This workbook, designed for workplace literacy courses, covers effective reading and writing. Introductory materials include objectives, a topical outline, sources, and information on time for the course and continuing education credits. The 16 sessions of the course cover the following topics: job terms; abbreviations, acronyms, and pictorial symbols; sentence structure; vocabulary building; paragraphs; forms and memos; diagrams, maps, and flowcharts; and problem solving (case study). The lessons include information sheets and exercises, such as sentence correction, crossword puzzles, fill-in-the-blanks, matching, and simulations. (KC)
Reading and Writing Effectively

Mercer County Community College
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Trenton, NJ 08690

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Director, Workplace Skills

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1994
acknowledgment

Mercer County Community College thanks Carol Lewandowski and Lorna Burt, Senior Education Specialists/Curriculum Developers for creating this manual. Through their valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if the opportunity should arise.
Words are all around us. We need to be able to understand the messages they give us and to use these words to communicate to others. This course will offer tips to interpret and use signs, notices, forms, memos, instructions, maps, diagrams and flowcharts.

OBJECTIVES:

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

- Recognize and use job terms
- Interpret symbols, abbreviations, and acronyms
- Apply strategies for dealing with unfamiliar vocabulary
- Use reading plan to skim, scan, and read anything from labels and signs to detailed instructions, memos, and articles
- Identify subjects, main ideas, and supporting details of paragraphs, memos and articles
- Follow and give instructions using diagrams, maps, and flowcharts
- Write summaries, paragraphs, and instructions
- Research information to solve a problem
- Use information to take appropriate action
READING AND WRITING EFFECTIVELY

TOPICAL OUTLINE:

- Job terms
- Abbreviations, acronyms, and pictorial symbols
- Sentence structure
- Vocabulary building
- Paragraphs
- Forms and memos
- Diagrams, maps, and flowcharts
- Case study

SOURCES:


OTHER:

- Hours: 32
- CEU: 3.2
OBJECTIVES:

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

- Match general jobs with job descriptions
- Identify titles and tasks specific to the company
- Use action words
- Write about their jobs

TOPICS:

- Matching different types of work with job descriptions
- Identifying what people do
- Using action words to describe an assembler's job
- Job titles, job terms, job tools, job tasks

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing

EVALUATION:

- Self evaluation of whether they have completed the Worksheets correctly
- Ongoing evaluation by teacher

Students will be more competent in naming and describing job tasks and titles. Moreover, they will be able to give clear and detailed descriptions about their jobs, using correct action words and appropriate terms.

MATERIALS:

- Pre-class exercises
- 4 worksheets: Job terms
TEACHER TIPS  ♦  SESSION 1

- Student introductions

- Student registration

- Discussion of student expectations

- Course overview – give handout - Course Outline

- Job Terms – handouts
  The first handout is a general one. The second one is specific. We suggest that you develop your own, according to the specific industry.

- What Does an Assembler Do? Discuss subject and action words. Relate work sheet to what students do.

- On The Job – encourage students to discuss terms, title, equipment and tasks they deal with daily.
JOB TERMS

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

____ 1. Social welfare agency
    a. blood pressure, medicine, thermometer

____ 2. Flower shop
    b. beneficiary, premium, policy

____ 3. Medical clinic
    c. wreath, flower arrangement, delivery

____ 4. Bank
    d. stock, invoice, inventory

____ 5. Insurance Company
    e. discount, receipt, credit card

____ 6. Warehouse
    f. caseload, evaluation, document

____ 7. Restaurant
    g. change, deposit, withdrawal

____ 8. Department Store
    h. menu, order, entree

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

**Mail clerk**
- Greets visitors and answers phones

**Stock locator**
- Takes items from inventory as noted on an order sheet

**Quality controller**
- Weighs, labels, and organizes outgoing packages

**Picker**
- Brings packages and envelopes to the company

**Delivery person**
- Finds suitable places in warehouse for incoming inventory

**Receptionist**
- Organizes and places order material in suitable box

**Packer**

**Inventory controller**

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

8. Keeps track the amount of stock that is used or that is required for future jobs
JOB TERMS

WHAT DOES AN ASSEMBLER DO?

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

1. __________________________ materials from the shelves.

2. __________________________ the requisition.

3. __________________________ a clean work station.

4. __________________________ the required paperwork on the order when it is done.

5. __________________________ the packed boxes to the mail area to be weighed and sent.

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

<table>
<thead>
<tr>
<th>Assembler</th>
<th>Welder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tester</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Accumulator</td>
</tr>
<tr>
<td>Nurse</td>
<td>Inspector</td>
</tr>
</tbody>
</table>

1. Greets visitors and answers phones

2. Combines parts to produce units

3. Organizes the assemblers on the line

4. Replenishes supplies when they run low
JOB TERMS

5. Checks parts and finished units for quality and damage

6. Administers first aid if there are injuries

7. Checks units to see if they work

8. Solders parts together
WHAT DOES AN ASSEMBLER DO?

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

1. _________________ the travel card.

2. _________________ wires in the sub-assembly.

3. _________________ screws into units.

4. _________________ failed coils from the line.

5. _________________ his work for quality.

6. _________________ the Andon System to maintain a steady supply of parts.
ON THE JOB

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

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

2. **What job titles** do you hear everyday?
3. What are some **tools and equipment** that you work with?

4. What are some **job tasks** that you perform everyday? (use **ACTION** words)
READING AND WRITING  ◆  SESSION 2

OBJECTIVES:

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

- Recognize and use abbreviations
- Recognize and use acronyms
- Recognize and use pictorial symbols

TOPICS:

- Abbreviations
- Acronyms
- Pictorial symbols
- Sentence structure

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing

EVALUATION:

- Self-evaluation based on correct completion of worksheets
- Ongoing evaluation by teacher

MATERIALS:

- 6 worksheets: abbreviations, acronyms, symbols, complete sentences

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This session is to familiarize students with abbreviations, symbols and acronyms that they see around them.
Most of the handouts can be done in groups.

- **Abbreviations** – handout
  To introduce the concept of teamwork, a good idea with this handout is to have students work individually for five minutes answering those that they know. Then have them team up with a partner to expand their answers. Follow incrementally until the whole class is working as a team, and has all the answers.

- **Abbreviations** – handout
  A good follow-up to this sheet is to bring in a newspaper and have students decipher their own advertisements from the Classified section.

- **Acronyms** – handout
  Use same strategy as with the first Abbreviations handout.

- **Symbols**
  Discuss what symbols students see around them.

- **Complete Sentences**
  Introduce the elements of a complete sentence and generate student examples. Then discuss the completed worksheet.
ABBREVIATIONS

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

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

1. lb.

2. tsp.

3. IRS

4. pg.

5. pres.

6. VP

7. Mon.

8. ASAP
<p>| | |</p>
<table>
<thead>
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<th></th>
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<tr>
<td>9</td>
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<td>15</td>
<td>DOB</td>
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<td>16</td>
<td>BYOB</td>
</tr>
<tr>
<td>17</td>
<td>CPR</td>
</tr>
</tbody>
</table>
Read the job advertisement below. Look at all the abbreviations and figure out what they mean. Then rewrite the advertisement using the full words in place of the abbreviations.

---

PT, FT wrkrs. wtd.
Fl. yr. emplymt.
Gd. hrly. wg.
Exc. ben.
Vac. avail. w/i yr.
EOE
Pls. cl. 555-3322
dys./mess.
---
ACRONYMS

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

1. National Aeronautic and Space Administration

2. Radio Detecting And Ranging

3. Wide-Area Telecommunications Service Line

4. Federal Insurance Contributions Act

5. International House Of Pancakes
ACRONYMS

6. Occupational Safety and Health Administration

7. Individual Retirement Account

8. United Nations International Children's Emergency Fund

9. Acquired Immunodeficiency Syndrome

10. Special Weapons And Tactics
Symbols are like abbreviations - they are a shortened form of a piece of information. Usually a symbol is a picture or an image that relates to the idea.

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

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

PART I

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

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

1. Addition
2. Subtraction
3. Division
4. Multiplication
5. Equals
6. Percentage

PART II

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

COMPLETE SENTENCES

A complete sentence must have the following:

1. Subject
2. Verb
3. Complete thought

Also, the sentence must start with a CAPITAL letter and end with a period.
COMPLETE SENTENCES

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

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

- Recognize and use nouns
- Recognize and use verbs
- Use singular and plural forms of both regular and irregular nouns
- Fix run ons

TOPICS:
- Parts of speech
- Plural forms of nouns
- Singular nouns that end in s, collective nouns
- Subject/verb agreement
- Run ons

METHODS:
- Guided discussion
- Group work
- Worksheets

EVALUATION:
- Correct completion of worksheets

Students will communicate in complete and correct sentences, thereby creating fewer errors on the job. Also, they will become more competent spellers as a result of worksheet practice and will become more confident writers.

MATERIALS:
- Worksheets
- **Parts of Speech** – handout  
  Review the parts of speech using examples.

- **Subjects and Verbs** – handout  
  Do not merely read through this handout. Rather generate sentences together with students from their own experiences, to demonstrate concepts.

- **Plural Forms of Nouns** – handouts  
  These reinforce spelling rules with irregular plurals as well as subject/verb agreement.

- **Run-Ons** – handouts  
  These complement the earlier exercises on complete sentences.
## PARTS OF SPEECH

<table>
<thead>
<tr>
<th><strong>NOUN</strong></th>
<th>Word, phrase that names such things as these: person, place, object, idea, activity, or quality.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VERB</strong></td>
<td>Word or word group that either names the main action of the idea or is used to link a subject to something stated about it.</td>
</tr>
<tr>
<td><strong>PRONOUN</strong></td>
<td>Word that is used to replace a noun.</td>
</tr>
<tr>
<td><strong>ADJECTIVE</strong></td>
<td>Any word, phrase, or clause that tells which, what kind of, or how many about a noun or pronoun.</td>
</tr>
<tr>
<td><strong>ADVERB</strong></td>
<td>Any word, phrase, or clause that tells when, where, why, how, or how much about an action verb, adjective, or other adverb.</td>
</tr>
<tr>
<td><strong>PREPOSITION</strong></td>
<td>Any word or word group that connects a noun or pronoun to some other word in the sentence: of, to, from, for, with, by, under, over.</td>
</tr>
<tr>
<td><strong>CONJUNCTION</strong></td>
<td>Any word that connects two things: for, and, but, or, so, yet</td>
</tr>
</tbody>
</table>
Subjects and Verbs

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

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

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

Notice the difference between the verbs (present tense):

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

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

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

Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.
SUBJECTS AND VERBS

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

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

  However:

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

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

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

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

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

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

My pair of safety glasses is in my pocket.
My safety glasses are in my pocket.

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

The book is on the desk.
The book of matches is on the desk.
But -- the matches are on the desk.

The board of directors controls the company.
But -- the directors control the company.
FLURAL FORMS OF NOUNS

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

1. The man on the line worked on in spite of the crisis.

2. The person put up the shelf while he ate his sandwich with tomato.

3. The fire chief confirmed his belief that a match could have started the fire.

4. The secretary typed up the list to show the students who were in the class.

5. A hero is a phenomenon of the past. Today, a boy doesn't have the same role model that he used to.
PLURAL FORMS OF NOUNS

Singular nouns that end in s

athletics
economics, mathematics, physics
news
politics
the United States

Nouns that are always plural

clothes
glasses
jeans, pants, shorts, slacks, trousers
scissors
police

Collective nouns are singular when they refer to a group acting as one

<table>
<thead>
<tr>
<th>audience</th>
<th>band</th>
<th>class</th>
</tr>
</thead>
<tbody>
<tr>
<td>club</td>
<td>collection</td>
<td>committee</td>
</tr>
<tr>
<td>crowd</td>
<td>faculty</td>
<td>family</td>
</tr>
<tr>
<td>group</td>
<td>jury</td>
<td>orchestra</td>
</tr>
<tr>
<td>public</td>
<td>staff</td>
<td>team</td>
</tr>
</tbody>
</table>

Write sentences using 2 singular, 2 plural and 2 collective nouns. Make sure your verbs agree with your subjects
There are three ways to fix a run-on:

1. Make it into two separate sentences by adding a period and a capital letter.

2. Make it into a compound sentence by adding a coordinating conjunction (for, and, nor, but, or yet, so).

3. Make it into a complex sentence by adding a subordinating conjunction (because, when, before, while, since, etc.).
RUN-ONS

Find and correct the run-ons in the sentences below, using a combination of the three methods.

1. Employees should notify the personnel department they plan to take vacation time.

2. You must tidy your work station after each job you must also tidy it at the end of the day.

3. Assemblers must wear heavy work shoes these shoes must conform to company safety standards.

4. Some machinery is very noisy some people prefer to wear ear plugs.

5. Most benefit books are very boring to read and difficult to understand people don't bother to read them.

6. Some people like to listen to music when they work others prefer to work in silence.
OBJECTIVES:

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

- Use a dictionary
- Break down words into prefixes, roots and suffixes

TOPICS:

- Dictionary work meanings
- How to pronounce words
- Prefixes, roots and suffixes

METHODS:

- Guided discussion
- Group work
- Crossword

EVALUATION:

- Self evaluation based on correct use of the dictionary
- Correct completion of crossword

Students will be more competent in reading workplace material and in dealing with unfamiliar vocabulary. They will make fewer mistakes following instructions and deciphering unfamiliar terms.

MATERIALS:

- Dictionaries
- Lists of prefixes, roots and suffixes
• Discussion on what they do when students come across unfamiliar vocabulary.
  1. use dictionary
  2. break down words – prefixes, roots and suffixes
  3. guess by meanings of other words, context clues

• What does a dictionary tell us?
  1. meaning
  2. part of speech
  3. how to pronounce word

• Dictionary Work – handouts
  Distribute dictionaries to the students. Have them identify symbols and abbreviations.
  Do groupwork with vocabulary lists and dictionaries.
  Notice similarities and link to prefixes, roots and suffixes.

• Prefixes, Roots and Suffixes – handout
  Select those examples that are relevant to the students. Have them look at reading material where they can identify examples.

• Crossword
  Explain to students that a crossword builds up, and clues should be attempted in blocks where they already have letters, rather than linearly.
Sometimes the dictionary can cause more confusion than clarity! Use this list of terms to help you figure out what a dictionary listing means.

\[
\begin{align*}
  n & = \text{noun \ (person, place, thing)} \\
  vb & = \text{verb \ (action word)} \\
  adj & = \text{adjective \ (describes a noun)} \\
  adv & = \text{adverb \ (describes a verb)} \\
  pron & = \text{pronoun \ (replaces a noun)} \\
  abbr & = \text{abbreviation} \\
  pl & = \text{plural form of \ noun}
\end{align*}
\]
Figuring out how a word should be pronounced can be a problem too! Use this list of pronunciation symbols and explanations to help you figure out how to pronounce a new word in the dictionary.

SYLLABLES

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

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

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

In the dictionary, the word is broken down twice:

Once with syllables broken down using dots or *

Next between reversed backslashes \ \ 
This breakdown gives pronunciation pointers and accent mark.
DICTIONARY WORK

ACCENT MARK = '

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

EXAMPLES: volcano = \val - 'ka - no\ 
create = \kre - 'at\
Sometimes the accent mark changes on words.

1. Look up the word **CONTENT** and write out the dictionary breakdowns. What is the difference between the accent marks? What is the difference in meaning between content and content?

2. Look up the word **DESERT**. What are the two accents possible? What is the difference between the two words?
DEALING WITH UNFAMILIAR VOCABULARY

Discussion on what they do when they come across unfamiliar vocabulary

1. Dictionary
2. Breaking down words - prefixes, roots and suffixes
3. Guess by meanings of other words, context clues.

What does a dictionary tell us?

1. Meaning
2. Part of speech
3. How to pronounce word
**DICTIONARY WORK**

Working in two groups, look up the following words:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>octopus</td>
<td>octogenarian</td>
</tr>
<tr>
<td>inspector</td>
<td>spectator</td>
</tr>
<tr>
<td>polygamy</td>
<td>bigamy</td>
</tr>
<tr>
<td>synchronize</td>
<td>chronological</td>
</tr>
<tr>
<td>retribution</td>
<td>distribution</td>
</tr>
</tbody>
</table>

Go over meanings.

Is there anything that strikes you about the 2 lists?
<table>
<thead>
<tr>
<th>Root or Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>away (from)</td>
<td>absent</td>
</tr>
<tr>
<td>acer/acr</td>
<td>bitter, sour</td>
<td>acrid, acerbity</td>
</tr>
<tr>
<td>ad</td>
<td>to, toward</td>
<td>adhere</td>
</tr>
<tr>
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<td>both</td>
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</tr>
<tr>
<td>gamy</td>
<td>marriage</td>
<td>monogamy</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>graphology</td>
</tr>
</tbody>
</table>
# PREFIXES & ROOTS

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

<table>
<thead>
<tr>
<th>Root or Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ten</td>
<td>hold</td>
<td>tenacious, tentacle</td>
</tr>
<tr>
<td>tort</td>
<td>twist</td>
<td>distort</td>
</tr>
<tr>
<td>trans</td>
<td>across</td>
<td>transport</td>
</tr>
<tr>
<td>viv</td>
<td>life</td>
<td>convivial</td>
</tr>
</tbody>
</table>
## PREFIXES of NUMBER

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

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

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

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OBJECTIVES:

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

- Sound out words
- Recognize when to double consonants
- Use standard and irregular spelling rules

TOPICS:

- Sound patterns
- Spelling rules

METHODS:

- Guided discussion
- Group work
- Worksheets

EVALUATION:

- Correct completion of worksheets

Students will make fewer spelling mistakes and will be able to sound out correctly any new words that they come across. This increases their confidence in writing and enhances their success rate in spelling on the job.

MATERIALS:

- Worksheets
Most of the information in this session is there as an aid to the instructor for explaining pronunciation and spelling rules. However, it can be used as handouts, to reinforce classroom activities. As usual, generate student examples.

- **Double Trouble** – worksheet
- **Rules of “Y’s”** – worksheet
- **Spelling Review** – worksheet
  Students enjoy working in pairs to complete these.
We have two types of vowels: **long** and **short**. The long sound is the vowel saying its name; the short sound is the sound it makes.

**Long vowels:**

- **A** = day, say, hate
- **E** = need, recede
- **I** = I, wine, grind, sign
- **O** = go, show, rode, stole
- **U** = huge, usually, use, accuse

**Short vowels:**

- **A** = hat, matter, addition
- **E** = every, end, pocket
- **I** = in, idiot, it, illness
- **O** = hot, spot, cod, on
- **U** = gun, under, until
### SPELLING RULES -- VOWELS

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

<table>
<thead>
<tr>
<th>SHORT vowel</th>
<th>LONG vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>hate</td>
</tr>
<tr>
<td>pet</td>
<td>Pete</td>
</tr>
<tr>
<td>sit</td>
<td>site</td>
</tr>
<tr>
<td>not</td>
<td>note</td>
</tr>
<tr>
<td>us</td>
<td>use</td>
</tr>
</tbody>
</table>

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

| pat         | patting    |
| let         | letting    |
| hit         | hitting    |
| hop         | hopping    |
| put         | putting    |
| sum         | summary    |

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

| tape        | taped      |
| recede      | receding   |
| bite        | biting     |
| hope        | hoping     |
| use         | used       |
SPELLING RULES -- VOWELS

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

<table>
<thead>
<tr>
<th>hope</th>
<th>hopeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>late</td>
<td>lateness</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>layering</th>
<th>offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>canceled</td>
<td>traveled</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>occurring</th>
<th>remitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>referred</td>
<td>omitted</td>
</tr>
<tr>
<td>preferred</td>
<td>deferred</td>
</tr>
</tbody>
</table>
## VOWEL COMBINATIONS

### EA

<table>
<thead>
<tr>
<th>=</th>
<th>usually sounds like EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>heat, meat, seat, neat, feat, read</td>
<td></td>
</tr>
</tbody>
</table>

### EE vs. EA

<table>
<thead>
<tr>
<th>=</th>
<th>meet / meat</th>
</tr>
</thead>
<tbody>
<tr>
<td>feet / feat</td>
<td></td>
</tr>
<tr>
<td>beet / beat</td>
<td></td>
</tr>
<tr>
<td>week / weak</td>
<td></td>
</tr>
<tr>
<td>reed / read</td>
<td></td>
</tr>
<tr>
<td>need / knead</td>
<td></td>
</tr>
</tbody>
</table>

### EA exceptions: dead, read

### OU

<table>
<thead>
<tr>
<th>=</th>
<th>usually sounds like OW</th>
</tr>
</thead>
<tbody>
<tr>
<td>house, mouse, grouse, out, bout, clout, sound</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Even **OW** can change sounds:

- How now brown cow?
- I don't know if it will snow after the show.

### OA

<table>
<thead>
<tr>
<th>=</th>
<th>long O sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat, moat, float, goat, coat, oats</td>
<td></td>
</tr>
</tbody>
</table>

### EI

<table>
<thead>
<tr>
<th>=</th>
<th>usually sounds like EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>receive, deceive</td>
<td></td>
</tr>
</tbody>
</table>
**Vowel Combinations**

IE

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

**REMEMBER:** the rule is "I before E, except after C" --- when the sound is "EE".
- * relieve, believe
- * deceive, receive

**Exceptions:** foreign, neighbor, either, neither, seize, leisure, weird, sheik

OO

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

EE

- always long E sound
- need, seed, indeed

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

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

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

1. The dog I had when I was a child always ____________ his tail when I came back from school.

2. Stop ____________ at me whenever I pronounce your name incorrectly.

3. Our softball team was the ____________ team in this season's summer league.

4. She ____________ forty cigarettes a day before she gave up last March.

5. I am ____________ you will be able to come to my party on Saturday night.

6. He ____________ the live wires together with insulation tape.
7. I like receiving letters, but I don't like ___________ them.

8. My mother ___________ for me when I was a child, and now I care for my children in the same way.

9. The machine operator is ___________ parts from sheet metal.

10. She was ___________ her lunch break when the fire alarm sounded.
SPELLING RULES -- WHEN WORDS END IN "Y"

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

♦ When you make a singular word plural

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>enemy</td>
<td>enemies</td>
</tr>
<tr>
<td>grocery</td>
<td>groceries</td>
</tr>
<tr>
<td>library</td>
<td>libraries</td>
</tr>
</tbody>
</table>

♦ When you add "s" or "ed" to a verb

<table>
<thead>
<tr>
<th>Verb</th>
<th>Suffix</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>try</td>
<td>tries</td>
<td>tried</td>
</tr>
<tr>
<td>carry</td>
<td>carries</td>
<td>carried</td>
</tr>
<tr>
<td>marry</td>
<td>marries</td>
<td>married</td>
</tr>
<tr>
<td>study</td>
<td>studies</td>
<td>studied</td>
</tr>
</tbody>
</table>

♦ When you add other parts to the ends of words

<table>
<thead>
<tr>
<th>Word</th>
<th>Additional Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>lonely</td>
<td>loneliness</td>
</tr>
<tr>
<td>marry</td>
<td>marriage</td>
</tr>
<tr>
<td>beauty</td>
<td>beautiful</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>try</td>
<td>trying</td>
</tr>
<tr>
<td>study</td>
<td>studying</td>
</tr>
<tr>
<td>dry</td>
<td>drying</td>
</tr>
</tbody>
</table>
SPELLING RULES -- WHEN WORDS END IN "Y"

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

- When making nouns plural
  
  monkey  monkeys
  holiday  holidays
  display  displays

- When adding "s" or "ed" to verbs
  
  employ  employs  employed
  enjoy  enjoys  enjoyed
  stay  stays  stayed

- When you add other parts to the ends of words
  
  play  playful
  employ  employment
  pay  payment

Exceptions:

  day  daily
  pay  paid
  lay  laid
Complete these sentences using the words in parentheses. Make sure you spell them correctly!

1. She said that she liked her children at this age, but she (enjoy)

   ___________ them more when they were (baby)___________.

2. The (secretary)___________ said that they (try)___________ to

   learn to use the computer, but they found it very difficult.

3. (Lonely)____________ is not a good reason for

   (marry)_____________.

4. In order to learn more about birds, she (study)___________ out of

   some books she found in both her local and the college

   (library)____________.  

5. I hope that (employ)______________ (stay)____________ at the

   same level it is now, or that it gets better and more people find jobs.

6. Do you get (pay)____________ weekly or (day)____________? 

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<table>
<thead>
<tr>
<th>COMMONLY MISSPELLED WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>absenCE</td>
</tr>
<tr>
<td>aCCept</td>
</tr>
<tr>
<td>aCComplish</td>
</tr>
<tr>
<td>aCCurate</td>
</tr>
<tr>
<td>achiEvement</td>
</tr>
<tr>
<td>acquaintANCE</td>
</tr>
<tr>
<td>aCRoss</td>
</tr>
<tr>
<td>advetTISEment</td>
</tr>
<tr>
<td>adVICE/VISE</td>
</tr>
<tr>
<td>A LOT</td>
</tr>
<tr>
<td>anSWer</td>
</tr>
<tr>
<td>aPPropriate</td>
</tr>
<tr>
<td>arGUMent</td>
</tr>
<tr>
<td>artICLE</td>
</tr>
<tr>
<td>aTHLete</td>
</tr>
<tr>
<td>attenDANCE</td>
</tr>
<tr>
<td>available</td>
</tr>
<tr>
<td>bEAUiful</td>
</tr>
<tr>
<td>beginNNing</td>
</tr>
<tr>
<td>behaVIOR</td>
</tr>
<tr>
<td>breath/THE</td>
</tr>
<tr>
<td>BUSIness</td>
</tr>
<tr>
<td>calENDAR</td>
</tr>
<tr>
<td>cElling</td>
</tr>
<tr>
<td>cerTAINly</td>
</tr>
<tr>
<td>chIEf</td>
</tr>
<tr>
<td>chOOse/chOse</td>
</tr>
<tr>
<td>coMMerCial</td>
</tr>
<tr>
<td>coMMiTTEE</td>
</tr>
<tr>
<td>compETition</td>
</tr>
<tr>
<td>conCentrate</td>
</tr>
<tr>
<td>congRATulate</td>
</tr>
<tr>
<td>conSCIENCE</td>
</tr>
<tr>
<td>conSCIOUS</td>
</tr>
<tr>
<td>consEquently</td>
</tr>
</tbody>
</table>
Complete the word in parentheses.

1. We hope to (rec ____ ve) payment for the work by the end of the week.

2. We avoided an (arg ____ ment) when we held a meeting to change our working (env _____ ment).

3. The hinges on the door are (l ____ se) and need to be tightened.

4. I did not (bel ____ ve) the (h ____ ght) of the new basketball player.

5. In my (jud ____ ment) the (go _______ ent) will spend more on training next year.

6. I will send that letter (sep _____ ly) and would appreciate your answer (im _____ d _____ ly).
OBJECTIVES:

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

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

TOPICS:

- Antonyms
- Synonyms
- Examples

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing skills

EVALUATION:

- Ongoing evaluation by teacher
- Self-evaluation based on correct completion of worksheets

Students will have acquired skills that will enable them to interpret unfamiliar vocabulary. Therefore, they will be able to understand a wider range of reading material in the workplace, as well as spoken instructions.

MATERIALS:

- Worksheets on synonyms, antonyms, and examples
This is a vocabulary building session. Students practice generating words that mean the same as and the opposite of given words, as well as providing examples.

- Worksheets – encourage team work

- You can use newspapers or other workplace based materials for unfamiliar vocabulary.
If you know one word, you can think of others that relate to it in some way.

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

**OPPOSITE:** The opposite of a word is the *antonym*.

If something is NOT clean, then it is

____________________________________.

**SIMILAR WORD:** A word with a similar meaning is a *synonym*.

If something is clean, then we also say it is

____________________________________.

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

____________________________________.
BUILDING VOCABULARY

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

1. **cold**
   - opposite
   - same meaning
   - example

2. **dangerous**
   - opposite
   - same meaning
   - example

3. **work**
   - opposite
   - same meaning
   - example

4. **to organize**
   - opposite
   - same meaning
   - example

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5. to complete  opposite

same meaning

example

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

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

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

   Adverse means
   a) deadly  b) harmful  c) strange

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

   Avocations mean
   a) jobs  b) vacations  c) hobbies
3. There have been some bizarre occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

**Bizarre** means

a) very strange   b) creative   c) realistic

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

**Ascertain** means

a) create   b) avoid   c) find out
SYNONYMS

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

1. Joe is a great **procrastinator**. He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.

2. Please **scrutinize** the document and carefully examine the fine print.

3. The C.E.O. encouraged people to give **pragmatic** solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.

4. When the supervisor **berated** the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.
ANTONYMS

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

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

   Static means

   a) unchanging  b) unknown  c) shifting

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

   Succinct means

   a) accurate  b) brief and to the point  c) complete
3. People often point out the harmful effects that a working mother may have on a family, yet there are many salutary effects as well.

Salutary means

a) well-known  b) beneficial  c) hurtful

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

Stringent means

a) informal  b) not effective  c) firm
OBJECTIVES:

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

- Identify unfamiliar vocabulary
- Give meaning by recognizing context clues

TOPICS:

- Context clues

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing skills

EVALUATION:

- Ongoing evaluation by teacher
- Self-evaluation based on correct completion of worksheets

Students will be able to decipher job vocabulary from context clues. They will feel more able to tackle complicated memos and notes from around the company. This will save time as they will not need to rely on explanation from others.

MATERIALS:

- Worksheets on context clues
- Paragraphs to read for vocabulary practice
TEACHER TIPS  ◆  SESSION 7

- This session expands upon the vocabulary work done in session #6. Students practice identifying unfamiliar vocabulary, using context clues.

- Once again, extra material should be generated from company sources and/or newspapers.
CONTEXT OF WORDS

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

1. Underline the new word
2. Read the sentence
3. Get the main idea of the sentence
4. Ask how the new word relates to that idea (same meaning? example? opposite?)
5. Guess at the meaning of the new word
EXAMPLE:

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

What does “accumulate” mean? If you read the sentence, you see instructions for cleaning your work tables. So the main idea of the sentence is _________________.

Next, you are told NOT TO DO something (DON'T let dust "accumulate"); then you are told TO DO something (clean dust off tables). The two ideas are _________________.

Now that you know how the new word is related to the sentence, can you guess at the meaning of the new word?

“Accumulate” means _________________.

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

1. Joe is a gregarious person; he loves to talk to people and is very popular with his co-workers.
   a. noisy
   b. friendly
   c. hard working

2. With the new training, our supervisor hopes to eradicate all mistakes.
   a. improve
   b. find
   c. get rid of

3. The idea of employee empowerment emancipates the employees and hopes to involve them more in solving problems.
   a. frees
   b. overworks
   c. annoys
VOCABULARY and WORD CONTEXT

4. Rewiring the entire factory was not a plausible solution to the electrical problem for it would require too much time and money.
   a. smart
   b. possible
   c. cheap

5. The workers don't like their supervisor because he manipulates them by not giving them all the information he is supposed to and then he doesn't support them when they make errors.
   a. threatens
   b. protects
   c. unfairly controls
NON-SMOKING POLICY

Background and Purpose

- The U.S. Surgeon General has named smoking "Public Health Enemy #1" in light of its role as the leading cause of premature death and disability in our country. Research has shown that there is overwhelming scientific evidence that secondhand tobacco smoke is detrimental to the health, welfare, and comfort of non-smokers, especially those who have allergies or cardiovascular or respiratory diseases. Many allergic individuals, and even the majority of healthy non-smokers, report discomfort when exposed to secondhand smoke on the job. Recent medical studies indicate that long term involuntary exposure to smoking may increase non-smokers' risks of developing severe lung disease.

- Currently, about 36% of the workforce in the U.S. smokes.

- It is our policy to provide a healthy, comfortable, and productive work environment for employees. In an effort to protect the rights of non-smokers as well as to consider the needs of smokers, this policy will take effect on May 5, 1993. All employees and visitors to the site are expected to comply with the regulations detailed in this policy. Those who do not adhere to this policy will face disciplinary action.
For each of these words, write a synonym and antonym. Then, give an example using the word in a sentence of your own.

- **premature**
  
  synonym: ___________________________
  
  antonym: ___________________________
  
  example: ___________________________

- **detrimental**
  
  synonym: ___________________________
  
  antonym: ___________________________
  
  example: ___________________________

- **involuntary**
  
  synonym: ___________________________
  
  antonym: ___________________________
  
  example: ___________________________
CONTEXT OF WORDS

- exposed
  
synonym: ______________________
  antonym: ______________________
  example: ______________________

- comply
  
synonym: ______________________
  antonym: ______________________
  example: ______________________

- adhere
  
synonym: ______________________
  antonym: ______________________
  example: ______________________
OBJECTIVES:

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

- Read forms and memos
- Complete forms
- Know subject and purpose of forms and memos
- Respond accordingly
- Recognize and use irregular verb forms

METHODS:

- Guided discussion
- Group work
- Worksheets to practice reading and writing skills
- Worksheets on irregular verbs

EVALUATION:

- Self-evaluation based on correct completion of worksheets
- Ongoing evaluation by teacher

Students will make fewer errors filling out forms and reading instructions on forms and memos. They will use irregular verbs regularly with success and will be better communicators on the job.

MATERIALS:

- Worksheets
This session will enable students to interpret and act on the forms and memos they encounter in the workplace. After reviewing general strategies for filling out forms, be sure to generate specific and relevant material for students.

- Irregular verbs – worksheets.

- Verb Quiz – Students enjoy working in pairs, and find that between two of them, they can complete a number of these. Once they have done as much as they can, hand out Irregular Verb List and have them finish the quiz.

- Discussion from the list leads to several points: the differences between bought and brought; the similarities of "en" participles in broken, spoken, taken etc.
Look at the form below. Fill it out.

NAME: ___________________________

ADDRESS: __________________________________________

________________________

TELEPHONE NUMBER: __________________________

DATE OF BIRTH: ___________ SEX: ___________

SOCIAL SECURITY NUMBER: ______________________

EMPLOYER: ________________________________

EMPLOYER’S ADDRESS: ________________________________

________________________

EMPLOYER’S TELEPHONE NUMBER: ______________________
**PURPOSE OF FORMS AND APPLICATIONS**

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

**PURPOSE:**  

* * * * * * *

Name: ____________________________

Old address  
Street, City, State, Zip Code

__________________________________________________________________________

New address  
Street, City, State, Zip Code

__________________________________________________________________________

Date of Change _____/_____/_______

Signature

__________________________________________________________________________

Date _____/_____/_______ ©
FORMS AND APPLICATIONS

Look at the form below.

1. What is the purpose of this form?

2. Is there anything that you must not fill in?

3. Is there anything that you don’t have to fill in?

4. What are some abbreviations on the form?

Fill out the form.
(MCCC NON CREDIT REGISTRATION)
Read the memo below and answer the following questions.

TO: All Employees  
FROM: Human Resources  
DATE: January 5, 1993  
SUBJECT: Martin Luther King Day

Because we received an extra day during the holiday break, the company will be open for business on January 18, 1993. All employees are expected to be here.

1. What is the main idea of this memo?

2. Why has the company made this decision?

3. What will you do on January 18, 1993?
MEMOS

Read the memo below and answer the following questions.

TO: All Employees
FROM: Human Resources
DATE: January 9, 1993
SUBJECT: Insurance Coverage

By now you should have received the insurance materials and forms that we sent to you last week. Each year, if you choose to change from your existing program to one of the other programs we offer, you must submit your completed forms to human resources by February 1, 1993.

If you are continuing with your existing program but have amendments to make, please come to human resources. We will give you the necessary forms.

If there are no changes to your situation, you need not take any further action.

1. What is the subject of this memo?

2. What is the main idea?

3. Imagine you are telling someone else about the information in this memo. In your own words, what would you tell them?
IRREGULAR VERBS

**Principle Parts**

<table>
<thead>
<tr>
<th>Present tense</th>
<th>e.g. I go, I see, I eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past tense</td>
<td>e.g. I went, I saw, I ate</td>
</tr>
<tr>
<td>Past participle</td>
<td>(always preceded by the helping verb have, has or had)</td>
</tr>
<tr>
<td></td>
<td>e.g. I have gone, I have seen, I had eaten</td>
</tr>
</tbody>
</table>

**VERB QUIZ**

Fill in the chart below:

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eat</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>knew</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td>spoken</td>
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<tr>
<td>4. go</td>
<td></td>
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<td>5.</td>
<td>swore</td>
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<td>6.</td>
<td></td>
<td>hidden</td>
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<tr>
<td>7. become</td>
<td></td>
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<tr>
<td>8.</td>
<td>gave</td>
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<tr>
<td>9.</td>
<td></td>
<td>stolen</td>
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<tr>
<td>10. fly</td>
<td></td>
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<tr>
<td>11.</td>
<td>saw</td>
<td></td>
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<tr>
<td>PRESENT</td>
<td>PAST</td>
<td>PAST PARTICIPLE</td>
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<td>12.</td>
<td></td>
<td>frozen</td>
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<tr>
<td>13.</td>
<td>run</td>
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<tr>
<td>14.</td>
<td></td>
<td>sang</td>
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<td>15.</td>
<td></td>
<td>gotten</td>
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<tr>
<td>16.</td>
<td>draw</td>
<td></td>
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<tr>
<td>17.</td>
<td></td>
<td>was/were</td>
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<tr>
<td>18.</td>
<td></td>
<td>fallen</td>
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<tr>
<td>19.</td>
<td>bear</td>
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<td>20.</td>
<td></td>
<td>took</td>
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<td>21.</td>
<td></td>
<td>broken</td>
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<td>22.</td>
<td>choose</td>
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<td>23.</td>
<td></td>
<td>swam</td>
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<td>24.</td>
<td></td>
<td>blown</td>
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<td>25.</td>
<td>ride</td>
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<tr>
<td>26.</td>
<td></td>
<td>told</td>
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<td>27.</td>
<td></td>
<td>brought</td>
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<td>28.</td>
<td>feel</td>
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<tr>
<td>29.</td>
<td></td>
<td>lay</td>
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</tbody>
</table>
## IRREGULAR VERBS

<table>
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<th>PAST PARTICIPLE</th>
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</thead>
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<td>shaken</td>
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<td>31.</td>
<td>write</td>
<td></td>
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<tr>
<td>32.</td>
<td>grew</td>
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<tr>
<td>33.</td>
<td></td>
<td>begun</td>
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<td>34.</td>
<td>cut</td>
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<td>35.</td>
<td>did</td>
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<td>36.</td>
<td>light</td>
<td>driven</td>
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<td>37.</td>
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<td>38.</td>
<td>paid</td>
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<td>39.</td>
<td></td>
<td>sunk</td>
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<tr>
<td>40.</td>
<td>stand</td>
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</tbody>
</table>
Write the correct form of the verb in the sentences below.

1. I ______________________ to Florida for my vacation last year.

2. The new supervisor __________________ hands with everyone when he met them yesterday.

3. My parents __________________ me to treat people with respect.

4. When I met Jack last year, we __________________ good friends.

5. So far this month the secretary __________________ memos.

6. The doctor __________________ me that I __________________ to wear glasses.

7. _______ you ever __________________ in the cafeteria?

8. He __________________ pizza for everyone on Friday because made rate during the week.

9. When I first started working here, I __________________ where the fire extinguishers were.

10. If I __________________ the alarm, I would have left the building.
## IRREGULAR VERBS

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# IRREGULAR VERBS

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READING AND WRITING  ◆ SESSION 9

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

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

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

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

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

Students will apply the reading strategy to materials in the workplace. They will be able to give summaries and reports of written materials and instructions so that the information may be passed along to colleagues.

MATERIALS:
- worksheets

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This session gives students strategies to make them successful readers.

- Basic Reading Formula Study Sheet – handout

- Subjects and Main Ideas – handout
  Students work in pairs using the reading formula to come up with matches. Discuss answers.

- Reading Strategies – handout
  After working through the strategies, have students read the sample readings and apply the strategies. Team work is encouraged.

- Paragraphs – handouts
  Students will become familiar with the components of a good paragraph. After looking at those components, have students find examples of paragraphs in newspapers or in company literature. They should find the introduction, body, and support, as well as the purpose and suggested "action."
THE BASIC READING FORMULA STUDY SHEET

SUBJECT

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

MAIN IDEA

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

SUPPORTING DETAILS

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

ACTION

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

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SUBJECTS AND MAIN IDEAS

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

_____ 1. Employee's Rights Handbook
   a. materials and tasks that a worker must know in an office setting

   b. information about hazardous substances in the workplace

_____ 3. Company/Union Agreement '92/'93
   c. what you may and may not do at work

_____ 4. First Aid at Work
   d. the parts of a machine and how to care for them

_____ 5. Secretary's Handbook
   e. what you need to do in case of accidents and emergencies

_____ 6. MSDS
   f. details of management/labor policy
READING STRATEGIES

1. What is my **purpose** in reading this?

2. What do you know about the **subject**?

3. How would I go about finding the information that I'm looking for? **Skim** using these techniques:
   a. look at **title**
   b. look for **subtitles**
   c. look for **underlined** words or words in **italics**
   d. look at the **first** and **last paragraphs** of the text
   e. look at the **first sentences** of the paragraphs

4. Now read the important parts in more detail.

5. **Summarize** in your own words what you have read.
Session #6 and #7 - Worksheet #3B

Applying Reading Strategies
Reading Strategies

Session #6 and #7 - Worksheet #3C

Applying Reading Strategies
A paragraph has several parts:

**INTRODUCTION**

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

**BODY**

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

**CONCLUSION**

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

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

Now, using the newspaper and material provided, work in groups to find three examples of paragraphs. Find the main idea, the support, and the conclusion.
OBJECTIVES:

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

- write a complete paragraph
- read, interpret, and summarize an article
- identify unfamiliar words based on context

TOPICS:

- writing complete paragraphs on given subjects
- applying reading strategy to articles
- vocabulary from context

METHODS:

- guided group discussion
- group work
- individual reading and writing

EVALUATION:

- evaluation by teacher of writing samples

Students will be more competent writers. They will be able to write paragraphs that could serve as the basis for memos, reports, and summaries. Also, they will feel more confident in their writing and will therefore be more comfortable using writing as a communication tool.

MATERIALS:

- worksheets
- newspapers
- dictionaries
Writing paragraphs – handout

Students work independently to complete their paragraphs. This is a good opportunity for the instructor to give individual attention.

Newspaper article work – using strategies

Use newspapers or other suitable material and have them apply the reading strategies. It's particularly important for students to be able to write summaries in their own words from what they have read.
Write a paragraph for two of the following topics.

1. my best vacation

2. my hobby

3. my children

4. my pet

5. my dream home

Be sure to include an introduction, good support, and a conclusion.
Find an article in the newspaper. Using the reading strategy handout, read the article and then answer the following questions.

1. What is the title?

2. What is the subject?

3. What is the main idea?

4. Why has the author written this?
5. In your own words, write a paragraph summary of the article.

6. Do you agree with the author’s viewpoint? Why?

7. List any new vocabulary. Write the definition and use the word in a sentence.
CONTEXT CLUES

Work out what the underlined word means by the other words around it.

1. A former employee, irate over having been fired, broke into the plant and deliberately destroyed several machines.

Irate means
a) relieved            b) very angry            c) undecided

2. The company picnic was a fiasco, as it rained all day.

Fiasco means
a) similarity            b) disaster            c) surprise

3. Mary found she was always talking to everyone because of the proximity of her work-station to the cafeteria.

Proximity means
a) similarity            b) nearness            c) size

4. The director didn’t have time to read Jim’s entire report before the meeting, so he asked him to give him the gist of what it was about.

Gist means
a) main idea            b) title                c) ending
READING AND WRITING  ♦  SESSION 11

OBJECTIVES:
In order to follow and give instructions using diagrams and maps, at the end of this session students will be able to:
- read and interpret diagrams
- read and interpret maps
- generate diagrams to instruct others
- identify vocabulary from context

TOPICS:
- diagrams in workplace
- reading maps
- importance of two-way communication
- vocabulary in context

METHODS:
- guided discussion
- group work
- worksheets to practice reading and writing skills
- game to reinforce the importance of two-way communication

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

Students will read maps and give directions correctly in the workplace. Also they will understand the parts of a whole job and be able to put them into sequence. This understanding will lead to a broader view of where their jobs fit into the whole picture.

MATERIALS:
- worksheets
- company map
- game
This session focuses on diagrams and maps in the workplace. Obtain maps or diagrams relevant to the particular industry or plant. Read through these samples with the students (using the reading strategy) and have them generate their own diagrams from the workplace. Using the map, have students give and take correct directions.
In groups, make a diagram of a tool or piece of machinery that you use everyday. With this diagram, you should be able to instruct someone who has never used this. Be sure to consider the parts and their functions.
MAPS

Look at the map. Answer the following questions.

1. What is the subject of the map?

2. This map has several purposes. List as many as you can find.

3. If you are in the welding area and there is an emergency evacuation, how would you get out? Carefully describe the route you would take.

4. You just punched in on the time clock and you are ready to go to work in the Fab. shop. What is your shortest route? Carefully describe that route.
DIRECTIONS

Draw and give directions from your company to your house.
DIRECTIONS

Game: one-and two-way communication
VOCABULARY IN CONTEXT

Work out the meanings of the words in bold. Then match each word with its definition.

1. Fred's jokes are in such bad taste that they elicit looks of disgust instead of laughter.

2. Even though the papers keep talking about economic recovery, I am very skeptical that things are getting better, when I see how many small businesses around me are closing.

3. State Government hopes to revitalize the currently lifeless shopping malls by offering tax breaks to new businesses.

4. I am a very persistent person. I work with a problem for as long as it takes to figure out a solution.

5. The chatty, slow-moving sales attendant seemed oblivious to the long line of impatient customers at her checkout.

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<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>elicit</td>
<td>to restore to a vigorous, active condition</td>
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<tr>
<td>oblivious</td>
<td>refusing to quit, stubbornly continuing</td>
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<tr>
<td>revitalize</td>
<td>to draw forth</td>
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<tr>
<td>persistent</td>
<td>doubting, questioning</td>
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<tr>
<td>skeptical</td>
<td>unaware of, failing to notice</td>
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OBJECTIVES:

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

- read and interpret flowcharts
- generate flowcharts to instruct others
- identify and use homonyms correctly

TOPICS:

- flowcharts
- standard symbols on flowcharts
- using the reading strategy to interpret flowcharts
- creating flowcharts
- homonyms

METHODS:

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

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher
- evaluating each other's flowcharts

Students will visualize their jobs and put them into sequence on a flowchart. This ability to see the overall structure and purpose of the job will lead to less compartmentalization and an ability to deal with problems outside their own station.

MATERIALS:

- worksheets
Two-Way Communication Game
This icebreaker teaches the importance of two-way communication and how easily misunderstandings occur.

This session focuses on flowcharts. Continue to work with industry examples and generate flowcharts from students. Make sure that students practice giving and taking clear directions using the flowcharts they have made. It works well in this session if students work in pairs or in small groups.

Homonyms – handouts
The list is to be used as a springboard for discussion and other student examples.
Look at the flowchart. Answer these questions.

1. What is the main idea of the flowchart?

2. What is the purpose of the flowchart?

3. Who do you think would use this flowchart at work?
This flowchart is much more complicated than the first one. Why?

1. What makes it more difficult to skim at first?

2. What is the first step in the procedure?

3. What is the last step?

4. Where in the flowchart are there choices?

Go on and answer the questions on the next page.
1. The flowchart shows five different symbols that are part of the system. These symbols are standard and appear on all flowcharts. They include a rectangle, diamond, circle, trapezoid, and an oval.

a. Draw the symbol that stands for a process or step to be performed.

b. Draw the symbol that shows where the process begins and ends.

c. Draw the symbol that tells the reader to go back to the first point named by it.

d. Draw the symbol that always asks for a decision.

e. Draw the symbol that stands for output -- something that the system puts out.
2. If a person successfully completes each step of the procedure, how many steps result in a license being issued?

3. If a person passes the written test, but fails the driver's test, does he or she have to fill out another form?

4. A person who passes the written test, but fails the driving test the first time around, has completed how many steps by the time he or she gets a permanent license?

5. The symbol B in this flowchart tells the applicant who passes the driving test the second time around to go back to the first point named B. What happens at the first point named B?
FLOWCHARTS

Make your own flow chart for a procedure that you perform frequently.
Homonyms are words that *sound* alike or nearly alike, but are *spelled differently* and have *different meanings*. Many homonyms are misused and spelled incorrectly. Test yourself: see if you can determine the meaning of the homonym from its usage. If you cannot, check a dictionary.

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### HOMONYMS

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| guise / guys |   |

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| raise / raze / rays |   |
| real / reel |   |
| red / read |   |
| right / write |   |

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| hear / here |   |
| herd / heard |   |
| him / hymn |   |
| hire / higher |   |
| hour / our |   |

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| sail / sale |   |
| see / sea |   |
| seem / seam |   |
| seen / scene |   |

| **I** |   |
| sent / scent |   |
| skin / skein |   |
| I'll / isle / aisle |   |

| **T** |   |
| steel / steal |   |
| sure / shore |   |
HOMONYMS

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

bow
After she tied the bow, she took a bow.

content
He was not content with the content of the film.

contract
It was not in his contract to contract out his work to independent builders.

Desert
In Operation Desert Storm, no soldier was allowed to desert his post.

lead
Exposure to lead might lead to poisoning.

minute
It will take only a minute to correct the minute error.

row
They had a row about who would row the boat.

polish
The Polish man tried to polish up his English.

project
We project that the project will be completed in six months.

read
If you haven’t read that chapter for homework, then you’ll have to read it in class.

tear
She bursts into tears every time he tears up her work.

use
The manual is for your use at home; meanwhile, please use the worksheets.

wind
The wind is so strong that we will wind up closing the windows.

wound
The wound was so deep that he wound up at the hospital.
HOMONYMS

Circle the correct word to complete the sentence.

1. I gave two / too / to of my pencils two / too / to my colleague because he was two / too / to tired to get up and get his own.

2. She knew / new that the knew / new player had one / won an award as one / won of the best players on the knew / new team.

3. After you had to weight / wait for the doctor to weigh / way you, he told you that there was no weigh / way for you to loose / lose the extra weight / wait without exercise.

4. Because the noise greated / grated on his nerves, the break / brake operator took his break / brake and had a great / grate rest.

5. After they stopped at the shop by/buy/bye the traffic light to by/buy/bye a cake, they cut it into ate/eight and ate/eight the pieces/peaces in piece/peace and quite/quiet.
OBJECTIVES:

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

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

TOPICS:

- strategy for following instructions
- importance of correct order of steps
- writing sets of instructions
- writing sets of instructions from flowcharts generated in previous session

METHODS:

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

EVALUATION:

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

Students will understand the components of instructions and will be able to supply precise and detailed instructions for others to follow. They will be better readers of instructions and therefore will make fewer production errors.

MATERIALS:

- worksheets
This session gives students more practice giving and taking instructions. Generate more material from the students' own experiences and workplace situations. Encourage the use of warnings and notes in instructions.

Flowchart – from last class

Students take their flowcharts and write out directions in steps. Students should work alone doing this to practice their writing skills. Teacher can move around and work with individual students.
**STRATEGY FOR FOLLOWING INSTRUCTIONS**

**STEP 1:** Define your **goal**
Ask yourself, "What is it that I want to get done?"

**STEP 2:** Identify the **steps** you need to follow

**STEP 3:** Name the **items** you need to finish the task

**STEP 4:** Clear up any **details** that you don't understand

**STEP 5:** **Evaluate** the way you did the task.
Ask yourself, "Did I achieve my goal?"
INSTRUCTIONS

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

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

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

1. What is the employee's goal?

2. How many steps are there?

3. What items do you need to complete the task?

4. What steps must you always follow?

5. What steps are conditional on the type of work you are doing or on the place you are working in?
MORE INSTRUCTIONS

Look at this set of instructions. Answer these questions.

1. What is the goal?

2. What are the steps?

3. What items do you need?

4. Are there any details that you need to clear up?

5. How do you evaluate your success at this task?
Session #11 - Worksheet #3b

Instructions - Eye Wash
MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

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

II. HAZARDOUS INGREDIENTS

Components: None %: optional

III. PHYSICAL DATA

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

IV. FIRE AND EXPLOSION DATA

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

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

VI. EMERGENCY AND FIRST AID PROCEDURES

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

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

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

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

1. Unscramble these steps.
   Notice that they all start with an action word.

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

2. Write the steps in order for getting a credit card.

3. Write the steps in order for a process you do every day at work.
Look at the flow chart that you've made as a group. Write a set of instructions so that you clearly explain the procedure to someone who has never seen it / done it before.
READING AND WRITING ♦ SESSION 14

OBJECTIVES:

In order to respond to a problem at work, by the end of this session students will be able to work as a team to:

- identify problems
- devise strategies for solving the problem
- take appropriate action

TOPICS:

- reading information relevant to the subject
- teambuilding
- developing strategies
- taking appropriate action

METHODS:

- research
- teamwork
- discussion
- presenting plans

EVALUATION:

- evaluation by teacher of group’s performance
- group evaluation of its own performance

Students will be better team members and understand the purpose and dynamics of team building. They will be more competent tackling work problems and researching materials in order to solve them. They will therefore be more self-directed and need less supervision.

MATERIALS:

- case study material
Case study material is used to generate ideas from the class members who see themselves as members of a team required to solve a particular problem. At this stage, the teacher should step back as much as possible and allow the students to direct themselves.
**CASE STUDY**

**Group 1**

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

**SITUATION 1:**

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

**SITUATION 2:**

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

**SITUATION 3:**

While mixing a chemical batch with Additin, Lou splashed some of the chemical in his eyes and on his arms. How could this affect him? What should he do?
READING AND WRITING  ♦ SESSION 15

OBJECTIVES:

In order to respond to a problem at work, by the end of this session students will be able to work as a team to:

- identify problems
- devise strategies for solving the problem
- take appropriate action

TOPICS:

- reading information relevant to the subject
- teambuilding
- developing strategies
- taking appropriate action

METHODS:

- research
- teamwork
- discussion
- presenting plans

EVALUATION:

- evaluation by teacher of group's performance
- group evaluation of its own performance

Students will function competently in teams. Not only will they be able to solve immediate problems, but they will be able to strategize and present plans to team members as well as to supervisors and management.

MATERIALS:

- case study material
When building a working team, you must consider several elements.

TEAM PURPOSE

- **Individual purpose:** why are you involved in the team? what are your personal goals for the team and for yourself within that team?

- **Collective purpose:** why is the team being formed? what does it seek to accomplish? what are its goals?

- **Team limitations:** are there financial limitations? spacial limitations? time frame limitations? who do you answer to?
TEAM MECHANICS and DYNAMICS

- **Organization:** Is there a spokesperson for the team? Is there a note taker for the team? Is there a researcher for the team? Have roles been clearly defined?

- **Participation:** Is participation voluntary? Are the guidelines for participation clearly defined by the group?

- **Problem identification:** Has the team defined the problem well? Has each member participated in its description? Has each member fully understood the problem?

- **Solution:** Has brainstorming occurred? Has each member contributed?

- **Consensus:** Has the team come to a group agreement? Has the team evaluated the solution? If there has been dissatisfaction with the solution, has it been re-evaluated?
The Case Study
You are part of a work team that has been assigned to order new fire extinguishers for the plant. Read the information provided. Then discuss what you consider to be the important aspects: your company’s products, what materials and chemicals are used in different areas of the plant, how large an area needs to be protected, how many extinguishers you need for each area and for the total plant, and the costs.

You might want to examine what kinds of extinguishers are already in use and see whether you can make any improvements.
You are part of a work team that has been assigned to order new fire extinguishers for the paint shop, the coil area and the administration offices.

Read the information provided. Then discuss what you consider to be the important aspects:

- your company's products
- what materials are used in these areas
- the size of these areas
- how many extinguishers you will need
- what type

You will first be assigned to a smaller committee, where you will be asked to look at a particular aspect. Then you will elect a spokesperson to work with the main team to present your findings to management.
**STRATEGY FOR PROBLEM SOLVING**

**STEP 1:** Define the problem  
Ask yourself, "What is it that I want to get done?"

**STEP 2:** Identify the parts to the problem  
What questions do you need to answer?

**STEP 3:** Determine what information you need to solve the problem  
Do you have all the materials and resources?  
Clear up any details that you don't understand

**STEP 4:** Examine the options and identify the possible solutions  
Weigh pros and cons and prioritize, where necessary

**STEP 5:** Make your choices

**STEP 6:** Evaluate the results  
Ask yourself, "Did I achieve what I set out to achieve?"
 Define your purpose for reading

 Preview passage to be read to organize your thinking around the topic

 Skim the text quickly for general information and main ideas.

 Look for clues - look at headings, sub-headings, anything bolded, in italics or underlined, pictures, charts, graphs

 Read first and last paragraphs and first sentences from other paragraphs

 Write questions from headings, sub-headings etc.

 Read the article carefully, underlining key words and phrases

 Answer your questions in your own words

 Evaluate your interpretation. Have you understood what you have read? Can you achieve your purpose? If not, have you misinterpreted the information?
If you come across a word that you don't know, don't panic! Look around the word and look at the setting in which it is used. That is the context of the word.

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

- **Prepositions and Place**

  near  
in front of  
across from  
between  
next to  
behind  
in / on  
close to

- **How do I get to . . .?**

  go down the hall  
make a left / right  
turn left / right  
on your left / right  
walk through . . .  
wake past  
go through the . . .

- **Where is the nearest fire extinguisher?**

  in the coil area  
in the paint shop  
on the A-Line  
**near** the water fountain  
**next to** the copier  
in the nurse’s office
Problem solving as a group takes on the added factors of team building. And one of the key elements to reaching a satisfactory goal is to have an understanding of personalities and how people go about problem solving differently.

Let's consider 4 profiles:

*Remember: One type is not better than the other, nor one right/one wrong.*

1. The "A" type:
   - persuasive, risk taker, confident, outgoing (strengths)
   - impatient, dominating, pushy (limitations)

2. The "B" type:
   - practical, orderly, organized, traditional (strengths)
   - stubborn, lives by the rules, insensitive (limitations)

3. The "C" type:
   - team oriented, caring, enthusiastic, peacemaker (strengths)
   - indecisive, hesitant, vulnerable (limitations)

4. The "D" type:
   - exacting, factual, reserved, has high standards (strengths)
   - slow to get things done, perfectionist (limitations)
In our Case Study we will need to determine which type of fire extinguisher is needed for the stated location and how many will be required for that particular area. Imagine Person A, Person B, Person C, and Person D attempting to solve this problem. Do you think they would reach a solution easily? Why? If no, why not?

♦ Which combination do you think would lend itself to getting the most ideas and arriving at a good solution? Why?

♦ What if you have...
  two "B's" and two "C's"?
  or
  two "A's", one "D" and two "C's"?

♦ Which combination do you think would get "stuck" and have a hard time reaching agreement?
READING AND WRITING  ◆  SESSION 16

OBJECTIVES:

In order to respond to a problem at work, by the end of this session students will be able to work as a team to:

- identify problems
- devise strategies for solving the problem
- take appropriate action

TOPICS:

- reading information relevant to the subject
- using previously learned reading strategies
- taking appropriate action

METHODS:

- research
- individual writing
- discussion

EVALUATION:

- teacher’s evaluation of individual performance

Students will be more competent tackling work problems and researching materials in order to solve the problems individually. They will be able to strategize and put their solutions into writing.

MATERIALS:

- case study material
- post class exercise

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Case study material is used to generate ideas from the class members who must now be evaluated individually. Solve a particular problem. At this stage, the teacher should step back as much as possible and allow the students to direct themselves. These case studies must be industry-based and deal with realistic problems that concern the students.
Post Class Exercise

Part I:

Using the reading techniques that we learned in class, read the "What You Should Know about First Aid" pamphlet and answer the following questions.

1. If someone goes into shock, what 4 steps should you take?

2. What are the 5 symptoms of a heart attack?

3. What are the three degrees of burns? Which is the worst?
**READING AND WRITING  ♦  CASE STUDY**

Post Class Exercise

4. When should you apply direct pressure to a wound and what effect will it have?

5. How soon after a person stops breathing can irreversible brain damage occur?

6. How can a back or neck injury change the way you give mouth to mouth breathing to a victim?
READING AND WRITING  ♦  CASE STUDY

Part II:

Using the reading material as information, write a paragraph of instructions for one of these situations. Be sure to include introduction, clear steps, and a conclusion. Also, make sure that you let the reader know of any equipment or materials that are necessary to complete the instructions.

SITUATION 1:

Bill, a co-worker, has just eaten lunch. Usually he brings his own food to work, but today he went out for Chinese food. Now, he is breaking out in hives. He says that he feels weak and you see that his throat is swelling up. He is starting to have breathing problems and he must sit down. What is his problem? What steps would you take to help Bill?

SITUATION 2:

Karen was carrying a large box of envelopes upstairs when she started feeling dizzy. She had a shortness of breath and a sharp pain in her chest. She collapsed at the top of the stairs. When you found her a few moments later, she looked ashen and was wet with perspiration. What is her problem? How could you help her?

SITUATION 3:

Stan was using the collator when he put his hand inside to remove an excess cover sheet. His right hand got sliced by the machine and he is bleeding profusely. You are afraid that he is losing a lot of blood. What would you do to help Stan? By the way, what would you do to help Stella who witnessed the accident and is ready to faint in the corner?