employment tests</td>
<td></td>
<td>2. Using context clues to respond to questions asking for definitions</td>
<td>2. Using derivations and other relationships to make &quot;educated guesses&quot; on vocabulary questions</td>
<td>B. Preparing Person Sheet (y)</td>
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<tr>
<td></td>
<td></td>
<td>3. Locating specific information after reading entire sentence or paragraph</td>
<td>3. Credible means: expensive, bankrupt, plausible (place &quot;in&quot; before credible to get incredible - incredible means unbelievable, therefore credible means believable-plausible)</td>
<td>B. Preparing Person Sheet (y)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Inference</td>
<td></td>
<td>C. Checking work performance and filling out Personal Information Sheet (y)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Interpreting and following directions</td>
<td>1. Practice resume time</td>
<td>2. Filling out Personal Information Sheet (y)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Using comprehensive reading to find the correct statement</td>
<td>2. Using as a</td>
<td>2. Using as a</td>
</tr>
<tr>
<td>TRIBUTIVE-MERCHANDISING OCCUPATIONS, SPECIFICS</td>
<td>BASIC EDUCATION</td>
<td>LANGUAGE ARTS</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Grocery Checker - Shipping Clerk - Sales Clerk</td>
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</tbody>
</table>

### Comprehension

<table>
<thead>
<tr>
<th>Questions on Sent Tests</th>
<th>1. Review Units 1-6</th>
<th>1. Review Units 1-6</th>
<th>1. Review Units 1-6</th>
<th>1. Review Units 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminating obviously wrong answers in multiple choice questions</td>
<td>EX. Circle the correct spelling; government, government, government</td>
<td>EX. Circle the correct spelling; government, government, government</td>
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<td>EX. Circle the correct spelling; government, government, government</td>
</tr>
<tr>
<td>Using derivations and other relationships to make &quot;educated guesses&quot; on vocabulary questions</td>
<td>EX. Credible means: expensive, bankrupt, plausible (place &quot;in&quot; before &quot;cred&quot; to get incredible - incredible means unbelievable, therefore credible means believable-plausible)</td>
<td>EX. Credible means: expensive, bankrupt, plausible (place &quot;in&quot; before &quot;cred&quot; to get incredible - incredible means unbelievable, therefore credible means believable-plausible)</td>
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### Pre-employment Preparation

<table>
<thead>
<tr>
<th>Word Usage Questions</th>
<th>A. Practice Tests</th>
<th>1. Paragraph interpretation tests as found in Storekeeper, Arco 112N.Y.</th>
<th>Name and number matching tests as found in Clerical and Civil Service Training 5W Pub. Co., Chi. 1959</th>
<th>Pre-employment tests and applications when available from department stores</th>
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<tbody>
<tr>
<td>Review of homonyms</td>
<td>2. Review of adjective-adverb usage</td>
<td>3. Other usage problems (EX. collective nouns and their respective verb parallels)</td>
<td>3. Pre-employment tests and applications when available from department stores</td>
<td>Pre-employment tests and applications when available from department stores</td>
</tr>
<tr>
<td>1. Review of homonyms</td>
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<td>Pre-employment tests and applications when available from department stores</td>
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</table>

### Pre-Preparation

<table>
<thead>
<tr>
<th>Personal Data Sheet (Resume)</th>
<th>Practice using resume to cut time needed to fill out employment application</th>
<th>Practice using resume to cut time needed to fill out employment application</th>
<th>Practice using resume to cut time needed to fill out employment application</th>
<th>Practice using resume to cut time needed to fill out employment application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice using resume to cut time needed to fill out employment application</td>
<td>&quot;educated guessing&quot; and eliminating obviously wrong</td>
<td>&quot;educated guessing&quot; and eliminating obviously wrong</td>
<td>&quot;educated guessing&quot; and eliminating obviously wrong</td>
<td>&quot;educated guessing&quot; and eliminating obviously wrong</td>
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</table>

### Measurement of Trainee Achievement

<table>
<thead>
<tr>
<th>Informal evaluation of pre-employment interviews and test responses</th>
<th>Correcting a letter for spelling, vocabulary, punctuation and usage</th>
<th>Pre-employment tests and applications when available from department stores</th>
<th>Pre-employment tests and applications when available from department stores</th>
<th>Pre-employment tests and applications when available from department stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Informal evaluation of pre-employment interviews and test responses</td>
<td>B. Correcting a letter for spelling, vocabulary, punctuation and usage</td>
<td>C. Pre-employment tests and applications when available from department stores</td>
<td>D. Pre-employment tests and applications when available from department stores</td>
<td>E. Pre-employment tests and applications when available from department stores</td>
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</table>

### Evaluations

<table>
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<tr>
<th>Student and teacher checklist of goals and achievements</th>
<th>Pre-employment tests and applications when available from department stores</th>
<th>Pre-employment tests and applications when available from department stores</th>
<th>Pre-employment tests and applications when available from department stores</th>
<th>Pre-employment tests and applications when available from department stores</th>
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<tr>
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<tr>
<td>MAJOR-UNIT-CONTENT</td>
<td>CLOCK HOURS</td>
<td>APPLIED READING COMPREHENSION</td>
<td>APPLIED VOCABULARY - SPELLING</td>
<td>APPLIED GRAMMAR - USAGE</td>
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<tr>
<td>Unit Seven (Cont'd.)</td>
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<td>3. Answering analogy questions after identifying relationship. Plumber is to pipe as carpenter is to ______ (wood).</td>
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<td></td>
<td>4. Interpreting test directions and practicing various kinds of test questions. 1. Name and number matching. 2. Vocabulary pressure tests (defining a set of words within a required time). 3. Analogy tests.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B. Silent reading for an understanding of job sources and interview procedures. Can I Get the Job, General Motors, 1964, Retailing Principles and Practices, p. 9, Basic Retailing, Units 41 and 42.</td>
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<tr>
<td></td>
<td></td>
<td>C. Constructing a Resume. 1. Silent reading and discussion of resume as presented in Can I Get the Job &amp; Fundamentals of Selling, Chap. 27. 2. Using resume as a handy reference to fill out application blanks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## REVIEW OF WHOLE NUMBER ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

### A. Addition and subtraction: Decimal numeration system
1. Base ten and place value
   - Example: 80, 8.0, 8.08
2. Zero as a placeholder
   - Example: 8 becomes 80, .8 becomes .08
3. Horizontal and vertical addition and subtraction
   - Example: 14 + 13 = 27
   - Example: 14
      \[\begin{array}{c}
      +13 \\
      \hline
      27
      \end{array}\]
   - a. Carrying in addition
   - b. Borrowing and regrouping in subtraction
   - c. Checking arithmetic
     1. Proper labeling and placement of entries
     2. Checking addition through subtraction and subtraction
     3. Checking placement of monetary symbols through addition.
4. Application
   a. Addition (Rexographed sales checks)
      1. Totaling items on a sales slip
      2. Completing a sales check
      3. Adding physical inventories
   b. Subtraction
      1. Making change
      2. Finding new "on hand" for unit control and bin tickets
      3. Figuring stock shortages

### B. Multiplication and division
1. Multiplication
   a. Short cut addition using base ten, zero as a placeholder
   b. Mastery of whole number multiplication including decimals
      1. Placing point correctly in product
      2. Checking placement of figures in partial product

## REVIEW OF WHOLE NUMBERS

### A. Pretest on selected examples for individual diagnostic purposes

1. Teacher divides class into different remedial groups, based on trainees needs. Trainees needing work on basic concepts use *Arithmetic*, multiplication tables and other basic charts
2. Both remediation groups may use the SRA Math Kit for purposes of drilling basic concepts

### C. Teacher testing and retesting of weakness revealed in pretests, after remediation.
Short quizzes, daily, on previous days work. The quizzes are then reviewed in class. If concept is not grasped, another hour of remediation follows.

### D. Classmade charts to understand equivalents
1. Decimals - decimals: \(7.100 = 7.1 = 7.1\)
2. Decimals - percents: \(20\% = .20 = .2\)
3. Unit quantities: 16 ounces = 1 lb., 2 pts. = 1 qt.
### UNIT 1: MATHEMATICS - CONCEPTS AND APPLICATION

<table>
<thead>
<tr>
<th>Concept</th>
<th>Application</th>
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<tbody>
<tr>
<td>c.</td>
<td>c. Application</td>
</tr>
</tbody>
</table>
|         | 1. Rexographed forms for making extensions on shipping forms, invoices, purchase orders, sales checks and "Bills of Lading"  
   \[ \text{EX:} \ 4 \text{ pens @ 19$ each total = ?} \]  
|         | 2. Using sales slips to multiply sales tax for practice with decimals  
   \[ \text{EX:} \ 5\% \text{ sales tax on a$4.35 item = ?} \]  
|         | 2. Division  
   a. Reverse of multiplication process  
   b. Mastery of long and short division including decimals  
   1. Estimation (For long division)  
   2. Rounding numbers to stated decimal places  
|         | c. Application  
|         | 1. Finding unit and average prices  
   \[ \text{EX:} \text{ If 6 items amount to$4.59, what is the average price?} \]  
   \[ \text{If 3 pens cost$0.79, how much would one cost?} \]  
|         | 2. Using division to issue trading stamps and to figure out installment payments  
|         | 3. Using price and tax charts to check division when determining unit price and sales tax.  

---

**E. Organization of student notebook for information**

Sections of notebook should include:

- Glossary of basic terms, charts of equivalents and quantities, charts of numeration, sample problems for each phase of job-related mathematics covered in this course outline, and a self-maintained trainee progress chart.
Fractions and percentages commonly used

A. Speed drills using class-made charts of fractions, decimal and percentage equivalents. After trainees have used charts to respond to job questions pertaining to equivalents, teacher shows how to give a customer a "rough estimate" or quote on the cost of a discounted item. EX. A $79.99 item with a 15% reduction—10% of 80 dollars is $8.00. Half of $8.00 (an additional 5%) is $4.00. Add them together for 15% = $12.00. Subtract the $12.00 from the original price and pay $68.

B. Remedial instruction in Stein, *Refresher Mathematics*. Units 2, 3, and 4 and equivalents chart: on page 205. Teacher also uses the flannel board to illustrate the definition of a fraction. The flannel board will also be helpful in illustrating how $\frac{1}{2} = \frac{2}{4}$. In remedial groups, decimals should be taught as "money problems" rather than as decimals. Percents should only relate to monetary uses and should always be converted to "money equivalents" rather than decimal equivalents. (Only in remedial groups)

C. Overhead projector using transparent overlays to review quantities and measures EX.
### Part II

<table>
<thead>
<tr>
<th>UNIT</th>
<th>MATHEMATICS - CONCEPTS AND APPLICATION</th>
<th>HOURS</th>
<th>METHODS MATERIAL AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2(cont.)</td>
<td>3. Fraction, decimal and percentage equivalents</td>
<td></td>
<td>D. Rosenberg and Lewis, Essentials of Business Mathematics presents problems for class discussion. These are problems that will round off a lesson on a learned concept or motivate lessons on new concepts.</td>
</tr>
<tr>
<td></td>
<td>EX.  ( \frac{3}{4} = 0.75 = \frac{75}{100} = 75% ) ( \frac{1}{3} = 0.33\frac{1}{3} = 33\frac{1}{3}% )</td>
<td></td>
<td>E. Fill in quiz to test understanding of the equivalents EX. ( \frac{1}{3} = ? % ) ( \frac{2}{3} = ? % )</td>
</tr>
<tr>
<td></td>
<td>B. Percentages</td>
<td></td>
<td>F. Teacher-made quiz on the ability to elicit the vital facts in verbal problems. Questions do not ask for a computed answer. They ask for an interpretation of the situation. EX. John had 60 cents in his pocket. He spent 30 cents at lunch and 20 cents for carfare. How much money is left? Questions: Which facts will you use in determining the answer? The amount John started with The amount he spent for lunch The amount he spent for carfare</td>
</tr>
<tr>
<td></td>
<td>1. Basic Operations</td>
<td></td>
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<tr>
<td></td>
<td>a. Changing percent to decimal and decimal to percent</td>
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<tr>
<td></td>
<td>b. Changing percent to fraction</td>
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<td></td>
<td>c. Finding the percent of a number</td>
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<td>2. Payroll</td>
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<tr>
<td></td>
<td>a. Computing hours worked EX. Mon. - 7, Wed. - 6(\frac{1}{2}), Fri. - 7(\frac{1}{2}) = ?</td>
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</tr>
<tr>
<td></td>
<td>b. Computing earnings (hours x rate) EX. 34(\frac{1}{2}) hours $$2.25 = ?</td>
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<td></td>
<td>c. Finding commission (sales x rate) EX. $1647 sales @ 1% commission = ? commission</td>
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<tr>
<td></td>
<td>3. Other applications using fractions, decimals and percentage equivalents</td>
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<tr>
<td></td>
<td>1. Use of equivalents to determine trade discounts, cash discounts, markups and markdowns, sales tax and employee discounts. EX. If a coat lists for $$49.50 and sells at a 12% markdown, what will you pay if your boss gives you a 14% employee discount? What would the total be after adding 5% sales tax?</td>
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<tr>
<td></td>
<td>2. Using sample forms to compute unit charges, commissions and wages. EX. If you work 35 hours at $$160 per hour and earn 2% commission on sales of $$1750, what will be your salary before taxes?</td>
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<td></td>
<td>3. Word problems based on-on-the-job situations using quantities, weights and measures EX. A week ago, the stockroom had 2(\frac{1}{4}) quarts of glue. Now there are only 2(\frac{1}{2}) pints. How much was used?</td>
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<tr>
<td>UNIT</td>
<td>MATHEMATICS - CONCEPTS AND APPLICATION</td>
<td>HOURS</td>
<td>METHODS MATERIAL AND EVALUATION</td>
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<td>------</td>
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</tr>
<tr>
<td>3 A</td>
<td>Interest, Discount and Purchase Price</td>
<td></td>
<td>Applying Interest, Discount and Sales Formula</td>
</tr>
<tr>
<td>1.</td>
<td>Defining terms</td>
<td></td>
<td>A. References:</td>
</tr>
<tr>
<td></td>
<td>a. Interest, principle, capital</td>
<td></td>
<td>1. <em>Applied Business Arithmetic</em>, Units 6,7,11,12,13</td>
</tr>
<tr>
<td></td>
<td>b. Yearly rate, timed rate (fractions of a year)</td>
<td></td>
<td>2. <em>Fundamentals of Selling</em>, Chapter 10</td>
</tr>
<tr>
<td></td>
<td>3. Interest formulas (I = P x R x T)</td>
<td></td>
<td>B. Teacher-made charts on the processes involved in solving merchandising equations</td>
</tr>
<tr>
<td>a.</td>
<td>Interest in savings account</td>
<td></td>
<td>MM. Hours per week = hours per day x number of days</td>
</tr>
<tr>
<td></td>
<td><em>If you put $50 into a 4% interest account, how much interest would you get in a year?</em></td>
<td></td>
<td>Hours per week = 7 x 5</td>
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<tr>
<td></td>
<td><em>I = P x R x T, I = 50 x 0.045 x 1</em></td>
<td></td>
<td>Hours per week = 35</td>
</tr>
<tr>
<td>B</td>
<td>Application of interest formula to merchandising</td>
<td></td>
<td>Other simple equations practiced until class is ready for below equation and others listed in column one</td>
</tr>
<tr>
<td></td>
<td>MM. Installment buying, If you buy an item costing $675, and the interest rate, after having paid in full, has amounted to 12%, how much will you have paid for the item?</td>
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<td>Rate of net profit = net profit / selling price</td>
</tr>
<tr>
<td></td>
<td>b. Application of interest formula to merchandising</td>
<td></td>
<td>MM = 3.50</td>
</tr>
<tr>
<td></td>
<td>MM. 20% trade discount + 10% cash discount on an item that lists for $1000 - amounts to a $200 (trade discount) and an $80 (cash discount) this $280 discount = 280 / 1000 = 28% discount</td>
<td></td>
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</tr>
<tr>
<td>B</td>
<td>Sales: Profit and Loss, pricing goods</td>
<td></td>
<td>MM = 25</td>
</tr>
<tr>
<td>1.</td>
<td>Defining terms</td>
<td></td>
<td>C. Using formula charts with verbal problems</td>
</tr>
<tr>
<td>a.</td>
<td>Prices - selling price and cost price, list price</td>
<td></td>
<td>1. Selecting the appropriate equation for situation</td>
</tr>
<tr>
<td>b.</td>
<td>Profits - gross and net</td>
<td></td>
<td>2. Practice in substituting numbers for words in the formula and carrying out appropriate steps</td>
</tr>
<tr>
<td>2.</td>
<td>Application of everyday sales formula</td>
<td></td>
<td>3. Reading verbal problems and picking out the facts in order to select appropriate formula (see the appendix &quot;Practice with verbal problems&quot;)</td>
</tr>
<tr>
<td>a.</td>
<td>Gross profit and rate</td>
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<tr>
<td></td>
<td>1. Selling price - cost = gross profit</td>
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<td></td>
<td>2. Rate (%) of gross profit = net profit / selling price</td>
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### Part II

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<tr>
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<th>METHODS MATERIAL AND EVALUATION</th>
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<td>3</td>
<td>b. Net profit and rate</td>
<td></td>
<td>D. Solving problems requiring an extra step</td>
</tr>
<tr>
<td></td>
<td>1. Selling price - cost - overhead = net profit or Gross profit - overhead = net profit</td>
<td></td>
<td>Ex. If a bank account earns 4½% interest per year, What is the interest on $300 in 3 months?</td>
</tr>
<tr>
<td></td>
<td>2. Rate (%) of net profit = \frac{\text{net profit}}{\text{selling price}}</td>
<td></td>
<td>E. Matching test on definitions of merchandising arithmetic</td>
</tr>
<tr>
<td></td>
<td>3. Sample problems</td>
<td></td>
<td>F. Remedial groups must memorize concepts involved in changing equivalents from one form to another before beginning work on the equations. They must also be familiar with the simpler verbal problems based on the basic fundamentals. This entails practice in using context clues to determine whether to add, subtract, multiply or divide. Ex. The shipping clerk had 6 items to mail to the same place. She was permitted to put 3 pounds in each parcel. Each item weighed 1½ pounds. How many parcels did she ship?</td>
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<td></td>
<td>A stationery store purchased 25 attache cases at $4 each and sold them for $6.50 each</td>
<td></td>
<td>G. For further practice with similar problems, see pages labeled &quot;Word Problems&quot; in Study Exercises for Reading Improvement by Laidlaw Brothers Publishing, Summit, N.J.</td>
</tr>
</tbody>
</table>

|      | a. Compute the total gross profit and rate |
|      | b. The related overhead totaled $20, compute the net profit and rate |
|      | c. Compute net profit per case |
### UNIT 4: ADDITIONAL RELATED BUSINESS ARITHMETIC - SKILLS & PROBLEMS

**A. Cash Reports (Currency Breakdowns)**

1. **Daily and weekly reports**

   **EX.**
   - Date: 3/20/67
   - Open register 9AM
   - Close register 5PM
   - Pennies: $1.65
   - Nickels: $5.65
   - Dimes: 10.00
   - One dollars: 12.00
   - Five dollars: 45.00
   - Practice in preparing neat, accurate cash reports and bank deposit slips

2. **Finding errors**
   - Review of various methods used to check arithmetic
   - **EX.** Adding columns of numbers from top to bottom, then repeating the process from bottom to top.
   - **EX.**
     - 137
     - 26
     - 73
     - 18
     - 137

3. **Proving a balance**
   - Adding or subtracting columns or facts on a ledger sheet in order to prove a balance
   - **EX.** Subtracting deductions from gross salary column on a payroll sheet, should equal the net salary
   - **SAMPLE PROBLEM** - Fred's gross salary equals 35 hours at a rate of $3.10 per hour. His social security is $1.65. His tax withheld is $3.90. What is Fred's net salary? What is the currency breakdown needed to pay Fred in cash?

**I. RELATED BUSINESS ARITHMETIC**

1. **Essentials of Business Math**, Chapter 7, Units 3 & 4
2. Practice in speed computations involved in currency breakdowns
   - **EX.** 165 nickels = how many dollars?
   - 3. Find out how many dollars are three dollars.
3. Class-made charts showing currency breakdown for a register "checkout" or a payroll withdrawal
4. Fill-in quiz using a currency breakdown with gaps (certain areas left blank) Students compute breakdown and fill in gaps
   - **EX.** Total $64.79
     - Quarters: 3
     - Dimes: 2
     - Nickels: 1
     - Pennies: 2
5. **Teacher-made quiz on finding errors**. Teacher presents problems with answers. Trainee must check the answer
   - **EX.**
     - Total: $64.79
     - Student adds the answer to the subtrahend and marks the answer incorrect

6. **As a check on student understanding of the basic concepts involved in "columns on a line being equal to the balance" class is presented with a payroll sheet containing errors. They must check each line by adding the deductions together and subtracting that answer from the gross pay.**
### PART II

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<th>UNIT</th>
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<th>METHODS MATERIAL AND EVALUATION</th>
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<tr>
<td>4</td>
<td>B. Installment Buying and Selling</td>
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<td></td>
<td>1. Computing the installment charges</td>
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<tr>
<td></td>
<td>a. Defining terms - service charge, carrying charge, credit charge, installment charge or merely, interest</td>
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<td>b. Using known facts to compute the installment charge as well as the difference between the installment price and the cash price</td>
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<td>c. Computing the installment rate</td>
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<td>Installment charge = Installment price - Cash price</td>
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<td></td>
<td>Rate = ( \frac{24 \times C}{P \times (n+1)} )</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Down payment = (monthly payment x number of months) = Installment price</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### II PRE-EMPLOYMENT TEST PRACTICE

| A. Review Units 1 - 4 |
| B. Worksheet drills on pre-employment arithmetic skills |
| C. Practice tests including number and verbal problems |
| 1. Number sense (series fraction equivalent problems) |
| 2. \( \)What part of one number is another?\( \) |
| D. Timed pre-employment tests |
| E. Written performance test |
| 1. Planning time schedule (overview, easier questions first) |
| 2. Type of answers required (proper labeling and placement of answers) |

#### II PRE-EMPLOYMENT TEST PRACTICE

| D. Installment Buying |
| 1. Prior to working with the equations involved, class practices only the act of substituting numbers for letters in the equation |
| IX. Rate = \( \frac{24 \times C}{P \times (n+1)} \) |
| P = 94.00 |
| F = 12.50 |
| N = 8 |
| Substitute numbers for letters in the equation |

2. Solving simple equations after interpreting the facts as presented in a verbal problem. Teacher must evaluate:
   a. Ability to interpret verbal problems |
   b. Ability to substitute numbers for letters |
   c. Ability to follow through by solving the equation |

#### II PRE-EMPLOYMENT TEST PRACTICE

| A. References - Arco - Practice for Assistant Stockman Test, Practice for Storekeeper Test, Arco, New York, 1969 |
| B. Teacher drill on class and individual weaknesses |
| C. Sample pre-employment tests and discussion of each question |
| D. Techniques involved in answering questions making educated estimates, eliminating obviously wrong answers, selecting the quickest of solving a problem |
## APPENDIX

<table>
<thead>
<tr>
<th>Rule</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  RULES FOR TRAINEES</td>
<td>I</td>
</tr>
<tr>
<td>II SAMPLE EMPLOYMENT APPLICATION</td>
<td>2 - 3</td>
</tr>
<tr>
<td>III SAMPLE PRACTICE RETAIL AND WHOLESALE SLIPS</td>
<td>4</td>
</tr>
<tr>
<td>IV EXERCISE SALES CHECK SLIP</td>
<td>5</td>
</tr>
<tr>
<td>V  PRACTICE REQUISITION FORMS</td>
<td>6</td>
</tr>
<tr>
<td>VI PRACTICE INVENTORY SHEET</td>
<td>8</td>
</tr>
<tr>
<td>VII ADDING TO VOCABULARY</td>
<td>8 - 9</td>
</tr>
<tr>
<td>VIII IMPROVING YOUR VOCABULARY</td>
<td>10</td>
</tr>
<tr>
<td>IX DISCUSSION QUESTIONS</td>
<td>11</td>
</tr>
<tr>
<td>X COMPREHENSION QUESTIONS</td>
<td>12</td>
</tr>
<tr>
<td>XI  AM  ARITHMETIC PROGRAM</td>
<td>13 - 18</td>
</tr>
<tr>
<td>XII FREE MATERIALS</td>
<td>19</td>
</tr>
</tbody>
</table>
APPENDIX I
RULES FOR TRAINEES

In this type of work where the school, the store and you, are all concerned and cooperating together, it is essential that certain rules and regulations be observed.

1. Trainees should speak with their counselor about any part-time employment needed while attending this program. Any difficulties arising in regard to your participation in the program should be discussed with your counselor.

QUESTION: What kind of problems should you take to your counselor?

2. The employer (and the school) expect you to report on time. Failure to do so may cause other employees to work overtime.

QUESTION: Why do employers object to lateness?

3. If you are ill, immediately notify your counselor that you will be absent. Only serious illness can be considered a legitimate excuse for remaining away from school or work.

QUESTION: When should you notify your counselor if you will be absent?

4. You should dress properly for your work. Your shop teachers will discuss proper dress with respect to public contact and safety.

QUESTION: What two things influence your dress while at school?

5. Fire laws prevent the permission of smoking in the classroom. Due to the nature of many of our rooms (machines, storage) smoking is permitted only where designated.

QUESTION: For what reasons is smoking allowed only in certain areas?
APPLICATION FOR EMPLOYMENT

SAMPLE FORM

IN THE EVENT THAT YOU ARE EMPLOYED THIS BECOMES PART OF YOUR PERSONNEL RECORD, THEREFORE IT IS IMPORTANT THAT YOU ENTER ALL INFORMATION NEATLY, ACCURATELY AND COMPLETELY.

Applicant's Name

Date

Title

Address

City, Postal Zone and State

Tel. No.

Social Security No.

Date of Birth

Age

Single

Divorced

Married

Widowed

No. of Dependents

Height

Weight

American

Yes

No

NY LAW AGAINST DISCRIMINATION PROHIBITS DISCRIMINATION BECAUSE OF AGE.

Full Time

Part Time

Evenings

Others

Position

Sales

Other

State Salary Desired

(Optional)

Yes

No

Mid-Day

and Saturdays

and Weekends

Yes

No

If so, in which

Name of

Employer

In which

Relative

Paper

Refer to us by Macy Employee

Name of Employee

Employed

Yes

No

If you, under

what name were

Position

and

Dept.

Employed

PREVIOUS EMPLOYMENT

PLEASE ACCOUNT FOR ALL TIME SINCE LEAVING SCHOOL, INCLUDING CURRENT EMPLOYMENT AND PERIODS OF UNEMPLOYMENT. STATE IF ANY OF THESE EMPLOYERS ARE RELATED TO YOU.

Name and Address

Business Name and Address

Job Title and Duties

Reason for Leaving

Salary

Yes

No

For

Last or Present Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

Previous Employer

Address

PLEASE ANSWER ALL QUESTIONS ON REVERSE SIDE

Page

Signed by

Test Scores

Second Interview
The tape used in cash registers may be called a sales check, a sales slip, an audit strip or simply, a register tape.

Sales slips coming from different registers may look a little different in the way they are set up, but they all give the same basic information.

Each sales slip gives a record of each registration, shows the consecutive number of the transaction; the register number; the amount; the department number; and the salesperson's initial.

This detailed sales slip gives a permanent printed record of the day's business.

QUESTIONS:

1. What does a sales slip show?
2. Why do sales checks show all the information shown in the above diagram?
3. List the department keys shown in Fig. 1.
4. List the keys for salesperson shown in Fig. 2.
5. What keys would you press down on to ring up $2.39?

(look at the diagram on your Information Sheet.)
# Practice Requisition Forms

**REQUISITION**

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requisitions for articles not carried must be approved by Works Mgr. before purchase is made.

Approved: __________  Signed: __________

Foreman will not use this space.

Purchase Order No. __________

ORDERED FROM __________

ORDER FROM __________
PRACTICE REQUISITION FORMS

PURCHASE REQUISITION

<table>
<thead>
<tr>
<th>FOR DEPARTMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTIFY</th>
<th>ON DELIVERY</th>
<th>DATE WANTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

.Order Form___________________________

Approved By___________________________

Purchasing Agent______________________
Practice Inventory Sheet

**ABC Company**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>STORED IN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECEIVED</th>
<th>DELIVERED TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>DEPT.</td>
</tr>
<tr>
<td>Req. No.</td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shop No.</td>
</tr>
<tr>
<td>DATE</td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td>Shop No.</td>
<td></td>
</tr>
<tr>
<td>To Whom</td>
<td></td>
</tr>
<tr>
<td>On Hand</td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX VI


APPENDIX VII

"Adding To Your Vocabulary - - - Business Terms You Should Know."

from

"TEXT-WORKBOOK FOR DISTRIBUTIVE OCCUPATIONS" prepared by

Eugene J. Corenthal and Elias S. Tyler
for M.D.T.P. - Board of Education

manufacturer
wholesaler
retail stores
channels of distribution
physical distribution
business terms
selling jobs
non-selling jobs
standards of performance
shipments
work habits
accuracy
cooperative
initiative
trustworthy
shipping documents
owners
progress chart
sharp-edged tools
crates
stock
refuse
dolly
safe working habits
producer
final user
made to order
direct selling
middleman
retailer
packaged bread
distributors of goods
system of distribution
catalog
advertising matter
order forms
mail-order selling
direct retailers
coin-operated machines
locations
convenience goods
shopping goods
specialty goods
brand name
central shopping districts
shopping centersingle-line store
specialty stores
department stores
variety stores
cash
credit
supermarket
self-service stores
discount stores
chain stores
wholesale distributor
es line of products
exclusive distributor
credit terms
jobber
brokers
percentage
independent businessman
commission basis
stock on hand
supplier
want slip
master stock list
stock record card
bin ticket
purchase requisition
legible
accurate
abbreviation
vendor
unit price
extension
trade discount
cash discounts
invoice
allowances
extra dating
F.O.B. point
in-transit
purchase order register
permanent record
order clerk
approved
processing
shipping memorandum
order picker
perfect condition
out-of-stock
itemized
authorization
shipping copy
customer's copy
packing slip copy
office copy
back-order copy
approximate shipping date
billing clerks
fragile
regulations
shipping containers
cardboard
corrugated board
plastic
 cushioning
shredded paper
excelsior
gummed tape
costed
check-off
partition
line-a-box
"H" wrap
bulky goods
flexi bex
cut-to-size
marking
weighing
via
carrier
special care
marking material
routing
 parcel post
fourth class mail
exceeding
standard parcel post
special handling
air parcel post
address see
Railway Express Agency
freight
courier
consignee
door-to-door service
trailer truck
forward the shipment
tariff
zoning system
local zone
delivery zone
carload lot (CL)
truckload lot (TL)
L.O.L.
L.T.L.
classification tariff
rate tariff
registry
shipping record
shipping documents
bill of lading
contract
straight B/L
order B/L
express receipt
freight waybill
in-transit
arrival notice
on hand notice
delivery receipt
incoming shipments
carrier's receipt
receiving book
receiving record
quantity
packing list
direct check
blind check
quality
price-ticketing
forward stock
pre-retailing
taking inventory
gummed label
string tag
clip ticket
marking code
coded price tag
marking machine
electronic data processing
reserve stock
stock control
stock rotation
inventory value
physical inventory
book inventory

shortage
take-with purchase
check-out desk
re-marking
bagging
soft goods
good will
roll paper
sheet paper
double tie
inner wrap
double wrap
grocery checker
multiple pricing
trading stamps
sales tax
cash register keys
classification
department
floor audit
sale indicator
listing
change fund
non-feed item
**Directions:** The sentences in Column 2 can be completed correctly with a word or words from Column 1. Write the word or words you select in the blank space provided at the end of the sentence.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>standards of performance</td>
<td>1. An employee will advance on the job if he develops good -</td>
</tr>
<tr>
<td>shipments</td>
<td></td>
</tr>
<tr>
<td>work habits</td>
<td>2. Helping your fellow workers is a way of being -</td>
</tr>
<tr>
<td>accuracy</td>
<td></td>
</tr>
<tr>
<td>cooperative</td>
<td>3. Rules and regulations set by an employer for doing a particular job are called -</td>
</tr>
<tr>
<td>initiative</td>
<td></td>
</tr>
<tr>
<td>trustworthy</td>
<td></td>
</tr>
<tr>
<td>shipping documents</td>
<td>4. Checking and making entries correctly are examples of -</td>
</tr>
<tr>
<td>carriers</td>
<td></td>
</tr>
<tr>
<td>progress chart</td>
<td>5. Goods being transported by carriers are known as -</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. The bill of lading is one of the most important -</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. A record of your accomplishments in school is kept on a -</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Going ahead on your own with work that should be done shows that you have -</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Railroads, trucking companies and the R.E.A. Express are known as -</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. A person who is honest and dependable is also -</td>
</tr>
</tbody>
</table>

**Directions:** Select one set of Column 1.

- Distributors of system of distribution
- Retailing
- Catalog
- Advertising materials
- Mail-order sales
- Direct retailer
- Coin-operated machines

These are examples of what a teacher can do in order to evaluate a vocabulary lesson.
Directions: Select the word or words from Column 1 that best complete the sentences in Column 2. Write your answer in the space provided at the end of each sentence.

Column 1

distributors of goods  
system of distribution  
retailing  
catalog  
advertising matter  
order form  
mail-order selling  
direct retailer  
coin-operated machines  
locations

Column 2

1. The middleman who sells to the consumer is in a business known as ________
2. The consumer who buys from a mail-order house selects the goods he wants to buy from a ________
3. Another name for "channels of distribution" is ________
4. A retailer is an important ________
5. In addition to catalogs, the mail-order retailer may send his customers other ________
6. Automatic vending machines are ________
7. In order to buy from a mail-order retailer, the consumer must fill out and mail an ________
8. Vending machines placed in train terminals and subway stations are in good ________
9. The U.S. Mail is used for ________
10. The retailer who goes to the home of the consumer to sell his goods is known as a ________

These are examples of what a teacher can do in order to evaluate a vocabulary lesson.

Item 1: _______
Item 2: _______
Item 3: _______
Item 4: _______
Item 5: _______
Item 6: _______
Item 7: _______
Item 8: _______
Item 9: _______
Item 10: _______
APPENDIX IX

DISCUSSION QUESTIONS

I. Why does the approach have such an important influence on the sale?

II. For what reasons do customers enter a retail store?

III. How can a salesperson make a customer feel welcome?

IV. What can a salesperson do in his approach to make his customer feel he will get good service?

V. What can a salesperson do to acknowledge a customer who has not been served?

VI. What should you do if the customer says he only wants to look around?

VII. Why is it so important that customers be given prompt attention?

VIII. What are two expressions to avoid when first approaching the customer? Why?

IX. What is a good way to greet the customer that is a more positive approach?

X. Describe how a customer should feel when he is approached in the right way by the salesperson.
APPENDIX X

An example of comprehension questions that teacher can design after selecting a job-related reading selection.

Questions for Understanding

1. How does each of the following types of retailers reach the consumer?
   a. Store operators
   b. Direct retailers
   c. Mail-order retailers
   d. Automatic vending machine retailers

2. Name four products that are sold in automatic vending machines:
   a. ___________________________  c. ___________________________
   b. ___________________________  d. ___________________________

3. a. Explain the difference between mail-order retailers and direct retailers.

   ___________________________

   b. Explain the difference between retail store operators and automatic vending machine operators.

   ___________________________

4. What type of retailer is each of the following well-known firms?

<table>
<thead>
<tr>
<th>Name of Firm</th>
<th>Type of Retailer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macy's</td>
<td></td>
</tr>
<tr>
<td>Avon Products</td>
<td></td>
</tr>
<tr>
<td>Sears-Roebuck Company</td>
<td></td>
</tr>
<tr>
<td>The Canteen Corporation</td>
<td></td>
</tr>
<tr>
<td>Fuller Brush Company</td>
<td></td>
</tr>
<tr>
<td>Montgomery Ward</td>
<td></td>
</tr>
</tbody>
</table>

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Appendix XI

AMS Arithmetic Program

Review Problems

The purpose of the AMS Arithmetic Program is to encourage students to develop skill and accuracy in the arithmetic computations that they will use frequently in their adult life regardless of the type of business they may enter.

Emphasis is placed upon the use of knowledge and skill in arithmetic. However, many of the problems are stated in terms of simple application to business situations since the ability to use arithmetic in practical situations is important. The problems are the type that should be understood by students regardless of whether they have had any training in business.

The following review problems are typical of the types of problems to be included in the Arithmetic Program test. It is recommended that these problems be reviewed with the students and by the teacher, using the customary classroom approach. Because the review problems are provided, students are expected to make a perfect score on a test in order to qualify for an AMS Certificate.

1. The following problem requires you to determine the amount of cash received by a business, the amount of cash paid out, and the balance of cash remaining. The cash balance is computed by subtracting the total amount of cash paid out from the total amount of cash received.

<table>
<thead>
<tr>
<th>Cash Received</th>
<th>Cash Paid Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>$397.98</td>
<td>$339.71</td>
</tr>
<tr>
<td>148.77</td>
<td>386.69</td>
</tr>
<tr>
<td>2.63</td>
<td>72.28</td>
</tr>
<tr>
<td>45.50</td>
<td>109.03</td>
</tr>
<tr>
<td>938.74</td>
<td>41.17</td>
</tr>
</tbody>
</table>

a. Total Cash Received

b. Total Cash Paid Out

c. Cash Balance

2. An operating business starts the month with some cash on hand, takes in additional cash during the month and pays out cash. Determine the cash balance at the end of the month. To solve the problem: (1) add the cash balance at the beginning of the month to the amount of cash received; (2) subtract the amount of cash paid out during the month.

<table>
<thead>
<tr>
<th>January 1</th>
<th>January 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,367.42</td>
<td>$2,624.12</td>
</tr>
<tr>
<td>$3,842.19</td>
<td>$2,624.12</td>
</tr>
<tr>
<td>$7,492.05</td>
<td>$7,492.05</td>
</tr>
</tbody>
</table>

3. Businesses generally deposit cash received in a commercial bank account and make payments by check. Cash "deposited" is the cash put in the bank against which "checks" are written. The company keeps a check stub or other record upon which it keeps a running balance of cash in the bank. It adds each deposit to the balance and subtracts each check that is written. In the following problem you are to compute the bank balance after each transaction.

<table>
<thead>
<tr>
<th>Balance</th>
<th>Check # 682</th>
<th>Balance</th>
<th>Check # 683</th>
<th>Deposit</th>
<th>Balance</th>
<th>Check # 684</th>
<th>Balance</th>
<th>Check # 685</th>
<th>Deposit</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,676.32</td>
<td>$724.29</td>
<td>$1,218.64</td>
<td>$2,649.72</td>
<td>$29.75</td>
<td>$490.28</td>
<td>$950.50</td>
<td>$1,218.64</td>
<td>$2,649.72</td>
<td>$29.75</td>
</tr>
</tbody>
</table>
Occasionally it is desirable to determine the average of a series of figures. To find the average, several numbers are added together and the total divided by the number of terms that were added. For example, the average of 30, 42, and 60 is 44. \( \frac{30 + 42 + 60}{3} = 44 \)

Determine the average in the following:

a. A store sold 620 hi-fi records in April; 846 in May; 730 in June; 548 in July. What was the average number of records sold per month? __________

b. The sales of a store for one year were $70,963.20.

1. What were the average monthly sales? __________

2. What were the average daily sales if the store was open 308 days during the year? __________

5. The following problems provide a review of arithmetic processes involving decimals.

a. Add the following:
   1. \( 0.62, 0.42, 0.25, 0.04 \) = __________
   2. \( 1.2, 0.69, 0.45, 1.0 \) = __________
   3. \( 4.50, 6.67, 6.22, 8.14 \) = __________

b. Subtract the following:
   1. \( 0.059 \) from \( 0.128 \) = __________
   2. \( 0.546 \) from \( 1.48 \) = __________
   3. \( 0.48 \) from \( 2.0 \) = __________

c. Multiply the following:
   1. \( 0.32 \times 0.56 \) = __________
   2. \( 0.66 \times 1.2 \) = __________
   3. \( 2.55 \times 12.4 \) = __________

d. Divide the following:
   1. \( 1.75 \) by \( 0.25 \) = __________
   2. \( 0.63 \) by \( 0.9 \) = __________
   3. \( 0.69 \) by \( 3.0 \) = __________

e. A company paid $653.64 for gasoline. The gasoline cost 31.2 cents per gallon.
   How many gallons were purchased? __________

f. A man purchased a TV set on which he paid a sales tax of $14.25. The rate of the tax was 3 per cent.
   What was the cost of the TV set? __________

Solve the following problems involving fractions and reduce the amount to the lowest denominator:

a. Add:
   1. \( 6 \frac{2}{3} + 3 \frac{1}{4} \) = __________
   2. \( 12 \frac{1}{2} + 5 \frac{2}{3} + 6 \frac{5}{6} \) = __________
   3. \( 5 \frac{1}{6} + 21 \frac{3}{4} + 9 \frac{2}{5} \) = __________

b. Subtract:
   1. \( 15 \frac{3}{4} - 6 \frac{1}{3} \) = __________
5. **b. Subtract (Continued)**

   2. \( 9 \frac{1}{3} - 4 \frac{5}{8} = \) 

   3. \( 21 \frac{5}{6} - 9 \frac{3}{5} = \)

c. **Multiply:**

   1. \( 5 \frac{5}{6} \times 7 \frac{3}{8} = \)

   2. \( 14 \frac{7}{8} \times 8 \frac{1}{3} = \)

   3. \( 6 \times 12 \frac{3}{7} = \)

d. **Divide:**

   1. \( 14 \frac{2}{3} \div 5 \frac{1}{2} = \)

   2. \( 21 \frac{3}{5} \div 10 \frac{1}{8} = \)

   3. \( 42 \frac{1}{2} \div 18 \frac{1}{3} = \)

7. **a.** 50 is 1/2 of 100. What fractional part of 100 is:

   1. 25

   2. 33 \( \frac{1}{3} \)

   3. 16 \( \frac{2}{3} \)

   4. 12 \( \frac{1}{2} \)

   5. 6 \( \frac{1}{4} \)

   6. 37 \( \frac{1}{2} \)

b. The information above can often be used to simplify computations. For example, the cost of 144 ball point pens at \( \$0.33 \frac{1}{3} \) each can be computed as follows:

\[ 144 \times \$0.33 \frac{1}{3} = \$48. \]

However, since \( \$0.33 \frac{1}{3} \) is \( \frac{1}{3} \) of \( \$1 \), the same result can be obtained by taking \( \frac{1}{3} \) of 144 which is also \( \$48 \). Compute the following problems by this method:

<table>
<thead>
<tr>
<th>Amount of Cost</th>
</tr>
</thead>
</table>
| 1. 36 paper back books at 25 cents each:  
   | ________ |
| 2. 120 pencils at 12 \( \frac{1}{2} \) cents each:  
   | ________ |
| 3. 48 packages of paper at 16 \( \frac{2}{3} \) cents each:  
   | ________ |
| 4. 60 pens at 66 \( \frac{2}{3} \) cents each:  
   | ________ |

8. The following problems involve the use of percentage:

a. If you purchased items upon which a sales tax was charged, what would be the amount of the tax?

<table>
<thead>
<tr>
<th>Amount of Tax</th>
</tr>
</thead>
</table>
| 1. Jacket \$22, rate of sales tax 3%:  
   | ________ |
| 2. Radio \$114.50, rate of sales tax 2%:  
   | ________ |
| 3. Used car \$375, rate of sales tax 2 \( \frac{1}{2} \) %:  
   | ________ |

b. Some businesses give customers a discount if the merchandise purchased is paid for within a specified period of time, such as 2% if paid within 10 days. What is the amount of the cash discount for the following:

<table>
<thead>
<tr>
<th>Amount of Purchase</th>
<th>Rate of Discount</th>
<th>Amount of Cash Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $362.00</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>
8. b. (Continued)

Determining the "mark-up" on merchandise is a computation that is made frequently by retail stores. Mark-up is the sum that is added to the cost price to arrive at the retail price. Mark-up may be figured as a percentage of the cost price or as a percentage of the sales price. When it is figured as a percentage of the cost price it is called "mark-up on cost." When it is figured as a percentage of the sales price it is called "mark-up on retail" or "mark-up on sales." For example, a store wants to sell an article at a price equal to 33 1/3% more than the $15 it had paid for the article or, in other words, at a 33 1/3% mark-up on cost. Such mark-up would be $5. It is computed by multiplying the $15 cost price by .33 1/3. The sales price based upon the mark-up is then $20. It is computed by adding the $5 mark-up to the $15 cost price. Instead, however, the store might prefer to establish the sales price of the article on the basis of a 33 1/3% "mark-up on retail." Such mark-up would be $7.50. Here is how it is arrived at: The retail price should be considered as equivalent to 100%. Since 33 1/3% is the desired mark-up, the balance remaining (66 2/3%) represents the $15 cost price. Therefore, since 66 2/3% equals $15, 33 1/3% is 1/2 of $15 or $7.50 which is the dollar value of the 33 1/3% mark-up. The sales price based upon that mark-up is then $22.50. It is computed by adding the $7.50 mark-up to the $15 cost price.

What would be the selling prices of the following items?

<table>
<thead>
<tr>
<th>Article</th>
<th>Cost Price</th>
<th>% of Mark-up</th>
<th>Selling Price Based on Cost</th>
<th>Selling Price Based on Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Electric fan</td>
<td>$50.00</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Carpet</td>
<td>$120.00</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. If a store purchased a lamp for $50 and sold it for $75:

1. What was the per cent of mark-up based on cost?  
2. What was the per cent of mark-up based on selling price?

e. What was the per cent of mark-up on a table that cost $75 and sold for $100?

1. Based on cost  
2. Based on retail

9. When a person borrows money, he is charged interest on the loan. The interest rate is based upon a percentage of the amount borrowed (called principal). The interest rate is quoted on an annual basis. If you borrow $100 for one year (360 days) at 6%, the interest would be $6; for six months, it would be $3; for 60 days (60/360) it would be $1.00. Hence, the interest is computed by multiplying the rate by the principal and by the time. Compute the interest on the following:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Rate</th>
<th>Time</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200</td>
<td>6%</td>
<td>6 months</td>
<td></td>
</tr>
<tr>
<td>$300</td>
<td>7%</td>
<td>60 days</td>
<td></td>
</tr>
<tr>
<td>$190</td>
<td>6%</td>
<td>45 days</td>
<td></td>
</tr>
<tr>
<td>$440</td>
<td>6%</td>
<td>3 months</td>
<td></td>
</tr>
<tr>
<td>$500</td>
<td>5%</td>
<td>1 1/2 years</td>
<td></td>
</tr>
</tbody>
</table>

d. Some employees in business are paid on an hourly basis and are paid a higher rate when they work overtime. Mike Wilson worked 46 1/2 hours
Review Problems -

(Continued)

one week, His regular hourly rate is $1.80 per hour. He is paid time and one-half for all hours over 40 that he works in one week. His earnings for the week are computed as follows:

Regular earnings = 40 x $1.80 = $72.00
Overtime earnings = 6 1/3 x $2.70 (1 1/2 x $1.80) = 17.55
Total earnings $89.55

Compute the earnings for the following persons. The regular work week is forty hours and time and one-half for overtime.

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>Regular Rate</th>
<th>Total Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Crisler</td>
<td>43</td>
<td>$1.50</td>
</tr>
<tr>
<td>Albert Allen</td>
<td>45/2</td>
<td>1.90</td>
</tr>
<tr>
<td>James Whitfield</td>
<td>40</td>
<td>2.12 2/3</td>
</tr>
<tr>
<td>Mary Stone</td>
<td>36</td>
<td>1.66 2/3</td>
</tr>
</tbody>
</table>
FOR TEACHERS ONLY

KEY FOR REVIEW PROBLEMS
AMS Arithmetic Program

1. $1,433.62  
   2. 748.88  
   3. 684.74

4. $33,212.61  
5. 3,720.56

6. $21,552.03  
7. 13,733.39  
8. 16,383.11

9. 15,863.08  
10. 16,813.58

11. $ 686.  
12. (1) $5913.60  
   (2) 230.40

13. (1) .069  
14. (2) .934  
15. (3) 1.52

16. (1) 1.792  
17. (2) 2.792  
18. (3) 31.62

19. (1) 7  
20. (2) 7  
21. (3) 23

22. 2,095  
23. 2.75

24. (1) 9 11/12  
25. (2) 21 19/24  
26. (3) 39 19/60

27. (1) 9 5/12  
28. (2) 21 7/24  
29. (3) 12 7/30

30. (1) 143 1/18  
31. (2) 123 23/24  
32. (3) 74 7/7

7. a. (1) 1/4  

b. (1) $9.00  
   (2) $15.00  
   (3) $ 8.00  
   (4) $10.00

8. a. (1) $ .66  

b. (1) $7.24  
   (2) $12.364 or $12.36  
   (3) $50.364 or $50.36

9. a. $6.00  

b. $3.50  
   (1) $2.425 or $2.43  
   d. $6.60  
   e. $37.50

10. a. $66.75  

b. $92.675 or $92.68  
   c. $85.00  
   d. $60.00

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APPENDIX XII
Free Pamphlets to Be Used as Supplementary Materials in Merchandise-Distributive-Occupation:

1. "Your Grocery Dollar"
   Grocery Manufacturers of America
   205 East 42nd Street
   New York, N.Y. 10017

2. "Your ABC's of Careful Buying"
   N.Y.S. Dep't of Law
   50 Centre Street
   New York, N.Y.

3. "Better Retail Selling"
   Marketing Services
   The National Cash Register Company
   Dayton, Ohio

4. "Tips on Making Change"
   The National Cash Register Company
   Dayton, Ohio 45409

5. "Budget and Expense Record—Where Does Your Money Go?"
   Union Fire Savings Bank
   1065 Avenue of the Americas
   New York, N.Y.

6. "Stock Clerk"
   Department of Employment
   Sacramento, Calif.

7. "Some Motivators of Managers"
   By Kahler and Williams
   Alpha Kappa Psi Fraternity
   111 East 38th Street
   Indianapolis, 5, Ind.

8. "Cashier"
   Department of Employment—Labor
   Bureau of Statistics, Women's Bureau
   Washington 25, D.C.

9. "The Story of Fibres, Yarns and Fabrics"
   E.L. DuPont deNemours Co.
   Public Relations Department
   350 Fifth Ave.
   New York, N.Y.

10. "Man Made Fibres"
    Man Made Fibres Producers Association
    350 Fifth Ave.
    New York, N.Y.

11. "How to Pack and Wrap Parcels for Mailing, POD Publication 2"
    Post Office Department
    Washington, D.C. 20260

12. "Hidden Values" Series (Specialized Titles, Ex: "Bedding")
    Consumer Education Division
    Sears, Roebuck and Co.
    Chicago 11 Ill.
STUDENT WORK BOOK
READING COMPREHENSION
ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

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***************

Produced by the trainees of the Duplicating Machine Operator Course of the New York City Adult Training Center under the supervision of Lloyd Williams, Instructor, and Algernon P. Henry, Teacher-in-Charge.
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<td></td>
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<td></td>
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<td></td>
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<td>23</td>
</tr>
<tr>
<td></td>
<td>b. Exercise #2</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>c. Exercise #3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>d. Exercise #4</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>e. Exercise #5</td>
<td>27, 28, 29</td>
</tr>
<tr>
<td></td>
<td>f. Exercise #6</td>
<td>30, 31</td>
</tr>
<tr>
<td></td>
<td>g. Exercise #7</td>
<td>32, 33, 34</td>
</tr>
</tbody>
</table>
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Accent Marks

A word that has only one syllable has no accent mark.

When a word has two or more syllables, one syllable is usually pronounced louder than the others. It is accented. The louder, or accented syllable is marked with a heavy accent mark (') behind the accented syllable.

How to Pronounce Vowels

The vowels (a, e, i, o, u, y) are each pronounced in several ways. In addition vowels combined (ai, ay, oi, etc.) have various sounds. The dictionary uses a standard set of markings for each vowel sound in the language, no matter which vowels are used to spell them. The explanation of these sounds is found in the front of your dictionary, and is summarized at the foot of each right hand page in the dictionary.

KEY TO PRONUNCIATION OF VOWELS

a as in ate  e as in five  i as in ice  o as in food
a as in vacation  e as in here  i as in ill  o as in foot
ə as in care  æ as in event  y as in bird  u as in cube
ɛ as in arm  ə as in maker  ɔ as in odd  ü as in urn
ɛ as in ask  e as in per  ɔ as in soft  ʌ as in up

silent e with able, oil as in oil  y as in cry (cri)
e etc., as in able: abl  ou as in out  y as in baby (babi)

schwa (ə)

When vowels are not in the accented syllable in the word, their sounds are slurred over to make an unclear sound (similar to the sound of u in nut). The name given to this sound is schwa and it is indicated by a symbol which looks like an upside-down (ə). The schwa can stand for any vowel sound which is blurred.

ago (ə go')  china (chiə)  lemon (lemən)  mountain (moun'tən)

- 2 -
UNIT I. DICTIONARY SKILLS - PRONUNCIATION (Phonetic Spelling) (Cont'd.)

DICTIONARY MARKINGS PRACTICE SHEET

Location of Information About Pronunciation

The spelling of a word in these symbols is called the phonetic spelling. It is found in parenthesis directly after the original spelling of the word in your dictionary.

Referring to the symbols for vowels given on previous page, rewrite each of the following words, using the correct sound symbols, rather than the regular spelling. Be sure to indicate the accented syllable.

unit ___________ travel ___________ concur ___________
struck ___________ trip ___________ mainstay ___________
surge ___________ impact ___________ know ___________
room ___________ tank ___________ melon ___________
fan ___________ perhaps ___________ resent ___________
giant ___________ churn ___________ decided ___________
shark ___________ dance ___________ contact ___________
support ___________ orbit ___________ condemn ___________
express ___________ moment ___________ precise ___________
simmer ___________ climate ___________ precision ___________
producer ___________ mate ___________ decide ___________
possible ___________ danger ___________ decisive ___________
sympathy ___________ condemnation ___________
compliment ___________ disturbing ___________
consumer ___________ malicious ___________
element ___________ humidity ___________
bloodstream ___________ mentality ___________
democracy ___________ amusement ___________
president ___________ critical ___________
prejudice ___________ critique ___________
pencil ___________ consultation ___________
indicate ___________ admire ___________
indication ___________ admirable ___________
UNIT II.

WORD ATTACK SKILLS

A. SYLLABICATION

Long words which appear readable often turn out to be words which you know, when they are broken into small parts. The first thing you must do in order to understand what you read is break those difficult words into parts so that you can pronounce them. This process is called syllabication.

Each syllable, or small word part, must have a vowel sound in it. This vowel sound may be made up of one vowel, or two vowels sounded as one. Each new sound makes a new syllable. A silent vowel (like e on the end of a word like rule) does not usually make a separate syllable, except in certain special cases.

Directions: Read the rules for breaking words up carefully. Do each practice group of words, after you have studied the rule and the examples.

Rule 1 - Divide a word made up of complete little words between the little words.

Examples
handbook handbook
silkworm silk worm
freshman fresh man

Practice
boathouse boathouse
lightweight lightweight
mainstay mainstay
sportsman sportsman

Rule 2 - When words are made up of root words, prefixes, and suffixes, the prefixes and suffixes are split off from the remainder of the word as separate syllables. Then whatever is left of the word is divided into syllables.

Examples
treatment treat men:
denote de note
striking strik ing
discover dis cover

Practice
dullness dullness
farmer farmer
inbred inbred
insightful insightful
prejudge prejudge

Rule 3 - If a word has double consonants divide between the double consonants

Examples
approve ap prove
mammoth mam moth
bellow bill low

Practice
follow follow
collective collective
vaccine vaccine
accept accept
coffee coffee
accent accent

- 4 -
UNIT II. (Continued)

WORD ATTACK SKILLS

A. SYLLABICATION

Rule 4- If two separately sounded consonants come between two sounded vowels, divide between the consonants.

Examples
- welfare: weil fare
- circuit: cir cuit
- purpose: pur pose

Practice
- public
- ultra
- carbon

Rule 5- When a single consonant comes between two sounded vowels, divide the word in front of the single consonant, so that it goes with the vowel following it.

Examples
- adult: a dult
- detail: de tail
- deny: de ny
- student: stu dent

Practice
- defense
- patience
- legion
- climate
- climate
- decay
- label

Rule 6- Consonants very often are paired together and when this is done, they make a new sound, which is different from the separate sounds each makes by itself. Some of these combinations which act together as one letter are:

\[ fl \ sp \ cr \ pr \ scr \ sh \ wh \ ch \ th \ pl \ st \]

When you break a word into syllables, treat these blends as if they were single consonants, and use Rule 2, 4 or 5, (whichever one applies.)

Examples
- fragrant: fra grant
- father: fa ther
- surprise: sur prise
- machine: ma chine
- express: ex press

Practice
- progress
- athlete
- substance
- comply
- program
- improve

Exceptions to the Rules Above- Endings like die, ble, cle, ple on a word are separated from the rest of the word as if they were syllables, even though the vowel in them is silent.

Examples
- ladle: la die
- struggle: strug gle
- dazzle: daz gle

Practice
- baff le
- trem ble
- crackle
- ample
- brittle
UNIT II. (Continued)

WORD ATTACK SKILLS

B. Practice Sheet

Directions: Divide the following words into syllables according to the rules on the previous practice sheets.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>distortion</td>
<td>vaccinate</td>
</tr>
<tr>
<td>holocaust</td>
<td>unprofessional</td>
</tr>
<tr>
<td>Crucifixion</td>
<td>phrenologist</td>
</tr>
<tr>
<td>dissension</td>
<td>physician</td>
</tr>
<tr>
<td>characteristic</td>
<td>haphazard</td>
</tr>
<tr>
<td>population</td>
<td>relinquish</td>
</tr>
<tr>
<td>disturbance</td>
<td>wholehearted</td>
</tr>
<tr>
<td>exchange</td>
<td>evaporate</td>
</tr>
<tr>
<td>contumely</td>
<td>unfashionable</td>
</tr>
<tr>
<td>fascination</td>
<td>candidate</td>
</tr>
<tr>
<td>capacity</td>
<td>embarrassed</td>
</tr>
<tr>
<td>judgmental</td>
<td>kindliness</td>
</tr>
<tr>
<td>reimburse</td>
<td>knowledge</td>
</tr>
<tr>
<td>responsible</td>
<td>anesthetic</td>
</tr>
<tr>
<td>porcelain</td>
<td>anachronism</td>
</tr>
<tr>
<td>resemblance</td>
<td>dazzling</td>
</tr>
<tr>
<td>superintendent</td>
<td>tickle</td>
</tr>
<tr>
<td>unconscious</td>
<td>unconcerned</td>
</tr>
<tr>
<td>unmanageable</td>
<td>appropriate</td>
</tr>
<tr>
<td>rearrangement</td>
<td>foreign</td>
</tr>
<tr>
<td>productive</td>
<td></td>
</tr>
</tbody>
</table>
UNIT II.

C. REVIEW: SYLLABICATION & PRONUNCIATION (Phonetic Spelling)

I. Syllabication
Directions: Break each of the following words up into syllables. Rewrite the word, leaving spaces between the syllables.

II. Use of phonetic symbols
Directions: Rewrite each word a second time, using the phonetic symbols to write the word, rather than its usual spelling. Check with your dictionary on the more difficult ones. Be able to read each of these words aloud.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th>Phonetic Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>pleasantry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>didacticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>collusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>simile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rhetorical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>compilation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>connotation</td>
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UNIT III.

VOCABULARY SKILLS-CONTEXT CLUES

A. Recognizing the Meaning of Words in Context

The context of a word is the sentence or group of other words in which it appears. Very often the meaning of the word can be discovered from the other words in the sentence. On this sheet you will find a number of words with three correct meanings for each. On the right are three sentences in which the word is used.

Directions: When you have read the definitions, read each sentence, and write the letter of the correct definition for the word, as it is used in that sentence in the space at the right.

A. correspondence means
   a. agreement  
   b. letters  
   c. similarity  
   
   1. We kept up a heavy correspondence while he was overseas.
   2. There is no correspondence between the facts as you tell them and as I know them to be.
   3. There is a close correspondence in each of our life experiences, isn't there.

B. draw means
   a. thing that attracts  
   b. ties stalemate  
   c. pull; drag  
   d. paint; sketch  
   
   1. Bob Dylan is the greatest draw among folk-rock singers.
   2. He had to draw the boat carefully toward the dock so it would not float off.
   3. They fought to a draw.
   4. Most people think they can't draw.

C. support means
   a. comfort  
   b. provide for  
   c. endure  
   
   1. He could hardly support the constant strain on his resources.
   2. Very few people can support themselves in the style to which they want to become accustomed.
   3. Her kindness provided a great deal of support during my difficulties.

D. descent means
   a. ancestry  
   b. sudden attack  
   c. fall  
   
   1. During the descent of the plane I always get airsick.
   2. The descent of the forces of Genghis Khan upon China meant disaster to the people.
   3. He traced his descent back to the Pilgrims.

E. minor means
   a. under legal age  
   b. lesser  
   c. sad; melancholy  
   
   1. Music in a minor key is appropriate when you have been unlucky in love.
   2. The minor poets are those not often well read by the average reader.
UNIT III. (Continued)

VOCABULARY SKILLS-CONTEXT CLUES

B. NORTH OF THE ARCTIC CIRCLE

Read the following passage. Then follow the instructions for answering the questions.

1. The land of the Lapps stretches eastward from Finland into Russia, and westward across the top of Sweden into Norway. In this interesting corner of the world, the Lapps follow a way of life that was old and traditional long before any of these four countries existed.

2. The origin of the Lapps and their strange Stone Age culture is lost to history. It is known only that they came from Asia many centuries ago and that they were driven north by the Finns.

3. But even before the Lapps moved into their wild northland there were reindeer grazing there. The Lapps are completely dependent on these reindeer and the deer in turn are dependent on sparse deer moss that makes up almost all their diet. Where the reindeer go to graze, the Lapps must follow, year after year; settled villages are almost unusable except for brief periods during the dark winter months. A family of five needs two thousand deer for the bare necessities of life; and such a herd may need up to two hundred square miles of grazing land.

4. The Lapps, who call themselves Samied, are short--hardly more than five feet tall--and have pleasant alert features. They are sturdy and courageous; only the fittest survive their rugged life, which is as specialized, as untouched by modern civilization as any on earth.

5. As hardy as their masters are the reindeer that roam the frozen wasteland. Both male and female have horns--great branching antlers which they shed once a year. These, along with the reindeers' shovellite hoofs, are most useful for digging through deep snow to the moss beneath. A deer can sniff the moss through a three-foot fall of snow, and can shovel through to reach it. During the winter, when the deer cluster around the winter cabins of the Lapps, they plow pathways in the snow so deep that only the tips of their horns can be seen.

1. In paragraph 1, which word means
   customary

2. In paragraph 2, which word means
   forced, made to go

3. In paragraph 4, a word meaning
   strong, robust is

4. In paragraph 5, a word meaning
   gather in a bunch is

For each of the words which follow there are three correct meanings given. Choose which meaning is used in the story.

1. bare in paragraph 3 means
   a. revealed
   b. empty
   c. mere

2. features in paragraph 4 means
   a. traits, characteristics
   b. facial appearances
   c. special attractions
UNIT III. (Continued

VOCABULARY SKILLS-CONTEXT CLUES

C. GENEVA

Reading the following passage:

On the shores of a pale blue lake, there is a town rimmed by mountains and gay with flowers and fountains. In this town diplomats of the Western world and of the Communist world are deep in the realities of the rasping relations between the United States and the Soviet Union, fear of war and the hope of avoiding it. All over the world, newspaper stories datelined Geneva, Switzerland, will appear on front pages and they will deal with issues that one way or another concern all the world's people.

It is a town the world thinks of only in terms of headline-diplomacy and the foreigner. But it is a town that is quite aware of its own past, its own agreeable present and its own plum future, that has its own special attitude toward the foreigners who have made it famous--a blend of careful helpfulness and careful unconcern.

As a setting for living, Geneva is startlingly, almost unreally perfect. The delights of this town are spread out every day -- mountains for climbing and gazing, a lake for sailing, streets and hills for rambling, fine restaurants, cafes for the reflective hour, good company and good talk and decency of manner.

In this society a man contributes not by searching for adventure and goals and great opportunity by doing his own job well and seeing to it that the existing machinery is never thrown out of gear.

*Propriety is a reflection of what Switzerland is all about. This is a country that has existed because it has taken care to live within small, secure horizons and has made the preservation of propriety almost a matter of national security.*

All this starts young. "Swiss children are over-disciplined and set-upon little things," the mothers of boisterous American youngsters complain. "When our small fry return from a party the first question is, Did you have fun? For the Swiss child it is, 'Were you good?'"

"Being good"--behaving modestly, not pushing, speaking pleasantly--is something every member of a small, prosperous society that intends to remain small and prosperous must practice, and training starts in childhood. Switzerland lives by the safety of tradition, and this does not make for exuberance in children or adults. It is not a question of fault or virtue--but the way a country is.
UNIT III. (Continued)

VOCABULARY SKILLS-CONTEXT CLUES

C. GENEVA (Continued)

Further Directions: Find one of the underlined words in the selection above to fit each of the following definitions. Write the word on the line at the right.

1. rough, noisy, and rude; loud, clamorous, and unruly 1. __________
2. walking or wandering in a leisurely way; strolling 2. __________
3. state of mind; disposition; readiness to act in a particular way 3. __________
4. a sense of what is fitting, proper or suitable; decorum 4. __________
5. engaged in thought; deliberating; meditative; contemplative 5. __________
6. joyous or enthusiastic behaviour; not being restrained or inhibited 6. __________

Mark the following statements True or False on the line at the right.

1. A man who behaves with propriety is one who has lots of 1. __________
   property.
2. A reflective man spends a great deal of time meditating. 2. __________
3. A society which believes in tradition wishes to preserve its past customs and beliefs. 3. __________
4. Someone who lacks enthusiasm is not likely to be exuberant. 4. __________
5. People with a sense of propriety are likely to very boisterous. 5. __________
UNIT III. (Continued)

VOCABULARY SKILLS-CONTEXT CLUES

B. THE WORLD OF THE WANDERER

(1) You may think that the shabby wanderer who comes to the back door for a handout has no place in society. Actually he belongs to a society of his own. It is a fellowship with its own customs, education system, community center and even its own language. It was this basis of the wanderer's life, this hobo code of the road, that first aroused my interest in the men who use it.

(2) One morning I watched as my neighbor came down the highway and turned into my barn road. To my surprise, he stopped near the barn and studied something for a moment. As he neared the house, he laughed loudly and shouted "How do you like feeding every bum in the vicinity?"

(3) I conceded that we had been feeding an unusually large number of hungry tramps and hobos lately. Times must be getting harder, I explained, for most of the men who came to our door said that they couldn't find work anywhere.

(4) "It's not hard times that bring them here," grinned my neighbor. "You've got a sign on your barn advertising that your wife has a soft heart and falls for a hard luck story."

(5) "What sign?" Naturally I was startled, and I demanded that he explain. Still laughing a little, he beckoned me toward the barn and showed me the sign scrawled there. It was just a crude chalk drawing of a fat cat and some triangles, the kind any kindergarten child might produce, but my neighbor assured me that for all the hobos and tramps who came by, the cryptic symbols were clear. They indicated that any passerby could probably get a handout here. The cat meant "kind woman"; the triangles could be translated as "A sob story will wind a handout." One of our first "guests" had left this message for those who followed him.

(6) That incident was my introduction to the secret hobo code, and it started me doing some fascinating research. I found that the hobo code is an extremely simple one. It uses neither numbers nor letters; all the code symbols are rough drawings that look like a child's first efforts with a crayon. A circle, for instance, means "Nothing doing--no hand-outs here"; two lines pointing upward mean "The sky is the limit--the people here are generous indeed." The simple symbols are quite incomprehensible to persons who have not been taught to use the code, but they are immediately understood by hobos everywhere. The hobo picture language is an old code and one that is worldwide. It was probably brought to the United States from Europe at least a hundred years ago. Old-timers in the hobo jungles, or camps, teach it to the young punks--those who are new on the road. For all the men who regularly tramp the roads, the code is an almost indispensable tool for living.
Most people use the terms hobo, tramp and bum interchangeably to describe any wanderer who asks for a handout. Actually, although all three types of men may follow the roads, there are differences among them. St. John Tucker, former president of the Hobo College in Chicago, defines the hobo as a "migratory worker," the tramp as a "migratory nonworker," and the bum as a "stationary nonworker." Another authority, Dr. Ben L. Reitman, makes just about the same distinction. He says, "The hobo works and wanders, the tramp dreams and wanders, and the bum drinks and wanders." Both agree that the hobo differs from the tramp and the bum principally in that he is actually a worker. He may not remain long in any one place, but he earns most of his living legitimately.

When offered his choice of two jobs, the hobo will usually head for the one furthest from where he is. He does serve society in his travels; many industries, including lumbering, mining and agriculture, make use of him during their busy seasons. Furthermore, whenever a catastrophe occurs—fire, flood or earthquake—the hobo is on call for work. He constantly seeks variety of experience, something to brag about back in the jungles where he joins his fellows at night.

There are many reasons why a man may become a hobo. Hard times or seasonal unemployment may force an unskilled worker to take to the roads in search of jobs. Low mentality, physical handicaps, or old age may make steady work impossible for some men. Discrimination because of race, color or creed may be an obstacle for others. Many men who become hobos are unable to hold a steady job because of severe personality problems, alcoholism, drug addiction, or simply the inability to get along with others. Then there are some—and they are numerous—who tramp the roads because of an overwhelming wanderlust or restlessness.

Vocabulary Questions

In each of the following questions a definition is given, followed by a paragraph number. Look in the paragraph and write the word which properly fills the description on the line at the right.

1. Gift of food or clothing (paragraph 1)
2. Collection of rules, ways of behaviour or customs (paragraph 2)
3. Admitted (paragraph 2)
4. Summoned; called (paragraph 5)
5. Rough; unpolished (paragraph 5)
6. Unintelligible; not understandable (paragraph 6)
7. Essential; necessary (paragraph 6)
8. Wandering; nomadic (paragraph 7)
9. Fixed; motionless (paragraph 7)
10. Calamity; disaster (paragraph 8)
UNIT III. (Continued)

D. THE WORLD OF THE WANDERER (Cont'd.)

For each of the following words, found in the reading, three definitions are given. Go back to the paragraph in which the word is found and decide which is the correct meaning of the word in the paragraph. Circle the letter of the answer.

11. sign (paragraph 5)
   a. gesture; motion
   b. mark; symbol
   c. omen; portent

12. first (paragraph 6)
   a. earliest
   b. of best quality
   c. most important

13. authority (paragraph 7)
   a. one with special knowledge
   b. government official
   c. power; influence

14. steady (paragraph 9)
   a. firm; unshakeable
   b. calm; controlled
   c. regular; continuous
UNIT IV.

VOCABULARY SKILLS-WORD BUILDING

A. Lesson #1

A. dict - speak
clude - close
tend - stretch

Directions: Combine each word part on the left with dict, clude and tend to make nine words that fit the definitions below. Write the words on the line at the right.

pre  )  clude  dict  tend  e,ex )

1. keep or leave out
2. have in mind as a purpose
3. stretch out; reach
4. contain; comprise
5. official proclamation; decree
6. foretell
7. shut out or hinder, especially in advance
8. make believe; claim falsely
9. charge with a crime, accuse

B. omni - all
ambi - both; around
semi - partly

Use the prefix omni-, ambi-, or semi-, to complete each word so that it fits the definition.

dextrous (able to use both hands equally well)

present (in all places at once)

automatic (partly automatic and partly hand controlled)

valent (having conflicting feelings, as love and hate)

scient (knowing all things)

conscious (not fully conscious)

vorous (able to eat everything)

civilized (partly civilized)
UNIT IV (Continued)

VOCABULARY SKILLS - WORD BUILDING

A. Lesson #1 (Continued)

C. The root don comes from the Latin donare, meaning "to give." The root grad comes from the Latin gradus meaning "step." Sequ or secu comes from the Latin sequi "to follow." These roots are found in such English words as donate, grade, and sequel.

DIRECTIONS: Use the roots don, grad, and sequ or secu to complete each word so that it fits the definition. Write the word on the right.

1. ___________or (one who gives)
2. con_________ence (result; effect)
3. ___________ually (little by little)
4. pro_________te (follow through, as a court case)
5. ___________ence (coming of one thing after another)
6. ___________uation (completion of a course of study)
7. par_________(release from punishment)
8. de__________ation (a lowering in rank or station)

D. tain - hold
fer - carry
serve - serve

DIRECTIONS: Combine each word part on the left with tain, fer and serve to make nine words that fit the definitions below. Write the words.

de )
con ) tain fer serve
re )

1. Have inside; enclose; include
2. put off to a future time; postpone
3. keep from being damaged, lost or wasted
4. hold or keep in possession; hire; keep in a fixed condition
5. keep in custody; confine; delay
6. keep back; set apart for later use
7. meet for discussion; converse
8. be worthy of; merit
9. be related; direct a person to someone

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UNIT IV.
VOCABULARY SKILLS - WORD BUILDING

B. Lesson #2

A. Aster and astro are roots from the Greek word aster, meaning "star." Aster and astro are found in many English words, such as astrology (fortune-telling by the stars) and astronomical (pertaining to the study of the stars.)

Other Greek roots that can be combined with aster and astro to make English words are:

- metry - measurement
- nomos - law or system of laws
- naut - traveler
- oid - like; similar
- tax - small
- tes - art; practice; study

DIRECTIONS: With these meanings in mind, write the word from Column II that matches each definition in Column I.

<table>
<thead>
<tr>
<th>COLUMN I.</th>
<th>COLUMN II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. science of space travel</td>
<td>aster</td>
</tr>
<tr>
<td>2. measurements of stars</td>
<td>asteroid</td>
</tr>
<tr>
<td>3. space traveler</td>
<td>astronaut</td>
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<tr>
<td>4. starlike flower</td>
<td>asterisk</td>
</tr>
<tr>
<td>5. like a star</td>
<td>astronomy</td>
</tr>
<tr>
<td>6. small star used in printing</td>
<td>astrometry</td>
</tr>
<tr>
<td>7. person who tells fortunes by studying the stars</td>
<td>astronautics</td>
</tr>
<tr>
<td>8. study of the natural laws governing stars &amp; planets</td>
<td>astrophysics</td>
</tr>
</tbody>
</table>

B. Each word below has three correct definitions given for it. Choose the letter of the best definition for each sentence and write it on the line.

1. accept
   a. believe in
   b. take when offered
   c. agree to
   1. I can't accept your kindness
   2. You didn't accept what he said as the truth, did you?
   3. I accept the committee's suggestion.

2. solution
   a. answer to a problem
   b. mixture
   1. He solved the problem and gave the class the solution
   2. A good solution to put on a sprain is epsom salts in water

3. start
   a. beginning
   b. sudden movement
   c. advantage
   1. He was in on things at the start
   2. Please give us a head start
   3. When the door slammed, she gave a start
UNIT IV.

VOCABULARY SKILLS-WORD BUILDING
C. LESSON # 3

A. Mono is a root from the Greek word mono, meaning "one." Mono is found in many English words, such as monotone (repetition of the same tone). Poly is a root from the Greek word polys, meaning "many." A polyclinic is a place where many diseases are treated. Other Greek roots that can be combined with mono and poly are:

- **mania** - madness, preoccupation
- **morphos** - shape
- **gamy** - marriage
- **theos** - god
- **graph** - writing
- **gram** - writing

Directions: With these meanings in mind, write the word from column II. which fits each definition in column I.

<table>
<thead>
<tr>
<th>COLUMN I</th>
<th>COLUMN II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. control of one over many things</td>
<td>polygraph</td>
</tr>
<tr>
<td>2. marriage to one person</td>
<td>monogram</td>
</tr>
<tr>
<td>3. worship of one god</td>
<td>monopoly</td>
</tr>
<tr>
<td>4. having many shapes</td>
<td>monotheism</td>
</tr>
<tr>
<td>5. a craze for one thing</td>
<td>polytheism</td>
</tr>
<tr>
<td>6. worship of many gods</td>
<td>monomaniac</td>
</tr>
<tr>
<td>7. design using one letter</td>
<td>monograph</td>
</tr>
<tr>
<td>8. book or article on one subject</td>
<td>monogamy</td>
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<tr>
<td>9. writing many things at once</td>
<td>polymorphic</td>
</tr>
</tbody>
</table>

B. Each word below has three correct definitions given for it. Choose the letter of the best definition to fit each of the accompanying sentences.

1. **late**
   a. tardy
   b. dead
   c. recent

   1. The late president is much missed even today.
   2. He was so late he was embarrassed.
   3. The late edition of the paper is out.

2. **revolting**
   a. shocking
   b. rebellious
   c. nauseating

   1. Air pollution causes many revolting odors.
   2. The revolting peasants stormed the castle.
   3. There is a revolting murder story in the paper.

3. **properties**
   a. possession
   b. qualities

   1. He sold all his properties before leaving
   2. Be careful. That drug has special properties which may cause trouble.
UNIT IV

VOCABULARY SKILLS-WORD BUILDING
D. Review Exercise #1

Directions: Circle the letter of the right answer

1. In the word evict, the prefix e most nearly means
   a. in b. beyond c. cut d. against

2. In the word extend, tend means
   a. speak b. stretch c. plan d. have in mind

3. In the word indict, dict most nearly means
   a. demand b. speak c. do d. accuse

4. In the word ambidextrous, ambi means
   a. together b. ambitious c. both d. uncertain

5. In the word transfer, fer means
   a. send b. across c. carry d. prefer

6. In the word confer, con means
   a. meet b. carry c. with d. against

7. In the word detain, tain means
   a. hold b. against c. carry d. continue

8. Theology refers to the study of
   a. Greek roots b. religion c. earth features

9. A culture which practices polytheism
   a. has one god b. has many gods c. does not believe in any gods

10. A book referred to as a monograph
    a. is a study of several subjects b. is a study of handwriting
    c. is a study of one subject d. deals with history

11. A monogamist is likely
    a. to be prosecuted in the U.S. b. is likely to teach in a university
    c. is likely to have no legal problems because of being one here

12. In the word substandard, sub means
    a. above average b. below average c. below or under

13. In the word aspire, as means
    a. toward b. against c. under
UNIT IV.
VOCABULARY SKILLS-WORD BUILDING
E. Review Exercise #2

Directions: Circle the letter of the right answer to each question.

1. Something inaudible
   a. cannot be seen. b. cannot be heard. c. is too strong. d. cannot be judged.

2. A malefactor most probably
   a. has done something special. b. has done something wrong
   c. is a master craftsman. d. has bad thoughts.

3. In ancient times, a scribe was most probably kept busy
   a. writing letters for people. b. describing what happened to those who
   c. told stories. d. painted pictures.

4. A subterranean roadway probably
   a. is not long enough. b. takes up too much room.
   c. has fewer lanes than it needs. d. will require good lighting.

5. A translucent fabric at the windows
   a. will block out the light. b. will let light through.
   c. will fade too easily. d. will be too expensive.

6. A man with poor credibility
   a. does not express himself well. b. does not speak well.
   c. is very unusual. d. is not likely to be believed.

7. Actions taken concurrently by the Senate and House on a bill indicate that
   a. that the actions were opposite in effect. b. the actions were taken one after the other.
   c. the actions were taken at the same time. d. the actions were taken in spite of resistance.

8. A good color contrast is one in which
   a. the colors are very close in tone. b. the colors stand out against each other.
   c. the colors are very light colors. d. the colors clash with each other.

9. A respiratory infection is one which
   a. effects the hearing. b. effects the blood circulation.
   c. effects the breathing system. d. would be serious if alcohol is taken at the time.

10. An imperfect piece of work
    a. is far superior to most others. b. is not perfect.
    c. is less perfect than most others. d. is unattractive.

11. An all-inclusive policy
    a. takes in every possibility. b. leaves out most possibilities.
    c. only lets some people in. d. can be changed when necessary.

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UNIT V.

VERBAL ANALOGY
A. Exercise #1

(JUST AS)

Read each sentence. Think how the words in the boxes belong together. Find a word in the WORD BOX that will go with the underlined word in the same way. There are more words in THE WORD BOX than you will need. Write the one that fits best.

1. Close is to shut just as stay is to 
2. Sleep is to slept just as stick is to 
3. Smart is to stupid just as friend is to 
4. Turkey is to bird just as bee is to 
5. Horse is to gallop just as cloud is to 
6. Wet is to ocean just as dry is to 
7. Meet is to met just as shine is to 
8. Chicken is to rooster just as turkey is to 
9. Hundred is to dollar just as five is to 
10. Present is to gift just as ask is to 
11. Shout is to whisper just as wide is to 
12. Leave is to enter just as danger is to 
13. Bright is to flame just as dark is to 
14. Lettuce is to vegetable just as cabin is to 
15. Touch is to thump just as tall is to 
16. Jacket is to covering just as insect is to 
17. Warm is to hot just as crack is to 
18. Twelve is to eleven just as winter is to 
19. Between is to among just as pair is to 
20. Quiet is to silent just as tell is to

THE WORD BOX

<table>
<thead>
<tr>
<th>shone</th>
<th>nickel</th>
<th>shadow</th>
<th>several</th>
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<tbody>
<tr>
<td>beast</td>
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<tr>
<td>break</td>
<td>safety</td>
<td>amount</td>
<td>enemy</td>
<td>narrow</td>
</tr>
</tbody>
</table>
UNIT V.

VERBAL ANALOGY

B. Exercise #2

(JUST AS)

Read each sentence. Think how the words in the boxes belong together. Find a word in THE WORD BOX that will go with the underlined word in the same way. There are more words in THE WORD BOX than you will need. Write the one that fits best.

1. Straight is to curly just as master is to _____
2. Stool is to legs just as pail is to _____
3. Sting is to bee just as cut is to _____
4. Break is to broken just as bear is to _____
5. Rattle is to sound just as salty is to _____
6. Teeth is to chew just as alarm is to _____
7. Shell is to beach just as kettle is to _____
8. Tale is to story just as but is to _____
9. Lean is to thin just as match is to _____
10. Think is to thought just as creep is to _____
11. Bean is to seed just as potato is to _____
12. Clear is to cloudy just as scatter is to _____
13. Baggage is to suitcase just as machine is to _____
14. Dust is to dirt just as fog is to _____
15. Round is to shape just as beyond is to _____
16. Silent is to noiseless just as direct is to _____
17. Hum is to sing just as spark is to _____
18. Thousand is to number just as harbor is to _____
19. Pen is to corral just as stray is to _____
20. During is to following just as understand is to _____

THE WORD BOX

<table>
<thead>
<tr>
<th>shelter</th>
<th>beast</th>
<th>gather</th>
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<td>distance</td>
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UNIT VI.

MAKING INFERENCES

A. Exercise #1

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. Plants, like animals, must be fitted for the places and climates in which they live. In dry desert regions they must be able to exist for long periods

2. After many thrilling escapades and wondrous adventures in new lands, the retired sailor was dissatisfied with life at home, which was to him extremely

3. Domestic animals are often capable of learning tricks, but they are unable to pass these acquired skills on to their offspring. Thus, each animal knows only those tricks that
   A. his trainer likes.  B. he has been taught.  C. his ancestors knew.  D. he can learn easily.

4. Examples of gold handicraft are rare because that metal always has been very valuable. When gold objects ceased to be fashionable, they were often melted down, and the metal was

5. Color coordination is the important thing to watch in selecting a travel wardrobe—that is, planning outfits which can be worn with one set of accessories. For extra shoes and handbags can take up much of the space in

6. Your informants are mistaken when they tell you that Galileo believed that the moon was inhabited. In 1616, Galileo wrote a letter clearly stating his belief that the moon was not

7. The wind, which came from the North, brought the first snow. For several days the snow fell. On the first afternoon of the storm the snowflakes melted as soon as they touched the ground. However, soon the wind grew colder and more biting, and the snow no longer.
UNIT IV.
MAKING INFERENCES
B. Exercise #2

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. The little village had been settled only about fifteen years, and the people had to make whatever they possessed for themselves since there was no way to reach the valley except by horseback over the ridge of the mountains. There were little, low cabins of two rooms each; and the furniture, such as it was, was
   A. mainly old mahogany heirlooms. B. roughhewn out of native woods. C. rather ornate and fancy. D. brought over the ridge.

2. Regardless of the skill with which one describes the giraffe or the quality of the photographs of the animal, its unusual appearance cannot be realized unless
   A. the animal itself is seen. B. the pictures are in color. C. movies rather than still pictures are seen. D. you go to Africa.

3. Since the word "Senate" comes from the Latin for "old man," it implies that, in the time of the Romans, the Senate was made up of men who were
   A. educated. B. honest. C. elected. D. elderly

4. We are prone to think of democracy as a system of government rather than as a form of human relationship in which men and women of every class and creed live together in

5. For three days, dense fog had covered the city of London. It hung over the Thames River like a heavy veil. It was impossible to see more than a few feet ahead into the gloom. On the bridge over the river, houses were lit up by candlelight even during the
   A. day. B. winter. C. night. D. fog.

6. Characters in radio serials are sometimes regarded as real people by enthusiastic listeners. In one case, an upstanding young hero was unjustly accused of murder. A listener volunteered her services as witness, explaining that she had heard the show on the day the crime was committed and
   A. deplored its effect on young listeners. B. considered the plot contrived. C. had turned the radio off. D. knew who was guilty.

7. Primitive decorators were impressed by the beauty of green grass, blue sky, and golden sunset, so they tried to imitate Nature's radiant brightness. Both the sculpture and the architecture of early times were lavishly adorned with
UNIT VI.

MAKING INFERENCES

C. Exercise #3

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. Red squirrels are far from antiscoical, but they do not cooperate with one another in times of danger. When an enemy appears on the scene, the first squirrel to see him makes a lot of noise, but the purpose of the noise is to scare the enemy away rather than to

A. enhance his own fear.    B. warn his other squirrel friends.
C. bolster up his own courage.  D. put the enemy on the defense.

2. A submarine submerges by opening valves which allow water to flow into tanks. The valves are closed when enough water has been taken into make the vessel

A. lighter than the surrounding water.    B. ready for battle.
C. sink to a desired depth.    D. safe from attack.

3. Rescue planes have radioed that several survivors of the crash were

A. killed.    B. picked up.    C. dropped.    D. fractured.

4. From almost every household in this small town, volunteers went to the front. Many never returned; those who did come home bore lasting physical and emotional scars. The whole community, for a long time, experienced intense emotion at any mention of the


5. The city is bypassed on two sides by large bodies of water, so that there is always a brisk breeze. Sadly, though, the streets are so covered with dust and grit, and the air is so laden with soot that the city's inhabitants who go for a stroll in the evening air invariably return home

A. dewy with dampness.    B. covered with grime.
C. tired from their hike.    D. full of good spirits.

6. The dog sled traveled stalwartly toward its destination. The dogs plodded on through the blizzard, often through dangerous snow drifts in which, if they had stopped to rest for a minute, they would have been immediately


7. Self-styled vigilantes betray the fundamental principle of lawful government. Better that a few guilty men escape punishment than that a ban of private citizens execute immediate vengeance without permitting the accused

A. absolution, by law, of his crime.    B. a fair trial under law.
C. a gun for self-protection.    D. a chance to escape undetected.
UNIT VI.
MAKING INFERENCES
D. Exercise #4

Directions: Read each selection. Circle the letter of the answer which best completes the thought.

1. The new bookkeeper tried to do his job, but he made so many errors that the rest of us wondered why the manager had hired a man of his
   A. sincerity  B. age  C. ability  D. nationality

2. People now watch television much more than they listen to the radio. Even when we are just finding out what tomorrow's weather will be, we like to be
   A. told  B. shown  C. entertained  D. informed

3. The early Babylonians wrote on soft clay tablets. They made signs on these tablets with the tip of a reed. These tablets were then baked in the sun until they became hard. Thus the written record was made
   A. longer  B. easily  C. permanent  D. correct

4. The old hitchin' post belongs to the past, but we still have many of the "horse and buggy" roads that went with it. The unfortunate fact is that, although motor vehicles have improved rapidly, development is lagging behind in
   A. roads  B. courtesy  C. production  D. industry

5. Originally there was an abundance of white pine in American forests. However, so many uses have been discovered for this wood that the supply of white pine is becoming more and more sparse. As a result of this situation, white pine is becoming increasingly
   A. expensive  B. useful  C. abundant  D. expendable

6. Soon after we had begun building the cabin, the group of us functioned like a well-ordered machine. Since time was at a premium, we had to be
   A. careless  B. leisurely  C. Daring  D. efficient

7. The grotesque blurs which appeared where he had hoped to see the smiling faces of his handsome children told the amateur photographer that his
   A. instrument was too expensive  B. children were truly ugly  C. camera had not been correctly focused  D. photography was improving

8. The praying mantis was given this name because it frequently assumes a position with its front legs raised which suggests prayer. This attitude is no true indication of the disposition of the insect, which is one of the most cruel and vicious, feeding not only on other kinds of insects but also on
   A. its own kind  B. plant juices  C. leaves  D. beetles
UNIT VI.

MAKING INFERENCES
E. Exercise #5

Good reading comprehension encompasses thinking fast and logically as one reads. One must try not to 'fragmentize' the text; try not to see parts of the idea being presented, rather look at the whole thought in its integrated form. Develop a questioning attitude. Try to recognize the writer's purpose, to detect his prejudices or underlying points of view, to check the sequences of his logical analysis. Frame mental questions such as: Why does the writer say that? Has he drawn a logical inference? How do the facts support his conclusions? Cultivate the art of drawing logical inferences once the facts and assumptions have been presented by the writer.

Below you will find several statements, each consisting of a number of facts and assumptions. At the conclusion of each statement are one or two sets of inferences based on the facts or assumptions presented. From each set of three possible inferences, you are to select the one which logically be drawn from the information in the statement.

1. Some of the books in the display window of this store have yellow jackets. All of the books that are best sellers have green jackets. Some of the best sellers in the window were placed there this morning, but none was placed there after this morning.

   INFERENCES
   
   a. All of the books in the display window are either yellow best sellers or green.
   b. Some of the books in the window are best sellers and have neither yellow or green jackets.
   c. There were some books with green jackets in the window prior to this morning.

2. Coleridge's personality is full of eccentricities. His life was one of integrity. However, he seldom completed a task on which he embarked.

   INFERENCES

   GROUP I
   (a) Coleridge lacked nobility of character.
   (b) Coleridge lacked perseverance.
   (c) Coleridge never completed an important project in his life.

   GROUP II
   (a) Coleridge seldom engaged in normal activities.
   (b) Coleridge's eccentricities diminished his stature
   (c) Coleridge was an honest man.

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UNIT VI.

MAKING INFERENCES

E. Exercise #5 (Continued)

3. A famous general has said that, in his view, politics is far too serious a matter to be left on to politicians. An economist, on the other hand, is too limited in training to operate effectively in politics. Moreover, a lawyer who is trained in politics usually makes the best government officeholder.

INFERENCES

a. Economists as a class should be excluded from politics wherever possible.
b. A man with long and successful experience in the law may not be an effective politician.
c. Training in politics is not essential for success in governmental activities.

4. English, German and Dutch are examples of Germanic languages. Germanic languages are a sub-family within the Indo-European family. Other families are the Semitic languages (e.g. Hebrew and Arabic) and the Malayo-Polynesian languages (e.g. Malay and Tagalog). The Romance languages, such as French, Spanish and Italian are another Indo-European sub-family.

INFERENCES

GROUP I

(a) It is possible for two languages to belong to the same family of languages, although they do not belong to the same sub-family.

(b) It is possible for two languages to belong to the same sub-family of languages, although they do not belong to the same family.

(c) English is more related to Tagalog linguistically than it is to Spanish.
UNIT VI.

MAKING INFERENCES

E. Exercise #5 (Continued)

GROUP II

a. Some Malayo-Polynesian languages belong to the Indo-European family.
b. There are some Romance languages which are not Indo-European languages.
c. There are some Indo-European languages which are not Romance languages.

5. A granitarian is an herbivorous bird that loves to fly at night. All birds that love to fly at night will attack salamanders in the dark. However, no bird, unless it is a palmigrast, will attack salamanders in the dark.

GROUP I

a. All birds that will attack salamanders in the dark are herbivorous.
b. Only herbivorous palmigrasts love to fly at night.
c. Not all palmigrasts are necessarily herbivorous.

GROUP II

a. There are some herbivorous birds that will not attack salamanders in the dark.
b. Some herbivorous birds are palmigrasts.
c. Palmigrasts love to fly at night.

6. All the volumes of poetry on this shelf are bound either in red leather or in green cloth. All the leather-bound books of poetry are new and were purchased abroad. But some of the books on this shelf are at least 100 years old.

INFERENCES

GROUP I

a. Some volumes on this shelf may be bound in green leather.
b. Some poetry volumes on this shelf are bound in paper.
c. None of the green-cloth books on this shelf is a century old.

GROUP II

a. All of the books in red leather are volumes of poetry.
b. Some of the red books on the shelf were purchased abroad.
c. None of the green books was purchased in this country.
UNIT VI.

MAKING INFERENCE

F. Exercise #6

I

Emerson said: "Why should we have only two or three ways of life, and not thousands?"

1. Emerson is here pleading for greater
   (a) tolerance (b) individualism (c) faith (d) aggressiveness
   (e) courage

2. On the basis of this passage, we may infer that Emerson would be most likely to favor
   (a) the American two-party system (b) imprisonment for nonconformists
   (c) enlightened censorship of the press (d) absolute liberty of action even for criminals
   (e) the right of everyone to speak his mind freely on all kinds of issues

II

War alone keeps up to its highest tension all human energy and puts the stamp of nobility upon the peoples who have the courage to face it.

1. This statement was probably made by a
   (a) pacifist (b) militarist (c) father of a son who fell in war
   (d) chauvinist (e) king

2. We may infer from this statement that war
   (a) ennobles as well as destroys (b) tests a nation's strength
   (c) challenges the traditional moral principles of mankind
   (d) leads to technological progress (e) makes everyone tense and courageous

III

It would seem that the more placid, detached and solitary a man's outer life, the more strenuous and violent his inner experiences are bound to be. It comes to the same thing if you take care not to be a man of action, if you seek peace in solitude, you will find that life's vicissitudes fall upon you from within and it is upon that stage you must prove yourself a hero or a fool.

1. Solitude provides
   (a) escape from life's vicissitudes (b) a stage for inner struggle
   (c) an active life (d) the more heroic way of life (e) a fool's paradise

2. Life's vicissitudes
   (a) cannot be avoided (b) are avoided only by the hero (c) are the peculiar province of the solitary life
   (d) are imaginary (e) fall upon the man of action from within

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UNIT VI.

MAKING INFERENCES

F. Exercise #6 (Continued)

IV.

"In the land of the blind, a one-eyed man is king."

1. Which of the following most nearly expresses the idea of this maxim?
   
   (a) We never appreciate anything fully until we have lost it irretrievably.
   (b) There is no one so blind as the person who does not wish to see.
   (c) Courage and determination will enable us to triumph over even the most severe obstacles.
   (d) All human weaknesses and strengths must be regarded as relative.
   (e) Misery loves company.

V.

A man that should call everything by its right name would hardly pass through the streets without being knocked down as a common enemy.

1. The writer is pleading for
   
   (a) honesty (b) tact (c) hypocrisy (d) scholarship (e) frankness

VI.

William Jennings Bryan declared: "You shall not crucify mankind on a cross of gold."

1. Bryan here is telling us:
   
   (a) not to sacrifice human rights for material gains
   (b) to adopt more humane punishments for lawbreakers
   (c) to wage war for our religious principles
   (d) to become pacifists
   (e) to condemn a man without giving him a chance to defend himself

2. The style of the speaker may be best characterized as:
   
   (a) metaphorical (b) sarcastic (c) sacrilegious (d) pious (e) prosaic
UNIT VI.

MAKING INFERENCES

G. Exercise #7 (Cont'd.)

Directions: Below you will find several statements, each consisting of a number of facts and assumptions. At the conclusion of each statement are one or more sets of inferences based upon the facts and assumptions presented. From each set of three possible inferences, you are to select that one which can be logically drawn from the information in the statement.

1. Matrils and patrils are two different types within the same species. All matrils are green. No patrils are green.

   INFERENCES

   GROUP I.
   (a) All matrils are patrils.
   (b) Some patrils may be matrils.
   (c) No patrils are matrils.

   GROUP II.
   (a) All non-green members of this species are patrils.
   (b) A non-green member of this species cannot be a matril.
   (c) All green members of this species are matrils.

2. Finally, I am often asked what this book is like. I always reply: "It is no good asking me. I am not a good judge. You must ask other people. They will tell you. I have no doubt that when the reviewers get down to it, they will tell you exactly what they think about this book and about me in no uncertain words." The last person I told that to said: "That is all right, but I want to know what you think." I said: "It is no good if I say it is a good book. People will say that I am just a conceited person. You cannot expect me, having spent about five years on it, to say it is a bad book. It would hardly be right to say so."

   INFERENCES

   GROUP I.
   (a) The person making this statement does not think highly of the book under discussion.
   (b) The person making this statement does have opinions about the book but refuses to divulge them.
   (c) The person making this statement has a high opinion of the discernment of reviewers but a rather low opinion of their honesty.

   GROUP II.
   (a) The person making this statement has just written a book.
   (b) The person making this statement has just read an interesting book.
   (c) The person making this statement is reluctant to read the book under discussion.

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UNIT VI.

MAKING INFERENCES

G. Exercise #7 (Continued)

GROUP III.

(a) The person making this statement thinks very well of himself.
(b) The person making this statement is trying to give an impression of great modesty.
(c) The person making this statement is taking pains to avoid the impression of either conceit or excessive modesty.

3. No lamp in this showroom is expensive unless it has been imported. Moreover, no lamp is made of nylon unless it has been hand-stitched. Only lamps made of nylon bear the signature of the designer.

INFERENCES

GROUP I.

(a) No lamp made of nylon is expensive.
(b) Some lamps that are hand-stitched bear the signature of the designer.
(c) Nylon lamps are not imported.

GROUP II.

(a) A lamp in this showroom that is imported from Italy may or may not be inexpensive.
(b) Every imported lamp is made of nylon.
(c) A lamp which bears the signature of the designer is not necessarily hand-stitched.

4. Some of the players on this major league baseball team come from the minor leagues. None of the bonus players on the team has had experience in the minor leagues. However, all the bonus players on this team have been in the major leagues for at least three years.

INFERENCES

GROUP I.

(a) All the baseball players on this team have had experience in the minor leagues.
(b) There may be players on this team who are not bonus players and have not had minor league experience.
(c) The players on this team who are not bonus players have been in the major leagues for less than three years.

GROUP II.

(a) No bonus player on this team has been in the major leagues for more than three years.
(b) Some of the players on this team have been in the major leagues for at least three years and have never had minor league experience.
(c) Many former minor leaguers are members of this team.

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UNIT VI.

MAKING INFERENCES

G. Exercise #7 (Cont'd.)

5. All the satires written this year by the "Swift group" of writers are personal and vituperative. Some of the satires in this year's output were written by women. However, none of the satires written by women this year may be considered vituperative.

INFERENCES

GROUP I.

(a) Some of the vituperative satires written last year were the work of women.
(b) More men than women have written satires this year.
(c) No satires written this year by members of the "Swift group" are the work of women.

6. All of the writers in this association who have been active novelists for at least 10 years have received an award at least three times. Thompson, who was admitted to this association last year, has been active as a novelist for five years.

INFERENCES

(a) No writer in the association with less than 10 years of experience as a novelist has received as many as three awards.
(b) Thompson may not have received any award.
(c) All the members of this association are novelists.
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UNIT I

LITERATURE

INTRODUCTION - How to Approach a Poem

A. The Tools of Analysis: four kinds of meaning
1. Plain sense: the writer presents items for consideration.
2. Feeling: expressed by the writer about these items.
3. Tone: the writer's attitude to the reader.
4. Intention: the aims the writer tries to promote.

B. The Object of Analysis: six aspects for discussion

1. SUBJECT. What the poem is about:
   (a) God, religion, philosophy
   (b) Nature, landscape, beauty
   (c) Man's life, destiny, birth, death
   (d) Human love, friendship, romance
   (e) Childhood
   (f) Patriotism, war, peace
   (g) Politics, social verse
   (h) Satire, hatred
   (i) The past, fantasy, supernatural
   (j) Time
   (k) Say what the subject is.
   (l) Summarize the bare meaning.
   (m) Decide if this is a valuable subject for poetry.
   (n) Say if it is a common subject and if you have met it in any well-known poem.

2. TREATMENT. How the theme is presented
   (a) pure statement or evocative?
   (b) by rhythm or imagery?
   (c) obvious or subtle rhythm?

3. RHETORIC. What technical means are employed:
   (a) Words evocative without deep emotion?
   (b) Figures of Speech: similes, metaphors, hyperbole, personification.
   (c) Onomatopoeia, alliteration assonance, etc.
4. FORM. The literary medium adopted:
   (a) Epic
   (b) Dramatic: Comedy, Tragedy, History, Romance
   (c) Narrative: long (the Romance) and short (the Ballad)
   (d) Didactic: long (in blank verse) and short (Epigram)
   (e) Satiric: Personal or Social satire
   (f) Lyric: Ode, Song, Sonnet (Petrarchan or Shakespearean),
        Elegy, etc.

5. METER AND RHYTHM. The texture of the verse:
   (a) Blank verse
   (b) Heroic couplet
   (c) Free verse
   (d) Spensarian stanza
   (e) Ballad stanza
   (f) Terza rima
   (g) Ottava rima
   (h) iambic, trochaic, anapaestic, dactylic
   (i) strict, monotonous, unvaried, end-stopped, with or without
       enjambment
   (j) Is the rhythm subtle or obvious?
   (k) Is it suited to the subject?

6. VOCABULARY. The raw materials of the verse:
   (a) Simple or elaborate?
   (b) Mixed, complex?
   (c) Specialized? technical terms of trade, profession, war,
        church, art
UNIT II
LITERATURE

STRUCTURE OF POETRY

One dictionary defines poetry itself as follows:

"the embodiment, in appropriate language, of beautiful or high thought, imagination or emotion, the language being rhythmical usually, metrical, and adapted to arouse the feelings and imagination..."

A. Rhythm: A key factor of poetry is the rhythm or beat of the language. One way to achieve this rhythm is by using the natural flow of the language. There are also several more technical ways.

1. Meter: poets have made up certain formal rhythms. There are several types of beats, and a certain number to each line of poetry.

(a) Beats
   iamb   (/\)
   trochee (/\)
   dactyl  (\_/\)
   anapest (\_/)

(b) Number of Feet (beats) Per Line
   trimeter - three beats or feet
   tetrameter - four beats
   pentameter - five beats
   hexameter - six beats
   heptameter - seven beats

(c) Parallel Construction: Sometimes Rhythm is created by a repetition of the way a line is written, or the way in which words are arranged.

   Where the bricks are fallen
   We will build with new stone
   Where the beams are rotten
   We will build with new timbers
   Where the word is unspoken
   We will build with new speech.
2. **Rhyme**: rhythm or beat is increased by the use of rhyme, in which the sounds of several words are the same.

   (a) **End rhyme**: the most common pairing of sounds comes at the ends of lines of poetry. It is usually a vowel sound followed by a consonant.

   Row, row, row your boat, gently down the stream
   Merrily, merrily, merrily life is but a dream

   (b) **Alliteration**: Here the repetition of sound comes throughout the lines and is usually made by consonants. This is used to create a mood, picture or feeling in the reader.

   In a sower seson. When soft was the gonne,
   I srope me a shrouds. As I a shepe were,

   (c) **Rhyme Scheme**: When the End rhymes (final word rhymes) are arranged in a special, repeating order, in which the last words of certain lines rhyme with the last words of other certain rhymes, the poem is said to have a specific rhyme scheme. Each new repeated sound is designated by a new letter of the alphabet. Example: if the first and third lines of a four line poem rhyme, that sound will be called a. If the second and fourth line of the same poem rhyme, that rhyme will be called b. The rhyme scheme of the poem is thus abab.

3. **Structure**: Poems are arranged into groups of lines, comparable to paragraphs in regular writing. These groupings are called stanzas.

   - two line stanza - couplet
   - four line stanza - quatrain
   - six line stanza - sestet
   - eight line stanza - octave

4. **Special types of poems**

   Poets have established formal rules, setting the number of lines, the arrangement of rhyming sounds and the number of beats to each line. The thought they wish to convey in the poem is then expressed within the limits they have set. The most frequently used forms have special names.

   (a) **Sonnet**: A poem of exactly 14 lines.
      (1) The Italian or Petrarchan sonnet. The first eight lines of the sonnet, usually called the octave, present and develop the poet's idea. The idea is presented in the first quatrain (first four lines),
developed in the next quatrain. The last six lines, known as the sestet reflect on the idea in the first three lines and bring the sonnet to a definite close in the last three. This type of sonnet usually has one of the following three rhyme schemes: the first eight lines are always abbaabba, while the last six may be cdcdcd, cdecde, or cdecde.

(ii.) English or Shakespearean sonnet. Shakespeare divided the sonnet into four independently rhymed quatrains and a final two lines, which in effect present the punch line of the thought presented and developed in the first twelve lines. The rhyme scheme is generally abab, cdcd, efef, gg.

(iii) There are other, less common types of sonnets but the above are the most basic ones which were widely used by poets.

UNIT III
HUMOR

Humor (in both prose and poetry) is used in a variety of ways in literature.

A. Humor for fun
   example: Reflection on Ice-Breaking by Ogden Nash
   Candy
   Is dandy
   But liquor
   Is quicker.

B. Humor which makes a social, political or philosophic point
   Humor which deals with human issues of different types and makes comments about these issues is called wit.
   If the witty poem or piece of writing is used to put down, or poke fun at the stupidity, badness, etc. in a situation it is called satiric.
   Sometimes wit is used to insult, sometimes to clarify something we know, usually to make a serious point by catching the reader by surprise.
LESSON #6

GROWTH OF DEMOCRACY

Topic - Meaning of Democracy

A. Democracy is rule by the people.
   1. Political democracy
      a) right to vote
      b) choice of candidates
      c) government of, by, and for the people
   2. Social democracy
      a) all equal in eyes of the law
      b) equal opportunity
      c) Bill of Rights
      d) Civil Rights
         1) equal educational opportunities
         2) equal access to housing, transportation, recreation, job opportunities

B. Majority Rule and Minority Rights
   1. Discussion of rights
   2. Importance in a democracy

C. Responsibilities of a citizen in a democracy

D. Civil Rights Act of 1964
   1. strengthened voting rights
   2. racial discrimination prohibited in public places

E. Related Vocabulary Lesson #6,
   1. prejudice
   2. discrimination
   3. disenfranchise
   4. integration
   5. segregation
   6. defacto
   7. filibuster
   8. rights
   9. duties
   10. responsibilities
LESSON #8

FOREIGN AFFAIRS

Topic - background of our Foreign Policy

A. Early policy
1. Isolation
   a) Washington's policy of no "entangling alliances"
2. Monroe Doctrine
   a) Prevented further colonization of the Americas
   b) Led to United States domination in the Western Hemisphere
   c) Modern usage - Cuba, Dominican Republic
3. The Spanish-American War
   a) Turning point in American foreign policy
   b) Acquired Puerto Rico, Philippines, and building and owning of the Panama Canal
4. Foreign policy - Caribbean became an American lake
   a) Theodore Roosevelt
      1) dollar diplomacy
      2) "big-stick" policy
   b) Franklin D. Roosevelt - good-neighbor policy

B. Related Vocabulary Lesson #7,
   1. isolation
   2. intervention
   3. nationalism
   4. imperialism
   5. colonization
   6. "yellow press"
   7. dollar diplomacy
   8. big stick
   9. annexation
   10. territory
Review exercise: Each quotation below contains a metaphor, a simile, or personification. Read each line. If it contains a metaphor write M; if it contains a simile, write S; and if it contains personification, write P. Put your answer in the space on the right.

1. Ax blows out the air/like thawing ice.  
2. The wind swept by, counting its money and throwing it away.  
3. As idle as a painted ship, upon a painted ocean.  
4. Spring has come home with her world wandering feet.  
5. Swift as a snake.  
6. The hemlock hills/Against the denim sky.  
7. The tiger sun will leap upon you and destroy you.  
8. The lord is my shepherd.  
9. Every root is shaken/By the cry of dying trees.  
10. Fish in the water gleam/By silver reeds in a silver stream.  
11. Slowly, silently, now the moon/Walks the night in her silver sheen.  
12. Proud words wear long boots, hard boots.  
13. Scatter the milky dust of stars.  
14. The moon was a ghostly galleon.  
15. Come see the north winds masonry.  
16. I am the captain of my soul.
Review Exercise: All of the following questions refer to the above lines of poetry. Write your answers on the space provided after each question.

1. In line 1, what two things are being compared?

2. In line 3, how fast is the ship moving?

3. In line 4, what does the poet mean when he speaks of spring as coming home?

4. In line 6, what color stands out in the image?

5. In line 7, what two things are being compared?

6. In line 8, why is the Lord referred to as a shepherd?

7. In line 10, what two things are being compared?

8. In line 11, how does the moon walk in "silver sheen"?

9. In line 12, what happens to proud (angry, haughty, scornful, etc.) words once they are spoken?

10. In line 16, explain in what way this is a comparison. That is, what two things are being compared, and what is the relationship between the two things?
Review Exercise: Convert the following poem (or its meaning) into prose. Write as much as you like, but do not simply repeat the lines of the poem. Write on this paper.

**Melt Clouds**

The white mares of the moon rush along the sky
Beating their golden hoofs upon the glass Heavens;
The white mares of the moon are all standing on their hind legs
Pawing at the green doors of the distant Heavens
Fly, mares!

(A mare is a swift horse.)

**Night Clouds**

The white mares of the moon rush along the sky
Beating their golden hoofs upon the glass Heavens;
The white mares of the moon are all standing on their hind legs
Pawing at the green doors of the distant Heavens
Fly, mares!

(A mare is a swift horse.)
Review Exercise: Each quotation below contains a metaphor, a simile, or personification. Read each line. If it contains a metaphor write M; if it contains a simile, write S; and if it contains personification, write P. Put the answers on the space to the right.

1. Freedom is a habit and a coat worn. 1._____
2. People clean as the prayers of Jesus. 2._____
3. The fog comes on little cat feet. 3._____
4. The moon is a lovely lady. 4._____
5. The letters squirmed like little snakes. 5._____
6. The sea creeps to pillage. 6._____
7. We whisper together...as wind in dry grass. 7._____
8. I heard the trailing garments of the night Sweep through her marble halls. 8._____
9. At last she came to his hermitage Like the bird from the woodlands to the cage. 9._____
10. The soul selects her own society. 10._____
11. Here the embattled farmers stood And fired the shot heard round the world. 11._____
12. But the sea, the sea in the darkness calls. 12._____
13. The old moon is tarnished. 13._____
14. Sleep that knits up the raveled sleeve of care. 14._____
15. The worlds revolve like ancient women Gathering fuel in vacant lots. 15._____
16. Take arms against a sea of troubles. 16._____
17. When the evening is spread out against the sky Like a patient etherized upon a table. 17._____
18. And, in the powerhouse, the singing dynamos Make no more noise than cotton. 18._____
19. No man is an island, entire of itself. 19._____

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Review Exercise: The following questions are based on the above lines of poetry.

1. In line 2, how clean are the people referred to?

2. In line 3, what two things are being compared?

3. In line 6, to what is the sea being compared?

4. In line 7, what mood is suggested by the linking of such different ideas?

5. In line 10, what qualities of the soul are suggested?

6. In line 13, what is the moon's color?

7. In line 16, describe the kind of man who could follow such advice.

8. In line 18, describe the scene depicted by the image?

9. In line 19, explain why this thought is considered a "universal truth."
UNIT V - LITERARY SELECTIONS

Exercise: Circle the letter of the right answer to each question, after reading the poem.

THE MAN HE KILLED

1. Had he and I but met  
   By some old ancient inn,
3. We should have set us down to wet  
   Right many a nipperkin!
5. But ranged as infantry  
   And staring face to face,
7. I shot at him as he at me  
   And killed him in his place.
9. I shot him dead because—  
   Because he was my foe,
11. Just so; my foe of course he was;  
   That's clear enough; although
13. He thought he'd 'list perhaps  
   Off-hand-like -- just as I --
15. Was out of work -- had sold his traps --  
   No other reason why.
17. Yes; quaint and curious war is!  
   You shoot a fellow down
19. You'd treat if met where any bar is,  
   Or help to half a crown.

(by Thomas Hardy, 1840-1928)

1. Lines 3 and 4 mean
   a. have a drink together  
   b. have a few drinks together  
   c. to brew ale or beer  
   d. none of the above choices

2. The word "because" is used twice in a row (lines 9 and 10), shows that the speaker
   a. had poor grammar  
   b. was wounded and found it difficult to speak  
   c. was unsure of the real reason he killed the man  
   d. was trying to delay so he might conceal the truth

3. Lines 20 means
   a. lend him some money  
   b. borrow some money for him  
   c. aid him in stealing jewels  
   d. help him steal money
4. The speaker killed the man because
   a. he had a long standing grudge against him
   b. he liked war and killing
   c. he was compelled to kill him because of circumstances
   d. the poem does not say why he killed him

5. Why does the speaker repeat to himself his "clear" reason for killing a man?
   a. he was wounded and stammered when he spoke
   b. to convince the reader
   c. to convince himself
   d. to be sure he was heard

6. The poet implies that the two foes
   a. were completely different
   b. had a lot in common
   c. were distant relatives
   d. none of the above choices

7. The man he killed was
   a. heavily armed
   b. unarmed
   c. taken by surprise
   d. shooting at him simultaneously

8. The speaker in the poem is a
   a. soldier
   b. trapped
   c. killer
   d. unemployed

9. The speaker is
   a. an angry, cold person
   b. a friendly, kind person
   c. indifferent to his surroundings
   d. a deliberately cruel person

10. The speaker had
    a. never killed a man before
    b. killed many men before
    c. the poem doesn't indicate

11. The purpose of this poem is
    a. to present a picture of what war is like
    b. to make us realize the irrational quality of war
    c. to show that killing is illogical
    d. to relate the experience of what it feels like to kill a man.

12. The speaker in the poem got his "job" (see question 8)
    a. after great deliberation
    b. quite "by accident"
    c. against his will
    d. due to circumstances
Who can find a virtuous woman? For her price is far above rubies. The heart of her husband doth safely trust in her, so that he shall have no need of spoil. She will do him good and not evil all the days of her life. She secketh wool, and flax, and worketh willingly with her hands. She is like the merchants' ships; She bringeth her food from afar. She riseth also while it is yet night, and giveth meat to her household, and a portion to her maidens. She considereth a field, and buyleth it; with the fruit of her hands she planteth a vineyard. She girdeth her loins with strength, and strengtheneth her arms. She perceiveth that her merchandise is good; her candle goeth not out by night. She layeth her hands to the spindle, and her hand to the distaff. She stretcheth out her hand to the poor; yea, she reacheth forth her hands to the needy. She is not afraid of the snow for her household, for all her household are clothed with scarlet. She maketh herself coverings of tapestry; her clothing is silk and purple. Her husband is known in the gates, when he sitteth among the elders of the land. She maketh fine linen, and selleth it; and delivereth girdles unto the merchant. Strength and honor are her clothing, and she shall rejoice in time to come. She openeth her mouth with wisdom, and her tongue is the law of kindness. She looketh well to the ways of her household, and eateth not the bread of idleness. Her children arise up, and call her blessed; her husband also, and he praiseth her. Many daughters have done virtuously, but thou excellest them all. Favor is deceitful, and beauty is vain, but a woman that feareth the Lord, she shall be praised. Give her the fruit of her hands, and let her own works praise her in the gates.

(Proverb 31)

1. The expression "She is like the merchants' ships is a
   a) simile
   b) hyperbole
   c) metaphor
   d) personification

2. All of the following qualities have been attributed to the woman except
   a) zealouness
   b) generosity
   c) parsimoniousness
   d) wisdom

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3. The author implies that such a woman's husband
   a) would become a rich merchant
   b) is a senator
   c) need turn to no one else
   d) is always dressed in scarlet

4. The expression "She eateth not the bread of idleness" indicates she is
   a) etiosc
   b) indolent
   c) industrious
   d) frugal

**OZYMANDIAS**

I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive (stamped on these lifeless things)
The hand that mocked them and the heart that fed;
And on the pedestal these words appear:
"My name is Ozymandias, king of kings;
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

Percy Bysshe Shelley (1792-1822)

1. In line 1, antique land means
   a) place where antiques are found
   b) the Middle East, near the ancient city of Antioch
   c) very old land

2. In line 4, shattered visage means
   a) a broken face
   b) a broken mirror
   c) strange looking scenery

3. trunkless legs are
   a) old trunk, abandoned
   b) an old tree trunk
   c) legs without a body attached
4. The poem describes
   a. the dead body of a king
   b. the ruined statue of a king
   c. the camp of a desert king

5. Pedestal refers to
   a. the feet of a statue
   b. the base of a statue
   c. the high place of the king, in his lifetime.

6. In line 6, passions refers to
   a. love
   b. passing feelings
   c. strong human emotions

7. The poet is trying to tell us that
   a. everyone dies
   b. earthly power finally means very little
   c. an a king must die
   d. no civilization can last in the desert

8. Ozymandias seems to have been
   a. a friendly ruler.
   b. a cruel and powerful ruler
   c. cannot tell

9. His character is shown by
   a. the end he has come to
   b. the deserted location of the statue
   c. the expression the sculptor captured in the stone

10. The mood of the poem is
    a. light and gay
    b. angry
    c. bitter
    d. somber and thoughtful
ACQUAINTED WITH THE NIGHT

I have been one acquainted with the night.
I have walked out in rain--and back in rain.
I have outwalked the further city light.
I have looked down the saddest city lane.
I have passed by the watchman on his beat
And dropped my eyes, unwilling to explain.
I have stood still and stopped the sound of feet
When far away an interrupted cry
Came over houses from another street,
But not to call me back or say goodbye;
And further still at an earthly height,
One luminary clock against the sky.
Proclaimed the time was neither wrong nor right
I have been one acquainted with the night.

1. The poem appears to be a
   a. sonnet
   b. couplet
   c. iambic pentameter

2. The rhyme scheme is
   a. aba aba cdcc ddc ee
   b. aba boa cde dde ee
   c. aab bcc dde ee
   d. none of the above

3. The "luminary clock" in line 12 most probably is
   a. a searchlight
   b. a large clock on a skyscraper
   c. the moon
   d. none of these

4. The mood of the poem is
   a. angry
   b. lonely and sad
   c. cheerful
   d. cannot tell
5. The writer seems to be a
   a. thoughtful and solitary person
   b. one who likes company
   c. cannot tell from the selection

6. The repetition of the many lines which begin with the words
   "I have" shows a way of creating rhythm through
   a. alliteration
   b. metaphor
   c. parallel construction

POEM - WORDSWORTH

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not.

Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

Wordsworth, (1770-1850)
Approaching the Poem:

1. The theme of the poem is most nearly
   a) human love, friendship, romance
   b) man's spirit, religion, beauty
   c) patriotism, war, peace

2. The form used is
   a) the Ballad
   b) the Petrarchan, or Italian Sonnet form
   c) the Ode

3. Pure statement of the theme may be found
   a) in the octet
   b) in the sestet
   c) nowhere in the poem

4. An example of pure statement in the poem would be the line
   a) "This Sea that bares her bosom to the moon"
   b) "Or hear old Triton blow his wreathed horn."
   c) "Getting and spending, we lay waste our powers:"

5. An example of evocative poetry would be in the line
   a) "For this, for everything, we are out of tune;"
   b) "The winds that will be howling at all hours,"
   c) "We have given out hearts away, a sordid boon!"

6. In line nine, the exclamation "Great God!" expresses
   a) reverence and adoration
   b) awe and surprise
   c) indignation

7. Line 5, "This Sea that bares her bosom to the moon," exemplifies
   a) onomatopoeia
   b) metaphor
   c) personification

8. The names Proteus and Triton are
   a) classical allusions
   b) nautical terminology
   c) theological references

9. The reader might infer Wordsworth's attitude to be
   a) pompous and insincere
   b) sentimental and humorous
   c) serious and sincere

10. Wordsworth's vocabulary is generally
    a) highly technical and complex
    b) simple with ornamental touches
    c) symbolic and mystical
WASHINGTON IRVING

Read the selection. Circle the letter in front of the best answer.

"There are two opposite ways by which some men make a figure in the world; one, by talking faster than they think, and the other by holding their tongues and not thinking at all. By the first, many a smatterer acquires the reputation of a man of quick parts; by the other, many a dunderpate, like the owl, the stupidest of birds, comes to be considered the very type of wisdom."

From Wouter Van Twiller
By Washington Irving

1. How many ways are mentioned here for making a figure in the world?
   a. one;   b. two;   c. quite a few;   d. none.

2. The ways of making a figure in the world most nearly means
   a. similar   b. alike   c. exactly opposite   d. quite similar

3. Making a figure in the world most nearly means
   a. carving a statue   b. making a drawing
   c. gaining a reputation   d. gaining great wealth

4. Making a figure in the world, as discussed here, is applied to
   a. everyone   b. men only
   c. many men   d. only some men

5. The best word or words that may be substituted for the word men
   in lines one and still retain the author's meaning would be
   a. people   b. young men
   c. young ladies   d. several particular people the author has in mind

6. The start of the listing of the ways is signaled by
   a. a comma   b. a semi-colon
   c. the word and   d. the word by

7. The ways mentioned in the paragraph have to do with
   a. thinking   b. talking   c. both a & b
   d. birds

3. A smatterer is
   a. a thing   b. a person   c. a bird   d. none of these

9. A man of quick parts, as used here, means
   a. a fast moving person   b. an athlete
   c. a magician   d. a good thinker

10. By the other refers to
    a. the other man
    b. the other way
    c. smatterer
    d. the world

(continued next page)
11. A dunderpate is
   a. intelligent    b. stupid    c. halfway between a & b
   d. a man of quick parts

12. To be "the very type of wisdom" means to be
   a. very dull      b. very wise   c. very stupid
   d. very quick

13. The reason that the dunderpate is compared to an owl is
   a. the owl is also thought to be intelligent although it is
      actually very stupid
   b. the owl is also very wise
   c. the owl acts and looks very wise
   d. the author had to compare a dunderpate with a bird

14. The author seems to be
   a. expressing a very silly idea
   b. expressing a humorous idea in a serious way
   c. expressing a serious idea in a humorous way
   d. not expressing any idea at all

15. The smatterer acquires his reputation by
   a. holding his tongue  b. looking as wise as an owl
   c. talking faster than he thinks  d. talking after he thinks

16. The dunderpate makes a figure in the world by
   a. thinking silently  b. imitating an owl
   c. talking very fast   d. saying nothing

17. The author seems to say
   a. that the smatterer is not as bad as the dunderpate
   b. that the dunderpate is not as bad as the smatterer
   c. that the two are equally bad
   d. that neither is bad at all

18. The author
   a. approves of these ways of making a figure in the world
   b. disapproves of these ways
   c. finds these ways to be very good
   d. doesn't know any dunderpates.

19. This is a good example of a
   a. parody  b. satire  c. burlesque  d. alliteration

20. Judging from the way Irving stated this idea, he is
   a. very much annoyed by it
   b. amused by it
   c. going to do something about it
   d. advocating an immediate improvement

   (continued next page)
21. If this paragraph is a typical example of Washington Irving's writing style, it can be seen that his style contains:
   a. many short simple sentences  
b. many simple words easily grasped  
c. many involved sentences  
d. a very limited vocabulary

22. Although Irving wrote this more than 150 years ago, the modern reader can still enjoy it because:
   a. it is a funny story  
b. it can be applied in modern times  
c. it shows that Irving was really quite stupid  
d. the language is easy to understand

23. Some of the humor here comes from:
   a. sudden surprises  
b. quick changes of mood  
c. a pompous way of stating the idea  
d. a good sudden ending

Read the following poem. Answer the questions which follow by circling the letter of the correct answer.

THE LATEST DECALOGUE (Decalogue: the 10 Commandments)

Thou shalt have one God only: who
Would be at the expense of two?

No graven images may be worshipped,
Worshipped, except the currency;

Swear not at all; for, for thy curse
Thine enemy is none the worse:

At church on Sunday to attend
Will serve to keep the world thy friend:

Honour thy parents; that is, all
From whom advancement may befall;

Thou shalt not kill; but need'st not strive (strive: try hard)
Officiously to keep alive: (officious: interfering)

Do not adultery commit;
Advantage rarely comes of it:

Thou shalt not steal; an empty feat
When it's so lucrative to cheat: (lucrative: profitable)

Bear not false witness: let the lie
Have time on its own wings to fly:

(continued next page)
Thou shalt not covet, but tradition (covet: long for)
Approves all forms of competition.

1. Each of the Stanzas of this poem is a
   a. couplet  b. quatrain  c. metaphor  d. simile

2. In stanza two, the currency refer to
   a. current events  b. today's news  c. money  d. current or a river

3. Stanza two says that
   a. it is right to worship money
   b. that it is important to keep up to date.
   c. that only what happens today is important.

4. Stanza three says that
   a. it is all right to curse your enemies.
   b. that you might as well not curse your enemy, since it doesn't
effect him one way or another.
   c. that swearing is bad.
   d. that swearing is a good thing generally.

5. Stanza four indicates that it is important to go to church on Sunday.
   a. because it is important to maintain your religion
   b. because it impresses others
   c. because it makes others feel better when you are there.

6. Stanza five says that parents
   a. mean your own parents
   b. means anyone older than you.
   c. means anyone in a position to help you get ahead.
   d. are not important anymore

7. Stanza six suggests that
   a. killing is bad but saving lives is good
   b. killing is bad, but saving your own life is good
   c. killing is bad, but on the other hand, working too hard to
save anyone's life is rather overdoing things.
   d. killing is not a sin.

8. The last stanza suggests that
   a. wishing for things is wrong
   b. wishing for things may be wrong, but if you get them through
business competition you can accept them, since tradition allows this
   c. competition is a bad thing
   d. tradition does not permit us to wish for earthly things.

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9. The poem indicates
   a. a serious belief in the ten commandments
   b. a belief that the ten commandments are kept for other reasons
      than the original ones.
   c. neither of the above.

10. The poem seems to show that
    a. people do right when it is to their advantage
    b. people never do anything as the Bible says they should.
    c. people still follow the Bible
    d. none of the above

11. The author is using one of the following to make his point.
    a. tragedy  b. a sonnet  d. satire  d. a simile

12. If your answer to the above question is correct, then you can
    conclude that
    a. the author goes along with the new commandments he is outlining.
    b. the author is criticizing people who seem to follow his new
       commandments.
    c. the author has no real feeling one way or the other about how
       people follow the ten commandments today.

13. Satire in modern times may be found in one of the following:
    a. TV westerns  b. radio and TV newscasts
    c. political cartoons in newspapers  d. in the gossip columns

SONNET BY EDNA ST. VINCENT MILLAY

Here is a wound that never will heal, I know,
Being wrought not of a dearness and a death,
But of a love turned ashes and the breath
Gone out of beauty; never again will grow
The grass on that scarred acre, though I sow
Young seed there yearly and the sky bequeath
Its friendly weather down, far underneath
Shall be much bitterness of an old woe.
That April should be shattered by a gust,
That August should be levelled by a rain,
I can endure, and that the lifted dust
Of man should settle to the earth again;
But that a dream can die, will be a thrust
Between my ribs forever of hot pain.

-26-
1. The expression "the breath gone out of beauty" is an example of
   a) metaphor   b) simile   c) personification   d) hyperbole

2. The poet's "wound" is an example of
   a) metaphor   b) hyperbole   c) simile   d) personification

3. The poet implies that a "healing" might have been more possible
   a) had she been more faithful.
   b) were dreams not as brittle
   c) had she suffered a tangible, physical love
   d) had love turned to bitterness

4. The poem's rhyme scheme is
   a) abba, abba, cde, cde
   b) ab, ab, cd, cd, ef, ef, gg
   c) abba, abba, cd, cd, cd
   d) ab, av, cd, de, ef, ef, gg

5. The poet cannot endure
   a) the natural changes of seasons
   b) human mortality
   c) unrequited love
   d) emotional mutability

6. The last line could not be given better as "Of hot pain between my ribs forever" because
   a) the change is meaningless
   b) the change violates the line's meter (beat)
   c) the change distorts the sense of the line
   d) the change is not called for

7. The poem is an example of
   a) Shakespearean sonnet form
   b) Petrarchean sonnet form
   c) Shakespearean sonnet form with small changes
   d) Petrarchean sonnet form with small changes
SONNET - EDNA ST. VINCENT MILLAY

Not with libations, but with shouts and laughter
We drenched the altars of Love's sacred grove,
Shaking to earth green fruits, impatient after
The launching of the coloured moths of Love
Love's proper myrtle and his mother's zone
We bound about our irreligious brows,
And fettered him with garlands of our own,
And spread a banquet in his frugal house.
Not yet the god has spoken; but I fear
Though we should break our bodies in his flame,
And pour our blood upon his altar, here
Henceforward is a grove without a name,
A pasture to the shaggy goats of Pan,
Whence flee forever a woman and a man.

Circle the letter of the correct answer.

1. The first quatrain might be paraphrased
   A. Patience is essential for genuine relationship.
   B. We tried to induce love rather than to await its growth patiently.
   C. In our impatience with love, we destroyed each other.
   D. Patiently and joyfully, we awaited the advent of love.

2. The phrase "green fruits" in line three represents
   A. anxiety
   B. immaturity
   C. hatred
   D. love

3. What might we infer from line nine, "Not yet the god has spoken"?
   A. Prayer is ineffectual
   B. Joy and love are antithetical
   C. Certain love is irreligious
   D. Love cannot be accelerated.

4. "The shaggy goats of Pan" indicate that the relationship is fixed at
   A. bestiality
   B. mutual concern
   C. sexuality
   D. selflessness

5. The poetess' overall attitude toward her experience might be termed one of
   A. regret
   B. despondency
   C. indifference
   D. anxiety

6. The rhyme scheme of the poem is
   A. ab, ab, cd, cd, ef, ef, gg
   B. abba, abba, cde, cde
   C. ab, ab, cd, cd, ee, ff, gg
   D. abba, abba, ad, bd, cd, gg
SPRING - EDNA ST. VINCENT MILLAY

To what purpose, April, do you return again? Beauty is not enough. You can no longer quiet me with the redness Of little leaves opening stickily. I know what I know. The sun is not on my neck as I observe The spikes of the crocus. The smell of the earth is good. It is apparent that there is no death. But what does that signify? Not only underground are the brains of man Eaten by maggots. Life in itself is nothing. An empty cup, a flight of uncarpeted stairs. It is not enough that yearly, down this hill, April comes like an idiot, babbling and strewing flowers.

1. What things does the writer name which evoke the feeling of spring?

2. Which things does the author use as metaphors to describe the way she really feels about life?

3. The overwhelming tone of this poem is
   a. anger
   b. disillusionment
   c. sadness
   d. bitterness

4. Lines 11 and 12 seem to say that
   a. all men must die
   b. men begin to die before death
   c. living men's brains are as decayed as those of dead men

5. Which two lines make the author's feelings most stunningly clear?
   a. lines 3 & 4
   b. lines 11 & 12
   c. lines 17 & 18
   d. lines 8 & 9

6. The image in lines 17 & 18 is a figure of speech known as
   a. a metaphor
   b. a simile
   c. a rhyme scheme
   d. none of these

7. At which point in the poem does the mood change?
   a. between lines 9 & 10
   b. between lines 13 & 14
   c. between lines 6 & 7
I have known the inexorable sadness of pencils,
Neat in their boxes, dolor of pad and paper-weight,
All the misery of manila folders and mucilage,
Desolation in immaculate public places,
Lonely reception room, lavatory, switchboard,
The unalterable pathos of basin and pitcher,
Ritual of multigraph, paper-clip, comma,
Endless duplication of lives and objects.
And I have seen dust from the walls of institutions,
Finer than flour, alive, more dangerous than silicis,
Sift, almost invisible, through long afternoons of tedium,
Dropping a fine film on nails and delicate eyebrows,
Glazing the pale hair, the duplicate gray standard faces.

Comprehension: Underline the letter of the correct answer.

1. Most of the objects named by the author fall into a class which tends to localize experience. Which one of the following seems to fall outside that class?

   A. "inexorable sadness of pencils"
   B. "misery of manila folders and mucilage"
   C. "Lonely reception room, lavatory, switchboard"
   D. "pathos of basin and pitcher"

2. In line 7, the handling of "multigraph, paperclip, comma" is called a ritual because

   A. businessmen attach a high religious importance to such things.
   B. it has no literal, practical meaning, only a symbolic one
   C. it tends to assume a ceremonial rigidity of pattern
   D. it is accompanied with traditional formal speeches, seldom varied to fit the occasion

3. The expression which would best be substituted for "immediate" in line 4 is

   A. crowded  B. bare, unfurnished  C. untouched  D. spotless

4. The purpose of this poem, which is negatively implied but not stated, may be identified as

   A. a protest against the poverty and disagreeable work which the author suffered in his youth
   B. a plea for freedom, spontaneity, and the pursuit of human rather than mechanical ends.

(continued next page)
C. a plea for better working conditions in business and professional offices

D. a protest against the cynicism and hypocrisy of commercial motives

5. The use of the first person point of view gives the reader a heightened sense that he shares the author's

A. exaggeration and prejudice
B. authority and credibility
C. personality and peculiarity
D. identification and involvement
DOVER BEACH

by Matthew Arnold

The sea is calm tonight.
The tide is full, the moon lies fair
Upon the straits: -- on the French coast the light (strait: narrow)
Gleams and is gone; the cliffs of England stand way between two
Glimmering and vast, out in the tranquil bay. stretches of land)
Come to the window, sweet is the night-air!

Only, from the long line of spray
Where the sea meets the moon-bleached land,
Listen! you hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring (cadence: rhythm)
The eternal note of sadness in.

Sophocles long ago (Sophocles: Greek playwright)
Heard it on the Aegaean, and it brought [Aegaean: ocean off Greece]
Into his mind the turbid ebb and flow (turbid: muddy & agitated)
Of human misery; we
Find also in the sound a thought,
Hearing it by this distant northern sea.

The Sea of Faith
Was once too, at the full, and round earth's shore
Lay like the folds of a bright girdle furled.
But now I only hear
Its melancholy, long, withdrawing roar,
Retreating, to the breath
Of the night-wind, down the vast edges drear
And naked shingles of the world.

Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new
Hath really neither joy, nor love, nor light,
No certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.
1. tremulous in line 13 most probably means
   a. earthshaking
   b. timid
   c. quivering and shaking
   d. none of these

2. strand in line 11 most probably means
   a. string
   b. mountains
   c. shore
   d. desert
   e. none of these

3. The Sea of Faith in line 21 most probably means
   a. an ocean near England
   b. belief or religion
   c. neither of these

4. The Sea of Faith is an example of
   a. a simile
   b. a metaphor
   c. parallel construction
   d. alliteration

5. various in line 32 most probably means
   a. confused
   b. different
   c. full of variety
   d. vicious

6. certitude in line 34 most probably means
   a. desire
   b. certainty
   c. uncertainty
   d. certification

7. alarms in line 37 most probably means
   a. something to wake up the reader
   b. fears
   c. warnings

8. The mood of the first stanza is mostly
   a. angry and sad
   b. thoughtful and happy
   c. gay and cheerful
9. The mood begins to change on line
   a. 15
   b. 10
   c. 14
   d. 11
   e. none of these

10. Sophocles, the ancient Greek writer is most probably brought in, as is the Aegean Sea, to
    a. show what the writer knows about ancient culture and history
    b. remind the reader that life doesn't change much
    c. indicate the conditions of human life the writer speaks of were also known to Sophocles
    d. to refer the reader to Sophocles writing to confirm his opinion

11. The third stanza shows that the writer believes
    a. faith and belief are stronger than ever and helping the world
    b. faith and belief have been lost, leaving the world desolate and lonely
    c. faith and belief are not important to the modern world
    d. faith and belief must be renewed to help mankind

12. The author refers to "love" in the last stanza. He is speaking
    a. to the reader
    b. of the emotion of love
    c. to the person he loves

13. The author's main idea in the poem is
    a. that in a world without love, faith is necessary
    b. that in a world without love, we must turn to one another
    c. that love and faith are meaningless ideas
    d. that love and faith are the same thing
    e. none of the above

14. The predominant mood of this poem is
    a. sarcastic and bitter
    b. pleasant but thoughtful
    c. reflective and sad
    d. resentful and unhappy
LESSON ON SOLILOQUY

Read the passage and circle the letter of the right answer to each question which follows the selection. Base your answers on the selection.

A large number of Shakespeare's soliloquies must be considered as representing thought, not speech. They are to make the audience understand what is passing through the mind of the character, not what, under the circumstances, he would have said aloud. A maiden would not say aloud Juliet's speech, "Gallop apace, you fiery footed steeds," which represents the secret passion of her body and soul. And her soliloquy when she takes the drug is also a representation of her thoughts; it was not spoken in reality. The dramatist is compelled to put it into words and the actress to speak it—but to add to it gesture or great changes in the voice or outward show is to mistake altogether the idea of the dramatist.

1. A modern expression which might define a soliloquy is
   a. "thoughts without words."
   b. "speechless with confusion."
   c. "all talk and no action."
   d. "thinking out loud."
   e. none of the above.

2. In a written story, a section of the story comparable to a soliloquy might be introduced by the following words:
   a. "He said, "...
   b. "He walked quietly toward her and spoke softly..."
   c. "He smiled and waved at her."
   d. "He thought, "...

3. The title which best expresses the ideas of this passage is:
   a. gestures and changes in the voice.
   b. the difficulties of Shakespearean actors
   c. Misunderstanding the Shakespearean play
   d. Revealing thought through the soliloquy
   e. Unfolding the plot through the soliloquy
4. The writer assumes
   a. actors have used poor enunciation
   b. Romeo and Juliet is the most popular play by Shakespeare.
   c. his writers are familiar with Shakespeare's play
   d. Shakespeare is only for "highbrows."

5. Which statement can be made on the basis of the passage?
   a. The role of Juliet is more difficult than other roles.
   b. The role of Juliet is only one example of the point made.
   c. Audiences have no feeling for characterization.
   d. Shakespeare was an incompetent dramatist in many respects.
   e. There are too many soliloquies in Shakespeare's plays.
Read this excerpt from Shakespeare's play, *Hamlet*, very carefully. Read the definitions of unusual words at the right, as you read. Read it again and then answer the questions. Circle the letter of the best answer to each question.

**HAMLET'S SOLILOQUY**

1. To be, or not to be; that is the question.
   Whether 'tis nobler in the mind to suffer
2. The slings and arrows of outrageous fortune,
   Or to take arms against a sea of troubles,
3. And by opposing end them. To die; to sleep;
   No more; and by a sleep to say we end
4. The heart-ache and the thousand natural shocks
   That flesh is heir to. 'Tis a consummation
5. Devoutly to be wish'd. To die; to sleep;--
   To sleep? Perchance to dream! Ay, there's the rub;
6. For in that sleep of death what dreams may come,
   perhaps)
7. When we have shuffled off this mortal coil
   Must give us pause. There's the respect
   That makes calamity of so long a life.
8. For who would bear the ships and scorns of time,
   The oppressor's wrong, the proud man's contumely,
9. The pangs of dispriz'd love, the new law's delay,
   The insolence of office, and the spurns
10. That patient merit of the unworthy takes,
    When he himself might his quietus make
11. With a bare bodkin? Who would fardels bear,
    To grunt and sweat under a weary life.
12. But that the dread of something after death,
    The undiscover'd country from whose bourn
13. No traveller returns, puzzles the will
    And makes us rather bear those ills we have
14. Than fly to others that we know not of?
    Thus conscience does make cowards of us all;
15. And thus the native hue of resolution
    Is sicklied o'er with the pale cast of thought,
16. With this regard their currents turn awry,
    And lose the name of action.
1. A Soliloquy is a part of a play in which the character
   a. is talking to another character
   b. is thinking out loud
   c. is not speaking at all
   d. none of the above

2. Reread lines 1-5 (to the period). In these lines Hamlet is trying to decide
   a. what he should be in later life
   b. whether he should tolerate the pain of life or kill himself
   c. what sort of action to take
   d. none of the above

3. Reread lines 5 (middle) to 9. In these lines Hamlet speaks of
   a. taking a long rest
   b. suicide
   c. leading a quiet life
   d. none of the above

4. Reread lines (5-9). In these lines Hamlet describes suicide
   a. as restful, like sleep
   b. as a terrifying thing
   c. as an active direct way to behave in trouble
   d. none of the above

5. Reread lines 10-15. In these lines Hamlet thinks of
   a. the beautiful dreams of death
   b. the possible dreams, more terrifying than any nightmare, in death's sleep.
   c. the possibility of a beautiful life after death.

6. Reread lines 13 (middle) to line 21 (middle). In these lines are described
   a. some of the difficulties of life
   b. some of the terrors of death
   c. some of the problems Hamlet has encountered in his own life
7. In reference to these things (mentioned in lines 13-21) Hamlet questions
   a. Why anyone would stand for them when death is so easy a way out
   b. why he has troubles no one else has
   c. why he can't handle his own problems.

8. Reread lines 21 (middle) to line 27. In these lines Hamlet reflects
   a. that known terrors are better than possible unknown ones.
   b. that life and death are equally terrible
   c. that death is preferable to life

9. Reread lines 26 to 33. In these lines Hamlet thinks of
   a. how his gloomy thoughts and fears of worse trouble has made him hesitate instead of act to kill himself.
   b. how men in general allow their fearful thoughts to turn them from what they planned, (of which his hesitation about suicide is an example).
   c. how being alive to think is better than dying.
   d. the wrong he would do by killing himself.

10. Hamlet seems to be
    a. a decided and resolute person
    b. a person who sees more than one side of the issues and thus hesitates
    c. a thoughtless, impulsive person
    d. none of the above

11. This soliloquy
    a. has no meaning unless the rest of the play is known
    b. speaks of a human dilemma which is still meaningful today
    c. has meaning for the past, but no meaning for today.
And Ruth said:
"Intreat me not to leave thee,
Or to return from following after thee:
For whither thou goest, I will go,
And where thou lodgest, I will lodge.
Thy people shall be my people,
And thy God my God.
Where thou diest, will I die,
And there will I be buried.
The Lord do so to me, and more also,
If ought but death part thee and me."

The BIBLE
PSALM TWENTY-THREE

The Lord is my shepherd; I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul;
He leadeth me in the paths of righteousness for his name's sake.
Yea, though I walk through the valley of the shadow of death,
I will fear no evil: for thou art with me;
Thy rod and thy staff they comfort me.
Thou preparest a table before me in the presence of mine enemies:
Thou anointest my head with oil; my cup runneth over.
Surely goodness and mercy shall follow me all the days of my life,
And I will dwell in the house of the Lord forever.

The Bible

CHARITY

Though I speak with the tongues of men and of angels and have not charity, I am become as sounding brass or a tinkling cymbal. And though I have the gift of prophecy, and understand all mysteries and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing. And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not charity, it profiteth me nothing.

Charity suffereth long and is kind; charity envieth not; charity vaunteth not itself, is not puffed up; doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil, rejoiceth not in iniquity, but rejoiceth in the truth; beareth all things, believeth all things, hopeth all things, endureth all things. Charity never faileth; but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there shall be knowledge, it shall vanish away. For we know in part, and we prophesy in part.

But when that which is perfect is come, then that which is in part shall be done away. When I was a child, I spake as a child, I understood as a child, I thought as a child; but when I became a man I put away childish things. For now we see through a glass darkly, but then face to face; now I know in part, but then shall I know even as also I am known.

And now abideth faith, hope, charity, these three; but the greatest of these is charity.

I Corinthians 13

The Bible
SONNET XXIX

When, in disgrace with Fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself, and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friend possest,
Desiring this man's art and that man's scope,
With what I most enjoy contented least,
Yet in these thoughts myself almost despising—
Haply I think on thee: and then my state,
Like to the Lark at break of day arising
From sullen earth, sings hymns at Heaven's gate;
For thy sweet love rememb'red such wealth brings
That then I scorn to change my state with Kings.

Wm. Shakespeare

SONNET CXVI

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
0, no! it is an ever-fixed mark,
That looks on tempests and is never shaken;
It is the star to every wand'ring bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom:
If this be error and upon me proved,
I never writ, nor no man ever loved.

Wm. Shakespeare
HOW DO I LOVE THEE

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and idea Grace.
I love thee to the level of everyday's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,—I love thee with the breath,
Smiles, tears, of all my life!—and, if God choose,
I shall but love thee better after death.

Elizabeth Barrett Browning (1806-1861)

O CAPTAIN! MY CAPTAIN!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won.
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,

But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won:
Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Walt Whitman (1819-1892)
FOG

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then, moves on.

Carl Sandburg (1878-)

FATHER WILLIAM
(After Southey - - )

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head--
Do you think, at your age, it is right?"

"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But, now that I'm perfectly sure I have none,
Why, I do it again and again."

"You are old," said the youth, "as I mentioned before,
And have grown most uncommonly fat;
Yet you turned a back-somersault in at the door--
Pray, what is the reason of that?"

"In my youth," said the sage, as he shook his gray locks,
"I kept all my limbs very supple
By the use of this ointment--one shilling the box--
Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the beak--
Pray, how did you manage to do it?"

"In my youth," said his father, "I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw,
Has lasted the rest of my life."

"You are old," said the youth, "one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose--
What made you so awfully clever?"

"I have answered three questions, and that is enough,"
Said his father; "don't give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I'll kick you downstairs."

Lewis Carroll (1832-1898)
Lesson #8

FOREIGN RELATIONS

Topic - Formulation of Modern Foreign Policy

A. United States becomes a Pacific power
   1. Purchase of Alaska
   2. Annexation of Hawaii
   3. Trade with China and Japan
      a) "Open door" policy with respect to trade with China
      b) Early relations with Japan-Perry's visit

B. The United States and World War I
   1. Long period of neutrality
   2. Entered on the side of the Allies
   3. Fear of German victory
   4. Wilson's idealism as expressed the idea of "making the world safe for democracy."

C. Foreign policy after World War I
   1. Return to isolation
      a) failed to join League of Nations
      b) disillusionment with results of World War I
   2. Some involvement with rest of world
      a) joined in armaments limitation conferences
      b) joined peace movements-Kellogg Briand Pact, World Court

D. Related Vocabulary Lesson #8,
   1. interdependent
   2. arbitration
   3. neutrality
   4. blockade
   5. autocracy
   6. sedition
   7. attrition
   8. secret diplomacy
   9. mandate
   10. collective security
   11. disarmament
LESSON #9

MODERN FOREIGN AFFAIRS

Topic - Events from World War II to Present

A. World War II
   1. Rise of Totalitarianism
      a) Japan's domination in the Pacific
      b) Germany's domination in Europe
      c) Communism gains control of Russia
   2. Causes of World War II
      a) Nazi German's expansion in Europe
      b) Japan's conquests in China
      c) Weakness of the allies
   3. The United States enters the war
      a) Pearl Harbor (Dec. 7, 1941) reasons for Japanese attack
      b) The United States declares war on both Japan and Germany
   4. Results of World War II
      a) Victory causes problems
         1) "cold war" between U.S. and U.S.S.R.
         2) Occupation of Germany and Japan
         3) The atomic age

B. Related Vocabulary Lesson #9,
   1. aggression
   2. Fascism
   3. appeasement
   4. Communism
   5. lend-lease
   6. Axis
   7. offensive
   8. defensive
   9. "iron-curtain"
   10. NATO
SIXTEEN

Sixteen
sees and laughs,
listens and sighs,
sleeps and eats,
aches and cries,
babes, thinks,
loves and hates,
stretches, lives
and hopefully waits.

Carolyn Cahalan

GITANJALI

The song that I came to sing remains unsung to this day.
I have spent my days in stringing and in unstringing my instrument.

The time has not come true, the words have not been rightly set;
there is only the agony of wishing in my heart.

The blossom has not opened; only the wind is sighing by.

I have not seen his face, nor have I listened to his voice;
I have only heard his gentle footsteps from the road before my house.

The livelong day has passed in spreading his seat on the floor;
but the lamp has not been lit and I cannot ask him into my house.

I live in the hope of meeting with him; but this meeting is not yet.

From "Gitanjali"
Rabindranath Tagore
A PRESENTATION OF TWO BIRDS TO MY SON

Chicken, How shall I tell you what it is,
And why it does not float with tangerines?
Its ecstasy is dead, it does not care.
Its children huddle underneath its wings,
And altogether lounge against the shack,
Warm in the slick tarpaulin, smug and soft.

You must not fumble in your mind
The genuine ecstasy of climbing birds
With that dull fowl.
When your grandfather held it by the feet
And laid the skinny neck across
The ragged chopping block,
The flop of wings, the jerk of the red comb
Were a dumb agony,
Stupid and meaningless. It was no joy
To leave the body beaten underfoot;
Life was a flick of corn, a steady roost.
Check. The sound is plain.

Look up and see the swift above the trees.
How shall I tell you why he always veers
And banks around the shaken sleeve of air,
Away from ground? He hardly flies on brains;
Pockets of air impale his hollow bones.
He leans against the rainfall or the sun.
You must not mix this pair of birds
Together in your mind before you know
That both are clods.
What makes the chimney swift approach the sky
Is ecstasy, a kind of fire
That beats the bones apart
And lets the fragile feathers close with air.
Flight too is agony,
Stupid and meaningless. Why should it be joy
To leave the body beaten underfoot,
To mold the limbs against the wind, and join
Those clean dark glides of Dionysian birds?
The flight is deeper than your father, boy.

From The Green Wall
James Wright

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ACKNOWLEDGMENT

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Produced by the trainees of the Duplicating Machine Operator Course of the New York City Adult Training Center under the supervision of Lloyd Williams, Instructor, and Algernon P. Henry, Teacher-in-Charge.
STUDENT WORKBOOK
CORRECTNESS OF EXPRESSION SUPPLEMENT

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UNIT I

DIAGNOSTIC TEST IN GRAMMAR AND USAGE

I. Identify each word group, using the following letters:
F-fragment  S-sentence  RS-run-on sentence

1. The spaghetti has been served, the dinner was over.  1.
2. Trying desperately to climb the hill.  2.
3. Which made me laugh when I thought of it.  3.
4. The boy came up three times, then he stayed down.  4.
5. Diesel engines run on oil, a much cheaper fuel than gasoline.  5.

II. Write the letter of the correct sentence in the space to the right.

6. a) Every pen that we sell has been thoroughly tested.  6
     b) Every pen has been thoroughly tested that we sell.
7. a) My plans include going to college and to become an engineer.
     b) My plans include going to college and becoming an engineer.
8. a) His knowledge of motors is as good as any mechanic.  8
     b) His knowledge of motors is as good as any mechanic's.
9. a) You may have the medallion if you take it off the car.  9
     b) If you take the medallion off the car, you may have it.
10. a) Courage is when you stand your ground against all odds. 10
    b) Courage is the standing of one's ground against all odds.
11. a) I never have ridden and never will ride a motorcycle. 11
    b) I never have and never will ride a motorcycle.
12. a) Being a heavy eater, he found the diet helpful. 12
    b) Being a heavy eater, the diet would have been helpful.

III. Copy the correct word in each pair.

13. We would have (chose, chosen) better seats.  13.
14. (Your, You're) always blaming someone else. 14
15. Yesterday the letter finally (came, come).  15
16. They handled the crowd as (efficient, efficiently) as ever. 16
17. (That, Those) kind of trousers is no longer popular. 17
18. The pond had (frozen, froze) during the night. 18
19. They subscribe to more magazines than (us, we). 19
20. After (who, whom) were the American continents named? 20
21. We were unable to see (its, it's) license number.
22. There (were, was) no gas stations for sixty miles.
23. The clean dog (lay, laid) right down in the mud puddle.
24. Only one of these elevators (go, goes) to the top floor.
25. (Us, We) students want a course in rapid reading.

IV. Write the letter of the item which is correctly punctuated.

26. a) The driver obviously a beginner, started and stopped the bus jerkily.
    b) The driver, obviously a beginner, started and stopped the bus jerkily.
    c) The driver, obviously a beginner, started, and stopped the bus jerkily.

27. a) We saw a film about Helen Keller, who became blind and deaf in infancy.
    b) We saw a film about Helen Keller who became blind, and deaf in infancy.
    c) We saw a film about Helen Keller, who became blind, and deaf in infancy.

28. a) Tomatoes, which are grown in a hothouse, are of course more expensive.
    b) Tomatoes which are grown in a hot house, are of course, more expensive.
    c) Tomatoes which are grown in a hothouse are, of course, more expensive.

29. a) The wind, and rain, and fog delayed us, but we finally arrived safely.
    b) The wind and rain and fog delayed us, but we finally arrive safely.
    c) The wind and rain and fog delayed us but we finally arrived safely.

30. a) On July 17, 1961, we moved from Dallas Texas, to a small town in Iowa.
    b) On July 17, 1961 we moved from Dallas, Texas to a small town in Iowa.
    c) On July 17, 1961, we moved from Dallas, Texas, to a small town in Iowa.

31. a) Although my father never attended college, he knows more about history, literature and science than most people.
    b) Although my father never attended college he knows more about history, literature, and science than most people.
    c) Although my father never attended college, he knows more about history, literature, and science than most people.
Diagnostic Test in Grammar and Usage

V. Write the letter of the sentence in which apostrophes are used correctly.

32. a) The Lofts's hi-fi doesn't sound as good as yours.  
    b) The Lofts' hi-fi doesn't sound as good as your's.  
    c) The Lofts' hi-fi doesn't sound as good as yours.  

33. a) The girls' chorus sang their voice teacher's composition.  
    b) The girl's chorus sang their voice teacher's composition.  
    c) The girls' chorus sang their voice teachers' composition.

34. a) Ladies' dresses and children's shoes are on the fourth floor.  
    b) Ladies' dresses and children's shoes are on the fourth floor.  
    c) Ladies' dresses and children's shoes are on the fourth floor.

VI. Write the letter of the sentence in which capitals are used correctly.

35. a) A Professor will speak on Negro art at the Poe Library on Oak Street.  
    b) A professor will speak on Negro art at the Poe Library on Oak Street.  
    c) A professor will speak on Negro art at the Poe Library on Oak Street.

36. a) Because of my flu this fall, I fell behind in English and shorthand.  
    b) Because of my flu this Fall, I fell behind in English and shorthand.  
    c) Because of my flu this fall, I fell behind in English and shorthand.

37. a) On completing High School, my Uncle Ben studied Law at Kent College.  
    b) On completing high school, my Uncle Ben studied law at Kent College.  
    c) On completing high school, my Uncle Ben studies law at Kent College.

38. a) In the north, migratory birds build nests on the south slope of the mountain.  
    b) In the North, migratory birds build nests on the South slope of the mountain.  
    c) In the North, migratory birds build nests on the South slope of the mountain.
SENTENCE STRUCTURE
1. Identify each word group, using the following letters:
   F = fragment    S = sentence    RS = Run-on sentence

1. The doors were closed, the concert had already begun. 1
2. Waiting impatiently for the game to begin. 2
3. Diesel engines run on oil, a much cheaper fuel than gasoline. 3
4. Which reminded him of a funny experience in the Army. 4
5. The motor turned over twice, then it went dead. 5

II. Write the letter of the correct sentence in the space to the right.

1.a) Every car that we sell has been thoroughly tested. 1___
b) Every car has been thoroughly tested that we sell. 1___

2.a) My plans include going to college and to become an engineer. 2___
b) My plans include going to college and becoming an engineer. 2___

3.a) His knowledge of motors is as good as any mechanic's. 3___
b) His knowledge of motors is as good as any mechanic. 3___

4.a) You can have the lace if you take it off the dress. 4___
b) If you take the lace off the dress, you can have it. 4___

5.a) Alliteration is when words close together begin with the same sound. 5___
b) Alliteration is the repetition of the same sound at the beginning of words that are close together. 5___

6.a) I never have ridden and never will ride a motorcycle. 6___
b) I never have and never will ride a motorcycle. 6___

7.a) Being a light sleeper, the noise awoke my dad. 7___
b) Being a light sleeper, my dad was awakened by the noise. 7___

UNIT II

Frequently misspelled words

List 1
- abbreviate  accidentally  acquainted  airplane
- absence  accommodate  acquitted  affect
- absurd  accumulate  across  aggravate
- accept  accustomed  advantageous  aisle
- access  achievement  advice (noun)  allotted
- accessible  acknowledgment  advise (verb)  all right

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List 1 (continued)

already believe connoisseur disappoint
altar benefited conquer disagree
alter (verb) biscuit conqueror discipline
tagether blamable conscience disease
altogether born conscientious dissatisfied
alumna boundaries considered distribute
alumnae brilliant control divide
alummas borne controlled doctor
alumni Britain cooperate don't
always Buoyant corps dormitories
always Britannica corps don't
ambiscious bureau corps don't
among business council drudgery
among busy council drudgery
analysis cabin course (noun) dyeing
analysis cafetera courteous ecology
analyze calendar courtsey ecology
analyze candidate cozy effect
angle can't cozy effect
angle captain criticize eighth
annual captain criticize eighth
antecedent carburetor cruelty eligible
apparatus ceiling cruise eliminate
appearance certain dealt eminent
appropriate changeable deceitful emphasize
artic changing defendant employees
argument characteristic deferred encouraging
arising chargeable deficiency enemy
arithmetic chauffeur definite equipped
discourage choose dependent (noun) erroneous
discourage choose dependent (noun) especially
discourage chosen derived etc.
discourage cite (verb) descendant exaggerate
discourage clothes describe exceed
discourage coarse (adj.) description excel
discourage column despair excellent
discourage comes desperate except
disciplinary commission destroy exceptional
athletic committee develop exhaust
audible comparative development exhilarate
athletic compel device existence
audit coarse (adj.) description existenence
audience column despair excellent
auxiliary coming desperate except
awkward commission destroy exceptional
bachelor committee develop exhaust
balance comparative development exhilarate
barbarous compel device existence
base compulsory device (verb) exhilarate
baseball competitive difference experience
based comprehendible dilapidated explanation
battalion comprehensive dilapidated explanation
battle comparability development exhilarate
balance compel device existence
becoming compelled devise (verb) exhilarate
beggar confident (noun) diphtheria February
begging confident diphtheria fiery
beginning confident diphtheria fiery
fifth  impromptu  maintain  omission
Filipino  incidentally  maintenance  omitted
finally  incidents  maneuver  opinion
financier  incredible  Manila  opportunity
foregoing  incredulous  mantle (cloak)
o forfeit  indefinite  manual
formally  independence  manufacturer
formerly  indictment  many
forth  indigestible  marriage
fourth  indispensable  marriageable
frantically  infinite  Massachusetts
fraternity  influence  material
fraternity  ingenious  mathematics
fraternity  ingenious  mattress
fraternity  innocent  meant
fraternity  inoculate  messenger
fraternity  instance  minute
fraternity  intellectual  minutes
fraternity  intelligible  mischievous
fraternity  intentionally  Mississippi
fraternity  intercede  misspelled
fraternity  invitation  momentous
fraternity  irreligious  murmur
fraternity .IS (possessive)  muscle
fraternity  IS (contraction)  mysterious
fraternity  itself  naive
fraternity  judgment  naphtha
fraternity  knapsack  naval (adj.)
gaiety  knape  navel (noun)
gaiety  knowledge  necessary
furniture  laboratory  Negros
furniture  ladies  neither
furniture  laid  nickel
furniture  later  niece
furniture  latter  nineteenth
furniture  lead  nineteenth
furniture  led  ninety
furniture  liable  ninth
furniture  library  noticeable
furniture  lightning  nowadays
furniture  likely  oblige
furniture  literature  obstacle
furniture  loath  occasion
furniture  loose  occasionally
furniture  loose (verb)  occur
furniture  losing  occurred
furniture  lying  occurrence
friend  maidservant  o'clock
fulfill  maker  officers
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UNIT III

THE SOUNDS OF ENGLISH

Correct Usage - Phonics Lesson 1

There are languages in which the spelling indicates the sounds of the letters. Such languages, including Spanish, Italian, Russian, Greek, and Hungarian, are said to be spelled phonetically. In others, notably Gaelic, French, and English, it is not always possible to determine the sound from the spelling. These languages are said to be spelled unphonetically.

PHONETIC INCONSISTENCIES OF ENGLISH SPELLING

Examples of phonetic inconsistencies abound. What has happened is that twenty-six letters in the written alphabet have had to be adjusted to approximately forty-five sounds in the spoken language. The following discussion will indicate some of the problems that arise because of the variations in spelling and sound.

VOWEL SOUNDS - In English, for example, it is commonly said that there are five vowels. An examination of a few simple words will show that there are more than five vowels. The "a" of ate; the "a" of sat; the "a" of calm; the "a" of care; the "a" of walk; and the "a" of alone represent separate and distinct sounds, only one of which contains the sound "a" that was represented by the letter of the alphabet. To add to the confusion, there are many words, such as they and eight, in which no letter "a" appears, but in which the sound may be heard.

An analysis of the sound of "e" presents similar problems. The single "e" in be; the double "ee" in bee; the "eo" in people; the "oe" in Phoenix; the "ae" in Caesar; the "ea" in lease; the "aa" in quay; the "i" in fatigue; the "ie" of believe; and the "ei" of receive represent one sound. These same spellings, however, may also represent a great many other sounds.

A single "ea" in met is different from a single "a" in be or they; "ea" in leather differs in sound from "ea" in lease, ear, and earth; "ei" in reign; from "eI" in either and reiterate; "eo" in George, from "so" in people; "ua" in quarrel and quart, from "ua" in quay; "i" of machine from "i" in light and lit; and "ie" in believe, from "i" in sieve.

This same kind of inconsistency may be found in the spellings and sound values of i, o, and u.

CONSONANT SOUNDS - Consonants, like vowels, frequently represent more than one sound. The "n" and "g" in a word like congratulate, for example, join to form a sound quite different from the "n" or "g" in a word like sing. The "g" at the beginning of seas looks like the final "g", but sounds quite different. The "ti" of tire differs from the "ti" of notion. Likewise, the "ci" of circus differs from the "ci" of facial. Such illustrations might be given for almost all consonants in the language.
THE USE OF SILENT LETTERS—Another problem that adds to the complexity of English is the prevalence of silent letters, many of which were pronounced at some time in the history of the language. Letters such as "k" in knee; "b" in debt; "t" and "l" in psalm; "w" in wreck (as well as "o"); "gh" in night; "s" in saw, and "n" in numb are examples of common words containing one or more silent letters.

THE USE OF TWO LETTERS FOR ONE SOUND—A sound may not only have more than one value, but it may also be represented by more than one letter as in the case of "th" in thin and "th" in then. Conversely, one letter frequently represents two sounds, as in the case of "i" in side, "o" in go, and "a" in ale. Those who think of "i" or "o", and "a" as vowels may find it difficult to think of them as diphthongs. In the words indicated, there are two vowels, said very quickly, constituting a diphthong.

LETTERS WITH DIFFERENT SOUND VALUES—To heighten the difficulties, not all the twenty-six letters have sound values. The letter "c" has no value of its own, but becomes "s" in city of "k" in cook; "q" which must be followed by "u" in spelling may have a value of "kw" in quick, or "k" in bouquet; and "x" assumes the value of "ks" in exit, "gs" in exist, "z" in xylophone, and "ksh" in luxury. The twenty-six letters have thus been reduced to twenty-three, but the fact remains that there are approximately forty-five sounds.

1. When "b" follows "m" in a word, and is in the same syllable, it is silent. Examples: climb, dumb.

2. When "b" precedes "t" in a syllable, it is silent. Examples: debt, doubt.

3. When "h" is the first letter in a word it most often sounds as it does in the word "he" but it is sometimes silent. Examples: heir, hour.

4. The letter "h" is silent when it follows "g" at the beginning of a word. Examples: ghost, ghetto.

5. The letter "h" is silent when it follows "k" at the beginning of a word. Examples: khan, khaki.

6. The letter "h" is silent when it follows "r" at the beginning of a word. Examples: rhetoric, rhubarb.

7. The letter "k" is silent when it is the initial letter in a word, and is followed by "n". Examples: know, knit.

8. In certain instances a silent "k" helps to distinguish visually between homonyms. Examples: night-knight, not-knot.

9. The letter "l" is sometimes silent when it follows "m" in a syllable. Examples: calm, folk.

10. The letter "n" is silent when it follows "t" in a syllable. Examples: solemn, condemn.

11. The letter "p" is silent when it is the initial letter in a word, and is followed by "s". Examples: psalm, psychology.
12. The letter "t" is silent when it precedes "ch" in a syllable.  
Examples: catch, pitch.

13. The letter "t" is sometimes silent when it follows "s".  
Examples: listen, castle.

W

14. When "w" follows "o" within a syllable, it is sometimes silent.  
Examples: bowl, low.

General Usage - Phonics Lesson 3

General Phonics Principles

C

1. When "c" is followed in a syllable by e, i, or y, it has the sound of "s" at the beginning of the word "seven".  
Examples: certain, city, cylinder.

2. When "c" is followed by any other letter, or is the final letter in a syllable, it usually has its hard sound—the sound "k" as in kangaroo.  
Examples: cord, fact, arc.

X

3. A sound commonly recorded by "x" is best represented by the letter combination "ks".  
Examples: mix, axle.

4. Often, and especially when it is followed by a vowel or by a silent "h", "x" records a sound represented by the letter combination "gz".  
Examples: exact, exhaust.

5. When "x" is the initial letter in a word—most of these will be highly technical words—it records the sound associated with the letter "z".  
Examples: xylophone, zylem.

G

6. When "g" is followed in a syllable by "a", "i", or "y" it usually has the sound of "j" as in Jim.  
Examples: ginger, gentle.

7. When "g" is followed by any other letter, or it is the final letter in a syllable, it usually has the sound of "g" in the word "go".  
Examples: gallon, wig.

8. When "g" is followed in a syllable by "n" it is silent.  
Examples: gnat, reign.
General Usage - Phonics Lesson 4

Exercise: Complete the following words by adding the correct silent letter.

1. thum__ 16. __nock 31. epis__le
2. crum__ 17. __not 32. lis__en
3. com__ 18. __night 33. of__en
4. de_t 19. psa__m 34. cas__le
5. dou_t 20. sa__mon 35. bo__t
6. __eir 21. fo__k 36. lo__
7. __our 22. solem__ 37. __ertain
8. __etto 23. autum__ 38. fa__t
9. __ost 24. colum__ 39. __entle
10. __han 25. __sa__m 40. plum__er
11. __haki 26. __sychic 41. __head
12. __eumatism 27. __sychotic 42. __ock
13. __etorical 28. condom__ 43. __avier
14. __nowledge 29. ca__ch 44. e__haust
15. __nuckle 30. pi__ch 45. sten__il

-13-
VERB REVIEW

Search each of the following sentences for main verbs, auxiliary verbs and linking verbs. List them in the appropriate column at the right.

<table>
<thead>
<tr>
<th></th>
<th>Auxiliary</th>
<th>Main</th>
<th>Linking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He could have elected another subject.</td>
<td></td>
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<tr>
<td>2. The dog seemed ill.</td>
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<td>3. The exception proves the rule.</td>
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<td>4. Hardship turned him into a patient man.</td>
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<td>5. The captain must have crossed his signals.</td>
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<tr>
<td>6. His credulity stemmed from his naivety.</td>
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<tr>
<td>7. I will not attend the lecture.</td>
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<tr>
<td>8. The prisoner remained placid despite his ordeal.</td>
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<td>9. He had misplaced his textbook.</td>
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<td>10. The owl had been hooting in the elm tree.</td>
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<tr>
<td>11. April is the cruelest month.</td>
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<td>12. They will have marched several miles by Tuesday.</td>
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<td>13. I placed a jar in Tennessee.</td>
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<tr>
<td>14. He was called the &quot;moonlight gambler.&quot;</td>
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<tr>
<td>15. Does the Army recognize conscientious objectors?</td>
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<tr>
<td>16. Drink to me only with thine eyes.</td>
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<td>17. Shall these bones live?</td>
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<tr>
<td>18. How have the mighty fallen!</td>
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<tr>
<td>19. There once was a place called Camelot.</td>
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<tr>
<td>20. The quality of mercy is not strained.</td>
<td></td>
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</tbody>
</table>

-14-
Spelling Rule #1  

### ei and ie. Use *ie* when the sound is long e (as in see):

- believe
- relieve
- grief
- thief
- niece
- field
- priest
- chief

A few common words are exceptions: either, neither, leisure, seize, weird.

Use *ei* after *c*, or when the sound is not long e:

- receive
- deceive
- perceive
- weigh
- height
- foreign
- ski
- foreign
- neighbor
- heir
- sovereign

The most common exceptions are: friend, mischief, handkerchief, sieve, view, fiery, financier.

**Exercise #1** - Write the following words, supplying the missing letters (e and i) in the correct order:

|------------|------------|-------------|--------|--------|----------|--------|-----------|--------|-----------|----------|-----------|--------|----------|--------|

**Exercise #2** - In each of the following, only one of the words is misspelled. Write the number of the misspelled word in each group on the line to the left:

1. 1) achievement 2) belief 3) frieze 4) wield
2. 1) preist 2) chief 3) thief 4) brief
3. 1) conceive 2) ceiling 3) concept 4) receive
4. 1) freight 2) sleigh 3) reign 4) vien
5. 1) fiendish 2) handkerchief 3) inconceivable 4) sovereign
6. 1) fiery 2) friend 3) mischief 4) height
7. 1) relieve 2) niece 3) seize 4) piece
8. 1) leisure 2) field 3) grief 4) sovereign

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Spelling Rule #2 - Lengthening words ending in y

(a) If there is a consonant before the y, change y to i before adding a suffix (-ed, -er, -est, -ful, -ness, -less, etc.).

(Examples: hurry --- hurried pity --- pitiful)

(Exceptions: hurry --- hurrying pity --- pitying dry --- dryness lady --- ladylike)

(b) If there is a vowel before the y, do not change the y before adding a suffix.

(Examples: joy --- joyful convey --- conveying)

Exercise 1 - Apply rules 2a and 2b as you add each designated suffix, and rewrite the word correctly in the space provided to the right:

1. extraordinary + ly = __________________
2. gratify + ing = __________________
3. modify + cation = __________________
4. necessary + ly = __________________
5. fortify + cation = __________________
6. purify + ing = __________________
7. defy + ant = _________________
8. likely + hood = _________________
9. rely + able = _________________
10. ply + ant = _________________
11. comply + ing = _________________
12. marry + ment = _________________

Exercise 2 - In each of the following, only one of the words is misspelled. Write the number of the misspelled word in each group on the line to the left:

____ 1. 1) trying 2) alliance 3) denial 4) carried
____ 2. 1) glorifyed 2) secretarial 3) application 4) satisfied
____ 3. 1) supply 2) amplifier 3) certificate 4) multiplication
____ 4. 1) sillier 2) iciest 3) heaviness 4) merciless
____ 5. 1) worthiness 2) worrying 3) strayed 4) annoying
____ 6. 1) betrayed 2) temporarily 3) married 4) loyalties
____ 7. 1) arbitrarily 2) responsibilities 3) monies 4) babys
____ 8. 1) obeying 2) tarrying 3) hastily 4) fiftyeth

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Spelling Rule #3

(a) Drop the final e before a suffix beginning with a vowel.

(Examples: care + ing = caring  use + able + usable)

(Exceptions: noticeable, courageous)

(b) Keep the final e before a suffix beginning with a consonant.

(Examples: care + ful = careful  care + less = careless)

(Exceptions: true + ly = truly  argue + ment = argument)

Exercise 1 - Apply rules 3a and 3b as you add each designated suffix, and rewrite the word correctly in the space provided to the right:

1. announce + ment = __________
2. treasure + er = __________
3. imagine + ary = __________
4. definite + ly = __________
5. write + ing = __________
6. virtue + ous = __________
7. desire + able = __________
8. revere + ent = __________
9. safe + ty = __________
10. arrange + ment = __________
11. have + ing = __________
12. lose + ing = __________

Exercise 2 - In each of the following, only one of the words is misspelled. Write the number of the misspelled word in each group on the line to the left:

1. 1) usable 2) truely 3) argument 4) careful
2. 1) becoming 2) continuous 3) surprised 4) guidance
3. 1) caring 2) famous 3) awesome 4) entirely
4. 1) admiration 2) forceible 3) sensible 4) valuable
5. 1) perseverance 2) creator 3) shining 4) grievous
6. 1) achievement 2) shaping 3) using 4) movable
7. 1) fiercely 2) forcing 3) noticeable 4) careless
8. 1) lovely 2) courageous 3) fierceness 4) nineteen
Spelling Rule #4: Doubling Final Consonant:

Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist:

1) the word has only one syllable or is accented on the last syllable

2) the word ends in a single consonant preceded by a single vowel

Examples:
- drop + ing = dropping
- plan + ed = planned
- sit + ing = sitting
- occur + ence = occurrence
- propel + er = propeller
- control + ed = controlled

If both of these conditions do not exist, the final consonant is not doubled before a suffix:

- jump + ed = jumped
- appear + ance = appearance
- tunnel + ing = tunneling
- travel + er = traveler

Exercise 1 - Apply rule 4 as you add each designated suffix and rewrite the word correctly in the space provided.

1. run + er =
2. defer + ed =
3. swim + ing =
4. begin + er +
5. expel + ed =
6. hot + est =
7. expect + ation =
8. travel + ing =
9. riot + ous =
10. exist + ence =

Exercise 2 - In each of the following only one of the words is misspelled. Write the number of the misspelled word in the line at the left.

1. 1) committing 2) stopping 3) traveling 4) offerring
2. 1) talked 2) halted 3) refering 4) kneeled
3. 1) sailing 2) hottest 3) planned 4) concroled
4. 1) dropping 2) tunneling 3) stopper 4) regretable
5. 1) compelling 2) runing 3) jumping 4) swimmer
6. 1) recurrence 2) bragged 3) faster 4) appointed
7. 1) planner 2) sliping 3) recoiled 4) regretting
8. 1) condemnning 2) sitting 3) wetest 4) whitest

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Spelling Rule #5a, 5b, 5c.

(a) The -ful rule
The sound *ful* at the end of a word is spelled with only one l.
Examples: careful, graceful, healthful, hopeful
Exception: the word *full* itself

(b) The -ceed or -cede rule
There are only three verbs in English ending in -ceed. All other
verbs with that sound end in -cede.
-ceed: succeed, proceed, exceed
-cede: recede, intercede, concede, etc.
Exception: supersede. This is the only verb ending in -cede.

(c) The k after c rule
In words ending in c, insert k before adding ed, er, ing, or y.
Examples: picnic - picnicked, picnicking, picnicker
panic - panicked, panicly
mimic - mimicking

Exercise 1 - Some of the following words are spelled correctly, some
incorrectly. If the word is correct as is, write correct
in the space to the right. If misspelled, rewrite the
word, correcting the error.

1. hopeful
2. proceed
3. carefully
4. picnic
5. recede
6. dread
7. access
8. frolicking
9. supr exceed
10. conceed
11. succeed
12. mimicked
13. ced
14. trafficked

Exercise 2 - Write the number of the misspelled word on the line at
left.

1. 1) trafficking 2) supr exceed 3) flavorful 4) succeed
2. 1) recede 2) mimicked 3) panicked 4) soulful
3. 1) wrathful 2) exceed 3) stockal 4) proceeded
4. 1) precede 2) truthful 3) conceed 4) baleful
5. 1) access 2) frolicked 3) intercede 4) tasteful
6. 1) panicking 2) awful 3) cede 4) heroic
7. 1) frolicking 2) comical 3) antecedee 4) comickal
8. 1) doubtful 2) spoonful 3) artful 4) truffle
UNIT VI

COMPARISON OF ADJECTIVES AND ADVERBS

When we compare persons or things in order to see which contains more or less of a certain quality, we express the relationship in three ways:

1. POSITIVE - denotes the simple quality: He is tall.
2. COMPARATIVE - denotes a higher degree of the quality: Charles is a taller boy.
3. SUPERLATIVE - denotes the highest degree of the quality: Peter is the tallest boy.

To form the comparative of adjectives and adverbs, add -er to the positive or precede the adjective or adverb by the word more or less.

To form the superlative of adjectives and adverbs, add -est to the positive or precede the adjective or adverb by the word most or least.

Examples:
Positive - old, studious, beautiful
Comparative - older, more studious, less beautiful
Superlative - oldest, most studious, least beautiful

Some adjectives and adverbs have irregular comparisons:
Positive - bad, far, good, ill, little, many, much, several, some, well
Respective comparatives - worse, farther, better, worse, less, more, more, more, better
Respective superlatives - worst, farthest, best, worst, least, most, most, most, best

RULES FOR CORRECT USAGE OF COMPARISONS -

(a) Never use both forms of the comparative (-er and more), or the superlative (-est and most) together. Ex: prettier, prettiest (NOT more prettier, or most prettiest)

(b) Use the comparative degree when two persons or things are compared. Ex: Of the two boys, John is the less ambitious.

(c) Use the superlative degree when more than two persons or things are compared. Ex: John is the oldest of the three boys.

(d) When the comparison is used for more than two, exclude from the group the object compared by using ANY OTHER, ANY ELSE. Ex: He runs faster than anyone else in his class.

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Exercise: Underline the correct expression in the parentheses.

1. My dog is the (more, most) playful of the three.
2. This glove is (more better, better) than that one.
3. The damage on my car was (worse, worse) than that on his.
4. This is the (coziest, most coziest) room in the house.
5. Hers was the (least, less) attractive of the two hats.
6. You are the (most beautiful, most beautiful) girl I know.
7. Texas is larger than (any, any other) state in the United States.
8. Of all the graduates, he received the (better, best) grades.
9. The side that has the (..., most) runs wins.
10. She talks longer than (anyone, anyone else) in her Speech Club.
11. My drawing was the (bestest, best) in the class.
12. Mrs. Smith is a (stricter, more stricter) teacher than Mr. Jones.
13. Which of the two books is (best, better) for me to read?

THE DOUBLE NEGATIVE

UNIT VII

Do not use the negative words NO or NOT, and words ending with -n't, with other negative words like NOBODY, NOTHING, NONE, HARDLY, SCARCELY, RARELY, NEVER, ONLY, NO ONE, NEITHER, NOWHERE, BUT (when it means only). Using two negatives makes the sentence positive in meaning.

Example:
I don't like any (NOT none) of these.
I couldn't go anywhere (NOT nowhere).
He was (NOT wasn't) barely conscious.
I could (NOT couldn't) hardly move.

Exercise: Some of the following are incorrect and some are correct. Rewrite the incorrect sentences.

1. I haven't nothing to read.
2. I was not allowed to go nowhere.
3. I didn't see no one in the car.
4. There was no time left for dancing.
5. I've never been to no happening.
6. Laura hasn't given me one, neither.
7. Haven't you forgotten something?
8. Leonard hadn't never seen Cafe Figaro.
9. Mother couldn't hardly hear me.
10. We did nothing but dance all night.
11. We could scarcely hear the actors.
12. I'm sure I lost nothing, neither day.
13. There isn't but one maritime training high school in New York.
14. We couldn't hardly talk.
15. I'm not going no more.
16. She couldn't hurt nobody.
17. They can't come, neither.
18. They haven't nobody to play with.
19. I haven't any suit to wear.
20. In our country we haven't but four kinds of poisonous snakes.

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UNNECESSARY WORDS

Some words add nothing significant to the meaning of sentences; others are merely repetitious. Omit all unnecessary or useless words, as those underlined in the following sentences:

My brother he joined the Navy.
This here pencil is here.
That there house is mine.
Where is the teacher at?
Take your feet off of the desk.
You had ought to study.
What kind of a girl are you?
He had no money with which to pay him with.
She is a woman of about sixty years of age.
In the Bible it says there were giants on earth.
I want a wedding party of about the size of Lucy Johnson's.

Exercise: Draw a line through all unnecessary words.

1. Jack one day he broke his leg.
2. Where have you been at the last few days?
3. The bus had ought to be here.
4. That there man is my father.
5. Get off of that there car!
6. She's the kind of a person who looks for the bad in people.
7. In the Constitution it guards your right to carry weapons.
8. A hero is a person to whom we look up to.
9. Mrs. Floyd is a motherly-looking woman of about forty years of age.
10. Where's the men's room at?
11. He tore it off of his own shirt.
12. These here plants need to be watered.
13. He's got a ring on of about the size of a walnut.
14. You really had ought to see that there doctor I told you about.
15. This here town is very narrow minded.
UNIT VIII
WORD PAIRS

1. already - means previously.
   all ready - means all are ready (or wholly ready)

2. all right - This is the only accepted spelling. There is no word
   alright.

3. altar - a table or stand in a church, or a place for outdoor offerings
   alter - means to change

4. altogether - entirely
   all together - everyone in the same place

5. born - given birth
   borne - carried

6. brake - device to stop a machine
   break - to fracture or shatter

7. capital - of major importance; punishable by death; chief or governing city; goods or stock
   capitol - the building in which a state legislature meets; a state-house
   the Capitol - the building in Washington, D.C. in which the Congress of the United States holds its sessions

8. cloths - piece of cloth
   clothes - wearing apparel

Underline the correct word in each of the following:

1. The damage has (all ready, already) been done.
2. Father was (all together, altogether) too surprised to protest.
3. Events have (born, borne) out my predictions.
4. Pete is an (alter, altar) boy at St. Anne's Church.
5. If you (brake, break) a window, you will pay for it.
6. When you are (all ready, already) I will help you.
7. Belgrade is the (capitol, capital) of Yugoslavia.
8. If you will (alter, altar) the neckline, I will order the costume.
9. My mother was (born, borne) in France.
10. Was his work (alright, all right)?
11. We used old sheets for cleaning (clothes, cloths).
12. We will (alter, altar) the building to suit tenants.
13. The dome on the (capital, Capitol) is illuminated at night.
14. Cars are (borne, born) across the river on a ferry.
15. The members have been waiting for an hour (already, all ready).
16. Everyone was wearing his best (cloths, clothes).

(continued next page)
17. Do you believe in (capitol, capital) punishment?
18. I applied the (breaks, brakes) immediately.
19. Are you feeling (all right, alright)?
20. The family was (all together, altogether) on my birthday.
21. The (nauseous, nauseated) student was excused from science class.
22. They (adapted, adopted) a supercilious attitude towards the poor.
23. The senator (inferred, implied) that the official was corrupt.
24. The boy was (borne, born) to a concentration camp during the War.
25. Can human beings (alter, alter) their warlike tendencies?

9. **adapt** - means to change in order to fit or be more suitable, to adjust
   **adopt** - means to take something and make it one's own.

10. **allusion** - is a reference to something
    **illusion** - is a mistaken idea

11. **discover** - means to find something which has been in existence but unknown
    **invent** - means to make something not known before, to bring something into existence

12. **imply** - means to suggest something
    **infer** - means to interpret, to get a certain meaning from a remark or an action

13. **which** - refers only to things
    **that** - refers both to people and to things
    **who** - refers only to people

Choose the correct expression in each of the following:

1. To survive, an animal must (adopt, adapt) to its environment.
2. Some adult novels have been (adapted, adopted) for young readers.
3. This is a girl (which, that) has talent.
4. The speaker (implied, inferred) that he was a friend of the President's.
5. I (implied, inferred) from the speaker's remarks that he was the President's friend.
6. His writing was full of classical (illusions, allusions).
7. Edison (discovered, invented) the electric light.
8. Is an author to blame for what the public (infers, implies) from his work?
9. His comments (inferrred, implied) that he did not believe in socialism.
10. In spite of the evidence, he clung to his (allusions, illusions).
11. This is a book (which, whom) I recommend to any reader.
12. Einstein (invented, discovered) the principle of relativity.
13. Astronomers are still (inventing, discovering) names for spatial bodies.
14. What were you (implying, inferring) by that comment?
15. He wanted to (adopt, adapt) Athens as his city.
   (continued next page)
16. The term "Sign of Jonas" is a biblical (illusion, allusion).
17. Alexander Graham Bell (discovered, invented) the principles of telephone communication.
18. I acquired a great respect for the Romans (which, whom) we studied in Latin class.
19. This is a book (which, that, whom) you would enjoy.
20. I (imply, infer) from what you say, that you dislike carrots.
21. Psychoanalysis can assist in ridding one of his (allusions, illusions).
22. Jesus (invented, discovered) the principles of Christianity.
23. Polar bears are able to (adopt, adapt) themselves to the Arctic climate.
24. He harbored the grand (allusion, illusion) that he was God.
25. Are you (implying, inferring) that he is omniscient?

Homonyms

11. coarse - rough, crude
   course - path of action, part of a meal, a series of studies
15. complement - something that completes or makes perfect
   compliment - a remark that says something good or flattering about a person, to say something good.
16. consul - representative of a foreign country
   council - a group called together to accomplish a job
   counsel - advice, the giving of advice
   counselor - a member of a group organized for an activity
   counselor - one who gives advice
17. desert - a dry region (the accent is on the first syllable)
   desert - to leave (the accent is on the second syllable)
   dessert - the final course of a meal
18. formally - conventionally, properly, according to strict rules
   formerly - in the past, previously
19. its - (possessive) indicates ownership
   it's - it is
20. later - more late
   latter - the second of two
Exercise - Underline the correct choice of word.

1. Our (counsel, council, consul) in Romania has returned to Washington.
2. I enjoyed the dinner but not the (dessert, desert).
3. Try to avoid (coarse, course) language.
4. Mr. Abrams was (formally, formerly) vice-president of the bank.
5. No (counselor, councilor) may serve more than three years on the council.
6. I do not enjoy parties conducted as (formally, formerly) as this one.
7. The walls of the room were papered but (its, it's) ceiling had been painted.
8. Some people are distrustful of (compliments, complements).
9. We are not sure which (course, coarse) to follow.
10. (Desert, Desert) soil is often fertile if irrigated.
11. Are you sure (it's, it's) not too late?
12. I spent five summers working in a camp as a (counselor, councilor).
13. A golf (course, coarse) requires continual care.
14. I spoke to the major and the superintendent; the (later, latter) was more cooperative.
15. I can't recall his ever giving me a (compliment, complement) on my writing.
16. The soldiers who (deserted, deserted) were finally caught.
17. The guidance (counselor, councilor) advised me to take the test.
18. During his senior year, Albert (lead, led) the team to a championship.
19. Have you finished your (course, coarse) in hygiene?
20. These supplies will (compliment, complement) those you (already, all ready) have.
21. Are you feeling (all right, alright)?
22. By his sarcasm, we (inferred, implied) that he was (annoyed, aggravated).
23. He has (born, borne) his hardships bravely.

SPELLING REVIEW

In each of the following cases only one of the words is misspelled. Rewrite it correctly in the space at the right.

1. access, accept, abbreviate, advice
2. accidentaly, accustom, aisle, already
3. absurd, affect, angle, accommodate
4. aggrevate, altar, across, among
5. anxiety, acquainted, allotted, always
6. artic, argument, arouse, analyze
7. accessible, alumna, alter, ambiguous
8. appropriate, arising, amatuer, airplane
9. arithmetic, ascend, ascetain, athlete
10. audience, auxilary, audable, annual
In each of the following spell out the word by supplying the proper "ie" or "ei" combination.

1. ach_vement
6. rel_ve
2. pr_st
7. sl_gh
3. conc_ve
8. l_sure
4. sover_gn
9. s_ze
5. fr_nd
10. n_ce

Spelling Drill #2
In each of the following cases only one of the words is misspelled.
Rewrite it correctly in the space at the right.

1. becoming, biscit, borne, boundaries
2. busy, captin, cemetery, choose
3. chargeable, corse, coming, committe
4. cafateria, begging, blamable, based
5. athletic, Britain, baring, clothse
6. announcement, baseball, balance, cozy
7. begger, chose, chosen, cite,
8. bureau, brilliant, business, coium
9. calinder, benefited, compel, concede
10. corps, conquerer, course, counsel

In each of the following write E in the space at the right if an "e" is needed. Write N if it is not needed. Write C if the word is correct as is.

1. announcement
6. arrangement
2. treasurer
7. losing
3. writeing
8. guideance
4. virtuous
9. desireable
5. haveing
10. definitly
Spelling Drill 3

In each of the following only one word is misspelled. Rewrite it correctly in the space to the right.

1. defendant, derived, describe, develop
2. digging, disease, discipline, don't
3. eight, eligible, eminent, employees
4. ecstasy, eliminate, embarrassment, enemy
5. excellent, except, exaggerate, expense
6. fiery, fascinate, February, familiar
7. forging, formally, fourth, friend
8. furniture, fifth, fulfill, forfeit
9. gauge, grammar, grandeur, guard
10. heroes, hypocrisy, harass, hesitancy

Combine each of the following words and suffixes. Write the new word in the space at the right.

1. joy and full
2. hurry and ed
3. scurry and ing
4. buoy and ed
5. spoon and full
6. mercy and less
7. shy and ness
8. allay and ed
9. day and ly
10. baby and ish
Spelling Drill 4.
In each of the following cases only one word has been misspelled. Rewrite it correctly in the space to the right.

1. immediately, incidents, infinite, influence
2. intelligible, indispensible, itself, instance
3. irresistible, lightning, library, literature
4. loose, lying, laboratory, kidnaper
5. mantle, maneuver, maintinence, manual
6. marriage, muscle, mattress, naive
7. necessary, neither, Negros, nickel
8. niece, nitty, noticeable, nowadays
9. occasion, omission, origin, occurred
10. partner, peaceable, permissable, persuade

In each of the following cross out the word in which the final consonant has been incorrectly doubled before a suffix.

1. dropping, travelling, levelling, gallopped.
2. dinning, planned, sailing, occurring
3. containing, wetting, stopper, limiting
4. expelling, offering, regrettable, debitted
5. hitter, slippery, planning, talking
Spelling Drill #5
Write the letter of the misspelled word in each group on the line at the left.

1. A) worthyness  B) annoying  C) ladylike  D) likelihood
2. A) friend      B) responsibilities C) handkerchief D) moccasin
3. A) symmetrical B) naptha      C) mediocrity D) parliamentary
4. A) accede      B) dryly        C) parallel   D) grievous
5. A) usable      B) achievement C) lovely     D) argument
6. A) stoical     B) conceal      C) align     D) awful
7. A) doubtful    B) artful      C) picnicked D) proceed
8. A) truffle     B) irrelevant  C) playwright D) sestet
9. A) embarrassing B) seize       C) anesthesia D) colossal
10. A) entirely   B) courageous   C) perseverance D) pedagogue
11. A) priest     B) millionaire  C) occurrence D) supercede
12. A) prophesied B) antecedent C) soulful    D) innocuous
13. A) baby's     B) betrayed    C) tarrying  D) merriment
14. A) indispensable B) prejudice C) idiosyncrasy D) hypotheses
15. A) recommend  B) rococo      C) occurrence D) sensible
16. A) connoisseurs B) panickey   C) judgment D) counsel
17. A) wierd      B) rhythm      C) government D) calendar
18. A) forty      B) altogether  C) interseed D) representative
19. A) regretable B) forfeit     C) maintenance D) dissatisfied
20. A) pronunciation B) aggravate C) category D) accidentaly

-30-
UNIT X

TROUBLESOME WORDS - PARALLEL STRUCTURE

IA. Preliminary Exercise: Underline the correct choice:

1. (Can, May) we register for two classes at the same time?
2. Would you please (bring, take) this check to the bank?
3. Einstein (immigrated, emigrated) to America from Germany.
4. The Smiths live (farther, further) down the street than we do.
5. Emily won't go (without, unless) her friend is invited also.
6. Will you please stop (aggravating, annoying) me?
7. (Almost, Most) everyone there knew the candidate.
8. Please do (as, like) your teacher says.
9. We have sold an unusually large (number, amount) of tickets.
10. Harry does (good, well) in most subjects.

IB. Explanation of Usage

1a. May we come home late?
   b. Can you fix carburetors?
   May means permission or possibility. Can means ability.

2a. Take this lamp over there.
   b. Bring me that magazine.
   Take means carrying away.
   Bring means carrying toward speaker.

3a. Braun immigrated to America from Germany.
   b. Few Americans are emigrating to Canada.
   Emigrate means go from a country.

4a. The plane got farther away.
   b. Let's get further in our work.
   c. Further work will be assigned.
   Farther means greater distance in space.
   Further means greater distance in time or degree; it also means additional.

5a. Don't leave without your gift.
   Don't leave unless you must.
   Without, a prep., means lacking.
   Unless, a conj. means except when or except that.

6a. Noise aggravated his headache.
   b. Ed's remark annoyed Mom.
   Aggravate means make worse.
   Annoy means irritate, make angry.
7a. We were almost finished on time.
   b. Most people voted at night.
   *Almost*, *adv.,* means *nearly.*
   *Most,*, *adj.,* means *greatest in number.*

8a. He runs *like* a champion.
   b. He does *as* he is told.
   *Like, a prep.,* takes an object.
   *As, a conj.,* does not take an object.

9a. They asked a large *number* of questions.
   b. Give us any *amount* of sugar.
   *Number is used with a plural word.*
   *Amount is used with a singular word.*

10a. He dances *well.*
    b. He is a *good* driver.
    *Well* is an *adverb.*
    *Good* is an *adjective.*

IC. The following sentences are numbered to correspond with the order of the usage problems given above. Insert in each blank the word that would be appropriate for the sentence.

1. ______ you prove you are a licensed driver?
2. I'll ______ this note to my father when I go home.
3. The government tried to discourage ______ into this country.
4. I think I live ______ from town than you do.
5. ______ it stops raining, the march will have to be canceled.
6. She was ______ that Betty had not accepted her idea.
7. Carnegie Hall ______ always has capacity crowds.
8. Play your part ______ the director tells you.
9. This game may be played by any ______ of players.
10. Mr. Harrison recited poetry very ______
TROUBLESOME WORDS (11-20)

IIA. Preliminary Exercise: Underline the correct choice:

11. Your instructor shall (learn, teach) you some diction.
12. This was a (real, really) good book.
13. To pass the course, you must try (and, to) do better.
14. The reason you can't see the eclipse is (that, because) clouds are covering the sky.
15. (Since, Being that) Wilson High's group practiced so much, they won easily.
16. The parade is on (regardless, irregardless) of what Mayor Franklin says.
17. Philip Ariello has never been (anywhere, anywhere).
18. A book report (is when you write, is) an essay on a book you have read.
19. Harold is very different (than, from) his brother.
20. Browning (sure, surely) was a great poet.

II B. Explanation of Usage (11-20)

11.a. We learn much from books
   b. Mr. Fox teaches us math
   Learn means to gain knowledge.
   Teach means to give instruction.

12.a. Our dog is a real collie.
   b. He really knows his subject.
   Real, adj., means genuine.
   Really, adv., means very or truly.

13... Wrong: These days one must try and do something for himself.
   Right: These days one must try to do something for himself.

14... Wrong: The reason we're not going is because it's raining.
   Right: The reason we're not going is that it's raining.

15... Wrong: Being that the weather is so bad, we'll stay.
   Right: Since the weather is so bad, we'll stay.

16... Wrong: The show goes on irregardless of who shows up.
   Right: The show goes on regardless of who shows up.

17... Wrong: They can't go anywhere.
   Right: They can't go anywhere.

18... Wrong: Folk-rock is when you mix folk music with rock and roll.
   Right: Folk-rock is folk music mixed with rock and roll.
   *Don't use is when in definitions.

19... Wrong: Boxers are different than poodles.
   Right: Boxers are different from poodles.
20... Wrong: My friends were sure delighted by my performance.
          Right: My friends were surely delighted by my performance.

IIC. Insert in the blanks one of the two words from the correspondingly numbered sentences above (11-20).

11. Last year's experiences _______ as a great deal.
12. That was a _______ beautiful day.
13. Our parents hope we work ______ make something of ourselves.
14. The reason for our poor performance was ______ we were tired.
15. The event was canceled ______ no one registered on time.
16. ______ of why it happened, someone will be accountable.
17. ______ without sufficient funds, a vacationer can't go ______.
18. Metaphor ______ one thing compared to another without using like or as.
19. Rugby is different in all of its rules and activities ______ cricket.
20. The delegates were ______ happy that their man won.

III. Parallel Structure
Parallel structure means that two or more ideas in a sentence are expressed in the same grammatical form.

Ex. Not: Anthony enjoys running, wrestling, and to box.
          But: Anthony enjoys running, wrestling, and boxing.
Exercise III - (Parallel Structures) Underline the correct choice in the following:

1. The doctor recommended plenty of food, sleep, and (exercising, exercise).

2. Passing the oral test is usually more difficult than (to pass, passing) the written test.

3. The poem makes you feel the rolling of the cannon, the running of the horses, and (how afraid the soldiers were, the fear of the soldiers).

4. His stories are exciting, fascinating and (they baffle me, baffling).

5. Our neighbor is helpful, friendly, and (he talks a great deal, talkative).

6. Paperback books are handy, inexpensive, and (you can get them anywhere, easily available).

7. To climb the mountain is much more fun than (to go, going) up by the scenic railway.

8. The modern automobile has the advantages of strength and (being speedy, speed, moving swiftly).

9. To play fair is as important as (playing, to play) well.

10. To gain entrance they tried both persuasion and (force, to force their way in).
Note that answer no. 1 is identical in each case with the expression in the passage.

Read the passage in its entirety before answering the questions.

Irregardless of critical trends, T.S. Eliot surely stands high among the Twentieth Century's principal poets. One reason, however, that his greatness has been recently questioned is because today's authors tend to distrust Eliot's highly controlled, tradition-conscious similes.

Since most all poets try to create real effective comparisons, were Eliot's efforts any different than today's? Can present-day poets say that Eliot tried and experienced only failure? A quick look will show that nothing could be further from the truth.

A simile is when a comparison uses like or as. When it takes the imagination to an extraordinary new perspective, a simile shows its power--like in this example, written by a young poet in 1958:

"The archaic ivory chessman are terrified. / Like snowmen, they melt in your mind's white glare." To pursue our point, let's compare this to a line by Eliot: "The world revolves like ancient women/ Gathering fuel in vacant lots." Unless you insist on engaging in an aggravating argument, Eliot's line takes is certainly not the worser of the two.
Nowhere in the literature of our century, can one find the number of quotable similes appearing in T.S. Eliot’s works. In fact, both before and after he immigrated to England, Eliot’s works taught innumerable young poets what poetic comparisons could do. Why even the young poet quoted above owes a great artistic debt to Eliot’s earlier lead. Sure, T.S. Eliot will be remembered “not for an age, but for all time.”
WORD USAGE REVIEW

IA. Preliminary Exercise: Underline the correct choice in each of the following sentences.

1. In schools, teachers (advice, advice) their students to listen closely.
2. We were (altogether, all together) wrong in our opinion.
3. I felt the (effect, affect) of the explosion.
4. No one could (of, ) rescued the skipper from the reef.
5. The dog wagged (it's, its) tail.
6. Following the divine commands, Moses (lead, led) the tribes of Israel.
7. The escapee managed to (lose, loose) his pursuers.
8. Did you see that horse gallop (passed, past) the finish line.
9. At our graduation the state senator was the (principal, principal) speaker.
10. He was (quite, quiet) tired from working overtime.

IB Explanation of Usage (1-10)

1.a) Lawyers advise their clients.
   b) Lawyers give advice to us.
   Advise, a verb, means to counsel.
   Advice, a noun, means opinion.

2.a) We were altogether wrong.
   b) We went home all together.
   Altogether means completely,
   All together means all of them.

3.a) He seems to affect our emotions.
   b) We shall effect the change.
   c) We feel the effect of smog.
   Affect, a verb, means influence.
   Effect, as verb, means bring about.
   Effect, as noun, means result.

4.a) You should have been there.
   b) The rest of us protested.
   Have is often a helping verb: should have, would have.
   Of, a prep., takes an object.

5.a) It's a beautiful day.
   b) The bird emitted its cry.
   It's means it is.
   Its means belonging to.
6. a) The general led his troops.
b) We may lead the way.

Led is the past tense of to lead.
Lead is the present tense of to lead.

7. a) Did you lose your purse?
b) Why is your cat loose?

Lose, a verb, means part with accidentally.
Loose, an adj., means free, unattached.

8. a) We passed our school.
b) We went past our school.

Passed, a verb, means to go by.
Past, as preposition, takes an object.
Past, as noun, means time gone by.
Past, as adjective, means gone by.

9. a) Review each principle of good usage.
b) The principal cause of failure is absence.

Principle, a noun, means fundamental law.
Principal, a noun, or adj., means main.

10. a) That was quite a party!
b) A sleeping child is a quiet child.

Quite, an adverb, means completely.
Quiet, an adjective, means still, soundless.

IX. The following sentences are numbered to correspond with the order of the usage problems given above. Insert in each blank the word that would be appropriate for the sentence.

1. You had best your friends to go early.
2. The team was mistaken in choosing Ralph as captain.
3. The crisis may of the election.
4. If you had practiced, you could played with our group.
5. true that an animal will show worst side if cornered.
6. Has Mr. Roberts the Sunday morning choir?
7. connections may result in faulty electrical operation.
8. Paul skated his friends as they rounded the turn.
9. Unity is idea in aesthetics.
10. Although she talked little, Alice was at ease.
Troublesome words (11-20)

IIA. Preliminary Exercise: Underline the correct choice.

11. (Besides, Beside) this method, we tried three others.
   a) We stood beside the highway.
   b) Besides this method, we tried one other.
   c) Besides, I'm already late.

   Beside, a prep., means by the side of.
   Besides, as prep., means in addition to; as adverb, moreover.

12. a) They are meeting in his office.
    b) We walked into his office.
    c) (Their, There) home was purchased through a G.I. loan.

   In means within.
   Into means movement from outside in.

13. a) The ball went between Phil and him.
    b) She is never at ease among boys.

   Between is used with two things.
   Among is used with more than two.

14. a) After the speech, they applauded respectfully.
    b) The blue, red, and yellow sweaters belong to Jo, May, and Barbara respectively.

   Respectfully means with proper respect.
   Respectively means in the order stated.

15. a) I walk faster than you.
    b) Then the car broke down.

   Than, a conj., is used in comparisons.
   Then, an adv., means at that time.
16. a) Please, go to the door.
   b) We attended the dinner too.
   c) The price was too high.
   To, a prep., takes an object.
   Too, means also; it also may mean excessively.

17. a) Let us go with you.
   b) Leave the house at nine.
   Let means allow, permit.
   Leave means go away, depart from.

18. a) There is no one here.
   b) Put the table over there.
   c) Their request was granted.
   There fills out a sentence (a); also indicates place (b)
   Their shows ownership.

19. a) Skating requires continual work.
   b) The rain was continuous for hours.
   Continual means frequently repeated.
   Continuous means without interruption.

20. a) Most railroad signs are stationary.
   b) Write your letters on good stationery.
   Stationary, an adj., means fixed.
   Stationery, a noun, refers to writing materials.

IIC. Follow-up Exercise. Fill in the blanks by inserting one of the two
words from the correspondingly numbered sentence above (11-20)

11. I managed to park _______ the curb.

12. Hoover was drafted _______ the army where he stayed _______ boot camp
   for 10 weeks.

13. _______ you and me, this team can't possibly win.

14. Grades of B, A, and C were given in math, English, and art, _______.

15. I'd rather read the paper _______ watch TV.

16. There were _______ many people going _______ the show.

17. Will you please _______ me bring desert.

18. If _______ were no arguments, his motion would pass.

19. Prof. Wincham visited the Folger Library _______.

20. Fine _______ makes correspondence more pleasurable.
III.
Use any five troublesome words (1-20) in original sentences.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

5. ______________________________________________________________________
Troublesome Words:

Circle the letter of your choice in the numbered questions to the right. Each question corresponds to a numbered word in the passage.

When we see difficult word pairs, it's not easy to be altogether sure of which word to choose. The advise of others is often to confusing to help us. The effect of their help is usually to make us lose what little memory we have of the things we learned in the past. In all likelihood, we could of eliminated our mistakes long ago had such people not intruded there ideas. Its very hard to tell your friends to leave you alone. They're quiet sure they know the best way to study. They have been led to believe they have discovered the basic principals underlying easy study habits.

1. a. correct as is  b. its
2. a. correct  b. all together
3. a. correct  b. advice
4. a. correct  b. too
5. a. correct  b. effect
6. a. correct  b. there
7. a. correct  b. loose
8. a. correct  b. past
9. a. correct  b. have
10. a. correct  b. their
11. a. correct  b. it's
12. a. correct  b. to let
13. a. correct  b. quite
14. a. correct  b. lead
15. a. correct  b. principals
Having been through the struggle himself, a friend may demand, "Who’s the one who has already passed through this?" Then he proceeds to help, whether you’re prepared to accept help or not.

Troubleome Words

Circle the letter of your choice in the numbered question to the right. Each question corresponds to a numbered word in the passage.

Those quite late-night chats between just two people lead us into a more meaningful friendship then either had ever experienced before. Beside engaging in numerous dialogue about fundamental personal principals, we listened respectfully too each other’s private hopes and dreams. There seemed to be continuous growth, rather than the stationery balance that marks a loser relationship. We were altogether
certain that if we let our mutual probings run there, natural course, the affect would be salutary. Now that its all in the passed, we know we were right.
STUDENT WORK BOOK
SOCIAL STUDIES
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### SOCIAL STUDIES CONTENT OUTLINE
(Topical Information, Concepts, Related Vocabulary)

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LESSON #1

THE UNITED STATES CONSTITUTION

Topic - Background and Division of Powers

A. Events leading up to the Constitution
   1. Brief overview of causes and result of the Revolutionary War.
   2. Constitutional Convention.
      a) In Philadelphia, 1787. Present were Washington, Franklin, and Madison, etc.

B. Basic concepts in the Constitution
   1. Division of Powers - Federal government is divided into three parts.
   2. Executive Branch - President of the United States
      a) Qualifications - over 35 years old, native born.
      b) Duties - appoints heads of departments, Commander-in-Chief of the Armed Forces, controls foreign relations, signs or vetoes bills.
   3. Legislative Branch - Congress.
      a) Senate - two from each state, regardless of the size of the state.
      b) House of Representatives - 435 members according to population of the state
      c) Duties of Congress - pass laws, make taxes, regulate interstate commerce
   4. Judicial Branch - United States Supreme Court
      a) Eight justices and a Chief Justice appointed by the President for life.
      b) Duties - rules on laws made by Congress by process called judicial review. Court decides on constitutionality of a law.

C. Related Vocabulary Lesson #1, 1 - 14

1. democracy
2. bicameral
3. veto
4. suffrage
5. representative
6. impeach
7. majority
8. minority
9. unanimous
10. ratify
11. interdependent
12. liberal
13. conservative
14. cabinet
LESSON #2

U.S. CONSTITUTION

Topic - Basic Principles

A. Checks and Balances
   1. System used in order to prevent the rise of dictatorship. Each branch of government checks the other while they are also interdependent. (Review Lesson #1).

   example - both parts of Congress are needed to pass a law, the President may sign it or veto, the Supreme Court is the final judge of a law's constitutionality.

B. Separation of Powers
   1. Delegated powers - powers given only to the Federal government.

   example - coins, money, declares war, post office

   2. Residual powers - powers reserved only to the states.

   example - education, marriage and divorce laws, licenses

   3. Concurrent powers - powers shared by both the Federal and State governments.

   example - taxation, police powers

C. Bill of Rights - the first ten amendments to the Constitution guarantees important civil and political rights.

   example - freedom of speech, religion, right to assemble, right to bear arms, etc.

D. Separation of Church and State
   1. Congress is forbidden to set up an established religion or support one religion.

   2. Great importance in a democracy.

E. Related Vocabulary Lesson #2, 1-11

   1. delegated
   2. concurrent
   3. police powers
   4. states rights
   5. petition

   6. implied
   7. dictatorship
   8. totalitarianism
   9. custom and tradition
   10. amendment
LESSON #3

ECONOMIC GROWTH OF THE UNITED STATES

Topic - The Industrial Revolution Changes America

A. Life before the Industrial Revolution
   1. Most people were farmers - an agrarian society.
   2. Most products were made in the home.
   3. Transportation consisted of human, wind or animal power.
   4. Small towns and villages were predominant.

B. The Industrial Revolution
   1. Definition - a change from man-made to machine-made goods; a change from home-made to factory-made goods.
   2. Changes caused by the Industrial Revolution.
      a) growth of cities
      b) new means of transportation
      c) a predominance of urban dwellers and people working in jobs other than farming
      d) social and cultural changes
         1) air and water pollution
         2) slums
         3) need for more education
         4) more leisure time
   3. New business forms
      a) growth of the corporation
         1) a corporation is a business form in which stock is sold and there is limited liability
      b) big business
         1) giant corporations form monopolies in the latter half of the 19th and early part of the 20th centuries
         2) some famous men of this period-
            Rockefeller - oil
            Carnegie - steel
            Morgan - banking
            Ford - autos

C. Related Vocabulary Lesson #3, 1-12

1. rural
2. urban
3. suburban
4. homespun
5. capital (money)
6. tariff
7. mass production
8. assembly line
9. trust (monopoly)
10. resources
11. competition
12. liability
LESSON #4

ECONOMIC GROWTH OF U. S.

Topic - The New Deal of Franklin Roosevelt

A. Conditions leading to the New Deal
   1. Business Cycle
      a) constant change from prosperity to depression
      b) worst depression in 1930's
   2. Causes of the Great Depression
      a) overproduction
      b) readjustment after World War I
      c) foreign competition
      d) stock market crash

B. Election of Franklin Roosevelt
   1. Public dissatisfaction with Republican leadership
   2. Election of 1932
   3. Problems facing Roosevelt
      a) 13 million unemployed
      b) banking failures
      c) low national morale

C. New Deal Legislation
   1. Three R's - relief, recovery and reform
      a) relief - public works, C.C.C., W.P.A.
      b) recovery - pump priming, getting industry moving
      c) reform - social security, F.D.I.C., N.L.R.B.

D. The New Deal and President Johnson's War on Poverty
   1. Comparisons
   2. The New Deal as a forerunner to the Great Society

E. Related Vocabulary Lesson #4, 1-12
   1. speculation commodities
   2. self-sufficient
   3. laissez-faire
   4. security (stock)
   5. deficit
   6. surplus
   7. moratorium
   8. consumer
   9. collective bargaining
   10. strike
   11. boycott
   12. minimum wage
ECONOMIC GROWTH OF U. S.

Topic - Growth of Labor Unions

A. Early labor conditions
1. long hours and low wages
2. unsanitary conditions
3. lack of job security

B. Early labor unions
1. reasons for failure
   a) immigration added much cheap labor
   b) land available for dissatisfied workers
2. Knights of Labor
   a) first large union
   b) failed to help workers
   c) organized with both skilled and unskilled workers
3. American Federation of Labor (A. F. of L.)
   a) succeeded because of all skilled workers
   b) leaders - Samuel Gompers and William Green
4. Congress of Industrial Organizations (C.I.O.)
   a) formed to organize unskilled workers
   b) leaders - John L. Lewis, Walter Reuther
5. Organized labor in the United States
   a) right to strike allowed under Wagner Act
   b) limitation of powers under Taft-Hartley Act
   c) AFL and CIO merged in 1955
   d) present status
6. Labor versus management
   a) weapons used by labor
      1) strike, picket line, boycott
   b) weapons used by management
      1) lockout, scabs, injunction, profit-sharing

C. Related Vocabulary Lesson #5, 1-8

1. collective bargaining
2. militant
3. federation
4. injunction
5. sabotage
6. profit-sharing
7. vertical union
8. horizontal union
GROWTH OF DEMOCRACY

Topic - Meaning of Democracy

A. Democracy is rule by the people.
   1. Political democracy
      a) right to vote
      b) choice of candidates
      c) government of, by, and for the people
   2. Social democracy
      a) all equal in eyes of the law
      b) equal opportunity
      c) Bill of Rights
      d) Civil Rights
         1) equal educational opportunities
         2) equal access to housing, transportation, recreation, job opportunities

B. Majority Rule and Minority Rights
   1. Discussion of rights
   2. Importance in a democracy

C. Responsibilities of a citizen in a democracy

D. Civil Rights Act of 1964
   1. strengthened voting rights
   2. racial discrimination prohibited in public places

E. Related Vocabulary Lesson #6, 1-10
   1. prejudice
   2. discrimination
   3. disenfranchise
   4. integration
   5. segregation
   6. defacto
   7. filibuster
   8. rights
   9. duties
  10. responsibilities
FOREIGN AFFAIRS

Topic - Background of our Foreign Policy

A. Early policy
   1. Isolation
      a) Washington's policy of no "entangling alliances"
   2. Monroe Doctrine
      a) Prevented further colonization of the Americas
      b) Led to United States domination in the Western Hemisphere
      c) Modern usage - Cuba, Dominican Republic
   3. The Spanish-American War
      a) Turning point in American foreign policy
      b) Acquired Puerto Rico, Philippines, and building and owing of the Panama Canal
   4. Foreign policy - Caribbean became an American lake
      a) Theodore Roosevelt
         1) dollar diplomacy
         2) "big-stick" policy
      b) Franklin D. Roosevelt - good-neighbor policy

B. Related Vocabulary Lesson #7, 1-10

1. isolation
2. intervention
3. nationalism
4. imperialism
5. colonization
6. "yellow press"
7. dollar diplomacy
8. big stick
9. annexation
10. territory
FOREIGN RELATIONS

Lesson #8

Topic - Formulation of Modern Foreign Policy

A. United States becomes a Pacific power
   1. Purchase of Alaska
   2. Annexation of Hawaii
   3. Trade with China and Japan
      a) "Open door" policy with respect to trade with China
      b) Early relations with Japan-Perry's visit

B. The United States and World War I
   1. Long period of neutrality
   2. Entered on the side of the Allies
   3. Fear of German victory
   4. Wilson's idealism as expressed the idea of "making the world safe for democracy."

C. Foreign policy after World War I
   1. Return to isolation
      a) failed to join League of Nations
      b) disillusionment with results of World War I
   2. Some involvement with rest of world
      a) joined in armaments limitation conferences
      b) joined peace movements-Kellogg Briand Pact, World Court

D. Related Vocabulary Lesson #8, 1-11
   1. interdependent
   2. arbitration
   3. neutrality
   4. blockade
   5. autocracy
   6. sedition
   7. attrition
   8. secret diplomacy
   9. mandate
10. collective security
11. disarmament
LESSON #9

MODERN FOREIGN AFFAIRS

Topic - Events from World War II to Present

A. World War II
   1. Rise of Totalitarianism
      a) Japan's domination in the Pacific
      b) Germany's domination in Europe
      c) Communism gains control of Russia
   2. Causes of World War II
      a) Nazi German's expansion in Europe
      b) Japan's conquests in China
      c) Weakness of the allies
   3. The United States enters the war
      a) Pearl Harbor (Dec. 7, 1941) reasons for Japanese attack
      b) The United States declares war on both Japan and Germany
   4. Results of World War II
      a) Victory causes problems
         1) "cold war" between U.S. and U.S.S.R.
         2) Occupation of Germany and Japan
         3) The atomic age

B. Related Vocabulary Lesson #9, 1-10

1. aggression
2. Fascism
3. appeasement
4. Communism
5. lend-lease
6. Axis
7. offensive
8. defensive
9. "iron-curtain"
10. NATO
LESSON #10

MODERN FOREIGN AFFAIRS

Topic - Recent Developments

A. Containment of Communism
   1. Marshall Plan - build up Post-war Europe
   2. Military Alliances
   3. Peaceful coexistence

B. Korean War
   1. International army under the United Nations helped stop aggression
   2. No final solution - a stalemate

C. The United Nations
   1. The UN attempts to maintain international peace and security
   2. Organs of the UN
      a) Security Council
      b) General Assembly
      c) International Court of Justice
      d) Secretariat
      e) others
   3. Successes of UN
      a) Prevented World War III
      b) helped independence of various countries - Israel, Indonesia
      c) fought hunger and disease in underdeveloped areas
   4. Failures of the UN
      a) no real disarmament
      b) Cold War
      c) Hungarian Revolution
      d) war in Vietnam

D. Related Vocabulary Lesson #10, 1-11

1. amphibious operation
2. armistice
3. negotiations
4. unification
5. sovereignty
6. summit conference
7. censure
8. genocide
9. conventional arms
10. unilateral
11. multilateral
LESSON #12

PROBLEMS FACING MODERN AMERICA

Topic - Domestic Problems

A. War on Poverty
   1. Some basic facts
      a) millions of families live on a poverty level
      b) technological unemployment is a growing problem
      c) poverty is greater among Negro families than white families

   2. "Great Society" - War on Poverty
      a) Job-Corp Training Centers
      b) Manpower Development Training Programs
      c) Anti-poverty agencies

B. Civil Liberties and Civil Rights
   1. Areas of prejudice
      a) religious - Catholics and Jews
      b) ethnic - Negroes
      c) housing
      d) employment
      e) political

   2. Campaign against discrimination
      a) Fair Employment Practices Committee
      b) Voting Rights Bills
         1) 23rd Amendment-voting for Washington, D.C.
         2) 24th Amendment-abolished state poll tax
         3) Civil Rights Act of 1964-unnecessary literacy tests
      c) Racial segregation in public schools
         1) Supreme Court Act of 1954
         2) progress toward integration

C. Related Vocabulary Lesson #11, 1-9

1. poverty
2. affluence
3. inflation
4. Appalachia
5. technological unemployment
6. automation
7. literacy test
8. "token" integration
9. public accommodations
LESSON #12

PROBLEMS FACING MODERN AMERICA (Continued)

Topic - Foreign Problems

A. The War in Vietnam
   1. Background
      a) originally French Indo-China, until 1954
      b) American involvement begins in the early 1960's with advisers and aids.
   2. American involvement grows
      a) due to deteriorating situation, Pres. Johnson sends more troops to Vietnam
      b) bombing of North Vietnam
   3. Domestic disagreements over U.S. policy
      a) Doves - stop bombing and start peace talks
      b) Hawks - bomb further and possibly invade North Vietnam

B. Relations with Communist China
   1. China feels that Vietnam is in their sphere of influence.
   2. problem of the two Chinas.
      a) United States support of Nationalist China in the UN.
      b) non-support of Communist China
   3. Relations between China and Russia.
      a) recent events between the two Communist giants show a split in ideology.
      b) over war in Vietnam

C. Relations with the Union of Soviet Socialist Republics - U.S.S.R.
   a) easing of the Cold War
   b) limited ban on nuclear testing
   c) space rivalries
   d) commercial agreements

D. Related Vocabulary Lesson #12, 1-7
   1. satellite
   2. hotline
   3. peaceful coexistence
   4. Red Guard
   5. unconditional
   6. neutralists
   7. ideology
LESSON #13

PROBLEMS FACING MODERN AMERICA (Continued)

Topic - Understand World Areas

A. Africa-
   1. History of Africa and its relations with Europe - Imperialism in the 19th century
   2. Tribalism-
      a) problem today of tribes being divided into various national states against their choice
      b) leadership
   3. Africa today-
      a) Africa is of great importance in world affairs
         1) growing population
         2) great natural resources
         3) role of African nations in UN.
   4. Geography of Africa-
      a) North of the Sahara
         1) mostly Moslem and Arabs
         2) climate like southern Europe
         3) mainly agricultural
      b) South of the Sahara Desert
         1) mostly Negro
         2) climate varies - mainly hot and humid
         3) mainly agricultural, also mining of gold and diamonds
   5. South Africa-
      a) policy of apartheid
      b) world relations
         1) strict segregation of the races
   6. Conditions causing strife in Africa today-
      a) lack of trained leaders
      b) racialism
      c) rising nationalism
      d) economic underdevelopment

B. Related Vocabulary Lesson #13, 1-8

1. apartheid
2. turmoil
3. civil strife
4. missionaries
5. mercenaries
6. coup
7. self-determination
8. confederation

- 14 -
LESSON #14

OUR HERITAGE FROM THE PAST

Topic - Ancient Civilization and the Middle Ages

A. Egypt
   1. Contributions
      a) geometry
      b) architecture
      c) engineering
      d) the cradle of Western civilization

B. Ancient Greece
   1. Contributions
      a) intellectual and artistic genius
      b) Plato, Socrates, Aristotle - Literature

C. Ancient Rome
   1. Contributions
      a) Roman law
      b) architecture
      c) Roman government
   2. Rise of Christianity during the Roman Empire

D. Fall of the Roman Empire and the Middle Ages
   1. Reasons for the fall of Rome.
      a) extent of Empire made it too difficult to govern.
      b) Romans grew too weak
      c) Barbarians from Germany swept into the Roman Empire.
   2. The Middle Ages
      a) a connection between ancient and modern times
      b) period of constant warfare and little learning
      c) Feudalism

E. Related Vocabulary Lesson #14, 1-10

   1. heritage
   2. ancient
   3. monotheism
   4. barbarian
   5. pagan
   6. martyr
   7. anarchy
   8. heathen
   9. serf
  10. monastery
LESSON #15

OUR HERITAGE FROM THE PAST (Continued)

Topic - The Renaissance and the Dawn of Modern Times

A. The Renaissance - the rebirth of learning

1. The Renaissance was the time between the Middle Ages and Modern Times.
   a) period of reawakening and relearning
   b) great artists, sculptors, writers and scientists.
      1) da Vinci and Michelangelo
      2) Shakespeare and Dante
      3) Copernicus and Galileo

B. Modern Times

1. Developments that caused the modern era.
   a) The Reformation - the beginning of the Protestant religion
   b) Development of national states
      1) nationalism helped to end the Middle Ages
      2) growth of the Middle Class
   c) the discovery of America

2. The beginning of the Industrial and Scientific Revolution

C. Related Vocabulary Lesson #15, 1-6

1. exploration
2. individualism
3. revolution
4. evolution
5. divine-rights monarchy
6. limited monarchy
TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
SCIENCE.
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**************************************************
The following topics have been selected and organized in order to provide a survey course in general science concerning the basic conceptual elements while building the necessary scientific vocabulary. They help the trainees understand natural laws, specialized vocabulary, concepts and inferences.

Each topic consists of one or more complete lessons. Each lesson contains one or more basic concepts. Exercises are provided for reinforcement, assignment and review. Although each lesson represents a class session, the actual number of hours per lesson will vary according to specific class needs.

References:


Suggested Lesson Schedule

Intensive Review

Content Outline - 27 units

Science Vocabulary List
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TEACHER GUIDE

E. SCIENCE - CONTENT OUTLINE

Reference, Teacher and Student
GENERAL SCIENCE HIGH SCHOOL LEVEL,
Bernice Amsel, Robert Stanser, Monarch

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SCIENCE VOCABULARY LIST

Lesson 1: assimilation, respiration, reproduction, stimulus, response cell, protoplasm.

Lesson 2: classification, phylum (plural Phyla), chlorophyll, parasite saprophyte, spore, osmosis, embryo, germination.

Lesson 3: host, review vocabulary of lessons 1, 2.

Lesson 4: nutrients, green plants, photosynthesis, calories.

Lesson 5 & 6: digestion, circulation, respiration, excretion, sensitivity.

Lesson 7: disease, antibodies, infectious diseases, non-infectious diseases.

Lesson 8: matter, volume, property, state of matter, molecule, evaporation, condensation, expansion, contraction, soluble, insoluble, solute, solvent.

Lessons 9-10: element, atom, compound, molecule, mixture, atomic number, atomic weight, isotopes, atomic energy.

Lesson 11: symbol, formula, property, chemical equation, energy.

Lesson 12: underground water, water table, ground water, pressure, buoyancy, potable water, dissolved, suspended, aqueduct, precipitate.

Lesson 13: magnetic material, non-magnetic material, force, alloy, magnetized, circuit.

Lesson 14: amber, electron, conductor, insulator, galvanometer, electrolyte, alternating current, direct current.

Lesson 15: volt, ampere, ohm, watt, watt hour, series, parallel.

Lesson 16: luminous, illumination, vacuum, diffused, concave, convex, focus, photoelectric cell, ammeter, opaque, translucent, transparent, prism.

Lesson 17 & 18: body, fulcrum, lever, effort, radiant energy, heat energy, sound energy, mechanical energy, chemical energy, electrical energy, atomic energy.

- 11 -
Lesson 19: lubrication, inertia, acceleration, lift, thrust.

Lesson 20: astronomy, stars, telescopes, spectroscopes, magnitude, incandescence, light years, constellations, galaxies, solar system, revolution, rotation, orbits, eclipse, umbra, meteors, comets, penumbra.

Lesson 21: photosphere, chromosphere, corona, planetoids, satellites.

Lesson 22: rotation, angle of inclination, parallelism, equinox, solstice, vertical rays.

Lesson 23: earth grid, latitude, parallels, meridians, longitude, international dateline, chronometer, apparent solar day, sidereal day, mean solar day.

Lesson 24: mantel rock, outcrop, minerals, igneous rocks, sedimentary rocks, metamorphic rocks.

Lesson 25: weathering, erosion, glaciers, snow line, diastrophism, vulcanism.

Lesson 26: air, atmosphere, northern lights, troposphere, stratosphere, ionosphere, exosphere.

Lesson 27: conduction, convection, radiation, humidity, thermometers, barometers, aneroid.
TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
MATHEMATICS
ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides, and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

The research and writing were done by the following High School Equivalency staff members: Anthony Giordano, Louis Insalaco, Eva Kear, Christopher Kittrell, Jay Shapiro, Robert Stoddard and LaVerne Thornton.

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Thanks are extended to Cecilia Chandler for assistance in preparing the Guides and Work Books.

Specified material
A. DIRECTIONS TO TEACHERS:

The following units have been selected and organized in order to provide essential fundamental arithmetic skills and its application to problem solving.

Trainees with arithmetic deficiencies must be taught the use of the number system in addition, subtraction, multiplication, and division. Without this firm foundation, instruction in essential calculations with whole numbers, fractions, percentages and higher mathematics is of little value.

Trainees with an adequate basic skills can then be taught to understand concepts and practices as a means of solving mathematical number and verbal problems.

The INTENSIVE REVIEW and the SUGGESTED LESSON PLAN SCHEDULE will help the instructor organize his teaching. Although each lesson represents a class session, the actual number of hours per lesson will vary with specific class needs.

B. REFERENCES:

1. Page references for Content Outline

2. Additional Test Reference

C. CONTENT OUTLINE - 13 Units

D. INTENSIVE REVIEW

E. SUGGESTED LESSON PLAN SCHEDULE
## Teacher Guide

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The table above outlines the content and reference materials for the 9th year math course, covering lessons on square roots, Pythagorean theorem, and various geometric definitions.
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A. Fractions
B. Decimals
C. Percents

II. Interest, Profit and Loss

III. Profit and Loss

IV. Ratio & Proportion

V. Work Problems

VI. Distance Problems

VII. Fraction & Mixture

VIII. Geometry

IX. Series, Symbolic Math

X. Review

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<td>1. Warm Up Drill</td>
<td>5 min.</td>
<td>two problems based on previous work</td>
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<td>2. Homework Check</td>
<td>5-10 min.</td>
<td>problems worked on chalkboard by students</td>
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<td>3. Review Oral Drill</td>
<td>5 min.</td>
<td>Short questions involving basic math e.g. $7 \div 2$, etc. Last few problems based on new concept for motivational purposes</td>
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<td>5. Demonstration of new technique</td>
<td>5-10 min.</td>
<td>Presented by teacher at chalkboard</td>
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<td>6. Practical application</td>
<td>10 min.</td>
<td>five problems solved by students. Problems on chalkboard corrected and reworked</td>
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<td>7. Review</td>
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<td>Method or procedure restated and demonstrated</td>
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<td>Remainder of period</td>
<td>Problems assigned at start of period to be worked at seats</td>
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BOARD OF EDUCATION OF THE CITY OF NEW YORK
BERNARD E. DONOVAN, SUPERINTENDENT OF SCHOOLS

MANPOWER DEVELOPMENT TRAINING PROGRAM
110 LIVINGSTON ST.
BROOKLYN, N. Y. 11201

MAURICE D. HOPKINS, ASST. SUPERINTENDENT
HERMAN A. KRESSEL, DIRECTOR

TEACHER GUIDE
FOR
HIGH SCHOOL EQUIVALENCY
IN
CORRECTNESS
OF EXPRESSION.
ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides, and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

The research and writing were done by the following High School Equivalency staff members: Anthony Giordano, Louis Insalaco, Christopher Kittrell, Jay Shapiro, Robert Stoddard and LaVerne Thornton.

All High School Equivalency materials were tried in actual teaching situations, evaluated, revised and rewritten in final form. Special gratitude is expressed to Herman A. Kressel, Director, and Herman Slotkin, Coordinator, for their guidance and support in the preparation of the High School Equivalency materials.

Thanks are extended to Cecilia Chandler for assistance in preparing the Guides and Work Books.

*****************************************************************************
TEACHER GUIDE

CORRECTNESS OF EXPRESSION
(Grammar, Usage, and Spelling)

A. DIRECTIONS TO TEACHERS

The following Content Outline integrates the essential elements in Correctness of Expression: grammar, usage, sentence improvement, vocabulary and spelling. Listed page references are to the Student Work Book, Drill for Skill, and The English Workshop. They include discussion topics and drill exercises which can be used for class sessions and homework assignments. In addition to spelling lessons on rules and plural formation, there is a Word List section. A minimum of 20 words should be taught weekly and followed by periodic testing.

The lesson sequence provides for specific achievement testing to evaluate student strengths and weaknesses and to indicate areas for additional study. Teachers will prepare tests in addition to those found in the basic sources. Although each lesson represents a class session, the actual number of hours per lesson will vary according to specific class needs.

B. REFERENCES

1) Page References for Content Outline
   a) S.W. = Student Workbk.Correctness of Expression Supplement.

2) Additional Teacher References
   a) Simpson, Louis, An Introduction to Poetry, St. Martin's Press, New York, 1967. This paperback book ($3.95) includes an introduction to poetry and a complete glossary of terms. The glossary is especially helpful in the preparation of lessons because it contains many useful examples illustrating the terms.

C. LESSON SCHEDULE CONTENT OUTLINE - 55 Units

D. BASIC WORD LIST
### C. Lesson Schedule Content Outline

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<td>Types of Sentence</td>
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<td>Noun and Pronoun</td>
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<td>Simple, compound, fragment, run-on sentence</td>
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<td>17. Subject complement with linking verb</td>
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<td>27. Use of apostrophe—contractions, plurals of numbers and symbols, possessive nouns</td>
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<td>28. Agreement - Singular and plural, subjects and verbs: Prepositional phrases, Compound Subjects</td>
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   Review usage - Lesson 27
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| 53| Co-ordination and subordination                           | E.W.93-95  |
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- 81: purse, replies, secretary, specifically
- 82: writing, accidentally, advantageous, ballet
- 83: distinct, interfere, partial, terrible
- 84: vegetable, abundance, advertisement, beneficial
- 85: necessity, genuine, issuing, manuscript
- 86: precious, scholastic, adjustment, safety
- 87: accessible, delinquent, enterprise, appointment
- 88: census, mileage, opposite, amendement
- 89: parallel, perseverance, promissary, suite
- 90: carburetor, collectible, chosen, suit
- 91: horsepower, letterhead, bankruptcy, subpoena
- 92: concede, recurrence, rhythm, trial
- 93: usable, counsel, diary, trail
- 94: council, coal, carload, downtown
- 95: background, blueprint, nickel, offhand
- 96: mailbox, meantime, erroneous, exaggerate
- 97: rewrite, semiannual, fluorescent, waiver
- 98: extraordinary, facsimile, suite, process
- 99: yield, additionally, deceased, nineteenth
- 100: unanimous, statute, dependent, nineteen
- 101: beforehand, safeguard, fireproof, sixteenth
- 102: intact, mortgage, cooperate, timekeeper
- 103: lenient, past, switchboard, compliment
- 104: capital, classroom, arising, businesslike
- 105: capital, marred, condemn, courthouse
- 106: elsewhere, textbook, recemnt, network
- 107: payroll, timekeeper, network, timetable
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<td>criticism</td>
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<tr>
<td>secretarial</td>
<td>source</td>
<td>description</td>
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</table>
TEACHER GUIDE FOR HIGH SCHOOL EQUIVALENCY IN READING COMPREHENSION AND LITERATURE
ACKNOWLEDGMENT

The High School Equivalency Diploma Tests, Teacher Guides, and Student Work Books were prepared by the Police Cadet Project of the Manpower Development Training Program under the direction of Roger Russell, Project Coordinator; Evelyn K. Sussman, Basic Education Supervisor; and Rhody McCoy, Basic Education Project Supervisor.

The research and writing were done by the following High School Equivalency staff members: Anthony Giordano, Louis Insalaco, SVA KERR Christopher Kittrell, Jay Shapiro, Robert Stoddard and LaVerne Thornton.

All High School Equivalency materials were tried in actual teaching situations, evaluated, revised and rewritten in final form. Special gratitude is expressed to Herman A. Kressel, Director, and Herman Slotkin, Coordinator, for their guidance and support in the preparation of the High School Equivalency materials.

Thanks are extended to Cecilia Chandler for assistance in preparing the Guides and Work Books.

*******************************************************************************
A. DIRECTIONS TO TEACHERS:

The following units in the Skills Outline have been selected and sequentially organized in order to provide essential vocabulary and reading comprehension skills. They are applied to the literature, social studies, mathematics and science areas in the Content Outline.

The sample lesson contains its basic elements of a reading comprehension lesson and how to apply them. Although each lesson represents a class session, the actual number of hours per lesson will vary with specific class needs.

B. REFERENCES:

2. S. W. = Student Workbook - Reading Comprehension
3. S. S. = Social Studies Content Outline

C. SKILLS OUTLINE

D. LESSON SCHEDULE CONTENT OUTLINE - 62 Lessons

E. SAMPLE LESSON

a. Essential elements

b. Application: Vocabulary, Reading Selections, and Questions.
PART C.

TEACHER GUIDE FOR READING COMPREHENSION AND LITERATURE

SKILLS OUTLINE
(Social Studies, Literature, Science)

The following outline gives the essential reading comprehension skills needed for the literature, social studies and science sections of the High School Equivalency Examination.

UNIT CONTENT

I. WORD ATTACK SKILLS
   A. Pronunciation
      1. Dictionary guide to pronunciation-phonics
      2. Phonetic pronunciation
   B. Syllabication
      1. As an aid to pronunciation
      2. As an aid to word recognition
      3. As an aid to spelling

II. VOCABULARY BUILDING
   A. Context Clues
   B. Definitions and sample sentences
   C. Related words in other word forms
      (e.g. anger, angry, angrily)
   D. Synonyms
   E. Antonyms
   F. Word parts: prefixes, roots, suffixes

III. THINKING AND ANALYSIS SKILLS
   A. Making simple inferences
   B. Distinguishing factual sentences, key words
   C. Recognizing categories of information
   D. Verbal analogies

IV. ANALYTIC READING SKILLS
   A. Recognizing main ideas
   B. Recognizing supporting statements
   C. Irrelevant material

V. READING FACTUAL MATERIALS IN SOCIAL STUDIES & SCIENCE
   A. Finding specific facts
   B. Distinguishing facts from opinion
   C. Drawing accurate conclusions
   D. Learning basic concepts of the field and essential subject vocabulary
VI. READING LITERARY MATERIALS
   A. Technical aspects of prose and poetry
      1. How to approach a poem
      2. Structure of poetry
      3. Humor in literature
   B. Interpretation
**LESSON SCHEDULE CONTENT OUTLINE**

The following outline includes lessons for building vocabulary and reading skills in factual subject areas and literature. General skill lessons in reading will be found in *Breaking the Reading Barrier* supplementary materials in literature and social studies will be found in the Student Workbook.

*Note:* B.R.B. chapters are developmental and should be used in sequence.

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<th>CONTENT</th>
<th>SUGGESTED SOURCE</th>
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<td>Word Attack Skills: Syllabication</td>
<td>S.W.</td>
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<tr>
<td>3.</td>
<td>Word Attack Skills: Review</td>
<td>S.W.</td>
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<tr>
<td>4.</td>
<td>Vocabulary Skills: Context Clues</td>
<td>S.W.</td>
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<td>5.</td>
<td>(Vocabulary Building) (Thinking &amp; Analysis Skills) (Analytic Reading Skills)</td>
<td>Testing Student &amp; B.R.B.; Chap. 1</td>
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<td>B.R.B.; Chap. 3</td>
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<td>11.</td>
<td>(Literature: Introduction, How to) (Approach a Poem)</td>
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<td>(Skills as Above)</td>
<td>B.R.B.; Chapt. 6</td>
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<td>23.</td>
<td>(Type of vocabulary)</td>
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<td>24.</td>
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<td>26.</td>
<td>(Literature: The Structure of Poetry)</td>
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<td>27.</td>
<td>(Review: How to Approach a Poem)</td>
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<td>28.</td>
<td>(Comprehension Skills and Analyzing)</td>
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<td>29.</td>
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<td>30.</td>
<td>(Results)</td>
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<td>31.</td>
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<td>32.</td>
<td>Literature: Figures of Speech Part I.</td>
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<td>33.</td>
<td>Literature: Figures of Speech Part II.</td>
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<td>38.</td>
<td>(Covered: Social Studies)</td>
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<td>41.</td>
<td>Literature: Interpretation Part II.</td>
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| 37.    | Vocabulary Building  
         | Thinking & Analysis Skills  
         | Analytic Reading Skills |
| 38.    | Social Studies Content Lesson |
| 39.    | (Social Studies Content Lesson)  
         | (Social Studies: Review of Content) |
| 40.    | Vocabulary Building  
         | Thinking & Analysis Skills  
         | Analytic Reading Skills |
| 41.    | Literature: Figures of Speech Part III. |
| 42.    | Literature Review Lesson: How to Approach a Poem |
| 43.    | (Review Lesson: Vocabulary Building)  
         | (Thinking & Analysis Skills)  
         | (Analytic Reading Skills)  
         | (All Subject Areas) |
| 44.    | Social Studies Content Lesson |
| 45.    | Literature: Interpretation Part III. |
| 46.    | Literature: Interpretation Part IV. |
| 47.    | Social Studies Content Lesson |
| 48.    | Social Studies Content Lesson |
| 49.    | Literature: Interpretation Part V. |
| 50.    | Literature: Humor in Literature Part I. |
| 51.    | (Student Reading Skills Review)  
         | (All Subject Areas) |
| 52.    | Social Studies Content Lesson |

**SUGGESTED SOURCE**

- B.R.B.; Chapt. 10
- Topic #6
- S.S. Outline
- Topic #7
- S.S. Outline
- B.R.B.; Chapt. 10
- S. W.
- S.W.
- B.R.B.; Chapt. 11
- Topic #8
- S.S. Outline
- S. W.
- S. W.
- Topic #9
- S.S. Outline
- Topic #10
- S.S. Outline
- S. W.
- S. W.
- B.R.B.; Chapt. 12
- Topic #11
- S.S. Outline
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<td>57.</td>
<td>Literature: Interpretation Part VI.</td>
<td>S. W.</td>
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<td>Topic #13</td>
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<td>Literature: Interpretation Part VIII.</td>
<td>S. W.</td>
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PART E BASIC OUTLINE OF A SAMPLE READING COMPREHENSION LESSON
(Content: Social Studies, Science or Literature)

The following is an outline containing the basic elements which should be part of a teacher-made reading comprehension lesson.

I. ESSENTIAL ELEMENTS
A. Essential vocabulary presented: this vocabulary should include key concept words and words whose meaning cannot be derived from their context in the reading selection.

Format:
- a. Pronunciation
- b. Definition
- c. Sample sentence illustrating use of each word (according to the definition used in the given selection).

B. Reading Selection

C. Comprehension questions:

Format: multiple choice

1. Vocabulary comprehension questions.

Examples:
Type A: The word in paragraph 1 which most nearly means "of great advantage" is

a ______ b ______ c ______ d ______ e none of these

Type B: In line 1, the word "peculiar" most nearly means

a ______ b ______ c ______ d ______ e none of these

2. Fact questions

3. Analytic Questions

Type A: Finding the main idea.
Type B: The author's point of view.
Type C: The mood (literature).
Type D: Valid conclusions or inferences to be drawn from the material.

4. Content of Answer Choices

a. The right answer
b. A plausible answer, but one not drawn from the material.
c. An answer using terms or vocabulary words similar to those in the material, but not related to the material.
d. An answer which is a true statement, but too general.
e. An answer which is too specific.
PART E (continued)

II. APPLICATION: Vocabulary, Reading Selections, Questions

A. Vocabulary

Read the selection, after making sure you know what the following words mean, how to pronounce them, and how they are used.

<table>
<thead>
<tr>
<th>word</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>enable</td>
<td>let, allow</td>
<td>The extra money will enable him to take a trip.</td>
</tr>
<tr>
<td>characteristic</td>
<td>feature, distinguishing trait</td>
<td>One characteristic of rubber is that it will stretch.</td>
</tr>
<tr>
<td>commerce</td>
<td>business, trade</td>
<td>The old traders, as well as modern merchants today, made their living in commerce.</td>
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</tbody>
</table>

B. Reading Selection

On its fifty eight million square miles of land, the earth has over three billion people. On the average, there are now about 52 people for every square mile of land. Actually, of course, the population of the earth is not distributed evenly. In New York City there are about 25,000 to the square mile, while in Antarctica there are none. Population tends to be dense where natural advantages combine with tradition and skills of the people to enable a large number of people to make a living.

Geographic features that encourage population density include favorable climates, where temperatures are high enough for farming and where the rainfall is evenly distributed during the growing season; good soils, where the natural resources are available, and low elevations which make transportation easy and encourage the accumulation of rich top soils. Characteristic places of dense agricultural populations include those favorable geographic factors already mentioned, settlement along river valleys and deltas, intensive agricultural (in which every bit of land is used, and every means is used to coax the last bit of food from available land) and subsistence farming, in which almost all of the crop raised is used to feed the family of the farmer and the small surplus is used to buy clothing, fuel and other necessities. There are also certain characteristics which account for dense industrial populations. There has to be accessibility of natural resources which are the raw materials used in industry. Because modern industry produces much more than can be used by the populations of industrial regions alone, there is a production of surplus goods which are then made available to larger markets. High standards of living are created because the workers can sell their skilled labor at a price that will buy not only the necessities of life, but comforts and luxuries as well. Unlike the areas of dense agricultural populations, industrial regions must look elsewhere for food to feed their people. There is dependence, therefore, upon commerce.
PART E, II (continued)

C. Questions

1. dense (in line 6) most nearly means
   a. thick       b. closely packed       c. condensed       d. none of these

2. geographic (line 8) means
   a. having to do with maps       b. having to do with natural features of the earth
   c. related to the study of geology       d. none of these

3. low elevations (line 11) most nearly means
   a. without uphill transportation  b. close to sea level
   c. in the mountains    d. no elevators   e. none of these

4. raw (line 21) most nearly means
   a. uncooked       b. unprocessed       c. sore       d. none of these

5. comforts (line 26) most nearly means
   a. kindnesses  b. consolations  c. enjoyments  d. none of these

6. In the area of dense farming populations, every bit of land is used
   a. intensive farming
   b. extensive farming
   c. heavy trading
   d. use of heavy machinery

7. Dense populations are likely to be found in all of the following except
   a. river valleys
   b. basins
   c. plains
   d. plateaus

8. In the two groupings below, underline the item in each group that does not belong with the others.

   A. HIGH STANDARDS OF LIVING: Industrial regions, production of surplus goods, heavy commerce, subsistence farming.

   B. AREAS WITH HIGH POPULATION DENSITY: Independent of commerce, natural resources, favorable climates, low elevations.
This is one of a series of Basic Education materials developed under a special curriculum grant from the New York State Department of Education. The items have been produced on three levels. Level I materials are designed for trainees functioning below the 4th grade reading level; Level II for trainees at the 4th to 6th grade; and Level III for trainees above the 6th grade of literacy.

The following items have been developed:

- Basic Education Outline for Commercial Occupations Specifics (Typist Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer). Levels II, III.

- Basic Education Outline for Distributive-Merchandising Specifics (Grocery Checker, Shipping Clerk, Sales Clerk). Levels II, III.

- High School Equivalency Workbooks and Teacher Guides Level III.

- Remedial Lesson Materials for Auto Service Station Attendant in Traditional Orthography and Pitman Initial Teaching Alphabet. Levels I, II.

- Non-English Basic Education-Varied Occupations (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III.

- Sample Language Arts Lessons for English as a Second Language trainees related to the occupation of Picture Framer. Level II.

- Two sample Commercial Occupations Basic Education Units for reading improvement, Levels II and III.

This series was prepared by the Basic Education staff of the Manpower Development Training Program under the general direction of Herman A. Kressel, Director of the Manpower Development Training Program.

The research and writing were done by Evelyn K. Sussman, Basic Education Supervisor, and Vera L. Hannenberg and Helen R. Weinberg, Assistant Basic Education Supervisors.

Special thanks are extended to the Basic Education teachers who cooperated in developing and testing these materials, to Richard O'Connor Brooklyn Adult Training Center Automotive Supervisor, and Sidney Huchital, Teacher-in-Charge, Brooklyn Adult Training Center, for technical help in developing and evaluating the Auto Service Station Attendant material. Thanks are also extended to the Bureau of Community Education for its assistance.

HERMAN SLOTKIN,
Project Coordinator
January, 1968

* * * * * * * * * * * * *
Remedial Lesson Materials

for the

Auto Service Station Attendant Pre-Vocational Course

in

Traditional Orthography (T.O.)

and

Pitman Initial Teaching Alphabet (I/T/A)

Parallel remedial lesson materials in I/T/A and T.O. for pre-vocational trainees in the Auto Service Station Attendant course have been prepared in two separate books. The materials are intended for adult functional illiterates with a reading score less than 4.0. These original reading selections follow the sequence of pre-vocational occupational training and have been graded in order of difficulty after trial with classes in the Manpower Development Training Program.

These materials consist of 29 Units, with each unit divided into 5 parts:

1. A Teacher's Guide including a chalkboard workout of phrases and sentences to introduce the selection.

2. An original Vocational Reading Selection relating to a specific area of shop training.

3. Reading Comprehension questions based on the reading selection.

4. A Language Arts lesson derived from the reading selection, stressing shop vocabulary and shop language usage.

5. A Homework Assignment based on reading comprehension and language arts lessons.

* * * * * * * * * * * * * * *
remedial reading curriculum
for the
"e and d" auto servis station attendant.

i/t/a v. l. hannenberg

1. job opportunities for the auto servis attendant
2. or you the man for the job?
3. your job as an auto servis attendant
4. the attendant is a salesman
5. getting dressed for work
6. the servis station laun
7. the servis stationeland
8. housekeeping horses
9. the gasolen pump
10. gasolen - how do we get it?
11. the fancy excuses
12. lifting the car
13. danger spots in the shop
14. the history of the tier
15. general tier car
16. henry ford
17. general auto maintenans
18. the lubrication system
19. enjin lubrication
20. trubljetting
21. gauges and meters
22. the power train
23. holding things together - fastening devices
24. stepping on the brakes
25. stopping distances
26. air pollution
27. the return of the electric car
28. your gas mileage depends on you
29. winterizing the car
manpower development training program
brooklyn adult training center

a.s.a. - "e and d"

i/t/a

blackbord fræses two introduces selection

"job opportunities for the
automobile service station attendant"

teacher's pined

there is a shortage of men
if he is qualified
desert take-haem salary
start a beginner
commission on sales
a good future in automobile service
in all kinds of weather
opportunity for good workers
keep an eye on him
accessories and new parts
regular overtime work
a second shift
A man interested in cars get along with peopl looking for new dealers
become staff on managers

Blackboard sentences

1) Some attendants get a 10 percent commission on the sale of accessories and new parts,

2) With overtime, commissions, and tips, an attendant can earn a decent salary.

3) An attendant needs a driver's license to perform mobile service, and to pick up supplies.
4) a man who is interested in cars, and can get along with people will do well as an attendant.

5) the oil companies pick good attendants to manage new service stations.
"job opportunities for the auto servis station attendant"

Employment servis reports that there is a shortage of men to fill jobs as auto servis attendants. This means that the man who transfers to be an auto servis station attendant is likely to find a job, if he is qualified. Many stations have overtime work for men employes. An auto servis station attendant can make a fairly decent task-hoem salary, if he is willing to work overtime.

Wages and working conditions

In New York City, wages for a beginning auto servis station attendant start at $1.50 an hour.
sum times, operators of a service station will start a beginner at a lower rate.

In general, the salary for a beginning attendant will range between $60.00 and $80.00 a week.

The auto service station attendant can make money from commission on sales. Some stations pay a 5% to 10% commission on the sale of lubrication jobs, accessories, and new parts.

An attendant can also make extra money on tips. In some stations, tips run between $8.00 and $10.00 a week.

The work week in a service station is six days, at or six hours a day. Some stations have regular overtime work for their men. Some stations have a 45-hour work week, and have part-time employees, to cover the rest of the time.
a.s.a.-"e and d" (job opportunitis) -3-
in sum stations there is a second shift to
cover all of the hours that the station is
open.

Weekend work is part of the job.
Work on holidays is also part of the job.
As long as the service station is open, there
must be attendants on duty. If the station
is open all night, then sum attendants will
have to work the night shift.

An auto service station attendant
must have, or be able to get, a New York
State driving's license. He must be
able to drive to give road service, or to pick
up supplies.

For the right kind of man, there be
a good future in auto service. The right kind
of man is a man who is interested in
cars, and is willing to work between
a.s.a.-"e and d" (job opportunitis) 4-45-54 ours a week. The riht kiend ov man must be willing to wrk all shifts, on week-ends and holidæs, and in all kiends ov wether. Møst ov all, he must be æbl tw get along with peopl, with the bosses and the other men --- and with the customers.

A helthly man, hoo can wark under theæ condijhons mæ hav a gud futuer ahed ov him. Thæ ar meny opportenitís for gud warkers. Møst stæphon manajers started as attendants. The oil cumpanis ar alwas lookig for nue dealers. When thæ see a man hoo is a gud auto servis attendant, thæ keep an ie on him. Thæs ar the men hoo ar pickt tw becum stæphon manajers.

- the end -
a.s.a.-"e and d"  job opportunities

__questions__

1) aër or not meny jobs open for autoe servis attendants. trëw or fauls?

2) autoe servis stæphon attendants usually work:
   1) a street 8 our dæ
   2) during the week, with noe week-ends or holideæ wurk.
   3) all shifts including sundæs and holideæ, if the stæphon is open.

3) as long as the stæphon is open, theer must bee attendants ______ ________.

4) it is important that an attendant be able to ______ ______ with peopl.

5) noe matter how good a wurker a man is, hee can never becum a stæphon manajer. trëw or fauls?
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a.s.a. "e and d"  i/t/a  (l)

language lesson for job opportunities
blackboard exercises  short "o" forms

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<td>throbbing motor</td>
<td>a job with promise</td>
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<tr>
<td>mop up the floor</td>
<td>oil globules</td>
<td>hydrometer reading</td>
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blackboard sentences:

a. we had to order new knobs from the manufacturer for the customer's radio.
b. an operator's license, or driver's license, is needed to work in many service stations.
c. the customer complained about a throbbing motor when he stoppt for a red light.
d. in his station only top kwolity motor oils are used.
e. a hydrometer reading will indicate whether the radiator water is too hot.
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a.s.a.-"e and d" i-t-a

homework assignment for job opportunities

name_________________ class__________ date__________ teacher________

a. when oil drips on the ground, it forms circles of oil which are called ________ ________.

b. the temperature of the water in the radiator is checked before taking a ________ ________.

c. a job in which you can get ahead may be called ________ ________ ________.

d. attendants in many stations make extra money by ________ ________ ________ ________.

e. all attendants have in the cleaning hours and must sometimes ________ ________ ________ ________.
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blackboard fæzes tə introdus——
or sə wə the man for the job? #2

mæk up yer miend
last on the job
hevy and hard wurk
she shape or...
mow tə nue york
warm and comfortable
græs and oil
dirty hands
training on the job
angry customers
easy-going person

kwestions on the blackboard-----

a. what kiends ov jobs in the shop do you fiend hard?
b. what dus it mean when peep pl sæ—"you must start from the bottom"?
c. how do you think what do he cleaning up in the shop?
I. C. T. A.

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V. L. Hannenberg

Or is a man for the job?

There is a lot that you must know about a job before you can make up your mind that it is the job for you. There is also a lot that you must know about yourself before you can decide that you are fit for a certain kind of work. It is just as important for you to be right for the job as it is for the job to be right for you.

The first thing that you must consider is your health. Before you can decide to train for a job, you must be certain that you are in good health, and that you have what it takes to do the job.

A weak, sick man will not last on a job that has a lot of heavy and hard work. Even if you are a big man, you must still be strong if your work requires a lot of lifting and carrying of heavy machinery and tools. Heavy work is only for a man who is built for it. If you take a job that is too hard for you, your chances are that you will not last very long on the job.

There are also many people who cannot stand very hot or very cold weather. For such people, a job that has a lot of outdoor work may be very hard. People who move to New York from warm places, like the south, or Porto Rico, find it hard to get used to the cold. An outdoor job may be very hard for these people, especially in
an auto servis station attendant wurks outdoor a
great part ov his wurk da. he is movin all the time pump-
ing gas, checkin tiers, goin insid for manj and stamps.
he must be abl to tak he hat ov the summer and the cold
ov the winter if he is goin to last on the job. sum
peopl get west to outdoor wurk very fast and lern to like
it. meny peopl like outdoor wurk better than insid jobs.
the outdoor givs them a sens ov freedom.

an attendant must lık neat and clen. he is the man
how greets the customer. he must wise dress to be cool in
the summer and warm and cumfortabl in the winter. an
attendant must never overdress. if he wars to much
clothin, he will not be abl to mov and to wurk.

a man how cannot stand gettin his hands dirty will
not be very happy as an auto servis attendant. gras and
oil, and the smell ov gasoline ar part ov the job. nec
matter how neat and clen yw ar when yw start the da, yw
will end the da with dirty hands. remember to hat a gas
station dus not smell like a garden, nec matter how clen
and well-kept it is.

an auto attendant is not the only wurker how gets his
hands dirty on the job. doctors do a lot ov dirty wurk.
socê do architecsts, enjineers, artists, and even techers.
or yw the man for the job?

- all ov these peopl need a lot ov sep and wait at he end ov a wurk day. no matter how dirty yw get, yw can always wash at he end ov he day. special seps for grees and oil ar kept at he station. an attendant can leave he station without a trace ov grees and oil on his hands and face.

In eny job, a man how is interested in he wurk, and enjoy he wurk, will usually do well. his is tru in auto servis. a man how likes cars, will enjoy wurking as an attendant. if a man enjoy wurking with his hands, he will get along in a servis station. an interest in the job ma lead to better pay and more training on the job.

An auto servis attendant spends a large part ov his wurk day with peopl. he is he wun how meets he customer and has to be nice to he customer. if yw do not like waitting on peopl, this is not a job for yw. yor job as an auto servis station attendant is to giv servis with a smiel! if yw hav a nasty customer, it ma becum hard to smiel. but fortunately, not all customers ar nasty. if yw ar an easy-going person, with nice manners, yw will get along with he customers. this is good for yw and good for business.

he end
Questions

a. any job that pays well is the right job for you. true or false?

b. an auto services station attendant spends a large part of his day...
in the shop
sweeping and cleaning the station
in and out, in all kinds of weather

c. the more cleaning an attendant does in the winter, the better off he will be.
true or false?

d. many jobs have dirty work. name two of them.

-----------------------------

---

e. a man usually enjoys his work in a gas station if...
he cannot stand getting his hands dirty
likes to work on cars
cannot stand waiting on people
### Language Lesson -- "Are you the man for the job?"

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- Health reasons
- Well-kept
- Smell like a garden
- Do well on the job
- Remember well
- Evaporated water
- Essential gas station
- Leather belt
- Dirty sediment
- Automobile engine
- Technical matter
- Get better
- Heavy machinery
- Heavy equipment
- Dress for the weather
- Especially in winter
- Road test
- Oil deposits
- Welded together
- Credit card
- Electrical system
- Elementary education
homework assignment: "or yw the man for the job?"

fill in the correct answer—

a. it is just as important for yw to be right for the job, as it is for the job to be _______ _______

b. an outdoor job may be hard, especially _______ ______

______

c. an auto service station attendant is moving all the time, _______ _______ _______ and going inside for _______ _______ and _______.

d. in the winter, an attendant must dress to be warm, but he cannot _______ _______.

e. greas and oil, and the smell of _______ _______ or part of an auto service station.

f. a man who likes _______ _______ _______ will usually make a good auto service station attendant.

g. an interest in a job may lead to _______ _______ and more _______ _______ on the job.

h. an auto service station attendant must not mind waiting on people, and must know how to get _______ _______.

———
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a.s.a. - "e and d"


teacher's glad - introductory phrases to accompany reading -

"Your job as an auto service attendant"

before you begin training
the attendant's duties
grat the customer
attach the pump hose
set the pump register
wipe off the windshield
the work ticket
raise the lift
ring up the sales
replace the radiator hoses
car hood should be raised
when the customer is convinced
if the car needs oil
check the air in the tires
figure out what the car needs
the station manager or mechanic
the cost of repair
inspect the brake system
a stolen or cancelled card
pick up supplies
Your job as an a.s.a.

1. A station manager will usually tell the new attendant exactly what his duties are.
2. Before gas is pumped into the car, the attendant must remember to set the pump register.
3. A clean dip stick will show if the car needs oil.
4. An attendant will never estimate the cost of repair.
5. During the drive-in service, the car hood should be raised to inspect the insides.
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Job as an Auto Servis Attendant

It is always a good idea to learn as much as possible about the job you plan to take. It is a good idea to find out as much as you can about the work even before you begin training for a new job. The more information you have about the work, and about what will be expected of you on the job, the easier it will be for you to decide whether the job is right for you.

A station manager will usually tell the new attendant all about how the station is run, and what the attendant's duties are. The job is almost the same in all stations, but some stations run a little differently from others. The manager will usually tell you what you need to know.

In all stations it is the job of the auto servis station attendant to greet the customer who drives up to the pump for gas. It is always a good idea to get to the customer as quickly as possible, and to make him feel that you are happy to see him and want him.
yr job as an auto servis attendant

if a customer has to wait because yo or busy, let him ne dat yo will tak car ov him as soon as yo or finish he is mor likly to wait for servis and not driv awa. if yo greet him and tell him dat yo will be with him in a few minits.

if a customer has cum in for gas, he attendant will he him whe to driv he car. he will then tak off he gas cap and attach he pump hap to he tank. befor he gas starts to flow, he attendant must set he pump register.

it is also he job ov he attendant to wipe off he windhield and he rear wind. he car hod hod be rasd to check he oil and water levels. if he car needs oil, or a new fan belt, or an oil filter, he attendant hod tell he customer. a clean dip stick, whi he oil level shoin, hod be len to he customer. he can then see for himself whe he oil level is. when he customer is convinst hat he car needs oil, yo must ne what grad ov oil he car tak. he manual will tell yo.

he auto servis attendant is also expected to check he ar in he tanks with a tier gaj, if he customer asks for it.
Your job as an auto services attendant

The attendant should also find out what other services the customer may want. If the customer does not seem to need what the car needs, the attendant may offer services and try to figure out what the car needs. Sometimes the attendant may need help from the station manager or the mechanic in finding the trouble.

The attendant must fill up the work ticket. He lists what the car needs, but he does not estimate the cost of repair or labor.

A car which is brought in for a lubrication may be driven onto the lift by the attendant. He may also raise the lift.

If the oil has to be changed, this too may be the job of the attendant. For the lubrication, the manufacturer's manual or chart must be followed.

An auto attendant may also have to check the transmission, the differential, the brake fluid, and other fluids in the power parts.

The attendant inspects the seals on the bearings, inspects and cleans the blow-bye system in the engine, if there is water.

Sometimes an attendant will have to do other jobs too. He may have to repack or replace front wheel bearings, replace the air filter, or change the oil filter.
Your job as an auto servis attendant

An attendant may also work with the battery. He may test or charge the battery, or replace the storage battery. He may replace a seal beam unit, install windshield wipers, replace the radiator and heater hoses, and replace a thermostat or fan belt.

After an attendant has pumped gas into the car, or made a sale of some supplies, he takes change, makes change, and thanks the customer. In some cases he may ring up the sale himself. Sometimes he will turn the money over to the manager to ring up. If a credit card is used, he must ret up a credit slip with all the information that is needed. He must check to see that the credit card is not a fake, and is not a stolen or cancelled card.

One or many tools which the attendant must now have to use. He must be familiar with the screwdriver, adjustable and socket wrenches, and pliers. There are also many pieces of equipment which he uses, such as the hydrometer, tire gauge, battery tester, hydraulic lifts, and jacks, reversing fluid, front and rear wheel balancing machines, and the ar machine, for disassembling tiers.
Your job as an auto servis attendant

A lot of information about servicing a car is found in the manuals prepared by auto manufacturers. An attendant must look at these manuals often.

An attendant usually has to have a driver's license. He may have to drive a customer's car. He may also have to go out with the station truck or station wagon for road servis, or to pick up supplies.

The end
Your job as an auto services attendant

Questions

1. The less you know about what is expected of you on the job, the better off you will be. Try or fails?

2. In all stations, it is the job of the auto services attendant to __________ __________ __________ how drivers in.

3. A customer will wait for services -
   a. if he has a lot of them
   b. if he must have the service
   c. if you greet him and promise to be with him in a few minutes.

4. During drive thru service, an attendant should not bother the customer with other car needs. Try or fails?

5. Information on servicing a car should be gotten from:
   a. the station manager
   b. the mechanic
   c. the manual, whenever possible.
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a.s.a.-"e and d" i/t/a (3)
languAJ lesson for your job as an auto
servis attendant

11. blackboard sentences:
1. the dorse ov the car woold not cløs
   properly becaus ov the worn gaskets.
2. he woold a cors rasp insted ov a
   fien rat-tæl fiel.
3. two nue steel brackets wer installd
   tw held the tæl piep in plæs.
4. meny stæphon manajers will giv thær
   men a ræs after thæ hav gotten sum
   practical eksperiences on the job.
5. compleet instrucfions on how tw servis
   eagh car model mæ be found in the
   manufactuerers servis manucal.

-2-
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a.s.a.-"e and d" i/t/a (3)

Homework assignment for your job as an
auto repair attendant

Name____________________ Class____ Date____ Teacher_____

Fill-in

1. An attendant must be careful to check the customer's credit card to see that it is not a ______ ______.

2. A well-run service station has all of its tools neatly hung on a____ ____.

3. The cap should always be replaced on the ______ ______ so that no brake fluid leaks out.

4. The station requests the prices on all of its tiers during the ______ ______ ______.

5. A good auto repair service station attendant may soon do become a ______ ______.
Introductory blackboard phrases

The attendant is a salesman

Responsible for running the station

Success or failure

Meets the customer

Has contact with the customer

Cum in for gasoline

Check the cooling system

Serious expenses or injury

Drews service

Cleaning the windshield

A lot of travelling

Moved millions of items

Between gas station visits

Danger points

The minimum service
1. The proper service to a car will prevent serious damage.

2. The success or failure of a station depends a lot on the attendant.

3. The car parts may millions of items between gasolene fill-ups.

4. The man who meets the customer, will keep the customer or lose him.

5. Doctor service will either make or break a service station.
A service attendant is a salesman

An auto service station manager is a very important person. He is responsible for running the station, for managing the work, and for keeping the station in business. But a large part of his success, or failure of a service station depends on the attendant.

The attendant is the man who meets the customer. It is his service and manner which will keep the customer and bring in work. Very often, the attendant is the only person to have contact with the customer. A sharp attendant will give good service, and will also make him to sell the customer parts and service. Keeping the car in good shape is good for the customer, good for the attendant, and good for business.

Motorists come in for gasoline more often than for any other service. That is why driving service is so important.

There is much more to driving service than pumping gas, checking oil and water, and cleaning the windshield and rear windshields.
most often a car travels a hundred miles, or more, before it is back in town to fill it up with gasoline. During this time, between fill-ups, the car has done a lot of traveling, and its parts have moved millions of times. These parts have gotten hot enough to melt.

The moving parts, the machinery, must be checked every single part in a wheel. There is a lot that can happen to a car between gas station visits. There is a lot that can go wrong with the tires, cooling system, the engine, or the brake system. If these danger points are not checked, there may be serious expenses or injury.

The minimum service that must be given at the pump includes:

1. deliver the gasoline
2. clean the windshield and rear windo
3. check the cooling system
4. check the motor oil
5. check other needs

The greatest opportunity for selling cums from "checking needs." This may turn out to be the most important service given by the attendant. A tank full of gas, and clean windows or important, but it will not help
The attendant is a salesperson who drives very much, if he is in for serious mechanical trouble.

An attendant who is servicing a car has the opportunity to find out if there are troubles. If the fan belt looks worn, if the car is overdue for a lubrication, the attendant would call the driver's attention to these important needs. In doing so, he is helping the driver and helping his business on the station.

That is the sales and service go hand in hand.

The Harper the attendant's is in spotting car needs, the better the service and the better he sells.

Questions

1. A good station manager is all that is needed for the success of a service station. True or false?

2. Keeping the car in good shape is good for the ______, good for the ________, and good for ________.

3. Motorists drive in to a station mostly:
   a. For an engine tune-up
   b. For a tire check
   c. For gasoline

4. A car usually travels more than ______ ______ _______ between fill-ups.

5. Checking the danger points can prevent serious _______ or ________.
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a.s.a. - "e and d" i/t/a (4)
language lesson for the attendant is a salesman

1. blackboard phrases: e forms

- steering wheel
- moving the creeper
- greet the customer
- wiper pants
- drive a jeep
- safety seat belts
- windshield wipers
- check the meter
- automatic dealer
- steep hill
- retail prices
- stainless steel
- meet people
- radio and heater

11. blackboard sentences:

1) the car had very slow pick-up when it had to climb a steep hill.

2) an attendant is expected to greet customers in a pleasant manner.

3) a set of new bladed had to be installed on the windshield wipers.

4) the customer decided to save many because trading in his big car for a cheaper model.

5) the attendant knew that he would have to move the creeper away when he emptied the engine crankcase.
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a.s.a.-"e and d" i/t/a (4)

homework assignment for the attendant is
a salesman

name________class____date________teacher______

fill-in

1) if the attendant is too busy to wait on the new customer, it is a good idea to ________ _______, and ask him to wait.

2) there is less danger of rust, when auto parts are made of ________ ________.

3) the auto safety laws require that new cars be equipped with ________ ________.

4) when the manufacturer raises the price of auto parts, the dealers usually raise the ________ ________.

5) the mechanic warned the driver that too much use of the ________ and ________ wood causes a drain on the battery.
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Brooklyn Adult Training Center

A.S.A. "e and d"

Teacher's Aid -

Blackboard phrases for -

"getting dressed for work"

titp ov wurrk
saf jobs - dznjerus jobs
caus a lot ov trubl
strong par ov jnos
jnos dat giv no support
mæk de grãund slippery
grãsy and dirty
a bad impræhôn
tæ gords bilt in
oil and water resistant
matching wurrk pants and hirt
a uniform rental outfit
embrõderd nãm
fifty-fifty basis
tæking muny and mæking mænj
keep reasonably clean
"getting dressed for work"

- e.s.a. "e and d"
- teachers glad
- blackboard sentences

1. each job on work has its special tools and special clothes.

2. shoes that give no support are uncomfortable and dangerous.

3. oil and water make the floor in the gas station very slippery.

4. many uniforms are supplied by a uniform rental outfit.

5. hands should be clean when taking money, making change, or filling out a credit slip.
"getting dressed for work"

There are special tools for every trade. There is also special clothing which is proper for each step of work. Your safety at work depends on your being properly dressed for the job. Dressing safely is just as important in the so-called "safe" jobs as it is in the "dangerous" jobs.

Very loose clothing may keep you cool in the summer, but lose clothing can get caught in a piece of moving machinery, and cause a serious accident. A long tie that hangs down, or torn sleeves can cause a lot of trouble. Pictures of attendants usually show them wearing bow ties. Bow ties are not only because he looks good, but because he is safer.

An attendant must be careful about the shoes he wears to work. He needs a good, strong pair of shoes to support his feet because he will be on his feet all day. Nursing spoils a day like feet that hurt because of uncomfortable shoes.
sneakers or sport shoes or any kind of footwear out for the auto servis station attendants. They give the feet no support, and can be dangerous.

In the winter, sneakers give the attendant no protection from the cold. If a heavy article falls from a shelf and land on an attendant's foot, he may have serious trouble. The oil, water and gasoline that are found on the floor in a servis station make the ground very slippery. Walking on slippery ground with sneakers is dangerous.

Special work shoes are made for the trade. These shoes usually have a neoprene sole and heel, and are oil and water resistant. Some of these shoes are also made with steel toe-guards built in.

In well-run servis stations, the men usually dress alike. The dress may consist of matching work pants and shirt, work shoes, and a skæ-cap. In some places all of the attendants wear coveralls of the same color. The color will depend on the gas station. Bell attendants will wear one color, mobile attendants, another color, and essence attendants, another color.
"Getting dressed for work"

Uniforms

Many service stations attendants wear uniforms at work. You have probably noticed how nice the uniforms look when new and clean. In some cases, the employer gets the uniforms from a uniform rental outfit. Each man is measured for sizes, and often his name is embroidered on the left pocket of the shirt or jacket. Sometimes the name of the station is printed on the shirt.

At some stations the attendant has to pay for the cleaning or laundering of the uniform. In other cases, the attendant and the employer share the cost of cleaning on a fifty-fifty basis.

At a small station, an attendant may have to dry his own uniform and pay for its upkeep.

The upkeep, or care of a uniform is as important as the uniform itself. Even the finest uniform will get greasy and dirty, will need mending now and then if it is to continue to look good. A messy-looking uniform, and a messy-looking attendant give the customer the feeling that the station is a mess. This is why it is important for the attendant to be dressed properly and be neat and clean.
getting dress for wurk

her must be cut and combed. hands must be wiped after each job so that she looks fairly clean when she attendant is taking money and making change, or rating out a credit slip.

you can't expect to keep a windshield clean if your hands are greasier and dirtier than the windshield.

an attendant who needs a hair looks messy and will make a bad impression on the customer.

of course, no attendant can look spotless after a day's work. but it is possible to keep reasonably clean while on the job by wiping the hands and face after each job.

the customer and the boss want a clean attendant.

questions

1. proper dress is important not only for the sake of looks, but for your _________ on the job.

2. sneakers and sport shoes are good for work in a service station.

   true or false?

3. at some stations, the attendant pays for the cleaning of his uniform, and at others, he cost is hard ________ ________ be the station and the attendant.
4. a messy looking attendant makes the customer feel that the service is:
   a. good and deep
   b. messy and careless
   c. don’t know what attendants

5. an attendant who never waste them cleaning up after their job.
   true or false?
manpower development training program
brooklyn adult training center
a.s.a.-"e and d"          i/t/a (5)
langwæj lesson for gettin dresst for wurk

l. blackbord fræses:  æ forms

æl

commiʃon on sæls  fifty-fifty bæsis
waутer pæl      enjin craŋkæs
bræken tæl piep  ræs the enjin
enjin fæluer    wæst gas
rætæl pries     pɔrkɪŋ spæs

ær

spær tier
wheël bærings
fær pries
ær filter

æn

mæk chænj
chænj ov ðil
draen the craŋkæs
dænjerus jobs

æfon endings

map informæfion servis  dænjerus occueæfion
enjin luæbricarefion   vacæfion pæ
job applicæfion         nue york sity

parcir registraæfion  pɔrkɪŋ vieolæfion

-1-
a.s.a." e and d" i/t/a (5)

Language lesson - getting dressed for work

I. Blackboard sentences:

1) Every service station island would have a waterapel with distilled water for the battery.

2) Great care must be taken to protect theies when the attendant has to drain the crankcase.

3) The lift is always used for an engine lubrication.

4) Customers or likely to return to a service station if the service is good and the prices are far.

5) It is a dangerous practice to drive a car without a spare tire in the trunk.
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a.s.a.-"e and d" i/t/a (5)

hemwurk assienment for getting dressst
for wurk
næm________class________dæt________teæher_____

fill-in

1) if a car wæns tw log tw tæk
the car in for a ______ ______ ______,
thaær mæ be særíus damaæj tw the enjin.

2) mœst servis stæfons or prepær ð to
help driævers plan a trip bie pro-
vieding a ______ ______ ______ ______.

3) in meny stæfons, the cost ov the
attendant's wæuniform is thærd bie the
emplææ and the stæfons on a ______
_______ ________.

4) good autæ wætenæs is the best wæ tw
avoid ______ ______ ______.

5) an attendant mæ mæk extra muny æch
week throo ______ ______ ______.
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a.s.a. "e and d"
ita
teacher's aide

development training program

the services station layout
blackboard phrases introducing the selection

the same equipment
the layout is planned
convenient for services
water mixed with oil
a popular product
rust inhibitor
keep track of the supplies
block traffic
remedy the customer
interfere with other cars
the storage of tools
radiator seller
a check of supplies
a lubrication job
1. The same equipment is usually found in the same place in most auto service stations.

2. Supplies and tools are kept on a rack, so that an attendant can find them easily.

3. Water on the ground makes the ground slippery and dangerous.

4. The supplies room will usually contain oil filters, spark plugs, fan belts, windshield wipers, mirrors, and other popular items.

5. An attendant often keeps track of the supplies on materials.
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a.s.a. "e and d"

It a

the servis stähon læut

hav yo ever nötit dat mAest servis stähons
lok allik, and seem to hav de sæm ekwipment in de
sæm plæs? Hiss is nö acsident. servis stähons
or læd ut in de sæm wæ becaus de læut is plannd.
De læut is plannd to mæk all de parts ov a stähon
convenient and practical.

De pumps ar located in de senter for a very
god reason. mAest driyers pull up to a servis
stähon becaus de nöed gas. plæin de pumps in de
senter is convenient for servis and for advertising.
De gas pumps can be seen exily.

De a compressor, or a dispenser is off to
a sled. in Hiss wæ, cors nöing ar for de tiers can
not block traffic around de pumps. Imajin how a
mess dear wood be, if a car stoppt to get ar for de
tiers in frunt ov de gasölæn pumps!
The service station is usually found on the right hand side of the station as you drive in from the street. This was planned for a good reason. It was probably done to remind the customer driving in for gas, that he needs a lubrication job. Since a lubrication job does not take too long, the customer may decide to stop and have it done.

The working area in the station is often in the back of the station. This was done to avoid traffic jams up front. If a waiter sprayer were operated in front, it might also interfere with other cars. Water misted with oil and gas around the pumps would make that area very slippery and dangerous.

The supply room, the office, the rest rooms, and the employee working areas, or also put where he or she needed to make the station a convenient place for working.

All service stations have a place set aside for the storage of tools and equipment. There is a tool rack to which all tools would be returned after use.
Supplies are kept on racks too. Most stations keep on hand a good supply of parts and accessories which are used. The supply room usually contains oil filters, spark plugs, fan belts, windshield wipers, mirrors, batteries, and other popular items. The supply room will also contain many different kinds of motor oil, radiator water and rust inhibitor, and cleaning compounds. A check of supplies is kept, and an attendant notices that a popular product is running out, and reminds the manager about ordering his item.

In sum stations an attendant keeps track of the supplies on materials. He will be asked to check in an order of supplies, and to make an order of materials which are in short supply.

The end

Questions

1. Most stations look the same because:
   a. wun station copis he uher
   b. uher iz na plannig
   c. he laut iz plannig for he best and
   most convenient ws ov spas.
2. The pumps are always out in front because:
   a. They are too big to be anywhere else
   b. Most customers come in for gas
   c. The manager wants to keep an eye on the men.

3. Each bay is located in a place so that the station traffic will flow easily.

4. Tools and auto supplies are usually stored on ________.

5. The washing bay is often found in the ________ of the station.
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a.s.a.-"e and d" i/t/a (6)

langwæj lesson for the servis station layout

1. blackbord fræxes: "i" forms

 ip
  testing equipment servis station

  trip over taws list ov supplies

 is
  dip stick replæs distributor points

  get a tæt grip piston fier

  trigger grip handl

  slippery ground

  rust inhibitor

  distributor cap

  smoking prohibited

  auto accessory distributor
a.s.a.-"e and d"  i/t/a (6)

langwaj lesson for the servis stæfon lægut

11. blackbord sentenses:-

1. it is dænjerus tw wær snækers at wurk wær the ground mæ bëe slippery becaux ov grëes and ãil.

2. if the gas mixtuer is not the rïet wun, the pistons will not fier properlly.

3. if a stæfon is not run well, and attendants forget tw put tools awë sumwun mæ bëe sëriusly hurt tripping over tools.

4. a good rust inhibitor added tw the rëdiator, will prevent rust and damæj tw the rëdiator.

5. "smækin prohibited" siens near gas pumps howd awlwæs bëe observd bie both the customers and the stæfon emploïees.
manpower development training program
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a.s.a.-"e and d" i/t/a (6)

hãm wurk assienment for the servis
stãhõn læut

næm__________class____dæt____teåher____

fill-in

1. it is nesessary tw wiep the ________
   ________ clean, befor ꩄwttin g it intow
   the enjin crãŋkçãs.

2. an attendant mæ sugjest that a
   ________ ________ bã added tw the
   radiâtor when it is flught and refîlled.

3. in sum stãhõns, an attendant mæ bã
   askt tw prepær a ________ ________
   ________for the boss tw order.

4. snekërs or dänjereus in an autë servis
   stãhõn becaus grãs and ûl mæk the
   ground ________.

5. the battery vãltæj mãter, and the
   hiedrometer or pêsës ov ________
   ________ûsd in a servis stãhõn.
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a.s.a. - "e and d"

i/t/a

teacher's grief for
the service station island

blackboard phrases:

- the most important part
- equipped with an oil spout
- a battery water dispenser
- should be wept clean
- distilled water
- attractive to the customer
- makes the pour easier
- prevents spillage
- the radiator of a car
- specially purified

blackboard sentences:

1) to the attendant, the island is the
most important part of the station.
a. s. a. - "e and d" -2- i/t/a

the servis station island -(t.g.)

2) the customer sees the island first, and gets his impression of the station from the appearance of the island.

3) after the oil spout is used, it should be wiped clean.

4) the water for the battery is distilled water.

5) wax or waxedally off to the sied of the station.
the servis station island

the servis station island is the spot where the gas pumps are located. It is called an island probably because it is surrounded by the other parts of the gas station. Usually the island is in the middle of the station. The attendant, the island is the most important part of the station.

There are many other things found on a servis station island besides the pumps. An island is usually equipped with an oil spout, a water pail, a battery water dispenser, and a towel holder.

The island is the first spot a customer sees. It should look neat and attractive to the customer.
the service station island

The oil spout is inserted into a can of oil when the engine needs more oil. The spout makes the pouring easier, and neater, and prevents spilling. After the spout is used, it should be kept clean, and put back in its proper place.

The water pail is used to add water to the radiator of a car. This pail must be kept clean and free of dirt of any kind.

A battery water dispenser is usually found on the island, too. The water for the battery is distilled water. It should be saved for use in the battery only. Distilled water is water that has been specially purified.

Most islands also contain a towel holder, belted to a pail. Paper towels play a very important role in the attendant's workday.
a paper towel is used to wipe the windshield and rear window. The attendant also makes use of paper towels to clean his hands while working.

Many parts of a station or caulld bæ, most stations have a washing bæ, a lubrication bæ, and a small repair bæ. Bæs are usually off to the side of a station, with a sign indicating where each bæ is located.
manpower development training program
brooklyn adult training center
a.s.a-"e and d"
i/t/a
the services station island - kwestions
1) the island is built to hold only the gas
tow or faults?
pumps.
2) distilled water is kept in a clean
pael for the:
(1) windshields
(2) the radiator
(3) battery
3) the oil spout prevents the oil from

4) the first place a customer sees when he
drives in is the

5) in addition to the pumps, the island is

ekwippt with:
a)
b)
c)
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a.s.a.-"e and d"
i/t/a(7)

laggæj lesson for the servis stæhon

1. blackbord fræses: "ie" forms

servis stæhon ieland

meeter dieals

hiedrometer rædin
gas

hiedručic bræks

tier ekstingwisher

tier treds

diagonal cuttin plieers

slip-junt plieers

hiedručic lift

servis gied
manpower development training program
brooklyn adult training center

a.s.a.-"e and d" i/t/a (7)

language lesson for the servis stæfon

11. blackboard sentences:

1. fier ekstingwifherz or plæst
   through the servis stæfon for
   kwick əes in an emergensy.

2. fiels and rasps, for fien and
cors fienig, or kept on racks
   in the tool room.

3. slip-joint plieers or adjustabl
   and mæ bee əesd for meny different
   tieps ov jobs, and for different
   sses ov nuts and bælts.

4. poor wheel alienment mæ caus uneven
   wær on tiers.

5. a good attendant will spot dænjer
   siens in a corr befor the trubl
   gets særius.

-2-
manual development training program
Brooklyn adult training center

a.s.a.-"e and d" i/t/a (7)

homework assignment for the service station

name____________________class_____date______teacher_____

fill-in

1. pneumatic brakes operate with air, and ________ _______ operate with fluid.

2. If the tires are wearing unevenly, the car may need a ________ _________.

3. ________ ________ _________ has a higher octane rating than regular gas.

4. When water is needed in the car battery, only distilled or ________ ________ fluid be used.

5. The proper temp ov gas, and the proper service will give the driver ________ _________.

manpower development træning program
brooklyn adult træning senter

a.s.a.-"e and d" teacher's gied i/t/a

blackboard fræses tw introduces selection

housekeeping chores

clean-up jobs or mærd
men tæk turns
tugh-up pænt jobs
mæntenans ov tools
skilld mecanics
in almœst every træd
tools and ekwipment
a gud appærans
wæst tiem hunting
læd tw trubl
the pocket ov a uniform
stort at the bottom
broœen-in
a sloppy wurker
a sloppy woshroom
left in a mess
houskeepin' mor

gets on everywun's nervs
back on the rack
hav mor confidens
not very popuelar
reassembl the job
fweer acsidents
blackbord sentenses:
1) in meny shops, a nue man has tw start
   at the bottom.
2) the clen-up jobs ar mveally frimrd bie
   awll ov the men.
3) a sloppy attendant is not very
   popuelar with his felle wurkers.
4) even skilld mecanics clen-up in
   the shop.
5) when tools and ekwipment or replæst
   on the rack, thær or fweer acsidents.
every service station must be kept neat and clean. This is important not only for the customers, but for the people who work in the station as well. In most stations, the housekeeping chores, or clean-up jobs, or hœrdbie all the attendants. The men take turns at cleaning and sweeping the station and washrooms. hœr or tough-up paint jobs, window-cleaning, and the maintenance of tools and equipment. All of these chores or hœrdbie the men.

Cleaning up is part of almost every job, in every shop. A boss expects the men to clean up after themselves. This is even true of very skilled mechanics in ma∫een shops, in metal shops, and in almost every trade.
houskeeping chores

In many shops in which a man has to start at the bottom no matter how much training or skill he has. In many shops, the last man to be hired has the job of cleaning and sweeping. This is part of being "broken in". Only after a man has worked at the clean-up jobs for a while, does he get to do the skilled work in the shop.

In an auto service station, the clean-up chores or usually heard by all of the attendants. The man who is a sloppy worker, will get into trouble not only with the boss, but with the other men in the shop. Nobody likes to use a wash-room that has been left in a mess by somebody else.
housekeeping chores

nobody likes to go looking for tools that have not been cleaned properly or replaced, after use. This kind of sloppiness gets on everywun's nerves, and usually leads to trouble.

the care of tools and equipment

special tools and pieces of equipment require special care. But as a general rule, all tools and all equipment should be cleaned after each use, and put back on the rack.

all shops have tool racks and tool rooms. Tool racks that are neat and orderly give the station a good appearance. Customers have a good impression when they get out of their cars while the service is being given, have more confidence in the station's work, if they see an orderly tool room. A neat shop is very good for business.
an orderly tool room is also a great help to the attendant. If tools or where the tools bee, then the attendant does not have to waste time hunting around for the tools that he needs. An attendant can get very hot under the collar if he cannot find the tool he needs, when he needs it. If you or the "slob" how never puts things back, watch out! You will have to look for tools when you need them, and you or not going to bee very popular with your fellow attendants, or with the boss. Sooner or later, this sloppiness will lead to trouble.

Neatness is especially important when you or working with small parts - like lugs, nuts and bolts, or washers, or caps. These small parts get lost very easily. When you or working with these small parts, remember to keep them together in


wun plæs, whær ywɔ can fiend thæm æsily. ywɔ will need thæm whren ywɔ ar reassembleŋ thæ jɔb. nevær pawt lugs or nɔts and bæltz in thæ pɔckεt ov yɔr ʊeniform. thæ mæ bɛ sæf thær, bu tif thæ jɔb ɪs nɔt fɪnhf bɪe thε end ov thæ dæ, ywɔ mæ forget that thæ pɔrts ar in yɔr pɔckεt.

thε nekst dæ, whεn ywɔ go back tɔ thε jɔb, ywɔ mæ bɛ wɛriŋ ɑ frɛʃ ʊeniform. thε pɔrts fɔr thε jɔb on wɪth thæ ywɔ wer wɜrkɪŋ mæ bɛ on thær wæ twɔ thε lɑndɛry wɪth yɔr dɪrty ʊeniform, and ywɔ mæ bɛ out ov lʊcκ. ɪf, fɔr sum ɛɛsɛn, ywɔ cannot get tɔ wɜrk thæ dæ æftɛr ywɔ hav pawt thæ pɔrts in yɔr pɔckεt, thε mæn hɔ twæks ɛvɛr yɔr wɜrk ɪn nɛvr bɛ æbl tɔ fiend thæ pɔrts tɔ fɪnhf thε jɔb.
it is very dangerous to leave tools lying around. A screwdriver or wrench, an extension cord, or liet, a dolly or a jack left out, can cause a serious fault. If tools and equipment are not put back properly, there will be fewer accidents in the shop, and the work will go more quickly and more efficiently.
a.s.a.-"e and d" (h.ghors)  i/t/a

kwestions

1) spefhial men or emploid tw clæn up in an autœ servis stæfson. trw or fauls?
2) sum ov the mæntenans ghors ov the autœ servis attendant or:
   1).
   2).

3) a sloppy attendant will get on the boss'es nervs and on the nervs ov the uther _______ ________.

4) never pwt smawl parts in your________ when yw or wurkiŋ on a job.

5) tools that or left lieig around:
   a) or æsy tw fiend when yw need them
   b) sæv tiem on the job
   c) or a dænjer tw everybody in the shop.
manpower development training program
brooklyn adult training center
a.s.a.-"e and d"   i/t/a (8)
langwaj lesson for housekeeping chores
1. blackbord fræses: "ou" forms
   house
   housekeeping dusts warehouse supplies
   household supplies tool storhouse
   housewears department county court haus
   houserecking crow flower house flowers
   housemaids chores 30 days in the wurkhaus
   housing authority
   mostor housing

out
   outgoing orders daily wurkout
   outsied pant without pe
   cors cutlien power blackout
   outræjus prieses hop laut
   wurk outfit tier sellout
   outbord mætor hie scowl dropout

-1-
langsвйj lesson for housekeeping chores

cut-prefix- to do better or more

cutsell the competitor

cutsmart the teacher

cutwurk the boss

cutdo the best of them

outlast the cheaper brand

outwаr all other tiers

11. blackboard sentences:

1. the motor housig wos mad ov hevy stеel, which can tаk a lot ov wаr and tаr.

2. cutside pant usually contаins led whiсh mаks it tuf and strоnг.

3. the wаrhous wos out ov supplies.

4. customers will not cum back to a stаyhon that хarjes outражус priеses.

5. the shop lауut is desiend to mаk wurk еasier and more convenient.

-2-
1. a coffee shop that sends out food orders has an ________ department.
2. the design of a shop is also called the shop ________.
3. a brand that lasts longer than others is said to ________ the other brands.
4. a person who does not complete school may be described as a school ________.
5. a place in which supplies or merchandise or stored is called a ________ or a ________.
blackboard fræses tw introduces the selection

the gasoline pump #9

the size of storage tanks
the size limit
the law does not permit
in good working condition
operate the numbers
automatic adding machine
keep track of the gasoline
check the figures
near the hose connection
the pump recess
the harder he squeezes
automatic nozzle
result in an explosion
combust in contact
check the pump figures
The gasolene pump

blackboard sentences:
1) The largest gasolene storage tank holds 550 gallons.
2) The gears inside the pump operate the numbers on the faces of the pump.
3) The pump cannot work unless all the figures on the settings are set at zero.
4) The pumps are semented and bainted down and cannot be blen down.
5) An attendant must keep a record of his sales by checking the pump figures.
The gasoøen pump

The mæn bisness at eny autø servis stæžhon is, ov cors, the sæl ov gasoøen fuel. The pumps on the ieland or the mæn attracžhon ov the stæžhon.

The storæj tagk for eæh pump is berid about ten feet underground. Eæh storæj tagk hœølds 550 gallons ov gasoøen. Thær is nø differens in the siez ov storæj tagks. Thæ or the sœm wheæther thæ or located in a small gas stæžhon or a lorj wun. A lorj stæžhon will hav mor tagks, but eæh tagk hœølds nø mor thæn 550 gallons.

The siez limit on the tagk is set bie the fœr departement. The law dus not per-mit lorjer tagks.
a.s.a.-"e and d" (gas pump) -2- i/t/a

A gasolên pump is semented and bêlted down on the pump iland. It cannot be pught down or blœn down bie a strong wind.

Insied the gasolên pump, ëar is an electric mœtor. Powër for this mœtor cums from insied the stæfion offis. The mœtor operates the pump, for sing the gasolên from the storaj tagk belœ, tw cum up. Without the mœtor tw powër the pump, the gas will not flow. The mœtor ñôôd be checkt and kept in good wurking condifions at all tiems.

Insied the pump or the geers that operat the numbers on the fæs ov the pump. The numbers or liek an automatic addîng mæshên or register, which bœth the customer and the attendant must wotch. The pump ñôôd register the correct amount ov gasolên which goes in, and the cost.
A.S.C.-"e and d" (gas pump) -3- i/t/a

The numbers also act as a cash register and help the attendant keep track of the amount of gasoline he has sold for the day.

An attendant must keep a record of the gas he has sold each day. He can check his sales by entering the numbers in the machine at the beginning and end of each day. If the pump shows that there are 450 gallons of gasoline in the morning, and 375 at night, then the difference between these numbers is the amount of gasoline which has been sold. In this case the amount sold would be 75 gallons.

Just as the salesman checks his cash register in the morning and at the end of each day, so too must an attendant check the pump figures.

The key for the pump is generally held by the employer or manager. Only he can open the pump to change the figures.
wun's the priss is set, the pump dus not hav to be öpend.

To operæt a gas pump, you mus first push a small leever, or button on the sied ov the pump, near the hose connec³hon. Wun's the button is præsst, the attendant must check the figures on the face ov the pump to bee inear that the or all set at zær³. The pump cannot wurk unless all the figures or set at zær³. If there is any kwestion about the numbers, call the manajer or boss.

Wun's the numbers or set, the pump is redy for ac³hon. The attendant must take the hose and nozzle out ov the pump resess. Near the hose resess, there is a small handled or bar. This handled must bee turnd half way to poot the electricity on. Then the motor starts to operæt and the pumpig ov gasoleen can begin.
The attendant holds on to the end of the hose with the nozzle on the end. He inserts the nozzle into the gas opening on the car. The attendant must squeeze the nozzle for the gas to begin to flow. The harder he squeezes, the faster the gas will flow. An attendant must get the feel of this, and with a little practice, he can control the flow very easily.

If the nozzle is automatic, special care must be taken when it is inserted. With an automatic nozzle, the gas may spill. This is a waste, and an unnecessary expense to the station and the customer. It is also a fire hazard.

**Safety at the pump**

The engine should be turned off in the automobile before gas is dispensed.
the attendant should see to it that there is no smoking or litated flame anywhere near the pump. These safety rules or the law, and any person who does not follow these laws can be fined $500 and get 6 months in jail or both. Breaking these safety laws is dangerous and costly.

Be sure to get the nozzle grounded in the filler neck of the car. This will prevent sparking. An automobile which has been driven through the streets builds up a certain amount of static electricity. When the gas engine nozzle makes contact with the car, a spark can go off which may result in an explosion.

Do not spill any gasoline on the car or on the ground. Gasoline will harm the car finish and may catch fire if it comes in
"e.s.a." - "e and d" (gas pump) - 7- i/t/a

Contact with a hot surface. If gasoline leaks on the car, get a pail of water to pour over it so it will not harm the paint finish. Water poured on the spilled gasoline also helps to get rid of the gas fumes.

Questions

1) Each gas station gets tanks which hold 550 gallons or more. True or false?
2) If the numbers on the face of the pump are not all set at zero:
   1) the amount of gas pumped will not be correct
   2) the gas will flow too fast
   3) the pump will not begin to work.
3) Before the gas can flow, the small hand must:
   1) Be pushed all the way down
   2) Be pushed all the way up
   3) Be turned half way, to start the electricity.

4) The flow of gas will depend:
   1) On how much gas is in the tank
   2) On whether the numbers are set correctly
   3) On how hard the attendant squeezes the nozzle.

5) A person can be fined ________, and get ________ in jail for not following the safety rules.
manpower development training program
a.s.a. "e and d"

Language lesson

1. blackboard phrases: short forms of "u"

- um
- up
- numbers on the register
- check the pump
- oil company
- bumper jack
- minimum waj

us
- greet the customer
- suspension system
- internal combustion engine
- rust and sludge
- trust the customer

un - not
- unlock register
- unpaved bills
- unfilled gas tank
- unused parts
- unlimited supply

under - beneath - below
- underneath the hood
- undersell the competitors
- winter underwear
- underground gas tanks
- underpaid workers
1. The attendant must always be careful to protect the car upholstery from grass and oil stains.

2. The minimum wage for an auto service station attendant is $1.50 an hour, or $60 for a forty hour week.

3. The bumper jack is used to lift the car when a tire change is made.

4. An attendant earns supplementary income through commission on sales and tips.

5. Gasoline is considered a very good fuel for an internal combustion engine.
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Homework assignment. "The gasolen pump"

Name__________ Class________ Date________ Teacher________

Fill-in

1. The oil must be checked regularly so that harmful _______ and _______ will not get into the engine.

2. While the car is standing at the pump, the attendant should inspect the parts_________ he___________.

3. An engine in which the fuel is burned within is called an_________ _________ _________ _________.

4. An attendant's incum ber and above his curly hair, is called __________ _________ _________.

5. Before gas is pumped into the customer's car, the attendant must check to see that he __________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _________ _______
Manpower Development Training Program
Brooklyn Adult Training Center

A.S.A.-"E and D" Teacher's Guide

Blackboard Introductory Phrases for Gasoline - How Do We Get It?

The most important industry
Special properties
Internal combustion engine
Premium gasoline
The engine's cylinders
The compression engine
Block the flow of fuel
Vaporizing in the gas tank
Leak or pressure
Different blends
Prevent vapor block
modern industry depends on transportation and movement.

gasoline is very well suited to an internal combustion engine.

special gasoline is sometimes called premium gas, and costs more.

for almost every kind of driving condition, there is a special gasoline designed to help the engine work best.

engine noise is the result of improper burning in the engine's cylinders.
gasolèen - how do we get it? #10

the sæl ov gasolèen is the mæn bìsnès ov the servis stæfhon. ov cørs, thær ov meny uthær servísøs and sæls which tæk plæs at a stæfhon, but the mæn acfhon tæks plæs at the pump.

the gasolèen bìsnès is wun ov the larjést and møst important industrìs in the wurld. it has been sed, that wàurs or wun as much bie gasolèen as bie guns. the rëson for this is that modern wur, lièk modern industry, depends on transportstæfhon and mòvmënt. the mòvmënt ov cørs, trucks, and uthær vëhìcìls depends on fuel. gasolèen is the mæn fuel.

thær ov several sørsev ov gasolèen. the mæjor sors is petrèleum. in ìngland, the næm wësd for gasolèen is petròel.
gasolene has special properties which make it a very good fuel for an automobile engine, for aeroplane engines, and for motor boat engines. Because it burns quickly, and burns very hot, gasolene is very well suited to an internal combustion engine. The auto, the aeroplane, and the motor boat will have internal combustion engines.

Since there are different kinds of internal combustion engines, and many differences in the way each engine is used, there are also many different types of gasolene. Gasolene can be made to fit many different situations and conditions.

Special or regular?

A driver pulling up to a service station pump for gasolene will be asked if he wants special or regular gas.
The special gasoline is sometimes called premium, and costs more. The attendant will fill the tank with the type of gas which the customer wants.

The main differences between regular and special gasoline is in the amount of anti-nock compound which each contains. Special gasoline contains more anti-nock compound. The more compound, the higher the octane number.

The octane number is a way of measuring the amount of nock or ping of the engine as the fuel burns. Engine noise is the result of improper burning in the engine's cylinders. Usually a nock or a ping means that the gasoline is not exactly right for the engine. A higher compression engine needs higher octane fuel to operate without nocks or pings.
gasolens or mæd tə order for æll kiends ov enjins and for æll kiends ov weather condifhons. gasolens or spejlially mæd for hot and cold climæts, for hie and lë altitudës, and for æll ov the sæsons ov the yër. for ællmøst every kiend ov drievin condifhon, ër is a spejlial gasolëen desiiend tə help the enjin wurk best.

for very hot climæts, cënists hav mikst a gasolëen wïch can tæk a græt deel ov hët befor it begins tə steem. when gasolëen gets hot enuf tə turn tə steem, or væpor, it blocks the flë ov fuel tə the enjin. the væpor will caus the enjin tə stall. gasolëen ñat turns tə steem or væpor is ælsë a væst ov fuel. evaporëshon, or væporëziin in the gas tank, causes a
loss of gas, just as evaporation causes a loss of water in a water tank.

In order to slow down the evaporation of gasolene in hot weather, a special combination of gasolene was made. Gasolene for winter use, or for use in cold climates, or designed to increase the speed of burning. Fast burning makes for quicker engine starts in freezing weather.

Special gasolene is used in mountain regions, because of the low air pressures in high places. This gasolene is designed to slow the evaporation of the gasolene and prevent vapor-block.

Some gasolene refiners produce as many as twenty different blends of gasolene to meet different conditions.
a.s.a.-"e and d" (gasoline) - 6- i/t/a

Kwestions

1) Gasolëen is goyd for internal combustion engins becaus it is:
   a) slöe burnig
   b) fast burnig
   c) very cheap

2) The mor anti-nock compound in a gasolëen, the _______ the octëan number.

3) A nook or a pig uzually means that the gas tak kis lëe. Trëw or faws?

4) Another wurd for stëem is:
   1) evaporëtion
   2) hot water
   3) vapor

5) The plës waar gasolëen is blended and prepërd for use is caulld:
   a) an oil tankker
   b) the mën staëthon
   c) a refeñery
language lesson: gasoline - how do we get it?

I. blackboard phrases:

braking action
special or premium gas
head compression engine
lack of pressure
driving conditions
shock absorbers
magnets

sound of "h"
official inspection
dangerous situations
automotive shop
engine lubrication
modern transportation
warter evaporation

II. blackboard sentences:

1. good salesmanship will pay extra money in an attendant’s pay check.
2. it is important to check the driver’s credit club membership before filling out the credit slip.
3. winter driving conditions or a hardship, and cause wear and tear on a car.
4. the radiator and battery should be checked for water evaporation.
5. worn shock absorbers are both harmful and dangerous to a car.
manpower development training program

a.s.a. - "e and d" 1/7/2 #10

homework assignment: "gasoline - how do we get it?"

name________________class______date______teacher__________

fill-in

1. The octane gas is often referred to as _______ or premium gas.

2. Winter driving conditions or a _______________ on a car.

3. The water level in the radiator and battery may fall due to ____________.

4. When the is more than wun-iner in a business, it is generally called a ____________.

5. __________ _________ is very important in the proper maintenance of a car.
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arsa. "e and d"

i t a

teacher's aid

introductory blackboard frases for -

he feny ekscuses # 11

out ov breth

mor than an our lat

terribi stumac cramps

dubbd up with pæn

the hæm-mad remedis

he powht his luck

understanding and sympathetic

the boi's condijhon

rappt in a blanket

hospital emergensy room

the boss had warnd him

thes fæny ekscuses

nobody wod belæv him

whot a rotten bræk
1. When he ran into the hop, he was completely out of breath.

2. The field was doubled up with pain.

3. The parents tried all over their homemade remedies on the sick field.

4. The boss was mad at him instead of being understanding and sympathetic.

5. He was sorry now about all of his many excuses.
Ed Gibbs ran into the auto service station. He was out of breath because he had run all the way from the subway station. The subway was three long blocks from the essence station on Marsy Avenue where Ed had worked for almost three months. Ed was more than an hour late for work.

It had been a terrible morning for Ed. Everything had gone wrong. He had been up half the night with his sun, Jimmy. In the middle of the night Jimmy woke up with terrible stomach cramps. He was doubled up with pain. He woke the hell house up with his cries.

For hours Ed and his wife tried all over the house for remedies, but nothing seemed to help. The cramps continued for hours. Finally, Ed and his wife became frightened because of his condition, and decided that he had to have a doctor look at him.

Ed and his wife wrapped Jimmy in a blanket and took him down to the car. They were going to the hospital to have the doctor look at Jimmy. The boy cried all the way to the hospital. He cried half out of pain and half out of fear of going to the hospital. After waiting for an hour
in the hospital emergeny room, the doctor finally examined jimmy. he could not find anything seriously wrong with him and gave him a pill. he sent him home with instructions to put him to bed, feed him milk, and bring him back for x-rays as soon as he was better.

the time ed got home, he was dead tired. he had been up most of the night and he was now late for work.

being late for work was nothing new for ed. he was late at least once a week. the first time nobody in the station said anything to him, but the last time he got more than just a dirty look from the boss. the last time he had cum late, the boss had warned him that another lateness meant men his job.

the last time he had given any excuses, he could see that the boss didn't believe him. he knew what was sumthin' wrong with his excuses when the men sneered at him as if he didn't believe him, either. it was funny how he was always in the position of having to lie about his lateness.

ed had the feeling that he had fought his luck too far the last time. now, when he had a real good reason for his lateness, he was afraid nobody would believe him.
The Forny Ekcwes

Ed waakt strat into the offis to talk to the boss when he got to wurk. He had to tell him about his troubles. But instead ov being understanding and sympathetic about Jimmy's illness, the boss just hook his hed. He told him that he was fiord befor ed caw even tell he had story about his miserrabl nit.

Ed left the hop with a sick feeling in his stumac. What a rotten brak! He first goid reason for being let, and he never even got a chance to tell it.

The end
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a.s.a."e and d"
i/t/a. #11

language lesson for the many exceptions

I. blackboard phrases: log we

replaces the fuse enjin turn up
purified water block hardtop
job with a future purolator oil filter
chassis lubrication union dues
hevy duty oil motor vehicle bureau
sahhial security benefits durable parts
servis manual manufacturers instructions
regular gas adjust the carburetor

ver endings

human nature job tenure
matter peap good posture
secure job gas mixture

II. blackboard sentences:

1. the manufacturers instructions manual recommended
   a hevy duty oil for winter uses.
2. sum unions hav a check-off system for union dues.
3. the car seemed to ride smoother and better after
   the chassis lubrication.
4. An application for a learner's permit must be made at the office of the motor vehicle bureau.

5. The water for the radiator must be distilled or purified.

6. It is often better in the long run to take a job which offers security or tenure, rather than a higher paying job with no tenure.
1. Parts of an automobile which are made to last a long time may be described as _______ ________ ________.

2. Gasoline companies blend ingredients to make a _______ _______ that is specially suited to weather conditions.

3. A learner's permit must be obtained from the local _______ _______ ________ ________.

4. Longer wear and better performance can be expected when the car is given a _______ _______ _______ regularly.

5. Some people are more interested in _______ _______ _______ than in their car.
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a.s.a.-"e and d" teachers gied i/t/a
blackboard fræses tw introduces selcphon

lifting the car

a convenient position
inspect the bræking system
hevier væhicles

plæs the horses correctly
wurk on the egæust system
tracks runnin alongsiæd æh uthæer

a locking mecanism
compressæ ær power

bæth ends æ collapsibel

remæov a muffler

the responsibility ov the attendant
servisig ænd mæntænig
blackbord sentensez: (lifitg the cor)

1) horses or adjustabl and a three tun hors can lift a cor up to 18 inches off the ground.

2) the safety ov the man wurking on the cor depends upon thee horses.

3) ther is auwæs the daenjer ov leekin gas or oil and ov faullying dirt.

4) ther or three standard lifts found in moest stæfions.

5) the lift is auwæs used for wurk on the egswst system, and for lubricæfions and grees jobs.

6) beeth ends ov the adjustabl lift or collapsibl.
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brooklyn adult training center
a.s.a.-"e and d"
i/t/a

lifting the car

there are many pieces of equipment in
the auto shop which are designed to hold the car
in a convenient position for the job that
has to be done. these pieces of equipment
or both large and small. these range from
small jacks to large lifts. the jacks
and the lifts are intended to raise a part
of the automobile off the ground so that work
can be done on a part of a car.

a bumper jack is attached to the front
or rear bumper of the car to raise the car
for a tier to be changed. if a wheel has to
be removed to inspect the braking system,
the car is raised and horses must be placed
in position under the "A" frame.
the horses provided good support and held the car in a steady position. The horses used most often can hold up to three tons. Horses or adjustable and the three-ton horses can lift a car up to 18 inches off the ground. For heavier vehicles, a 5-ton adjustable horse can be used.

The proper placement of the horses is very important. The safety of the man working on the car depends upon these horses. He must place the horses correctly, under the "A" frame, and be sure that the car sits steady and does not rock. When the attendant is sure that the horses are in place, he can move under the car on a creeper with safety, and can concentrate on the work that has to be done.
While he is under the car, there is always the danger of leaking gas or oil, and of falling dirt. Goggles which will protect the eyes from falling dirt, should be worn while the attendant is in this position.

If the fuel pump has to be removed, there is certainly going to be leaking, and the eyes must be protected by goggles.

There are three standard lifts found in most stations. The lift is always used for work on the exhaust system, and for lubricating and greasing jobs. Cars or lift can be used, that many jobs require the use of a lift.

The drive-on lift - the drive-on lift has two tracks running alongside each other. The wheels are driven onto the tracks and the lift operation is ready to begin.
The seat post on the drive-on lift is equipped with a locking mechanism. The lift is done by compressed air. It takes a few minutes of operation before the lock is set. Even if the compressed air power should fail, after the lock is set, the lift cannot fail.

The adjustable lift has grips which can be adjusted to the length and width of any car. The lift has the shape of a double "Y", with a seat post. Both ends are collapsible, so that the front end or the rear end can be worked on. Front end jobs and rear end jobs are usually done on the adjustable lift.

The double lift is used when either the front end or the rear end needs to be worked on separately.
..."e an(d) (lifting car) - 5- i/t/a both ends can be elevated (rāsd) together. 
The dubl lift awlsc has nē senter pōst and is thærfor very convenient for wurk on the 
egsawst system. with the senter fēe, it is ēsier tō instalul or remōv a muffler and 
tāl piep assembly.

The for-pōster lift is found ēnly in 
sum stāfóns. as its nēm tells yō, it has 
for pōstσ tō support the rāsd car. trans-
mīhōn wurk is mād ēsier with this lift 
because it lēvs fēe wurking spās under the 
entier car.

The lifts in a servis stāfōn σr a very 
important pōrt ov the autσ servis ekwipment. 
The lifts or the mōst ekspensiv pēses ov 
ekwipment found in the shop. proper mānte-
nans ov the lifts is pōrt ov the responsi-
bility ov the attendant.
a.s.o. - "e a d d" (lifting car) - 6- i/t/a

lifts need to be kept clean and properly lubricated if they or the work efficiently.

in many shops, maintenance of lifts is done on a rotating basis, just like the other housekeeping jobs. Each attendant has a turn at servicing and maintaining the lifts.

the area around the lifts has a tendency to get very dirty. Grease and oil and fuel leaks or often found where there is work on the car. If the area gets oily or greasy, a compound should be spread around to absorb the grease. In a well-run auto shop, the compound would be spread around at the end of the work day, and swept up in the morning.
a.s.a.-"e ar i'd" (lifting car)-7- i/t/a

kwestions

1) a bumper jack is used to lift the car for:
   a) a lubrication
   b) a rear end job
   c) tier changes

2) the horses can hold a car, no matter how the or plastic. two or faults?

3) almost all jobs need a lift because:
   a) most cars are built very low to drive
   b) it is safer
   c) the attendant cannot do any job without it.

4) the double lift is convenient for work on the egasust system because it has
   ____________________________

5) the most expensive or equipment in the shop or:
   a) the power tools
   b) the lifts
   c) the testing machines
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a.s.a.-"e and d" i/t/a (12)

langwæj lesson for lifting the cor

1. blackboard fræses: "au" forms

- faullinæ peæses - egsaust system
- smæull jacks - hiedraulic bræks
- aulwæs a dænjer - automobæel mecanic
- staullld cor - aúthorizæd deæler
- aulternæting current automatic transmission
- awkward pæsifæn
- hand saw
- claw hammer

-1-
1. The attendant *must always protect himself against falling pieces*, especially when he is under the car.

2. The lift is *always used for work on the exhaust system and for lubrication jobs.*

3. Most auto shops have a laundry service for towels and attendants' uniforms.

4. Automatic transmission saves the driver the job of shifting gears manually in forward speeds.

5. Small jacks are used for tier changes.
1. traffic was backed up on the hiewæ for over a miel becaus ov a ________ ________ in the riet læn.
2. an attendant hø is very gød at his job, mæ sumdæ becum an ________ ________ if hæ tæks spehial trændig.
3. wurk on the muffler, tæl piep, or eny other part ov the ________ ________ must be dun with the help ov a lift.
4. mæst electrical appliaansæs in the uenietæd staats operæt on ________ ________, rather than on direct current.
5. ________ ________ cannot operæt without flœid in the master syldrænder.
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brooklyn adult training center
a.s.a.-"e and d" teacher's aide i/t/a
introductory blackboard phrases for:

danger spots in the shop
the danger of falling objects
on a creeper
the compressed air hoeses
safety devices
a serious injury
sharp edges
invitations to danger
the flesh of your hand
last your a leftiem
the proper lighting devices
dirt and grases
prevent istrain
fire extinguishers
your risk your lief
a.s.a.-"e and d" thecher's gied i/t/alackbord sentenses: (dænjer spots mop)

1) æven thæ the lifts hav sæfty devieses, 
græt cær must bæ tæken when uæm ng thæm.
2) protect your ies from dirt and gres 
when yow or wurking.
3) if yow smæk on the job, yow risk not
ænly your job, but yow lief.
4) the proper lietng devies will prevent
iæstræn.
5) fier is alwæs a dænjer wær thær is
gasolen, oil or gres.
manpower development training program
brooklyn adult training center
a.s.a.-"e and d"
i/t/a
danger spots in the shop

when you are working with heavy machinery and heavy parts, there is always the danger of falling pieces and of injury. imagine how it would feel to have a car slip off the horses while you were on a creeper underneath! if you feel too check that the car is sitting on the horses properly, you may fiend the car on top of you.

the tools that are used in the shop, the wrenches, hacksaws, hammers, the jacks, the compressed air hoses, must all be handled carefully. even though the lifts have safety devices built into them, great care must be taken when using them.

picture how it would feel to have a large wrench fall on your toe or foot.
yw miet suffer a sèrius injury, even if yw or wæring the proper shoes. oil-can spouts hav sharp edges. if yw or cærless, yw miet fiend yworselcutting into the flesh ov yoor hand insted ov the can ov oil.

the wun pær ov ies that yw hav must last yw a liefitem. protect them from dirt and græs when yw or wurkin. liet up the port ov the car on which yw or wurkin with the proper lietiq devies. it will prevent iestraen and aulsc will let yw see what yw or doin.

fier is aulwæs a dænjer wær thær is gasoleæn, oil or græs. every stæghon must be ekwippt with fier extiggwisers. keep them handy when yw or testin the enjin. the fue mïnts that yw los getting the fier extiggwisfer when yw need it, mæ mæk wull the differens in the wurld.
an even later development is a single tube tier called a tubeless tier. It not only gives the service of a regular outer tier and inner tube, but it is puncture-resistant and holds aer better than the old stiel tier and tube.
an even later development is a single tube tier called a tubeless tier. It not only gives the services of a regular outer tier and inner tube, but it is puncture-resistant and holds on better than the old stiel tier and tube.
1) the first tiers were made of:
   1) elastic
   2) solid rubber
   3) nielon

2) better tiers were needed when cars began to get more powerful and travel at higher speeds. (tire or fuals?)

3) another name for an tier is ________ tier.

4) the best cushion for bumps is still:
   a) an inner tube
   b) compressed air
   c) a bicycle tire

5) when cars travel at high speeds, tiers get:
   a) very hot from the friction
   b) worn out
   c) better treads
1) The first tiers were made of:
   1) elastic
   2) solid rubber
   3) nielon

2) Better tiers were needed when cars began to get more powerful and travel at higher speeds. Which or faults?

3) Another name for an tier is ______ tier.

4) The best cow's horn for bumps is still:
   a) an inner tube
   b) compressed air
   c) a bicycle tier

5) When cars travel at higher speeds, tiers get:
   a) very hot from the friction
   b) worn out
   c) better treads
langwæj lesson for the history ov the tie.

11. blackboard sentences:

1. nœ car is sæf unless the bræk system is wurkin properly.
2. a siks sylinger car is wæsually mor economical tə run than an æt sylinger car.
3. a windshield shoud be wept until it is crystal clear tə giv the driever a clear vue ov the ræd.
4. synthetic mateerials or man-mæd mateerials.
5. an attendant shoud ask the driever about trubl symptoms in the car duerig servis at the pump.
langwæj lesson for the history ov the tic.

11. blackbord sentences:

1. nae car is sæf unless the bræk system is wurkin properly.

2. a siks sylinger car is wsually moə economical to run than an æt sylinger car.

3. a windffeld fhod bëe wiept until it is crystal cleeër tw giv the driever a cleeër vus ov the rœd.

4. synthetic mateərials or man-mæd mateərials.

5. an attendant fhod ask the driever about trubl symptoms in the car duəing servis at the pump.
a.s.a.-"e and d" (danger shop) -3- i/t/a

smoking and lighting matches near the engine, near the pumps, or near the oil and greases or not only against the law, but or invitations to danger. if you smoke on the job, you risk not only your job, but your life.
kwestions

1) if yoo or wæring the proper shoes, yoo or fowly protected agænst faullin tools.
trw or fauls?

2) spefhial cær must be tæken wîth oil
    can spouts becaus:
    1) the oil will læk
    2) the cuver cums off
    3) the spout and can hav hørp edžes

3) the lifts need tw be handld wîth cær
    æven tho e or ekwppt wîth:
    1) on and off switçhes
    2) locks
    3) sæfty devieses

4) proper lietig is needed tw do a job
    well and tw prevent ____________

5) aill gas stæhons keep ________
    clæs bie in cæs ov fier.
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a.a.s.a.-"e and d"
i/t/a #13

langwaj lesson for: danger spots in the hop

1. blackboard frases:
   - ur- sand
   - the world ov wurrk
   - burst open
   - surpris ending
   - burning oil
   - keep yor wurd
   - burning tools
   - spurting gas
   - turning the corner
   - urban development
   - urjent bizness
   - sturdy workhors
   - furnijht room
   - turbien enjin
   - common curtesy

II. blackboard sentences:

1. The boss left the hop tw attend tw sum urjent bizness.

2. It is alwaes wex to slae dawn befur turning the corner.

3. Common curtesy and a plezant manner will help the attendent in getting along with the customers.

4. A turbien enjin is a rotary enjin hat converts a movig gas or likwid into enerjy.

5. Har cr meny different burnijhing tools wsd to giv a he polijh to metals.
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a.s.a. - "e and d"

homework assignment:

danger spots in the shop

name________________class____date_____teacher_____

1. If you fail to ________ ________, ________ ________,
   people will not trust you.

2. ________ ________ or used to finish and polish metals.

3. A ________ ________ is a rotary engine.

4. A pleasant manner and ________ ________ will help a man get along on the job.

5. The differential gears study the car when ________ ________.
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Brooklyn Adult Training Center

A.S.A.-"E and D" teacher's guide i/t/a

Introductory blackboard phrases to:

The History of the Tire

Make the difference

A smooth and comfortable ride

Aull shaken up

Look like doughnuts

Solid rubber

Numatic tire or aer tire

Cushion the bumps

Cling to the rim

Grips the road

Strong and rugged

Synthetic materials

Tread designs

Especially deep treads

Better traction
a.s.a.-"e and d" teacher's gied i/t/a
(blackboard fræses - history ov tier)
puncture-proof tiers
puncture-sealing
help prevent accidents
road gripping action
blackboard sentences:
1) many substitutes hav been tried, but
compressst år is still the best action.
2) the inner tube holds the compressst år,
and the outer tier protects the inner
tube.
3) the outer part must be strong and rugged
enuf tw tæk the constant friction.
4) synthetic materials wer added tw the
rubber tw mæk a stronger tier.
5) snee tiers provied better traction, or
road gripping action, in snee or
slippery weather.
a.s.a.-"e and d"

the history of the tier

tiers are a very important part of the automobiel. not only do the car move along on them, but they can make the difference between a smooth, comfortable ride and a ride that is bumpy and leaves you all shaken up.

automobile tiers did not always look the way they do today. the first tiers looked something like doughnuts. that is, they were made of solid rubber. they held to the road and lasted a long time, but they gave a nies, smooth ride.

as cars became more powerful and began to go at higher speeds, there was a great need for a better kind of tire. the "air tire", or pneumatic tire, was developed. this was filled with compressed air to cushion the bumps.
a.s.a.-"e and d" (history ov tier)-2-i/t/a

sins then, meny substituets hav been tried, but compressst ær is still the best coyshon.

the first ær tier wos a singl tube used on biesycles. this wun tube had tw hold the ær, clig tw the rim ov the wheel, and also grip the rød. it wos later tried on automoblels, but it wos not successfull.

then tier manufactuerers had the ideea ov makin the tier in two parts. wun part holds the compressst ær. it is caulld the inner tube. the uther part fits outsied. it attaches tw the rim ov the wheel, grips the rød, and protects the inner tube.

this outer part, or caesig, is considerd tw be the actual tier. it must be strong and rugged enuf tw be æbl tw tæk the constant fricshon ov the rød.
It has a design in the rubber which helps the tire grip the road better. This design is called the tread.

As automobiles were driven faster and faster, the tires were heated more in driving and wore out faster. Synthetic materials were added to the rubber to make a stronger tire, tread designs were changed so that less of the tire grippt the road. Later, designs were changed again to make tires skid-proof. Tires with especially deep treads were developed for winter uses. These snow tires provided better traction, or road gripping action, in snowy or slippery weather.

Blowout-proof tires with special inner tubes were designed. These did not lose their air immediately when they were punctured. This helped prevent accidents.
a.s.a.-"e and d" (history ov tier)-4- l/t/a

an even lærter development is a singl
tuëb tier caulld a tuëbless tier. it not
œonly givs the servis ov a regular outer
tier and inner tuëb, but it is puqctuer-
seöing and hœlds ær better man the æld
stiel tier and tuëb.
1) The first tiers were made of:
   1) elastic
   2) solid rubber
   3) nylon

2) Better tiers were needed when cars began to get more powerful and travel at higher speeds. Tires or fenders?

3) Another name for an tier is _____ tier.

4) The best cushion for bumps is still:
   a) an inner tube
   b) compressed air
   c) a bicycle tier

5) When cars travel at higher speeds, tires get:
   a) very hot from the friction
   b) worn out
   c) better treads
1. The car is safe unless the braking system is working properly.
2. A six-cylinder car is usually more economical to run than an eight-cylinder car.
3. A windshield should be wiped until it is crystal clear to give the driver a clear view of the road.
4. Synthetic materials or man-made materials.
5. An attendant should ask the driver about trouble symptoms in the car during service at the pump.
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a.s.a.-"e and d" (14) i/t/a

language lesson for the history of the tier

1. blackboard phrases: when y=i(short i)
   bræk system mystery story
   mætor rythm acrylic pant
   six cylinder car jypsy cab driver
   trubl symptoms synthetic materials
   plymugh sedan stæphon symbol
   crystal clear fysical labor
a.s.a.-"e and d" i/t/a (14)

Language lesson for the history of the tire:

11. Blackboard sentences:

1. No car is safe unless the brake system is working properly.

2. A six-cylinder car is usually more economical to run than an eight-cylinder car.

3. A windshield should be wiped until it is crystal clear to give the driver a clear view of the road.

4. Synthetic materials or man-made materials.

5. An attendant should ask the driver about trouble symptoms in the car during service at the pump.
1. The first tier is filled with:

2. The second tier is filled with:

3. A tier with a hook that acts as a cohesion.

4. The addition of mail makes the tier stronger.

5. The two parts of the tier are:

   a) ________
   b) ________

---

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Brooklyn adult training center
i/t/a s.a. "e and d" v.i.hannenber
beamwork assignment "the history of the"
fill in the correct answer.

Can we fill in the correct answer?
Introductory blackboard phrases for:

General Tier Care

- Turn customers away
- Suspension system
- Shock absorbers and springs
- Misalignment of the wheels
- Proper inflation level
- Build tiers
- Periodic rotation
- Not only a convenience
- Improper inflation
- Build-up of pressure
- Air cushion tiers
- Various stages
- Mounting and dismounting
- Of tiers
- Suggested patterns
1) Good tier service is not only a convenience, but very important for safety.
2) Some driving habits cause tires to wear out unevenly.
3) High-speed driving, fast turns on curves, improper inflation and the misalignment of wheels, will cause wear and tear on the tires.
4) As the car is driven, the friction between the tire and the road will heat the tire.
5) Checking tire pressure is particularly important with worn or worn tires.
General tier care

tier servis is somethig that customers expect to get from thair servis staifhon. You cannot turn customers awa" or dow a poor job and expect to haeld thair customer's gasoline business. Good tier servis is not only a conveniens to thair customer, but it is also very important for his saift.
The tiers or port ov thair suspenshon system ov thair car, along with shock absorbers and spriigs. Good tiers should absorb most ov thair ond bumps that mæk for a rufried.

Tiers or expected to wær out in th normal cors ov tham. But thair or sum things which cause tham to wær out faster or to wær uneevenly: hie speed drievig; fast drievig on curvs or around corners; improper
a.s.a.-"e and d" (jen.tier car) -2- i/t/a inflation; and misalíment ov the wheels.

performing sum tier servis, no matter hou small, givs the attendant the opportune-
ity to inspect a tier mor closely. it can reaaly "pot the finger on" tier needs.
good tier servis inclueds thees thigs:

1) regular checking for proper inflation level. this must be dun when the tiers or cool. as the car is driven, the fricíon between the tier and the road will hext the tier. this causes a bild-
up ov presíuter and mae cau the tier too look ever-inflated. checking tier
presíuter is particulærly important with ær cownon tiers. mæk sure that
both your hand gøjes and tier inflators or accueræt.
a.s.a.-"e and d" (jen. tier cær)-3- i/t/a

2) correct repæring ov tuebs.

3) correct mounting and dismounting ov tiers.

4) cærfwl inspecfhon ov treds, sied-wauls, cæsigs, valvs, etc. look for næls, broeses, or cuts. look for "bault" tiers,-- tiers whær the tred is dænjerusly worn out. if eny ov thees condijhons or present, tiers shod bee repærèd or replæst befor the becum unsæf for drievin.

5) periódic rætæshon ov tiers. this will legthen the lief ov the tier bie mæking shuer that eagh tier gets ækwal wær. tiers shod bee rætæted every 5,000 miels.
a.s.a.-"e and d" (jen. tier cær) -4-i/t/a kwestions

1) drievig habits dō not affect hou log the tiers will wær. trō or fauls?
2) the tiers dr port ov the ______ ______.
3) yō can lengthen the lief ov a tier bie:
   a) powting an extra pound ov ær in them
   b) woshing them regularly
   c) cærful drievig and proper mæntenans.
4) an attendant shōuld mæk shur that the hand gæajes and tier inflætors dr______.
5) as log as yō or not havig eny særious trubl with yōr øld tiers, yō dō not need tō replæs them.

   trō or fauls?
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a.s.a.-"e and d"

langwæj lesson for general tier car

1. blackboard fræxes:  prefix_e mean_ "not"
   un
   in
   war at unævenly
   unsafe care
   unækwal war
   unimportant matters
   unbusinesslike manner
   unpæd bills
   improper inflation
   impossible working conditions
   immature employees
   mis-
   misalignment ov wheels
   misinformd attendant
   misplæst autæ parts
   mismanægd stæhon

II. blackboard sen
tences:

1. unless the wheels or balanst and properly
   aliend, the will be unækwal war on the tiers.
2. an attendant hə fows around to much and acts
   in an unbusinesslike manner mæ lɔs his
   customer and his job.
3. the car will not ried properly if the is
   insuffihient ar prehuer in the tiers.

-1-
II. **blackboard sentences cont'd.**

4. The attendant may have to work nights, holidays, and inconvenient hours on the job.

5. A careless attendant may have to spend unnecessary time looking for misplaced parts.
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a.s.a.-"e and d"

1/6/85

handwritten assignment for general tier car

name________class______date_______teacher__________

hand the following sentences be filling in the prefix 
that will make "not"-

1. the station went out of business because there were two many paid bills.

2. a lot of time is wasted looking for lost or 
plast auto parts.

3. the mechanic could tell from looking at the tiers 
that there was sufficient air pressure.

4. a car that is not properly serviced or repaired 
may become an unsafe car.

5. some stations are open day and night and the 
attendants must work convenient hours.
Henry Ford

mechanical things  wothers and clocks
especially liked  many sacrifices
working with machinery  real and bord
repair work  extra money
engine shop  stem enjins
Detroit Edison Company  manufacturer automobils
frends and nebors  company stockholders
grætest contribution  mass production methods
standarðezd the automobal  in great kwontitis
assembling parts  the averaj man

blackbord sentences:
1. ford developt mass producjhon methods which helpt
standardiez the automobal.
2. he developt a belt system for assembling auto
parts kwickly.
3. a belt system is also nam as an assembly lien.
4. he ford motor company was organized in 1903.
5. a man he had invested $2,500 in ford's cumpany
sold his heirs for 30 million dollars sixteen
years later.
Henry Ford

From the time he was very young, Henry Ford was interested in mechanical things. He was born near Dearborn, Michigan in 1863. As a child, he helped his father with farm work, but he especially liked working with machinery. He often did repair work on watches and clocks without pay.

He made many sacrifices because of his interest in mechanics. When he was 16 years old, he worked in Detroit and got a job with a mechanic for $2.50 a week. His room and board came to $3.50. In order to get the extra money, he worked for ours every night for a watchmaker at $2.00 a week. Later he worked in an engineering shop,
After he set up steam engines, finally, he became an engineer at the Detroit Edison Company.

In 1903, Ford organized a company to manufacture automobiles. It was known as the Ford Motor Company. He started this company with 28 thousand dollars raised from friends and neighbors. He became stockholders in his company. Sixteen years later, a man who had invested $2,500 in Ford's company sold his shares for 30 million dollars.

Ford's greatest contribution was that he developed useful mass production methods could be in the automobile industry. He standardized every part of the automobile so that it could be turned out quickly and in great quantities. He then developed a
belt system for assembling the parts quickly. This is seen as the assembly line. With this system, he produces cars in such large numbers that they could be sold deeply enough for the average man to buy.

The end

Questions
1. Henry Ford was always interested in

2. His first job with a mechanic was in

3. Henry Ford was a good businessman who knew nothing about automobile engineering.

true or false?

4. By standardizing automobile parts, it became possible to turn out parts _______ and in_________ _________.

5, a belt system on production is
also called, an _______ _______. 
a.s.a. - "e and d"

Langwaj Lesson:

_HENRY FORD_

or

organized labor welding torch
ford motor company large corporation
order a car forklift
porcelain finish heron or
pees cor cold storage

or_endin - the man who does the job -

doctor mediator
maor arbitrator
calculator estimator
contractor depositor
distributor educator
1. The man who gives a rough figure on the cost of a job is called an __________.
2. The Ford Motor Company supplies cars to local __________ all over the world.
3. A machine that can add, subtract, multiply and divide is called a __________.
4. The bank promised a gift to every new __________ for the next week.
5. A statement __________ helped to settle the labor dispute between the company and the union.
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A.S.A.-"E and D" (teacher's aide) 1/3/2
Introductory blackboard phrases for:

General auto maintenance
Accessory auto products
Stay in business
Experience auto owners
Regular service
Recommend his friends
Protected from war
Parts that need lubrication
The manufacturer's directions
Look on the floor
A good advertisement
Applied generously
A complete oil change
Engine crankcases
Special collection service
Cleaning compound
a.s.a.-"e and d" (teacher's gied) i/t/a

blackbord fræses: - jeneral autœ mæntenans

1) collection ov trash
2) emptying the enjin
3) ensuring proper servis
4) protective mats
5) regulwar greasing

blackbord sentenses:
1) it is a mistæk tow think that their is
    more muny tow bee mend bie not servising
    a car well.
2) wun ov the mæst important servises
    necessary for eny maʃæn with movin
    parts, is greasing and luebricæænion.
3) greæs shud bee applied jenerously, so that
    all parts ar completly cuverd.
4) tow much oïl will clog and harm the parts
    which ar over-oïld.
5) the dirty oïl that has emptid intow the
    can is pord intow a fifty gallon
    drum, which is collected regulwarly.
An auto servis stæfHon is in business not only to sell gas and oil and acsessor-y auto products. Perhaps its most imp-portant business is selling servis to the automobeel owner. The experienst of the auto servis stæfhons which stæ in business for a long tie is, that the better the servis, the better the business, and the better the chances for the stæfHon to stæ in business.

Experienst auto servis stæfHon öeners sä, that it is a mistæk to think that mær is mór munny to bée mæd bie not servisig a cor well. The idea that sum peopl hav, that the mór ofen a cor bræks dawn, the mór bizness a servis stæfHon will hav, is fauls.
if a car that a station is servicing regularly, breaks down very often, the customer will probably take his business elsewhere. A customer who can feel the difference in the way his car rides after it has been properly serviced, will not only be a steady customer, but will also recommend his friends to the station.

Mechanics say that one of the most important services necessary for any machine with moving parts, is greasing and lubrication.

Moving parts must be greased regularly, or they will wear against each other and break down. When all moving parts are protected from wear by grease, they work better and last longer.
a.s.a.-"e and d" (jen.autom. mæn.) -3-ill/str
compressst ær forses the grees throu the trigger handl into the parts that need lubrication. grees shud be applied jenerously, sœ that all parts ar compleetly cuverd. excess drippins shud be wiht awæ, but thær is no dænjer from too much grees. mecanics clæn that yoo cannot overgres.

parts that need diling, on the other hand, hav to be treeted mor cœrfwly. too much oil will clog and harm the parts which or over-oild.

regular changes ov oil or aulse very important to the mæntenans ov an automobæel. oil that gets dirty with ues and æj will thicken and becum hœrmful to the enjin. it is recommended that a compleet oil dænj tak-plæs after eæh 2,500 miels.
in order to change the oil in the engine crankcases, the car must be jackt up. some crankcases are reept more easily than others. if the oil crankcases is hard to reept, a flexible tube to pour in the new oil must be used.

after the car is jackt up into position for the oil change, the plug is removed from the crankcases and the old oil is allowed to empty into a can. the dirty oil that has emptied into the can is then poured into a fifty gallon drum which is collected regularly. the collection of oil drums in a gas station works very much like the collection of trash. it is done regularly by a special collection service.

no matter how careful you or when you are emptying the engine crankcases or the dirty oil, some of it may drip onto the floor.
a.s.a.-"e and d" (jen. ætæ mæn.)-5-i/t/a
a cleaning compound which looks very much like
sawdust should be poured on the floor to absorb
the dirty oil and keep the floor clean.

the engine crankcase should be refilled
with new oil according to the manufacturer's
directions. cans with spouts or used to pour
the oil.

the oil filter should be inspected each time
the oil is changed. if the filter is clogged
or dirty, it cannot do its job. oil
filters usually need to be changed after
three oil changes.

every car which is serviced should have a
sticker attached to the inside of the door near
the driver's seat. an attendant should meet
the date of the service and the kind of service
given, so that the station and the car owner
will have a record of the service.
a.s.a.-"e and d" (jen. autœ mæn.)-6-i/t/a
this sævs tiem and will infiuer proper servis, at the proper tiem.

during a luebricæshon or an oil chænj, mær is goeing tw bee lækæj on the flor ov the stæfion, and sumtiems on the insied or body ov the car. whenever possibl, a cuvering ñowd bee used tw protect the car from stæns and dirt. a customer will not Bee happy about tæking a stænd and dirty-lookig car out ov the stæfion. hee mæ desied that the wurk is as sloppy as the looks ov the car.

all stæfions hav protectiv mats tw cuver the different parts ov the car. thees mats ñowd bee used tw avoid stæniug and damæj tw the body ov the car. while wurk is being dun, it is wurgh the tiem tw protect the car. after the damæj is dun, it mæ tæk a lot ov tiem and wurk tw clean up.
a.s.a.-"e and d" (jen. autœ mœn.)-7- i/t/a

mœst good stæhons will not turn a cor
over tw its oœr without cleœniæ it first.
ol and greæs must be cœrfœly remœyd from
dor locks soœ that the driœver will not stœn
his cloæœs. windœœs, upholœstery, mirrors,
and the dashœrd and flor shœd be cleœnd when
the wurk is finœht.

a cleœn loœking car is a good advœter-
ment for the wurk dun at the stæhœn. it
will mœk and keœp a custœmer.
kwestions

1) a stæhon will lów bizness if the repærz and servis or good.
   trw or fauls?

2) the ðener ov a car that breaks doun very often:
   a) will kěep cuming bāck for repærz
   b) will go to another stæhon tō get better servis
   c) will sell his cor and biē a nue wun.

3) used and dirty oil is collected in 
   _________ drums.

4) grees fhod bēe applied ________, soe that 
   all parts or completly cuverd.

5) a nue cor dus not need reguelar mænte-
   nans and servising.
   trw or fauls?
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a.s.a.-"e and d"

langwaj lesson for: general maintenans

1. blackboard phrases:
   get wu work erly
   servis he enjin
   personal property
   starter trubl
   cheaper product
   mercury comet
   perspiration odor
   ern mor muny

   er - comparison endim
   cheaper - tuf - tufer
   shorter - stronger
   harder - messier
   hevier - dirtier

   er - referring to a job or profession
   truck driver
   carpenter
   welder
   lawyer
   soderer
   manufacturer
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a.s.a. "e and d" 1/t/a # 17

homework assignment for: general auto maintenans

name________________class_________date________teacher________

1. a man who makes a living welding is called a ____________.

2. it is not always wise to be a product just because it is ____________.

3. special instructions for servicing a car are given in the ____________'s manual.

4. most stations are not responsible for ____________ left in the car.

5. add "er" endings to the following words and write a sentence using each word.
   - smart
   - dirty
   - wied
   - cool
   - happy
   - lie
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a.s.a.-"e and d" teacher's aid
i/t/a
the lubrication system
blackboard exercises:
enjin lubrication
sirkuelated throw the enjin
fien mesh screen
enjin overhaul
oil presher relief valve
enjin damaj
fles throw the system
harmful matter
loss ov oil presher
flush out dust
dipstick markings
an additional quart ov oil
ventilation system
clogging with slud3
blackboard sentences:

1) the oil strainer should be cleaned or replaced whenever the engine is overhauled.

2) the new oil filter seal should be checked carefully to avoid leakages and loss of engine oil pressure.

3) water, vapor and gases will form sludge in the engine crankcase if the filter is removed.

4) from the dipstick, an attendant can tell the condition of the oil.

5) a gauge will warn the driver of low pressure.
the lubrication system

several kwarts ov oil, which or stord in the enjin crangkcaes, lubricat the moving parts ov the enjin.

the enjin lubrication depends upon the follæng mæn par:

1) the oil pump is used to pump oil to all moving parts. all oil which is sircule-læted bie the oil pump is first passt throu a fæn mez screen caulld the oil stræner. this stræner shuuld be cleænd or replæst whenever the enjin is overhaulld.

2) an oil preßuer relef valv is bilt into the system to prevent the oil preßuer from bildig up too hie. a gæj on the drier-ver's instræoment panel is used to waurn the drier-ver that the oil preßuer is too loe.
a.s.a.-"e and d" (the lube. system) -2- i/t/a
this can result in enjin damæj.

oil gets dirty. particles ov dirt, dust, and other things get into the oil as it flies throw the system. just as a sigarett filter is used tw screen out harmfowl matter in the tobacco, so is an oil filter used tw screen out harmfowl particles in the oil. in order tw do its job well, an oil filter must be chænjd every 3,000 tw 5,000 mïels.

the new oil filter seat should be checkt cærfully tw avoid leakæj and loss ov enjin oil pressiwer. at the sæm tiem the filter is chænjd, an oil chænjd should be maød. this will alse help in flushing out dust and other harmfowl matter.

the oil level stick, or dipstick, is an important part ov the lubeRICACIÓN system. it is used to check the oil level in the crankcæs.
a.s.a.-"e and d" (the lub system) -3-i/1/a

the dipstick has markings on it which show when the crankcase is full and when oil needs to be added.

be looking at the oil on the dipstick, an attendant can also tell something about the condition of the oil. The attendant should always bring the dipstick around to the customer so that he can see for himself while an oil change or an additional quart of oil is recommended.

water vapor and other gases will form sludgy in the engine crankcase if they are not removed. a crankcase ventilation system removes these vapors.
a.s.a. "e and d" (the lube system)-4-i/t/a

the breather cap and all other parts of the
ventilation system should be cleaned as recom-
manded by the manufacturer. cleaning will
prevent clogging with sludg or dirt.

kwestions

1) lubebricætion is very important to the
proper operation of:
a) the radiator
b) the ventilation
c) moving parts

2) the customer should never be bothered to
look at the dipstick. true or false?

3) water vapor and other gases will form
_____ in the engine crankcase, if
true or not removed.

4) an important part of the ventilation
system is the_______

5) three main parts of the lubebricætion system
or: 1._______ 2._______ 3._______
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langwaj lesson for: the lubrication system

I. blackbord fræses: at → ajhon
operat the operañhon
ventilat the ventilañhon
radiat radiañhon
sirculat sirculañhon
lubricat lubricañhon
vacsinat vacsinañhon
acselerat acselierañhon
saturat saturañhon
calculeat calculeañhon
partisipat partisipañhon

II. blackbord sentences,

1. mister tomas did not understand how to operat the new lift. or
1. (a) mister tomas did not understand the operation on the new lift.
2. the oil must be allowed to sirculat freely. or
2. (a) the oil must be allowed free sirculañhon.
3. the customer askt the attendant to lubricat the enjin.
3. (a) the customer askt the attendant for an enjin lubricañhon.

-1-
Language lesson for: the lubrication system cont'd.

4. The mechanic warned the customer not to accelerate suddenly.

4. (a) The mechanic warned the customer about sudden acceleration.
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a.s.a. - "e and d"  

homework assignment for: the lubrication system

name________________ class________ date______ teacher________

add the eon ending to the following words:

assistat
jierat
mediat
gravitat
fassinat

let three sentences using three of the words you have mad.
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brooklyn adult training center
a.s.a. - "e and d" teacher's guide i/t/a

introductory blackboard phrases for

enjin lubrication

an uncomfortable irritation
crem or ointment
relieve the pain
have to be replaced
not properly lubricated
a thin coating of oil
absorbing the heat
oil viscosity
classified the oil
oil should be changed
in the form of sludgy
enjin wear and bearing failure
blackboard sentences: (enjin lubrication)

a) enjin parts wod constantly hav tw bë replæst if thæ wer not properly lubricated.

b) enjin oil is mezuerd bie its thickness or its ability tw flæ.

c) after 005, oil becums fowll ov wauter particles, and pæses ov dust, dirt and metal.

d) tw get good performans from a car, and tw protect its enjin, oil shod be chænjd from tiem tw tiem.

e) under æveræj driëviug condifions, it is recommended that the oil be chænjd every 1,000 tw 2,000 miels.
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**engine lubrication**

Have you ever worn a pair of shoes that were too tight or did not fit properly? Before long, the shoe, rubbing against the heel of your foot, can cause an uncomfortable irritation. Your skin is being worn away by the rubbing. This action is called friction. Friction produces heat and wear. A little cream or ointment applied to the sore spot will usually relieve the pain and make you much more comfortable.

An engine is made up of many moving parts. As the move against each other, a great deal of friction and wear takes place. Engine parts would constantly have to be replaced if they were not properly lubricated. A thin coating of oil is used between all moving parts to prevent wear.
Oil used in the engine has other jobs, too. It helps cool the engine by absorbing some of the heat given off when the engine is in operation. It also helps to clean the engine by absorbing dirt particles and holding them until they or drained out with the oil.

Engine oil is measured by its thickness or its ability to flow. This quality is called "viscosity." The American Petroleum Institute has classified oil according to the kind of service it gives. The three classifications are: ml, mm, ms.

Oil marked ml is recommended for light service. mm is recommended for normal driving, and ms is designed for high speed driving and heavy service.

To get good performance from a car, and to protect its engine, oil should be changed from time to time.
This is not because oil wears out with use, but because oil gets dirty.

After use, oil becomes full of water particles, and pieces of dust, dirt, and metal, from the enjin. Some of these particles settle to the bottom of the oil pan in the form of sludge. The smaller, lighter particles are carried along with the oil. If they are allowed to stay in the lubricating system too long, these particles can cause quick enjin wear and bearing failure.

The proper time to change the oil depends on three things---the condition of the car, driving conditions and driving habits, and weather conditions.

Under average driving conditions, it is recommended that the oil be changed every 1,000 to 2,000 miles.
drievig in cold weather, under "stop and start" conditions, in the dusty city, make it necessary to change the oil as often as every 500 miles. On the other hand, on long trips, over good, dust-free roads, the engine operates better, and the oil can be changed every 2,000 to 4,000 miles.
a.s.a.-"e and d" (enjin lubrication) i/t/a
kwestions

1. het that is caused be rubbin is
could__________.

2. if enjin parts wer not lubricated, the wood:
a. never get dirty
b. never wear out
c. constantly hav tw bée replaést

3. oil used in the enjin aulse dus tw other thing:

___________the enjin
___________the enjin

4. the three oil classificahons or______,
_______, and_______.

5. every cor needs an oil chenj after too thousand miels, noe matter what the drievig condishons wer.
trow or faws?
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a.s.a.-"e and d"

language lesson for: enjin lubrication

I. blackboard phrases:

- he sand ov_d

- oil crankcase
- truck conversed
- destroyed the engine
- employment offices
- aluminum foil
- doctor's appointment
- clean the toilet
- employee benefits
- moisture-proof

II. blackboard sentences:

1. when housekeeping horse or hard, everywun taks turns cleaning the toilet.

2. the men got incresed employee benefits insted of a raise.

3. the attendant made a doctor's appointment for the evening, after work.

4. the doctor prescribed a skin ointment for his rash.

5. the men in the car wash department war moisture-proof cleaning.
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a.s.a.—“e and d”

homework for enjin lubrication
fill-in

name______________class______date______teacher______

1. A group of trucks travelling together is called a _______________ ____________.

2. The doctor could not see him because he had forgotten to make an ________________.

3. If the dirty oil is not drained, it will ____________ ____________.

4. The attendant should protect his legs from leaking oil when he is draining the ____________ ____________.

5. ________________ ________________ clothing should be worn in damp or wet places.

9
A.S.A.-"E and D" teacher's guide /t/a
blackboard fræses tw introduces:

trublihätin
keep a sharp lookout
the customer complains
from the symptoms
make a diagnosis
locate the cause
special testing equipment
emergency treatment
refer a patient
the car specialist
check these areas
judge the cause of the breakdown
an accurate or exact picture
the volt and amper tester
the complete repair
1) it can't hurt to ask the customer how the car has been behaving.

2) from the symptoms, he needs what tests or needed to get to the cause of the trouble.

3) you will also learn to use many pieces of testing equipment like the hydrometer, the battery check, the volt and amper tester.

4) there are times when the cause of the trouble is too complicated for the attendant to handle.

5) an attendant refers the car to the car specialist, the mechanic, when he finds trouble he cannot handle.
A good attendant has the opportunity to look for and fend trouble spots in a car while it is being serviced at the pump. But, in addition to keeping a sharp lookout for trouble spots, it can't hurt to ask the customer how the car has been behaving, and whether it has given him any trouble lately.

If the customer complains that the car has been acting funny, or that there seems to be something wrong, this is an opportunity for the attendant to check to fend what is wrong.

If a man goes to a doctor with complaints about pain in his chest, the doctor begins to check those areas which he thinks...
a.s.a. "c'd" (trubl\h\wotin -2-I/t/a
mæ bee the cau's ov the chest pæn. hæe has sum
iedeæa about the cau's ov the trubl befor hæe
begins tw mæk the tests. from the symp-
tomz, hæe nœs what tests or needed tw get
tw the cau's ov the trubl.

in the säm wæ that a doctor mæks a
dieagnœsis ov an illness, trubl\h\wotin is
weæ tw fiend the cau's ov a cor's brækdown.

trubl\h\wotin is weæweally dun befor the
cor is tæken aporter. hæis is dun së that
the customer will hav an estimæt, or an
iedea about the siez ov the repær bill. trubl-
\h\wotin helps tw locæt the cau's, and sævs
tiem on the repær.

mær or tw tieps ov trubl\h\wotin. in
wun tiep ov trubl\h\wotin, the attendant will
judz the cau's ov the brækdown without weæg
testin ekwipment.
wuns he has an idea about the cause of the failure, he can then use the proper testing equipment. The use of modern equipment gives the attendant an accurate and exact picture of the trouble.

But there are times and situations when it is impossible to do a complete test, and a quick test has to be made. Special medical equipment cannot be taken to the scene of an accident, when a patient has to be given emergency treatment. The same is true of a car. If a car is stuck on the road, a quick test is the best service that can be given.

When the car is brought into the station, it will be possible to make all of the necessary tests, to check the cause of the breakdown. The complete repair can then be made.
There are many quick tests for troubleshooting which you can learn to do. You will also learn to do many pieces of testing equipment, like the hydrometer, the battery check, the volt and ammeter tester, (to check the output of the generator).

But there are times when the cause of the trouble is too complicated for the attendant to handle. In such cases, the help of the manager or station mechanic is needed. A doctor will refer a patient to a specialist for specialist treatment after he has found that he cannot treat the illness. An attendant refers the car to the car specialist, the mechanic, when he finds trouble he cannot handle.
Kwestions

1) Troubleshooting helps to locate the ____ of car trouble, and saves them on the repair.

2) If a car is stuck on the road, the attendant should:
   a) give the car a complete check
   b) make a call to a service
   c) make an appointment with the customer for a tune-up
   d) do a quick test to identify the trouble.

3) To check the output of the generator, the attendant should use:
   a) the hydrometer
   b) the volt and amper tester
   c) the dipstick.

4) If the attendant cannot locate the cause of trouble, he should get the help of the station ____.

5) A quick test to identify the trouble is the best service that can be given to a car in a road emergency. 
   True or false?
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a.s.a.—"e and d"

language lesson for: trublætætæn

1. blackboard phrases:

    compound words

    lookout       room
    outlook       bedroom
    breakdown     bathroom
    breakthrough  roommat
    hortbraek     cormom
    trublætætæn   cum
    trublæmaker   incum
    outcum
    welcum

    dor
    oudoor       woth
    indoor       ristwoth
    dorwæ         wothman
    dorman       wothmaker
    dorstop      stopwoth

    haus
    corthaus
    hauswæ
    haushold
    huskeeper
manpæw development trænig pragram
a.s.a. - "e and d"

homwurk assienment for: trublwotin

nam____________class_____dat______tæcher________

combien wun part from column "a" with a part from
column "b" to form a compound wurd —
list 8 wurds yw hav mæd.

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The inconveniences indicate engine temperature. Pumped throw the engine close to the boiling point clogged or punctured hoses failed over the thermostat defective oil pump incorrect gas mixture normal oil pressure variance abnormal reading electric energy the ammeter shows discharge

a s a. -"e and d"(teacher's gied) i/t/a 21
a.s.a.- "e and o" (teacher's guide) i/t/a
blackboard sentences: (gæjes and mæters)

1) any word that has gæj or mæter in it
   has two doo with measuring.

2) cooled water from the radiator is
   pumped through the engine constantly, to
   help prevent overheating.

3) the oil pressure gæj shows whether or not
   there is enough pressure to pump the lubricating oil to parts where it is needed.

4) the indicator on the ammeter shows how
   the supply of electric energy in the
   battery is being used.

5) the battery should be checked regularly
   and supplied with water above the
   battery plate.
In the gasolen, vapor in a tank that is not well filled tends to condens, and his produces water.

You can be fier that any wurd that has gai, or meter, is a mezurig devices. The gasolen gai, or meter has to do with mezurig. The gasolen gai has the appraksimt amount ov gasolen in the tank. The tank had be kept well filled to avoid the inconveniens ov running out ov gas. Also, the veniens ov running out ov gas.

The cars and meters give information about thees items. With giv information about thees items, all cars use gasolen, water, oil and electricity. A car gaves and meters on the instrument panel ov a car.

The tank be kep well filled tw avoid the inconveniens ov running out ov gas. The gasolen tends to condens, and his produces water.
the car also has a temperature gage. A car engine normally gets hot when it runs, and a gage is needed to indicate engine temperature. Coolant water from the radiator is pumped into the engine constantly to help prevent overheating. Most automobile engines operate normally with water temperature between 160 and 180 degrees Fahrenheit. If temperature rises close to the boiling point (212 degrees), the cause of trouble must be found. It may be any of the following:

1) not enough water in the radiator
2) clogged, plugged, soft, or weekend hoses
3) a worn or broken water pump
4) a leaking radiator
5) failure of the thermostat to operate properly
a.s.a.- "e and d" (gæjes mæters)-3- i/t/a

6) a broken or slipping fan belt
7) rædætor cloggd with mud or insects
8) not enuf oil in the cra科教
9) cloggd oil lien or defectiv oil pump
10) improperly tiemd igniathon
11) incorrect "gas" mixtuer
12) too much heavy pölling

The oil prehwer gæj shoæ whether or not there is enuf prehwer to pump the luebricæting oil to parts where it is nedded. Normal oil prehwer vëriæ in different mæks and models ov cars. Any abnormal readig on this gæj indicæts trubl. On sum cars, a red liet shoæs when prehwer is down.

The ammeter meæurers the fluæ ov electric current to and from the storæj battery. The indicætor on the ammeter shoæs how the supplie ov electric energy in the battery is being used.
on sum cors, a red liet flashes on when current is used faster than the generator produces it.

if the ammeter does discharge when all electrical switches or turned off, or when the enjin is running rapidly, the battery will run down and hav to be recharged.

the battery itself should be checkt regularly and supplied with clean wanter, with distillld wanter, if possibl. the level ov the wanter should be kept abuy the battery plæts. if the plæts drie, the lief ov the battery is græly shortened. it is a good practis to check the battery wanter every tiem the gas tank is filled.

the speedometer should be checkt frekwently when driving.
a.s.a. - "e and d" (gæjes meeters)-5-i/t/a
with twoæ's fast, eæy-drèeviæ cars, ænly
the speedometer can tell yw that yw or
drèeviæ faster than yw thiæk. This is
espeæially trw on hiewæs and turnpieks.

The speedometer, which is located next to
the speedometer, indicates the number ov
miels the cor has travelld.
a.s.a. - "e and d" (gæjes møeters)-6-i/t/a

kwestions

1) it is a good idea to keep the gas tank well filled because:
   1) it is cheaper
   2) the car will run better with a full tank
   3) it is inconvenient and time-wasting to run out of gas.

2) the temperature gæj in a car is always the same as the outside temperature.
   trw or fauls?

3) three possible causes of enjin oeverheating or:
   1)
   2)
   3)

4) the level of water in the battery must be _the battery plates.

5) the oedometer measures the driving speed.
   trw or fauls?
language lesson for: gauges and meters

1. blackboard phrases:
   - meter - a measure
   - hygrometer - barometer
   - speedometer - fathometer
   - thermometer - ommeter
   - ammeter - multimeter
   - odometer

define the uses of each of the above meters. what does each measure?

- hygrometer - measures water (hleo)
- speedometer - measures speed
- thermometer - measures heat or temperature
- ammeter - measures electric current flowing to and from storage battery
- odometer - measures depth of the ocean in fathoms - (6 miles)
- ommeter - measures ohms - or resistances
- multimeter - measures current, a.c. and d.c. voltages, and resistances.
   a combination ommeter and ammeter
manpower development training program

a.s.a.-"e and d"

Homework assignment for:

The power train

Name_________________ Class______ Date______ Teacher______

Fill-in

1. A word that describes a condition that is better than before is ___________.

2. The gear is best for ________ speeds.

3. Oil that has not been refined is called ________ oil.

4. Before a wheel can be ________, the lugs must be ________.

5. Your digestion will improve, if you ________, your food more carefully.
manpower development training program

a.s.a.—"e and d"

language lesson for: manpower training

blackboard phrases: the sound of

crossing speed: the cooling system

brakes and cuts: tow truck helper

move the lever: crow oil

remove the sludge: glow pot

improved performance: blow pant

slow the gear: screws and belts

loosen the lugs: slow your foot

brake fluid
a.s.a.-"e and d" (power train) -4- i/t/a
sum ueropœan cors hav frunt-wheel driey only.

kwestions

1) the clutch acts liek a drawbridge con
necting the crankshaft and the _______.

2) the transmision ov a cor is alwæs found
up frunt. trø or fauls?

3) mœst often the transmision has tw be
repærd becaus:

a) the cor has been driven mor
than 50,000 mìels

b) the bærings or geæs or brøken
or worn out

c) the røer axl is brøken

4) powae for the røer wheels is provieded bie
the _______ _________ geæs.

5) the _______ geæs allow wun wheel tw
turn faster than the uther.
in most cars, the transmission is mounted in the front of the car. The power travels from the transmission back through the drive shaft, to the rear axle. The rear axle moves up and down when the car goes over bumps.

In some cars, the transmission is placed in the rear of the car. In these cars, there is a raised part on the floor, that goes down the center of the car. The balance of the car is also improved.

Back of the drive shaft or the rear axle are the gears. They carry the power to the rear wheels. The differential gears are located between the two rear axles. When a car goes around a corner, these gears allow one wheel to turn faster than the other.

In four-wheel drive, the power is sent to all the wheels.
in standard shift cars, the driver chooses the right gear by moving a lever called a gear-shift. He steps on the clutch pedal and releases the clutch at the same time that he moves the gear shift. He uses first gear to start the car; second gear to gain speed; third gear for cruising, and reverse gear for backing up. Cars with automatic transmission save the driver the job of changing gears in forward speeds.

Transmission repair is a highly specialized job. Very often, the transmission has to be taken apart because of worn or broken bearings or gears. In shops where transmission work is done, only a soft-faced hammer, or a soft steel drift is used on the case-hardened parts.
The power train

The power train is a series of parts which carry the power from the crankshaft to the enjin to the rear wheels.

The parts that make up the power train, or, in order: the clutch, the transmission, the drive shaft, the differential gears, and the rear axle.

The clutch is the part that connects the enjin to the power train. The clutch acts like a drawbridge. When you use the clutch pedal to shift gears, you are connecting or disconnecting the crankshaft and the transmission.

The power travels from the clutch to the transmission. The transmission is a box that contains gears of different sizes.
blackboard sentences:

1) When you use the clutch pedal to shift gears, you or connecting or disconnecting the crankshaft and the transmission.

2) In standard shift cars, the driver chooses the right gear by moving a lever.

3) The power travels from the transmission back through the drive shaft, to the rear axle.

4) The differential gears are located between the two rear axles.

5) There are some cars where the transmission is placed in the rear.
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brooklyn adult training center
a.s.a.-"e and d" teacher's guide i/t/a
blackboard frames two introduces:

the power train

acts like a drawbridge
disconnect the crankshaft
gears of different sizes
releases the clutch
from the clutch to the transmission.

shows the riet gear
hie-gear for crossing
revers-gear for backing up
a soft steel drift
case hardened parts
mounted in the front
the balance of the car
the differential gears
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brooklyn adult training center
a.s.a.-"e and d" teacher's aide i/t/a
introductory blackboard phrases for:
holding things together - fastening devices

a particular fastener is chosen
be familiar with the fasteners
in repairing or replacing parts
make decisions about tools
the most common tips of fasteners
bolts and screws or similar
both ends or threaded
the exposed end
according to their length
measure the pitch of threads
fillips-hed screw
caps damage to the finish
the rivet is flattened
1) Most standard stor faseners in cabinets with many small drawers which or labeled with the name of the fasener found inside.

2) There or many varietis ov bolts, screws, pins and rivets.

3) Bolts and screws are usually marked according to their length, flae ov hed, dieameter, and the number ov threads per inch.

4) The pitch is the distans from wun thread to another.

5) In addition to the familiar straight slot screw, the fillips-hed screw, and the allen-tiep screw or often used in automotiv wurk.
manpower development training program
brooklyn adult training center

a.s.a.-"e and d"
i/t/a

holding things together - fastening devices

there or many different devices used for fastening different parts together in
the modern automobile. While a particular
fastener is chosen for a certain job can depend on many things: the materials it
is holding together; its position in the
car; whether it will ever have to be
taken out or changed; whether or not it will

1

and the kinds of tools used in in-
stalling the fastener.

it is important for anyone working
in a service station to be familiar with
the fasteners and their uses. Most service
stations store fasteners in cabinets with many
small drawers which or labeled with the name
of the fastener found inside.
a.s.a.-"e and d" (fastening devices)-2-i/t/a in repairing or replacing parts in a car, it is often necessary to break the bolt or rivet that is holding a part in place. This is particularly true in older cars where the parts have had a great deal of wear. It is always a good idea for an attendant to take a good look at the part he is servicing before beginning any work. This will enable him to see what the trouble is, and let him get a good look at how the part is placed, and see what kinds of fasteners or used; make designs about what tools and parts he will need to do the job; and design what his plan of work will be.

The most common types of fasteners are bolts, screws, pins, and rivets. There are many varieties in each group.
a.s.a.-"e and d" (fasing devieses)-3-i/t/a
belts and screws or similar in that they both hav heads and threeded ports. A belt vezzually extends beyond the materials it is hœlding togetheer and needs a nut on the exposed end ov the belt to finish the job.

a stud is a spezhial tiep ov belt which has nœ heD. it is often found in enjin syinders. both ends ov the stud or threeded. wun end is scrowd into the syinder, another port is plæst on the stud, and then a nut is plæst on the exposed end ov the stud and titeended. in this wœ all the ports or held togethew.

belts and screws or vezzually mortk according to their length, shœp ov hed, dieameter, and the number ov threds per inch.
a.s.a.-"e and d" (fastening devices)- 4-/t/a

A special tiep ov gæj is used tw measure the pitch ov threads. The pitch is the distance from wun thread tw another.

Most bolts hav hexagonal or six-sided heads. Thæ or usually called "hex-hed" bolts. Machine screws hav heads that cum in meny shapes and or installld with a screwdriverer. In addition tw the familiar stræt slot screw, the fillips-hed screw, and the allen tiep screw (set screw), or often used in automotive wurrk. Thæs rekwier special screwdrivers and or used because thær installation is less likely tw caus damage tw the finish ov the car.

Wun special tiep ov screw is mean as a sheet metal screw or a self-tapping screw. It has a tæperd point and will cut its own threads as it is screwd into the sheet metal.
a.s.a.-"e and d" (fasening devices) - 5-i/t/a screws or used to hold metal parts together. A hole is first punched or drilled into the metal, and then the screw is turned into the hole.

A rivet is a metal pin with a head on one end. It also holds two parts together. After the rivet is passed through the holes in the parts to be joined, the small end of the rivet is flattened into a head by means of a rivet-set, or the peen end of a ball-peen hammer.

In addition to holding pieces of metal together, rivets are also used for fasening break likenes to break joints.
In most stations, fasteners or stored in cabinets.  

2) Sometimes it is necessary to break the bolt or rivets, particularly in:
   a) Cheaper model cars
   b) Sports cars
   c) Elder cars

3) A stud has a large head.  
   When or fails?

4) Bolts and screws or usually mortised according to:
   a) 
   b) 
   c) 

5) A self-tapping screw is known as a 
   _______ _______ screw.
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a.s.a. - "e and d" i/t/a # 23
laguage: lesson: ‘holding things together—fastening devices’

I. **blackboard phrases:**
   - pow’ll and pow’ll
   - lift the hwd
   - crooked lien
   - worn bwhings
   - sêt cwhhon

   *the sand ov - w-
   - fwt braks
   - polly system
   - jnagar-coted
   - hok and ladder
   - wod finij

II. **blackboard sentences:**
1. the mecanic replast the worn bwhings in the motor.
2. dual-controlld atas hav dubl fwt braks.
3. smtlems a sêt cwhhon helps giv a driever a better vue ov the rued.
4. læking gas stnd the wod finij ov the støjhon wagon.
5. a polly system wos wsd tw lift small twls tw the second flor twlorom.
stepping on the brakes

good braking action

hydraulic pressuer

forces the brake fluid

pistons in the wheel cylinders

amount of pressuer applied

over a period of time

set the brakes fully

improper lubrication

making brake adjustments

during this inspection

the brake fluid level

the manufacturer's specified level

manual bleeding method

pressuer tank method

cleaned satisfactorily
a.s.a.-"e and d"  teacher's bied i/t/a-2-
blackboard sentences: (stepping on brakes)

1) stepping on the brake pedal forces
fluid out of the master cylinder,
through the tubing, or brake lines, and
into the wheel cylinders.

2) each time the brakes are applied, a small
amount of brake lining is worn away.

3) the first step in checking, or making
brake adjustments, is to remove one
of the front wheels and inspect the
brake lining.

4) from time to time you get a "spun-jy"
feel when the brake pedal is pressed down.

5) "bleeding" is a process used to remove
air from the hydraulic system.
with good brakes and a drie road it takes almost the length of a football field to stop a car moving 70 miles per hour. Even at slower speeds, the need for good braking action should be a major concern on both the driver and the man who services the car.

Early automobels had brakes only on the rear wheels. Cars today have brakes on all for wheels.

Most brakes today operate by hydraulic pressure. The hydraulic braking system consists of a master cylinder and brake pedal, with or too wheel cylinders at each wheel, tubeing which connects the master cylinder to the wheel cylinders,
a.s.a. - "e and d" (stepping brakes) - 2-i/t/a

stepping on the brake pedal forces brake fluid out over the master cylinder,
through the tubing or brake lines, and into the wheel cylinders. (hydraulic brakes can
be compared to a rubber gluv that is filled with water. When it is skewed, an equal
pressure is sent to all the fingers. When
the brake pedal is pushed down, equal pressure
is sent to all parts of the brake system.

Pistons in the wheel cylinders force
the brake fluid outward against the brake
drums. The friction between the brake fluid
lining and the brake drums causes the car
to slow down or stop, depending on the
amount of pressure applied.
Power brakes use power from the engine to force the fluid to the cylinders when the driver presses the brake pedal. Power brakes make stopping the car much easier and require less foot pressure.

Making brake adjustment

each time the brakes are applied, a small amount of the brake lining is worn away. Over a period of time this normal wear creates a large space between the brake lining and the brake drum. This large space means that the brake pedal must be pressed down further to get the right pressure. Generally, if the driver has to push the brake pedal more than half-way to the floor of the car, he can tell that this space is too large. The brake pedal should never be "pumped" too set the brakes fully.
The first step in checking or making brake adjustments, is to remove one of the front wheels and inspect the brake lining. If the lining is worn, the brake shoes should be replaced. Care must be taken during this inspection to avoid getting dirt, grease or oil on the linings. The amount of lining wear found on this worn wheel is a good indication of the amount of wear on the other three wheels.

If the lining thickness on the first wheel is worn, the other wheels will not have to be removed for inspection.

Sometimes the brake shoes need to be adjusted. A star wheel adjusting screw is used to move the shoe closer to the brake drum. Each wheel may be jacked up separately or all for may be raised off the floor to make this adjustment.
The next step is to check the brake fluid level in the master cylinder and add fluid, if necessary, to the manufacturer's specified level.

From time to time, you get a "spunfy" feel when the brake pedal is pushed down. This is due to air in the brake system. Air can enter the system when the fluid level in the master cylinder becomes low, or whenever any part of the system is taken apart, or when leaks in the system.

"Bleeding" is a process used to remove air from the hydraulic system. This can be done by either the manual bleeding method, or the pressure tank method. When using either method, air must be taken out to avoid getting dirt and gres into the system.
a.s.a.-"e and d"(steppig brakes)-6-i/t/a
other troubles, such as uneven or grabbing brakes, may be caused by grease and oil on the linings due to improper lubrication, worn grease seals, or careless handling of brake linings. A leaking wheel cylinder will also cause grabbing brakes when the brake fluid gets on the linings. Linings soakt with grease, oil, or brake fluid, must be replaced, since they cannot be cleaned satisfactorily.

The braking system should be checked periodically for water, leaks, and seep brake action. Repairing brake troubles quickly will give everyone the influences of safe driving.
questions

1) most brakes today operate by __________

2) the brake fluid is in the __________

3) the car is stopped because of:
   a) the friction between the brake pedal and the master cylinder
   b) the friction between the power brake and the wheels
   c) the friction between the brake shoe lining and the brake drums.

4) hydraulic brakes may be compared to:
   a) a rubber shoe
   b) a pressuer meeter
   c) a rubber gluv

5) pistons in the wheel cylinders force the brake shoes outward against the brake drum. How or fails?
manpower development training program

a.s.a. - "e and d"

Language lesson: stepping on the brakes

I. blackboard phrases:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>manual labor</td>
</tr>
<tr>
<td>auto</td>
<td>automatic</td>
</tr>
</tbody>
</table>

without machines

manual operation

careful manipulation

manuscript

prefix - auto - (self)

automatic - automation

automobile

to - suggestion

tagograph

tobioegraphy

tonomy

autopsy

autotip - a process of permanent fotografic printing which reproduces works of art in monocrom.
1. A job that is done without the help of machines is called a _______ operation.

2. The opposite of manual control is ________ control.

3. Another name for signature is ________.

4. A machine that is independent or self-governing is an ________.

5. The act of molding or shaping an object by hand is called ________.

6. Experts for that meny workers will lose jobs because of ________.
manpower development training program

a.s.a.-"e and d" i/t/a 25

teacher's gied

blackboard fræse tw introdues:

stopping distances

modern passenger cars

d a kwolified driever

tremendus effect

the rød adhæson

the operætiæg effiæhiensy

maximum stopping acçhon

direçhonal control

a considerabl amount ov tiem

the reacthon tiem

applie the bræks

except for emerjensiæ

væræius rød condifhons

-1-
stopping distances

blackboard sentences:

1. except for great emergencies, the good
driver brãks without sliding his wheels.

2. wun ov the mœst important points tw
remember is the tremendous varǐaʃion
in stopping distances.

3. pow brãk adjustment lœers the oper-
ætif effiありがy ov the brãks.

4. the stopping distans speed mœ be thirteen
tiens as long on an iesy rœd as under
gœd rœd condifions.

5. as car speed increases, the rœd adheæson
is less.
A short has been prepared which gives stopping distances for modern passenger cars under different kinds of road conditions. The short gives minimum stopping distances for skilled operators under ideal test conditions, average stopping distances which may be obtained by average drivers of cars in good condition on normal, dry, paved roads, and stopping distances under winter conditions on packed snow or dice ies.

With good brakes and a qualified driver, the distance required to stop a motor vehicle depends on three factors: 1. speed, 2. the nature of the road surface, and 3. the condition of the tires.
stopping distances

The effect of road conditions on stopping is very great. The stopping distance speed may be thirteen times as long on an easy road as under good conditions. Car speed also has a tremendous effect on stopping distance. The braking distance from 40 miles per hour is almost five times greater than that from 20 miles per hour. Moreover, as car speed increases, the road adherence is less, and the stopping distance longer.

Tire condition is of great importance. On wet roads, badly worn or "bald" tires or not as safe as tires with good treads.

Worn brake linings or poor brake adjustment lowers the operating efficiency of the brakes, making it impossible to get maximum stopping action between the tires and the road.
Stopping distances

In practice, shortest stopping distances are obtained when the tiers or sliding, but directional control is lost completely. Except for great emergencies, the driver brakes without sliding his wheels, bringing the car to a stop under directional control.

Another important point to remember is that the total stopping distance is not only that distance over which the brakes are applied, but the extra distance traveled, including the reaction time of the driver. A considerable amount of time is required to move the foot to the brake pedal and apply the brakes. For the average driver, this time is about three quarters of a second--time enough for the car to travel a considerable distance.
stopping distances

wun ov the m'est important points tw remember is the tremendous variation in stopping distances with speed and under various road conditions,

when drievig a cor in traffic, or at hie speed on the open road, do not tak for granted that a stop can bee mæd on a diem.

ær mæ bee meny factors wurkin against yw.

8 factors wim affect stopping

1. speed
2. drieaver skill and alertness
3. condition ov bræks
4. surfæs ov bræks
5. levs, mud or dirt on the road surfæs
6. tier condishon-- tred vær
7. reaction tiem
8. ñæns on ies or snæ

-4-
stopping distances

kwestions

1. the condition of the road is of little importance in stopping a car. true or false?

2. a good driver brakes without sliding his wheels, and stops the car under ______

3. for the average driver, it takes ______ to move the foot to the brake pedal.
   a) about five minutes
   b) about three quarters of a second.
   c) about one second.

4. stopping distances never vary. true or false?

5. the time it takes for the driver to apply the brakes is called the ______
tiem.
manpower development training program

a.s.a.-"e and d" i/t/a (25)

Language lesson for stopping distances

1. blackboard fræses: the sound ov 3

automobile collision
road adhesion
precision instruments
fusion ov parts
loss ov vision
exposure tw wether
pleasure trip
safety measures
final design
metal corrosion
draw a conclusion
job revision
cooler television
leisure tiem
measure the oil
unusual conditions
Language lesson for stopping distances

11. Blackboard sentences:

1. The tow truck brunt in the two cars which had been in an auto collision.
2. Good tires will provided good road adhesion and help prevent skidding.
3. Welding and soldering or methods of pressure fusion of parts that or made of metal.
4. A large selection of road maps is kept on the rack for summer pleasure trips.
5. Proper greasing and oiling will help prevent corrosion of metal parts.
A clean dip stick is used to fill in the crankcase.

Modern testing equipment and warm oil make it easier for the mechanic to find mechanical troubles.

Auto travel has increased since people work longer hours and have more freedom.

Safety measures must be taken to protect the issues and to prevent injuries and meals on the job.

An auto service attendant must dress properly so that he can take care of the issues.
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a.s.a.-"e and d" teacher's guide

Introductory blackboard phrases for: ar_pollution

smoke and fog  the smog capital
a serious problem  angry citizens
a severe case  the federal government
weather-trap  air quality act
breath dirty air  local authorities
two pounds of poison  control the fumes
 cars and other vehicles  strong measures
protect our health  stop burning trash

Blackboard sentences:
1. weather-traps prevent the poisons in the air from blowing away.
2. los angeles is a good example of a city that implements air pollution.
3. the president has asked congress to pass a strong anti-pollution law.
4. instead of burning trash, we need to use trash for land fill.
5. we need to take strong measures to control air pollution.
smog is a wurd mad up bie the pepl in lundan

ingland. the wurd is a combinacion ov the two wurds, smeeke and fog. smeeke and fog togeher giv us smog, or dirty air, in the unied stati dirty air is usually caidd air pollution.

Noe matter what you call it, dirty air is damageus. his is already a very serious problem in meny towns and sitiis.

twenty yrs age, a town in pennsylvania had such a sevar case ov smog, hat meny pople in the town becamm sick. twenty pople died.

what maked pollwoted or dirty air? furniseses, factoris, trahe-burnin, utomobels, trucks, and buses ar smeeke makers. sze send dirt up into the air. on moest daz the winds carry enuf dirt awa so hat peple do not becum sick. however, on sum daz, har or "wehre-traps." den the dirty air is not blen awa. it staz where peple hav two breh it.

a sity lik new york pots two pounds ov poison into the air for each person each daz. new york had a scar around thanksgiving tien in 1966. a wehe trap kept all hat poison from blen awa. noe wun noes when such a tien ma cum agan.
Los Angeles has been called the "smog capital" of the world. The air became so bad that angry citizens said that something had to be done. They have been fighting smog for a long time and have done a lot to stop air pollution. Los Angeles is now a good example for other cities with dirty air.

All of us need to breathe pure air and drink pure water. The federal government has left the cleaning up of dirty water to the states. The states also took care of the water. But air is harder to control.

Congress passed the Clean Air Act of 1963. His helped the city, but it was not enough. Now the president has asked for a new law. He asked Congress to pass the Air Quality Act of 1967. If Congress passes his act, we can hope for the following results:

1. Industries will have to control the amount of poison the allow to go into the air.
2. Local authorities will control the pollution over the air.
3. Cars and other vehicles will have to control the fumes they make.
4. Enforcement of the new law will be speeded up.
5. More studies will be made to find out how to reduce pollution from fuels.
More effort will be made to understand and control all kinds of pollution.

Scientists tell us we can have clean air. We can learn how to get it. We must want them very strongly - strongly enough to see that our politicians do what is necessary.

We will have to stop burning trash. We can use it for landfills. We must have to stop using gasoline or diesel oil to run cars. We must use electric cars, at least in situations where we need to take strong measures. Some will be expensive, but whatever it costs to protect our health must be spent. Life itself is at stake.

Questions:

1. Three sources of dirty air are:
   a. 
   b. 
   c. 

2. New York City had a serious smog scar:
   a. during the summer drier spell
   b. Thanksgiving time, 1966
   c. Christmas time, last year.

3. The smog capital west to be in __________.

4. What answer to air pollution is to use __________.

5. Instead of burning trash, we can use it for __________.
manpower development training program

a.s.a."e and d"

1. **langwaj lesson** for:  ar_pollawlon

   bree mar ar  local amforitics
   weather traps  plymuth sedan
   bree mar cap  thanksgiving tiem
   other vehicles  health hazard
   bath in oil  oil bath
   lam operator  weir laf

2. **blackbord sentences**:
   1. ar_pollawlon is considere d a major health hazard.
   2. after a few months ov training, mister smith
      became a first class lam operator.
   3. the plasterer put the first coat ov fresh
      plaster on the weir laf.
   4. weather traps prevent the dirt in the ar from
      being blown away.
   5. local authoritics need help in solving the
      problem ov ar_pollawlon.
manpower development training program

home work assignment for: air pollution 1/2/ #26

name________________ class______ date__________ teacher__________

fill-in

1. mister wiser was ready to trade in his brick station wagon for a new ____________.

2. it is necessary for people to ____________ ___________ to prevent lung diseases.

3. the federal government has had to help ____________ ___________ to control air pollution.

4. before plaster can be applied, a ____________ ___________ must be set up.

5. the attendant forgot to replace the ____________ ___________ on the car.
History repeats itself.

The return of the electric car.

Electric self-starter

Numatic tier

Grater comfort

Regrar the batteries

Refill the gas tank

Car designers

Grater comfort

Grater distances

Silent and does not pollute

The problem with the electric car has always been the size of the battery.

Hand-finished

Gasolen-driven car

Battery-powered cars

Land speed record

Automatic tier

Hundred of pounds

Electric cars were out, and gas-powered cars were in.

With numatic tiers a car can travel grater distances in grater comfort.

Air pollution is one of the main reasons electric cars may be coming back.

The electric car is silent and does not pollute the air.

There has always been the size of the battery.
The return of the electric car

It is said that history repeats itself, and history is about to repeat the introduction of the electric car.

At one time the electric car was very popular. England began using electric taxi cabs and buses in the 1880s. The electric car was the "in" thing for the society in London, Paris, and New York. Battery-powered cars were everywhere.

The world's first land speed record was made by a battery-powered car. It traveled at an amazing speed of 39 miles an hour.

At one time, over 80 companies were making cars in the United States. The cars were built by hand and finished with as many as 23 coats of varnish. There was even a vase for flowers on the dashboard.

But the electric car disappeared. Gas powered cars were now to replace it. Why?

There are many reasons. One of them was cost. A good electric car cost about $3,250. You could buy a good gasoline-driven car for the same quality for about $1,700 or $1,800.

The batteries were another problem. The batteries went dead after 50 miles or less. You could not travel far unless you were to get them recharged along the way.

-1-
bie 1925, electric cars wer on the way out, and
gas powered cars wer on the way in. The development of the
electric self-starter and the pneumatic tire also helped to kill the electric car. These tires ment you
could travel farther in greater comfort and only the gas
powered cars could travel those distances. It took only
minutes to refill the gas tank. It took hours to recharge
the batteries of an electric car.

but now the electric car is coming back. Ford
motor company expects to produce electric cars by
1977. Other companies are working on the same idea. Why?

air pollution is wun of the main reasons. Gasoline
motors cars so to 60 percent of all air pollution. Wun
expert says, lief for man will end within 100 years
unless something is done about air pollution now.

we must hav transportaion. but to stop air
pollution we must cut down on gas enjins. how can we
hav transportaion and no pollution? The anser mae be
the electric car.

the electric car is easier to build and run than
the cars we hav toda. it is silent and does not
pollute the air. It needs very littl repair work. The
motor will work for years without attention.

car designers need electric cars wark. The problem
has always been the size of the battery. It is big
Hundreds of pounds and runs down easily.

This problem is almost solved. The Ford Motor Company has designed a new type of battery. It is heavy in energy and light in weight. The battery can power a car for 125 miles. Other companies are working on other forms of battery power.

In 10 years you won't say, "Refill it up please," when you drive into a service station. Instead, you will say, "Charge it up, please."

Kwestions

1. The electric car is a new idea for the future. True or false?

2. The reason that electric cars disappeared was:
   a. People were afraid of batteries
   b. Cars with gas engines cost almost as much
   c. Electric cars made too much noise.

3. One of the problems with electric cars was they need to ________ very often.

4. The biggest problem with electric cars is the ________ of the battery.

5. The Ford Motor Company has already developed a battery that can power a car for ________ miles.
language lesson for: the return of the electric car
blackboard phrases: the prefix "re" - (back, again)
repeat the question refill the gas tank
the return of the car recharge the batteries
replace the parts reduces the speed
tier retired oil refinery
refinish the body repaint the hood
restore the finish recap the tier

blackboard sentences:
1. The car could not be repaired until it had a replacement of the broken parts.
2. The dealer tried to sell him a tier with a retired.
3. The car then after the body was refinished.
4. In bad weather, it is wise to reduce driving speed.
5. The man brat his car in to hav he battery recharge.
manpower development training program

a.s.a. "e and d"

homework assignment

he return ov he electric car

name________ class______ date________ teacher________

fill-in

1. a place where gas and oil or purified is called
   a ____________.

2. in bad weather, signs on turnpikes warn drivers
   to __________ __________.

3. instead of a new set of tires, mister riet bought
   __________ ed tires.

4. a good coat of wax will __________ __________
   __________ on a dull car.

5. after travelling 400 miles, mister jonson had
   to __________ __________ __________ __________.
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a.s.a. - "e and d" teacher's gled 1/t/a #28
blackboard phrases to introduce

your gas mileage depends on
you
more gasoline more from a stand-still
more gasolen cars or heavier best performance
enjin efficiency poor driving habits
largest single factor keep it real
an economical model don't impress everyone
not too much pressure depress your gas tank
gren-lit jack rabbit stop and go traffic
blackboard sentences:

1. your car enjin burns the most gas when it has to
   get your car moving from a stand-still.
2. properly filled tiers have neither too much nor too
   little pressure.
3. a driver can cut his gas mileage in half if he has
   poor driving habits.
4. get into his gear and stay in his gear as long as possible.
5. an ledling enjin burns about a sent's worth of gas
   every for minits.
cars today use more gasoline than the cars of the 1930's, even the engines are built better today. The most important reason for this is that cars today are much heavier, and are built for greater speeds. Engines today are able to move the greater weight of the car, and are not able to provide more mileage for every gallon of gas.

Yet the most important factor is the number of miles to the gallon a car takes is the driver. Perhaps he drives a small, light car—an economy model. His car has an engine just big enough to carry the load. It does not have a hot-rod engine which eats a lot of gas.

Perhaps the driver keeps his economy car filled with the right amount of air all the time—not too much pressure, nor too little pressure in the tires. Perhaps the driver always has his engine properly tuned up for best performance. Even with the car in top condition, poor driving habits can cut gas mileage in half.

Here are some good mileage tips—

1. Don't race the car to make it go faster. Fast starts are not good for your tires, and take a lot of gas.
gas mileage depends on you

cars today use more gasoline than the cars of the 1930s, even as engines are built better today. The most important reason for this is that cars today are much heavier, and are built for greater speeds. Engines today or used to be much greater what of the car, and are not as likely to provide more mileage for every gallon of gas.

Yet the most important factor in the number of miles to the gallon a car takes is the driver.

Mabe he drives a small, lité car— an economy model. His car has an engine just big enough to carry the load. It does not have a hot-rod engine which eats a lot of gas.

Mabe he drives keeps his economy car filled with the right amount of fuel all the time— not too much petroleum, nor too little petroleum in the tires. Mabe he driver always has his engine properly tuned up for best performance. Even with his car in top condition, poor driving habits can cut gas mileage in half.

Here are some good mileage tips—

a. Don't rush the car to make it go faster. Fast starts are not good for your tires, and take a lot of gas.
gas mielaj.

b. your enjin burns the most gas when it has to get your car moving from a stand-still. this is where much gas is wasted in stop-and-go traffic. when the car is running, the car's wast helps to keep it going. less gas is wasted.

b. drive in the gear that has the least amount of gas. get into the gear as fast as you can and stay there as long as you can. every time you shift to a lower, slower gear, you burn more gas.

c. keep a steady speed. pass your driving. if you see a red light a block away, ease up on the gas pedal. very often the light will have changed to green by the time you reach the corner, and you will not have to stop at all. when you avoid the complete stop, you save on gas. remember, every time you have to step on your brakes, you waste the gas it took to get your moving.

d. don't idle your car when it is not necessary. an enjin that is idling burns about a sent's worth of gas every for minutes. this is pretty expensive when you consider that you haven't gone anywhere.
kwestions
a. enjin twdz wə mor gas becaus--
   a. cars ar much lieter
   b. reeds ar not gud
   c. ov he græter wæt ov he car
b. a hot-rod enjin helps tw sav gas.
   trw or fails?
c. an enjin ets he læst amount ov gas when it is
   in---
   a. lee gær
   b. ledling
   c. in he gær
d. if a car is in top condizion, he driever's
   habits cannot redus he gas mielæj.
   trw or fails?
e. a græt dæl ov gas is wsd in ________and
   _________ traffic.
manpower development training program

a.s.a.-"e and d"

lesson for: vor gas melaj depends on yo

blackboard phrases: consonant blends - dr and tr

pleasure trip good driver
heavy traffic drunken driving
truck driver drip dry clothes
tier retired power drill

on the job training trunk key

boarding entrance hydraulic brakes
union contract iron foundry

blackboard sentences:

1. stop and go driving in heavy traffic takes a lot of gas.
2. he could not find a smaller bit for the power drill.
3. his six munts long were followed by another six
   munts of on-the-job training.
4. his license was suspended after he was arrested
   for drunken driving.
5. wintry weather driving is hard on the driver and
   hard on the car.
manpower development training program

homework assignment  a.s.a.-"e and d"

yor gas_mielax depends on yw

name__________class________date_________teacher__________

1. mister porter wsd a bit hat wos tw small in

2. the men waikt ut ov the shop after the boss refused
tw see the

3. the parts were sent ut tw the

        _________ for casting.

4. in sum standon, __________ bilis ar hard

be the attendant and the boss.

5. ____________ brakes operat wih fluid in a
master cylinder.
manpower development training program

blackboard phrases to introduce:

winterizing the car

stran on the engine open the petcocks
winter servicing a chemical cleaner
normal operating temperature reverse fluid
overhead valve clearances manufacturers recommendations
applies pressure transmission fluid
spunzy brake action exhaust system
replaces defective parts suspension system
shock absorbers front wheel alignment
carbon monoxide the reservoir

blackboard sentences:

1. Servicing for the winter is extremely important.
2. The cooling system is drained by opening the petcocks in the block and radiator.
3. If there is some question about whether the thermostat is working properly, it should be taken out and checked.
4. Check the hydraulic label in the reservoir and add fluid if necessary.
5. The engine produces carbon monoxide, a deadly gas.
winterizing the car

Cold weather driving puts a great strain on the engine of a car. Cold weather starts and cold weather road conditions take a lot out of a car. Servicing for the winter is therefore extremely important. Preparing a car for his kind of weather is called winterizing.

The following operations are usually included in winterizing a car.

1. Cooling system - The engine must be brought to normal operating temperature. Tork the head belts according to the manufacturer's directions. Overhead valv cléans must be changed after this is done, and it is best to check the cléans at this time. Check the cooling system for leaks before draining. Special testers must be used to apply pressure to the system and the radiator cap must also be checked.

The cooling system is drained by opening the petcocks in the block and radiator. Water is run through the system until the water that drains out is clear. If there is a lot of rust in the system, the system and heater should be flushed with a chemical cleaner in the water or revers flight to be sure that all of the rust deposits are removed. Hoses that look soft or cracked or swollen should be replaced. All clamps should be titeend.

-1-
If there is any question about whether the thermostat is working properly, it should be taken out and checked for proper operation and correct opening temperature. When the flushing is finished, all petcocks should be closed. Anti-freeze and water should be poured into the radiator. An anti-freeze that will not damage the car finishing should be added if windshield wipers are installed.

2. Fuel system - the sediment bowl and filter screen should be removed and cleaned thoroughly. If a cork gasket is used, the gasket should be replaced with a new one to ensure proper sealing. The fuel pump should then be tested for correct pressure and delivery rate.

The carburetor or cleaner should be serviced carefully. Follow the instructions in the manufacturer's manual. After the cleaner is removed, run the engine and watch the action of the automatic choke and the heater valve. If needed servicing, take care of it at this time. Titen all manifold nuts to the correct torque.

3. Ignition system - turn up the ignition. Cold weather can interfere with quick starting. It is therefore advisable to replace the points, condenser, and spark plugs for maximum efficiency in performance.
4. electrical system - the generator-regulator system should be checked for proper operation. Check the generator output and test the regulator for correct settings. Inspect the wiring and connections and service whatever needs repair. Check the condition of the storage battery. Check the condition of the fan belt for war and tension. The fan belt is important in the proper operation of both the battery and the water pump. Check water drive belts as well.

5. lights - check all lamps for brightness and am. replace defective bulbs. Adjust headlamps for proper am, if necessary.

6. lubricating system - the oil filter should be removed and engine crankcases drained for winter use. Install a new oil filter and refill the crankcases with winter grade oil. Clean and service the breather cap and the crankcases ventilating outlet pipes.

Lubricate the automobile chassis and body according to the manufacturer's recommendations and perform all other checks suggested. The differential and transmission fluid may be drained and refilled at this time, if necessary.
8. Braking system - Good brakes and good tires are necessary for safe stopping on a dry road and especially on a wet or slippery road. To check the brakes, move the wheels and inspect the brake linings. If they are worn and less than two inches thick, they must be replaced. Adjust the brakes. Check the hydraulic label in the reservoir and add fluid if necessary. Take the car on a road test to check the brakes for even braking action. If spongy brake action is found during the road test, you should "bleed the system."

Examine all tires for good treads, cuts, and proper pressure. If some tires are worn, mount them at his time. Where necessary, inspect and repair tire chains.

8. Exhaust system - The exhaust system must be inspected thoroughly for leaks. Defective parts should be replaced. The engine produces carbon monoxide, a deadly gas. This gas is carried away from the car into the open air by the exhaust system. If there is exhaust leakage, there is danger that the gas will not be carried away from the car, but back into the car. This is dangerous. It is important to remember, that even if the exhaust system is in perfect working order, it is always safer to see that
freh j ær gets into the car whenever the enjin is running.

9. suspension system -- check the steering system for war which might create unsaf driving and steering. Check the shock absorbers and springs and make whatever replacements or necessary. Front wheel alignment and wheel balance will giv yw better tier servis, but will also help to provied saf control ov the car.

10. acessories -- check the windshield wiper blades. if they are worn, replas them. also check the heater and defroster, the controls and the ar dampers.

11. body car -- cold weater, snow, and sleet cause war and tar on the ate body finish. wojing the body and waxing it with a hevy cæt ov wax will protect the car finish during the winter munts. wax should also be applied to the bumpers and other cream acessories to prevent rusting.
Questions

1. Temperatures do not affect the performance of an automobile engine. True or false?

2. The cooling system is drained by opening the petcock in the _______ and _______.

3. Antifreeze should be poured into the _______.

4. The fan belt is important in the proper operation of:
   a. The radiator and heater
   b. The windshield wipers
   c. The battery and the water pump.

5. If the brake linings are less than _______ inches thick, they must be replaced.
manpower development training program
a.s.a.-"e and d"

Language lesson for winterizing the car

- tz endings - to mak, to do, according to the rest of the word

- galvanize
- leonize
- sterilize
- sanitize
- crystallize
- mechanize
- penalize
- regularize
- anodize
- subsidize
- enterprises
- merchanise
- advertise
- supervise
- industrialize

11. blackboard sentences:

1. aluminum is protected from weather when it is anodized.

2. mister peters exercises poor judgment in hiring a man with no experience.
a.s.a. - "e and d"

winterlezing _he car_ cont'd

blackboard sentences:

3. The entire shop had to be mobilized to get it in big rush order.
4. In atomic energy plants, all equipment and all uniforms are sterilized.
5. Some auto stations are owned by the boss and others are franchised by the oil companies.
manpower development training program

homework assignment

a.s.a.-"e and d"

winterization the car

1/4/8 #29

name

class

date

teacher

1. the metal worker made the mistake of cutting the wood in the width, instead of ________.

2. mister peters tried for two years to get a ________ from the hell oil company to open a station.

3. when the tier company ________, it's sal, business went up by fifty percent.

4. the wurtz woz dun twice as fast after the hop woz ________.

5. meny stations get a larj part ov her business from the sal ov ________.
REMEDIAL READING MATERIALS

AUTO SERVICE STATION ATTENDANT

TRADITIONAL ORTHOGRAPHY

APPENDIX 1
This is one of a series of Basic Education materials developed under a special curriculum grant from the New York State Department of Education. The items have been produced on three levels. Level I materials are designed for trainees functioning below the 4th grade reading level; Level II for trainees at the 4th to 6th grade; and Level III for trainees above the 6th grade of literacy.

The following items have been developed:

- Basic Education Outline for Commercial Occupations Specifications (Typist Keypunch-Verifier, Bookkeeping Machine Operator, Medical Record Clerk, Stenographer). Levels II, III.
- Basic Education Outline for Distributive-Merchandising Specifications (Grocery Checker, Shipping Clerk, Sales Clerk). Levels II, III.
- High School Equivalency Workbooks and Teacher Guides Level III.
- Remedial Lesson Materials for Auto Service Station Attendant in Traditional Orthography and Pitman Initial Teaching Alphabet. Levels I, II.
- Non-English Basic Education-Varied Occupations (Commercial Occupations, Merchandising, Machine Shop, Metal Fabrication). Levels I, II, III.
- Sample Language Arts Lessons for English as a Second Language trainees related to the occupation of Picture Framer. Level II.
- Two sample Commercial Occupations Basic Education Units for reading improvement, Levels II and III.

This series was prepared by the Basic Education staff of the Manpower Development Training Program under the general direction of Herman A. Kressel, Director of the Manpower Development Training Program.

The research and writing were done by Evelyn K. Sussman, Basic Education Supervisor, and Vera L. Hannenberg and Helen R. Weinberg, Assistant Basic Education Supervisors.

Special thanks are extended to the Basic Education teachers who cooperated in developing and testing these materials, to Richard O'Connor Brooklyn Adult Training Center Automotive Supervisor, and Sidney Huchital, Teacher-in-Charge, Brooklyn Adult Training Center, for technical help in developing and evaluating the Auto Service Station Attendant material. Thanks are also extended to the Bureau of Community Education for its assistance.

HERMAN SLOTKIN,
Project Coordinator
January, 1968

* * * * * * * * * * * * * *
REMEDIAL LESSON MATERIALS
for the
AUTO SERVICE STATION ATTENDANT PRE-VOCATIONAL COURSE
in
TRADITIONAL ORTHOGRAPHY (T.O.)
and
PITMAN INITIAL TEACHING ALPHABET (I/T/A)

Parallel remedial lesson materials in I/T/A and T.O. for pre-vocational trainees in the Auto Service Station Attendant course have been prepared in two separate books. The materials are intended for adult functional illiterates with a reading score less than 4.0. These original reading selections follow the sequence of pre-vocational occupational training and have been graded in order of difficulty after trial with classes in the Manpower Development Training Program.

These materials consist of 29 Units, with each unit divided into 5 parts:

1. A Teacher's Guide including a chalkboard workup of phrases and sentences to introduce the selection.
2. An original Vocational Reading Selection relating to a specific area of shop training.
3. Reading Comprehension questions based on the reading selection.
4. A Language Arts lesson derived from the reading selection, stressing shop vocabulary and shop language usage.
5. A Homework Assignment based on reading comprehension and language arts lessors.

* * * * * * * * * * * * * *
### MANPOWER DEVELOPMENT TRAINING PROGRAM

**A. S. A. - "E and D"**

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<td>2.</td>
<td>ARE YOU THE MAN FOR THE JOB?</td>
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<td>3.</td>
<td>YOUR JOB AS AN AUTO SERVICE ATTENDANT</td>
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<td>4.</td>
<td>THE ATTENDANT IS A SALESMAN</td>
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<td>5.</td>
<td>GETTING DRESSED FOR WORK</td>
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<td>6.</td>
<td>THE SERVICE STATION LAYOUT</td>
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<td>7.</td>
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<td>8.</td>
<td>HOUSEKEEPING CHORES</td>
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<td>9.</td>
<td>THE GASOLINE PUMP</td>
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<td>10.</td>
<td>GASOLINE - HOW DO WE GET IT?</td>
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<td>11.</td>
<td>THE PHONY EXCUSE</td>
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<td>12.</td>
<td>LIFTING THE CAR</td>
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<td>THE HISTORY OF THE TIRE</td>
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<td>16.</td>
<td>HENRY FORD</td>
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<td>17.</td>
<td>GENERAL AUTO MAINTENANCE</td>
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<td>18.</td>
<td>THE LUBRICATION SYSTEM</td>
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<td>21.</td>
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<td>22.</td>
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<td>23.</td>
<td>HOLDING THINGS TOGETHER - FASTENING DEVICES</td>
</tr>
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<td>24.</td>
<td>STEPPING ON THE BRAKES</td>
</tr>
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<td>25.</td>
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<td>26.</td>
<td>AIR POLLUTION</td>
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<td>27.</td>
<td>THE RETURN OF THE ELECTRIC CAR</td>
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<td>28.</td>
<td>YOUR GAS MILEAGE DEPENDS ON YOU</td>
</tr>
<tr>
<td>29.</td>
<td>WINTERIZING THE CAR</td>
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MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.
Teacher's Guide

I. Blackboard phrases to introduce:

JOB OPPORTUNITIES FOR THE A.S.A.

- a shortage of men
- if he is qualified
- a decent take home salary
- start a beginner
- commission on sales
- a good future in auto service
- work the night shift
- pick up supplies
- a man interested in cars

II. Blackboard sentences:

1) Some attendants get a ten percent commission on the sale of accessories and new parts.
2) With overtime, commissions, and tips, an attendant can earn a decent salary.
3) An attendant needs a driver's license to perform road service, and to pick up supplies.
4) A man who is interested in cars, and can get along with people, will do well as an attendant.
5) The oil companies pick good attendants to manage new service stations.
JOBS OPPORTUNITIES FOR THE AUTO SERVICE STATION ATTENDANT

Employment Service reports show that there is a shortage of men to fill jobs as auto service attendants. This means that the man who trains to be an auto service station attendant is likely to find a job, if he is qualified. Many stations have overtime for their employees, which means that a man can usually make a decent take-home salary.

WAGES AND WORKING CONDITIONS

In New York City, wages for a beginning auto service station attendant start at $1.50 an hour. Sometimes, operators of service stations are willing to hire a promising beginner at a slightly higher rate. In general, the salary for a beginning attendant will range between $60 and $80 a week, for a 40 hour week.

The auto service attendant can make money from commission on sales. Some stations pay a 5% to 10% commission on the sale of lubrication jobs, accessories, and new parts. An attendant can also make extra money on tips. In some stations tips run between $8.00 and $10.00 a week.

Auto service station attendants usually work a six day week, and an 8
or 9 hour day. Some stations have regular overtime work for their men. Some have a 45 hour work week and employ part-time employees or a second shift to cover all of the hours that the station is open.

Week-end work is part of the job. Work on holidays is also part of the job. As long as the service station is open, there must be attendants on duty. If the station is open all night, then some attendants will have to work the night shift.

An auto service attendant must have, or be able to get, a New York State driver's license.

A man who is interested in cars, who is willing to work between 45-54 hours a week, on different shifts, on week-ends and holidays, may be able to find a good future as an auto service attendant. He must be willing to work outdoors in all sorts of weather, and be able to work with other people.

A man, who is in good physical health, and is willing to work under the conditions listed before, may have a good future ahead of him as an auto service station attendant. There are opportunities for good workers to become station managers after a while. The major oil companies are always looking
for new dealers. When they see a man who is a good auto service attendant, they keep an eye on him. These are the men they seek to become station managers.
JOB OPPORTUNITIES FOR THE A.S.A.

QUESTIONS

1) There are not many jobs open for auto service attendants. True or False?

2) Auto service station attendants usually work:
   a) a straight 8 hour day
   b) during the week, with no weekend or holiday work.
   c) all shifts, including Sundays and holidays, if the station is open.

3) As long as the station is open, there must be attendants ______________

4) It is important that an attendant be able to ______________ with people.

5) No matter how good a worker a man is, he can never become a station manager. True or False?
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE  

LANGUAGE LESSON FOR JOB OPPORTUNITIES IN A. S. A.  

I. BLACKBOARD EXERCISE:-

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<tr>
<th>op</th>
<th>ob</th>
<th>om</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop signs</td>
<td>job opportunity</td>
<td>commission on sales</td>
</tr>
<tr>
<td>business operation</td>
<td>radio knobs</td>
<td>Mercury Comet</td>
</tr>
<tr>
<td>operator's license</td>
<td>locate the problem</td>
<td>competent job</td>
</tr>
<tr>
<td>top quality</td>
<td>throbbing motor</td>
<td>a job with promise</td>
</tr>
<tr>
<td>mop up the floor</td>
<td>oil globules</td>
<td>hydrometer reading</td>
</tr>
</tbody>
</table>

II. BLACKBOARD SENTENCES:-

1. We had to order new knobs from the manufacturer for the customer's radio.
2. An operator's license, or driver's license, is needed to work in many service stations.
3. The customer complained about a throbbing motor when he stopped for a red light.
4. In this station, only top quality motor oils are used.
5. A hydrometer reading will indicate whether the radiator water is too hot.
1. When oil drips on the ground, it forms circles of oil which are called ____________

2. The temperature of the water in the radiator is checked by taking a ____________

3. A job in which you can get ahead may be called ____________

4. Attendants in many stations make extra money through ____________

5. All attendants share in the cleaning chores and must sometimes ____________
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

TEACHER'S GUIDE TO INTRODUCE:

ARE YOU THE MAN FOR THE JOB? #2

BLACKBOARD PHRASES:
make up your mind
certain kind of work
last on the job
consider your health
heavy and hard work
in good condition
move to New York
heavy machinery
warm and comfortable
grease and oil
get used to the cold
dirty hands
especially important
training on the job
important to remember
cranky customers
lead to better pay
easy-going person
polite and pleasant
training on the job
waiting on people
crude kinds of jobs in the shop
getting along with the customer

QUESTIONS ON BOARD FOR MOTIVATION:

(A) What kinds of jobs in the shop do you find hard?

(B) What does it mean when people say — "You must start from the bottom?"

(C) Who do you think should do the cleaning in the shop?
ARE YOU THE MAN FOR THE JOB?

There is a lot that you should know about a job before you make up your mind that it is the job for you. There is also a lot that you must know about yourself before you can decide that you are fit for a certain kind of work. It is just as important for you to be right for the job as it is for the job to be right for you.

The first thing that you must consider is your health. Before you can decide to train for a job, you must be sure that you are in good shape, and that you have what it takes to do the job. A small, weak, man will not last on a job that has a lot of heavy and hard work. Even if he starts off in good condition, he may not be able to take a job that requires a lot of lifting and carrying of heavy machinery and tools. Heavy work can only be done by a man who is built for it. If you are not very strong and you get a job with a lot of heavy work, the chances are that you will not be able to take it for very long.

There are also many people who cannot stand very hot or very cold weather. For such people, a job that keeps you outdoors for much of the time, may not be the right job. People who move to
and well kept it is.

It is important to remember that there are many types of good jobs where a man gets his hands dirty. The auto service station attendant is not the only workman with dirty hands. Doctors do a lot of dirty work. Architects, engineers, sculptors, artists, and even teachers need to scrub well at the end of a work day. No matter how dirty you get, you can always wash clean at the end of the day. There are soaps made to wash off heavy grease, and every auto service station has a place for the men to wash up.

A man who likes cars, and working around cars, will usually make a good auto service station attendant. People who are interested in their work and enjoy their work, usually do a good job. If you are interested in cars, and enjoy working with your hands, it will help you get along in an auto service station. Your interest in your work will certainly give you a good start. This interest may lead to better pay and even to more training on the job for a better skill.

An auto service station attendant spends a large part of his work day with people. He is the one who meets the customer and has to be nice to the customer. If you cannot bear waiting on people, you may have a problem. Customers
Select the phrase that fits the blanks in the following sentences.

1. An attendant should always use a dip stick that is wiped clean to _______ _______ _______ in the crankcase.

2. In order to find the proper directions to service each car, an attendant must _______ _______ _______ _______ in the manufacturer's manual.

3. If you use the words _______ _______ _______ _______ often, the customer will feel that the service at your station is polite and good.

4. An attendant and a station must always look _______ _______ _______ _______ to attract customers.

5. Every service station has soap or detergent in the washroom to help the attendant remove the _______ _______ _______ from his hands.
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department
Unit I - Stage I

ASA - E. & D.

AIM - To show the spelling and sound varieties of "ea"

DIRECTIONS: Phrases to be written on the board separately and exploited separately. Trainees to copy into notebooks in cases where facility in writing is evident.

BLACKBOARD PHRASES

<table>
<thead>
<tr>
<th>ea = long &quot;e&quot; sound</th>
<th>ea = short &quot;e&quot; sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>grease and oil</td>
<td>heavy machinery</td>
</tr>
<tr>
<td>summer heat</td>
<td>good health</td>
</tr>
<tr>
<td>neat and clean</td>
<td>weather conditions</td>
</tr>
<tr>
<td>lead to better pay</td>
<td>leather jacket</td>
</tr>
<tr>
<td>easy-going people</td>
<td>polite and pleasant</td>
</tr>
<tr>
<td>read the instructions</td>
<td>in a sweat</td>
</tr>
<tr>
<td>teachers manual</td>
<td>wear a sweater</td>
</tr>
<tr>
<td>please and thank you</td>
<td>heavy grease</td>
</tr>
<tr>
<td>cheat the customer</td>
<td>measure the oil</td>
</tr>
<tr>
<td>the leading car manufacturers</td>
<td>worn tire treads</td>
</tr>
<tr>
<td>steam and vapor</td>
<td>lead deposits</td>
</tr>
<tr>
<td>leaking crankcase</td>
<td>dead end job</td>
</tr>
<tr>
<td>reasonable prices</td>
<td>steady job</td>
</tr>
</tbody>
</table>

The following sentences, employing some of the above phrases are to be written on the blackboard, and read by the class.

1. Leading car manufacturers publish service manuals with instructions on the care and service of their cars.

2. Steam and vapor from an overheated radiator can cause serious damage to the engine.

3. A clean dip stick will give an accurate measure of the oil in the crank case.

4. Reasonable prices, good service, and a polite and pleasant staff are necessary for the success of an auto service station.
neat and clean
read the instructions
please and thank you
steam and vapor
leaking crankcase

Select the phrase that fits the blanks in the following sentences.

1. An attendant should always use a dip stick that is wiped clean to ________ _______ ________ in the crankcase.

2. In order to find the proper directions to service each car, an attendant must ________ _______ ________ in the manufacturer's manual.

3. If you use the words ________ and ________ ________ often, the customer will feel that the service at your station is polite and good.

4. An attendant and a station must always look ________ _______ _______ to attract customers.

5. Every service station has soap or detergent in the washroom to help the attendant remove the ________ _______ _______ from his hands.
I. Blackboard phrases to introduce:

Your Job As An Auto Service Attendant

attach the pump hose  the manager or mechanic
wipe the windshield  cost of repair
ring up the sales  inspect the blow-by system
the customer is convinced  a stolen or cancelled card
check the air in the tires  the work ticket
figure out the car's needs  replace the radiator hose

II. Blackboard sentences:

1) A station manager will usually tell the new attendant exactly what his duties are.

2) Before gas is pumped into the car, the attendant must remember to set the pump register.

3) A clean dip-stick will show if the car needs oil.

4) An attendant will never estimate the cost of repair.

5) During the driveway service, the car hood should be raised to inspect the inside.
YOUR JOB AS AN AUTO SERVICE ATTENDANT

It is always a good idea to learn as much as possible about the job you plan to take. It is a good idea to find out as much as you can about the work even before you begin training for a new job. The more information you have about the kind of work you will have to do, the easier it will be for you to decide whether the job or the job training is right for you.

A station manager will usually tell the new attendant how the station works, and what the attendants' duties are. The job is almost the same in all stations, but there may be a little difference in the way things are done in each station. The manager will usually tell you what you need to know.

In all stations it is the job of the auto service station attendant to greet the customer who drives up to the pump for gas. It is always a good idea to get to the customer quickly and to make him feel that you are happy to give him service. If a customer has to wait because you are busy, let him know that you will take care of him as soon as you are finished. He is more likely to wait for service and not drive away, if you greet him and tell him that you will be with him in a few minutes.
If a customer has come in for gas, the attendant will show him where to drive the car. He will then take off the gas cap and insert the pump hose into the tank. Before the gas starts to flow, the attendant must set the pump register.

It is also the job of the attendant to wipe off the windshield and the rear window. The car hood should be raised to check oil and water levels. If the car needs oil, or a new fan belt, or an oil filter, the attendant should tell the customer. A clean dip stick with the oil level showing, should be shown to the customer. He can then see for himself where the oil level is. When the customer sees that the car needs oil, you must know what grade of oil his car takes.

The auto service attendant is also expected to check the air in the tires with a tire gauge, if the customer asks for it.

The attendant must find out what other services the customer may want. If he does not know what he needs, the attendant may offer services, or try to figure out what the problem is. He may need the help of the service manager or of the mechanic if there is trouble that he cannot spot.
The attendant has to write up the work ticket. He does not estimate the cost of repair or of labor.

A car which is brought in for a lubrication, may be driven onto the lift by the attendant. He may also raise the lift.

If the oil has to be changed, this too, may be the job of the attendant. For the lubrication, the manufacturer's manual or chart must be followed. An auto attendant may also have to check the transmission, the differential, the brake fluid and other fluids in the power parts.

The attendant inspects the seals on bearings, inspects and cleans the blow-by system in the engine, if there is one.

Sometimes an attendant may have to do other jobs such as repacking or replacing front wheel bearings, replacing air filters, and changing oil filters.

An attendant may test, charge and install a storage battery, replace a sealed beam unit, install windshield wipers, replace radiator and heater hoses, and replace a thermostat or fan belt.

After an attendant has pumped gas into the car, or made a sale of some
supplies, he takes cash, makes change, and thanks the customer. In some cases he may ring up the sales, or turn the money over to the station manager to ring up. If the credit card is used for payment, he must write up a credit slip with the information needed. He must check to see that the credit card is not stolen or cancelled.

There are many tools which the attendant must know how to use, such as the screwdriver, adjustable and socket wrenches, and pliers. There are also many kinds of equipment which he uses, such as the hydrometer, tire gauge, battery tester, hydraulic lifts and jacks, reverse flush machine, wheel balancing machine, air machine for dismounting tires.

A lot of information about servicing a car is found in the manuals prepared by auto manufacturers. An attendant must look at these manuals regularly.

An attendant may have to drive a customer's car. He may also be asked to drive the station car or truck for road service or to pick up supplies.
YOUR JOB AS AN AUTO SERVICE ATTENDANT

QUESTIONS

1) The less you know about what is expected of you on the job, the better off you will be. True or False?

2) In all stations, it is the job of the auto service attendant to __________ who drives in.

3) A customer will wait for service
   a) if he has a lot of time.
   b) if he must have the service.
   c) if you greet him and promise to be with him in a few minutes.

4) During driveway service, an attendant should not bother the customer with other needs. True or False?

5) Information on servicing a car should be gotten from
   a) the station manager.
   b) the mechanic
   c) the manual, whenever possible.
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE

LANGUAGE LESSON FOR YOUR JOB AS AN AUTO SERVICE ATTENDANT

PHONEMES WITH SHORT "a"

BLACKBOARD PHRASES:

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<th>an</th>
<th>as</th>
<th>ad</th>
<th>ac</th>
</tr>
</thead>
<tbody>
<tr>
<td>station manager</td>
<td>gas tank</td>
<td>radiator cap</td>
<td>exact amount</td>
</tr>
<tr>
<td>auto mechanic</td>
<td>worn gaskets</td>
<td>application blank</td>
<td>charge account</td>
</tr>
<tr>
<td>cancelled card</td>
<td>assistant manager</td>
<td>self-tapping screws</td>
<td>tool rack</td>
</tr>
<tr>
<td>service manual</td>
<td>passenger car</td>
<td>recapped tires</td>
<td>steel brackets</td>
</tr>
<tr>
<td>annual tire sale</td>
<td>coarse rasp</td>
<td>hose adaptor</td>
<td>spray lacquer</td>
</tr>
<tr>
<td>loose fan belt</td>
<td>master cylinder</td>
<td>road map</td>
<td>practical experience</td>
</tr>
</tbody>
</table>

BLACKBOARD SENTENCES:

1. The doors of the car would not close properly because of the worn gaskets.
2. He used a coarse rasp instead of a fine rat-tail file.
3. Two new steel brackets were installed to hold the tail pipe in place.
4. Many station managers will give their employees a raise after they have gotten some practical experience on the job.
5. Complete instructions on how to service each car model may be found in the manufacturer's service manual.
YOUR JOB AS AN AUTO SERVICE ATTENDANT #2

TEACHER’S OUTLINE

HOMEWORK ASSIGNMENT:

NAME___________ CLASS___________ DATE_________ TEACHER_________

1. An attendant must be careful to check the customer's credit card
to see that it is not a ________________

2. A well-run service station has all of its tools neatly hung on
a ________________

3. The cap should always be replaced on the ______________
so that no brake fluid leaks out.

4. The station reduced the price on all of its tires during the
______________

5. A good auto service station attendant may some day become
a ________________
I. Blackboard phrases to introduce:

THE ATTENDANT IS A SALESMAN

responsible for running the station  driveway service
the success or failure  cleaning the windshield
meets the customer  a lot of travelling
have contact with the customer  moved millions of times
come in for gasoline  between gas station visits
check the cooling system  danger points
serious expense or injury  the minimum service

II. Blackboard sentences

1) The proper service to a car will prevent serious damage.

2) The success or failure of a station depends a lot on the attendant.

3) The car parts move millions of times between gasoline-fill-ups.

4) The man who meets the customer, will keep the customer or lose him.

5) Driveway service will either make or break a service station.
THE ATTENDANT IS A SALESMAN

An auto service station manager is a very important person. He is responsible for running the station, for managing the work, and for keeping the station in business. But a large part of the success, or failure, of a service station depends on the attendant.

The attendant is the man who meets the customer. It is his service and manner which will keep the customer and bring in work. Very often the attendant will give good service, and will also know how to sell the customer parts and service that will keep the car in good shape, and bring business to the shop.

Motorists come in for gasoline more often than for any other service. That is why driveway service is so important. There is much more to driveway service than pumping gas, checking oil and water, and cleaning the windshield and rear window.

Most often a car travels a hundred miles or more before it is brought in to fill it up with gasoline. During this time between fill-ups, the car has done a lot of travelling, and its parts have moved millions of times. These parts have gotten hot enough to melt.

The machinery parts should be
checked every once in a while. There is a lot that can happen to a car between gas station visits. There is a lot that can go wrong with the tires, cooling system, the engine, or the brake system. If these danger points are not checked, there may be serious expense or injury.

The minimum service that should be given at the pump is:

1. Deliver the gasoline.
2. Clean the windshield and rear window.
3. Check the cooling system.
4. Check the motor oil.
5. Check other needs.

The greatest opportunity for selling comes from "checking needs." This may turn out to be the most important service given by the attendant. A tank full of gas, and clean windows are important, but they will not help the driver very much if he is in for serious mechanical trouble. An attendant who is servicing a car has the opportunity to find out if there are troubles. If the fan belt looks worn, if the car is overdue for a lubrication, the attendant should call the driver's attention to these important needs. In doing so he is helping the driver and helping the business of the station.
That is why sales and service go hand in hand. The sharper the attendant's eye in spotting car needs, the better the service and the better the sales.
THE ATTENDANT IS A SALESMAN

QUESTIONS

1) A good station manager is all that needed for the success of a service station. True or False?

2) Keeping the car in good shape is good for the ________, good for the ________, and good for ________.

3) Motorists drive in to a station mostly:
   a) for an engine tune-up
   b) for a tire check
   c) for gasoline

4) A car usually travels more than ______ ______ ______ between fill-ups.

5) Checking the danger points can prevent serious ________ or ________.
Language Lesson for The Attendant is a Salesman

1. Blackboard Phrases: ee forms

<table>
<thead>
<tr>
<th>verb form</th>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>steering wheel</td>
<td>move the creeper</td>
</tr>
<tr>
<td>peeling paint</td>
<td>drive a jeep</td>
</tr>
<tr>
<td>windshield wipers</td>
<td>cheaper model</td>
</tr>
<tr>
<td>auto dealer</td>
<td>steep hill</td>
</tr>
<tr>
<td>stainless steel</td>
<td>meet people</td>
</tr>
</tbody>
</table>

11. Blackboard sentences:

1) The car had very slow pick-up when it had to climb a steep hill.
2) An attendant is expected to greet customers in a pleasant manner.
3) A set of new blades had to be installed on the windshield wipers.
4) The customer decided to save money by trading in his big car for a cheaper model.
5) The attendant knew that he would have to move the creeper away when he emptied the engine crankcase.
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

THE ATTENDANT IS A SALESMAN #1

TEACHER’S OUTLINE

HOMEWORK ASSIGNMENT:

NAME_________________________ CLASS________ DATE______ TEACHER__________

1. If the attendant is too busy to wait on the new customer, it is a good idea to ___________ ___________ ___________ and ask him to wait.

2. There is less danger of rust when auto parts are made of ___________ ___________.

3. The auto safety laws require that new cars be equipped with ___________ ___________.

4. When the manufacturer raises the price of auto parts, the dealers usually raise the ___________ ___________.

5. The mechanic warned the driver that too much use of the ___________ and ___________ would cause a drain on the battery.
I. Blackboard phrases to introduce:

GETTING DRESSED FOR WORK

each type of work  toe guards built in
safe jobs - dangerous jobs  oil and water resistant
cause a lot of trouble  matching work pants and shirt
strong pair of shoes  a uniform rental outfit
shoes that give no support  embroidered name
make the ground slippery  fifty-fifty basis
greasy and dirty  taking money and making change
a bad impression  keep reasonably clean

II. Blackboard sentences.

1) Each type of work has its special tools and special clothes.

2) Shoes that give no support are uncomfortable and dangerous.

3) Oil and water make the floors in the gas station very slippery.

4) Many uniforms are supplied by a uniform rental outfit.

5) Hands should be clean when taking money, making change, or writing out a credit slip.
GETTING DRESSED FOR WORK

There are special tools for every trade. So, too, is there special clothing which is proper for each type of work. Your safety at work may depend on your being properly dressed for the job. Dressing safely is just as important in the so-called "safe" jobs as it is in the "dangerous" jobs.

Very loose clothing may keep you cool in the summer, but loose clothing can get caught in a piece of moving machinery, and cause a serious accident. A long tie that hangs down, or torn sleeves can cause a lot of trouble. Pictures of attendants usually show them wearing bow ties. Bow ties are shown not only because they look good, but because they are safer.

An attendant must be careful about the shoes he wears to work. He needs a good, strong pair of shoes to support his feet because he will be on his feet all day. Nothing spoils a day like feet that hurt because of shoes that give no support.

Sneakers or sport shoes of any kind are definitely out for the auto service station attendant. They give the feet no support, and can be dangerous. In the winter, sneakers give the attendant no protection from the cold.
If a heavy article should fall from a shelf and land on an attendant's foot, he may be in serious trouble. The oil, water, and gasoline that are found on the floor in a service station make the ground very slippery. Walking on slippery ground with sneakers is always dangerous.

Special work shoes are made for the trade. These shoes usually have a neoprene sole and heel and are oil and water resistant. Some of these shoes are also made with steel toe guards built in.

In well-run service stations, the men usually dress alike. The dress may consist of matching work pants and shirt, work shoes and a ski cap. In some places all of the attendants wear coveralls of the same color. The color will depend on the name of the gas station. Shell station attendants will wear one color, Mobil station attendants another color and so on.

**Auto Service Station Attendant Uniforms**

Many auto service station attendants wear uniforms at work. You have probably noticed how nice these uniforms look when they are fresh and clean. In some cases the employer gets the uniforms from a uniform rental outfit. Each man is measured for size, and often his name is embroidered on the left pocket of the shirt or jacket. Sometimes
the name of the station is printed on the shirt.

At some stations the attendant has to pay for the cleaning or laundering of the uniform. In other cases, the attendant and the employer share the cost of cleaning on a fifty-fifty basis.

At a small station, an attendant may have to buy his own uniform and pay for its upkeep.

The upkeep of a uniform is as important as the uniform itself. Perhaps upkeep is even more important, because even the finest uniform will get greasy and dirty, will need mending now and then, if it is to continue to look good. A messy-looking uniform, and a messy-looking attendant give the customer the feeling that the station is a mess or poorly run. That is why it is important that the attendant be dressed properly and be neat and clean. Hair must be cut and combed. Hands should be wiped after each job so that they look fairly clean when the attendant is taking money and making change, or writing out a credit slip. You can’t expect to wipe a windshield and get it clean, if your hands are greasier and dirtier than the windshield. An attendant who needs a shave will make a bad impression on a customer. Of course, it is not possible
to keep your uniform and hands and face spotless while you are working, but it is possible to keep reasonably clean while on the job. The customer expects to be greeted by a clean attendant, and the boss will usually insist upon it.
MANPOWER DEVELOPMENT TRAINING PROGRAM
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TEACHER'S OUTLINE

LONG "a" FORMS

I. BLACKBOARD PHRASES:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>as</th>
<th>ar</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>commission on sales</td>
<td>fifty-fifty basis</td>
<td>spare tire</td>
<td>make change</td>
<td></td>
</tr>
<tr>
<td>water pail</td>
<td>engine crankcase</td>
<td>wheel bearings</td>
<td>change of oil</td>
<td></td>
</tr>
<tr>
<td>broken tail pipe</td>
<td>race the engine</td>
<td>fair price</td>
<td>drain the crankcase</td>
<td></td>
</tr>
<tr>
<td>engine failure</td>
<td>waste gas</td>
<td>air filter</td>
<td>dangerous jobs</td>
<td></td>
</tr>
<tr>
<td>retail price</td>
<td>parking space</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. BLACKBOARD SENTENCES:

1. Every service station island should have a water pail with distilled water for the battery.
2. Great care must be taken to protect the eyes when the attendant has to drain the crankcase.
3. The lift is always used for an engine lubrication.
4. Customers are likely to return to a service station if the service is good and the prices are fair.
5. It is a dangerous practice to drive a car without a spare tire in the trunk.
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BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE  a.s.a.-"e and d"

HOMEWORK ASSIGNMENT FOR GETTING DRESSED FOR WORK #5

NAME_________________________ CLASS______ DATE______ TEACHER____________

FILL-IN

1. If a car owner waits too long to take the car in for a ______________
   ______________, there may be serious damage to the engine.

2. Most service stations are prepared to help drivers plan a trip by
   providing a ______________ ______________ ______________.

3. In many stations, the cost of the attendant's uniform is shared by
   the employee and the station on a __________ __________ __________.

4. Good auto maintenance is the best way to avoid ______________
   ______________.

5. An attendant may make extra money each week through ______________
   ______________.
I. Blackboard phrases to introduce:

**The Service Station Layout**

- the layout is planned
- convenient for service
- will not block traffic
- remind the customer
- the customer may decide
- keep track of the supply

- avoid traffic jams
- interfere with other cars
- parts and accessories
- radiator sealer and rust inhibitor
- reordering an item
- a variety of motor oils

II. Blackboard sentences.

1) The layout is planned to make all the parts of a station convenient and practical.

2) Placing the pumps in the center is convenient for service.

3) Imagine what a mess there would be if a car stopped in front of the gasoline pumps.

4) If the water sprays were up front, they would interfere with the cars getting gas.

5) The supply room will usually contain a variety of motor oils, radiator sealer and rust inhibitor.
THE SERVICE STATION LAYOUT

Have you ever noticed that most service stations look alike, and seem to have the same equipment in the same place? This is no accident. Service stations are laid out in the same way because the layout is planned. The layout is planned to make all the parts of a station convenient and practical.

The pumps are located in the center for a very good reason. Most drivers pull up to a service station because they need gas. Placing the pumps in the center is convenient for service, and for advertising. The gas pumps can be seen easily.

The air compressor, or air dispenser, on the other hand, is off to a side. In this way, cars needing air for the tires, will not block traffic around the pumps. Imagine what a mess there would be if a car stopped to get air for the tires in front of the gasoline pumps!

The Lubrication Bay is usually found on the right hand side of the station, as you drive in from the street. This too was planned for a good reason. This was probably done to remind the customer driving in for gas, that he needs a lubrication job. Since a lubrication job does not take too long, the customer may decide to stop and have it done.
The washing bay in the station is often in the back of the station. This was designed to avoid traffic jams up front. If the water sprays were operated in front they might also interfere with other cars. Water mixed with oil and gas around the pumps would make that area very slippery and dangerous.

The supply rooms, the office, the rest rooms, and the employee washing areas also are put where they are needed to make the station a convenient place for working.

All service stations have a place set aside for the storage of tools and equipment. There is a tool rack to which all tools should be returned after use.

Supplies are also kept on racks. Most stations keep on hand a good supply of parts and accessories which are used. The supply room will usually contain oil filters, spark plugs, fan belts, windshield wipers, mirrors, batteries, and other popular items. The supply room will also contain a variety of motor oils, radiator sealer and rust inhibitor, and cleaning compounds. A check of supplies is kept, and an attendant who notices that a popular product is running out should remind the manager about reordering this item.

In some stations an attendant keeps
track of the supply of materials. He will be asked to check in an order of supplies, and to make an order of materials which are in short supply.
THE SERVICE STATION LAYOUT

When a syllable with a short vowel ends in a "k" sound, the spelling is always "ck".

supply check  house wrecker
dip stick  engine block
tool rack  trucking business

Words of more than one syllable that end in "ick" are spelled "ic".

hectic weekend  fantastic bargain
traffic jams  drastic reductions
plastic wrapping  antiseptic bandage
acrylic paint  auto mechanic

Fill in with the correct spelling.

1) He was worn out on Monday after his __________ weekend.

2) You may wash the brushes in water after you use an __________ paint.

3) The food will stay fresh if you put it in a __________.

4) After the fire, the manager made __________ __________ on all damaged items.

5) Some of the damaged items that are reduced, are a __________ __________.

6) The doctor dressed the wound with an __________ __________ to prevent infection.
QUESTIONS

1. The pumps in the center are convenient for _______ and for _________.

2. It is more important for a station layout to be beautiful rather than practical. True or False?

3. The air compressor or air dispenser is located:
   a) in the middle of the island.
   b) next to the gas pumps.
   c) off to a side, away from the pump traffic.

4. A customer may decide to have a lubrication job done if he is told that it will not take ______ ________.

5. Tools and supplies are stored on _________.

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TEACHER'S OUTLINE

HOMEWORK ASSIGNMENT FOR THE SERVICE STATION LAYOUT #6

SHORT "I" FORMS

NAME_ CLASS_ DATE_ TEACHER_

FILL-IN

1. It is necessary to wipe the ___________ ___________ clean
   before putting it into the engine crankcase.

2. An attendant may suggest that a ___________ ___________ be
   added to the radiator when it is flushed and refilled.

3. In some stations, an attendant may be asked to prepare a ___________ 
   ___________ for the boss to order.

4. Sneakers are dangerous in an auto service station because grease
   and oil make the ground ___________ .

5. The battery voltage meter, and the hydrometer are pieces of
   ___________ ___________ used in a service station.
LANGUAGE LESSON FOR THE SERVICE STATION LAYOUT

SHORT "i" FORMS

1. BLACKBOARD PHRASES:-

<table>
<thead>
<tr>
<th>IP</th>
<th>IS</th>
</tr>
</thead>
<tbody>
<tr>
<td>testing equipment</td>
<td>service station</td>
</tr>
<tr>
<td>trip over tools</td>
<td>list of supplies</td>
</tr>
<tr>
<td>oil dipstick</td>
<td>replace distributor points</td>
</tr>
<tr>
<td>get a tight grip</td>
<td>piston fire</td>
</tr>
<tr>
<td>trigger grip handle</td>
<td>rust inhibitor</td>
</tr>
<tr>
<td>slippery ground</td>
<td>distributor cap</td>
</tr>
</tbody>
</table>

II. BLACKBOARD SENTENCES:-

1. It is dangerous to wear sneakers at work where the ground may be slippery because of grease and oil.

2. If the gas mixture is not the right one, the pistons will not fire properly.

3. If a station is not run well, and attendants forget to put tools away, someone may be seriously hurt tripping over tools.

4. A good rust inhibitor, added to the radiator, will prevent rust and damage to the radiator.

5. "Smoking prohibited" signs near gas pumps should always be observed by both the customers and the station employees.
I. Blackboard Phrases To Introduce:

The Service Station Island

- land surrounded by water
- equipped with an oil spout
- battery water dispenser
- inserted into the can
- play an important role
- distilled water
- specially purified water
- bolted to a pole
- attractive to the customer
- completely surrounded

II. Blackboard sentences.

1) For the attendant the island is probably the most important part of the station.

2) An island is usually equipped with an oil spout, a water pail, a battery water dispenser, and a towel holder.

3) The spout is inserted into the can of oil and makes it easier to pour the oil.

4) A paper towel is used to wipe the oil dip stick so that the attendant can read the oil level.

5) Bays are usually off to the side of a station with a sign telling you which bay it is.
THE SERVICE STATION ISLAND

Unlike an ordinary island, which is a strip of land surrounded by water, the service station island is the spot in which the gasoline pumps are located. It probably got its name because it too is completely surrounded. The service station island is usually in the middle of the station. The island is a very important part of the station. To the attendant, it is probably the most important part.

There are many other things found on a service station island besides the pumps. An island is usually equipped with an oil spout, a water pail, a battery water dispenser, and a towel holder.

The island is the first spot a customer sees. It should look neat and attractive to the customer.

The oil spout is used when oil has to be added to the engine. The spout is inserted into the can of oil, and makes it easier to pour the oil. After it is used, it should be wiped clean, and replaced in its normal place.

The water pail is used to add water to the radiator of a car. It too must be kept clean and free of all dirt.

A battery water dispenser is usually found on the island too. The battery water
is distilled water, and should be kept especially for the battery. Distilled water is specially purified water. Of course, dirt must be kept out of the battery water too.

Most islands also contain a towel holder, bolted to a pole. Paper towels play a very important role in the attendant's work day. A paper towel is used to wipe the oil dip stick so that the attendant can read the oil level. Towels may also be used to wipe the windshield and rear window. The attendant also makes use of the towels to clean his hands while working.

THE BAY

Many parts of a service are called Bay. Most stations have a washing bay, a lubrication bay, and a small repair bay. Bays are usually off to the side of a station, with a sign telling you which bay it is.
THE SERVICE STATION ISLAND

QUESTIONS

1) The service station island is important because:
   a) All of the big jobs are done there.
   b) The station signs are on the island.
   c) The largest part of the station's business takes place on the island.

2) The pumps are the only things found on an island. True or False?

3) A spout makes it __________to pour the oil into the engine crankcase.

4) Clean or distilled water may be needed in the:
   a) __________
   b) __________

5) In most stations, the towel holder is __________ to a pole.
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TEACHER'S OUTLINE

LANGUAGE LESSON FOR THE SERVICE STATION ISLAND # 7

LONG "I" FORMS

1. BLACKBOARD PHRASES:-

<table>
<thead>
<tr>
<th>Service Station Island</th>
<th>Off to a side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meter Dials</td>
<td>Purified Water</td>
</tr>
<tr>
<td>Hydrometer Reading</td>
<td>Increased Mileage</td>
</tr>
<tr>
<td>High-Test Gas</td>
<td>Once in a While</td>
</tr>
<tr>
<td>Hydraulic Brakes</td>
<td>Files and Rasps</td>
</tr>
<tr>
<td>Fire Extinguisher</td>
<td>Windshield Wipers</td>
</tr>
<tr>
<td>Tire Treads</td>
<td>Type or Model</td>
</tr>
<tr>
<td>Diagonal Cutting Pliers</td>
<td>Wiped Clean</td>
</tr>
<tr>
<td>Slip-Joint Pliers</td>
<td>Wheel Alignment</td>
</tr>
<tr>
<td>Hydraulic Lift</td>
<td>Danger Signs</td>
</tr>
<tr>
<td>Service Guide</td>
<td>Shining and Clean</td>
</tr>
</tbody>
</table>

II. BLACKBOARD SENTENCES:--

1. Fire extinguishers are placed throughout the service station for quick use in an emergency.

2. Files and rasps, for fine and coarse filing, are kept on racks in the tool room.

3. Slip-joint pliers are adjustable, and may be used for many different types of jobs, and for different sizes of nuts and bolts.

4. Poor wheel alignment may cause uneven wear on tires.

5. A good attendant will spot danger signs in a car before the trouble gets serious.
PNEUMATIC BRAKES

1. Pneumatic brakes operate with air, and ______________ operate with fluid.

2. If the tires are wearing unevenly, the car may need a ______________ .

3. ______________ ______________ ______________ has a higher octane rating than regular gas.

4. When water is needed in the car battery, only distilled or ______________ ______________ should be used.

5. The proper type of gas, and the proper service will give the driver ______________ .
I. Blackboard Phrases To Introduce:

**Housekeeping Chores**

- clean-up jobs are shared
- properly cleaned and replaced
- maintenance of tools and equipment
- reassemble the job
- skilled mechanics
- quickly and efficiently
- an orderly tool room
- gets on everyone's nerves
- touch-up paint jobs
- have more confidence

II. Blackboard sentences.

1) In most stations, the housekeeping chores, or clean-up jobs are shared by all the attendants.

2) Nobody likes to go looking for tools that have not been properly cleaned or replaced, after use.

3) Sooner or later someone is going to tell him off because of his sloppy habits.

4) A screwdriver or wrench and extension cord or light, a dolly or jack left out, can cause a serious fall.

5) Never leave small parts in the pocket of your uniform.
HOUSEKEEPING CHORES

Every service station must be kept neat and clean. This is important not only for the customers, but for the people who work in the station as well. In most stations, the housekeeping chores, or clean-up jobs are shared by all the attendants. The men take turns at cleaning and sweeping the station and washrooms. There are touch-up paint jobs, window-washing, and the maintenance of tools and equipment. These chores are usually shared too.

Cleaning up is part of almost every job, in every shop. A boss expects the men to clean up after themselves. This is even true of very skilled mechanics in machine shops, in metal shops, and in almost every industry.

In an auto service station the clean-up chores are usually shared by all of the attendants. The man who is a sloppy worker will get into trouble not only with the boss, but with the other men in the shop. Nobody likes to use a washroom that has been left in a mess by somebody else. Nobody likes to go looking for tools that have not been cleaned properly or replaced after used. This kind of sloppiness gets on everyone's nerves and usually leads to trouble.
HOUSEKEEPING CHORES

QUESTIONS

1) Clean-up chores are ________ by all the attendants.

2) Neatness and orderliness on the part of an attendant is important because:
   a) the boss will be pleased.
   b) the customers will not see the mess.
   c) it makes the station work easier and smoother for all the attendants.

3) In an auto service station, cleaning up is part of the attendant's job even after he is broken-in. True or False?

4) If small parts are not kept together, the attendant will have trouble finding them when he has to _________ the job.

5) Nobody likes to work with a _________ attendant.
HOUSEKEEPING CHORES

QUESTIONS

1) Clean-up chores are ________ by all the attendants.

2) Neatness and orderliness on the part of an attendant is important because:
   a) the boss will be pleased.
   b) the customers will not see the mess.
   c) it makes the station work easier and smoother for all the attendants.

3) In an auto service station, cleaning up is part of the attendant's job even after he is broken-in. True or False?

4) If small parts are not kept together, the attendant will have trouble finding them when he has to ________ the job.

5) Nobody likes to work with a _________ attendant.
II. BLACKBOARD SENTENCES:

1. The motor housing was made of heavy steel which can take a lot of wear and tear.

2. Outside paint usually contains lead which makes it tough and strong.

3. The warehouse was out of supplies.

4. Customers will not come back to a station that charges outrageous prices.

5. The shop layout is designed to make work easier and more convenient.
TEACHER'S OUTLINE

LANGUAGE LESSON FOR HOUSEKEEPING CHORES #8

I. BLACKBOARD EXERCISE:

<table>
<thead>
<tr>
<th>Compound words-&quot;ou&quot; forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping duties</td>
</tr>
<tr>
<td>Warehouse supplies</td>
</tr>
<tr>
<td>Household supplies</td>
</tr>
<tr>
<td>Tool storehouse</td>
</tr>
<tr>
<td>Housewares department</td>
</tr>
<tr>
<td>County courthouse</td>
</tr>
<tr>
<td>Housewrecking team</td>
</tr>
<tr>
<td>Hothouse flowers</td>
</tr>
<tr>
<td>Housemaid's chores</td>
</tr>
<tr>
<td>30 days in the workhouse</td>
</tr>
</tbody>
</table>

* housing authority
* motor housing

"out"

- Outgoing orders: daily workout
- Outside paint: without pay
- Course outline: power blackout
- Outrageous prices: shop layout
- Work outfit: tire sellout
- Outboard motor: high school dropout

Out - prefix meaning to do better or more

- Outsell the competitor: outdo the best of them
- Outsmart the teacher: outlast the cheaper brand
- Outwork the boss: outwear all other tires

-1-
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE

HOMEWORK ASSIGNMENT FOR HOUSEKEEPING CHORES #8

NAME__________________  CLASS_______  DATE_______  TEACHER__________________

FILL IN the compound word that fits the sentence:

1. A coffee shop that sends out food orders has an ____________
   ____________ department.

2. The design of a shop is also called the shop ____________.

3. A brand that lasts longer than others is said to ____________
   the other brands.

4. A person who does not complete school may be described as a
   school ____________.

5. A place in which supplies or merchandise are stored is called
   a ____________ or a ____________.
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

ASA - E. & D.
Teacher's Guide

I. Blackboard Phrases to Introduce:

THE GASOLINE PUMP

the main attraction  cemented and bolted down
buried underground  an electric motor
the size limit  automatic adding machine
register the correct amount  check the pump figures
squeeze the nozzle  static electricity
power the pump  the hose connection

II. Blackboard sentences.

1) The size limit on the storage tanks is set by the Fire Department.

2) The numbers on the pump are like an automatic adding machine or
   register, which both the customer and the attendant must watch.

3) To operate a gas pump you must first push a small lever or button
   on the side of the pump, near the hose connection.

4) The handle must be turned half way to put the electricity on.

5) An automobile which has been driven through the streets builds up
   a certain amount of static electricity.
THE GASOLINE PUMP

The main business at any auto service station is, of course, the sale of gasoline fuel. The pumps on the island are therefore the main feature, or the main attraction of the station.

The storage tank for each pump is buried about ten feet underground. Each storage tank holds 550 gallons of gasoline. There is no difference in the size of storage tanks. They are the same whether they are located in a small gas station or in a large one. A large station will have more tanks, but each tank holds no more than 550 gallons.

The size limit on the tank is set by the Fire Department. The law does not permit larger tanks.

The gasoline pump is cemented and bolted down on the pump island. It cannot be pushed down or blown down by a strong gust of wind.

Inside the gasoline pump there is an electric motor. Power for this motor comes from inside the station office. The motor operates the pump, forcing the gasoline from the storage tank below, to come up. Without the motor to power the pump, the gas will not flow. The motor should be checked and kept in good working condition at all times.
Inside the pump are the gears that operate the numbers on the face of the pump. These numbers are like an automatic adding machine or register which both the customer and the attendant must watch. The pump should register the correct amount of gasoline which goes in and the cost. The numbers also act as a cash register and helps an attendant keep track of the amount of gasoline he has sold for the day.

An attendant needs to keep track of the amount of gasoline which he has sold for the day. He can check his sales by writing the numbers in the machine at the beginning and end of each day. If the pump shows that there are 450 gallons of gasoline in the morning, and 375 at night, when he leaves, then the difference between these numbers is the amount of gasoline which has been sold. In this case, the amount sold would be 75 gallons. An attendant must keep a record of his sales by checking the pump figures, just as a salesman checks his cash register in the morning and at the end of the day.

The key for the pump is usually held by the employer. Only he can open the pump to change the figures. Once the price is set, the pump does not have to be opened.

To operate a gas pump you must first push a small lever or button on the side
of the pump, near the hose connection. Once the button is pressed, the attendant must check the figures on the face of the pump to be sure that they are all set at zero. The pump cannot work unless all the figures are set at zero. If there is any question about the numbers, call the manager or boss.

Once the numbers are set, the pump is ready for action. The attendant should take the hose and nozzle out of the pump recess. Near the hose recess there is a small handle or bar. This handle must be turned half way to put the electricity on. Then the motor starts to operate and the pumping of gasoline can begin.

The attendant holds on to the end of the hose with the nozzle on it. He inserts the nozzle into the gas opening of the car. The attendant must squeeze the nozzle for the gas to begin to flow. The harder he squeezes, the faster the gas will flow. An attendant must get the feel of this, and with a little practice he can control the flow very easily.

If the nozzle is automatic, special care must be taken when it is inserted. With an automatic nozzle the gasoline may spill. This is a waste and an expense to the station and the customer. It is also a dangerous fire hazard.
SAFETY AT THE PUMP

The engine should be turned off in the automobile before gas is dispensed. The attendant should see to it that there is no smoking or lighted flame anywhere near the pump. These safety rules are the law, and any person who does not follow these laws can be fined $500 and get 6 months in jail, or both. Breaking these safety laws is dangerous and costly.

Be sure to get the nozzle grounded in the filler neck of the car. This will prevent sparking. An automobile which has been driven through the streets builds up a certain amount of static electricity. When the gasoline nozzle makes contact with the car, a spark can go off which may result in an explosion.

Do not spill any gasoline on the car or on the ground. Gasoline will harm the car finish and may catch fire if it comes in contact with a hot surface. If gasoline leaks on the car, get a pail of water to pour over it so it will not harm the paint finish. Water poured on the spilled gasoline also helps to get rid of the gas fumes.
THE GASOLINE PUMP #9

QUESTIONS

1) A large gas station has extra-size tanks to take care of its business. True or False?

2) The gasoline pump is _________ and _________ down on the island.

3) The electric motor in the pump:
   a) powers the pump, forcing the gasoline up.
   b) keeps the gas from overflowing.
   c) is a safety device.

4) The pump cannot work unless all the numbers are set at _________.

5) With an automatic nozzle, there is a danger that the gasoline may _________.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

LANGUAGE LESSON FOR

1. BLACKBOARD PHRASES:

<table>
<thead>
<tr>
<th>um</th>
<th>the numbers on the meter</th>
<th>check the pump</th>
<th>oil company</th>
<th>bumper jack</th>
<th>minimum wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>car upholstery</td>
<td>ruptured hose</td>
<td>auto supplies</td>
<td>supplementary income</td>
<td>brass couplings</td>
</tr>
<tr>
<td>us</td>
<td>greet the customer</td>
<td>suspension system</td>
<td>internal combustion engine</td>
<td>rust and sludge</td>
<td>trust the customer</td>
</tr>
</tbody>
</table>

prefix un - means not
- unlocked register
- unpaid bills
- unfilled gas tank
- unused parts
- unlimited supply

prefix under - means below
- underneath the hood
- undersell the competitors
- winter underwear
- underground gas tanks
- underpaid workers

2. BLACKBOARD SENTENCES:

1. The attendant must always be careful to protect the car upholstery from grease and oil stains.

2. The minimum wage for an auto service station attendant is $1.50 an hour, or $60.00 for a forty hour week.

3. The bumper jack is used to lift the car when a tire change is made.

4. An attendant may earn supplementary income through commission on sales and tips.

5. Gasoline is considered a very good fuel for an internal combustion engine.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D"

HOMEWORK ASSIGNMENT
"THE GASOLINE PUMP"

NAME____________________ CLASS________ DATE_______ TEACHER________

FILL IN THE CORRECT ANSWER:

1. The oil must be changed regularly so that harmful _______ and _______ will not get to the engine.

2. While the car is standing at the pump, the attendant should inspect the parts _______ the _______.

3. An engine in which the fuel is burned within is called an _______.

4. An attendant's income over and above his hourly pay, is called _______.

5. Before gas is pumped into the customer's car, the attendant must check to see that the _______ _______ _______ all read zero.
I. Blackboard phrases to introduce:

**GASOLINE - HOW DO WE GET IT?**

- the main action
- most important industry
- special properties
- internal combustion engine
- premium gasoline
- the engine's cylinders
- block the flow of fuel
- vaporizing in the gas tank
- low air pressure
- different blends
- prevent vapor block
- high compression engine

II. Blackboard sentences.

1) Modern industry depends on transportation and movement.

2) Gasoline is very well suited to an internal combustion engine.

3) Special gasoline is sometimes called premium gas, and costs more.

4) For almost every kind of driving condition, there is a special gasoline designed to help the engine work best.

5) Engine noise is the result of improper burning in the engine's cylinders.
GASOLINE - HOW DO WE GET IT?

The sale of gasoline is the main business of the service station. Of course there are many other services and sales which take place at a station, but the main action takes place at the pump.

The gasoline business is one of the largest and most important industries in the world. It has been said that wars are won as much by gasoline as by guns. The reason for this is that modern war, like modern industry, depends on transportation and movement. This movement of cars, trucks, and other vehicles, depends on fuel. Gasoline is the main fuel.

There are several sources of gasoline. The major source is petroleum. In England, the name used for gasoline is petrol. Gasoline has special properties which make it a very suitable fuel for an automobile engine, for airplane engines, and for motor boat engines. Because it burns quickly and burns very hot, gasoline is very well suited to an internal combustion engine. The auto, the airplane, and the motor boat all have internal combustion engines.

Since there are different kinds of internal combustion engines, and many different conditions under which each engine is used, there are also many
different kinds of gasoline. Gasolines are made to fit many different situations and conditions.

SPECIAL OR REGULAR?

A driver pulling up to a service station pump for gasoline will be asked if he wants "special" or "regular" gas. Special gasoline is sometimes called premium, and costs more. The attendant will fill the tank with the type of gas which the customer wants.

The chief difference between regular and special gasoline is in the amount of anti-knock compound which each contains. Special gasoline contains more anti-knock compound. The more compound the higher the octane number. The octane number is a way of measuring the amount of 'knock' or 'ping' of the engine as the fuel burns. Engine noise is the result of improper burning in the engine's cylinders. Usually a knock or a ping means that the gasoline is not exactly right for the engine. A high compression engine needs high octane fuel to operate without knocks or pings.

MADE TO ORDER GASOLINE

Gasolines are "made to order" for all kinds of engines, and for all kinds of weather conditions. Gasolines are
specially made for hot and cold climates, for high and low altitudes, and for all of the seasons of the year. For almost every kind of driving condition, there is a special gasoline designed to help the engine work best.

For very hot climates chemists have made a gasoline which can take a great deal of heat before it begins to steam. When gasoline gets hot enough to turn to steam or vapor, it blocks the flow of fuel to the engine. The vapor will cause the engine to stall. Gasoline that turns to steam or vapor is also a waste of fuel. Evaporation, or vaporizing in the gas tank, causes a loss of gas, just as evaporation causes a loss of water in a water tank.

In order to slow down the evaporation of gasoline in hot weather, a special combination of gasolines was made.

Gasolines for winter use, or for use in cold climates, are designed to increase the speed of burning, making for quicker engine starts in freezing weather.

Special gasolines are available for use in mountain regions, because of the low air pressure in high altitudes. The gasoline is designed to
GASOLINE -
HOW DO WE GET IT?

slow the evaporation of the gasoline and prevent vapor-block.

Some gasoline refineries produce as many as twenty different blends of gasoline to meet different kinds of conditions.
GASOLINE — HOW DO WE GET IT?

QUESTIONS

1) Gasoline is good for internal combustion engines because it is:
   a) slow burning
   b) fast burning
   c) very cheap

2) The more anti-knock compound in a gasoline, the _________ the octane number.

3) A knock or a ping usually means that the gas tank is low. True or False?

4) Another word for steam is:
   a) evaporation
   b) hot water
   c) vapor

5) The place where gasoline is blended and prepared for use is called:
   a) the oil tanker
   b) the main station
   c) a refinery
Language Lesson  "Gasoline - How Do We Get It?"

Blackboard Phrases:  

- braking action  
- special or premium gas  
- high compression engine  
- low air pressure  
- driving conditions  
- shock absorbers  
- machine shop  
- sound of "sh"  
- official inspection  
- dangerous situations  
- auto service station  
- engine lubrication  
- moving violation  
- modern transportation  
- water evaporation  
- ship - ending  
- business partnership  
- station ownership  
- good salesmanship  
- neat workmanship  
- credit club membership  
- hardship driving conditions

11. Blackboard sentences:

1) Good salesmanship will put extra money in an attendant's pay check.
2) It is important to check the driver's credit club membership before filling out the credit slip.
3) Winter driving conditions are a hardship, and cause wear and tear on a car.
4) The radiator and battery should be checked for water evaporation.
5) Worn shock absorbers are both harmful and dangerous to a car.
Fill-in

1. High Octane gas is often referred to as ____________ or premium gas.

2. Winter driving conditions are a ________________ on a car.

3. The water level in the radiator and battery may fall due to ____________.

4. When there is more than one owner in a business, it is usually called a ________________.

5. ________________ ________________ is very important in the proper maintenance of a car.
Teacher's Guide

I. Blackboard phrases for: The Phony Excuse

- out of breath
- more than an hour late
- terrible stomach cramps
- doubled up with pain
- the home-made remedies
- he pushed his luck
- understanding and sympathetic

- the boy's condition
- wrapped in a blanket
- hospital emergency room
- the boss had warned him
- those phony excuses
- nobody would believe him
- what a rotten break

II. Blackboard sentences:

1. When he ran into the shop, he was completely out of breath.
2. The child was doubled up with pain.
3. The parents tried all of their home-made remedies on the sick child.
4. The boss was mad at him instead of being understanding and sympathetic.
5. He was sorry now about all of those phony excuses.
Ed Gibbs ran into the auto service station. He was out of breath because he had run all the way from the subway station. The subway was three long blocks from the Esso station on Marcy Avenue where Ed had worked for almost three months. Ed was more than an hour late for work.

It had been a terrible morning for Ed. Everything had gone wrong. He had been up half the night with his son, Jimmy. In the middle of the night Jimmy woke up with terrible stomach cramps. He was doubled up with pain. He woke the whole house up with his cries.

For hours Ed and his wife tried all of the home made remedies they knew. But nothing seemed to help. The cramps continued for hours. Finally, Ed and his wife became frightened by their boy's condition and decided that they had to have a doctor look at him.

Ed and his wife wrapped Jimmy in a blanket and took him down to the car. They were going to the hospital to have the doctor look at Jimmy. The boy cried all the way to the hospital. He cried half out of pain and half out of fear of going to the hospital. After waiting for an hour in the hospital emergency
room, the doctor finally examined Jimmy. He could not find anything seriously wrong with the boy and gave him a pill. He sent them home with instructions to put the boy to bed, feed him light foods, and bring him back for x-rays as soon as he was better.

By the time Ed got home, he was dead tired. He had been up most of the night, and he was now late for work.

Being late for work was nothing new for Ed. He was late at least once a week. The first few times nobody in the station said anything to him. But the last time he got more than just a dirty look from the boss. The last time he had come late the boss had warned him that another lateness might mean his job.

This was the first time that Ed had a real good excuse for being late, but he was worried anyway. He wondered whether the boss would believe this excuse after all of the phoney excuses he had used before.

The last few times he had given those phoney excuses, he could see that the boss didn't believe him. He knew there was something wrong with his excuses when the men smiled as though they didn't believe him either. It was funny how he was always in the position of having to let about his lateness.
Ed had the feeling that he had pushed his luck too far the last time. Now, when he had a real good reason for his lateness, he was afraid nobody would believe him.

Ed walked straight into the office to talk to the boss when he got to work. He had to tell him about his troubles. But instead of being understanding and sympathetic about Jimmy's illness, the boss just shook his head. He told him that he was fired before Ed could even tell the whole story about his miserable night.

Ed left the shop with a sick feeling in his stomach. What a rotten break. The first good reason for being late, and he never even got a chance to tell it.
THE PHONY EXCUSE

QUESTIONS

1. Ed Gibbs was out of breath because:
   a) he was overweight.
   b) he had run all the way from the station.
   c) he was carrying a heavy suitcase.

2. Ed Gibbs was late because he had overslept. True or False?

3. Ed and his wife drove Jimmy to the __________.

4. The child cried all the way, half out of ___________, and half out of ___________.

5. The boss refused to listen to Ed because:
   a) he was too busy.
   b) he trusted Ed.
   c) he had heard so many lies before.
LANGUAGE LESSON FOR THE PHONY EXCUSE

1. BLACKBOARD PHRASES: (long "u" sounds)
   replace the fuse                     engine tune-up
   purified water                      Buick hard top
   job with a future                   Purolator oil filter
   chassis lubrication                union dues
   heavy duty oil                     Motor Vehicle Bureau
   social security benefits           durable parts
   service manual                     manufacturers instructions
   regular gas                        adjust the carburetor

   ure endings
   human nature                       job tenure
   mature people                      good posture
   secure job                         gas mixture

2. BLACKBOARD SENTENCES:
   1. The manufacturer's instruction manual recommended a heavy
care duty oil for winter use.

   2. Some unions have a check-off system for union dues.

   3. The car seemed to ride smoother and better after the
   chassis lubrication.

   4. An application for a learner's permit must be made at the
   office of the Motor Vehicle Bureau.
LANGUAGE LESSON FOR THE PHONY EXCUSE

BLACKBOARD SENTENCES: (Cont'd.)

5. The water for the radiator must be distilled or purified.

6. It is often better in the long run to take a job which offers security or tenure rather than a higher paying job with no tenure!
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

#11

HOMEWORK ASSIGNMENT     THE PHONY EXCUSE

Name_________________  Class______  Date_______  Teacher____________________

FILL IN THE CORRECT ANSWER:-

1. Parts of an automobile which are made to last a long time may be described as ____________________________.

2. Gasoline companies blend ingredients to make a ____________________________ that is specially suited to weather conditions.

3. A learner's permit must be obtained from the local ____________________________.

4. Longer wear and better performance can be expected when the car is given a ____________________________ regularly.

5. Some people are more interested in ____________________________ than in higher pay.
I. Blackboard phrases to introduce:

**LIFTING THE CAR**

- a convenient position
- inspect the braking system
- heavier vehicles
- place the horses correctly
- work on the exhaust system
- tracks running alongside each other

- a locking mechanism
- compressed air power
- both ends are collapsible
- remove a muffler
- the responsibility of the attendant
- servicing and maintaining

II. Blackboard sentences.

1) Horses are adjustable and a three ton horse can lift a car up to 18 inches off the ground.

2) The safety of the man working on the car depends upon these horses.

3) There is always the danger of leaking gas or oil and of falling dirt.

4) There are three standard lifts found in most stations.

5) The lift is always used for work on the exhaust system, and for lubrications and grease jobs.

6) Both ends of the adjustable lift are collapsible.
LIFTING THE CAR

There are many different kinds of equipment in the auto shop which are designed to position the car in a way that is most convenient for the job that has to be done. These pieces of equipment, which range from small jacks to large lifts, are intended to raise a part of the automobile off the ground, so that work can be done on a part of the car.

A bumper jack is attached to the front or rear bumper of the car usually to raise the car for a tire to be changed. If a wheel must be removed to inspect the braking system, and the car has been raised with the jack, horses should be placed in position under the A frame. The horses provide good support and will hold the car in a steady and firm position. The most commonly used horse will hold up to 3 tons. Horses are adjustable, and the 3 ton horse can hold a car as high as 18" off the ground. For heavier vehicles, a 5 ton adjustable horse can be used.

The proper placement of the horses is very important. The safety of the man working on the car depends upon these horses. He must place the horses correctly, under the A frame, and be sure that the car sits steady and does not rock. Once the attendant is sure
that the horses are in place, he can move under the car on a creeper safely and concentrate on the work that has to be done.

While under the car, there is always the danger of leaking gas or oil, and of falling dirt particles. Goggles which will protect the eyes from anything that falls, should be worn while in this position. If the fuel pump has to be removed there is certainly going to be leakage, and protection of the eyes is absolutely necessary.

There are three standard lifts found in most stations. The lift is always used for work on the exhaust system, for a lubrication or grease job. Cars are built so low today, that many jobs require the use of a lift.

**Drive-on Lift** has two tracks running parallel or alongside each other. The wheels are driven onto the tracks and the lift operation is ready to begin. The center post on the drive-on lift is equipped with a locking mechanism. The lifting is done by compressed air. It takes a few minutes of operation before the lock is set. Even if the compressed air power should fail after the lock is set, the lift cannot fall.
The Adjustable Lift has grips which can be adjusted to the length and width of any car. The lift is in the shape of a double Y with a center post. Both ends are collapsible so that the front end or the rear end can be kept free for work. Front end jobs and rear end jobs are usually performed on the adjustable lift.

The Double Lift is used when either the front end or the rear end need to be worked on separately. Both ends can be elevated together. The double lift also has no center post making it very convenient for work on the exhaust system. With the center free it is easier to install or remove a muffler and tail pipe assembly.

The Four Post Lift - This lift, found in only some stations, has four posts which support the raised auto. Transmission work is made easier with this lift because it leaves free working space under the entire car.

The lifts in a service station are a very important part of the auto service equipment. They are also among the most expensive pieces of equipment found in the shop. Proper maintenance of the lifts is part of the responsibility of the auto service attendant. Lifts need to be kept clean and properly lubricated; if they are to work efficiently. In many shops maintenance of lifts is done
LIFTING THE CAR

on a rotating basis, as are other housekeeping chores. Each attendant has a
turn at servicing and maintaining the lifts.

The area around the lifts has a
tendency to get very dirty. Grease and oil and fuel leaks are often found where
there is work on the car. If the area gets oily or greasy, a compound should
be spread around to absorb the grease.

In a well-run auto shop, the compound
would be spread around at the end of the work day, and swept up in the morning.
LIFTING THE CAR (QUESTIONS)

1) A bumper jack is used to lift the car for:
   a) a lubrication
   b) a rear end job
   c) tire changes

2) The horses can hold a car, no matter how they are placed. True or False?

3) Almost all jobs need a lift today because:
   a) most cars are built very low today
   b) it is safer
   c) the attendant cannot do any job without it

4) The double lift is convenient for work on the exhaust system because it has no __________ __________.

5) The most expensive pieces of equipment in the shop are:
   a) the power tools
   b) the lifts
   c) the testing machines
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

TEACHER'S OUTLINE

LANGUAGE LESSON FOR LIFTING THE CAR

"au" FORMS

BLACKBOARD PHRASES:
falling pieces
small jacks
always a danger
stalled car
alternating current
awkward position
hand saw
claw hammer

BLACKBOARD SENTENCES:

1. The attendant should always protect himself against falling pieces, especially when he is under the car.
2. The lift is always used for work on the exhaust system and for lubrication jobs.
3. Most auto shops have a laundry service for towels and attendants' uniforms.
4. Automatic transmission saves the driver the job of shifting gears manually in forward speeds.
5. Small jacks are used for tire changes.
1. Traffic was backed up on the highway for over a mile because of a _______ _______ in the right lane.

2. An attendant who is very good at his job may someday become an _______ _______ if he takes special training.

3. Work on the muffler, tail pipe, or any other part of the _______ _______ must be done with the help of a lift.

4. Most electrical appliances in the United States operate on _______ _______ rather than on direct current.

5. _______ _______ cannot operate without fluid in the master cylinder.
Basic Education Department

I. Blackboard phrases to introduce:

**DANGER SPOTS IN THE SHOP**

- on a creeper
- the danger of falling pieces
- the compressed air hoses
- safety devices
- a serious injury
- sharp edges
- invitations to danger
- the flesh of your hand
- last you a lifetime
- the proper lighting device
- dirt and grease
- prevent eyestrain
- fire extinguishers
- you risk your life

II. Blackboard sentences.

1) Even though the lifts have safety devices, great care must be taken when using them.

2) Protect your eyes from dirt and grease when you are working.

3) If you smoke on the job, you risk not only your job, but your life.

4) The proper lighting device will prevent eyestrain.

5) Fire is always a danger where there is gasoline, oil or grease.
DANGER SPOTS IN THE SHOP

When you are working with heavy machinery and heavy parts, there is always the danger of falling pieces and of injury. Imagine how it would feel to have a car slip off the horse while you were on a creeper underneath! If you fail to check that the car is sitting on the horses properly, you may find the car on top of you.

The tools that are used in the shop, the wrenches, hacksaws, hammers, the jacks, the compressed air hoses, must all be handled carefully. Even though the lifts have safety devices built into them, great care must be taken when using them.

Picture how it would feel to have a large wrench fall on your toe or foot. You might suffer a serious injury, even if you are wearing the proper shoes. Oil can spouts have sharp edges. If you are careless you might find yourself cutting into the flesh of your hand instead of the can of oil.

The one pair of eyes that you have must last you a lifetime. Protect them from dirt and grease when you are working. Light up the part of the car on which you are working with the proper lighting device. It will prevent eyestrain and also will let you see what you are doing.
Fire is always a danger where there is gasoline, oil, or grease. Every station must be equipped with fire extinguishers. Keep them handy when you are testing the engine. The few minutes you lose getting the fire extinguisher when you need it, may make all the difference in the world.

Smoking and lighting matches near the engine, near the pumps, or near the oil and grease are not only against the law, but are invitations to danger. If you smoke on the job you risk not only your job, but your life.
DANGER SPOTS IN THE SHOP

QUESTIONS

1) If you are wearing the proper shoes, you are fully protected against falling tools. True or False?

2) Special care must be taken with oil can spouts because:
   a) the oil will leak
   b) the cover comes off
   c) the spout and can have sharp edges

3) The lifts need to be handled with care even though they are equipped with:
   a) on and off switches
   b) locks
   c) safety devices

4) Proper lighting is needed to do a job well and to prevent ______________.

5) All gas stations keep ______________ close by in case of fire.
Language Lesson for: DANGER SPOTS IN THE SHOP #13

1. **Blackboard Phrases:**

   - the world of work
   - burst open
   - surprise ending
   - burning oil
   - keep your word
   - burnishing tools
   - spurting gas

   **UR SOUND**

   - turning the corner
   - urban development
   - urgent business
   - sturdy workhorse
   - furnished room
   - turbine engine
   - common courtesy

2. **Blackboard Sentences:**

   1. The boss left the shop to attend to some urgent business.
   2. It is always wise to slow down before turning the corner.
   3. Common courtesy and a pleasant manner will help the attendant in getting along with the customers.
   4. A turbine engine is a rotary engine that converts a moving gas or liquid into energy.
   5. There are many different burnishing tools used to give a high polish to metals.
A.S.A. "E and D"

HOMEWORK ASSIGNMENT:

DANGER SPOTS IN THE SHOP #13

NAME____________________  CLASS_______  DATE__________  TEACHER__________

1. If you fail to _______ _______ _______ , people will not trust you.

2. _______ _______ are used to finish and polish metals.

3. A _______ _______ is a rotary engine.

4. A pleasant manner and _______ _______ will help a man get along on the job.

5. The differential gears steady the car when _________

____________________  _________
INTRODUCTORY BLACKBOARD PHRASES TO: THE HISTORY OF THE TIRE #14

make the difference
a smooth and comfortable ride
all shaken up
looked like doughnuts
solid rubber
pneumatic tire or air tire
cushion the bumps
cling to the rim
grips the road

blackboard sentences:

1. Many substitutes have been tried, but compressed air is still the best cushion.
2. The inner tube holds the compressed air, and the outer tire protects the inner tube.
3. The outer part must be strong and rugged enough to take the constant friction.
4. Synthetic materials were added to the rubber to make a stronger tire.
5. Snow tires provide better traction, or road gripping action, in snowy or slippery weather.
Tires are a very important part of the automobile. Not only does the car move along on them, but they can make the difference between a smooth, comfortable ride and a ride that is bumpy and leaves you all shaken up.

Automobile tires did not always look the way they do today. The first tires looked something like doughnuts. That is, they were made of solid rubber. They held to the road and lasted a long time, but they gave a nice smooth ride.

As cars became more powerful and began to go at higher speeds, there was a great need for a better kind of tire. The "air tire", or pneumatic tire, was developed. This was filled with compressed air to cushion the bumps. Since then, many substitutes have been tried, but compressed air is still the best cushion.

The first air tire was a single tube used on bicycles. This one tube had to hold the air, cling to the rim of the wheel, and also grip the road. It was later tried on automobiles, but it was not successful.

Then tire manufacturers had the idea of making the tire in two parts. One part holds the compressed air. It is called the inner tube. The other part fits outside. It attaches to the rim of the wheel, grips the road, and protects the inner tube.

This outer part, or casing, is considered to be the actual tire. It must be strong and rugged enough to be able to take the constant friction of the road. It has a design in the rubber which helps the tire grip the road better. This design is called the tread.

As automobiles were driven faster and faster, the tires were heated more in driving and wore out faster. Synthetic materials were added to the rubber to make a stronger tire, tread designs were changed so that less of the tire gripped the road. Later, designs were changed again to make tires skid-proof.
Tires with especially deep treads were developed for winter use. These snow tires provide better traction, or road gripping action, in snowy or slippery weather.

Blowout-proof tires with special inner tubes were designed. They did not lose their air immediately when they were punctured. This helped prevent accidents.

An even later development is a single tube tire called a tubeless tire. It not only gives the service of a regular outer tire and inner tube, but it is puncture-sealing and holds air better than the old steel tire and tube.

QUESTIONS

1. The first tires were made of:
   1. elastic
   2. solid rubber
   3. nylon

2. Better tires were needed when cars began to get more powerful and travel at higher speeds. TRUE or FALSE?

3. Another name for air tire is _________ tire.

4. The best cushion for bumps is still:
   a) an inner tube
   b) compressed air
   c) a bicycle tire

5. When cars travel at high speeds, tires get:
   a) very hot from the friction
   b) worn out
   c) better treads
MANPOWER DEVELOPMENT TRAINING PROGRAM  
BROOKLYN ADULT TRAINING CENTER  

TEACHER'S OUTLINE  

LANGUAGE LESSON FOR THE HISTORY OF THE CAR  

BLACKBOARD PHRASES:--  

- brake system  
- motor rhythm  
- six cylinder car  
- trouble symptoms  
- Plymouth sedan  
- crystal clear  

BLACKBOARD SENTENCES:--  

1. No car is safe unless the brake system is working properly.  
2. A six cylinder car is usually more economical to run than an eight cylinder car.  
3. A windshield should be wiped until it is crystal clear to give the driver a clear view of the road.  
4. Synthetic materials are man-made materials.  
5. An attendant should ask the driver about trouble symptoms in the car during service at the pump.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D"

HOMEWORK ASSIGNMENT "THE HISTORY OF THE TIRE"

FILL IN THE CORRECT ANSWER:-

1. The first tires looked like doughnuts and were made of ____________________________.

2. The air tire is filled with ___________ air which acts as a cushion.

3. A tire with ___________ ___________ cannot grip the road properly.

4. The addition of ___________ ___________ makes the tire stronger.

5. The two parts of the tire are:
   a) __________________
   b) __________________

MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "S and D" Teacher's Guide

Introductory blackboard phrases for:

GENERAL TIRES

- turn customers away
- suspension system
- shock absorbers and springs
- misalignment of the wheels
- proper inflation level
- bald tires
- periodic rotation

not only a convenience
improper inflation
build-up of pressure
air cushion tires
various stages
mounting and dismounting of tires
suggested patterns

Blackboard sentences:

1) Good tire service is not only a convenience, but very important for safety.

2) Some driving habits cause tires to wear out unevenly.

3) High-speed driving, fast turns on curves, improper inflation and the misalignment of wheels, will cause wear and tear on the tires.

4) As the car is driven, the friction between the tire and the road will heat the tire.

5) Checking tire pressure is particularly important with air cushion tires.
GENERAL TIRE CARE

Tire service is something that customers expect to get from their service station. You cannot turn customers away or do a poor job and expect to hold the customer's gasoline business. Good tire service is not only a convenience to the customer, but it is also very important for his safety.

The tires are part of the suspension system of the car, along with shock absorbers and springs. Good tires should absorb most of the road bumps that make for a rough ride.

Tires are expected to wear out in the normal course of time. But there are some things which cause them to wear out faster or to wear unevenly: high speed driving; fast driving on curves or around corners; improper inflation; and misalignment of the wheels.

Performing some tire service, no matter how small, gives the attendant the opportunity to inspect a tire more closely. It can really "put the finger on" tire needs.

Good tire service includes these things:

1. Regular checking for proper inflation level. This should be done when the tires are cool. As the car is driven, the friction between the tire and the road will heat the tire. This causes a buildup of pressure and may cause the tire to look over-inflated. Checking tire pressure is particularly important with air cushion tires.

   Make sure that both your hand gauges and tire inflators are accurate.

2. Correct repairing of tubes.

3. Correct mounting and dismounting of tires.
4. Careful inspection of treads, sidewalls, casings, valves, etc. Look for "bald" tires, — tires where the tread is dangerously worn out. If any of these conditions are present, tires should be repaired or replaced before they become unsafe for driving.

5. Periodic rotation of tires. This will lengthen the life of the tire by making sure that each tire gets equal wear. Tires should be rotated every 5,000 miles.

QUESTIONS

1) Driving habits do not affect how long the tires will wear. TRUE or FALSE?

2) The tires are part of the __________ __________.

3) You can lengthen the life of a tire by:
   a) Putting an extra pound of air in them
   b) Washing them regularly
   c) Careful driving and proper maintenance.

4) An attendant should make sure that the hand gauges and tire inflators are __________.

5) As long as you are not having any serious trouble with your old tires, you do not need to replace them. TRUE or FALSE?
Language lesson for GENERAL TROD Code

1. BLACKBOARD PHRASES: - Prefixes meaning "not"

<table>
<thead>
<tr>
<th>UN</th>
<th>LI</th>
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<tbody>
<tr>
<td>wear out unevenly</td>
<td>inconvenient hours</td>
</tr>
<tr>
<td>unsafe car</td>
<td>incorrect balance</td>
</tr>
<tr>
<td>unequal wear</td>
<td>incorrect change</td>
</tr>
<tr>
<td>unimportant matters</td>
<td>incredible prices</td>
</tr>
<tr>
<td>unequal wear</td>
<td>insufficient air pressure</td>
</tr>
<tr>
<td>unpaid bills</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>IM</th>
<th>MIS</th>
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</thead>
<tbody>
<tr>
<td>improper inflation</td>
<td>misalignment of wheels</td>
</tr>
<tr>
<td>impossible working conditions</td>
<td>misinformed attendant</td>
</tr>
<tr>
<td>immature employees</td>
<td>misplaced auto parts</td>
</tr>
<tr>
<td>unpaid bills</td>
<td>mismanaged station</td>
</tr>
</tbody>
</table>

2. BLACKBOARD SENTENCES: -

1. Unless the wheels are balanced and properly aligned, there will be unequal wear on the tires.

2. An attendant who fools around too much and acts in an unbusinesslike manner may lose his customer and his job.

3. The car will not ride properly if there is insufficient air pressure in the tires.

4. The attendant may have to work nights, holidays, and inconvenient hours on the job.

5. A careless attendant may have to spend unnecessary time looking for misplaced auto parts.
CHANGE THE FOLLOWING SENTENCES BY FILLING IN THE PREFIX THAT WILL MAKE NOT:

1. The station went out of business because there were too many paid bills.

2. A lot of time is wasted looking for lost or placed auto parts.

3. The mechanic could tell from looking at the tires that there was sufficient air pressure.

4. A car that is not properly serviced or repaired may become an safe car.

5. Some stations are open day and night and the attendants must work convenient hours.
From the time he was very young, Henry Ford was interested in mechanical things. He was born near Dearborn, Michigan in 1863. As a child he helped his father with the farm work, but he especially liked working with machinery. He often did repair work on watches and clocks without pay.

He made many sacrifices because of this interest in mechanics. When he was 16 years old, he walked to Detroit and got a job with a mechanic for $2.50 a week. His room and board came to $3.50. In order to get the extra money, he worked four hours every night for a watchmaker at $2.00 a week. Later, he worked in an engine shop, where he set up steam engines. Finally, he became an engineer at the Detroit Edison Company.

In 1903, Ford organized a company to manufacture automobiles. It was known as the Ford Motor Company. He started this company with $28,000 raised from friends and neighbors. They became stockholders in his company. Sixteen years later, a man who had invested $2,500 in Ford's company sold his shares for $30,000,000.
Ford's greatest contribution was that he showed how useful mass production methods could be in the automobile industry. He standardized every part of the automobile so that it could be turned out quickly and in large quantities. He then developed a belt system for assembling these parts quickly. This is known as the assembly line. With this system, he produced cars in such large numbers that they could be sold cheaply enough for the average man to buy.

QUESTIONS

1. Where was Henry Ford born?
2. What was his special interest?
3. When did he organize his auto company?
4. What was his greatest contribution?
MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. — "E and D"

Blackboard Phrases to introduce:

HENRY FORD

mechanical things
especially liked
working with machinery
repair work
engine shop
Detroit Edison Company
friends and neighbors
Valiant contribution
standardized the automobile
assembling parts

HENRY FORD

watches and clocks
many sacrifices
room and board
extra money
steam engines
manufacture automobiles
company stockholders
mass production methods
in great quantities
the average man

Blackboard Sentences:

1. Ford developed mass production methods which helped standardize the automobile.
2. He developed a belt system for assembling auto parts quickly.
3. A belt system is also known as an assembly line.
4. The Ford Motor Company was organized in 1903.
5. A man who had invested $2,500 in Ford's Company sold his shares for 20 million dollars sixteen years later.
LANGUAGE LESSON: HENRY FORD

organized labor welding torch
Ford Motor Company large corporation
order a car forged steel
porcelain finish iron ore
cold storage

or ending - the man who does the job -
doctor mediator
mayor arbitrator
calculator estimator
contractor depositor
distributor educator
1. The man who gives a rough figure on the cost of a job is called an
   ____________________ .

2. The Ford Motor Company supplies cars to local _________ all
   over the world.

3. A machine that can add, subtract, multiply and divide is called
   a ____________________ .

4. The bank promised a gift to every new _________ for the next week.

5. A state _________ helped to settle the labor dispute between
   the company and the union.
From the time he was very young, Henry Ford was interested in mechanical things. He was born near Dearborn, Michigan in 1863. As a child he helped his father with the farm work, but he especially liked working with machinery. He often did repair work on watches and clocks without pay.

He made many sacrifices because of this interest in mechanics. When he was 16 years old, he walked to Detroit and got a job with a mechanic for $2.50 a week. His room and board came to $3.50. In order to get the extra money, he worked four hours every night for a watchmaker at $2.00 a week. Later, he worked in an engine shop, where he set up steam engines. Finally, he became an engineer at the Detroit Edison Company.

In 1903, Ford organized a company to manufacture automobiles. It was known as the Ford Motor Company. He started this company with $28,000 raised from friends and neighbors. They became stockholders in his company. Sixteen years later, a man who had invested $2,500 in Ford's company sold his shares for $30,000,000.
Ford's greatest contribution was that he showed how useful mass production methods could be in the automobile industry. He standardized every part of the automobile so that it could be turned out quickly and in great quantities. He then developed a belt system for assembling these parts quickly. This is known as the assembly line. With this system, he produced cars in such large numbers that they could be sold cheaply enough for the average man to buy.

QUESTIONS

1. Where was Henry Ford born?

2. What was his special interest?

3. When did he organize his auto company?

4. What was his greatest contribution?
Blackboard Phrases to introduce:

**MECHANICAL THINGS**
- watches and clocks
- many sacrifices
- room and board
- extra money
- steam engines

**Detroit Edison Company**
- manufacture automobiles
- company stockholders

**GREATEST CONTRIBUTION**
- mass production methods
- in great quantities

**ASSEMBLING PARTS**
- the average man

Blackboard Sentences:

1. Ford developed mass production methods which helped standardize the automobile.
2. He developed a belt system for assembling auto parts quickly.
3. A belt system is also known as an assembly line.
4. The Ford Motor Company was organized in 1903.
5. A man who had invested $2,500 in Ford's Company sold his shares for 30 million dollars sixteen years later.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "e and d"  

**LANGUAGE LESSON:**

<table>
<thead>
<tr>
<th>Henry Ford</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>organised labor</td>
<td>welding torch</td>
</tr>
<tr>
<td>Ford Motor Company</td>
<td>large corporation</td>
</tr>
<tr>
<td>order a car</td>
<td>forged steel</td>
</tr>
<tr>
<td>porcelain finish</td>
<td>iron ore</td>
</tr>
<tr>
<td>peace corps</td>
<td>cold storage</td>
</tr>
</tbody>
</table>

or ending - "the man who does the job -

<table>
<thead>
<tr>
<th>doctor</th>
<th>mediator</th>
</tr>
</thead>
<tbody>
<tr>
<td>mayor</td>
<td>arbitrator</td>
</tr>
<tr>
<td>calculator</td>
<td>estimator</td>
</tr>
<tr>
<td>contractor</td>
<td>depositor</td>
</tr>
<tr>
<td>distributor</td>
<td>educator</td>
</tr>
</tbody>
</table>
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "e and d" T. O. #16

HOMEWORK ASSIGNMENT FOR: HENRY FORD

NAME ___________________ CLASS ___________ DATE ___________ TEACHER___________

1. The man who gives a rough figure on the cost of a job is called an ____________.

2. The Ford Motor Company supplies cars to local ____________ all over the world.

3. A machine that can add, subtract, multiply and divide is called a ____________

4. The bank promised a gift to every new ____________ for the next week.

5. A state ____________ helped to settle the labor dispute between the company and the union.
I. Blackboard phrases to introduce:

**GENERAL AUTO MAINTENANCE**

- accessory auto products
- stay in business
- experienced auto owners
- regular service
- recommend his friends
- protected from wear
- parts that need lubrication
- the manufacturer's directions
- leakage on the floor
- a good advertisement

II. Blackboard sentences.

1) It is a mistake to think that there is more money to be made by not servicing a car well.

2) One of the most important services necessary for any machine with moving parts is greasing and lubrication.

3) Grease should be applied generously so that all parts are completely covered.

4) Too much oil will clog and harm the parts which are over-oiled.

5) The dirty oil that has emptied into the can is poured into a fifty gallon drum which is collected regularly.
GENERAL AUTO MAINTENANCE

An auto service station is in business not only to sell gas and oil and accessory auto products. Perhaps its most important business is selling service to the automobile owner. The experience of the auto service stations which stay in business for a long time is, that the better the service, the better the business, and the better the chance for the station to stay in business.

Experienced auto service station owners say that it is a mistake to think that there is more money to be made by not servicing a car well. The idea that some people have, that the more often a car breaks down, the more business a service station will have, is false. If a car that a station is servicing regularly, breaks down very often, the customer will probably take his business elsewhere. A customer who can feel the difference in the way his car rides after it has been properly serviced, will not only be a steady customer, but one who recommends his friends to the station.

Mechanics say, that one of the most important services necessary for any machine with moving parts, is greasing, or lubrication.

Moving parts must be greased regularly, or they will wear against each
other and break down. When all moving parts are protected from wear by grease, they work better and last longer.

Compressed air forces the grease through the trigger handle into the parts that need lubrication. Grease should be applied generously so that all parts are completely covered. Excess drippings should be wiped away, but there is no danger from too much grease. Mechanics claim that you cannot over-grease.

Parts that need oiling, on the other hand, have to be treated more carefully. Too much oil will clog and harm the parts which are over-oiled.

Regular changes of oil are also very important to the maintenance of an automobile. Oil that gets dirty with use and age will thicken and become harmful to the engine. It is recommended that a complete oil change take place after each 2,500 miles.

In order to change the oil in the engine crankcase, the car must be jacked up. Some crankcases are reached more easily than others. If the oil crankcase is hard to reach, a flexible tube to pour the new oil must be used.

After the car is jacked up into position for the oil change, the plug is
time and will insure proper service, at the proper time.

During a lubrication or an oil change, there is going to be leakage on the floor of the station, and sometimes on the inside or body of the car. Whenever possible, a covering should be used to protect the car from stains and dirt. A customer will not be happy about taking a stained and dirty looking car out of the station. He may decide that the work is as sloppy as the looks of the car.

All stations have protective mats to cover the different parts of the car. These mats should be used to avoid staining and damage to the body of the car while work is being done. It is worth the time to protect the car. After the damage is done, it may take a lot of time and work to clean up.

Most good stations will not turn a car over to its owner without cleaning it first. Oil and grease must be carefully removed from door locks so that the driver will not stain his clothes. Windows, upholstery, mirrors and the dashboard and floor should be cleaned when the work is finished.

A clean-looking car is a good advertisement for the work done at the station. It will make and keep a cust
removed from the crankcase, and the old oil allowed to empty into a can. The dirty oil that has emptied into the can is then poured into a 50 gallon drum which is collected regularly. The collection of oil drums in a gas station works very much like the collection of trash. It is done regularly by a special collection service.

No matter how careful you are when you are emptying the engine crankcase of the dirty oil, some of it may drip onto the floor. A cleaning compound which looks very much like sawdust should be poured on the floor to absorb the dirty oil and keep the floor clean.

The engine crankcase should be refilled with new oil according to the manufacturer's directions. Cans with spouts are used to pour the oil.

The oil filter should be inspected each time the oil is changed. If the filter is clogged or dirty, it cannot do its job. Oil filters usually need to be changed after three oil changes.

Every car which is serviced should have a sticker attached to the inside of the door near the driver's seat. An attendant should note the date of the service and the kind of service given, so that the station and the car owner will have a record of the service. This saves
GENERAL AUTO MAINTENANCE

QUESTIONS

1) A station will lose business if the repairs and service are good. True or False?

2) The owner of a car that breaks down very often:
   a) will keep coming back for repairs.
   b) will go to another station to get better service.
   c) will sell his car and buy a new one.

3) Used and dirty oil is collected in __________ drums.

4) Grease should be applied __________ so that all parts are completely covered.

5) A new car does not need regular maintenance and servicing. True or False?
LANGUAGE LESSON for: GENERAL AUTO MAINTENANCE

1. Blackboard Phrases:

   get to work early
   service the engine
   personal property
   starter trouble

   cheaper product
   Mercury Comet
   perspiration odor
   earn more money

   or - comparison ending

   cheap - cheaper
   short - shorter
   hard - harder
   heavy - heavier

   tough - tougher
   strong - stronger
   messy - messier
   dirty - dirtier

   or - referring to a job or profession

   truck driver
   carpenter
   welder

   lawyer
   solderer
   manufacturer
MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D" T. O. #17

HOMEWORK ASSIGNMENT for: GENERAL AUTO MAINTENANCE

NAME______________________CLASS________DATE______TEACHER________

1. A man who makes a living welding is called a __________________.

2. It is not always wise to buy a product just because it is ___________.

3. Special instructions for servicing each car are given in the ____________________'s manual.

4. Most stations are not responsible for ______________________ left in the car.

5. Add "er" endings to the following words and write a sentence using each word.
   - smart
   - dirty
   - wide
   - cool
   - happy
   - high
I. Blackboard phrases to introduce:

THE LUBRICATION SYSTEM

- engine lubrication
- circulated through the engine
- fine mesh screen
- engine overhaul
- oil pressure relief valve
- engine damage
- flows through the system

- harmful matter
- loss of oil pressure
- flush out dust
- dipstick markings
- additional quart of oil
- ventilation system
- clogging with sludge

II. Blackboard sentences.

1) The oil strainer should be cleaned or replaced whenever the engine is overhauled.

2) The new oil filter seal should be checked carefully to avoid leakage and loss of engine oil pressure.

3) Water vapor and gases will form sludge in the engine crankcase if they are not removed.

4) From the dipstick, an attendant can tell the condition of the oil.

5) A gauge will warn the driver of low pressure.
THE LUBRICATION SYSTEM

Several quarts of oil, stored in the crank case lubricate the moving parts of the engine.

The engine lubrication system has several main parts:

The oil pump is used to pump oil to all moving parts. All oil being circulated by the oil pump must first pass through a fine mesh screen, called the oil strainer. This strainer should be cleaned or replaced whenever the engine is overhauled.

An oil pressure relief valve is built into the system to prevent the building up of too much oil pressure. A gauge on the driver's instrument panel is used to warn of low pressures which could result in engine damage.

Oil becomes contaminated with particles of dirt, dust, and various other things as it flows through the system. Just as a cigarette filter is used to screen out harmful elements in tobacco, an oil filter is used to screen out these harmful particles in the oil. In order to work well, oil filters must be changed every 3,000 to 5,000 miles. The new oil filter seal should be checked carefully to avoid leakage and loss of engine oil pressure. At the
same time the filter is changed, an oil change is recommended. This will also help in flushing out dust and other harmful particles.

The oil level stick, or dipstick, is an important part of the lubrication system. It is used to check for the proper oil level in the crankcase. The dipstick has markings on it which show when the crankcase is full and when oil needs to be added. By looking at the oil on the dipstick, an attendant can also tell something about the condition of the oil. The attendant should always bring the dipstick around to the customer so that he can see for himself why an oil change or an additional quart of oil is being recommended.

Water vapor and other gases will form sludge in the engine crankcase if they are not removed. A crankcase ventilation system removes these vapors. The breather cap and all other parts of the ventilation system, should be cleaned as recommended by the manufacturer to prevent clogging with sludge or dirt.
THE LUBRICATION SYSTEM

QUESTIONS

1. Lubrication is very important to the proper operation of:
   a) the radiator
   b) the ventilation system
   c) moving parts

2. The customer should never be bothered to look at the dipstick. True or False?

3. Water vapor and other gases will form ______ in the engine crankcase, if they are not removed.

4. An important part of the ventilation system is the ________

5. Three main parts of the lubrication system are:
   a) 
   b) 
   c)
A.S.A. "E and D"  
LANGUAGE LESSON for: THE LUBRICATION SYSTEM  

1. Blackboard Phrases:  
   operate  the operation  
   ventilate  the ventilation  
   radiate  radiation  
   circulate  circulation  
   lubricate  lubrication  
   vaccinate  vaccination  
   accelerate  acceleration  
   saturate  saturation  
   calculate  calculation  
   participate  participation  

11. Blackboard sentences:  
   1. Mister Thomas did not understand how to operate the new lift. or  
      1a. Mister Thomas did not understand the operation of the new lift.  
   2. The oil must be allowed to circulate freely. or  
      2a. The oil must be allowed free circulation.  
   3. The customer asked the attendant to lubricate the engine. or  
      3a. The customer asked the attendant for an engine lubrication.  
   4. The mechanic warned the customer not to accelerate suddenly.  
      4a. The mechanic warned the customer about sudden acceleration.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" T.O. # 18

HOMWORK ASSIGNMENT for: THE LUBRICATION SYSTEM

NAME__________________ CLASS________ DATE_______ TEACHER__________

Add the "otion" ending to the following words:

associate

gyrate

mediate

gravitate

fascinate

Write three sentences using three of the words you have made.
III. Blackboard sentences:

1. Engine parts would constantly have to be replaced if they were not properly lubricated.

2. Engine oil is measured by its thickness or its ability to flow.

3. After use, oil becomes full of water particles, and pieces of dust, dirt and metal.

4. To get good performance from a car, and to protect its engine, oil should be changed from time to time.

5. Under average driving conditions, it is recommended that the oil be changed every 1,000 to 2,000 miles.
Have you ever worn a pair of shoes that were too tight or did not fit properly? Before long, the shoe, rubbing against the heel of your foot, can cause an uncomfortable irritation. Your skin is actually being worn away by the action of the shoe on your heel. This action is called friction. Friction produces heat and wear. A little cream or ointment applied to the sore spot will usually relieve the pain and make you much more comfortable.

An engine is made up of many moving parts. As they move against each other, a great deal of friction and wear take place. Engine parts would constantly have to be replaced if they were not properly lubricated. A thin coating of oil is used between all moving parts to prevent just such a situation.

Oil used in the engine has other jobs, too. It helps cool the engine by absorbing some of the heat given off when the engine is in operation. It also helps to clean the engine by absorbing dirt particles and holding them until they are drained out with the oil.

Engine oil is measured by its thickness, or its ability to flow. This quality is called viscosity. The American Petroleum Institute has classified oil according to the kind of service it gives. The three classifications are ML, MM, and MS. Oil marked ML is recommended for light service. MM is recommended for normal driving, and MS is designed for high speed driving and heavy service.

To get good performance from a car, and to protect its engine, oil should be changed from time to time. This is not because oil wears out with use. But it does become full of particles of water, gasoline, dust, dirt, and metal from engine wear.
Some of these particles settle to the bottom of the oil pan in the form of sludge. The smaller, lighter particles are carried along with the oil. If they are allowed to stay in the lubricating system too long, these particles can cause quick engine wear and bearing failure.

The proper time to change the oil depends on three things: the condition of the car; driving conditions and driving habits; and weather conditions. Under average driving conditions it is recommended that the oil be changed every 1,000 to 2,000 miles. Driving in cold weather, under "stop and start" conditions, in the dusty city may make it necessary to change the oil as often as every 500 miles. On the other hand, on long trips, over good dust-free roads, the engine operates better and the oil can be changed every 2,000 to 4,000 miles.

QUESTIONS

1. Engine wear is caused by __________ between the moving parts.

2. Oil used in the engine also serves to:
   a) speed the engine
   b) slow up the engine
   c) absorb some of the engine heat.

3. Oil wears out with use. TRUE or FALSE?

4. The thickness of oil is called its __________.

5. Oil changes are usually recommended every __________ to __________ miles.
A.S.A.-"E and D"

MANPOWER DEVELOPMENT TRAINING PROGRAM

T. O. #19

LANGUAGE LESSON for: ENGINE LUBRICATION

1. Blackboard Phrases:
   - the sound of "oi"
   - oil crankcase
   - skin ointment
   - employment office
   - doctor's appointment
   - employee benefits

   - truck convoy
   - destroy the engine
   - aluminum foil
   - clean the toilet
   - moisture proof

II. Blackboard Sentences:

1. When housekeeping chores are shared, everyone takes turns cleaning the toilet.
2. The men got increased employee benefits instead of a raise.
3. The attendant made a doctor's appointment for the evening, after work.
4. The doctor prescribed a skin ointment for his rash.
5. The men in the car wash department wear moisture-proof clothing.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A.-"E and D" T. O. #19

HOMEWORK ASSIGNMENT for: ENGINE LUBRICATION

fill-in

NAME __________________ CLASS ______ DATE _______ TEACHER ____________

1. A group of trucks traveling together is called a __________

2. The doctor could not see him because he had forgotten to make an __________

3. If the dirty oil is not changed, it will __________

4. The attendant should protect his eyes from leaking oil when he is draining the __________

5. __________ clothing should be worn in damp or wet places.
I. Blackboard phrases to introduce:

TROUBLESHOOTING

keep a sharp lookout refer a patient
the customer complains the car specialist
from the symptoms check the areas
make a diagnosis judge the cause of a breakdown
locate the cause an accurate picture
special testing equipment the complete repair
emergency treatment

II. Blackboard sentences:

1) It can't hurt to ask the customer how the car has been behaving.

2) From the symptoms, he knows what tests are needed to get to the cause of the trouble.

3) You will also learn to use many pieces of testing equipment like the hydrometer, the battery check, the volt and ampere tester.

4) There are times when the cause of the trouble is too complicated for the attendant to handle.

5) An attendant refers the car to the car specialist, the mechanic, when he finds trouble he cannot handle.
TROUBLESHOOTING

A good attendant has the opportunity to look for and find trouble spots in a car while it is being serviced at the pump. But, in addition to keeping a sharp lookout for trouble spots, it can't hurt to ask the customer how the car has been behaving, and whether it has given him any trouble lately.

If the customer complains that the car has been acting funny, or that there seems to be something wrong somewhere, this is an opportunity for the attendant to check to find what is wrong.

If a man goes to a doctor with complaints about pain in his chest, the doctor begins to check what he thinks may be the cause of the chest pain. He has some ideas about the cause of the trouble before he begins to make the tests. From the symptoms, he knows what tests are needed to get to the cause of the trouble.

In the same way that a doctor makes a diagnosis of an illness, troubleshooting is used to find the cause of a car's breakdown.

Troubleshooting is usually done before the car is taken apart. This is done so that the customer will have an estimate or an idea about the size
of the repair bill. Troubleshooting helps to locate the cause, and saves time on the repair.

There are two types of troubleshooting. In one type of troubleshooting, the attendant will judge the cause of the breakdown without using testing equipment. If he suspects the cause of the failure, he can then check the car with special equipment. The use of modern equipment gives you an accurate and exact picture of the trouble.

But there are times and situations when it is impossible to do a complete test, and a quick test has to be made. Special hospital testing equipment cannot be taken to the scene of an accident, when a patient has to be given emergency treatment. The same is true for a car. If the car is stuck on the road, a quick test is the best service that can be given.

When the car is brought into the station, it will be possible to make all of the necessary tests, to check the cause of the breakdown. The complete repair can then be made.

There are many quick tests for trouble which you will learn to do. You will also learn to use many pieces of testing equipment, like the hydrom-
eter, the battery check, the volt and ampere tester, to check the output of the generator.

But there are times when the cause of the trouble is too complicated for the attendant to handle. In such cases, the help of the manager or station mechanic is needed. A doctor will refer a patient to a specialist for special treatment, after he has found that he cannot treat the illness. An attendant refers the car to the car specialist, the mechanic, when he finds trouble he cannot handle.
TROUBLESHOOTING

QUESTIONS

1) Troubleshooting helps to locate the _________ of car trouble, and saves time on the repair.

2) If a car is stuck on the road, the attendant should:
   a) give the car a complete check
   b) make a call to a towing service
   c) do a quick test to find the trouble

3) To check the output of the generator, an attendant should use:
   a) the hydrometer
   b) the volt and ampere tester
   c) the dipstick

4) If the attendant cannot locate the cause of the trouble, he should get the help of the station _________.

5) A quick test to find the trouble is the best service that can be given to a car in road emergency. True or False?
Language Lesson for: TROUBLESHOOTING

1. Blackboard Phrases:

   compound words
   
   lookout  room
   outlook   bedroom
   breakdown  bathroom
   breakthrough  roommate
   heartbreak  courtroom
   troubleshooting
   troublemaker  crime
   income
   outcome
   welcome
   door
   outdoor
   indoor
   doorway  watch
   doorman  wristwatch
   doorstop  watchman
   stopwatch
   house
   courthouse
   housewear
   household
   housekeeper
Combine one part from column "A" with a part from column "B" to form a compound word. List 8 words you have made.

<table>
<thead>
<tr>
<th>&quot;A&quot;</th>
<th>&quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>watch</td>
</tr>
<tr>
<td>court</td>
<td>trouble</td>
</tr>
<tr>
<td>maker</td>
<td>through</td>
</tr>
<tr>
<td>break</td>
<td>room</td>
</tr>
<tr>
<td>watch</td>
<td>out</td>
</tr>
<tr>
<td>mate</td>
<td>house</td>
</tr>
<tr>
<td>in</td>
<td>wrist</td>
</tr>
<tr>
<td>stop</td>
<td>come</td>
</tr>
</tbody>
</table>
I. Blackboard phrases to introduce:

**GAUGES AND METERS**

- a measuring device
- failure of the thermostat
- the inconvenience
- indicate engine temperature
- pumped through the engine
- close to the boiling point
- clogged or punctured hoses
- the approximate amount
- defective oil pump
- incorrect gas mixture
- normal oil pressure varies
- abnormal reading
- electric energy
- the ammeter shows discharge

II. Blackboard sentences.

1) Any word that has *gauge* or *meter* in it, has to do with measuring.

2) Cooled water from the radiator is pumped through the engine constantly, to help prevent overheating.

3) The oil pressure gauge shows whether or not there is enough pressure to pump the lubricating oil to parts where it is needed.

4) The indicator on the ammeter shows how the supply of electric energy in the battery is being used.

5) The battery should be checked regularly and supplied with water above the battery plates.
GAUGES AND METERS

All cars use gasoline, water, oil and electricity. There are several gauges and meters on the instrument panel of a car which give information about these items. Other gauges show the car speed and distance traveled.

A gauge, or meter, is a measuring device. You can be sure that any word that has gauge or meter has to do with measuring.

The gasoline gauge shows the approximate amount of gasoline in the tank. The tank should be kept well filled to avoid the inconvenience and embarrassment of running out of gas. Also, the vapor in a tank that is not well filled tends to condense, and this results in water in the gasoline.

The car also has a temperature gauge. A car engine normally heats when it runs, and a gauge is needed to indicate engine temperature. Cooled water from the radiator is pumped through the engine constantly to help prevent overheating. Most automobile engines operate normally with water temperature between 160 and 180 degrees Fahrenheit. If temperature rises close to the boiling point -- 212 degrees, the cause of trouble must be found. It may be any of the following:
Insufficient water in the radiator
Clogged, punctured, soft, or weakened hoses
A worn or broken water pump
A leaking radiator
Failure of the thermostat to operate properly
A broken or slipping fan belt
Radiator clogged with mud or insects
Insufficient oil in the crankcase
Clogged oil line or defective oil pump
Improperly timed ignition
Incorrect "gas" mixture
Excessive heavy pulling

The **oil pressure gauge** shows whether or not there is sufficient pressure to pump the lubricating oil to parts where it is needed. Normal oil pressure varies in different makes and models of cars. Any abnormal reading on this gauge indicates trouble. On some cars, a red light shows when pressure is down.

The **ammeter** measures the flow of electric current to and from the storage battery. The indicator on the am-
The ammeter shows how the supply of electric energy in the battery is being used. On some cars, a red light flashes on when current is used faster than the generator produces it.

If the ammeter shows DISCHARGE when all electrical switches are turned off, or when the engine is running rapidly, the battery will run down and have to be recharged.

The battery itself should be checked regularly and supplied with clean water, preferably distilled, to keep the level of the liquid above the battery plates. If the plates dry, battery life is greatly shortened. It is a good practice to check the battery water every time the gas tank is filled.

The speedometer reading should be checked frequently when driving. With today's fast, easy-driving cars, only the speedometer may tip you off to the fact that you are driving faster than you think. This is especially true on highways and turnpikes.

The odometer, located next to the speedometer, indicates the number of miles the car has traveled.
GAUGES AND METERS

QUESTIONS

1) It is a good idea to keep the gas tank well-filled because:
   a) it is cheaper in the long run.
   b) the car will run better with a full tank.
   c) it is inconvenient and time-wasting to run out of gas.

2) The temperature gauge in a car is always the same as the outside temperature. True or False?

3) Three possible causes of engine overheating are:
   a) 
   b) 
   c) 

4) The level of water in the battery should be _______ the battery plates.

5) The odometer measures the driving speed. True or False?
1. Blackboard Phrases:  

<table>
<thead>
<tr>
<th>Meter</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>hydrometer</td>
<td>measures water (hydro)</td>
</tr>
<tr>
<td>speedometer</td>
<td>measures speed</td>
</tr>
<tr>
<td>thermometer</td>
<td>measures heat or temperature</td>
</tr>
<tr>
<td>ammeter</td>
<td>measures electric current flow to and from</td>
</tr>
<tr>
<td></td>
<td>storage battery</td>
</tr>
<tr>
<td>odometer</td>
<td>measures mileage traveled</td>
</tr>
<tr>
<td>barometer</td>
<td>measures air pressure</td>
</tr>
<tr>
<td>fathometer</td>
<td>measures depth of the ocean in fathoms (6 miles)</td>
</tr>
<tr>
<td>ohmmeter</td>
<td>measures ohms - or resistance</td>
</tr>
<tr>
<td>multimeter</td>
<td>measures current, a.c. and d.c. voltage, and</td>
</tr>
<tr>
<td></td>
<td>resistance. A combined ohmmeter and ammeter.</td>
</tr>
</tbody>
</table>
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A.-"E and D" T.O. #21

HOMEWORK ASSIGNMENT: GAUGES AND METERS

NAME ________________ CLASS ________________ DATE ________________ TEACHER ________________

1. An instrument that measures the depth of the ocean is the __________.

2. To measure units of resistance, and __________ is used.

3. The number of miles a car has traveled is indicated on the __________.

4. The __________ is used to test the condition of the antifreeze.

5. The flow of current to the storage battery is measured by the __________.
I. Blackboard phrases to introduce:

**THE POWER TRAIN**

acts like a drawbridge reverse-gear for backing up
disconnect the crankshaft a soft steel drift
gears of different sizes case hardened parts/releases the clutch choose the right gear/high-gear for cruising mounted in the front/the differential gears the balance of the car

II. Blackboard sentences:

1) When you use the clutch pedal to shift gears, you are connecting or disconnecting the crankshaft and the transmission.

2) In standard shift cars, the driver chooses the right gear by moving a lever.

3) The power travels from the transmission back through the drive shaft, to the rear axle.

4) The differential gears are located between the two rear axles.

5) There are some cars where the transmission is placed in the rear.
THE POWER TRAIN

The "power train" is a series of parts which carry the power from the crankshaft of the engine to the rear wheels.

The parts that make up the power train, in order, are: the clutch, the transmission, the drive shaft, the differential gears, and the rear axle.

The clutch is the part that connects the engine to the power train. The clutch acts like a drawbridge. When you use the clutch pedal to shift gears, you are connecting or disconnecting the crankshaft and the transmission.

The power travels from the clutch to the transmission. The transmission is a box that contains gears of different sizes. In standard shift cars, the driver chooses the right gear by moving a lever called a gear shift. He steps on the clutch pedal and releases it as he moves the gear shift. He uses low gear to start the car; second gear to gain speed; high gear for cruising; and reverse gear for backing up. Cars with automatic transmission save the driver the job of changing gears in forward speeds.

Transmission repair is a highly specialized type of work. Very often,
the transmission has to be taken apart because of worn or broken bearings or gears. In shops where transmission work is done, only a soft face hammer or a soft steel drift is used on the case-hardened parts.

In most cars, the transmission is mounted in the front of the car. The power travels from the transmission back through the drive shaft to the rear axle. The rear axle moves up and down when the car goes over bumps. There are some cars where the transmission is placed in the rear of the car. In these cars there is no raised part on the floor that goes down the center of the car. The balance of the car is also improved.

Back of the drive shaft are the rear axle gears. They carry the power to the rear wheels. The differential gears are located between the two rear axles. When a car goes around a corner, these gears allow one rear wheel to turn faster than the other.

There are cars and trucks which have four-wheel drive, where power is sent to all the wheels. Some European cars have front-wheel drive only.
THE POWER TRAIN

QUESTIONS

1. The clutch acts like a drawbridge connecting the crankshaft and the __________

2. The transmission of a car is always found up front. True or False?

3. Most often the transmission has to be repaired because:
   
   a) the car has been driven more than 50,000 miles.

   b) the bearings or gears are broken or worn out.

4. Power for the rear wheels is provided by the __________ __________ gears.

5. The __________ gears allow one wheel to turn faster than the other.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D"  T. O. # 22

LANGUAGE LESSON FOR: THE POWER TRAIN

Blackboard Phrases: -- The Sound Of "00"

- cruising speed  the cooling system
- bruises and cuts  toolroom helper
- move the lever  crude oil
- remove the sludge  glue pot
- improved performance  blue paint
- choose the gear  screws and bolts
- loosen the lugs  chew your food
- brake fluid
FILL-IN

1. A word that describes a condition that is better than before is ________.

2. High gear is best for ________ speeds.

3. Oil that has not been refined is called ________ oil.

4. Before a wheel can be ________, the lugs must be ________.

5. Your digestion will improve if you ________ your food more carefully.
MANNPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADOLE SCENT TRAINING CENTER

Basic Education Department

I. Blackboard phrases to introduce:

**HOLDING THINGS TOGETHER - FASTENING DEVICES**

- A particular fastener is chosen to
- Be familiar with the fastener
- In repairing or replacing parts
- Make decisions about tools
- The most common types of fasteners
- Bolts and screws are similar
- Both ends are threaded
- Measure the pitch of threads
- The exposed end
- According to their length
- Phillips-head screw
- Cause damage to the finish
- Rivet is flattened

II. Blackboard sentences:

1) Most stations store fasteners in cabinets with many small drawers which are

   labelled with the name of the fastener found inside.

2) There are many varieties of bolts, screws, pins, and rivets.

3) Bolts and screws are usually marked according to their length, shape of

   head, diameter, and the number of threads per inch.

4) The pitch is the distance from one thread to another.

5) In addition to the familiar straight slot-screw, the Phillips-head screw,

   and the Allen-type screw, are often used in automotive work.
There are many different devices used for fastening different parts together in the modern automobile. Why a particular fastener is chosen for a certain job can depend on many things: the materials it is holding together; its position in the car; whether it will ever have to be taken out or changed; whether or not it will show; and the kinds of tools used in installing the fastener.

It is important for anyone working in a service station to be familiar with the fasteners and their uses. Most well-run stations have cabinets to hold these fasteners in the tool room. These cabinets have many small drawers which are labeled with the name of the fastener found inside.

In repairing or replacing parts in a car, it is often necessary to break the bolt or rivet that is holding a part in place. This is particularly true in older cars where the parts have had a great deal of wear. It is always a good idea for an attendant to take a good look at the part he is servicing before beginning any work. This will enable the attendant to see what the trouble is, but also let him get a good look at how the part is placed, and to see what kinds of fasteners are used; to make decisions.
about what tools and parts he will need to do the job; and to decide what his plan of work will be.

The most common types of fasteners are bolts, screws, pins and rivets. There are many varieties in each group. Bolts and screws are similar in that they both have heads and threaded parts. A bolt usually extends beyond the materials it is holding together and needs a nut on the exposed end of the bolt to finish the job.

A stud is a special type of bolt which has no head. It is often found in engine cylinders. Both ends of the stud are threaded. One end is screwed into the cylinder, another part is placed on the stud, and then a nut is placed on the exposed end of the stud and tightened. In this way all the parts are held together.

Bolts and screws are usually marked according to their length, shape of head, diameter, and the number of threads per inch. A special type of gauge is used to measure the pitch of threads. The pitch is the distance from one thread to another.

Most bolts have hexagonal or six-sided heads. They are usually called "hex-head" bolts. Machine screws have heads that come in many shapes and are installed with a screw driver. In addi-
tion to the familiar straight slot screw, the Phillips-head screw and the Allen type screw (set screw) are often used in automotive work. These require special screwdrivers and are used because their installation is less likely to cause damage to the finish of the car.

One special type of screw is known as a sheet metal screw or a self-tapping screw. It has a tapered point and will cut its own threads as it is screwed into the sheet metal. These screws are used to hold sheet metal parts together. A hole is first punched or drilled into the sheet metal, and then the screw is turned into the hole.

A rivet is a metal pin with a head on one end. It also holds two parts together. After the rivet is passed through the holes in the parts to be joined, the small end of the rivet is flattened into a head by means of a rivet set or the peen end of a ball peen hammer.

In addition to holding pieces of metal together, rivets are also used for fastening brake linings to brake shoes.
MANPOWER DEVELOPMENT TRAINING PROGRAM
BROOKLYN ADULT TRAINING CENTER

Basic Education Department

Name ___________________ Class ___________ Date ___________ Teacher ___________________

BUILDING THINGS TOGETHER - FASTENING DEVICES

QUESTIONS

1) In most stations, fasteners are stored in ___________ ___________ in cabinets.

2) Sometimes it is necessary to break the bolt or rivet, particularly in:
   a) cheaper model cars
   b) sports cars
   c) older cars

3) A stud has a large head. True or False?

4) Bolts and screws are usually marked according to:
   a) 
   b) 
   c) 

5) A self-tapping screw is known as a ___________ ___________ screw.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A. S. A. - "E and D" T. O. #23

LANGUAGE LESSON: HOLDING THINGS TOGETHER - FASTENING DEVICES

1. BLACKBOARD PHRASES: The Sound Of "CO"

push and pull   foot brakes
lift the hood   pulley system
crooked line    sugar-coated
worn bushings   hook and ladder
seat cushion    wood finish

11. BLACKBOARD SENTENCES:

1. The mechanic replaced the worn bushings in the motor.

2. Dual-controlled autos have double foot brakes.

3. Sometimes a seat cushion helps give a driver a better view of the road.

4. Leaking gas stained the wood finish of the station wagon.

5. A pulley system was used to lift small tools to the second floor toolroom.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D" T. O. # 23

HOMEWORK ASSIGNMENT: HOLDING THINGS TOGETHER

NAME________________ Class________ Date________ Teacher________

1. A system of mechanical power which uses a rope or a wheel is called a __________ _________.

2. The service station sells many different kinds of __________ ________ to give the driver a better view of the road.

3. The __________ ________ work on hydraulic power.

4. The mechanics had to __________ and __________ to remove the broken wheel axle.

5. The attendant must remember to __________ the ________ and check the oil and water.
I. Blackboard phrases to introduce:

**STEPPING ON THE BRAKES**

<table>
<thead>
<tr>
<th>phrase</th>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>good braking action</td>
<td>set the brakes fully</td>
</tr>
<tr>
<td>hydraulic pressure</td>
<td>improper lubrication</td>
</tr>
<tr>
<td>forces the brake fluid</td>
<td>making brake adjustment</td>
</tr>
<tr>
<td>pistons in the wheel cylinders</td>
<td>during this inspection</td>
</tr>
<tr>
<td>amount of pressure applied</td>
<td>the brake fluid level</td>
</tr>
<tr>
<td>over a period of time</td>
<td>manual bleeding method</td>
</tr>
<tr>
<td>pressure tank method</td>
<td>cleaned satisfactorily</td>
</tr>
<tr>
<td></td>
<td>the manufacturer’s specified level</td>
</tr>
</tbody>
</table>

II. Blackboard sentences:

1) Stepping on the brake pedal forces fluid out of the master cylinder, through the tubing or brake lines, and into the wheel cylinders.

2) Each time the brakes are applied, a small amount of brake lining is worn away.

3) The first step in checking or making brake adjustments is to remove one of the front wheels and inspect the brake lining.

4) From time to time, you get a "spongy" feel when the brake pedal is pushed down.

5) "Bleeding" is a process used to remove air from the hydraulic system.
STEEPPING ON THE BRAKES

With good brakes and a dry road it takes almost the length of a football field to stop a car moving 70 miles per hour. Even at slower speeds, the need for good braking action should be a major concern of both the driver and the man who services the car.

Early automobiles had brakes only on the rear wheels. Cars today have brakes on all four wheels.

Most brakes today operate by hydraulic pressure. The hydraulic braking system consists of a master cylinder and brake pedal, one or two wheel cylinders at each wheel, tubing which connects the master cylinder to the wheel cylinders, the brake shoes, the brake drums, and hydraulic brake fluid.

Stepping on the brake pedal forces brake fluid out of the master cylinder, through the tubing or brake lines, and into the wheel cylinders. (Hydraulic brakes can be compared to a rubber glove that is filled with water. When it is squeezed an equal pressure is sent to all the fingers. When the brake pedal is pushed down, equal pressure is sent to all parts of the brake system.

Pistons in the wheel cylinders force the brake shoes outward against the brake
drums. The friction between the brake shoe lining and the brake drums causes the car to slow down or stop, depending on the amount of pressure applied.

Power brakes use power from the engine to force the fluid to the cylinders when the driver presses the brake pedal. Power brakes make stopping the car much easier and require less foot pressure.

Making Brake Adjustment

Each time the brakes are applied, a small amount of the brake lining is worn away. Over a period of time this normal wear creates a large space between the brake lining and the brake drum. This large space means that the brake pedal must be pushed down further to get the right pressure. Generally, if the driver has to push the brake pedal more than half-way to the floor of the car, he can tell that this space is too large. The brake pedal should never have to be "pumped" to set the brakes fully.

The first step in checking or making brake adjustments, is to remove one of the front wheels and inspect the brake lining. If the lining is worn the brake shoes should be relined or replaced. Care must be taken during this inspection to avoid getting dirt, grease or oil on the linings. The amount of lining wear found on this one wheel is a good indica-
tion of the amount of wear on the other three wheels. If the lining thickness on the first wheel is all right, the other wheels will not have to be removed for inspection.

Sometimes the brake shoes need to be adjusted. A star wheel adjusting screw is used to move the shoe closer to the brake drum. Each wheel may be jacked up separately or all four may be raised off the floor to make this adjustment.

The next step is to check the brake fluid level in the master cylinder and add fluid, if necessary, to the manufacturer's specified level.

From time to time, you get a "spongy" feel when the brake pedal is pushed down. This is due to air in the brake system. Air can enter the system when the fluid level in the master cylinder becomes low, or whenever any part of the system is taken apart, or through leaks in the system. "Bleeding" is a process used to remove air from the hydraulic system. This can be done by either the manual bleeding method or the pressure tank method. When using either method, care must be taken to avoid getting dirt and grease into the system.

Other troubles such as uneven or grabbing brakes may be caused by grease
and oil on the linings due to improper lubrication, worn grease seals, or careless handling of brake linings. A leaking wheel cylinder will also cause grabbing brakes when the brake fluid gets on the linings. Linings soaked with grease, oil, or brake fluid must be replaced since they cannot be cleaned satisfactorily.

The braking system should be checked periodically for wear, leaks, and safe braking action. Repairing brake troubles quickly will give everyone the insurance of safe driving.
STEPPING ON THE BRAKES

QUESTIONS

1) Most brakes today operate by ________

2) The brake fluid is in the ________

3) The car is stopped because of:
   a) the friction between the brake pedal and the master cylinder.
   b) the friction between the power brake shoe lining and the brake drum.
   c) the friction between the brake shoe lining and the brake drums.

4) Hydraulic brakes may be compared to:
   a) a rubber shoe
   b) a pressure meter
   c) a rubber glove

5) Pistons in the wheel cylinders force the brake shoes outward against the brake drums. True or False?
A.S.A. - "E and D"

Language Lesson:

1. **Blackboard Phrases:** Prefix - *man* - (hand)

   manual labor without machines

   manual operation

   careful manipulation

   manuscript

   Prefix - *auto* - (self)

   automatic - automation

   automobile

   auto-suggestion

   autograph

   autobiography

   autonomy

   autopsy

   autotype - a process of permanent photographic printing which reproduces works of art in monochrome.
FILL-IN

1. A job that is done without the help of machines is called 
   a ________________ operation.

2. The opposite of manual control is ______________ control.

3. Another name for signature is ________________.

4. A nation that is independent or self-governing is an ____________.

5. The act of molding or shaping an object by hand is called ____________.

6. Experts fear that many workers will lose jobs because of ____________.
I. Blackboard phrases to introduce:

**STOPPING DISTANCES**

modern passenger cars  directional control
a qualified driver  a considerable amount of time
a tremendous effect  the reaction time
the road adhesion  apply the brakes
the operating efficiency  except for emergencies
maximum stopping action  various road conditions

II. Blackboard sentences:

1. Except for great emergencies, the good driver brakes without sliding his wheels.

2. One of the most important points to remember is the tremendous variation in stopping distances.

3. Poor brake adjustment lowers the operating efficiency of the brakes.

4. The stopping distance speed may be thirteen times as long on an icy road as under good road conditions.

5. As car speed increases, the road adhesion is less.
A chart has been prepared which shows stopping distances for modern passenger cars under different kinds of road conditions. The chart shows minimum stopping distances for skilled operators under ideal test conditions, average stopping distances which may be attained by average drivers of cars in good condition on normal, dry, paved roads, and stopping distances under winter conditions of packed snow or dry ice.

With good brakes and a qualified driver, the distance required to stop a motor vehicle depends on three factors: 1. speed, 2. the nature of the road surface, and 3. the condition of the tires. The effect of road conditions on stopping is great. The stopping distance speed may be thirteen times as long on an icy road as under good conditions. Car speed also has a tremendous effect on stopping distance.

The braking distance from 40 MPH is almost five times greater than that from 20 MPH, and the distance from 80 MPH is nearly 20 times greater than that from 20 MPH. Moreover as car speed increases, the road adhesion is less and the stopping distances longer.

Tire condition is of great importance. On wet roads, badly worn or "bald" tires are not as safe as tires with good treads.

Worn brake linings or poor brake adjustment lowers the operating efficiency of the brakes, making it impossible to get maximum stopping action between the tires and the road.

In practice, shortest stopping distances are obtained when the tires are sliding, but directional control is lost completely. Except for great emergencies, the good driver brakes without sliding his wheels, thus bringing the car to a stop under directional control.
Another important point to remember is that the total stopping distance is not only that distance over which the brakes are applied, but the extra distance traveled including the reaction time of the driver. A considerable amount of time is required to move the foot to the brake pedal and apply the brakes. For the average driver this time is about three-quarters of a second—time enough for the car to travel a considerable distance.

One of the most important points to remember is the tremendous variation in stopping distances with speed and under various road conditions.

When driving a car in traffic, or at high speed on the open road, do not take for granted that a stop can be made on a dime. There may be many factors working against you.

**EIGHT FACTORS WHICH AFFECT STOPPING:**

1. Speed  
2. Driver skill and alertness  
3. Condition of brakes  
4. Surface of road; type, wet or dry, rough or smooth  
5. Leaves, mud or dirt on the road surface  
6. Tire condition; tread wear  
7. Reaction time  
8. Chains; on ice or snow

**QUESTIONS**

1. The condition of the road is of little importance in stopping a car.  
   TRUE or FALSE?

2. A good driver brakes without sliding his wheels, and stops the car under _________.

3. For the average driver, it takes ________ to move the foot to the brake pedal.  
   a) about five minutes  
   b) three quarters of a second  
   c) about one second

4. Stopping distances never vary. TRUE or FALSE?

5. The time it takes for the driver to apply the brakes is called the _________.

-2-
MANPOWER DEVELOPMENT TRAINING PROGRAM

Language lesson for Stopping Distances:

I. Blackboard phrases: the sound of (zh)

<table>
<thead>
<tr>
<th>auto collision</th>
<th>final decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>road adhesion</td>
<td>metal corrosion</td>
</tr>
<tr>
<td>precision instruments</td>
<td>draw a conclusion</td>
</tr>
<tr>
<td>fusion of parts</td>
<td>job revision</td>
</tr>
<tr>
<td>loss of vision</td>
<td>color television</td>
</tr>
<tr>
<td>exposure to weather</td>
<td>leisure time</td>
</tr>
<tr>
<td>pleasure trip</td>
<td>measure the oil</td>
</tr>
<tr>
<td>safety measures</td>
<td>unusual conditions</td>
</tr>
</tbody>
</table>

II. Blackboard sentences:

1. The tow truck brought in the two cars which had been in an auto collision.
2. Good tires will provide good road adhesion and help prevent skidding.
3. Welding and soldering are methods of producing fusion of parts that are made of metal.
4. A large selection of road maps is kept on the rack for summer pleasure trips.
5. Proper greasing and oiling will help prevent corrosion of metal parts.
Homework Assignment: Stopping Distances

Name __________________________ Class ______ Date _____ Teacher ____________

Fill-in

1. A clean dip stick is used to __________________________ in the crankcase.

2. Modern testing equipment and __________________________ make it easier for the mechanic to find mechanical troubles.

3. Auto travel has increased since people work fewer hours and have more __________________________.

4. Safety measures must be taken to protect the eyes and to prevent __________________________ while on the job.

5. An auto service attendant must dress properly so that he can take __________________________.
MANPOWER DEVELOPMENT TRAINING PROGRAM

TEACHER'S GUIDE

BLACKBOARD PHRASES TO INTRODUCE:

- smoke and fog
- a serious problem
- a severe case
- weather-trap
- breathe dirty air
- two pounds of poison
- cars and other vehicles
- protect our health

AIR POLLUTION

- the smog capital
- angry citizens
- the federal government
- air quality act
- local authorities
- control the fumes
- strong measures
- stop burning trash

BLACKBOARD SENTENCES:

1. Weather-traps prevent the poisons in the air from blowing away.

2. Los Angeles is a good example of a city that fights air pollution.

3. The president has asked Congress to pass a strong anti-pollution law.

4. Instead of burning trash, we should use trash for land fill.

5. We need to take strong measures to control air pollution.
SMOG is a word which people in London made up. Letters from the words SMoke and fOG combine to make SMOG. It is smoke and fog which together give us dirty air. A word used more often in the United States is air "pollution".

No matter what you call it such air is dangerous. Many towns and cities in the United States already have a very serious problem. As long as 20 years ago, a town in Pennsylvania had such a severe case of smog, that many people in the town became sick from breathing the air. Twenty people died.

What makes polluted or dirty air? Furnaces, factories, trash-burning, automobiles, trucks, and buses are smoke makers. They send dirt up into the air. On most days the winds carry enough dirt away so that people do not become sick. However, on some days there are "weather-traps." Then the dirty air is not blown away. It stays where people have to breathe it.

A city like New York puts two pounds of poison into the air for each person each day. New York had a scare around Thanksgiving time in 1966. A weather trap kept all that poison from blowing away. No one knows when such a time may come again.
Los Angeles has been called the "smog capital" of the world. The air became so bad there that angry citizens said that something had to be done. They have been fighting smog for a long time and have done a lot to stop air pollution. Los Angeles is now a good example for other cities which are working to get rid of dirty air.

All of us need to breathe pure air and drink pure water. The federal government has left the cleaning up of dirty water to the states. The states also take care of the water. But air is harder to control.

Congress passed the Clean Air Act of 1963. This helped the fight, but it was not enough. Now the President has asked for a new law. He asked Congress to pass the Air Quality Act of 1967. If Congress passes this act, we can hope for the following results:

1. Industries will have to control the amount of poison they allow to go into the air.
2. Local authorities will control the pollution of air.
3. Cars and other vehicles will have to control the fumes they make.
4. Enforcement of the new law will be speeded up.

5. More studies will be made to find out how to reduce pollution from fuels.

6. More effort will be made to understand and control all kinds of pollution.

Scientists tell us we can have clean air. They know how to get it. We must want them very strongly—strongly enough to see that our politicians do what is necessary.

We will have to stop burning trash. We can use it for land fill. We may have to stop using gasoline or diesel oil to run cars. We might use electric cars, at least in cities. We need to take strong measures. Some will be expensive. But whatever it costs to protect our health must be spent. Life itself is at stake.
1) Three sources of dirty air are:
   a) 
   b) 
   c) 

2) New York City had a serious smog scare:
   a) during the summer dry spell.
   b) Thanksgiving time, 1966.
   c) Christmas time, last year.

3) The smog capital used to be in _________

4) One answer to air pollution is to use

5) Instead of burning trash, we can use
   it for _________
I. Language Lesson for:

**AIR POLLUTION #26**

- breathe pure air
- weather traps
- breather cap
- other vehicles
- bathe in oil
- lathe operator
- local authorities
- Plymouth sedan
- Thanksgiving time
- health hazard
- oil bath
- wire lath

II. Blackboard sentences:

1. Air pollution is considered a major health hazard.
2. After a few months of training, Mr. Smith became a first class lathe operator.
3. The plasterer put the first coat of fresh plaster on the wire lath.
4. Weather traps prevent the dirt in the air from being blown away.
5. Local authorities need help in solving the problem of air pollution.
MANPOWER DEVELOPMENT TRAINING PROGRAM

Homework Assignment for:

AIR POLLUTION #26

NAME_________________ CLASS_______ DATE_________ TEACHER_____________________

FILL-IN

1. Mister Withers was ready to trade in his Buick station wagon for a new ________.

2. It is necessary for people to ________ ________ ________ ________ to prevent lung disease.

3. The Federal Government has had to help ________ ________ to control air pollution.

4. Before plaster can be applied, a ________ ________ must be set up.

5. The attendant forgot to replace the ________ ________ on the car.
MANPOWER DEVELOPMENT TRAINING PROGRAM

a.s.a.-"c and d" TEACHER'S GUIDE T.O. #27

BLACKBOARD PHRASES TO INTRODUCE:

THE RETURN OF THE ELECTRIC CAR

history repeats itself electric self-starter
high society pneumatic tire
battery-powered cars greater comfort
land speed record recharge the batteries
hand-finished refill the gas tank
gasoline-driven car car designers
hundreds of pounds charge it up!

BLACKBOARD SENTENCES:

1. By 1925, electric cars were on the way out, and gas-powered cars were on the way in.
2. With pneumatic tires a car can travel greater distances in greater comfort.
3. Air pollution is one of the main reasons electric cars may be coming back.
4. The electric car is silent and does not pollute the air.
5. The problem with the electric car has always been the size of the battery.
But now, the electric car is coming back. Ford Motor Company expects to produce electric cars by 1977. Other companies are working on the same idea. Why?

Air pollution is one of the main reasons. Gasoline motors cause 50 to 60 per cent of all air pollution. One expert says life for man will end within 100 years unless something is done about air pollution now.

We must have transportation. But to stop air pollution we must cut down on gas engines. How can we have transportation and no pollution? The answer may be the electric car!

The electric car is easier to build and run than the cars we have today. It is silent and does not pollute the air. It needs very little repair work. The motor will work for years without attention.

Car designers know electric cars work. The problem has always been the size of the battery. It is big (hundreds of pounds) and runs down quickly.

This problem is almost solved. The Ford Motor Company has designed a new type of battery. It is high in energy and light in weight. The battery can power a car for 125 miles. Other companies are working on other forms of battery power.

In 10 years, you won't say "Fill it up, please" when you drive into a service station. Instead, you will say, "Charge it up, please."
They say that history repeats itself. And history is about to repeat the introduction of the electric car.

At one time the electric car was very popular. England began using electric taxi cabs and buses in the 1880's. The electric car was the "in" thing for high society in London, Paris and New York. Battery powered cars were everywhere.

The world's first land speed record was made by a battery powered car. It traveled at an amazing speed of 39 miles and hour.

At one time, over 80 companies were making cars in the United States. The cars were built by hand and finished with as many as 23 coats of varnish. There was even a vase for flowers on the dashboard.

But the electric car disappeared. The gas powered cars we know today replaced it. Why?

There are many reasons. One of them was cost. A good electric car cost about $3,250. You could buy a good gasoline driven car of the same quality for about $1,700 or $1,800.

The batteries were another problem. The batteries went dead after 50 miles or less. You could not travel far unless you knew where to get them recharged along the way.

By 1925, electric cars were on the way out, and gas powered cars were on the way in. The development of the electric self-starter and the pneumatic tire also helped to kill the electric car. These tires meant you could travel farther in greater comfort and only the gas powered cars could travel these distances. It took only minutes to refill the gas tank. It took hours to recharge the batteries of an electric car.
QUESTIONS

1. The electric car is a new idea for the future.
   TRUE or FALSE?

2. The reason that electric cars disappeared was:
   a) people were afraid of batteries
   b) cars with gas engines cost almost half as much
   c) Electric cars made too much noise.

3. One of the problems with electric cars was the need to _________ very often.

4. The biggest problem with electric cars is the _________ of the battery.

5. The Ford Motor Company has already developed a battery that can power a car for _________ miles.
LANGUAGE LESSON FOR THE RETURN OF THE ELECTRIC CAR

1. BLACKBOARD PHRASES: the prefix "re" - (back, again)
   - repeat the question  refill the gas tank
   - the return of the car  recharge the batteries
   - replace the parts  reduce the speed
   - tire retread  oil refinery
   - refinish the body  repaint the hood
   - restore the finish  recap the tire

2. BLACKBOARD SENTENCES:
   1. The car could not be repaired until there was a replacement of the broken parts.
   2. The dealer tried to sell him a tire with a retread.
   3. The car shone after the body was refinished.
   4. In bad weather, it is wise to reduce driving speed.
   5. The man brought his car in to have the battery recharged.
A.S.A.-"E and D"  #27

HOMEWORK ASSIGNMENT  "THE RETURN OF THE ELECTRIC CAR"

Name__________________  Class__________  Date__________  Teacher__________________

FILL IN THE CORRECT ANSWER:-

1. A place where gas and oil are purified is called a _____________.

2. In bad weather, signs on turnpikes warn drivers to _____________.

3. Instead of a new set of tires, Mr. Wright bought ____________ed tires.

4. A good coat of wax will ____________ on a dull car.

5. After traveling 400 miles, Mr. Johnson had to ____________.
Introductory blackboard phrases for: YOUR GAS MILEAGE DEPENDS ON YOU

use more gasoline move from a stand-still
cars are heavier best performance
engine efficiency poor driving habits
largest single factor keep it rolling
in economical model don't impress anyone
not too much pressure depress your gas tank
green-light jack rabbit stop and go traffic

Blackboard Sentences:

1. Your car engine burns the most gas when it has to get your car moving from a stand-still.

2. Properly filled tires have neither too much nor too little pressure.

3. A driver can cut his gas mileage in half if he has poor driving habits.

4. Get into high gear and stay in high gear as long as possible.

5. An idling engine burns about a cent's worth of gas every four minutes.
Cars today use more gasoline than the cars of the 1930's, even though engines are built better today. The most important reason for this is that cars today are much heavier, and are built for greater speeds. Engines today are used to move the greater weight of the car, and are not able to provide more mileage for every gallon of gas.

Yet the one most important factor in the number of miles to the gallon a car takes is the driver.

Maybe he drives a small, light car— an economy model. This car has an engine just big enough to carry the load. It does not have a hot-rod engine which eats a lot of gas.

Maybe the driver keeps the tires of this economy car filled with the right amount of air all the time— not too much pressure, nor too little pressure in the tires. Maybe the driver always has the engine properly tuned-up for best performance. Even with the car in top condition, poor driving habits can cut gas mileage in half.

Here are some good mileage tips:

1. Don't race the car to make the green light. Fast starts are not good for your tires, and take a lot of gas. Your car engine burns the most gas when it has to get your car moving from a stand-still. This is why so much gas is used in stop-and-go traffic. Once the car is rolling, the car's weight helps to keep it going. Less gas is used.

2. Driving in high gear eats the least amount of gas. Get into high gear as fast as you can and stay there as long as you can. Every time you shift to a larger, slower gear, you burn more gas.
3. Keep a steady speed. Pace your driving. If you see a red light a block away, ease up on the gas pedal. Very often the light will have changed to green by the time you reach the corner, and you will not have to stop at all. When you avoid the complete stop, you save on gas. Remember, every time you have to step on your brakes, you waste the gas it took to get you moving.

4. Don’t idle your car when it is not necessary. An engine that is idling burns about a cent’s worth of gas every four minutes. This is pretty expensive when you consider that you haven’t gone anywhere.

QUESTIONS

1. Engines today use more gas because:
   a) Cars are much lighter
   b) Roads are not good
   c) Of the greater weight of the car.

2. A hot rod engine helps to save gas.
   TRUE or FALSE?

3. An engine eats the least amount of gas when it is in:
   a) Low gear
   b) Idling
   c) In high gear.

4. If a car is in top condition, the driver’s habits cannot reduce the gas mileage.
   TRUE or FALSE?

5. A great deal of gas is used in _______ and _______ traffic.
NANKWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D"

Language Lesson for: YOUR GAS MILEAGE DEPENDS ON YOU

I. Blackboard Phrases:

<table>
<thead>
<tr>
<th>Pleasure trip</th>
<th>Dr and Tr consonant blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy traffic</td>
<td>good driver</td>
</tr>
<tr>
<td>truck driver</td>
<td>drunken driving</td>
</tr>
<tr>
<td>tire retread</td>
<td>drip dry clothes</td>
</tr>
<tr>
<td>on the job training</td>
<td>power drill</td>
</tr>
<tr>
<td>building entrance</td>
<td>trunk key</td>
</tr>
<tr>
<td>union contract</td>
<td>hydraulic brakes</td>
</tr>
<tr>
<td>wintry weather</td>
<td>iron foundry</td>
</tr>
<tr>
<td></td>
<td>laundry bills</td>
</tr>
</tbody>
</table>

II. Blackboard Sentences:

1. Stop and go driving in heavy traffic takes a lot of gas.
2. He could not find a smaller bit for the power drill.
3. His six month course was followed by another six months of on-the-job training.
4. His license was suspended after he was arrested for drunken driving.
5. Wintry weather driving is hard on the driver and hard on the car.
MANPOWER DEVELOPMENT TRAINING PROGRAM

HOMEWORK ASSIGNMENT

A.S.A. - "E and D" #28

YOUR GAS MILEAGE DEPENDS ON YOU

NAME ____________________ CLASS _______ DATE _______ TEACHER ____________________

1. Mr. Porter used a bit that was too small in the _______ ________.

2. The men walked out of the shop after the boss refused to sign the _______ ________.

3. The parts were sent out to the ____________ for casting.

4. In some stations, ________ bills are shared by the attendant and the boss.

5. ________ brakes operate with fluid in a master cylinder.
I. Blackboard phrases to introduce:

**WINTERIZING THE CAR #29**

- strain on the engine
- winter servicing
- normal operating temperature
- overhead valve clearance
- apply pressure
- spongy brake action
- replace defective parts
- shock absorbers
- carbon monoxide
- open the petcocks
- a chemical cleaner
- reverse flushed
- manufacturers recommendations
- transmission fluid
- exhaust system
- suspension system
- front wheel alignment
- the reservoir

II. Blackboard sentences:

1. Servicing for the winter is extremely important.

2. The cooling system is drained by opening the petcocks in the block and radiator.

3. If there is some question about whether the thermostat is working properly, it should be taken out and checked.

4. Check the hydraulic label in the reservoir and add fluid if necessary.

5. The engine produces carbon monoxide, a deadly gas.
WINTERIZING THE CAR

Cold weather driving puts a great strain on the engine of a car. Cold weather starts and cold weather road conditions take a lot out of a car. Servicing for the winter is therefore extremely important. Preparing a car for this kind of weather is called winterizing.

The following operations are usually included in winterizing a car.

1. Cooling system - The engine must be brought to normal operating temperature. Torque the head bolts according to the manufacturer's directions. Overhead valve clearance may be changed after this is done, and it is best to check the clearance at this time. Check the cooling system for leaks before draining. Special testers should be used to apply pressure to the system and the radiator cap should also be checked.

The cooling system is drained by opening the petcocks in the block and radiator. Water is run through the system until the water that drains out is clean. If there is a lot of rust in the system, the system and heater should be flushed with a chemical cleaner in the water or reverse flushed, to be sure that all of the rust deposits are removed.

Hoses that look soft, or cracked, or swollen should be replaced. All clamps should be tightened. If there is some question about whether the thermostat is working properly, it should be taken out and checked for proper operation and correct opening temperature.

When the flushing is finished, all petcocks should be closed. Antifreeze and water should be poured into the radiator. An anti-freeze that will not damage the car finish should be added if windshield wipers are installed.
2. Fuel System - The sediment bowl and filter screen should be removed and cleaned thoroughly. If a cork gasket is used, the gasket should be replaced with a new one to insure proper sealing. The fuel pump should then be tested for correct pressure and delivery rate.

The carburetor air cleaner should be serviced carefully. Follow the instructions in the manufacturer's manual. After the cleaner is removed, run the engine and watch the action of the automatic choke and the heat riser valve. If they need servicing, take care of it at this time. Tighten all manifold nuts to the correct torque.

3. Ignition System - Tune up the ignition. Cold weather can interfere with quick starting. It is therefore advisable to replace the points, condenser, and spark plugs for maximum efficiency in performance.

4. Electrical System - The generator-regulator system should be checked for proper operation. Check the generator output and test the regulator for correct settings. Inspect the wiring and connections and service whatever needs repair. Check the condition of the storage battery. Check the condition of the fan belt for wear and tension. The fan belt is important in the proper operation of both the battery and the water pump. Check other drive belts as well.

5. Lights - Check all lamps for brightness and aim. Replace defective bulbs. Adjust headlights for proper aim, if necessary.

6. Lubricating System - The oil filter should be removed and engine crankcase drained for winter use. Install a new oil filter and refill the crankcase with winter grade oil. Clean and service the breather cap and the crankcase ventilation outlet pipe.
Lubricate the automobile chassis and body according to the manufacturer's recommendations and perform all other checks suggested. The differential and transmission fluid may be drained and refilled at this time, if necessary.

7. Braking System - Good brakes and good tires are necessary for safe stopping on a dry road and especially on a wet or slippery road. To check the brakes, move one wheel and inspect the brake linings. If they are worn and less than 2" thick, they must be replaced. Adjust the brakes. Check the hydraulic label in the reservoir and add fluid if necessary. Take the car on a road test to check the brakes for even braking action. If "spongy" brake action is found during the road test, you should bleed the system.

Examine all tires for good tread, cuts, and proper pressure. If snow tires are used, mount them at this time. Where necessary, inspect and repair tire chains.

8. Exhaust System - The exhaust system must be inspected thoroughly for leaks. Defective parts should be replaced. The engine produces carbon monoxide, a deadly gas. This gas is carried away from the car into the open air by the exhaust system. If there is exhaust leakage, there is danger that the gas will not be carried away from the car, but back into the car. This is dangerous. It is important to remember, that even if the exhaust system is in perfect working order, it is always safer to see that fresh air gets into the car whenever the engine is running.

9. Suspension system - Check the steering system for wear which might create unsafe driving and steering. Check the shock absorbers and springs and make whatever replacements are necessary. Front wheel alignment and wheel balance will give you better tire service, but will also help to provide safe control of the car.
10. Accessories - Check the windshield wiper blades. If they are worn, replace them. Also check the heater and defroster, the controls and the air dampers.

11. Body care - Cold weather, snow, and sleet all cause wear and tear on the auto body finish. Washing the body and waxing it with a heavy coat of wax, will protect the car finish during the winter months. Wax should also be applied to the bumpers and other chrome accessories to prevent rusting.

TRU, or FAKE?

1. Temperatures do not affect the performance of an automobile engine.

2. The cooling system is drained by opening the petcock in the _______ and _______.

3. Anti-freeze should be poured into the _______.

4. The fan belt is important in the proper operation of:
   a) The radio and heater
   b) The windshield wipers
   c) The battery and the water pump.

5. If the brake linings are less than _______ inches thick, they must be replaced.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. "E and D" T.O. # 29

LANGUAGE LESSON FOR: WINTERIZING THE CAR

1. BLACKBOARD PHRASES: (ize or ise endings - to make, to do,
   according to the root of a word)

   galvanize  mobilize
   ionize  winterize
   sterilize  energize
   sanitize  pulverize
   crystallize  specialize
   mechanize  organize
   penalize  unionize
   regularize  polarize
   anodize  generalize
   mechanize  subsidize
   industrialize

   enterprise  advertise
   merchandise  franchise
   advertise  lengthwise
   supervise  exercise

11. BLACKBOARD SENTENCES:

1. Aluminum is protected from the effect of weather when it is anodized.
2. Mr. Peters exercised poor judgment in hiring a man with no experience.
3. The entire shop had to be mobilized to get out the big rush order.
4. In atomic energy plants, all equipment and all uniforms are sterilized.
5. Some auto stations are owned and others are franchised.
MANPOWER DEVELOPMENT TRAINING PROGRAM

A.S.A. - "E and D"

T. O. # 29

WINTERIZING THE CAR

NAME_________________________ CLASS____________ DATE_________ TEACHER____________

1. The metal worker made the mistake of cutting the wood in the width, instead of __________.

2. Mister Peters tried for two years to get a __________ from the Shell Oil Company to open a station.

3. When the tire company __________ its sale, business went up by fifty percent.

4. The work was done twice as fast after the shop was __________.

5. Many stations get a large part of their business from the sale of __________.
BOARD OF EDUCATION, CITY OF NEW YORK

MANPOWER DEVELOPMENT & TRAINING PROGRAM

NON-ENGLISH BASIC EDUCATION-VARIED OCCUPATIONS--

COUPLED O.J.T.:

OCCUPATIONS:

Commercial Occupations
Merchandising
Machine Shop
Metal Fabrication

JUNE, 1967
FOREWORD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself."

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content:

This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

We are indebted to the Division of Community Education of The New York City Board of Education for a major portion of the material in this course outline.
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**TOTAL COURSE HOURS**.............150

**COMMERICAL OCCUPATIONS, MERCHANDISING, MACHINE SHOP, METAL FABRICATION** 15 Weeks - 150 Hours
A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

I. BASIC ENGLISH WORD ORDER

A. Verb "to be" - simple sentence structure

| My name   | is      |
| My address| is      |
| My first name | is   |
| My last name | is    |
| My apt. no. | is     |
| My street  | is      |

B. Contrast: Singular and Plural

| This is a book. | These are books. |
| This is a chair. | These are windows. |
| This is a window. | These are chairs. |
| Is this a glass? | Are these my books? |
| Is this my pen?  | Are these your pens? |
| What is this?    | What are those?   |

C. Contrast: I - You

Pronouns as subjects.
I am a teacher.
I am a woman.
You are a student.
You are a factory worker.
What are you?
Add occupations of class members.

D. Contrast: third person

In present time - "s" endings
I read a book.
You read a book.
He reads a book.

E. Affirmative & Negative

I am a teacher.
I am not a student.
He is a butchers.
He is not a factory worker.
This is a good picture.
This is not a good picture.

F. Reverse order question

Singular-plural, affirmative and negative.
Is this a book, pen, or pencil?
No, this is not a book.

Then teach contraction
No, this isn't a book.
Yes, this is a book.
Are these books?
Affirmative and negative.

G. Personal pronouns as subjects

Singular - plural
I am a teacher, student.
You are, He is, She is, They are.
What are you? What is your occupation? Add occupations of class members.
D. - Contrast: third person singular
In present time—"s" ending
I read a book.
Rosa reads a book.
I write a letter.
He writes a letter.
Contrast:

E. - Affirmative & Negative
I am a teacher.
I am not a student.
He is a butcher.
He is not a factory worker.
This is a good picture.
This is not a good picture.

F. - Reverse order questions & responses
Singular-plural, - affirmative -
negative.
Is this a book, pen, card, etc.?
No, this is not a book, etc. (at first)

Then teach contractions:
No, this isn't a book.
Yes, this is a book.
Are these books?
Affirmative and negative response

G. - Personal pronouns as subject
Singular - plural
I am a teacher, student, etc.
You are, He is, We, They, etc.

members.

H. - Tag answers - Affirmative & Negative.
Yes, I am. No, I'm not.
Yes, he is. No, he isn't, etc.

I. - Contrast: possessive pronouns
This is my hand.
your /his/her and plural.
A. BEGINNING NON-ENGLISH SPEAKING TRAINNEES

II. GRAMMATICAL STRUCTURES

A. The continuous present with commonly used action words:
   I am writing, You are sitting, He is going home, etc.

B. "What" and "where" questions & answers
   Use contractions: singular & plural
   What's this? It's a book.
   What's this? It's a hat.
   What are these? They're jars.
   Where's the glass? It's on the table.

C. Some irregular noun plurals
   man, woman, tooth, child, foot, etc.

D. Prepositions of time and place
   I live at ___ St.
   I live on ___ St.
   I live in N. Y.
   I go to school, etc.

E. Contrasts
   Simple present for "every day"
   Continuous present for "now"

F. The verb "to have" in present
   Stress third person singular

XII. GRAMMATICAL STRUCTURES

A. Questions with Do/Does

B. Negative statements with Do/Does

C. The "ed" past of regular verbs

D. Past forms of irregular verbs:
   have, say, make, get, go, etc.

E. Some common contractions:
   I'm, he's, isn't, doesn't, can't

F. Contrast differences between mass nouns and count nouns
   mass: food, meat, fruit, "some"
   count: eggs, hamburgers, oranges, "a, an"

G. Review previous structures.
   Expand gradually to include new learnings.
A. BEGINNING NON-ENGLISH SPEAKING TEACHERS

II. VOCABULARY

Name, address, apartment, number, write, read, table, chair, desk, book, paper, card, blackboard, floor, ceiling, light, hand, eyes, ears, fingers, nose, mouth, face, head, teeth, street, man, woman, child, boy, girl, baby, pencil, pen, this, these, what, open, close, stand, sit, teacher, student, go, father, mother, arm, watch, here, there, newspaper, penny, nickel, dime, dollar, my, your, his, her, we, they, factory, worker, machine, operator, doctor, nurse, policeman, barber, secretary, warm, hot, cold, good, bad, fine, today.

The numbers: one through 20; the days of the week; the months of the year; the seasons.

Expressions of weather; simple expressions of greetings.

Keep reviewing words taught in first quarter, especially:
1. Expressions of greeting-which should be varied.
2. Personal identification— which should be expanded gradually.
3. Object identification—add necessary words as situations and themes demand.

a. Further parts of the body: hair, nails, shoulder, neck, toes, etc.
b. Vocabulary for American holidays: independence, colonies, revolution, fight, fought, etc.

Teach new areas:
a. Telling time
b. Days of the week and months of the year
c. Vocabulary for travelling: bus, train, car, subway, token, station, etc., include bus and subway signs
d. Rooms in a home and furnishings in each room
e. Numerals 1-100; ordinal numbers 1-10

III. VOCABULARY

Continued review of earlier vocabulary.

Expressions about age:
1. 18 years old
2. 18 years of age
3. Expressions of weight and measure
4. Expressions about health:
   I have a headache.
   I don't feel well, today.
   My arm hurts.
   I have a toothache, etc.
5. Expressions: to be hungry; to be thirsty; to be tired; to be worried; to be angry; to be happy, sad, proud, etc.
6. Vocabulary and expressions for filling out applications.
7. Essential vocabulary for reporting an emergency: fire, police, ambulance.
III. VOCABULARY

Continued review of earlier vocabulary.

Expressions about age:
1. 18 years old
   18 years of age
2. Expressions of weight and measures.
3. Expressions about health:
   I have a headache.
   I don't feel well today.
   My arm hurts.
   I have a toothache, etc.
4. Expressions: to be hungry;
   to be thirsty; to be tired;
   to be worried; to be angry;
   to be happy, sad, proud, etc.
5. Vocabulary for eating in
   restaurants.
6. Vocabulary and expressions for
   filling out applications.
7. Essential vocabulary for
   reporting an emergency: fire,
   police, ambulance.

Earlier vocabulary must be continuously reviewed to a point of automatic control.

1. Teach expressions needed for service:
   barber shop, plumber,
   beauty shop, laundries,
   laundromats, dry cleaner,
   shoe repairing, etc.
2. Vocabulary and expressions
   related to finding an apartment.
3. Vocabulary and expressions related
   to work, social security, union, insurance.
4. Income tax and other tax vocabulary:
   sales tax, take home pay, dependents, etc.
5. Vocabulary for amusements;
   hobbies, community recreational
   resources.
A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

I. READING

Frames used for content:
controlled themes developed from frames, e.g.
My name is
My address is
My first name is
My last name is

Reading of a few simple signs: up-down; push-pull; uptown-downtown; men-women; ladies.

Concert reading with teacher.
Individual oral reading
(a sentence per student)

IV. READING

1. Narrative theme developed for reading after some mastery of the basic pattern structures:
I want to speak English; I want to write English; I want to read English; I read my English book; I write my name.

This is a controlled narrative theme used to teach "I want, he wants." Paragraph is changed to third person singular to show the contrast.

2. Continued reading of more complex signs.

3. Recognition of simple abbreviations:
   e.g. Mr., Mrs., Dr., No., Apt., Ave., etc.

Concert reading with teacher.
Concert reading without teacher.
Individual oral reading
(a sentence or two per student)

IV. READING

1. Transition to reading.
2. Continued reading.
3. Reading of weather.
4. Reading of weather.

Recognition of simple abbreviations:
yds., dept., A.M., C.O.D., P.S., qt., etc.
Silent Reading.
Reading

Theme developed for after some mastery of the pattern structures:

to speak English; I want

English: I want to read

my English book;

name.

a controlled narrative

Paragraph is changed
d person singular to show

read more complex

transition of simple abbreviations:

Mrs., Dr., No., Apt.,

reading with teacher,

reading without teacher.

oral reading

(e or two per student)

I. Transition to reading text.

2. Continued reading of signs and posters.

3. Reading of weather reports and simple newspaper headlines.


Concert reading with teacher.

Concert reading without the teacher.

Individual oral reading

(a sentence or two per student)

Silent Reading—small amounts

IV. — Reading

1. More difficult text selection

2. Simple news items: e.g., story of fire.


4. Reading of Help Wanted columns.

Concert reading with teacher.

Concert reading without the teacher (in groups)

Individual oral reading

(a sentence or two per student)

Silent Reading of gradually increasing amounts.
### A. BEGINNING NON-ENGLISH SPEAKING TRAINEES

#### V. DIALOGUES
Based on learned structure frames. Choral responses with half class playing one role and half playing the other role.

Class divided. Men may take one part and women respond.

#### IV. DIALOGUES
Based on learned structure frames, with expanded vocabulary.

#### V. DIALOGUES
Based on learned structure patterns - individual participation.

#### V. DIALOGUES
Spontaneous dialogues based on vocabulary of this period.
IV. ARITHMETIC

1. Counting
2. Reading and writing numbers
3. Addition of 1-3 digit numbers, depending on class level.
4. Subtraction - up to 3 digits, depending on class level.
5. Multiplication as a form of addition, counting by 2's, 10's, 5's, 3's and 7's.
6. Division - up to three digits, depending on class level.
7. Fractions - a form of percentage, related problems -
taxes, budgets, wage deductions (Social Security, union dues, etc.)
difference in price between cash buying and buying on time.

Problems related to U.S. money: making change, filling out bank deposit slips, wages & hours, etc.
Problems related to wages and hours, rent, marketing, measurements, etc.
Problems related to marketing, in a restaurant, buying tokens, etc.
Problems related to wages and hours, rent, marketing, measurements, etc.
Problems related to U.S. money: making change, filling out bank deposit slips, wages & hours, etc.

IV. ARITHMETIC

1. Weights and measures,
2. Subtraction - up to 3 digits, depending on class level.
3. Multiplication as a form of addition, counting by 2's, 10's, 5's, 3's and 7's.
4. Division - up to three digits, depending on class level.
5. Decimals - addition and subtraction of dollars and cents.

SEE PART D SUBJECT AREA CONTENT, PAGES 12 - 14
B. INTERMEDIATE NON-ENGLISH SPEAKING TRAINEES

I. Reading 1st quarter

The following sounds in context are covered with beginning readers:

1) Vowels:
   a: cap, name, pay, train, walk, air, care, tail, what,
   e: pet, Pete, feet, leave, near, steady
   i: pin, pine
   o: top, hope, other, ut, who, work, feet
   u: cut, cute, put
   y: try, city

2) Consonant Clusters: st, th, le, sh, ph, sl, str, wh, ch.

Suggested vocabulary and drills are related to content and graded sequentially for development.

A. Goals

Development of ability to read words in short, simple sentences; to identify individual words in sentences. (Vocabulary of family, home, neighborhood.)

A. Goals

Development of ability to use elements of known words in recognition of new vocabulary. (Vocabulary of consumer education.)
2nd quarter  I. Reading  3rd quarter  I. Reading  4th quarter

works with beginning readers:

rain, walk, air, care, tail, what, away

leave, near, steady

but, who, work, foot

le, sh, ph, ed, str, wh, oh, qu

Related to content and graded sequentially for development of recognition skills.

A. Goals

Development of ability to identify individual short, simple words, (Vocabulary of neighborhood.)

A. Goals

Ability of use skills that have been developed to make transition from reading of chalkboard theme to simple text. (Vocabulary of world of work.)
### B. Intermediate Non-English Speaking Trainers

#### II. Word Recognition Skills

1. **Phonetic Families**
   - name/same; stop/top; age/wage; in/in; cut/stout

2. **Phonetic Clusters**
   - stops stop, stage, stout

3. **Phonetic Contrasts**
   - (The rule of the final e): can/cane; cap/cape; rid/ride; hop/hope; pet/Pete; cut/cute;
   - (Teach put as an exception.)

C. **Vocabulary Building Skills**

   **Common suffixes:**
   - ing in going, addressing

#### III. Word Recognition Skills

1. **Phonetic Families**
   - bank/tank/thank; pay/say/may; tall/stall/install; care/care/fare; keep/deep/steep/sleep

2. **Phonetic Clusters**
   - al: sleep/sleeve; slip/slid; slot/slop
   - Voiceless th: thank, thanks, thin, think; stri: street, strip, stripe

3. **Phonetic Contrasts**
   - i versus ee sounds
     - live/leave; sit/seat; rid/read; lid/lead; lip/leap

C. **Vocabulary Building Skills**

   **Suffixes ful versus less:**
   - careful/careful; thankful/thankless; hopeful/hopeless;
   - small words in long words:
     - seat, think (thin or ink), install (in or stall), careful, address, inside, outside, and so on

#### IV. Word Recognition Skills

1. **Phonetic Families**
   - train/rain/main; job/sob/mob; try/shy/why; steady/ready

2. **Phonetic Clusters**
   - wh words: where, when, what, why, which, who, whole

C. **Vocabulary Building Skills**

   **Beginnings of syllabification:**
   - read/ing; care/less; read/ing; hope/ful
B. INTERMEDIATE NON-ENGLISH SPEAKING TRAINERS

III. LANGUAGE SKILLS 1st quarter

1. Use of s in third person singular verbs (oral & written)
2. Capitals for names, streets, avenues
3. has versus have

III. LANGUAGE SKILLS 2nd quarter

1. Irregular noun plurals: man, foreman, woman
2. Use of this/these; that/those
3. The ad past

III. LANGUAGE SKILLS 3rd quarter

1. Abbreviations: lb., oz., qt., ft., no., ad
2. Simple word alphabet

III. WRITING

Manuscript writing of name, address, telephone number

III. WRITING

Copying short sentences. Development of sentence, Capitalization and punctuation concepts.

III. WRITING

Fill-in of missing letters in familiar words (spelling drill)

IV. ARITHMETIC

Recognition and writing of numbers.

IV. ARITHMETIC

Correct notation of dollars and cents. Weights and measures.

IV. ARITHMETIC

Addition of three digit numbers with decimal points. Concept of carrying. Multiplication as a rapid form of addition.

SEE PART D SUBJECT AREA CONTENT, PAGES 12 - 14
III. LANGUAGE SKILLS 3rd quarter

1. Abbreviations:
   lb., oz., qt.,
   ft., no., ad (advertisement)

2. Simple word alphabetization

III. WRITING

Fill-in of missing letters in familiar words.
(spelling drill.)

IV. ARITHMETIC

Addition of three digit numbers with decimal point.
Concept of carrying.
Multiplication as a rapid form of addition.

III. LANGUAGE SKILLS 4th quarter

The es noun plural for words ending in s, sh, ch, x

III. WRITING

Filling in of simple application blanks, bank deposit and withdrawal slips.

IV. ARITHMETIC

Subtraction of sums.
Division by one digit numbers.
C. ADVANCED NON-ENGLISH SPEAKING TRAINEES

1. Language Skills &
Grammatical Structures

1st quarter: Language Skills &
Grammatical Structures

1. Questions beginning with 'did'.
   Answers in affirmative and
   negative.

2. Short and Tag endings (Yes, it is;
   No, it isn't; Don't you; Didn't he?
   I do, too; Neither does she; So do
   I.

3. Much, many, a lot of.

4. Indefinite pronouns and modifiers:
   (any, anyone, anybody, anywhere,
   some, someone, somebody, no, no one,
   nobody, nowhere, nothing.)

5. Future (will speak; am/is/are going
to speak)

6. 'Can' as an auxiliary (can go)

7. 'Like' and 'would like'.

8. Contractions: I'm, he's, isn't, doesn't.

9. Past time with auxiliary have/has
   (I have lived in many countries)

2nd quarter: Language Skills &
Grammatical Structures

1. Reflexives: myself, yourself,
himself and theirs.

2. Continuous past (was talking,
   was working, etc.)

3. Noun as adjective (clothes
   closet, hat box, kitchen shelf
   cook book, etc.)

4. Adverbs with 'by'.

5. Adverbial word order: often,
   always, usually, never, sometimes.

6. More irregular verbs (In
   phonetically related pairs:
   thought-bought; slept-wopt;
   get-forget)

7. Contractions: there's, it's,
   they're, they'll, you've.

8. Irregular noun plurals.

9. There is—there are

10. The 'used to' tense


12. Since, for, ago.

13. 'One' and 'ones' as

14. Other, another, other

15. Contractions: won't
   you'd.

16. Past and future of
   verbs and irregular
   common use eg., make
   buy, fly, etc.

17. Correct use of preps
   between, before, by
   over, under, etc.
2nd quarter 

Language Skills & Structures

- myself, yourself, and plurals.
- a past (was talking, ring, etc.)
- adjective (clothes hat box, kitchen shelf, etc.)
- with 'by'.
- word order: often, usually, never, sometimes.
- regular verbs (In
   sly related pairs: bought; silent- slept; etc)
- ions: there's, it's, they'll, you've.
- noun plurals.

3rd quarter 

Language Skills & Structures

- 1. There is-there are (Review)
- 2. The 'used to' tense.
- 4. Since, for, ago.
- 5. 'one' and 'ones' as pronouns.
- 6. Other, another, others.
- 7. Contractions: won't, wouldn't you'd.
- 8. Past and future of regular
   verbs and irregular verbs in
   common use eg., make, sleep, buy, fly, etc.
- 9. Correct use of prepositions:
   between, before, by, after, over, under, etc.

4th quarter 

Grammar Structures

- 1. Say and tell
- 2. Must/have/has to/should/ ought to;
   Idiomatic use of must: must be happy.
- 3. More prepositions: until, before, after, for, since, by during.
- 4. Subordinate clauses with-who, which, that, when, where, because.
- 5. Idioms and idiomatic expressions.
I. Vocabulary 1st quarter

1. Vocabulary of Occupations:
   Carpenter, typist, stenographer, chemist, laboratory technician, veterinarian, domestic, etc.

2. Vocabulary of relationships:
   visit, guest, company, invitation, refreshments, etc.

3. Vocabulary of employment:
   salary, wages, deductions, foreman, supervisor, advancement, promotion, etc.

4. Consumer Education:
   labels, price, quality, choice, fire insurance, agent, premiums, quarterly, etc.

5. Words about schools:
   principal, attendance, kindergarten, FFA.

6. Community Resources:
   community center, playground, wading pool, sliding pond, swing, etc.

7. American fashions:
   suitable, casual, appropriate, old-fashioned, style, stylish, smart.

II. Vocabulary 2nd quarter

1. Contrasting pairs:
   cheap-expensive, ask-answer; lend-borrow; empty-full; go-stay; give-take; true-false.

2. The Community:
   neighborhood, background, nationality, equal, proud-pride, respect.

3. Words about government:
   congress, representative, executive, legislative-legislature, court, law, Bill of Rights.

4. Community Resources:
   emergency, ward, clinic, outpatient, ambulance, stretcher.

5. Health Standards:
   examination, diet, check-up, vitamins, calories.

6. Consumer Education:
   rent control, landlord, tenant, fixed, installed, violation.

7. Leisure time:
   beach, swim, life guard, box office, orchestra, concert, ballet.

8. Words about schools:
   compulsory, parochial, public vs. private, advisor, education, scholarship, education.

II. Vocabulary 3rd quarter

1. Synonyms:
   before/prev, always/forever, compulsory/real/genuine, rarely.

2. Vocations:
   motel, hotel, picnicking, b.

3. American fashion:
   dating, gipsy, manners, influence, wedge.

4. Living Standards:
   project, writer, coope.

5. Words built with:
   fixes: un meaning, dis meaning, mis meaning, pre meaning.

6. Root Families:
   employable, employee, emoly.

7. Geography:
   ocean, mountain, climate, agriculture.
2nd quarter

II. Vocabulary

1. Synonyms:
   - before/previous;
   - always/forever;
   - compulsory/required;
   - real/genuine;
   - seldom rarely;

2. Vacations:
   - motel, hotel, picnic;
   - bungalow;

3. American Customs:
   - dating, go steady, traditions;
   - manners, informal, customary;
   - fiancee, wedding, bride, groom;

4. Living Standards:
   - project, privacy, air-conditioner,
   - cooperative;

5. Words built with common prefixes:
   - un meaning not: untrue, unhealthy;
   - dis meaning lack of: dishonest,
   - pre meaning before: preheat, preview;

6. Root Families:
   - employable, unemployed,
   - employed, employee, employment, employer;

7. Geography:
   - ocean, mountain, boundary,
   - climate, agriculture.

Vocabulary 3rd quarter

1. Community Participation
   civic and political organizations member, join,
   discuss, club, minutes.

2. The American Community:
   immigrant, minority.

3. Citizenship Education:
   rights, vote, privileges,
   responsibility, propaganda,
   participate, uphold, resist, cooperate.

4. Consumer Education:
   health insurance, hospital insurance (Blue Cross).

5. Words with common suffixes:
   - action: instruction,
   - instruction.

6. Colloquialisms:
   - take it easy, a shot (injection), Hi! So long,
   - How are things? How are you doing? Break it up.

7. Idioms:
   - make a dime, make money,
   - take a trip, etc.
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<tr>
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<td>b) soft-faced mallets</td>
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<td>c) Screw drivers, pliers, wrenches and vises</td>
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<td>d) others</td>
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<td>METAL FABRICATION</td>
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<td>Arc Welding</td>
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<tr>
<td>a) electric</td>
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<td>b) Oxy-Acetylene</td>
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<td>c) others</td>
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<td>TOPIC</td>
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</table>
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<th>HOURS</th>
<th>CONTENT</th>
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<tbody>
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<td></td>
<td>3</td>
<td>30</td>
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<td><strong>MERCHANDISING</strong>&lt;br&gt;1. Store Policy&lt;br&gt;2. Stock Layout&lt;br&gt;3. Handling Money Problems</td>
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<td></td>
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<td><strong>MACHINE SHOP</strong>&lt;br&gt;1. Chisels and Chipping&lt;br&gt;2. Grinding and Polishing</td>
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<td><strong>METAL FABRICATING</strong>&lt;br&gt;Power Shear Operating&lt;br&gt;1. Machine Construction and Nomenclature&lt;br&gt;2. Job Cutting and Shearing Arithmetic Problems</td>
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- Two sample Commercial Occupations Basic Education Units for reading improvement, Levels II and III.

This series was prepared by the Basic Education staff of the Manpower Development Training Program under the general direction of Herman A. Kressel, Director of the Manpower Development Training Program.

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HERMAN SLOTKIN,
Project Coordinator
January, 1968
ENGLISH AS A SECOND LANGUAGE WITH VOCATIONAL ORIENTATION

This sample unit consists of four parts -- a teacher's blackboard guide, an original reading selection, a language lesson, and an oral discussion guide. This unit was designed for use with foreign born trainees in the Picture Frame shop in the Manpower Development Training Program, New York. The majority of trainees in the Manpower Program who are foreign born, have literacy in their native language. Most of the trainees born in Puerto Rico and in other Latin American countries have Spanish literacy, and those who come from Haiti are literate in French.

This sample unit assumes native language literacy and limited comprehension in English. This has been the most frequent pattern in our program. The object of this teaching unit is to strengthen reading and oral comprehension skills in English with the aid of shop and job-oriented materials.

This unit is not intended for use with trainees who are illiterate in their native language as well as in English. The teaching procedure for this illiterate group must follow a different developmental pattern.

* * * * * * * * * * * * *
ENGLISH AS A SECOND LANGUAGE WITH VOCATIONAL ORIENTATION

BLACKBOARD PHRASES to introduce: "MR. PETERS MAKES HIS THIRD MISTAKE"

picture frames
stain finish
a steady job
a temporary job
lengths of wood
the right size
stock sizes
laid off from work
get into trouble
business was slow
business was good
correct the mistakes
your personal problems
mitred corners

BLACKBOARD SENTENCES employing phrases:

1. Almost all picture frames have mitred corners.
2. A dark oak stain finish was put on all of the new frames.
3. Mr. Peters was told that his new job would be a steady job, not a temporary one.
4. Mr. Peters made mistakes in cutting the lengths of wood for the picture frames.
5. The lengths of wood must be cut and mitred to the right size so that they will fit properly.
6. When business in a shop is good, the men are not likely to be laid off from work.
7. Your boss is interested in a good day's work, not in your personal problems.
MR. PETERS MAKES HIS THIRD MISTAKE

Mr. Peters worked in a shop that made wood picture frames. Many different kinds of wood were used in his shop. Some frames were made of pine, and some of oak. Some frames were finished with a stain, and some were painted. Business was good in the shop and Mr. Peters had a steady job. He worked all year and was never laid off. Business was never slow.

Mr. Peters worked at the power saw, cutting lengths of wood for special picture frame orders. He had to be very careful about his measurements. His measurements had to be exact. If he did not cut the lengths exactly right, the frame would not be the right size. It is much harder to cut special order frames than stock size frames.

Mr. Peters had a lot of trouble at home. He was very worried and could not keep his mind on the job.

So Mr. Peters began to make mistakes. The first time, he cut two sides of a frame too long. The second time, he made one length too short.

The other men in the shop knew that Mr. Peters had a lot of trouble at home. They felt sorry for Mr. Peters, but they were getting angry because he made so
many mistakes on the job. They got into trouble because of Mr. Peters' mistakes. These mistakes made more work for the other men, and a lot of time was wasted correcting Mr. Peters' mistakes.

The other workers did not complain to the boss about Mr. Peters, but they were getting angrier and angrier. The first time they found a mistake in the measurements, they said nothing. The second time, they asked Mr. Peters to be more careful.

This was the third time in two weeks that Mr. Peters had measured the lengths incorrectly, and the men were so angry they went to the boss with their complaints.

The boss told the men to go back to work and called Mr. Peters into his small office. Mr. Peters was afraid. He was afraid that the boss was going to fire him.

He did not look at any of the men in the shop as he walked into the boss's office.

When he was inside the office, the boss asked him to sit down. The boss began to talk.

"Look here, Peters", he said, "I know that you have a lot of trouble at home. I know that your mind is not on your work and that this is not your first mistake but the third in two weeks."
"I feel sorry for you, but I am not a social worker. I can't worry about your personal problems. I have to run a business. If you can't do a day's work, I will have to fire you."

Mr. Peters sat there and did not say anything. After a few minutes, he looked at the boss and said, "I can't help it. I keep thinking about my problems at home."

The boss looked at Mr. Peters and thought for a minute. Then he said, "Peters, if you were a new man on the job, I would fire you right away. But you have been doing a good job for more than a year, and I don't want to lose a good man. Take a week off, and see if you can take care of your problems. If you need help, get it. Then come back to work, and I'll give you a second chance."
MR. PETERS MAKES HIS THIRD MISTAKE

Ordinal Numbers

one time - the first time \( \rightarrow \) once*
two times - the second time \( \rightarrow \) twice*
three times - the third time
four times - the fourth time
continue sequence to include one to ten -

Sentences to illustrate the usage of

Ordinal Numbers

1. The first time Mr. Peters made a mistake, the men did not complain to the boss.

2. People who make a first mistake are usually given a second chance.

3. After the third mistake, the men in the shop were very angry at Mr. Peters.

4. Many European cars have a fourth, high speed gear.

5. Mr. Johnson took the elevator to the employment office on the fifth floor.

6. The Avenue of the Americas used to be called "Sixth Avenue".

7. It is hard to find a seat on the Seventh Avenue express during rush hours.
Ordinal Numbers

8. Take the Independent Eighth Avenue subway to the last stop.

9. The police brought him to the ninth precinct station house.

10. There are many factories on Tenth Avenue, between Fourteenth and Fifty-Seventh Street.

11. The boss made a big party in the shop to celebrate the Twenty-Fifth anniversary of the business.
MR. PETERS MAKES HIS THIRD MISTAKE

DIRECTIONS: The following questions should be put to the class by the teacher. The class response to each of the questions should be summarized in a few simple sentences and recorded on an experience chart.

1. Why were the men in the shop angry at Mr. Peters?
2. Why didn't the men complain to the boss about his first two mistakes?
3. How did Mr. Peters make the other men angry?
4. How did Mr. Peters feel when he went into the boss's office?
5. Why didn't the boss fire Mr. Peters?
6. What advice did the boss give Mr. Peters?
7. What kind of a man was the boss?
MANPOWER DEVELOPMENT TRAINING PROGRAM

N.Y.C. BOARD OF EDUCATION

ENGLISH AS A SECOND LANGUAGE

VOCATIONAL ORIENTATION

LANGUAGE LESSON DIALOGUE

THE BOSS: - Please make an oak frame for this picture.

MR. ORTIZ: - Do you want light or dark oak molding for this frame?

THE BOSS: - Use the dark oak molding.

MR. ORTIZ: - How wide do you want the molding to be?

THE BOSS: - Use a three inch wide molding.

MR. ORTIZ: - What size frame do you want?

THE BOSS: - We need a 12 inch frame for this picture.

MR. ORTIZ: - Do we have 12 inch lengths in stock?

THE BOSS: - No, we only have two foot lengths in stock.

MR. ORTIZ: - Then I will have to cut them in half for this job.
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HERMAN SLOTKIN,
Project Coordinator
January, 1968

* * * * * * * * * * *
TWO READING UNITS DESIGNED FOR COMMERCIAL OCCUPATIONS TRAINEES

1. A Simplified Version of The Waiting Game for 4-6 Readers with accompanying Teacher's Guide. (Level II)

2. A More Advanced Version for Readers above 6th Grade Level, with accompanying Teacher's Guide. (Level III)

"The Waiting Game" was written in two versions, on two skills levels. The selection marked 4-6 was written for Commercial Occupations trainees with limited reading skills. The accompanying Teacher's Guide and Language Lesson focus on basic comprehension skill building and spelling geared to skill needs on this level.

The more advanced version of "The Waiting Game" was written for the reader with above 6th year skills. It was designed to develop skills in comprehension through the use of contextual clues, and through directed exercises in paraphrasing. It is aimed at developing the skill of coping with written matter in which the language structure is complicated and in which figures of speech are prominent in the text. These are skills in which our more advanced Commercial Occupations trainees appear to be deficient.

While the story is identical in both selections, the writing in each has been controlled, consistent with the reading skills of the group for which it was designed. Similarly the lesson plans are different for each group, consistent with the skill goals for each.

* * * * * * * * * *
Motivational Questions to introduce the selection *The Waiting Game*

Teacher: 1. The title of the selection we are going to read is *The Waiting Game*. What do you think this story is about?

What kinds of games do people play aside from sports?

2. What is meant by the expression "a sharp businessman?"

What other words might we use to describe someone who is sharp? (clever, shrewd, slick, fast, etc.)

3. The story talks about a boss and a receptionist who are both hard workers. What kind of people are usually hard workers? (responsible people, conscientious people, dedicated people, serious people, eager beavers, ambitious people)

4. Miss St. Thomas worked in the reception room. What is a reception room? Where do you think it got its name?

5. The story tells you that this is a very busy office with hardworking people. What other words might be used to describe such an office? (high pressure, hectic, rush, active, etc.)

6. What steps might a receptionist take to dress up an office for an important visitor? (straighten up, stack the magazines neatly, empty the ash trays, etc.)

---

CHALKBOARD PHRASES

- office receptionist
- a 10 o'clock appointment
- straightened up the office
- something must be wrong
- medium build
- admired Mr. Gregory
- a pleasant and efficient place
- fresh cut flowers
- began to panic
- he was restless
Motivation: In this story Miss St. Thomas is described as a receptionist. The room in which Miss St. Thomas works is called the reception room. Where do you think the reception room got its name? (a place where people are received.) As you see, the word reception is related to the word received. In many businesses there is a special room or ante-room set aside for receiving people. In many businesses there is also a room or even a department set aside to receive deliveries of goods or merchandise. Merchandise is delivered to the receiving department. A reception room is the room in which people are received, and the receiving department is the place where goods or merchandise are received.

Notice that the word received is spelled with an "ei" for the "ee" sound.

The same "ei" spelling is used in the word receipt. Do you know the meaning of the word receipt? Do you know that the word receive and receipt have the same root?

Notice the relationship between the following words:

<table>
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<th>receive</th>
<th>reception</th>
<th>receipt</th>
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</thead>
<tbody>
<tr>
<td>deceive</td>
<td>deception</td>
<td>deceit</td>
</tr>
<tr>
<td>conceive</td>
<td>conception</td>
<td>conceit</td>
</tr>
</tbody>
</table>

Here are some examples of how you can change the form of these words:

1. Goods are received on the third floor -- or The reception of goods takes place on the third floor.
2. The customer felt that he had been deceived in the sale -- or The customer felt that there was deception in the sale.
3. The plan for the building was conceived by two architects or Two architects were responsible for the conception of the building.

Here are other words which sound like the ones we have just studied. They have a different irregular spelling.

<table>
<thead>
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<th>believe</th>
<th>belief</th>
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<tbody>
<tr>
<td>relieve</td>
<td>relief</td>
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Write the following words five times each:

receive, receipt, deceive, conceive, relieve;
THE WAITING GAME

Before he left the office late Friday afternoon, Mr. Gregory had given Miss St. Thomas more than a dozen letters and reports to type. These were all rush jobs which had to go out on Monday.

Mr. Gregory was a very sharp businessman and a very hard worker. The more work he had, the more he seemed to enjoy it. A lot of work never seemed to make him unhappy. Miss St. Thomas was the receptionist in Mr. Gregory's office. She too was a very hard worker and was able to keep up with Mr. Gregory. She admired Mr. Gregory because he was able to get so much done, and she was pleased that she could keep up with him. She did not seem to mind a lot of work and rushing either. She got along well with Mr. Gregory and the office was a pleasant and efficient place.

Mr. Gregory had a 10 o'clock appointment in the office on Monday morning. This was no ordinary business appointment. It had taken a whole month of careful planning to set up this meeting. Mr. Gregory had to use all of his business charm and sweet-talk to arrange this meeting. If this meeting was successful, it might mean new business for Mr. Gregory in Canada.
The Waiting Game

Miss St. Thomas understood how important this appointment was to Mr. Gregory. She straightened up the office even though she was very busy with her typing. She had even found time to order some fresh cut flowers which she had set out on her little table and on Mr. Gregory's conference table.

It was 9:45 A.M. Miss St. Thomas began to look up from her typewriter and look at the outside door. She had been expecting Mr. Gregory to walk in since 9:30 A.M. She hoped that he would see all the nice things she did to dress up the office.

Miss St. Thomas had just finished a three page report. She looked at her watch again and saw that it was five minutes to ten. Now she did not take her eyes off the front door. She was waiting for the Canadian visitor.

The telephone rang and Miss St. Thomas picked it up right away. It was Mr. Gregory on the phone. Miss St. Thomas had been thinking only of the Canadian visitor, and she had forgotten that her boss still had not come in.

When she heard Mr. Gregory's voice, she knew that something must be wrong, and she began to panic.
The Waiting Game

Mr. Gregory was called from the Briarcliff Manor station. There had been an accident on the New York Central Railroad, and he was waiting for another train. He would not be in the office for at least another hour. Miss St. Thomas was happy to hear that Mr. Gregory was not hurt. But then she remembered that he would not be there in time for the appointment. She would have to greet the visitor and keep him happy for an hour.

The door opened and a middle-aged, well-dressed man walked. He had grey hair and a medium build. Miss St. Thomas got up and walked to the door. She shook hands with the visitor.

Mr. Jackson, the visitor from Canada, smiled back at Miss St. Thomas. He shook her hand and sat down in a chair in the reception room. Miss St. Thomas took Mr. Jackson's hat and coat and hung them in the closet in Mr. Gregory's office.

The waiting game had begun. Miss St. Thomas knew that she would have to figure out ways to keep this busy man happy for a whole hour.

Miss St. Thomas began to speak. "I know how Mr. Gregory is looking forward to this meeting with you", she said.
The Waiting Game

Mr. Jackson kept moving in his chair. It was clear that he was restless and nervous, and was not used to waiting for anyone. After looking around the office, he said to Miss St. Thomas, "I hope that nothing's happened to Mr. Gregory. I've gone to a lot of trouble to get here. I've had a terrible morning. I got up late and haven't even had time to eat a decent breakfast."

Miss St. Thomas saw her chance to keep Mr. Jackson from getting angry about having to wait for Mr. Gregory. With her sweetest smile, and her most pleasant tone of voice, she offered to get breakfast for Mr. Jackson.

"May I order breakfast for you from the hotel next door? They serve excellent breakfasts."

Mr. Jackson began to smile as Miss St. Thomas lifted the phone to order breakfast for him. He had a look on his face as though he knew that Miss St. Thomas was up to it. He didn't seem to mind at all.
MANPOWER DEVELOPMENT TRAINING PROGRAM

Basic Education

Introductory Phrases to reading selection "The Waiting Game"

to thrive on work  
boundless energy  
dampen his spirits  
panic set in  
business breakthrough  
careful pursuit  
delaying tactics

friendy persuasion  
eyes riveted to the door  
uneasy posture  
exhale a sigh of relief  
there was a plot afoot  
seize the opportunity

Homework Assignment — "The Waiting Game"

Define these words and check the definition in the dictionary.

pursuit  
persuade  
capacity  
thrive  
gratitude

2. Write a sentence using each of these words.

3. Find a synonym for each of these words.
THE WAITING GAME

Before he left the office late Friday afternoon, Mr. Gregory had given Miss St. Thomas a dozen or more letters and reports to type, all of them urgent and all of them having to go out on Monday.

Mr. Gregory was a very sharp businessman and a tireless worker. The busier and more hectic his schedule, the more he seemed to thrive on it. No amount of work seemed to dampen his spirits. Miss St. Thomas, the receptionist in the office, always managed to keep up with Mr. Gregory. She admired Mr. Gregory's boundless energy, and had a capacity for work which was a match for his. The heavy schedule, the pressure of time never seemed to bother her. The two worked in harmony making the office a bustling and cheerful place.

Mr. Gregory had scheduled a 10 o'clock meeting on Monday morning. This was no casual business meeting, for it had taken almost a month of careful pursuit to set up this meeting. It had taken all of Mr. Gregory's business charm and friendly persuasion to arrange the meeting. This was Mr. Gregory's big chance for a breakthrough in the Canadian market.

Miss St. Thomas was aware of her
boss's hopes for a successful meeting this morning. In spite of her heavy typing workload, she saw to it that the office was neat and clean and everything in its proper place. She had even ordered some fresh cut flowers for the occasion, and set them out in vases in her little office and on Mr. Gregory's conference table.

It was 9:45 A.M. and Miss St. Thomas's eyes began to shift away from her typewriter to the outside door. She had been expecting Mr. Gregory since 9:30 A.M. and hoped he would notice her efforts to brighten the office for the special visitor.

Miss St. Thomas had just finished a three page report when she looked down at her watch again. It was five minutes to ten. Her eyes were now riveted on the front door in expectation of the Canadian visitor.

The telephone ring interrupted her thoughts and Miss St. Thomas sprang towards the phone. It was Mr. Gregory. In her excitement, Miss St. Thomas had almost forgotten that Mr. Gregory had still not come in. When she heard Mr. Gregory's voice on the phone, she suddenly realized that there must be something wrong, and panic began to set in.
Mr. Gregory was calling from the Briarcliff Manor Station. There had been an accident on the New York Central, and he was stuck waiting for another train. The way it looked, he would not be able to make it into the office for at least another hour. Miss St. Thomas heaved a sigh of relief at knowing that Mr. Gregory was all right. But then she realized that she would have to greet the important visitor alone, and keep him happy and occupied for an hour.

The door opened and into the office walked a middle-aged, well-dressed, grey-haired man of medium build. Miss St. Thomas got up, walked to the door, and extended her hand in greeting.

The visitor introduced himself as Mr. Jackson, from Montreal.

Mr. Jackson responded to Miss St. Thomas's warm greeting with a broad and friendly smile. He shook her hand and followed her to the chair in the reception room. Miss St. Thomas took Mr. Jackson's hat and coat and hung them in Mr. Gregory's office closet.

The waiting game has begun, thought Miss St. Thomas. It will take all of the delaying tactics I know to keep this busy man waiting and happy for a whole hour.

Miss St. Thomas cleared her throat.
The Waiting Game

to break the silence. "I know how Mr. Gregory is looking forward to this meeting with you", she said.

It was clear from Mr. Jackson's uneasy posture in the chair that he was not accustomed to being kept waiting. After looking around the office, he turned to Miss Thomas.

"I hope there's nothing serious detaining Mr. Gregory. I've gone to a lot of trouble to be here. As a matter of fact, I had quite a morning myself. I got a late start and haven't had time for a decent breakfast."

Miss St. Thomas saw her opportunity and seized it. With her sweetest smile, and her most gracious tone of voice, she suggested that a good breakfast might be just the thing.

"May I order breakfast for you from the hotel next door? They serve excellent breakfasts."

Mr. Jackson smiled a knowing smile as Miss St. Thomas lifted the phone to order breakfast for him. There was almost a twinkle in his eye as though he knew there was a plot afoot, and he was an important part of it.
The Waiting Game

COMPREHENSION QUESTIONS

1. What kind of a relationship existed between Mr. Gregory and Miss St. Thomas?

2. Miss St. Thomas's duties as a receptionist included ---

3. What special efforts did Miss St. Thomas exert for this special occasion?

4. Why was this such an important occasion?

5. Where did Mr. Gregory live? How do you know?

6. Why was Miss St. Thomas so anxious?

7. How did Miss St. Thomas know that Mr. Jackson was a restless man?

8. How did Mr. Jackson react to Miss St. Thomas's suggestion?

9. What was the "plot"?

10. What other delaying tactics might she have used?
Basic Education Department

Teacher's Guide to Developing Use of Contextual Clues

"THE WAITING GAME"

Questions to be asked by the teacher:

Q. What kind of office is described in this story?
A. (hectic, busy, active, rushed, exciting, bustling)

Q. What is meant by "this was no casual meeting"?
A. The meeting was big, important, significant, crucial, decisive)

Q. What is the opposite of a "casual meeting"?
A. The same as for "no casual meeting"—see above

Q. What other expression could be used for "her eyes were riveted on the door"?
A. (glued to the door, staring, looking intently, fixed gaze)

Q. What thoughts probably raced through Miss St. Thomas's mind as the telephone rang?
A. (disaster, panic, fear, worry, concern over Mr. Gregory)

Q. How else might the author have described the way Mr. Jackson sat in the chair?
A. (nervous, restless, ill-at-ease, uncomfortable, annoyed, edgy, squirming).

Q. How did Miss St. Thomas feel when she saw her opportunity to solve her problem?
A. (relieved, relaxed, overjoyed, delighted)

Q. People use a special tone of voice when they are trying hard to please others. What words might be used to describe Miss St. Thomas's tone of voice when she talked to Mr. Jackson?
A. (pleasant, sweet, charming, gracious, ingratiating).
Basic Education Department
Commercial Occupations

Teacher's Guide

Techniques for developing skills in paraphrasing
"The Waiting Game"

1. Miss St. Thomas had work that could not wait. What phrase in the selection tells you this?

2. The heavier the work load, the more Mr. Gregory seemed to enjoy it. Find the sentence in the second paragraph which says the same thing.

3. Miss St. Thomas was able to work as hard and as fast as Mr. Gregory. How does the author state this?

4. Mr. Gregory was a master at "sweet talk". Where in the story are we told this?

5. Miss St. Thomas kept looking for the expected visitor. What phrase in the selection describes her waiting?

6. Miss St. Thomas was suddenly overcome with fear and anxiety. What phrase in the story tells you this?

7. After a long pause, Miss St. Thomas began to talk. What is the expression used by the author to tell you that Miss St. Thomas began to speak after a long period of quiet?

8. Mr. Jackson fidgeted in his chair. What is the author's expression for "fidgeted"?

9. Miss St. Thomas knew that she had to stall the visitor. Where does it say this in the story?

10. Mr. Jackson knew that he was helping Miss St. Thomas to put something over on him. Where does the selection say this?
PLANNING MODELS
for
COUNSELORS
doing
GROUP WORK.

1968
FOREWORD

The objectives of the Counseling program in the New York City Multi-Occupational Manpower (Umbrella) Project were designed to meet the principal goal of anti-poverty legislation: to enable unemployed and underemployed poor, undereducated people to become employed skilled workers. To achieve this end, it became the purpose of counseling to assist trainees to achieve clear, realistic occupational goals, to overcome personal and family problems that obstruct training progress; to develop the knowledges, social skills, habits, and attitudes that make for job success. In this context the areas of counseling concerned were not constricted or reduced; rather were they focused on vocational development.

However, this counseling process was restricted by two significant considerations: the type of occupational skill to be learned, and the time available to accomplish changes in behavior, that lead to training, success and job placement. If a man reading at the fifth grade level is to become a draftsman in a little more than a year, the Counselor must, in that span of time help the trainee to firm up the occupational objective, assess chances for success, deal with the obstacles to success, and learn the job-related problem solving and decision making skills, habits, and attitudes necessary for training success, job-getting, holding, and advancement.

To accomplish these objectives, the Counseling program centered on trainee self-evaluation and planning; the trainee had to be assisted to see the world as it is, himself as he is, relate the two, and make appropriate plans. The vehicle for this work was closely coordinated, occupationally-centered individual and group counseling. The key problems for the counselor in this setting were the selection of common significant problems that must be dealt with, and the planning of group work. It was the goal of the counseling curriculum project to assist in resolving these two problems.

Under the direct supervision of Mrs. Rose F. Sealy, Mr. Don Brown, and Mrs. Shirley Ford, a team of eleven counselors reviewed trainees' counseling records in consultation with some 35 of their colleagues. From this review emerged 13 consistent counseling problems:

- Impulsivity
- Inadequate Problem-Solving Behavior
- Dealing with Official Forms, Tests, and Procedures
- Self-Evaluation (Recognizing handicaps and strengths)
- Self-Defeating Behavior (Inappropriate appearance, attitudes, action)
- Dealing with Prejudice in Training and On-the-Job
- Role-Behavior (Worker-boss, male-female, etc.)
- Building a Strong Family
- Decision Making (Evaluating a job in relation to one's values, abilities, etc.)
- Developing Trust
- Learning to Adjust to Change (of class, school, procedure, goal)
- Developing Tolerance for the Demands of Work and of Organizations
- Developing Skills in the Use of Resources (Instruction, Employment Service, Community Agencies).
What is particularly noteworthy is that these themes strike to the heart of the identified counseling difficulties of the disadvantaged in general and the minorities in particular. In effect, counselors, in individual and group work, are expected to teach significant items of information regarding work and self as well as the coping skills involved in the use of this information in vocational development.

These Supplementary Materials for Group Work were designed to focus counselor activity around significant trainee problems and to assist in counselor planning for the integration of information about work and self in the development of coping skills.

USING THE MATERIALS

These materials do not constitute a sequential course of study, nor do they encompass the entire scope of problems encountered in training the disadvantaged. Rather do they constitute a planning model for counselor activity in group work. Counselors will find groups with other major problems, and will create better group work plans. This is just a first effort that will help to orient the new counselor and focus the experienced counselor.

Counselors will continue to identify the needs of new trainees. They will then, utilize relevant items in Supplementary Materials for Group Work to clarify these needs and problems and teach the appropriate coping skills. As a result of subsequent evaluation these materials can then be sharpened and amplified. Hopefully, counselors will be encouraged to modify the themes and develop their own repertoire of plans. These can then be shared with others.

Planning for group work is only a part of planning for counseling which is essential if counseling is to serve Great Society Programs for the disadvantaged within the prescribed scope of time and program objectives. If planning is the lot of trainees in this context, it is as much the lot of counselors who must plan, anticipate outcomes, and come to decisions as to alternative ways of dealing with trainee problems. Supplementary Materials for Group Work is a tool to be used in the planning process.

A significant by-product of counselor involvement in the process of creating plans for groups was their rapid acceptance of the two essentials of counseling in training programs for the poor: focus on vocational direction and careful planning.

HERMAN SLOTKIN, Coordinator

January, 1968

* * * * * * * *
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*The reader will find that each of the items in this series involves a number of themes so that categorization is difficult. The items are grouped in this table of contents to make it easier to locate them.*
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Prejudice - Self-Evaluation

OBJECTIVES: To illustrate the common problems that minority groups have experienced, to help trainees identify common stereotypes and to begin to change fixed attitudes about people.

SUGGESTED TIME: Variable (appropriate for a group which has successfully worked with feelings)

IMPLEMENTATION: Distribute a newspaper article and read it to the group

Trainees are told that a story from a New York newspaper will be read to them concerning the problems of minority groups in New York City.

"These New Yorkers are a great burden on the tax payers of the city requiring assistance for food and clothing, the money for which they cannot or will not earn themselves. Many come to New York from a distance and have difficulty with English. Their neighborhoods are dirty, their houses are run down, garbage is thrown out the windows, and in the summer time the noise and dirt are almost unbearable according to civilized standards.

Crime is so common as to be almost an accepted way of life and the chances of youths getting into trouble with the law are twice those of youths in other areas of the city. Strangers entering these areas at night do so at their own risk and policemen must travel in pairs after sundown.

Since so many are unskilled, they can only get the jobs no one else wants and if they get training they are known to work for less, causing complaints that they are taking jobs away from people who have become accustomed to higher salaries.

Unless something drastic is done soon, the people in these areas may become so discouraged as to no longer want to rise above their surroundings. Thus the American ideal of everyman's right to better himself may be denied to this large number of New Yorkers.

Is it not a danger too, that the anger coming from this discouragement could be a cause of violence and peril to all New Yorkers?"

COUNSELOR'S QUESTIONS:

1. Does anyone have comments on this article?
2. Do you think it describes any part of the city with which you are familiar? Where?
3. Do you think that it is a fair description? Why? Why not?
4. Do you agree with the fear that the writer expresses regarding the discouragement and possible danger to all?
5. Finally, what group of people do you think is being described here?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Some may state that every paper is writing about minorities these days.
2. Certain group members may identify the area as Harlem, Bedford Stuyvesant, or East New York. They may recognize that the story is not very specific.
3. Some group members might feel that it is too hard on the residents as only some are untidy and without ambition.
4. Reactions could vary from realistic anxiety to rejection, or extreme anger.

COUNSELOR

After some discussion, the counselor interrupts to state that the article was written November 26, 1877, in the New York World, that the area described is Park Avenue between 42nd and 86th Street, and that the minority group described are Irish and German immigrants, who began settling there 40 years earlier.

EXAMPLES OF ANTICIPATED RESPONSES:

1. Surprise, disbelief
2. Relief
3. Recriminations
4. Embarrassment
5. Anger

SUGGESTED QUESTIONS:

1. Do all people have prejudices, fixed ideas? How do we get them?
2. Are all prejudices concerning race?
3. What is a minority group?
4. Are there many minorities?
5. What prejudices are there about the majority?
6. Why is it important to know our biases? How does a bias limit us?
7. What are the ways to change a stereotyped idea?

SUMMARY

Counselor helps groups to summarize the discussion of a variety of kinds of biases, such as not liking a man with a mustache or a woman with green eyes so that members eventually accept prejudice as a common failing people have, and a starting point for change.

FOLLOW-UP:

1. Review of job limitations and opportunities of minority group members
2. Resources open to minority group members
3. History of minority groups in New York City.
THEME: Prejudice -- against females and/or males

OBJECTIVES: Teaching trainees that we are all prejudiced in some way and that not all prejudice is harmful. Prejudice is harmful when it affects the lives of other people or when it limits what we can do. Helping trainees to recognize their own strong feelings about males and females.

SUGGESTED TIME: Two Sessions

Broad Area or Specific Phase (for groups which have developed cohesiveness and some skill in problem-solving)

SESSION I

IMPLEMENTATION: The counselor administers a work reaction exercise to demonstrate that each person has irrational ideas called prejudice. (see attached)

COUNSELOR:

"I am going to give you a paper with some words on it. You will have a chance to learn something about yourself when you write what you think about each word. Are you ready? Select what you like most in each row. Write M next to it. Select what you like least in each row. Write L next to it."

(If members of the group have difficulty reading, the counselor may read the words to the group)

After each trainee has apparently finished, the counselor will ask trainees to raise their hands to indicate how many liked A dog, cat, bird, least, and so on to each word in each of the six columns. A tally can be made.

COUNSELOR'S QUESTIONS:

1. Why do you like dog less than bird?
2. Why do you like green less than blue?
3. How did you arrive at a decision?

EXAMPLES OF ANTICIPATED RESPONSES:

In some cases a trainee may offer a rational reason or a personal experience as a reason for selecting one word over another but by and large the choices will be irrational.

COUNSELOR'S QUESTIONS:

1. What is prejudice?
2. Do you think we are all prejudiced about something?
3. Consider what you liked and disliked. How was your decision reached?
4. How will preferring blue over green affect your life? Life of others you work with?
5. When is prejudice harmful on a job?

SUMMARY: Counselor should give group time to think about prejudice and the possibility that we are all prejudiced in some way and to some extent. Some
individuals may resist making any admissions of being prejudiced. Counselor
and group will develop some meanings of prejudice. (Prejudice is jumping
to a conclusion before considering all the facts. It is an irrational
rather than a logical decision.)

SESSION II

IMPLEMENTATION: After the group understands what prejudice is and can deal with
the fact that we are all prejudiced in some way, the group can
move into discussions of stereotyped beliefs shared by male trainees
concerning women and female trainees concerning men.

COUNSELOR: Some male trainees have made statements like these:

1. "A women's place is in the home."
2. "Negro women are easy."
3. "It's the women's responsibility not to become pregnant."
4. "Girls are only after your money."
5. "Married men can have girlfriends, married women must be faithful."
6. "White women never respect Negro men."
7. "Women bosses are no good."

Some female trainees have made statements like these:

1. "Most men expect everything and give nothing."
2. "Most White men want only one thing from a Negro woman."
3. "Most Negro men are no good."
4. "I'd never work for a woman!"

COUNSELOR'S QUESTIONS:

1. Is this ever true? Is it always true?
2. What do you think can be the effect on a person of ideas like these? At
home? On the job?
3. What can you do to learn whether it's true or not when you're not sure?

SUMMARY: The counselor will encourage the group to consider all the ways in which
"fixed ideas" about males and females interfere with success at home and
on the job.

FOLLOW-UP:

1. Schedule individual conferences with trainees who withdraw/get very angry,
or have problems dealing with sex roles which are not dealt with in the
group.
2. Suggest trainees role play new ways of acting in situations to which they
have had stereotyped reactions in the past. Examples:
   "Everytime a female teacher tells me what to do, I get angry."
   "If I go for an interview and it's a woman, I know I won't
do well."
3. Assign as homework for trainees who react negatively to males or females
the task of trying a different behavior and reporting their success to
the group.
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BOARD OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Self-Evaluation - (recognizing handicaps and strengths)

OBJECTIVES: 
- To assist trainees to recognize what behaviors influence others to accept or reject them. 
- To help each trainee (and the counselor) to begin to identify his strengths in relating to peers.

SUGGESTED TIME: Pre-Vocational Phase (after a group atmosphere has developed)

IMPLEMENTATION: 
- Counselor uses the sociogram during the session to assist the group to identify why some people are accepted and others rejected.
- Counselor uses the sociogram later to identify individuals who are not selected and who may need individual counseling.

COUNSELOR’S STATEMENT:

Very often people say, "You can choose your friends but you can't choose your family". We can say the same thing about people we work with. If we could choose co-workers the way we do friends -- what would we look for?

EXAMPLE OF ANTICIPATED RESPONSES:

- A buddy - someone to eat lunch with
- I don't know
- Somebody who's experienced on the job

COUNSELOR:

"Certain people are chosen by all of us. We need to know what kind of people we choose to be with. All of us want to be chosen by others. I've brought a question sheet to help us find what we look for in people we enjoy being with. We're going to use our own answers to learn more about ourselves."

PROCEDURE:

- Counselor distributes question sheets (see attached) and reads all the instructions with the trainees.
- Counselor answers pertinent questions and allows group sufficient time to complete the sheets. Counselor collects each sheet from each trainee so that confidentiality is maintained.
- Counselor lists why people are chosen (reasons for first choice) on a blackboard or on a large sheet of paper posted on the wall. He lists the reasons why people are avoided on a second list.
CHOSEN

Examples:
- knows the job
- helps you
- really listens to me
- level headed
- smart
- stays calm
- you can rely on him

AVOIDED

- doesn't know what he's doing
- thinks he's better than everyone else
- can't keep anything to himself
- doesn't care about anyone else
- has no time for anybody
- real "goof off"

SUGGESTED QUESTIONS:

1. What kinds of things does everyone seem to be looking for?
2. What kinds of behaviors does everyone like to avoid?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Most of us want someone who'll help us or who shows he cares about us.
2. Many of us don't seem to like people who stay by themselves all the time, or are too busy or not interested in us.

SUGGESTED QUESTIONS:

1. Where do you find yourself in this picture?
2. Do you have any of these strengths ("Chosen" column)? Do you have any of these weaknesses ("Avoided" column)?

(Counselor encourages individuals to estimate their strengths and weaknesses. Members help each other by stating whether a trainee's self-evaluation in a particular area is close to the way others evaluate him.)

SUMMARY

"Probably no one of us has all the qualities other people would like us to have but it is important for each of us to have some qualities others admire if we are to get along. The first job for each person is to take long look at himself and with the help of other members of the group, decide what he already has, his strengths, and what he needs to have to get along with other people."

FOLLOW-UP

- Homework -- Each individual lists his strengths and some things he needs to improve.

- Individual Conferences -- The Counselor reviews his self-evaluation with the trainee and asks him to select the area he will start to work on.

- How Can We Help Each Other to Change -- Group suggests ways of helping each other with specific common problems.
QUESTIONNAIRE

Here is a list of all the members of your group. Use the list and your own ideas to answer the questions below. Your ideas are very important but not your name. Do not put your name on this paper. The group will discuss only the reasons and not the names in your answers. Do not show your answers to anyone.

I would most like to work with:

1. ____________________ Because: ______________________
2. ____________________ Because: ______________________
3. ____________________ Because: ______________________

If I could not work with any of them, I would then want to work with:

4. ____________________ Because: ______________________
5. ____________________ Because: ______________________
6. ____________________ Because: ______________________

On any job the people I avoid are those who ______________________
______________________
______________________

- 8 -
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Self-Evaluation (Testing)

OBJECTIVES: To develop in each trainee a recognition of how he reacts to a test situation. To help each trainee plan how he can perform more adequately in an anxiety provoking situation.

SUGGESTED TIME: Variable. This technique provides information to the trainee whether it is given at the beginning, middle or end of the cycle. A taped recording of the session can be discussed by the group so that they can hear their reactions.

IMPLEMENTATION:

The counselor will place a sheet of paper and pencil on each desk before the group meeting. At the start of the group, the counselor will announce that there will be a test at the end of the period covering all of the previous discussions. Each is to write how he has been helped and what he has contributed to the group. The time for the test is 10 minutes. Put the following on the board:

Start: 
End: 

Remind each to be careful to spell correctly.

EXAMPLES OF ANTICIPATED RESPONSES:

1. Complete silence and withdrawal due to fear in a test situation.
2. The cliques in the group will mumble to each other about the test.
3. Openly expressed anger about the unfairness of the test. Example: "We were not informed of a test. This is not a class, we are not supposed to have tests in group counseling."

COUNSELOR'S STATEMENT:

"This is not a real test. I arranged this so that you could find out how you act in test situations. What can you learn about yourself from what just happened?"

COUNSELOR'S QUESTIONS:

1. What did you do during this test? Why?
2. Do you remember yourself behaving like this any other time? What was that like? (job hunting, school test, etc.)
3. How does fear affect your ability in a test? (physical changes, emotional changes)
4. Where can we expect to be faced with stressful situations like tests? (job interviews, vocational placement tests, etc.)
5. What kind of plans do we need to make since we know tests are a part of training and getting jobs?
FOLLOW-UP:

1. Homework - trainees test themselves and each other frequently.
2. Group compares the course of study with the requirements of the job.
3. Counselor shows sample industrial tests.
4. Role play - job interviews
5. Counselor stages a different phony test situation later in the cycle.
THEME: Problem-Solving Behavior

OBJECTIVE: To help trainees learn how to deal with an evaluation with which they do not agree.

SUGGESTED TIME: Middle of Pre-vocational training cycle (after counselor has had sufficient time to study records)

IMPLEMENTATION: Preparation - Counselor explores student records to identify strengths of each trainee in the group. The counselor prepares individual letters for five trainees indicating that each has been rejected for being inadequate in an area in which he is actually adequate or outstanding. Counselor distributes five letters.

Letter #1 - Skills: Letter states rejection of employment because of low (20 w.p.m.) typing speed. This letter is to be given to a trainee who actually types 40 w.p.m.

Letter #2 - Academic: Letter states that achievement is poor and trainee cannot go to Specifics. This letter is to be given to a trainee with a good achievement record.

Letter #3 - Interpersonal Skills: Letter states termination of job is due to poor relationships with supervisors and co-workers. This letter is to be given to a trainee who has good interpersonal relationships with others.

Letter #4 - Attendance: Letter states termination of job is due to excessive absences. This letter is to be given to a trainee who has an excellent attendance record.

Letter #5 - Appropriate Dress: Letter states termination of job is due to dress, after repeated warnings. This letter is to be given to a trainee who is well-groomed at all times.

Each trainee in turn reads his letter to the group and has an opportunity to talk about his reaction.

COUNSELOR'S QUESTION:

1. Mr. X, what would it be like if you received this letter?

EXAMPLES OF ANTICIPATED RESPONSES:

Angry: This is a lie! They're picking on me.

Passive: I guess it's so if they say so. They know better than I know how I'm doing.

Confused: I thought I was doing well. Something is wrong here.
COUNSELOR'S QUESTIONS:

1. How did you feel when you read the letter? Why?
2. Do you think that the statements are true?
3. Does this information differ in any way with your evaluation of yourself in this area?
4. Is this what you are really like?
5. How can we know what we are really like (strengths, weaknesses)?

(Exploration of self-evaluation in a discussion with the group)

6. Suppose you think this letter is unfair to you. What would you do about this situation?
7. What would you do if this happened on the job?
8. How can we correct an erroneous impression others have of us?

EXAMPLES OF ANTICIPATED RESPONSES:

Angry: They're a bunch of liars and I'd go down there and tell them off.
Passive: I'd forget about it.
Realistic: I really feel this is an unfair evaluation. I know I am good at this. I guess I'd go down to the employment office and ask to see the results of my test and then perhaps ask for another test.

SUMMARY

1. If we're not sure of our own abilities we have difficulty explaining ourselves to others. If we're the least bit unsure of our best points, we become angry or upset when someone tells us we don't have them.

2. Some people are easily defeated - get very angry and want to strike out in anger.

3. A realistic approach involves collecting accurate information about yourself and getting people to consider it.

FOLLOW-UP:

1. Sessions with different letters for each trainee.
2. Role-playing in a situation in which the trainee discusses the letter with his employer.
Miss Mary Rose
22 Lafayette Place
Brooklyn, N. Y. 11201

Dear Miss Rose:

Your rating in our typing test was 20 w.p.m. The accepted speed is 40 w.p.m.

We regret that we cannot place you in our organization. If in the future, your speed increases to meet the minimum standard for junior typist, you may apply at this office for another test.

Sincerely,

Joan Pleasant
Personnel

JP/hf
Mr. John Doe
22 Lafayette Place
Brooklyn, N. Y. 11201

Dear Mr. Doe:

Our records indicate that your academic achievement in this center does not meet the minimum standard for entering the Specifics.

We regret that we are unable to place you in the Specifics for typing. Your termination is effective as of March 11, 1967.

Sincerely,

George Stanford
Teacher-in-Charge

GB/hf
Mr. Robert James  
54 St. Johns Place  
Brooklyn, N. Y. 11201  

Dear Mr. James:

We regret to inform you that your services will be terminated as of March 15, 1967.

It has come to our attention that you were involved in several conflicts and disputes with your fellow workers and that this critically interferes with the operation of our plant.

Cooperating relationships among worker is essential in our line of work. We believe it is in the best interests of employee and management that your services be terminated at this time.

Kindly report to the personnel office for your final check.

Sincerely,

George Hinson  
Production Manager
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

Mr. Robert Brown
54 St. Johns Place
Brooklyn, N. Y. 11201

Dear Mr. Brown:

Please note that your absentee record to date indicates a total of 34 days.

The Brand Production Company understands the necessity for absences due to extenuating circumstances; however, your record far exceeds the maximum number of days allowed for illness and personal business.

Under the circumstances, we must ask you to terminate your services as of the 30th of this month.

We regret the necessity of this action in that your work record appears satisfactory; however, the management feels they can no longer maintain your position on the payroll.

Sincerely,

George Jensen
Assistant Manager

GJ/hf
Miss Jessie Byrd  
22 Lafayette Place  
Brooklyn, N. Y. 11201  

Dear Miss Byrd:  

This is to inform you that your services as receptionist will be terminated as of March 13, 1967.  

The Windsor Company requires a minimum standard of grooming for the receptionist and typing staff, a standard which, according to our records, you have failed to meet.  

Mrs. Shallow informs me that this matter has been discussed with you on repeated occasions, and that you have made no effort to improve in this area. I refer you to the "Windsor Handbook of Good Grooming" which you, no doubt received, during the first week of your orientation.  

Kindly report to the personnel office on the 8th floor for your final check.  

Sincerely,  

Marjorie Lord  
Personnel Director

ML/hf
THEME: Self-Defeating Behavior in a Job Setting.

OBJECTIVE: To help develop understanding and attitudes for better interpersonal relations on a job.

SUGGESTED TIME AND USE: Two sessions near beginning or middle of cycle.

IMPLEMENTATION: Case History Presentation (oral) and Role Playing.

METHOD: Counselor states: A fellow in one of my other groups told the group that he walked out on a good job the other day. Conditions were pleasant and easy, the pay nice — but when his employer one day said, "Boy. Take this package over to the Shipping Department," he saw red. He shouted, "No one talks to me like that. I quit!" and he slammed the door.

QUESTIONS: What do you think about what happened?

Encourage discussion of feelings and thinking about what happened.

EXAMPLES OF ANTICIPATED RESPONSES:

1. "I once quit a job when a boss insulted me. I take no guff from anyone."
2. "I would say, My name is Andrew, not 'Boy'."
3. "Maybe it's the way you dressed and acted."
4. "Talk it over with the boss — let him know how you feel."
5. "Ask him why he treats you like this?"
6. "There's an ad in the subway that says, 'Boy is what you'll be called the rest of your life if you don't get an education.'"
7. "My boss told me my work wasn't good enough, so I quit."
8. "No one is ever going to talk down to me and get away with it. I'd fight and show him."
9. "You're already in a l-down position with an employer, so you might as well compromise."

EXAMPLES OF QUESTIONS: (Avoid "yes" and "no" questions.)

1. How did you feel when you are called "Boy"?
2. What does being called "Boy" mean to you?
3. What do you think it meant to the employer?
4. How do you judge an employer's attitude toward you?
5. How would you explain to the employer how you felt and what his remark meant to you?
6. Why is it not wise to jeopardize a good job just because of one incident? What things should be taken into consideration?
ANTICIPATED RESPONSES:

1. "Everyone has a right to pride."
2. "No one has a right to talk down to you."
3. "If someone insults you — that’s it."

MORE PIVOTAL QUESTIONS: (To indirectly lead to attitudinal change.)

1. Is there a difference between healthy and unhealthy pride?
2. Why is it important to talk things over?
3. How many of you find it hard to talk things over when you feel hurt?
4. Is life always fair? 100%?
5. We understand a situation better if we are sensitive to the other person’s needs as well as our own. Why?
6. Why is compromise necessary sometimes?

EXAMPLES OF ANTICIPATED RESPONSES:

1. "If you know your own self-worth, no one can down you."
2. "If you’re educated, you won’t need to have a menial job."
3. "If you act with dignity, no one will treat you with disrespect."

RELEVANT THEMES: That may arise -

- Racial Prejudice — stereotyped images of people, education, and respect.
- How to explain oneself without getting angry.
- How to leave a job in order to get a better one.
- What if you have to leave a job because employer is hard to get-along-with?

FOLLOW-UP TOPICS COUNSELOR COULD BRING UP DURING NEXT SESSION:

- How to get a good reference if one has to leave a job.
- How to develop self-confidence through understanding other people.
- How to disagree amicably.
- How to press your point and still remain friends.
- Self-confidence through responsibility and competence.
- How to influence others.
THEME: Self-Defeating Behavior - Self-Evaluation (Illness)

OBJECTIVE: To help develop insight into trainee use of illness as a self-defeating tactic and skills to cope with attendant problems

COUNSELOR TO GROUP:

METHOD - Today, I would like to bring before you, a situation about a student in another group. Maybe you can come up with helpful ways for him to handle his problem. I am passing around a written summary so you can each read it before you discuss it.

John reported to his group that he was very upset, since his wife has again been getting fainting spells and also spells of depression. When this happens, she either stays in bed most of the day or spends hours on end looking at TV, completely neglecting their three small children and the housework. John states he feels very sorry for her and does everything, including ironing the girls' dresses and the shopping and cleaning and cooking. He has already lost one job because of this, and is now extremely upset, because if he stays home for her, he will lose out in the program. The doctors have found nothing physically wrong with her. She saw a psychiatrist last year for a while, but that didn't help.

John is very quiet, gentle type of person, who states he has a happy marriage and feels his wife is affectionate and loves him because she is always asking "Do you love me?"

POSSIBLE QUESTIONS:

1. Have you ever come across something similar? What was it like? Why does John's wife behave this way?
2. What is your reaction to this story?
3. Is John the strong one because he does all the housework in addition to working on a job? Why?
4. How does John feel?
5. Can fainting be a "cop-out" - just like running away from a responsibility? How can you tell?
6. Is John helping her stay sick by catering to her illness?
7. Are there quiet ways of dominating? Is his wife really bossing him?
8. What do you think would happen if John refused to take over her responsibilities?
9. What would you do if you had a wife or relative like that?
ANTICIPATED RESPONSES:

Trainees should recognize the use of illness as a tactic by John's wife as well as people they know. Trainees may recognize their own use of illness as a "cop-out" in taking tests, making a decision, learning difficult skills. They may draw out of their own experience effective ways of dealing with this in others as well as themselves.

FOLLOW-UP:

Present to the Group the Solution John Actually Chose:

John reported the next day, that discussing this problem in the group and with counselor individually was the best thing that ever happened to him. When he suggested to his wife that her illness was under HER CONTROL, that she can decide to be ill or not, and that he is no longer going to jeopardize his future job by taking over for her when she is well enough to look at TV all day she replied, "I promise never to be sick any more." Several weeks later John reported a much better relationship with his wife, who is now concerned with his feelings and needs for the first time in their seven year marriage, and as things look now, she is over her fainting spells.

1. What do you think of John's direct approach?
2. What other approaches might he have taken?
3. What are the possible consequences of each?
4. How can you tell which approach is best?
5. Apply the same pattern to other work related situations:
   a) using illness as an excuse for poor work
   b) using illness to avoid unpleasant work
   c) using illness to avoid difficult work
   d) using illness to throw the burden on your work partner
THEME: Self-Defeating Behavior (relating to attendance)

OBJECTIVES: To develop a more positive attitude towards attendance through the exploration of feelings of why people tend to be late and/or absent, and their impact on job relationships.

SUGGESTED TIME FOR USE: Shortly after group has formed. (2 - 3 weeks).

IMPLEMENTATION AND METHOD: The counselor will distribute and read with the group any of the following vignettes.

#1. ATTENDANCE AND RESPONSE TO AUTHORITY

George Dane stopped by to visit Miss Calen, the counselor. "Everything was just fine," he said, quite cheerfully. In the course of his warm and friendly conversation, he mentioned that he had been absent one day last week. Miss Calen asked, "Why?"

"I guess I was just too lazy to return in time," he said.

"Can't agree," Miss Calen said shaking her head, "A man who works weekends and evenings to continue school and support his family isn't lazy."

It was then that Mr. Dane remembered that the day before his absence, his teacher, Mrs. Bridge, had warned him that he could not be absent one more time. He recognized the connection and questioned why he would have done this.

"I guess it's just rebellion," he said, "no one can tell me what to do."
#2. ATTENDANCE

THE CHRONIC LATE-COMER:

It's been a problem all my life.
I've lost jobs because of it.
The boss liked me -- but they just couldn't keep me on.
I remembered how angry my teacher always was in elementary (of High School) when I came to school late.
After awhile I stopped coming.

#3. ATTENDANCE AND FEELINGS ABOUT THE JOB

I'm usually on time. No hang-ups.
I can't stand people who keep me waiting.
But I had a job once -- that I really hated -- I felt so useless there. It was so dull. And I never, but never came on time. I even tried getting up early -- but something always seemed to make me late to work. I couldn't quit the job -- cause at the time I needed the money. They fired me anyway.
On my last job I worked in the office. It was an O.K. job. No great shakes. I was only there two weeks when my babysitter left me to go back home. Her uncle had died. I had to stay home with the baby. I didn't bother to call the office to say that I was going to be out. When I got back to work the job was filled.

These Vignettes may be utilized to initiate
1. open-ended discussion
2. a buzz group
3. a role-play
Following any one of these activities, the counselor will ask any or all of the suggested questions.
1. What's going on in this situation?
2. Why do people behave this way?
3. How should he (she) have handled it?
4. How would you have handled it?
5. Sometimes we hear the expression, "self-defeating behavior". Was this person (these persons) defeating themselves? Why?
6. Why do you think he (she) acted as they did?
7. Are there any other alternatives?
8. What are the possible consequences of each alternative?
9. If you were the boss or teacher what would you have done? Why?
EXAMPLES OF ANTICIPATED RESPONSES:

1. Some trainees may react negatively and reject the concept of, "self-defeating behavior", by labeling the problem as being outside of themselves.

2. Some trainees may identify closely with these situations, realizing that this has happened to them.

3. Some trainees may react negatively by refusing to view objectively their responsibility in a job on learning situations.

4. Some trainees may gain insight as to their responsibilities both to themselves and their job on learning situations.

FOLLOW-UP:

The counselor may initiate discussion or role-play exploring how people sometimes "sabotage" themselves in other ways through absence, belligerence, insubordination, failure to study, etc.
Board of Education of The City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Impulsivity - Developing tolerance for the demands of organizations

OBJECTIVE: To develop rational rather than impulsive ways in which trainees can respond to disturbing written communications from organizations.

SUGGESTED USE: At the beginning of the cycle

IMPLEMENTATION: Each trainee in group receives a sealed letter (see attached letter) with his name and home address on it. The letter comes from New York State Employment Service asking the trainee to provide Mr. Volin, of the training allowance unit, with certain information. Prior to passing out of envelopes, counselors says to group: 'Make believe that you wake up tomorrow morning, eat breakfast, wash up, get dressed and leave the house on the way to school. You stop off at your mailbox and you find this letter waiting for yourself.'

SUGGESTED QUESTIONS TO GROUP

1. How do you feel about receiving mail? Why?
2. What are your first feelings before opening the letter? Why?

The group is then asked to open their letters and read them.

SUGGESTED QUESTION TO GROUP

1. What will you do? Why?
2. What will you not do? Why?
3. What is your feeling toward New York State Employment Service?
4. How will your feelings towards the Employment Service influence your behavior?
5. What is your general feeling about receiving mail from agencies? Why?
6. How have your general feelings influenced your behavior?
7. What alternatives do you have? What are the consequences of each?
EXAMPLES OF EXPECTED RESPONSES:

Trainees may act passively, impulsively or hostility. They may put the letter away and say that they will respond when they have time, they may go to the employment office and deal directly rather than coming to school and mailing to the employment service the information requested, or they may tear the letter up and raise a fuss about having their checks delayed. It is also possible that they will behave appropriately by doing what the letter suggests. It is my feeling that most trainees will act impulsively.

FOLLOW-UP:

Counselors may want to follow-up either individually or in groups with passive, impulsive or hostile reactions of trainees as self-defeating behavior in other contexts:

1. In reacting to failure to learn
2. In reacting to directions from a school aide
3. In reacting to a change in training plan or schedule
4. In reacting to criticism by a teacher
5. In reacting to criticism by a fellow trainee
Dear Trainee:

Your Training Allowance payments are being delayed pending receipt of the item(s) checked below.

Please return this letter and the requested documents in the enclosed postage-free envelope.

( ) Your Birth Certificate or other proof of age.

( ) Birth Certificate of your ________________________.

( ) Your Social Security Card or your Unemployment Insurance Book.

( ) Copy of your last Income Tax Return.

( ) Verification of employment.

( ) Other

Very truly yours,

Saul Volin
Manager
THEME: Developing Skills in Handling a Job Interview.

OBJECTIVE: To explore feelings which may develop during a job interview, and to help the trainee learn effective behavior during the interview.

SUGGESTED TIME AND USE: Two weeks before completion of Specific training.

ROLE PLAYING: The counselor suggests that the trainees role play a job interview. The role play will demonstrate how both the interviewer and the applicant behave.

COUNSELOR'S STATEMENT: An office manager or foreman has only one job to fill. He has three applicants for the job. Let's find out which one he will choose and why.

The counselor selects a job title and duties from the M.T.I. Manual and asks for volunteers to play the roles of the employer and the three applicants. To make the situation realistic each applicant will be supplied with individual instructions as to how he should behave.

SEVEN INSTRUCTIONS FOR APPLICANTS

1. Act as if you don't care - angry.
2. You have been looking for two months and you feel you have to get this job. (act anxious, worried).
3. Be yourself - act natural; behave as you think you will in a real interview.
4. You really don't want this job but you're tired of looking - act beaten down, defeated; "I'll take anything".
5. You would like the job but you're afraid you won't get it. Act nervous; no self-confidence.
6. You just finished training for this work at Manpower, but you've never worked before - (Act inexperienced; as though you don't know what you have to do in an interview.)
7. You just want a part-time job so that you can stay in the Manpower Program. - (Try to get a job for only three hours a day.)
Counselor distributes three instructions in separate envelopes to each of the three trainees who volunteer to apply for the job.

**COUNSELOR'S STATEMENT:** "Read the instructions about how you are to act during the interview but don't tell anyone what your instructions are."

While the trainees are reading instructions, the counselor should inform the trainee who will be the employer to spend three minutes on the three interviews and to act the way he thinks an employer would act. After the interviews he names his choice. He will be asked to give his reasons for it later.

**COUNSELOR'S STATEMENT:** "As you watch the interviews, think about which one of the applicants you would hire if you were the employer? Why?"

**QUESTIONS:**

What do you think about this employer?
What was he interested in?
Did he make a wise choice?
Why do you think he decided not to take the other two?

**EXPECTED RESPONSES:**

Applicant #1 looked bored — he was sitting all crumpled up.
Applicant #2 looked nervous — he kept lighting up cigarettes.
Applicant #3 didn't seem to want the job — he was just wasting time.

**COUNSELOR:** "Let's find out how the employer made his decision".

**EXPECTED RESPONSES OF EMPLOYER:**

I selected applicant ______ because he acted like he really wants to work.
I didn't pick him; He didn't have enough energy to do the job.
I got the feeling that he would quit the job after he got his first week's pay.

**QUESTIONS:**

What do you think of his reasons?
What does the employer look for?
What does the employee look for?
How can we show interest in a job during an interview?
How can we show confidence in a job during an interview?
Have trainees summarize what they have learned after discussion of ways to communicate interest, confidence, and experience in job interviews.

LEARNINGS:

1. The way we feel about the job - or the interview is often communicated to the interviewer.
2. Sometimes when a person feels worried, he tries to cover it up by acting disinterested or angry. The employer can interpret your worried behavior as disinterest in the job.
3. The attitude of the applicant affects the attitude of the employer.
4. If the employer feels that the person doesn't want the job, he may not want to hire him.
5. Even though a person may have all the qualifications for the job, he may not get it because of the way he acts during the interview.
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Reaction to Agency Policy

OBJECTIVES: Learning how to deal with anger and frustrations resulting from agency policy; improving skills in working effectively with rejection

SUGGESTED TIME: Pre-Vocational Phase (Group should have experience role-playing.)

IMPLEMENTATION: Counselor will distribute letters from the Department of Welfare. Some letters will indicate approval of requests for supplementary assistance and others will be letters disapproving the application. (See attached samples)

COUNSELOR:

"Pretend each of you has applied for supplementary assistance from the Dept. of Welfare because your allowance is so small that you may not be able to stay in the program. I am going to give each of you a letter of reply from the Dept. of Welfare."

(Allow group sufficient time to read and understand the letters)

1. "What do you think about your letter?"
2. "How does the letter make you feel?"

EXAMPLES OF ANTICIPATED RESPONSES:

1. "Now I know I am getting some money at last."
2. "Only $20.00 a month? Cheapskate."
3. "What do you mean only $20.00? I am not getting anything."
4. "How come you and not me?"
5. "Why do they give to some and not to others?"
6. "It isn't fair!"

COUNSELOR:

"It seems that not everyone received the same letter. Some people are going to get assistance and others are not."

1. "What do you think is going on?"
2. "What happens now?"
3. "Where does this letter leave you?"

EXAMPLES OF ANTICIPATED RESPONSES:

1. "You can't fight City Hall!"
2. "Well, I would want to know why I wasn't accepted. I would like to find out."
3. "I would go down to see the caseworker and ask him what it is all about. Maybe it can be changed."
4. "Sometimes caseworkers are prejudiced. You never know."
5. "Maybe there are some papers you can bring to prove that you need the money."

COUNSELOR:

"Some of you are saying you would try to do something about it -- that maybe more information is needed or maybe the caseworker is prejudiced. But you think you..."
need to find out about it and work on it. While others are saying that nothing can be done about it. Why do you suppose some people are thinking of something to do and others think nothing can help?"

EXAMPLES OF ANTICIPATED RESPONSES:

1. "Cause they are mad. When you get very anger you can't think."
2. "You just want to do something to someone, get back at someone."

SUMMARY:
Counselor assists group to develop the following ideas:

- Dealing with large agencies can often be frustrating
- Sometimes when we are very angry we can't think where to turn and what to do
- We have a right to be angry but we also need to figure out where to go from there
- Hating doesn't help us
- We have to decide what to do and where to get help

FOLLOW-UP:

1. Trainees who need additional help in working with the Department of Welfare should be referred to the Social Worker.

2. If many trainees are having difficulty living on their allowances, additional information about supplementary assistance, qualifications, etc. should be presented to the group.
Dear Sir/Madam:

This is to inform you that your application for supplementary assistance has been accepted. You will receive a semi-monthly check of $10.00.

Harry Jones
Caseworker

HJ/hf
Dear Sir/Madam:

This is to inform you that your application for supplementary assistance has been denied.

Harry Jones
Caseworker

Case #754026
NAME
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEMES: Reaction to Agency Procedures
Developing Skills in the Use of Resources

OBJECTIVE: To confront the newly enrolled trainee with a real problem he faces during his training and to help him begin planning.

SUGGESTED TIME: Beginning of Broad Area Cycle

IMPLEMENTATION:
Counselor distributes letter describing allowance procedures to all newly enrolled trainees in the group. (see attached letter)

COUNSELOR'S QUESTIONS:
1. Is this something you knew about?
2. What questions do you have about this?
3. How does this affect you?
4. What do you think about the situation?
5. What plans do you need to make?

EXAMPLES OF ANTICIPATED RESPONSES:
"I can hardly manage on this allowance even if it weren't late!"
"Why can't they hire more clerical workers?"
"I guess I'll try to put away a little bit every week."
"I'll try to look for a part-time job."
"I'd better let my wife know about this."

COUNSELOR:
Counselor encourages group members to express their anger and to state all the problems they anticipate as a result of these procedures. (Silent members who may be unable to express or work on these problems in a group should be scheduled for individual counseling later.) After the group states most problems, the counselor guides the discussion to a consideration of what choices trainees have in dealing with such a situation. Experienced members of the group should be asked to help others by reporting how they handle their money problems. The services of the social worker and the Department of Welfare should be explained. The delays occasioned by absences, incomplete addresses (apartment, floor), missing name from mailbox, use of wrong social security number, etc. should be included in the discussion.

FOLLOW-UP:
1. Necessity for regular attendance and recording all checks received
2. Budgeting ideas contributed by group members
3. Family spending plans
4. Handling frustrations and anger
5. Scheduling individual conferences to help trainees who need it
Dear New Trainee:

Your request for allowance has been granted. However, there will be a two to three week waiting period before you will begin to receive your checks regularly. You will be in Broad Area training for 11 to 16 weeks. At the end of this period, you will be transferred to a specific area of training according to your vocational choice. During this transfer period, there will be another delay of two to three weeks before you will receive your allowance checks again on a regular weekly schedule.

Due to the large number of trainees requesting allowances, there is a lot of clerical work involved in processing the necessary papers. There will be occasional delays in processing your 952 forms when there are holidays or staff problems in our office.

We would appreciate your cooperation and patience in these matters.

Sincerely yours,

Mr. Mann, Supervisor
Manpower Allowance Unit
Board of Education of The City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Decision Making - Evaluating a job in relation to one's values, abilities, etc.

OBJECTIVES: Determining reasonable job expectations within limits of values, abilities, interests, scope of training and requirements of jobs.

SUGGESTED TIME AND USE: Beginning group (specific phase) - to stimulate planning.

IMPLEMENTATION: Tape-Recording from a script.

METHOD: Listening to the tape and then listing in order of importance the job requirements of each trainee after discussion.

SCENE: Job Information Bulletin Board outside Guidance Office of Manpower Center. Waiting for interviews with Employment Service Placement Counselor, are a group of trainees for Maintenance Men who will now be leaving training after 30 weeks.

AI: Man, when you see all them jobs on the Board, its hard to figure out which is the right one.

BILL: I wish I could figure out which would be the one that's really right for me but there's too many.

AL: I know this one here ain't the one - Department of Sanitation - you know what that is -- Garbage Man.

How come you have to take a test for it? Anybody can dump garbage cans into a truck.

BILL: It looks like I could pass the test from what it says here - but who wants to - but $104. a week to start!

LEN: Here's the one for me. "Assistant to Manager-Maintenance Company Real Opportunity for Advancement" There's where the action is.
AL: Give me the money. You can have the "opportunity."

BILL: I know one garbage man. He's retired now and gets half-pay and he's 41 years old.

LEN: Maybe I wouldn't mind being called Garbage Man if I could retire early and start my own company. But man I might be old and tired by then too.

BILL: Yeah Man. But maybe you'd want to keep taking tests to advance yourself and you wouldn't want to retire.

LEN: With my family - I got 4 kids - maybe this "Housing Authority Maintenance Man" is just "Mr. Right."

AL: But look at that salary.

LEN: But look at that apartment man.

AL: I wish they'd give us more chances to figure out what's the best deal around here.

LEN: Yeah. Oh, here's the Placement Man, man.

* * * * * * * * *

POSSIBLE QUESTIONS PUT BY COUNSELOR TO STIMULATE RESPONSES:

How do you feel now that you have heard a group of trainees who are about 6 to 8 weeks "ahead of you."

Do you feel that they are ready for an important choice? Why? Why not?

Is there anything we can do here now so that our choices might be clearer and in that way easier?

EXAMPLES OF EXPECTED RESPONSES:

How come those guys haven't had a chance to figure out the right job?

Even if they had the chance, how can you be sure which is right?

What is the one thing I should look for in a job?

Who can help me pick out the right one and then do something about it?

FOLLOW-UP:

Distribution of Job Information - e.g. Test Announcements and
Trainees make a comparison of these evaluations given by Shop and Basic Education instructors and their own estimates. These could then be used in group or individual counseling to prepare for the decision to be made 6 weeks hence.

CHECKLIST OF MOST IMPORTANT THINGS IN A JOB FOR ME

Put (1) next to the Most Important, (2) next to Next Most Important, etc.

_______ skills required
_______ security ("lay-off proof", retirement, etc.)
_______ money (starting salary, top salary, Chance for Advancement)
_______ Prestige
_______ Independence (being your "Own Boss" after a time)
_______ Owning the Business
_______ Using job as stepping-stone (Using it to maintain self while preparing for something else)
_______ Job conditions (hours, vacations, sick leave, fringe benefits, physical demands, temperature, humidity, noise-vibration, hazards, fumed-odors, etc.)
THEME: Learning to Adapt to Change.

OBJECTIVE: To explore reactions and behavior during change situations. To relate this to change of shifts or departments in the job situation. To develop a coping point of view in dealing with change.

TIME: Middle or end of Cycle - One Week.

METHOD AND IMPLEMENTATION: Each trainee in the group receives a circular announcing a change in Manpower Centers and instructions for traveling to the new center. (See attached circulars.) The counselor can explore feelings and anxieties relating to change.

METHOD: Counselor hands out circular to each trainee.

COUNSELOR STATEMENT: I've got some instructions for you. Just pass it around to each one.

Allow trainees to react to notice of change. (approx. 3 minutes).

COUNSELOR STATEMENT: Any questions?

EXPECTED RESPONSES:

Anxious - This is awful. I don't know how to get there. Why do we have to move? I like it here. Why do they have to fix the building while I'm here?

Negative - Forget it! They can just forget about me - I'm not going!

Counselor and group explore anxieties.

COUNSELOR STATEMENT: What's wrong, you seem to be annoyed?

EXPECTED RESPONSES: I don't like to move - I'm comfortable here. How do you know who they've got over there. I didn't plan on going to another place.

COUNSELOR SUMMARY OF DISCUSSION: If things change rather suddenly, we tend to be upset about it. I wonder why?
EXPECTED RESPONSES: You know where you are now. You don’t know what things are like where you are going. You get used to a place – you know everybody. You have to worry about starting all over again.

COUNSELOR STATEMENT: When we have to change a place of work – start a new job, we begin to think about all the problems we may have to encounter – all the unknowns. (Meeting new people – how will they like us – how will we like them. Finding the comfortable places to work, and eat, etc.)

This is perfectly natural – human beings do not like to change – particularly when they have adapted to the present place. Can you think of a work situation where you might suddenly have to change.

EXPECTED RESPONSES:

1. A nurse who has to move to another ward after she has adapted to her present one.
2. An office worker who has to move to another unit.
3. A machine operator who has to transfer to another plant.
4. An elevator operator who is laid off because of automation.

COUNSELOR STATEMENT: In other words, there are some situations where we may have to change – not out of choice. How do we deal with it?

EXPECTED RESPONSES:

1. I’d be miserable – but I’d go.
2. I want the job – I have no choice – I’d go.
3. It’s more important that I work at this job – I’ll stay with it.

COUNSELOR:

1. Encourage group to think about what is important to consider about many different situations involving change and to suggest ways of controlling feelings (panic, fear, anger) so that we do not act on these feelings.
2. Have group members summarize what they have learned about change.
   a. Most of us get upset when we have to face change – particularly when we haven’t made the choice.
   b. One reason we get upset is that we fear failure. We have to reassess our own abilities to see if we can be effective on the new job.
c. We fear the unknown or the action it takes to adjust to a new situation once we are comfortable in the present one.

d. Once we know why we're upset, we can better accept the new situation.

e. The fact that we want the job or training helps us to accept the change.

FOLLOW-UP DISCUSSIONS:

1. The role of choice in a change situation.
2. The consideration of needs in a change situation.
3. The role of self-confidence in a change situation.
BOARP OF EDUCATION OF THE CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

CIRCULAR #52

July 18, 1967

TO: ALL STAFF MEMBERS.
FROM: MR. MANN, TEACHER IN CHARGE.
RE: CLOSING OF BUILDING

The entire building will be closed for repairs as of tomorrow.
Report to:
Williamsburg Adult Training Center
34 Arion Place
Brooklyn, New York

See attached circular for traveling instructions.

Mr. Mann
Teacher in Charge
Williamsburg Adult Training Center
35 Arion Place
Brooklyn, N.Y. 11206

TRAVELING INSTRUCTIONS:
FNT Broadway-Brooklyn Line, Myrtle Avenue Station
or
BMT Myrtle Avenue El, Broadway Station

Eastern Parkway/Broadway Junction Station on IND Line
is a change-over point to the "MT"

New York City Adult Training Center
45 Rivington Street
New York, N.Y.

TRAVELING INSTRUCTIONS:
Any bus to Brooklyn Bridge; transfer to bus over bridge:
Get off at last stop.

IND - "D" Train, Second Avenue Station

BMT - Broadway-Brooklyn Line, Get off at Bowery Station

IRT - Lexington Avenue Local, Spring Street Station

Mid-Manhattan Adult Training Center
212 West 120th Street
New York, N.Y. 10029

TRAVELING INSTRUCTIONS:
IND - "D" Train, 125th Street Station (This stop is closer
to the school.)

IRT - Broadway-7th Avenue Line, 125th Street (& Lenox Avenue)
Station

Harlem Adult Training Center
132 West 125th Street
New York, N.Y. 10027

TRAVELING INSTRUCTIONS:
IND - "D" Train, 125th Street Station (This stop is closer
to the school.)

IRT - Broadway - 7th Avenue Line 125th Street (&Lenox Avenue
Station

Jamaica Adult Training Center
150-14 Jamaica Avenue
Jamaica, New York

TRAVELING INSTRUCTIONS:
IND -"E" or "F" Train, Parsons Blvd. Station or Sutphin Blvd.
Station.
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Learning to Adjust to Change

OBJECTIVE: To assist the individual to learn to adapt to new situations involving superiors and peers; to confront the group with problem situations which will develop their capacities to deal with change successfully.

SUGGESTED TIME AND USE: Middle and ending groups. This material may be used with groups which have developed some cohesiveness and some skill in problem-solving.

IMPLEMENTATION:

Method I - In the use of the first method, the counselor will cite a case study to evoke the inner feelings of group members concerning their self-worth.

John has been working for the same company for two years. He enjoys his work; likes the people on the job and is receiving a reasonable salary. John has been employed in the capacity of an office worker performing such duties as filing, answering incoming telephone calls, and typing correspondence. One morning John is called into the office by his supervisor. John was given the following direction: "Boy, I want you to finish the filing I gave you yesterday. I have some new work I want to give you."

The counselor will lead a discussion involving trainee reactions.

SUGGESTED QUESTIONS:
1. What's going on here?
2. How is it that a man is called "Boy"?
3. What will happen now?
4. Could you see this as actually happening to you?

ANTICIPATED RESPONSES:
1. I would quit
2. Anger at the supervisor
3. Acceptance of the situation
4. Feeling depressed, inadequate

FOLLOW-UP:
1. How do you decide what to do in a new situation? (first reaction vs. thoughtful reaction)
2. Exposure of alternative ways of handling this situation
3. How do we understand the supervisor's behavior?
4. Making plans, decisions while uncomfortable

Method II - Bill began a new job in an insurance firm. He would be working directly under the supervision of the office manager. The first day Bill arrives at work and finds himself in the center of the office where everyone is involved in his
own work. After a period of five minutes his supervisor approaches him and asks "Why are you standing there doing nothing? You know you were to report to me." In the course of the day, Bill notices that the other employees look at him, but have not approached him to engage in conversation.

SUGGESTED QUESTIONS:

1. How would Bill feel? Why?
2. What will Bill probably do?
3. What happens to a newcomer?
4. Is there any way to change such a situation?

ANTICIPATED RESPONSES: Responses may follow the feelings of:

1. I would leave
2. Anger at the people involved
3. Questioning the realness of the situation
4. Consideration of feelings of asserting oneself in a new situation
5. Consideration of ability of each to socialize and to deal with "unfriendly people".

FOLLOW-UP:

1. How do you make out working with individuals in a superior position? With co-workers? Why?
2. Why do people form groups or cliques at work?
3. Could you see any alternative ways of coping with Bill's situation?
4. If necessary, plan to direct group activities toward additional consideration of situations involving change.
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Tolerance for the Demands of Work and of Organizations

OBJECTIVE: To prepare trainees to deal with one kind of personnel policy relating to the hiring of minority group members

SUGGESTED TIME AND USE: Toward the end of Specific training. This material can be used in a group which has already dealt with prejudice.

IMPLEMENTATION: Present the "behind-the-scenes" meeting of a Personnel Manager and Department Unit Head in a large company. The dialogue is read to the group or tape recorded.

P.M.: Mr. Smith, I advertised for that stenographer you requested for your Department Unit and I have two top candidates you can interview today.

Mr. S.: I hope that they are both Negro because, as you know, company policy is aimed toward getting more integrated departments and it has come to my attention that my department is lacking in this.

P.M.: Both candidates are qualified but one is white, while the other is Negro. The white girl's steno and typing speed are somewhat better, while the Negro girl seems to have a more engaging personality.

Mr. S.: I'll take the Negro girl. No interview necessary.

(Individuals not members of the minority group might have emphasized to them that the opposite situation in a company is entirely possible.)

SUGGESTED QUESTIONS:
1. What do you think about what happened?
2. Are personnel policies "fair"?
3. Can you see yourself in this situation?
4. What do you think will happen now?

EXAMPLES OF ANTICIPATED RESPONSES:
1. There is nothing fair about this.
2. She was not accepted entirely on her merit. She (Negro) is getting better treatment since the company policy is aimed at helping Negroes.
3. Her co-workers might feel that she is getting special consideration and give her a hard time. Also, she might be the first minority group member there. In addition, she might have to prove herself.
4. She probably will get along ("She has an engaging personality").
5. I think the white girl is being treated unfairly.
6. This is a good policy because

FOLLOW-UP:
1. How can you learn or "test" the policy or reputation of a company in relation to minorities? In relation to whites?
2. How does policy affect the worker? (working conditions, promotions, etc.)
3. What choices do you have and how do you decide what is the best plan to follow?
4. Schedule individual conferences for trainees who need to change attitudes and cannot deal with the subject of race in a group.
THEME: Developing tolerance for the demands of the place of employment and the job

OBJECTIVE: To help trainees learn how to cope with authority figures at work and to explore alternatives in dealing with threatening authority figures.

SUGGESTED TIME: Middle or Ending groups (Nursing - L.P.N.)

IMPLEMENTATION: The group session can be developed through two methods:

(1) Anecdote - followed by (2) role-playing

The counselor reads the vignette to identify trainee attitudes about authority figures.

COUNSELOR'S STATEMENT:

"I'm going to tell you about a nurse trainee who was quite upset by what happened to her on the job. As you're listening to it, see if you can figure out what went wrong."

ANECDOTE

Trainee 1: "There was excitement at the hospital this week."
Trainee 2: "What happened??
Trainee 1: "Well, there I was getting the nipple to feed the baby I was supposed to take care of when this nurse supervisor comes up to me out of nowhere and says, 'what are you taking that nipple for?' She actually tried to pull it right out of my hand! She said, 'I'm the supervisor here'. Who was she anyway? She wasn't even on that section before. I knew what I was doing. I read the doctor's orders on the chart! But she wouldn't stop. I told her I wasn't going to talk to her - she could go see my instructor. I tried to walk away from her and she grabbed me by the arm. I don't allow anyone to touch me that way!

Well, she went and complained about me to my instructor. If I didn't have my hands full, I would have hit her."

COUNSELOR'S QUESTION:

1. What do you think about what happened?

EXAMPLES OF ANTICIPATED RESPONSES:

Angry: I would have done the same thing. I don't like people pushing me around.
Passive: I wouldn't have answered at all. I would have tried to get away.

COUNSELOR'S QUESTIONS:

1. What do you think the supervisor was trying to do? Why?
2. Can you figure out why she grabbed the trainee's arm?
3. What do you think is the reason this happened?
COUNSELOR: "Let's role play to see why each one felt and behaved the way he did."

The counselor asks for volunteers to play the supervisor and trainee. After the conflict has been enacted, the players reverse roles.

COUNSELOR'S QUESTIONS:

1. How did you feel when you were the supervisor? How did the trainee make you feel when she tried to walk away?
2. When you were the trainee, how did you feel towards the supervisor? What did you think she was trying to do?
3. How could you handle this differently?

(Counselor will select some trainees who suggest other approaches to illustrate their ideas by role-playing)

Counselor asks group to evaluate second role-playing session.

COUNSELOR'S QUESTIONS:

1. Will this way work better? How?
2. Did the supervisor become angry in this session? Why not? or Why?
3. What did the trainee do in this situation which stopped the conflict?

SUMMARY

Sometimes we have to understand how people feel about their jobs. Sometimes a supervisor does things to prove to himself that he is performing his job. The worker may have to go along with the game so that conflict does not result. So, if the supervisor is saying, "let me show you that I am in charge here!", we have to learn to acknowledge this. Even a supervisor can feel unsure of his position.

FOLLOW-UP:

1. Role of L.P.N. trainee vs role of supervisor in hospital
2. Specific problems encountered by trainees in the hospital
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MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Trust

OBJECTIVES: To have each trainee become aware of positive trusting relationships and to recognize the need to relate positively to someone on the job.

SUGGESTED TIME: Pre-vocational or Specific phase

IMPLEMENTATION:

The counselor will use a word game to help trainees recognize trusting relationships already existing in their lives. A "buzz session" will be used to give each trainee an opportunity to consider how and why he developed a feeling of trust with certain people in his life.

COUNSELOR'S STATEMENT:

"We're going to start with an activity today. I'm going to give each one of you a list with some names on it. Circle the name of a person you would go to if you had a problem and needed to talk it over. Think of the real people in your life.

Mother  Husband  Aunt  Sister
Teacher  Wife  Uncle  Religious Advisor
Boss  Landlord  Fellow-worker  Brother
Girlfriend  Counselor  Cousin  Grandmother
Boyfriend  Neighbor  Father  Grandfather

Give the group sufficient time to think about the relationships suggested. Counselor then asks group to indicate by a show of hands their choices. Counselor can list those persons most frequently selected by counting each choice.

"Most people selected their mothers and fathers (or whatever group proved the highest frequency). I wonder why?

EXAMPLES OF ANTICIPATED RESPONSES:

1. Well those are the only people anyone can trust.
2. You must be kidding. I'm not going to tell anything to my landlord.
3. I've always been able to talk to my aunt. She's OK.
4. I couldn't pick anybody on that list.

COUNSELOR'S STATEMENT:

"I wonder what there is about these people you've chosen that make it possible for you to trust them? Let's break up into small "buzz" groups and try to find some answers."

Counselor can organize groups in any of several ways. It is important that trainees who chose no one, or only one person, be placed in groups in which there are
trainees who chose many persons.

In a group of 12-15 members, "buzz" groups will probably have 4-5 members. Counselor directs each group to arrange chairs in small circles at different corners of the room. "Buzz" groups talk for at least 10 minutes. Counselor walks around, observes the groups, and restates the task for any group not working.

After 10 minutes, all groups return to the large circle. Counselor suggests that one person from each group tell us some of his group's ideas about how and why you decide to trust someone. After a volunteer concludes his comments, the counselor asks if anyone in that group wants to add something.

Each group will begin to notice similarities in trusting relationships and comment about them.

EXAMPLES OF ANTICIPATED RESPONSES:

1. People you can talk to about anything are people you can trust.
2. I never realized how often I visited my cousin just to talk things over.
3. Most of us felt we had one person we could go to when we needed help.

COUNSELOR'S STATEMENT:

"So there are people you can trust. Do you think you could find someone you could trust on the job as well? Someone you could go to if you had a problem on the job?"

EXAMPLES OF ANTICIPATED RESPONSES:

Angry: I doubt it. Everyone's out for himself.
Passive: I'd never go to anyone. I'd keep everything to myself.
Realistic: I'd look around and see if there wasn't at least one person.

SUMMARY (Counselor encourages a member to summarize. Other members and/or Counselor add any important ideas omitted)

We all seem to need someone we can talk to, rely on. They are the people we trust. Trusting someone makes the whole scene a little less unfriendly; you don't have to feel alone. Sometimes when we do trust people, we're able to work on some of the problems that get in our way. Even on the job, we can look for someone to trust. Job situations have problems too - sometimes we have to work them out with people on the job. You don't want to talk about every job problem with your family.

FOLLOW-UP:

Role-playing Session -- trainee has problem with job. He has to ask someone for help. What did he do? What happened?
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Developing Skills in the Use of Resources

OBJECTIVE: To help trainees develop a plan for employment searching

SUGGESTED TIME AND USE: Near the end of a Specific cycle

IMPLEMENTATION: The counselor should read the following dialogue to the group after saying, "Pretty soon you will all be looking for a job in the field you have been training in. I'd like to read to you a short discussion two trainees were having not too long ago;"

Roberts: You know James, we only have another two weeks left in the program. We better start thinking about a job.

James: The Employment Service is supposed to find us a job.

Robert: Are they? I thought they were going to help us find a job.

James: Come to think of it, maybe you're right? What are your plans?

Robert: I was thinking about going around in my neighborhood to see what was available.

James: That's a lot of leg work; there must be an easier way.

Robert: I've always gotten my jobs that way.

James: Maybe so, but what kind of job did you find? I'll bet they weren't such great jobs. I have a skill now and I want a good job.

SUGGESTED QUESTIONS:
1. What's going on with Robert and James?
2. What do you think about depending on others to find your job? Employment Service; neighborhood; friends? (include free agencies)

ANTICIPATED RESPONSES:
1. "I was promised a job." "The Employment Service has to get me a job"
2. "I don't know what to do."
3. "I'm going to a private agency and get a 'good' job."

FOLLOW-UP:
1. Have you decided what is a "good" job in your occupation?
2. What are some ways other people have found these jobs?
3. How do you begin to plan?
4. What information, assistance do you think you may need?

Counselors should be equipped with a placement agency directory (see files) and should check out all the agencies since some may have moved or may have been discontinued.
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Use of Forms and Role of the Applicant

OBJECTIVE: To help trainees become familiar with the contents and use of employment applications and interviews between the employer and employee.

SUGGESTED TIME: Specific Phase - several sessions

IMPLEMENTATION: Counselor will secure applications (e.g. Macy's, Korvettes, Post Office)

Trainees should be informed that on the next day they will practice applying for a job. Since they will complete employment applications, they should bring to the group all materials that they feel would be helpful to them in filling out the application. They will also take an interview. Several applicants will have an opportunity to be selected for mock interviews. After several applicants are interviewed by the counselor, the group will select the applicant they think will get the job.

COUNSELOR'S QUESTIONS:

"What kind of information does one need in order to fill out an application and/or take a job interview?"

EXAMPLES OF ANTICIPATED RESPONSES:

- social security card
- draft card
- discharge papers from service
- complete list of past employers and dates employed, dates terminated, wages earned, reasons for leaving
- dates attended grade school and high school, date left school
- names and addresses and phone numbers of personal references
- pocket dictionary
- other

COUNSELOR'S QUESTIONS:

1. How important is the employment application to your being hired for a job? Why?
2. What does an employment application tell an employer about a possible employee?
3. Will your employment application be filled out differently now that you have a skill trade? Why?
4. What criteria do you think an employer uses in selecting an employee?

EXAMPLES OF ANTICIPATED RESPONSES:

- neatness of application
- correct spelling of words and correct word usage
- manners
- presentation of qualifications -- does person have confidence in his ability?
- poise - how he carries himself
work history - is it stable or are there unexplained gaps between jobs?
- education - has he completed H.S., or does he have trade training? Is training applicable to job he is applying for?
- ability to explain his situations clearly
- others

COUNSELOR:

The following day, the counselor reminds the group of what was expected of them in the way of preparing for this meeting and restates what will take place. Employment applications will then be distributed and sufficient time allowed for their completion. Counselor describes the type of employment they will be seeking and kinds of places in which they will work. Counselor collects applications and selects four applicants (volunteers). All four people will be asked to leave the room. During this time, the group with the help of the counselor, will set up criteria they will use in selecting an applicant for the job. The counselor will then call on each applicant in turn and interview him. The application form of each will be placed in the viewer (overhead projector or on a bulletin board) so that everyone can see it. The same questions should be asked of each applicant. Questions should deal with -- (1) Education - why left school, or where graduated from, why take a training course? (2) Employment - why jobs were taken, why jobs were left, what was done in between jobs? (3) Training Program - what was learned, why select the training you did? (4) Travel - would you consider traveling for 1/2 hours to a job? (5) Police Record - have you ever been arrested or convicted of a crime? (6) Pay - how much do you expect to make? (7) Hours - hours you prefer to work? (8) Marital Status - any children; who cares for them, will they keep you out of work? (9) Health Status (10) Main goal in life (11) How did you get along with former co-workers?

The group is given the opportunity to ask questions and make comments after the counselor completes the interviews. Trainees in the group are encouraged to take notes and to help each applicant by assisting him to identify his strong and weak areas according to the criteria agreed upon.

After all four trainees have been interviewed, a vote is taken. Trainees should be encouraged to discuss how they decided whom to vote for.

FOLLOW-UP:

- Homework - each trainee should list his strong and weak areas in applying for a job.
- Individual conferences should be scheduled for trainees who have obvious problems which they must plan to overcome.
- Mock Interviews between trainees should be scheduled for later in training so that all trainees can practice the skills necessary for applying for jobs.
Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

THEME: Role-Behavior (Job Applicant)

OBJECTIVE: To develop skill in handling a job interview (motivate participation in mock job interviews)

SUGGESTED TIME: During Specific Training

IMPLEMENTATION: The counselor reads to the group a description of a Manpower trainee graduated from their training area who is skilled and is recommended to an employer for a job. He is interviewed but does not get the job.

COUNSELOR:

"I'm going to tell you about the experience of one of the trainees who graduated from the _____ shop in the last cycle."

(The counselor will read a description of a fictitious trainee who applied for a job related to the shop area of the group. The applicant is to be described by the counselor as having mastered all of the shop and academic skills included in the training area. He got along well in school and had a letter of recommendation from the school for the prospective employer.)

"Mr. ____ was interviewed but he did not get the job. He was very disappointed."

COUNSELOR'S QUESTIONS:

1. What could have happened?
2. All his teachers agreed he had reached industry standards and yet he didn't get the job. Is this possible?

EXAMPLES OF ANTICIPATED RESPONSES:

1. "Maybe he had no experience in this area."
2. "They are not hiring Negroes."
3. "By the time he got to the head of the line, all the jobs were filled."
4. "He said or did something that the interviewer didn't like."

COUNSELOR:

"Let's deal with one possibility at a time."

(Counselor encourages the group to discuss the anticipated responses such as 1, 2, & 3 above and helps them to clarify any distortions they have. The following information should be presented by group members with the assistance of the counselor.)

- Since graduates of the program apply for entry level jobs, work experience in the field is not required.
- It is against the law to discriminate against minorities, women and older workers in New York State and neither Employment Service nor the school will knowingly refer you to a job where open discrimination is practiced.

COUNSELOR'S QUESTIONS: (see anticipated response #4 above)
1. What else could be important in an interview?
2. What kinds of things do you think interviewers look for? Don't like?
3. Who has ever taken an interview and will tell what it's like?
4. How does a person get ready to be successful in an interview?

**SUMMARY:**

Group re-states their ideas about how interviews work; how "good" people could fail to get hired and how applicants should prepare for an interview.

**FOLLOW-UP:**

1. Practice Interviews
2. Visit to Placement Office by group members who can then report to the others.
3. How to make a Good Impression
4. Use of Classified Advertisements
APPENDICES
Q & R

PLANNING MODELS
for
COUNSELORS
doing
GROUP WORK

USING AUDIO-VISUAL MEDIA

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FOREWORD

In doing group work, counselors constantly seek to extend their repertoires of approaches, and techniques. The following sample items are the result of our experimentation with materials using visual and tape recorded materials.

There is a need to continue the development of such group work plans and, to extend their scope to include video-taped items.

HERMAN SLOTKIN,
Coordinator

* It should be borne in mind that the transcriptions of the tapes which are included, lack the feeling and tone of the tapes themselves.

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APPENDIX Q

Board of Education of the City of New York
MANPOWER DEVELOPMENT TRAINING PROGRAM

TAPE #1 3 3/4 030-037

THEME: Self-Evaluation

OBJECTIVE: To develop the realization that personality is related to job success.
To identify self-doubts, low self-esteem, fear of failure, poor personal
social relations which may result in unfortunate outcomes on the job
i.e., failure to gain advancement or dismissal

SUGGESTED TIME: Three sessions: Pre-vocational,- near end of cycle, or during
Specific phase

IMPLEMENTATION:
Chart: "They Couldn't Hold Their Jobs" presented to group via
blackboard, projector, or individual copies
Tape of role-played on-the-job situation
Form: "What Would You Do?" on-the-job situations with which group
members may identify

SESSION I

COUNSELOR:
Counselor presents chart, "They Couldn't Hold Their Jobs" to group. Counselor
says, "This chart tells us some facts about why many office workers either fail
to advance on their jobs or lose their jobs altogether." Counselor continues
to clarify the information provided by the chart adapting the explanation to
the sophistication of the group.

SUGGESTED QUESTIONS:

1. What are some facts this chart tells you about succeeding or failing to
succeed on a job?

2. Does the office worker starting out on a job intend or wish to gain the
reputation for being uncooperative, irresponsible?

(Group discusses the ideas presented on the chart which shows that most workers lost
jobs because of difficulty in getting along with other workers and/or supervisors
rather than because they lack specific skills.)

SUMMARY

Group should consider what it means to them to be judged by "how" they work as
much as by "what" they can do. What plans must they make now to evaluate how
they operate?

FOLLOW-UP:

1. Group rates each member

2. Group decides to learn how to handle "problem job situations".

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THEY COULDN'T HOLD THEIR JOBS

Recently, the personnel managers of 75 of the best known business concerns in the United States were interviewed regarding their employment policies for office and clerical employees. The results of this inquiry are as follows:

Lack of Specific Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Table I: Most common cause for dismissal</th>
<th>Table II: % deficiencies prevented promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In shorthand</td>
<td>2.2</td>
<td>3.2</td>
</tr>
<tr>
<td>In typing</td>
<td>1.6</td>
<td>2.4</td>
</tr>
<tr>
<td>In English</td>
<td>1.6</td>
<td>5.2</td>
</tr>
<tr>
<td>In dictaphone</td>
<td>1.3</td>
<td>1.6</td>
</tr>
<tr>
<td>In arithmetic</td>
<td>1.3</td>
<td>3.0</td>
</tr>
<tr>
<td>In office machines</td>
<td>.9</td>
<td>2.2</td>
</tr>
<tr>
<td>In bookkeeping</td>
<td>.6</td>
<td>1.4</td>
</tr>
<tr>
<td>In spelling</td>
<td>.6</td>
<td>2.7</td>
</tr>
<tr>
<td>In penmanship</td>
<td>.0</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

Character Traits

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Table I: %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carelessness</td>
<td>14.1</td>
</tr>
<tr>
<td>Non-cooperation</td>
<td>10.7</td>
</tr>
<tr>
<td>Laziness</td>
<td>10.3</td>
</tr>
<tr>
<td>Absence for causes other than illness</td>
<td>8.5</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>8.1</td>
</tr>
<tr>
<td>Attention to outside things</td>
<td>7.9</td>
</tr>
<tr>
<td>Lack of initiative</td>
<td>7.6</td>
</tr>
<tr>
<td>Lack of ambition</td>
<td>7.2</td>
</tr>
<tr>
<td>Lateness</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of loyalty</td>
<td>3.5</td>
</tr>
<tr>
<td>Lack of courtesy</td>
<td>2.2</td>
</tr>
<tr>
<td>Insufficient care of and improper clothing</td>
<td>1.6</td>
</tr>
<tr>
<td>Self-satisfaction</td>
<td>.9</td>
</tr>
<tr>
<td>Irresponsibility</td>
<td>.3</td>
</tr>
<tr>
<td>Inadaptability</td>
<td>.3</td>
</tr>
<tr>
<td>Absence due to illness</td>
<td>.0</td>
</tr>
</tbody>
</table>

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SESSION II

COUNSELOR:

Counselor says, "I would like you to listen to a tape of an on-the-job situation which has been role-played. A young girl who is secretary to the sales manager of a large public relations firm has been on the job about two weeks when her boss asks if he might see her in her office." Counselor plays tape.

(Description of tape: The manager after commenting on how pleased he has been with her work, speaks with his secretary re her apparent reluctance to help him in emergencies, i.e., arrange papers on his desk, go out for coffee especially when guests are expected. The secretary admits resenting the implications that her boss thinks of her as an errand girl but insists that she likes her job and does not wish to displease him.)

EXAMPLES OF ANTICIPATED RESPONSES:

Some group members may express extreme reluctance to being identified with menial tasks or others may feel that they would go through the motions to keep the job.

FOLLOW-UP:

Counselor should focus discussion on feelings re self, i.e., self-doubts, self-esteem as they relate to job duties, title.

Suggested Questions

1. Since some people seem to judge a person by his kind of job, do you feel that you count for less if you have a job which calls for you to do things like getting coffee and running errands?

2. If you are sure you are a valuable person with improved skills, more education, does being associated with these tasks (errands, etc.) bother you in the same way?

SESSION III

COUNSELOR:

Counselor reads from form "What Would You Do?" Counselor says, "I am going to read about situations that could develop on a job and I would like you to think about them and decide what you would do. What are your choices and how would each one work for you?" Counselor may assist group to start working.

EXAMPLES OF ANTICIPATED RESPONSES:

Group may persist in blaming others and making excuses for self-defeating behavior.

FOLLOW-UP: Counselor should focus work of group on

a) how situation being discussed shows negative feelings about self
b) how these feelings result in behavior provoking unfortunate results.
EMPLOYER: I wonder if I might talk to you for a minute -- that's why I called you in here. You've been here now about a week. I just say first off that I am very happy with you. You're one of the best secretaries I've ever had. You fill just about every qualification I would like. It seems to me that during the last several days your attitude has changed somewhat from what it was. You seem a little more reluctant to do your work than you were before and a little more unhappier. Is there any particular reason for it?

GAIL: Me? I,... I have been...

EMPLOYER: Yah, it seems that you haven't been as bright and as happy as I would want a secretary to be who is working for me.

GAIL: Well, I...I do like my job very much and I didn't know, I really don't think I was aware that I was acting any different than when I first came here.

EMPLOYER: Ah -- It seems to me that several small errands I've asked you to run you've seemed rather reluctant to do. For instance, if we have a meeting as we did the other day and I ask you to go down for coffee it seemed to me that you were almost a little angry at my having asked you to do this.

GAIL: Well, I hope I didn't give you that impression. I wasn't angry but -- maybe a little "put-out" because I guess I didn't think that a secretary should have to do this.
WHAT WOULD YOU DO?

1. It is your first week on a job with a large firm. You would like to make friends with the other office workers; also, you would like to make a good impression on your supervisor. What would you do?

___ Notice and correct the errors that others make.
___ Always speak well of the others to the boss.
___ Be interested and cooperative in your work.
___ Ask to be allowed to do those jobs which you can do better than some of the others.

2. An office worker who has no authority over you tells you to do something quite differently from the way you had intended. What would you do?

___ Do it her way.
___ Ignore her and do it your own way.
___ Tell her it is none of her business and that you intend to do your own work your own way.
___ Tell her to do the job herself.

3. You have been working on the job as a clerk-typist with a large firm for about two weeks. The supervisor of your section enters the office while you are reading a newspaper when you should be working. The best way out of this situation would be ...

___ To continue reading the newspaper and show no embarrassment.
___ Fold it up and return to your work.
___ Pretend that you are making news clippings having to do with your work.
___ Try to interest the supervisor by reading an important headline to her.

4. Another worker is not doing her job so that you have more than your share of work to do. Would you...

___ Explain the situation to your employer?
___ Inform her that unless she does her share of work, you will tell the boss?
___ Do as much work as you can and say nothing about your co-worker?

5. A close friend calls and tells you she is afraid she will be late. She asks you to punch her time card for her. Would you...

___ Tell her no?
___ Tell her yes?
___ Make up an excuse as to why you would not be able to help her?
THEME: Teaching Problem-Solving Behavior

OBJECTIVE: Teaching the use of the group process

SUGGESTED TIME: At the beginning of the Pre-vocational cycle

IMPLEMENTATION: Counselor advises group that the tape describes a conversation between two trainees who just had their first group counseling session. Counselor plays tape.

COUNSELOR'S QUESTIONS:
1. What do you think is going on here?
2. What about chatting in the group session as one trainee suggests?
3. Why do you think the sessions are scheduled? What kind of work do you think this group will be doing? Why?

EXAMPLES OF ANTICIPATED RESPONSES:
1. We have to talk about our problems.
2. The counselor can tell us what to do.
3. I don't care about other people's problems.

SUMMARY:
Counselor assists the group to clarify the task of the group:
- To work on things that interfere with success in the program and on the job.
- To share ideas since ideas of others can be helpful.
- To learn to make better choices and decisions than before.
- To learn to be a problem-solving group so that everyone in the group can get help with his plans when he needs it.
- To find out what strengths and weaknesses we have and to begin working to improve ourselves.

FOLLOW-UP:
Counselor should arrange for the group to get as much practice as is necessary to develop a task oriented atmosphere.
BETTY: Gee! What do you think of that counselor today? What a session! He's so nosy. He always wants to know our business.

JOE: You think he's like that all the time, or just when he's in the group?

BETTY: Gee! I don't care what he's like all the time but boy he sure is nosy in the group and he's always asking us questions.

JOE: Yeah, sometimes he gets to me too.

BETTY: What do you mean he gets to you?

JOE: Oh, I dunno - sometimes you're right - sometimes he gets a little nosy and he wants to get into my business, and this sort of thing I don't like. I've been here a little longer than you have.

BETTY: But he has no right, he's got no right to ask about our business, that's private.

JOE: Yeah, but I've been here a little longer than you and I noticed that sometimes he tends to be . He means well, he can't always help me, but he means well.

BETTY: Well I don't think he means well. I don't see it that way.

JOE: You don't see any point in having these groups, eh?

BETTY: Yeah, I think it's great. I think it's nice for a change, you know, to chat, but we can just talk about things that we do, what we did last weekend, or maybe things about the jobs but why should he ask us questions about our private lives and about how we feel about things?
THEME:  Family Roles

OBJECTIVE:  To increase self-understanding and understanding of parents by learning about the common effects of unemployment and poverty on family relationships.

SUGGESTED TIME:  Middle groups

IMPLEMENTATION:

The counselor passes two photographs to the group so that each member has a chance to study them.  (see attached)

- Photograph I - The Family by Paul Strand - scene Italy
- Photograph II - Negro Family by Eugene Smith - Life Magazine

COUNSELOR'S STATEMENT:

"I'm passing two photos around the room.  Take your time -- look at them as long as you like and then pass it on."  After group has finished studying photos, counselor states:  "What do you see happening here?  Let's talk about the first photo." (Italian family)

EXAMPLES OF ANTICIPATED RESPONSES:

1. They're all out of work.  They're poor - they live in a rotten section of town.
2. How come they don't have any shoes on?
3. It's a family - Right?  And they're all standing around because they don't have jobs.

COUNSELOR'S STATEMENT:  "Let's talk about the second photo."

EXAMPLES OF ANTICIPATED RESPONSES:

1. Somethings wrong.  He's lost his job or somebody died.
2. He's really lost control of his feelings.
3. They look poor - maybe he doesn't have any money.

COUNSELOR'S QUESTIONS:

"Are you trying to say that when people are out of work or poor, it affects the family?"

"What can happen to a family when there are job and money problems?"

"What do you think people feel like when they are out of work?  How do they behave?  Why?"

"Do you understand how someone could feel 'low'; could give up?"

"What are some of the feelings you have had when you didn't have a job?  If you were angry, who did you let it out on?"

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EXPECTED LEARNINGS:

1. When people are poor and out of work, they sometimes take it out on the whole family.

2. Sometimes when a family has money problems, the breadmaker (wage earner) becomes angry at the world.

3. If the father, (mother) thinks he is a "failure", he may "act out" his anger at home. In an atmosphere of anger, sometimes even the children feel angry, and they don't know why. Not everyone shows his anger in the same way.

FOLLOW-UP:

1. If neither "giving up", nor "acting out" works, what else can a person learn to do about anger and/or failure?

2. What is the role of each family member in budgeting, making plans for the future of the family, and getting out of the cycle of failure?