

# WORKFORCE EDUCATION PROGRAM SAMPLER

Prepare students for success in the workplace.

**Includes sample lessons from these programs:**

Workplace Skills Career Readiness Preparation • Workplace Skills Essential Skills for the Workplace  
Workplace Skills Practice Workbooks • Career Companions



## Table of Contents ■ ■ ■

Help Close the Workforce Skills Gap .....	1
It Starts with Skills Instruction .....	2
Core Academic Skills .....	3
<b>Reading for Information Overview .....</b>	<b>4</b>
Instruction: Reading for Information Sample Lesson .....	6
Practice: Reading for Information Workbook Sample Lesson .....	14
<b>Locating Information Overview .....</b>	<b>20</b>
Instruction: Locating Information Sample Lesson .....	22
Practice: Locating Information Workbook Sample Lesson .....	36
<b>Applied Mathematics Overview .....</b>	<b>44</b>
Instruction: Applied Mathematics Sample Lesson .....	46
Practice: Applied Mathematics Workbook Sample Lesson .....	52
<b>Basic Skills for the Workplace Overview .....</b>	<b>56</b>
Instruction: Basic Skills for the Workplace Sample Lesson .....	58
Practice: Basic Skills for the Workplace Workbook Sample Lesson .....	64
<b>Tools for the Workplace Overview .....</b>	<b>68</b>
Instruction: Tools for the Workplace Sample Lesson .....	70
Practice: Tools for the Workplace Workbook Sample Lesson .....	76
<b>Writing for Work Overview .....</b>	<b>78</b>
Instruction: Writing for Work Sample Lesson .....	80
Practice: Writing for Work Workbook Sample Lesson .....	86
<b>Career Companions Overview .....</b>	<b>88</b>
Career Companions Sample Lesson .....	90

# Help Close the Workforce Skills Gap

Workforce education has the power to improve the economic well-being of millions of lives. According to McKinsey & Company, the global leader in research and insights for the social sector, almost 40 percent of American employers say they cannot find suitable candidates with the skills they need, even for entry-level jobs. Over half of all employers say that there is a lack of preparation among applicants for today's and especially tomorrow's jobs. This gap in workforce skills represents a large opportunity for adult educators to upskill students and boost the economy through education, closing the skills gap one student at a time.

The Workforce Innovation and Opportunity Act (WIOA) supports this goal by aiming to make the workforce development system more outcome driven, through contextualized academic instruction and career pathways training.

We all want to help adult learners succeed. Our mission is to create workforce education products that benefit individual students, adult education centers, and the economy as a whole. Each product in McGraw-Hill Education's workforce education programs are aligned to WIOA requirements and combine academic and essential skills instruction within workplace contexts to guide adult learners on a path to a living wage and a sustainable career path. The Workplace Skills Ecosystem is based on a single set of 9 skills in reading, 8 skills in applied math, and 6 skills in locating information. These are the academic skills that employers typically require and adults need to master in order to be college and career ready. Each program in the ecosystem integrates these skills in different ways, depending on its focus. You can mix and match programs to find your ideal balance of contextualized academic skill instruction and practice and career pathway exploration. The programs span the full continuum of workplace skill development products, focusing on instruction, practice, and integration.

Continuum of Workforce Skill Development		
Instruction	Practice	Integration
 <b>WORKFORCE &gt; workplace skills</b> CAREER READINESS PREPARATION	 <b>WORKFORCE &gt; workplace skills</b> PRACTICE WORKBOOKS	 <b>WORKFORCE &gt; access</b>
 <b>WORKFORCE &gt; workplace skills</b> ESSENTIAL SKILLS FOR THE WORKPLACE	 <b>WORKFORCE &gt; career companions</b> CAREER PATHWAY EXPLORATION	
<ul style="list-style-type: none"> <li>• Instruction in <i>Career Readiness Preparation Series</i> is organized by applied academic skills.</li> <li>• Instruction in <i>Essential Skills for the Workplace Series</i> is organized by essential skills.</li> <li>• All instruction, examples, and problems are presented within various authentic workplace contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill practice is organized by applied academic skills.</li> <li>• <i>Workplace Skills Practice Workbooks</i> are aligned to the College and Career Readiness Standards.</li> <li>• All instruction, examples, and practice problems in the <i>Career Companion Series</i> are presented within the context of a specific industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Applied, academic skills are integrated into instruction, following the <i>Integrated Basic Education and Skills Training (I-BEST)</i> model.</li> <li>• Instruction is organized by industry-wide technical competencies.</li> </ul>

## It Starts with Skills Instruction

The Workplace Skills Ecosystem is based on a single set of applied, academic skills that are built upon understanding the core skills identified by industries and mapping backward from these to develop the content for all workforce education materials. Products can be combined into a variety of configurations to meet your career pathway needs. The core academic skills that are essential to career success are organized into a thematic topic/skill hierarchy within the subject areas of Reading for Information, Applied Mathematics, and Locating Information. All products also integrate basic education skills, critical thinking skills, and decision-making skills. The Essential Skills for the Workplace Series features essential skills contextualized in workplace scenarios.

## Industry Competency Models

For many years, the Department of Labor Employment and Training Administration (ETA) has provided tools for industries to develop competency models. These models allow ETA and its industry partners to identify the skills and competencies—including the personal effectiveness, academic, and workplace competencies—needed for general success, as well as industry-wide competencies relevant to all careers within a specific industry.



# Core Academic Skills

## Reading for Information Skills

Important for reading, understanding, and acting upon written information presented within workplace documents

TOPICS	SKILLS		
<b>Read and Understand Information Workplace Documents</b>	Identify Main Idea and Details	Identify Details that Are Not Clearly Stated	
<b>Follow Instructions from Workplace Documents</b>	Understand and Apply Basic and Multi-Step Instructions	Apply Instructions to Unique Situations	
<b>Define and Use Words in the Workplace</b>	Determine the Meaning of New Words	Understand Unique Words and Acronyms	Understand and Apply Technical Terms and Jargon
<b>Understand and Follow Policies &amp; Procedures in Workplace Documents</b>	Apply Workplace Policies and Procedures	Understand the Rationale Behind Workplace Policies	

## Locating Information Skills

Focus upon effective locating, analyzing, and making use of information that is presented within workplace graphics.

TOPICS	SKILLS	
<b>Locate and Compare Information in Graphics</b>	Find information into Workplace Graphics	Enter Information into Workplace Graphics
<b>Analyze Trends in Workplace Graphics</b>	Identify Trends in Workplace Graphics	Compare Trends in Workplace Graphics
<b>Use Information from Workplace Graphics</b>	Summarize Information in Workplace Graphics	Make Decisions Based on Workplace Graphics

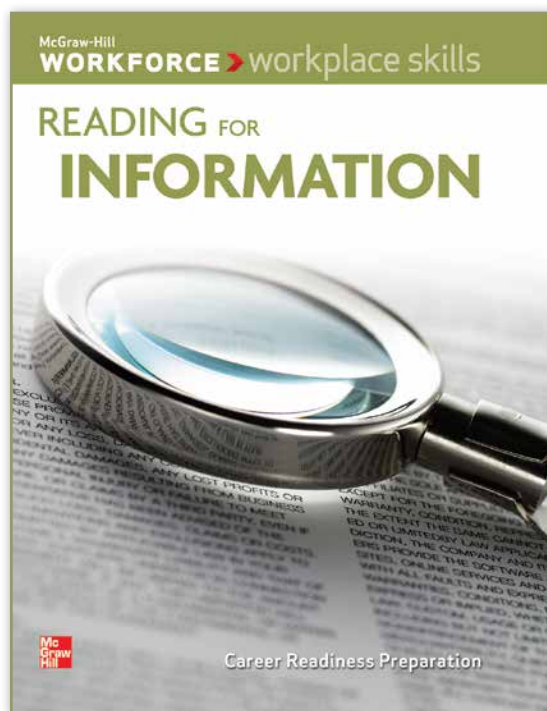
## Applied Mathematics Skills

Essential for performing the mathematical functions required in a majority of workplace situations.

TOPICS	SKILLS	
<b>Perform Basic Arithmetic Calculations to Solve Workplace Problems</b>	Solve problems with whole numbers and negative numbers	Use Fractions, Decimals, and Percents to Solve Workplace Problems
<b>Apply Computations to Solve Workplace Problems</b>	Use general problem-solving	Solve problems in geometry
<b>Solve Measurement Problems</b>	Calculate with conversions and formulas	Manipulate formulas to solve problems
<b>Make Spending Decisions to Solve Workplace Problems</b>	Calculate costs and discounts	Make consumer comparisons

# Reading for Information Overview

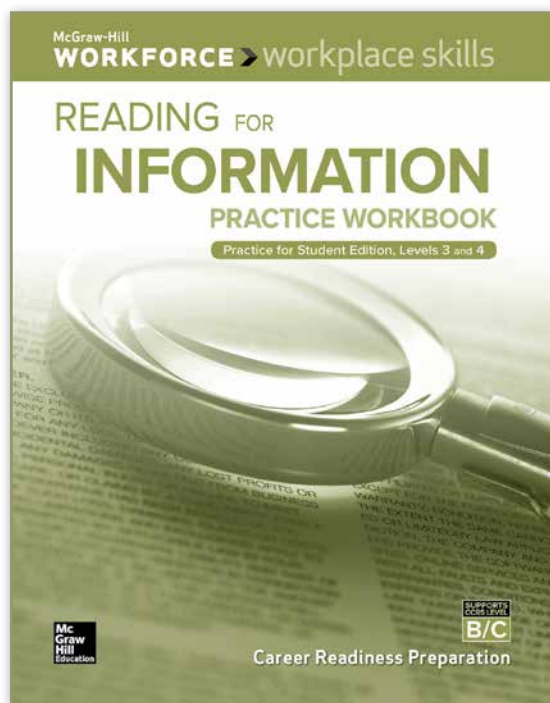
Reading for Information titles develop skills to read and effectively use workplace documents including business letters, memos, directions, bulletins, regulations, and policies.



McGraw-Hill  
**WORKFORCE** > workplace skills  
ESSENTIAL SKILLS FOR THE WORKPLACE

**INSTRUCTION** (sample lesson pp. 6–13) The Career Readiness Preparation series builds the academic skills needed for career readiness through contextualized instruction and practice. Contextualized extension activities and ELL strategies are included throughout each Teacher Edition.

Reading for Information Student Edition .....	978-0-07-655574-1
Reading for Information Teacher Edition .....	978-0-07-661082-2



McGraw-Hill  
**WORKFORCE** > workplace skills  
 PRACTICE WORKBOOK

**PRACTICE** (sample lesson pp. 14–19) These consumable workbooks are built upon the College and Career Readiness Standards and are aligned to CCRS levels A–D. Designed to provide extra practice of core workplace skills, these workbooks can supplement any CCRS-aligned contextualized academic skills and essential skills instruction or can serve as stand-alone materials for practicing these skills. The series includes nine workbooks in the subject areas of applied mathematics, locating information, reading for information, employability skills, and writing for work, each with workplace contextualization. Available in English and Spanish.

- Workplace Skills Practice Workbook, Levels B/C, Reading for Information, 10-pack . . . . . 978-0-07-902035-2
- Workplace Skills Practice Workbook, Levels C/D, Reading for Information, 10-pack . . . . . 978-0-07-902036-9
- Workplace Skills Practice Workbook, Levels B/C, Reading for Information  
 (Spanish Edition), 10-pack . . . . . 978-0-07-902044-4
- Workplace Skills Practice Workbook, Levels C/D, Reading for Information  
 (Spanish Edition), 10-pack . . . . . 978-0-07-902045-1

## Lesson 2 ■ ■ ■

# Choose Correct Meanings of Words

### Remember!

Depending on the content of a document, definitions of words may or may not be clearly stated. If a workplace document is about common, everyday procedures, then it is unlikely that definitions of words will be provided. This is because it is expected that employees fully understand their everyday procedures. If a document deals with something new—such as new software, a change in procedures, or employee training—then it is possible that definitions will be provided for any new terminology that is introduced.

*Skill: Choose the correct meaning of a word that is clearly defined in the reading*

When reading documents that contain new or unfamiliar words, you sometimes can use clues within the document to determine the words' meanings. By understanding how to identify when words are clearly defined within workplace documents, you can learn how to locate clues that help determine the meanings of unfamiliar words.

### Skill Examples

The company is instituting, or starting, a new procedure for office closings during snowstorms. We are starting this new set of steps to avoid the confusion caused by the old system. The procedure requires all employees to call a special office number during a snowfall or the days after a snowfall. There will be a recorded message telling you if the office is closed.

#### Example 1

Identify a word's meaning when its definition is directly stated.

In the first sentence of the memo, the term *instituting* is introduced and defined immediately following its first use. Often the stated definition is set off by commas and linked to the word using the word *or*. In the example above, "or starting" refers to the term *instituting* and provides the reader with a direct reference to the term's meaning.

#### Example 2

Identify a word's meaning when its definition is not directly stated.

In the first sentence, the term *procedure* is introduced and defined in the sentence that follows its first use. This is a common technique used by writers to clarify the meanings of words that might be unknown to the reader. In the example above, "this new set of steps" refers to the term *procedure* and provides the reader with an indirect reference to the term's meaning.

### Break Procedures

Every employee is entitled to one 15-minute break before lunch and one 15-minute break after lunch. Breaks may be taken only in the lounge or outside in the courtyard. Note that smoking is prohibited inside the building. As smoking is not allowed indoors, employees who wish to smoke must take their break outside. Please use only the designated areas set aside for smoking.

### Skill Practice

Use the procedures document to the left to answer the questions below.

- What is the meaning of the word **designated** in the passage?
  - set aside
  - encouraged
  - allowed
  - not allowed
  - not advised
- What is the meaning of the word **prohibited** in the passage?
  - discouraged
  - limited
  - allowed
  - not allowed
  - not advised



## Try It Out! ■ ■ ■

You are a medical assistant who has started training on new computer software. The software will help you organize patient files. Based on the information given in the third bullet point, what is the meaning of the word **correlated**?

- A. useless
- B. matched
- C. too expensive
- D. rarely prescribed
- E. out of date

### Memo

**To:** All medical assistants

**Re:** New software

In an effort to quickly transfer patient records into the new software system, please review the following important features:

- How to complete personal information for every patient
- How diagnoses are added to a patient's chart via the software
- What medications the patient is taking and how these are correlated, or matched, to the diagnoses by the software
- How to recognize software alerts that warn about actual or potential danger from pharmaceuticals that should not be combined
- How to recognize software alerts that warn if a drug is not recommended due to a condition that makes the drug unsuitable or dangerous for a particular patient

## Step 1

### Understand the Problem ■ ■ ■

Complete the *Plan for Successful Solving*.

#### Plan for Successful Solving

What am I asked to do?	What are the facts?	How do I find the answer?	Is there any unnecessary information?	What prior knowledge will help me?
Find the meaning of the term <i>correlated</i> .	New software analyzes medications that a patient takes to see how they affect one another.	Look at the bulleted list, especially the item that contains the word <i>correlated</i> .	The other bullets that do not help explain what <i>correlated</i> means are not necessary.	I know to look for the words <i>or</i> or <i>is</i> to see if a word is defined within the text.

## Step 2

### Find and Check Your Answer ■ ■ ■

- Confirm your understanding of the question and revise your plan as needed.
- Based on your plan, determine your solution approach: *The third bulleted item mentions that the software correlates the medications the patient is taking. The other words in this bulleted statement tell that correlate refers to how medications are matched to the diagnoses. Among all the answer choices, option B means the same thing as correlate.*
- Check your answer. Review all answers to determine if the answer you have selected is the best possible answer.
- **Select the correct answer:** B. matched  
The third bullet point states that the software helps determine the medications the patient is taking and how these are correlated, or matched.

## Remember!

The meaning of a word can often be found when it is restated in the same sentence in which the term is used or in the following sentence.

## Problem Solving Tip

The correct answer needs to be more than just similar in meaning to the word being defined. Remember that you are looking for the word's meaning as it is used in the passage. The definition of the word is often clearly stated within the passage itself.

## On Your Own ■ ■ ■

## MEMO

**TO:** All Maintenance Personnel

**FROM:** R. Jones, Maintenance Supervisor

You may have noticed that we have purchased and installed the latest Q-10 machines. We must add these machines to our Preventive Maintenance (PM) schedule. Familiarize yourself with the instruction manual your team leader will give you. Note that these are very technical machines that require careful PM.

Your team leader will show all members of your team the PM procedures for the Q-10. You will then be assigned one part of PM for all the Q-10 machines, and your part of the PM will be listed on the complete PM schedule.

As with most PM, the Q-10 will need to be lubricated, or oiled, every day with high-grade oil to make sure its moving parts run smoothly. Because the Q-10 is a complex apparatus, the machine must be adjusted on a daily basis to make sure it performs efficiently.

The flag on the machine tells how often each PM task must be done. Your team leader will assign and schedule these tasks for team members.

1. As a member of the machine maintenance team for a large manufacturing company, you receive the above memo. Based on the passage, when machinery is **lubricated** it is
  - A. made slippery.
  - B. given fuel.
  - C. moved around.
  - D. started up.
  - E. cleaned and washed.
2. A section of the memo explains that you must make daily adjustments to keep the apparatus performing smoothly. What is the meaning of the word **apparatus**?
  - F. schedule
  - G. oil
  - H. team
  - J. flag
  - K. machine

## Employee Handbook

Welcome to Z-Plastics & Molding. As a new member of our team, there are some guidelines and safety regulations you must follow. Adhering to safety regulations is one of your most important responsibilities. Be careful when working around the high-speed machines in our factory. Operators must wear protective gear at all times on the factory floor. These include safety glasses, earplugs, heat-resistant gloves, and face masks. Masks prevent the inhalation of airborne particles and dust created during the plastic-molding process.

The injection-molding machine that you will be operating heats plastic until it is liquefied, or made fluid. The machine then pours the liquid plastic into a mold. The mold then leaves the machine along a conveyor belt and is left to set until the plastic hardens and cools. Another machine then removes the molded product from the mold housing.

Your job is to make sure that your machine is working properly. You must be sure that there are no spills, stoppages, or other interruptions in the manufacturing process. It is important that you report any problems immediately to your supervisor.

3. You are a plastic molding machine operator. Based on its use in the first paragraph of the above passage, what is the meaning of the word **adhering**?

- A. requiring
- B. protecting
- C. following
- D. making safe
- E. regulating

4. According to the first sentence of the second paragraph above, what is a substance like after it is **liquefied**?

- F. molded
- G. injected
- H. waterlogged
- J. fluid
- K. spilled

## Instructions for Installing a Toilet

Begin installation once the old toilet is removed. Clean the area thoroughly. Then place a thick mat on the floor of the work area.

Toilet installation is the opposite of toilet removal. Handle the new bowl with care. Carefully invert the position of the bowl. Once the bowl is upside down, place it carefully on the pad. Seal the toilet to its soil pipe flange, or rim. Do this by setting a standard toilet rubber ring, or gasket, over the bowl's outlet. The flat face of the gasket should be placed against the bowl. Follow this procedure whether using a wax gasket or a plastic gasket.

5. You are an assistant helping a master plumber install a new toilet. Your boss watches as you perform the first steps in the process. Based on the instructions above, what position is the bowl in when you **invert** it?
- A. upright
  - B. on its side
  - C. right side up
  - D. upside down
  - E. in several pieces
6. In the second paragraph of the instructions, what is the **gasket** that is needed as a seal?
- F. the outlet
  - G. the flange
  - H. the bowl
  - J. a wax plug
  - K. a ring of rubber

**To:** Setters

**Date:** May 17

**From:** Operations Manager

**Subject:** Procedures reminder

As a setter, always check the machines before the workers begin using them. Remember that precision parts are exact or refined parts, and they are made to exact size and quality. Because the parts are used in large appliances, we must check that they fit in the appliances they are used with. This is why it is so important to follow procedures.

First, be sure the machines are calibrated, or measured and adjusted, to the exact part size needed. You must then start the machine for a test run. Check that the machine is making the part correctly. If the part made during this test is not correct, adjust the machine. Then make another part to determine if it is correct. Repair or clean the machine if necessary. If the machine still does not make a correct part, report the problem to the supervisor.

7. You work as a setter in a factory that makes precision parts. Based on the above e-mail, what does **precision** mean?

- A. precut
- B. exactness
- C. oversized
- D. appliance
- E. snug-fitting

8. Based on the instructions, what do you do to a machine when you **calibrate** it?

- F. Make it bigger.
- G. Change the size.
- H. Change the standard.
- J. Repair nonworking parts.
- K. Adjust to an exact measure.

**From:** Dr. Shayna Williams, MD

**Sent:** Tue 8/11 3:30 PM

**To:** Medical Billing

**Subject:** Billing for New Insurance

To Whom It May Concern,

I've noticed that there have been some billing irregularities since I accepted the new insurance. Don't worry...I'm not blaming you for these unusual billing items. I know it is confusing when every insurance company has different ways of doing things!

Please take some time to review the new insurance forms. Note that they require far more codes for every bit of patient care. Also notice that their codes have six numbers for each procedure, not the usual five numbers. For example, most other insurance companies code a simple office visit as 10001. The new company code for a visit is 010001. Also, the new insurance company demands a code for each part of an exam I do. Most other companies don't have this requirement. I've indicated each item of an exam on the patient chart. Please find the code for each and bill for all of them.

Many thanks. Keep up the good work!

Dr. Williams

9. You are a medical office billing administrator who has received the above e-mail from one of the doctors in your building. What does the doctor mean when she says that there have been billing **irregularities**?

- A. The bills have not gone out on time.
- B. The bills ignored the procedures done.
- C. The bills did not follow normal procedure.
- D. The bills had some unusual errors or items.
- E. The bills were not paid by the insurance company.

10. At the end of the message, the doctor explains that not all companies have the same demands as the new insurance company. Based on this part of the e-mail, what does **requirement** mean?

- F. necessity
- G. coding
- H. payment
- J. notation
- K. digits in a number

## Employee Questionnaire

Thank you for applying for a job with Big-Breeze Wind Energy Company!

We are delighted that you want to work in the exciting field of renewable wind energy. Before completing the full, detailed application, there are a few important things we need to find out about you regarding your qualifications.

Please answer the following questions by checking "Yes" or "No" for each item. Return this form to the human resources administrator when completed.

	Yes	No
▪ Do you have acrophobia (fear of high places)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you have experience and/or training in computer systems monitoring?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you have experience and/or training in computer troubleshooting and repair?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you mind working outdoors in all types of weather?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you mind driving in all types of weather?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you own your own car or other vehicle?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you live within 25 miles of this facility?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do you have training in aerodynamics, or air flow?	<input type="checkbox"/>	<input type="checkbox"/>

11. You are applying for the position of a wind-power maintenance technician at Big-Breeze Wind Energy Company. You have been asked to fill out the above questionnaire. Wind turbines are often several stories high. Why might having **acrophobia** disqualify you for this job?

- A. because it is a fear of the outdoors
- B. because it indicates a lack of relevant experience
- C. because it is a fear of being in high places
- D. because it is a fear of being outside during storms
- E. because it is a disease that is often disabling

12. By finding out about an applicant's **qualifications**, the company is learning

- F. if the applicant has the skills needed for the job.
- G. the family history of the applicant.
- H. what the applicant wants for a starting salary.
- J. how long the applicant plans to stay at this job.
- K. whether the applicant likes to drive.

*Answers are on page 253.*

## Lesson 3 Determine the Meaning of New Words ■ ■ ■

**SKILL** Choose the correct meaning of a word that is clearly defined in the reading

*Can be used with Student Edition Workplace Skills: Reading for Information, Lesson 2, Choose Correct Meanings of Words*

Workplace documents such as memos, notices, and lists of procedures may contain new or unfamiliar words that employees must interpret correctly in order to do their jobs. Often such words are clearly defined within the document. When the meaning of a word is not clear, look at the surrounding words to help you determine the word's meaning. Learning how to determine a word's meaning within a document helps employees to better succeed in the workplace.

### Rental Agreement (Month-To-Month)

#### Late and Other Fees

If rent is paid after the 15th of the month, a late charge of \$95 will be added to the bill. The parties agree that this late fee cost is determined based from the amount of financial loss caused by late payment of rent. It would be impractical, or extremely difficult, to fix the actual cost due to late payment. If Tenant submits a check with insufficient funds, Tenant will be liable to Owner/Agent for the amount of the check and a service charge of \$15. If Tenant misses two payments, the contract is terminated and Owner/Agent is legally permitted to remove the Tenant's items from storage.

- You are a grounds crew manager for a large landscaping company and need to store some of your off-season supplies. When signing a storage rental agreement, you read the above paragraph about late fees. What is the meaning of the word **parties**?
  - entertainment
  - organizations
  - people who are involved with the contract
  - people who are throwing social gatherings
  - resident
- What is the meaning of the word **impractical**?
  - helpful
  - available
  - wise
  - practical
  - problematic
- Based on the last line, what kind of funds does **insufficient** describe?
  - not enough
  - too much
  - oversize
  - impossible
  - unreasonable
- As used in the agreement, what is the meaning of the word **Tenant**?
  - bank
  - contract
  - person collecting rent for storage
  - person renting storage space
  - owner of storage building
- What is the meaning of the word **liable**?
  - legally responsible
  - totally unreliable
  - completely irresponsible
  - somewhat entitled
  - always available
- The last sentence clarifies when and how the contract is **terminated**, which means \_\_\_\_\_
  - renewed
  - cancelled
  - increased
  - decreased
  - on sale



### Driver, Special Delivery Job Posting

**Position Summary** This is a full-time delivery position responsible for driving a company vehicle over an established route to deliver various products to our customers.

#### Responsibilities

- Deliver product within assigned route schedule and time windows.
- Lift up to 50 lbs. on consistent basis.
- Accurately record delivery information including on-board computer data and all company required documentation.
- Check invoice for complete delivery. Process paperwork and damaged merchandise if any.
- Collects payments as necessary.
- Secures cash and property by locking unattended vehicles; secures funds in a locked safe.
- Performs pre-trip and post-trip check in accordance with Department of Transportation (DOT) regulations and company policies and procedures.
- Maintains a clean, safe work environment; adheres to company safety standards.
- Performs other duties as required.

#### Experience/Qualifications

Valid driver's license • Good communication skills • Be personally responsible and self-motivated with high integrity • High School Diploma or equivalent

7. You are looking for a new delivery position. You come across this advertisement on a coffee shop bulletin board. What is the meaning of the word **established** in the position summary?
- A. temporary
  - B. permanent
  - C. strong
  - D. monitor
  - E. began
8. If you perform pre-trip and post-trip responsibilities in **accordance** with company policies and procedures, in what way are you doing your job?
- A. in a way that builds confidence
  - B. in a way that makes the company weaker
  - C. in a way that is against company policies and procedures
  - D. in a way that agrees with company policies and procedures
  - E. in a way that makes everyone happy
9. The job posting includes the following responsibility: *Secures cash and property by locking unattended vehicles; secures funds in a locked safe.* Which words help you determine the meaning of the word **secures**?
- A. cash; funds
  - B. cash; property
  - C. locking; locked
  - D. property; safe
  - E. locking; unattended
10. What can you assume the word **adheres** means in the posting?
- A. follows
  - B. writes
  - C. ignores
  - D. finds
  - E. reads

### GUIDELINES FOR COMMUNICATION ON SOCIAL MEDIA WEBSITES

**Use the customer's name.** When responding to questions, concerns, or comments on social media, it is easy to sound impersonal. Addressing customers by name is an easy way to show them that you care about their issue.

**Reply quickly.** Timely responses are crucial; social media is all about instant connections, and customers want an answer as soon as possible.

**Respond publicly when possible.** Public responses can help other customers who may have the same problem and can help build the trust of your social media community. Keep in mind not all issues can or should be answered publicly.

**Be specific.** Do not use the same copy-and-paste answer; tailor your responses to each customer. Customize your replies as much as possible and avoid generic, generalized responses.

11. You work as a Help Desk Technician. You help respond to user's concerns and problems on a variety of websites. You have been trained to follow certain guidelines (see above) to help steer your communication. What specific types of technology does the term **social media** refer to?
- A. websites that allow content sharing for personal or business purposes
  - B. e-mail and text messaging
  - C. websites that allow for downloading music or videos
  - D. using a smart phone
  - E. websites that share world news
12. What is the meaning of the word **crucial**?
- A. useless
  - B. important
  - C. boring
  - D. tough
  - E. professional
13. What are you doing when you **tailor** your responses to each customer?
- A. alphabetize
  - B. organize
  - C. keep
  - D. change
  - E. make generic
14. What is the meaning of the word **generic**?
- A. non-specific
  - B. individual
  - C. unpopular
  - D. unfamiliar
  - E. specific

**SKILL** Choose the correct meaning of common, everyday workplace words

Can be used with *Student Edition Workplace Skills: Reading for Information, Lesson 3, Define Common Workplace Words*

Employees at every type of workplace are expected to understand words that are commonly used in conversation and in written documents. It is important to know how to identify the meanings of such words in order to be successful at my job. By carefully reading the ways in which workplace words are used, you can learn to correctly identify their meanings.

### Procedure of Standard Treatment for Burns

A first-degree burn involves the epidermis. It generally results in skin redness, mild pain, and swelling.

**Treatment:**

- Immerse the burned part in cool water, apply gauze soaked in cool water, or cool the burn under running water for 15 minutes.
- If exposure to anything unclean is likely, layer dry, sterile gauze loosely over the wet gauze to create a barrier to bacteria.
- Never apply grease of any kind to a burn.
- Administer an over-the-counter pain reliever. Prescription medications cannot be administered to workers.

15. You're a line chef at a downtown restaurant. Safety reminders are posted on the back wall of the kitchen, including the one seen here. What part of the body is the **epidermis**?
- A. arm
  - B. glands
  - C. lungs
  - D. fingers
  - E. skin
16. What action are you doing when you **immerse** the burned part in cool water?
- A. hovering
  - B. splashing
  - C. soaking
  - D. drying
  - E. cleaning
17. Sterile gauze should be used over the wet gauze to create a barrier to bacteria. What is another word for **sterile** in this example?
- A. clean
  - B. hard
  - C. dry
  - D. used
  - E. skin-colored
18. What does the expression over-the-counter mean?
- A. tax-free
  - B. doctor prescribed
  - C. easy to reach
  - D. no prescription required
  - E. high priced

### Emergency Release

Should my child become ill or suffer an accident, I, \_\_\_\_\_ (Print Parent or Legal Guardian Name), hereby authorize the Rainbow Preschool to administer, call for, or secure the necessary emergency care or medical attention as may be deemed necessary by the Rainbow Preschool. I understand that an effort will be made to contact me or my child's other emergency contact, if possible, before any action will be taken. I also understand that any expense incurred will be accepted by me.

19. As a certified nursing assistant, you follow strict requirements when providing emergency care to students. The above emergency release must be signed by all parents at the beginning of the school year. What is the meaning of the word **authorize** in the first sentence?
- A. hire
  - B. give permission to
  - C. refuse to allow
  - D. demand
  - E. request
20. What is the meaning of the word **administer**?
- A. observe
  - B. obey
  - C. refuse
  - D. apply
  - E. teach
21. If the preschool **deemed** medical attention is necessary, what did the school do?
- A. decided
  - B. waited
  - C. called
  - D. guessed
  - E. calculated
22. An expense that is **incurred** is one that is \_\_\_\_\_.
- A. forfeited
  - B. destroyed
  - C. acquired
  - D. estimated
  - E. leased

### Damaged Forklift

If at any time a forklift is found to be in need of repair, defective, or in any way unsafe, the forklift must be taken out of service until repairs can be made which will restore the forklift to safe operating condition. Repairs must be made by authorized personnel only. All forklifts should be examined at least daily, preferably before being placed in service, for any condition that might affect the safety of the vehicle. If the forklifts are used around-the-clock, they should be examined after each shift.

23. You are a forklift operator at a food supply warehouse. According to the employee handbook, if a forklift is **defective**, it
- A. must be replaced immediately.
  - B. has damage beyond repair.
  - C. has a fault that prevents it from working correctly.
  - D. can be used until it breaks.
  - E. costs a lot of money to fix.
24. What are you doing when you **examine** the forklift each day?
- A. turning it on
  - B. listening to the motor
  - C. cleaning it
  - D. adding gas
  - E. checking it

25. Who would be considered **authorized personnel**?
- A. upper management
  - B. mailroom workers
  - C. cafeteria staff
  - D. equipment mechanics
  - E. janitors
26. What does **around-the-clock** refer to?
- A. non-stop or continuous
  - B. when to break for meals
  - C. shift lasting longer than 12 hours
  - D. once a day
  - E. working all night

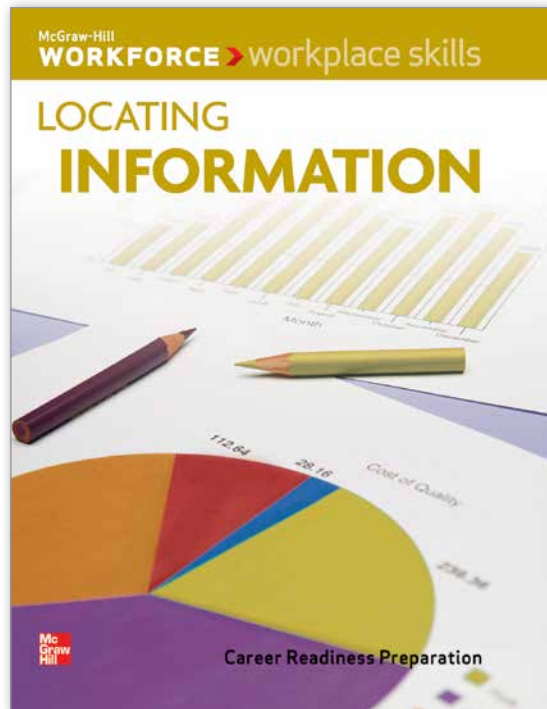
### GRAPHIC DESIGN CHECKLIST

- Prepare 5 prototypes. They need several samples to see design ideas.
- Design needs to work for both print and digital formats. Online and print versions must be similar.
- Color scheme must match the colors in the client's logo.
- Brochure must be 8 standard-sized pages, front and back.
- Get prices for printing on matte, linen, and glossy paper—needs to look professional and expensive.
- Need URL links for the digital product.
- Contact web designer for specifications. These will guide the web design.
- Write up estimates for several different print options. Record an approximate amount for each option.
- Request 20% down payment prior to start of project.

27. You are a graphic artist designing a new brochure. At a meeting with your client, you took the notes above. What is the meaning of the word **prototypes**?
- A. written copies
  - B. design samples
  - C. meeting minutes
  - D. estimates
  - E. bill payments
28. Since the design needs to work in a **digital** format, where will it be used?
- A. on a neon sign
  - B. on billboards
  - C. on the Internet
  - D. in a printed book
  - E. on a birthday cake
29. **Specifications** is another word for \_\_\_\_\_.
- A. guidelines
  - B. essays
  - C. reviews
  - D. estimates
  - E. blogs
30. What is an **estimate**?
- A. the final cost of a project
  - B. an educated guess of total project cost
  - C. a down payment
  - D. a written contract
  - E. a proposal request

# Locating Information Overview

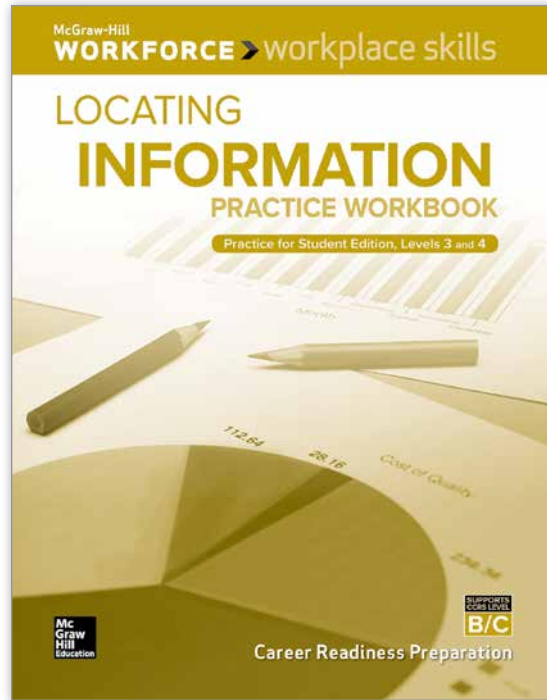
Locating Information titles provide vital skills instruction for retrieving and using information communicated in the workplace through graphical sources, such as diagrams, workplace signs, and flow charts.



McGraw-Hill  
**WORKFORCE > workplace skills**  
ESSENTIAL SKILLS FOR THE WORKPLACE

**INSTRUCTION** (sample lesson pp. 22–35) The Career Readiness Preparation series builds the academic skills needed for career readiness through contextualized instruction and practice. Contextualized extension activities and ELL strategies are included throughout each Teacher Edition.

Locating Information Student Edition .....	978-0-07-657482-7
Locating Information Teacher Edition .....	978-0-07-661081-5



McGraw-Hill  
**WORKFORCE > workplace skills**  
 PRACTICE WORKBOOK

**PRACTICE** (sample lesson pp. 36–43) These consumable workbooks are built upon the College and Career Readiness Standards and are aligned to CCRS levels A–D. Designed to provide extra practice of core workplace skills, these workbooks can supplement any CCRS-aligned contextualized academic skills and essential skills instruction or can serve as stand-alone materials for practicing these skills. The series includes nine workbooks in the subject areas of applied mathematics, locating information, reading for information, employability skills, and writing for work, each with workplace contextualization. Available in English and Spanish.

Workplace Skills Practice Workbook, Levels B/C, Locating Information, 10-pack	978-0-07-902037-6
Workplace Skills Practice Workbook, Levels C/D, Locating Information, 10-pack	978-0-07-902038-3
Workplace Skills Practice Workbook, Levels B/C, Locating Information (Spanish Edition), 10-pack	978-0-07-902046-8
Workplace Skills Practice Workbook, Levels C/D, Locating Information (Spanish Edition), 10-pack	978-0-07-902047-5

# Lesson 8 ■ ■ ■

## Focus on Relevant Information in Graphics

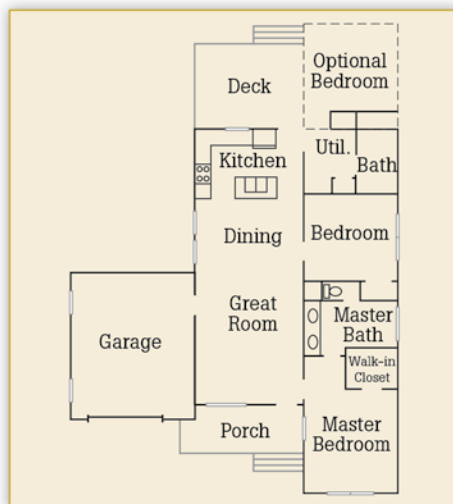
*Skill: Sort through distracting information*

### Remember!

Many times graphics have more information than you need. It is important to focus only on the information that is needed to complete a specific task or answer a specific question you have been asked.

Workplace graphics often present far more information than is needed to answer a particular question. When trying to locate information within complex diagrams and tables, you need to sort through information that may be confusing or unnecessary. You can do this by asking yourself questions before searching the graphic. *What do I need to know? What information is not necessary to answer the question?* By identifying what information is needed and what is not, you can focus on the relevant information when interpreting workplace graphics.

### Skill Example



Locate a specific piece of information using symbols.

Graphics such as floor plans include symbols to represent specific pieces of information. Suppose you are a condo sales manager explaining to a potential buyer that an optional bedroom is available. The blueprint shows with dashed lines where the bedroom will go if the buyer chooses it. The rest of the blueprint is not necessary to find the information the buyer needs to make a decision.

US Monthly Average Wheat Prices (per bushel)\*

	Jan.	Feb.	March	April	May	June
2005	3.43 (+.12)	3.36 (+.25)	3.42 (+.29)	3.35 (+.50)	3.31 (-.08)	3.23 (+.74)
2006	3.52 (+.09)	3.66 (+.30)	3.79 (+.37)	3.81 (+.46)	4.09 (+.78)	4.01 (+.78)
2007	4.54 (+1.02)	4.71 (+1.05)	4.75 (+.96)	4.89 (+1.08)	4.88 (+.79)	5.03 (+1.02)
2008	7.93 (+3.39)	9.98 (+5.27)	10.60 (+5.85)	10.00 (+5.11)	8.87 (+3.99)	7.62 (+2.59)
2009	6.21 (-1.72)	5.79 (-4.19)	5.70 (-4.90)	5.74 (-4.26)	5.84 (-3.03)	5.92 (-1.70)

\*Numbers in parenthesis indicate change from previous year.

### Skill Practice

Use the table to the left to answer the following questions.

- You are a crop manager researching past years' wheat sales. What was the price for wheat in June 2008?
  - A. \$2.59 per bushel
  - B. \$5.03 per bushel
  - C. \$7.16 per bushel
  - D. \$7.62 per bushel
  - E. \$10.11 per bushel
- Which month/year had the greatest increase from the previous month/year?
  - F. February 2009
  - G. April 2008
  - H. March 2008
  - J. January 2005
  - K. February 2008



## Try It Out! ■ ■ ■

Part of your job as an administrative assistant is to pay all department bills on time. You are reviewing the corporate credit card statement for one of the employees in your department. A new policy requires all employee corporate credit card accounts to be paid off in full. What payment must be made to this employee's corporate card account in order for the balance to be paid in full?

- A. \$15.00      B. \$46.62      C. \$325.00      D. \$556.55      E. \$834.93

Step  
1

## Understand the Problem ■ ■ ■

Complete the *Plan for Successful Solving*.

### Plan for Successful Solving

What am I asked to do?	What are the facts?	How do I find the answer?	Is there any unnecessary information?	What prior knowledge will help me?
Determine what the total balance is on this employee's corporate credit card account.	The statement includes account balance and payment information.	Identify where the overall account information is located to find the balance.	Most information is not needed to determine the balance.	The balance is typically included with the rest of the payment information.

Step  
2

## Find and Check Your Answer ■ ■ ■

- Confirm your understanding of the question and revise your plan as needed.
- Based on your plan, determine your solution approach: *I need to determine what balance remains on this employee's corporate credit card account. I know that on most bills or statements there is a section that includes the most current payment information. Usually, the overall balance is also found in this section, which is typically located near the top or the bottom of the statement. I will look for this section to determine the balance.*
- Check your answer. Review all answers to determine if the answer you have selected is the best possible answer.
- Select the correct answer: D. \$556.55**  
By sorting through the information you don't need, you see that the overall balance is listed under New Balance.

Prepared For  
Grant Newsom

Account Number  
XXXX-XXXX8421156

Payment Due Date 10/9

New Activity \$  
inc. Adjustments  
and Finance  
Charges if any

Previous Balance \$	Payment Activity \$	New Balance \$	Minimum Due \$
834.93	-325.00	556.55	15.00
Credit Line Summary on 09/14	Total Credit Line \$20,000.00	Available Credit Line \$19,443.45	Cash Advance Limit \$ 400.00
Activity			Amount \$
08/31/09* COMPUTER PAYMENT RECEIVED - THANK YOU			-25.00
09/09/09* ELECTRONIC PAYMENT RECEIVED - THANK YOU			-300.00
<b>Total of Payment Activity</b>			<b>-325.00</b>

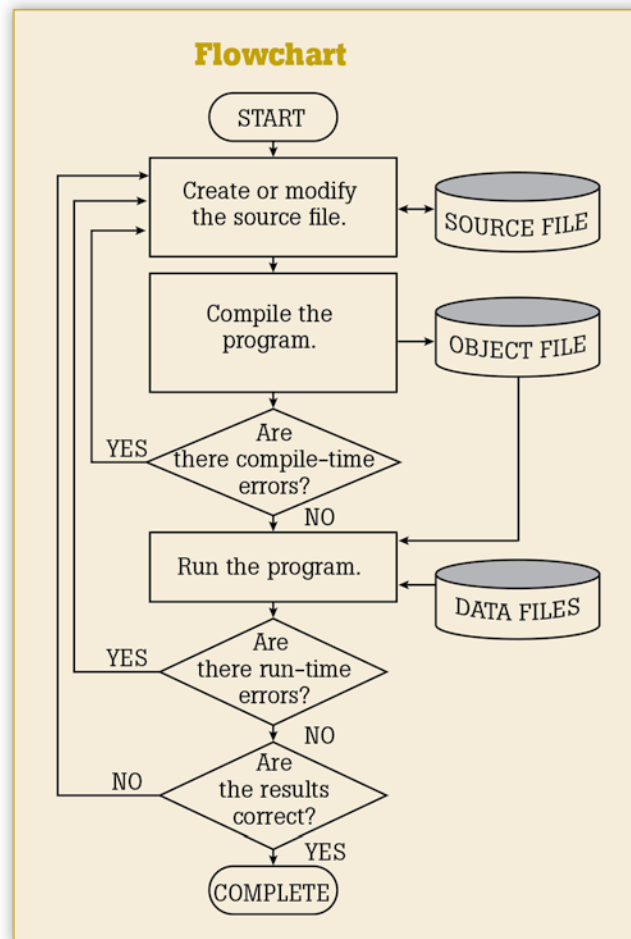
## Problem Solving Tip

In complex graphics, it is important to understand to what information each of the labels or titles within the document refer. On the credit card statement in the *Try It Out!* example, the payment information is listed near the top. Each box in this section has its own label. By reading these labels, you can determine that the balance that is still owed on the card is located in the box labeled "New Balance \$."

## Remember!

In the *Try It Out!* example, you must find the total balance remaining on the credit card account. As you may know from paying personal bills, the payment is typically located near the top or the bottom of the page. Thinking about your previous related experience with similar documents and graphics can help you more quickly locate the information you need.

## On Your Own ■ ■ ■

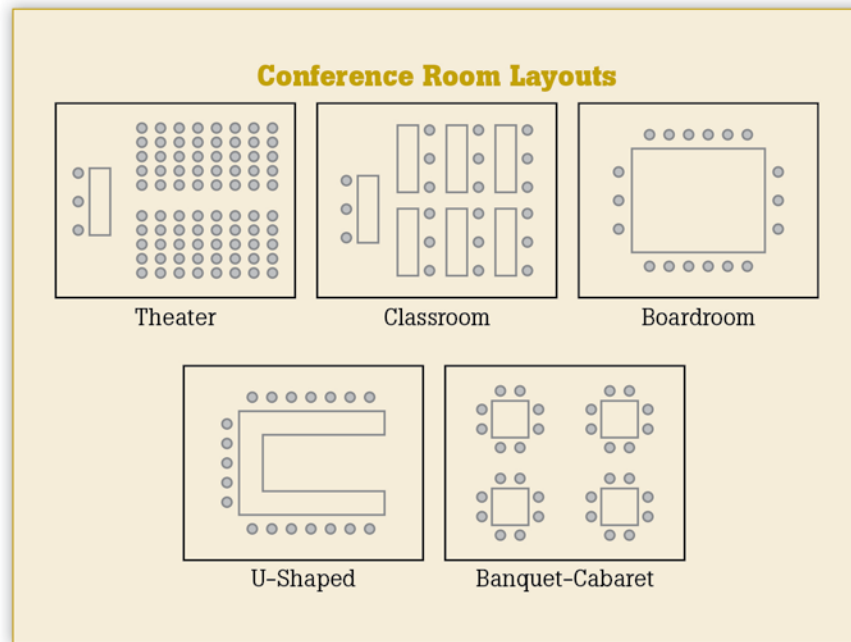


1. As a computer software engineer, you are using this flowchart to create a program. What should you do if there are compile-time errors?

- A. Run the program.
- B. Import information from the data files.
- C. Exchange information with the source file.
- D. Create or modify the source file.
- E. Compile the program.

2. There are no run-time errors. What should you do next?

- F. Check to see if the results are correct.
- G. Check to see if there are any compile-time errors.
- H. Exchange information with the source file.
- J. Create or modify the source file.
- K. Compile the program.



3. You work as an office manager at a conference center. A client requests a conference room for a one-day panel discussion on accounting. He would like the three-person panel to be seated at the front of the room. He would like the attendees to be able to write notes as they listen to the panel discussion. He also prefers that attendees face the panel during the discussion. Which layout should you choose for the event to best suit the needs of the client?

- A. theater
- B. u-shaped
- C. classroom
- D. boardroom
- E. banquet-cabaret

4. Another client requests the conference room setup that will seat the most people. Which layout do you suggest?

- F. theater
- G. u-shaped
- H. classroom
- J. boardroom
- K. banquet-cabaret

## BOILER CLEARANCES

The following minimum clearances must be maintained for operation and servicing.

Additional space will be required for installation, depending upon site conditions.

### Side and Rear Flue

- a. Provided that the flue hole is cut accurately (e.g., with a core drill), the flue can be easily installed from inside the building where wall thicknesses are no greater than 600 millimeters (mm) (24 inches). If the space into which the boiler is going is less than the length of the flue required, then you must fit the flue from the outside.

### Installation from Inside ONLY

- b. If a core boring tool is to be used inside the building, then the space in which the boiler is to be installed must be at least wide enough to accommodate the tool.

#### REAR FLUE ONLY

Minimum top clearance required = 145 mm  
( $5\frac{3}{4}$  inches)

#### SIDE FLUE ONLY

Horizontal length of flue from center line of boiler to outside wall	Top clearance required (minimum) Dim. A
0.5 m	165 mm ( $6\frac{1}{2}$ inches)
1.0 m	170 mm ( $6\frac{11}{16}$ inches)
1.5 m	185 mm ( $7\frac{1}{4}$ inches)
2.0 m	200 mm ( $7\frac{7}{8}$ inches)
2.5 m	210 mm ( $8\frac{1}{4}$ inches)
3.0 m	225 mm ( $8\frac{7}{8}$ inches)
3.5 m	235 mm ( $9\frac{1}{4}$ inches)
4.0 m	250 mm ( $10\frac{7}{8}$ inches)
4.5 m	260 mm ( $10\frac{1}{4}$ inches)
5.0 m	275 mm ( $10\frac{13}{16}$ inches)
5.5 m	290 mm ( $11\frac{3}{8}$ inches)
6.0 m	300 mm ( $11\frac{13}{16}$ inches)

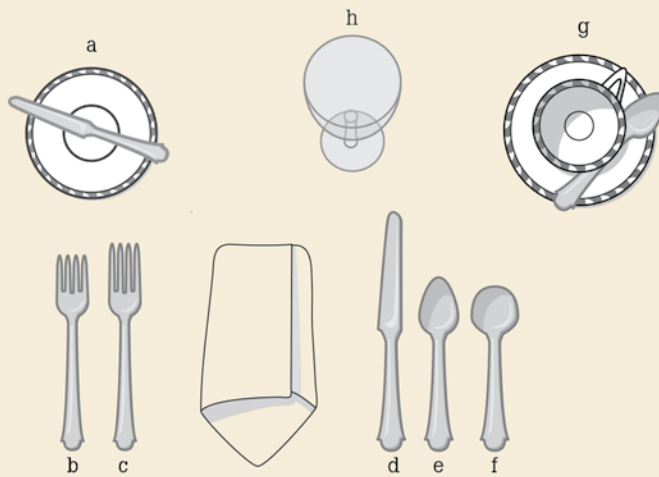
5. As a boiler installer, you have to know the clearance requirements between the boiler and the walls and the top of a ventilating cupboard. If the length of the flue from the center line of the boiler to the outside wall is 3.5 m, what is the minimum top clearance required?

- A. 145 millimeters
- B. 225 millimeters
- C. 235 millimeters
- D. 250 millimeters
- E. 600 millimeters

6. What is the minimum clearance required for the rear flue?

- F. 5 millimeters
- G. 50 millimeters
- H. 100 millimeters
- J. 145 millimeters
- K. 278 millimeters

## Utensils in an Informal Place Setting



- **Two Forks:** The forks are placed to the left of the plate. The smaller fork is used for a salad or appetizer; the larger of the two forks is used for the main course.
- **Dinner knife:** The dinner knife is set immediately to the right of the plate, cutting edge facing inward. (If the main course is meat, a steak knife should take the place of the dinner knife.)
- **Spoons:** Spoons go to the right of the knife. If soup is being served first, the soup spoon goes to the far (outside) right of the dinner knife.
- **Butter knife:** If used, the butter knife goes above the forks, with the butter knife placed diagonally across the edge of plate, handle on the right side and blade facing down.
- **Coffee cup, saucer, and spoon:** If coffee is served during the meal, the coffee cup, saucer, and spoon are placed above and to the right of the knife and spoons.
- **Water glass:** The water glass is placed directly above the dinner knife and spoons. Water glasses should be filled with ice and water just prior to guest arrival so that cubes are not melted before guests have been seated.

7. As a trainee for a restaurant manager position, you are reading the procedures for how to set places for dinner guests. According to the graphic and description, which utensil is used for a salad or appetizer?

- A. a
- B. b
- C. c
- D. e
- E. f

8. You are not serving soup at tonight's meal. Which utensil is not necessary?

- F. a
- G. b
- H. d
- J. e
- K. f

### Westfield High School Class Schedule

Teacher	1st Block 8:15–9:10	2nd Block 9:13–10:56	3rd Block 10:59–11:49	4th Block 12:20–1:10	5th Block 1:13–2:03
Harris	Literature	Prep	Speech	English 9	English 12
Rodriguez	Prep	Algebra 2	Geometry	Study Hall	Geometry 2
Walker	Algebra 1	Consumer Math	Prep	Statistics	Pre-Algebra A
Hall	Band	Music 1	Music 2	Prep	Choir
Lee	Prep	Shop 1	Mechanics	Shop 2	Advanced Mechanics
Nelson	Health 9	Health 10	Prep	Health 11	Health 12
Parkers	Pre-Algebra A	General Math	Pre-Algebra B	Algebra 1	Prep
Walters	Earth Science A	Earth Science B	Prep	Life Science	Biology

9. You are a high-school guidance counselor. A new student needs to take an Algebra 1 course. She would also like to be in the school band. In which block will you enroll her for Algebra 1?

- A. 1st Block
- B. 2nd Block
- C. 3rd Block
- D. 4th Block
- E. 5th Block

10. As the administrative assistant, you are in charge of finding substitute teachers. Ms. Walters will be taking her Earth Science A and B students on a field trip to the museum. She is leaving at noon and will be gone for the remainder of the day. For which courses will you need to schedule a substitute teacher to take over in her absence?

- F. Statistics and Pre-Algebra
- G. Life Science and Biology
- H. General Math and Statistics
- J. Pre-Algebra and General Math
- K. Consumer Math and General Math

Jackson Commons Dining Menu						
Week of October 16–22						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Breakfast	<b>Every Day</b> Omelets to order, cereal, fruit, bagels, muffins, bacon, sausage, ham, hash browns					
	<b>Daily Feature:</b> Egg and cheese sandwiches to order	<b>Daily Feature:</b> Breakfast burritos	<b>Daily Feature:</b> Pancakes, hash browns, bacon	<b>Daily Feature:</b> Mexican breakfast tacos	<b>Daily Feature:</b> Biscuits & gravy, hash browns	<b>Daily Feature (both days):</b> Waffles, pancakes, hash browns, corned beef hash
Lunch	<b>Every Day</b> Sandwich bar, salad bar, pasta bar, soup bar, stir fry bar, daily grill					
	<b>Daily Feature:</b> Enchiladas bar (meat or vegetarian)	<b>Daily Feature:</b> Lemon chicken Alfredo over angel hair pasta, tofu Cobb salad	<b>Daily Feature:</b> Southwestern chicken salad, hummus veggie wrap	<b>Daily Feature:</b> Grilled chicken sandwich, grilled eggplant sandwich	<b>Daily Feature:</b> Meat or vegetable calzones	<b>Daily Feature (Saturday only):</b> Philly cheesesteak, Tofu salad
Dinner	<b>Every Day</b> Sandwich bar, salad bar, pasta bar, soup bar, stir fry bar, daily grill					
	<b>Daily Feature:</b> Butterfly pork chops, applesauce, vegetarian stir-fry	<b>Daily Feature:</b> Popcorn shrimp basket and starch, garden vegetable casserole	<b>Daily Feature:</b> Pot pie (chicken or vegetarian), curried vegetables	<b>Daily Feature:</b> Chicken or eggplant parmesan	<b>Daily Feature:</b> Build-your-own pizza	<b>Daily Feature (Saturday only):</b> Steak tips, grilled polenta with roasted tomatoes, assorted vegetables

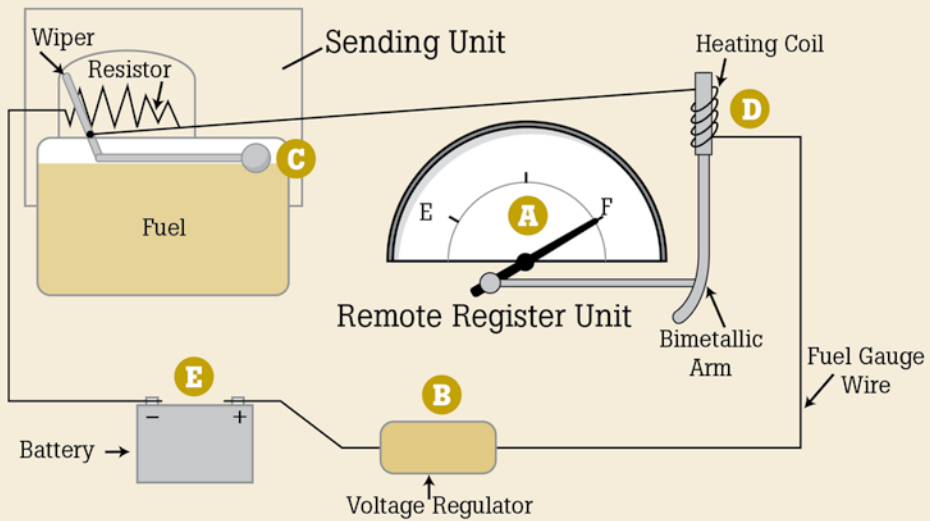
11. You are a kitchen manager in a college dining hall. Because you know you will have a smaller staff for two of the lunch shifts this week, you decide to serve a single daily feature on those two days. The single feature must have both meat and vegetarian options. Based on the schedule, which two days will you have a smaller lunch shift staff?

- A. Monday and Friday
- B. Wednesday and Friday
- C. Monday and Wednesday
- D. Tuesday and Wednesday
- E. Wednesday and Thursday

12. For which two meals is there no daily feature?

- F. Sunday dinner, Thursday dinner
- G. Tuesday lunch, Thursday lunch
- H. Wednesday dinner, Sunday lunch
- J. Monday dinner, Wednesday lunch
- K. Sunday lunch, Sunday dinner

### Automobile Fuel Gauge



This fuel gauge consists of a sending unit, located on the fuel tank, and a remote register unit mounted in the instrument cluster. The remote register unit pointer is controlled by a bimetallic arm and heating coil. The sending unit is a rheostat that varies its resistance depending on the amount of fuel in the tank.

**Troubleshooting inoperative or erratic gauge.**

The gauge has four things that can malfunction to make it inoperative or erratic.

1. Loose or broken fuel gauge wire from the voltage regulator to the remote register unit
2. Defective fuel gauge wire
3. Loose or broken fuel gauge wire from the fuel tank sending unit
4. Defective fuel tank sending unit

13. As a calibration technician, you are working on calibrating an erratic fuel gauge. You think there might be a loose or broken wire, as described in number three above. Based on the instructions and diagram, where do you check to determine if this is the problem?

- A. A
- B. B
- C. C
- D. D
- E. E

14. The wire is not the problem, so you want to investigate the remote register unit. Based on the instructions and diagram, where do you look to determine if the remote register unit is the problem?

- F. A
- G. B
- H. C
- J. D
- K. E



## Pandemic Influenza Preparedness Checklist

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pandemic influenza has been incorporated into emergency management planning and exercises for the organization.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A planning committee <sup>1</sup> has been created to specifically address pandemic influenza preparedness.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A person has been assigned responsibility for coordinating pandemic influenza preparedness planning (hereafter referred to as the pandemic response coordinator) for the organization. (Insert name, title, and contact information.) _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Members of the planning committee include the following: (Insert below or attach a list with name, title, and contact information for each.) <input type="checkbox"/> Administration: _____ <input type="checkbox"/> Medical staff: _____ <input type="checkbox"/> EMS providers: _____ <input type="checkbox"/> Phone triage personnel/dispatch center: _____ <input type="checkbox"/> Emergency management officer: _____ <input type="checkbox"/> State/local health official: _____ <input type="checkbox"/> Law enforcement official (for quarantine/security): _____ <input type="checkbox"/> Other member <sup>2</sup> : _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A point of contact (e.g., internal staff member assigned infection control responsibility for the organization or an outside consultant) for questions/consultation on infection control has been identified. (Insert name, title, and contact information.) _____

<sup>1</sup> Size of committee can vary, depending on the size and needs of the organization.

<sup>2</sup> Some organizations may need or want to include a school official or volunteer coordinator for local civic and preparedness groups.

15. You are an emergency medical technician. Your supervisor asks you who must be on the planning committee to address pandemic influenza preparedness. Based on the checklist, what is your response?

- A. The members must include a school official.
- B. The members must include the people listed under the fourth item.
- C. The members must be doctors and EMS providers.
- D. The organization can choose not to have a planning committee.
- E. The members must include a consultant.

16. Your supervisor asks about the role of the pandemic response coordinator. Based on the checklist, what is this person's role?

- F. Create the planning committee.
- G. Choose the members of the planning committee.
- H. Act as a contact for questions about infection control.
- J. Coordinate the pandemic influenza preparedness planning.
- K. Act as a contact for volunteers from local civic organizations.

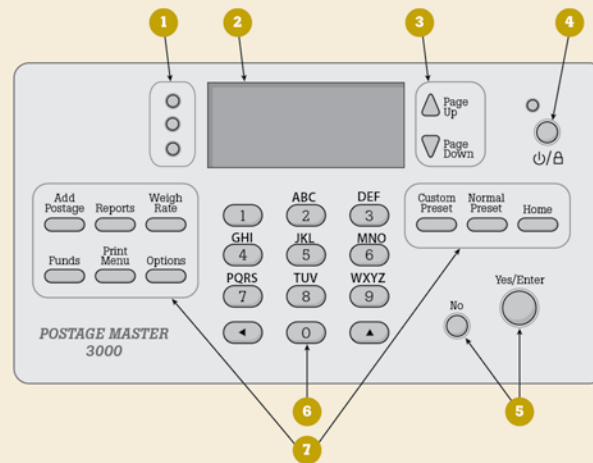
### US Monthly Average Soybean Prices Received for the 1999–2008 Calendar Years

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Avg*
1999	5.32	4.80	4.61	4.63	4.50	4.44	4.19	4.39	4.57	4.48	4.45	4.43	4.57
2000	4.62	4.79	4.91	5.00	5.19	4.93	4.53	4.45	4.59	4.45	4.55	4.78	4.73
2001	4.68	4.46	4.39	4.22	4.33	4.46	4.79	4.85	4.53	4.09	4.16	4.20	4.43
2002	4.22	4.22	4.38	4.47	4.64	4.88	5.35	5.53	5.39	5.20	5.46	5.46	4.93
2003	5.51	5.55	5.59	5.82	6.07	6.09	5.82	5.68	6.06	6.60	7.05	7.17	6.08
2004	7.35	8.28	9.28	9.62	9.56	9.08	8.46	6.83	5.84	5.56	5.36	5.45	7.56
2005	5.57	5.42	5.95	6.03	6.20	6.58	6.84	6.15	5.77	5.67	5.62	5.77	5.96
2006	5.88	5.67	5.57	5.52	5.68	5.61	5.61	5.23	5.24	5.52	6.07	6.18	5.65
2007	6.38	6.87	6.95	6.88	7.13	7.51	7.56	7.72	8.18	8.36	9.41	10.00	7.75
2008	9.96	11.70	11.50	12.00	12.10	13.20	13.30	12.80	10.70	9.94	9.38	9.24	11.32

\*Calendar year average.

17. You are a farm management firm president, and you are looking at a table of soybean prices over the last 10 years. What is the range (high/low) in prices for the summer months (June through August) of 2008?
- A. \$4.44/\$4.39
  - B. \$7.72/\$7.51
  - C. \$13.20/\$10.70
  - D. \$13.20/\$2.80
  - E. \$13.30/\$12.80
18. In what year was the calendar year average price per bushel lowest?
- F. 1999
  - G. 2001
  - H. 2003
  - J. 2005
  - K. 2007

## Postage Master 3000



Control Panel

Item	Part/Key	Description
1	Screen Selection Keys	Allows you to select an option on the screen with the corresponding key.
2	LCD Display	Shows the current status of your system and prompts you through all operations.
3	Page Up/Page Down (Scroll Keys)	Allows you to scroll up and down through menu choices.
4	Lock/Power Key	Allows you to power up or power down machine. If the lock code feature has been enabled, you can either power down the machine or put the machine into lock-down mode.
5	Yes/Enter and No Keys	Allows you to confirm an operation or answer "Yes" or "No" to a prompt.
6	Alpha/Numeric Keypad	Allows you to type in numbers and letters for account names, postage values, and other information.
7	Feature Keys	Allows you quick access to key features. See page 8 of this guide for more information.

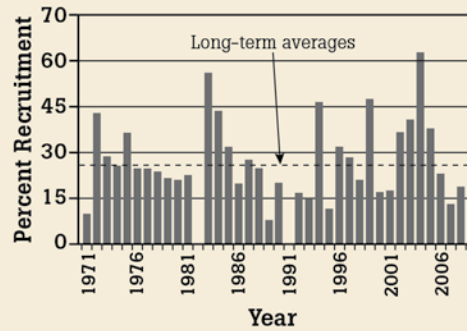
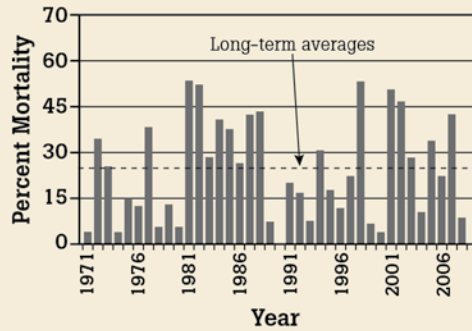
19. As an administrative support supervisor, you are learning to use a new postage machine that allows you to weigh packages and print out stamp labels with exact cost and shipping specifications. Where is the button located that allows you to power up the machine?

- A. top left
- B. top right
- C. top center
- D. bottom left
- E. bottom right

20. What is the purpose of the buttons in the bottom right-hand corner of the machine?

- F. allows you to select an option
- G. allows you to type in numbers
- H. allows quick access to key features
- J. shows the current status of the system
- K. allows you to answer "Yes" or "No" to a prompt

### Wolf Population/Mortality/Recruitment

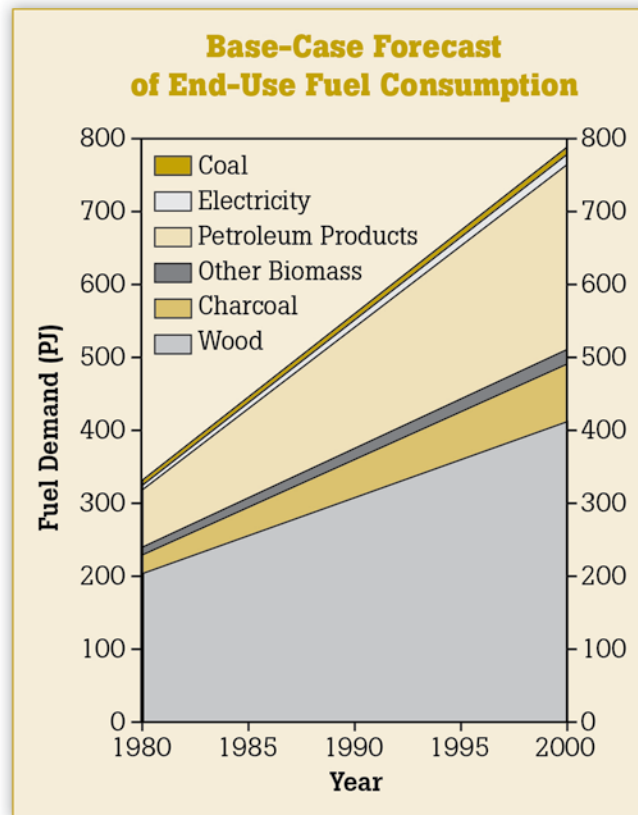


21. You are a natural sciences manager. You are reviewing a study of the wolf population of a wilderness area. Based on the graphs, which year shows no mortality?

- A. 1982
- B. 1989
- C. 1990
- D. 1991
- E. 2000

22. Which year shows the highest percent recruitment, or increase in population?

- F. 1981
- G. 1982
- H. 1994
- J. 1999
- K. 2004



23. As an environmental engineering technician, you are reviewing historical data on the use of fuels to analyze the accuracy of the author's fuel consumption predictions. The graph shows projections for the total consumption for each year and is broken down by fuel source. Based on the graph, which fuel source was projected to be used the most from 1980 to 2000?

- A. wood
- B. coal
- C. charcoal
- D. electricity
- E. other biomass

24. A petajoule is a unit of measurement used to measure energy. Which fuel source was projected to grow from about 25 petajoules in 1980 to nearly 100 in 2000?

- F. coal
- G. electricity
- H. petroleum products
- J. charcoal
- K. wood

*Answers are on page 254.*

# Lesson 1 Find Information in Workplace Graphics ■ ■ ■

## SKILL Sort through distracting information

Can be used with Student Edition Workplace Skills: Locating Information, Lesson 8, Focus on Relevant Information in Graphics

To be successful at most jobs, it is important to understand and be able to find information in a graphic such as a patient chart, an instructional flow chart, a sales graph, or a map of a warehouse.

### Site Safety

<div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  All visitors must report to site office         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  All accidents must be reported immediately         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Wear hard hats at all times         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Protective footwear must be worn         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  No children allowed on site         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Site speed limit is 10 mph         </div>	<div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  High visibility jackets must be worn in this area         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Protective gloves must be worn at all times         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Warning: Deep excavations         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Warning: Heavy plant and machinery operate on this site         </div> <div style="background-color: #333; color: white; padding: 5px; border-radius: 5px; margin-bottom: 5px;">  Unauthorized entry to this site is strictly forbidden         </div>
---	--

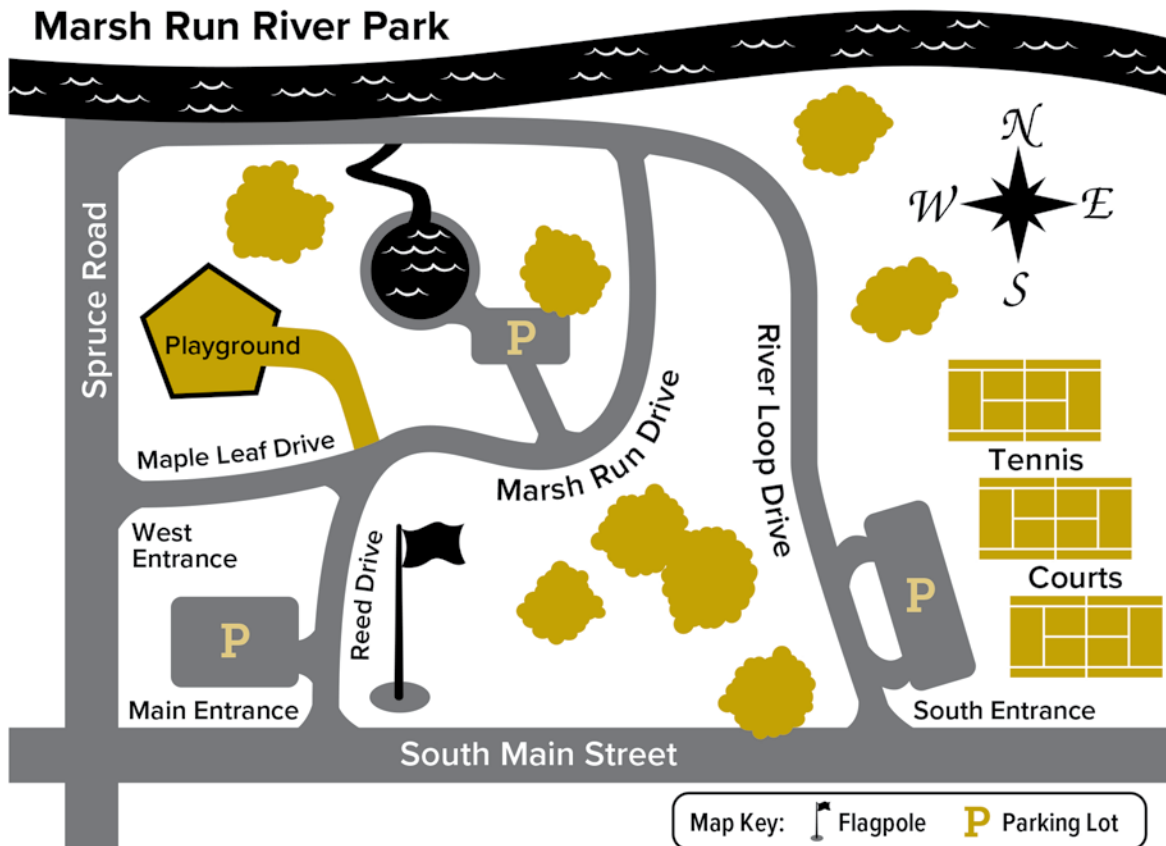
1. You are a construction worker. The "Site Safety Warning and Procedures" sign shown above is at your worksite entrance. What is not allowed at this site?
  - A. Unauthorized entry and no children
  - B. Reporting to the site office and reporting accidents
  - C. Wearing high visibility jackets and protective gloves
  - D. Deep excavations and heavy plant and machinery
  - E. Cars or Trucks
2. What is the speed limit on site?
  - A. 5 mph
  - B. 8 mph
  - C. 10 mph
  - D. 15 mph
  - E. 20 mph
3. Which type of safety wear is not required on this site as indicated on this sign?
  - A. hard hats
  - B. safety glasses
  - C. high visibility jackets
  - D. protective footwear
  - E. protective gloves
4. What should you do in case of an accident?
  - A. prevent unauthorized entry
  - B. warn children of the dangers
  - C. take off your hard hat
  - D. report it immediately
  - E. wait to see if it is serious

## 4th Floor – Downtown Snowflake, Meeting Room Specifications

Meeting Rooms	Dimensions (LxWxH)	Area (sq. feet)	Speaker set-up (max. seats)	Reception (max. people)
Violet	43 × 19 × 10	817	60	28
Peony	45 × 52 × 10	2,340	200	100
Sunflower	53 × 35 × 10	1,855	135	65
Amaryllis	53 × 35 × 10	1,855	135	65
Lavender	35 × 35 × 10	1,225	100	45

- You lead the banquet crew at the Snowflake Hotel. You have asked the set-up crew to prepare the Sunflower room for a speaker. How many chairs do they need?
  - 60
  - 65
  - 100
  - 135
  - 200
- Which meeting room provides the most space in square feet?
  - Violet
  - Sunflower
  - Lavender
  - Amaryllis
  - Peony
- A group of 30 professionals is scheduling a reception and have contacted you for meeting room availability. Which meeting room is too small for a group this size?
  - Lavender
  - Violet
  - Amaryllis
  - Sunflower
  - Peony
- Which room is the shortest in length?
  - Sunflower
  - Peony
  - Lavender
  - Violet
  - Amaryllis
- A client would like to book a reception for 120 people. All rooms are divided by temporary walls that can be removed to combine the space of two rooms. If you remove the temporary wall between the Sunflower and Amaryllis meeting rooms, will the combined space be large enough for the client's reception?
  - Yes, 3,710 square feet is large enough for a big group.
  - Yes, because each room allows for 65 people in a reception, combining the rooms makes space for 130 people.
  - Yes, because each room allows for 135 people for a speaker.
  - No, because each room allows for 65 people in a reception, combining the rooms makes space 100 people.
  - Not enough information given
- You are setting up for a speaker in the Lavender meeting room. The speaker has requested to use a raised stage that will take up 200 square feet of the available space. After you and your crew set up the stage, how much space (in square feet) is there available for people to walk around the stage?
  - 950 square feet
  - 975 square feet
  - 1,025 square feet
  - 1,125 square feet
  - 1,225 square feet

## Marsh Run River Park



11. As a park security officer, one of your responsibilities is to drive around to make sure everyone is safe and obeying park rules. If you are driving by the tennis courts, which street are you on?
- River Loop Drive
  - Marsh Run Drive
  - South Main Street
  - Spruce Road
  - Maple Leaf Drive
12. While you are at the tennis courts, a woman stops and asks: "In which direction can I find the river"?
- South
  - North
  - Southeast
  - West
  - East
13. Which entry would you suggest the public use to attend the 4th of July flag raising ceremony?
- South Entrance
  - South Main Street
  - Spruce Road
  - Main Entrance
  - West Entrance
14. How many parking lots are at the park?
- 1
  - 2
  - 3
  - 4
  - 5



Name \_\_\_\_\_

Week of \_\_\_\_\_ March 25 \_\_\_\_\_

Day	In	Out	In	Out	Daily Total (hr.)
Monday	8:00 AM	12:00 PM	1:00 PM	5:00 PM	8
Tuesday	7:30 AM	12:00 PM	12:30 PM	3:30 PM	7.5
Wednesday	7:30 AM	12:30 PM	1:00 PM	5:00 PM	9
Thursday	7:30 AM	12:30 PM	1:00 PM	5:30 PM	9.5
Friday	8:00 AM	1:30 PM	1:45 PM	4:45 PM	8.5

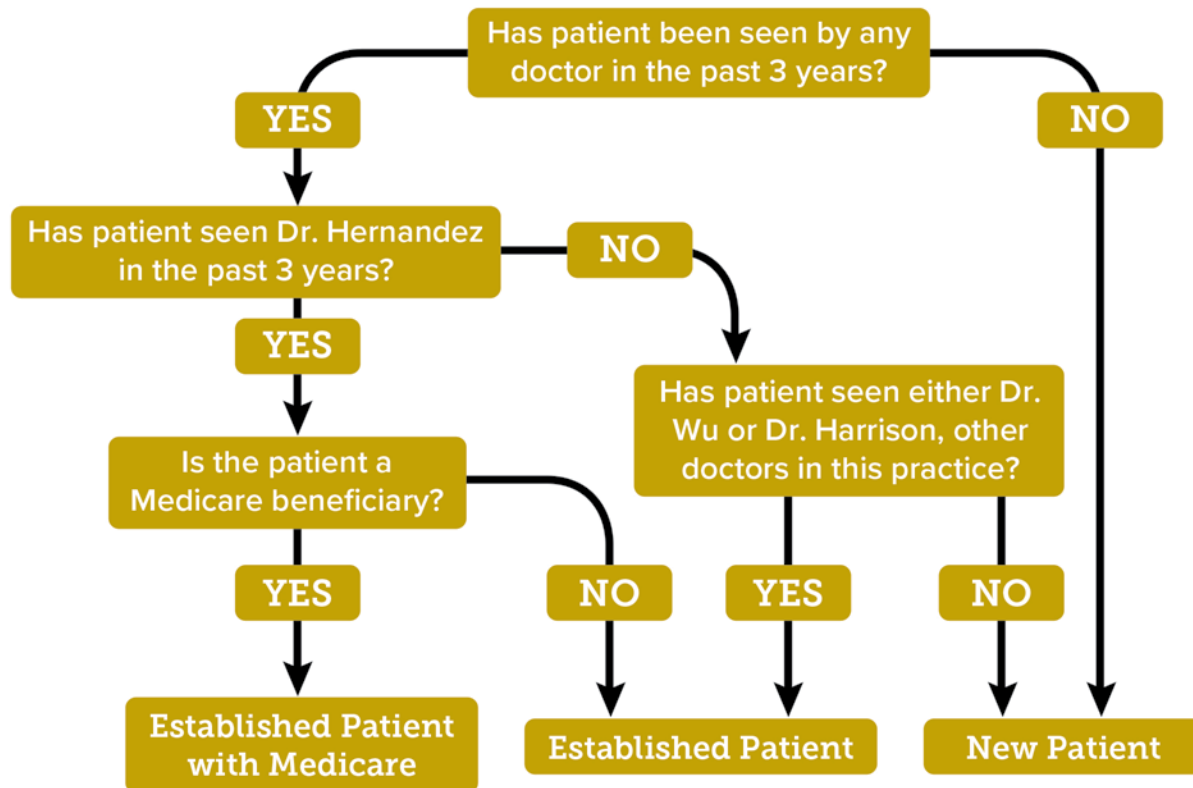
Weekly Total 42.5

Employee Signature \_\_\_\_\_

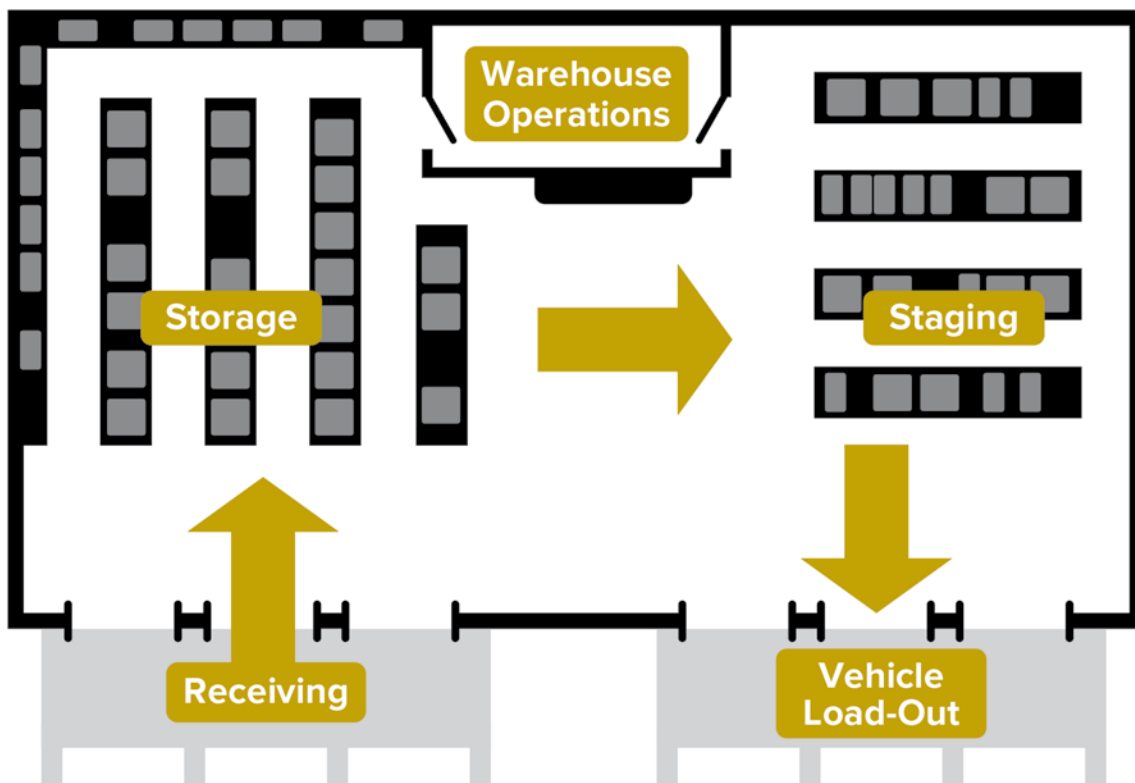
Supervisor Signature \_\_\_\_\_

- 15.** You're a team assembler at an electronics plant. You must submit your timesheet for the week. What is the total number of hours that you worked on Wednesday?
- A. 7.5
  - B. 8
  - C. 8.5
  - D. 9
  - E. 9.5
- 16.** At the end of which day did you clock-out the earliest?
- A. Monday
  - B. Tuesday
  - C. Wednesday
  - D. Thursday
  - E. Friday
- 17.** On which days did you work more than an 8 hour shift?
- A. Monday, Wednesday, and Friday
  - B. Monday and Thursday
  - C. Wednesday, Thursday, and Friday
  - D. Tuesday, Wednesday and Friday
  - E. Tuesday and Thursday
- 18.** What time did you clock-in from lunch on Friday?
- A. 7:30 AM
  - B. 12:00 PM
  - C. 12:30 PM
  - D. 1:00 PM
  - E. 1:45 PM
- 19.** If you typically work 40 hours a week, what was your overtime for the week?
- A. 1
  - B. 1.5
  - C. 2
  - D. 2.5
  - E. 3
- 20.** For how many hours did you work before taking a lunch break on Tuesday?
- A. 3 hours
  - B. 3.5 hours
  - C. 4 hours
  - D. 4.5 hours
  - E. 5 hours

## PATIENT VISIT



21. As a certified medical office specialist for Doctor Hernandez in a multi-doctor family practice, one of your responsibilities is to make sure each patient has filled out their correct paperwork. The information you collect affects how the patient will be categorized in your system and later billed. What is the first question you should ask of a patient who is checking in?
- Has Dr. Hernandez treated you before?
  - Are you a beneficiary of Medicare?
  - Are you an established patient?
  - Have you been treated by a doctor within the past 3 years?
  - Has Dr. Wu treated you before?
22. A 68 year-old woman was seen in your practice 4 years ago. What paperwork does she need?
- new patient
  - old patient
  - established patient with Medicare
  - established patient
  - Medicare patient
23. A mother brings in her 9 year old daughter for a yearly check-up. The mother has seen Dr. Hernandez before. Her daughter has not, but has seen Dr. Harrison. What paperwork does the mother need for her daughter?
- new patient
  - Medicare patient
  - established patient
  - established patient with Medicare
  - old patient
24. A 25 year-old man was seen by Dr. Hernandez two years ago. He has Medicare. What paperwork should he fill out?
- new patient
  - old patient
  - established patient with Medicare
  - established patient
  - Medicare patient



25. You are an inventory clerk at an appliance supply warehouse. When inventory is coming in, where does the delivery truck go?
- Storage
  - Receiving
  - Warehouse Operations
  - Vehicle Load Out
  - Staging
26. A store in Newark has ordered 10 washing machines and 10 dryers. Once they have been taken from storage, where do they go next?
- Receiving
  - Vehicle Load Out
  - Newark
  - Staging
  - Warehouse Operations
27. You need to pick up an order in storage, take it to warehouse operations for review, and then hand it over to staging. What order would you follow?
- Storage, Staging, Warehouse Operations
  - Staging, Storage, Warehouse Operations
  - Warehouse Operations, Storage, Staging
  - Staging, Warehouse Operations, Storage
  - Storage, Warehouse Operations, Staging
28. At this warehouse, where do the appliances go after staging?
- Receiving
  - Storage
  - Vehicle Load Out
  - Staging
  - Warehouse Operations

## Straight Bill of Lading

 Invoice Number: **0322**

Original–Not Negotiable

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

**TO:** Milo's Sweet Shoppe  
 123 Miles Road  
 Cleveland, OH, 44124

**FROM:** The Candy Supply Store  
 638 Vista Ave.  
 Brooklyn, NY 11218

Units:	Product:	Rate:	Charges:
2	Chocolate Bars (carton)	\$ 35	\$ 70
4	Lemon Hard Candies (carton)	\$ 25	\$ 100
3	Peanut Brittle (carton)	\$ 60	\$ 180
<b>Shipping Date:</b>		<b>Total Charges:</b>	<b>\$ 350</b>

**SHIPPER:** \_\_\_\_\_

**CARRIER:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

29. You are a shipping and receiving clerk for Milo's Sweet Shoppe. You check each shipment as it arrives and ensure that the order is correct. According to the Bill of Lading, in what city is the shipper located?
- Cleveland
  - Brooklyn
  - Miles Road
  - Vista Avenue
  - No city listed
30. You need to send a quick email message to the accountant to let her know the shipment arrived and how much she should pay to the shipper. What is the total cost of the order?
- \$60
  - \$70
  - \$100
  - \$180
  - \$350
31. How many cartons of chewing gum are you expecting in this order?
- 0
  - 1
  - 2
  - 3
  - 4
32. What is the total cost of the Chocolate Bars?
- \$25
  - \$35
  - \$60
  - \$70
  - \$100
33. What is the per carton rate for Lemon Hard Candies?
- \$25
  - \$35
  - \$60
  - \$70
  - \$100

## ⚠ Battery Testing Procedures ⚠

When testing any electrical system always start your testing at the battery.



**WARNING:** Batteries give off hydrogen gas constantly. Hydrogen gas is highly explosive. Always wear safety glasses or goggles and use caution when working with batteries.

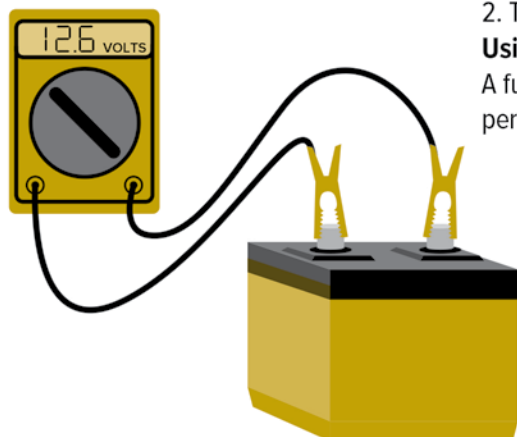
### Step 1: Open Circuit Voltage Test

Before you can properly test any battery it must be at full charge. You can verify the state of charge two ways:

1. The simplest test is done with a digital multimeter.
2. The other test involves the use of a hydrometer.

#### Using the digital multimeter to verify the state of charge:

A fully charged 12 volt battery will read at least 12.6 volts (2.1 volts per cell) on the multimeter when connected as shown below.



Open Circuit Volts	Percent of Charge
11.7 volts or less	0%
12.0	25%
12.2	50%
12.4	75%
12.6 or more	100%

34. You are a mechanic at an automotive repair shop. According to the poster, why should you wear safety glasses or goggles while testing the battery?

- A. Protects your eyes from sparks
- B. Safety regulations require it
- C. The hydrogen gas in the battery is highly explosive.
- D. The LED light could burn your retinas
- E. So you don't accidentally touch or wipe your eyes while your hands are dirty.

35. Before you test the battery it must be \_\_\_\_\_.

- A. clean
- B. on
- C. off
- D. fully charged
- E. empty

36. What tool is recommended to use when checking the battery?

- A. digital multimeter
- B. hydrometer
- C. digital multimeter then hydrometer
- D. hydrometer then digital multi-meter
- E. digital hydrometer

37. You test the battery, and the charge displays 12.0V (12.0 volts). What percent charge does the battery hold?

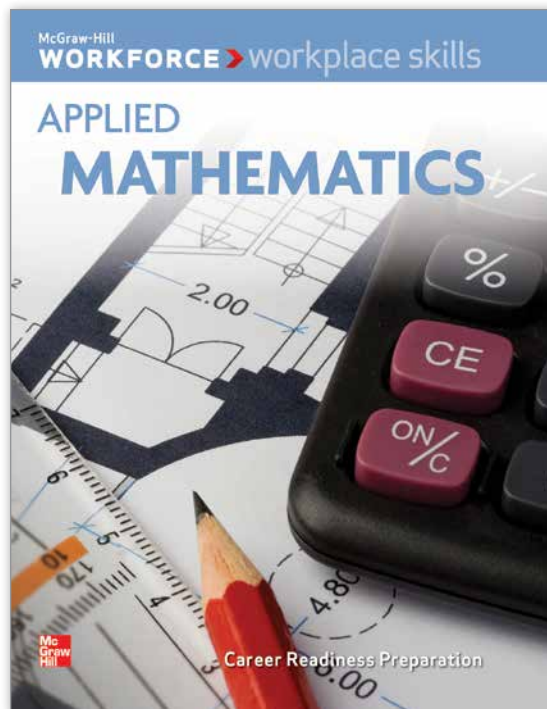
- A. 0%
- B. 25%
- C. 50%
- D. 75%
- E. 100%

38. According to the digital multimeter in the graphic, what percentage charge will this battery hold?

- A. 0%
- B. 25%
- C. 50%
- D. 75%
- E. 100%

# Applied Mathematics Overview

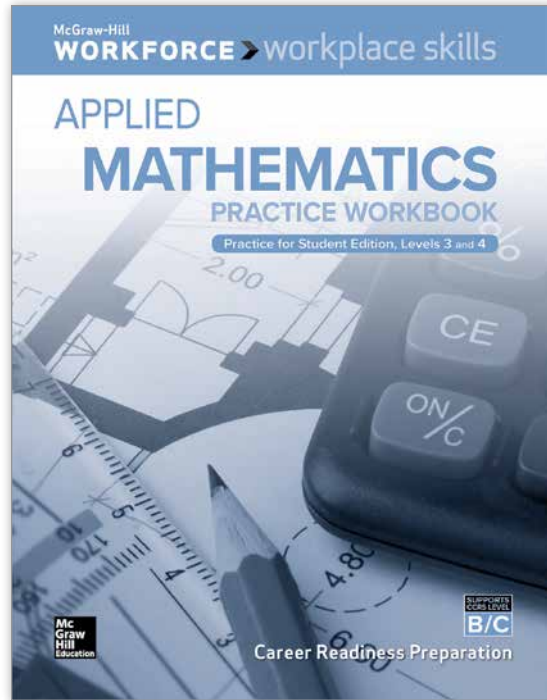
Applied Mathematics titles provide instruction and application of key math skills needed for success in today's workplace, focusing on mathematical reasoning, critical thinking, and problem-solving skills.



McGraw-Hill  
**WORKFORCE > workplace skills**  
ESSENTIAL SKILLS FOR THE WORKPLACE

**INSTRUCTION** (sample lesson pp. 46–51) The Career Readiness Preparation series builds the academic skills needed for career readiness through contextualized instruction and practice. Contextualized extension activities and ELL strategies are included throughout each Teacher Edition.

Applied Mathematics Student Edition.....	978-0-07-657481-0
Applied Mathematics Teacher Edition.....	978-0-07-661080-8



McGraw-Hill  
**WORKFORCE > workplace skills**  
 PRACTICE WORKBOOK

**PRACTICE** (sample lesson pp. 52–55) These consumable workbooks are built upon the College and Career Readiness Standards and are aligned to CCRS levels A–D. Designed to provide extra practice of core workplace skills, these workbooks can supplement any CCRS-aligned contextualized academic skills and essential skills instruction or can serve as stand-alone materials for practicing these skills. The series includes nine workbooks in the subject areas of applied mathematics, locating information, reading for information, employability skills, and writing for work, each with workplace contextualization. Available in English and Spanish.

Workplace Skills Practice Workbook, Levels B/C, Applied Mathematics, 10-pack .....	978-0-07-902033-8
Workplace Skills Practice Workbook, Levels C/D, Applied Mathematics, 10-pack .....	978-0-07-902034-5
Workplace Skills Practice Workbook, Levels B/C, Applied Mathematics (Spanish Edition), 10-pack .....	978-0-07-902042-0
Workplace Skills Practice Workbook, Levels C/D, Applied Mathematics (Spanish Edition), 10-pack .....	978-0-07-902043-7





## Try It Out! ■ ■ ■

As part of your job as a child care worker, you must keep track of all the children in your care. At the end of a day-long outing, each driver reports the number of children on his or her van. The number of children on the three vans is 17, 15, and 12. How many children are aboard the vans?

- A. 29      B. 32      C. 34      D. 44      E. 47

Step  
1

### Understand the Problem ■ ■ ■

Complete the *Plan for Successful Solving*.

Plan for Successful Solving				
What am I asked to do?	What are the facts?	How do I find the answer?	Is there any unnecessary information?	What prior knowledge will help me?
Find the total number of children aboard the vans.	Van 1 = 17 children Van 2 = 15 children Van 3 = 12 children	Add the numbers of children in the three vans.	No.	To combine numbers, add or multiply.

Step  
2

### Find and Check Your Answer ■ ■ ■

- Confirm your understanding of the problem and revise your plan as needed.
- Based on your plan, determine your solution approach: *I'm going to add the number of children in all the vans to find the total.*

$$\begin{array}{r} 17 \\ 15 \\ + 12 \\ \hline \end{array}$$

← Place the numbers in a column with the ones lined up.

$$\begin{array}{r} 1 \\ 17 \\ 15 \\ + 12 \\ \hline 4 \end{array}$$

← Add the ones and regroup, or carry, if necessary.

$$\begin{array}{r} 1 \\ 17 \\ 15 \\ + 12 \\ \hline 44 \end{array}$$

← Add the tens.

- Check your answer. Check addition by subtracting.  
 $44 - 12 = 32$ ;  $32 - 15 = 17$ ; There are 17 children in the first van.
- Select the correct answer: D. 44**  
By adding the number of children in each van, you find that the sum, or total number of children aboard the vans, is 44.

## Problem Solving Tip

In order to solve most mathematics problems, you must first know how to choose an operation. Since you are asked to calculate the total number of children, and you know the number of children in each van, you must combine, or add, the three amounts.

## Remember!

Addition and subtraction are opposite operations. Because of this, you can check addition results by subtracting. If you subtract two of the three numbers from the sum, the result will be the third number.

## On Your Own ■ ■ ■

- As a brickmason's apprentice, you need to move the correct number of bricks. The mason needs enough bricks to lay the next 4 rows. Each row is 24 bricks long. How many bricks do you need to move to complete the four rows?
  - 6
  - 20
  - 28
  - 96
  - 120
- One of your responsibilities as a line cook is to make sandwiches during lunch hour. People have ordered three types of sandwiches. Each sandwich is served with a slice of cheese. There are 28 orders for ham sandwiches, 14 orders for tuna sandwiches, and 30 orders for chicken sandwiches. How many slices of cheese do you need to make all of the sandwich orders?
  - 42
  - 54
  - 62
  - 72
  - 78
- You are a technician in a biology lab. You need to separate mice into equal groups. There are 84 mice altogether. You are instructed to place 12 mice in each cage. How many cages do you need?
  - 6
  - 7
  - 72
  - 96
  - 1,008
- As a janitorial supervisor, part of your job is to keep track of cleaning supplies. Yesterday you had 105 gallons of floor wax. The overnight crew used 15 gallons last night. How much floor wax is left?
  - 7 gallons
  - 80 gallons
  - 85 gallons
  - 90 gallons
  - 120 gallons

5. At the hotel where you are a clerk at the front desk, there are 260 rooms. They are all reserved. The tracking sheet shows that guests have checked into 146 of the rooms. How many more guests do you expect?

A. 14  
 B. 96  
 C. 114  
 D. 124  
 E. 406

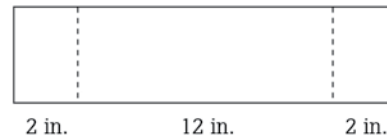
6. You are a cabinetmaker who is installing new kitchen cabinets. You need 6 screws for each cabinet door. How many screws will you need to install 20 cabinet doors?

F. 24  
 G. 120  
 H. 144  
 J. 240  
 K. 2,400

7. As a manager for a construction company, you are currently supervising workers at four sites. You plan to spend the same amount of time at each site. You will spend 196 hours supervising sites during the next few weeks. How many hours will you work at each site?

A. 10  
 B. 16  
 C. 40  
 D. 49  
 E. 98

8. You are a stonecutter. A mason orders capstones for a wall. The wall is 12 inches wide. The capstones extend an extra 2 inches on each side of the wall. To what width should you cut the capstones?



F. 12 inches  
 G. 14 inches  
 H. 16 inches  
 J. 20 inches  
 K. 24 inches

9. One of your responsibilities as a dental assistant is to prepare materials for the day. You need a set of four sterilized dental instruments for each patient. The chart shows that 13 checkups are on the schedule. How many dental instruments do you need?
- A. 13
  - B. 17
  - C. 36
  - D. 48
  - E. 52
10. As a surgical technician, you are responsible for stocking surgical supplies. You bring 144 surgical sponges from the supply room. The surgeons use 96 of them. How many sponges are left?
- F. 38
  - G. 48
  - H. 58
  - J. 64
  - K. 240
11. You are a veterinary technologist preparing a large dog for surgery. For every 8 pounds of the dog's weight, you need one unit of anesthetic. The dog weighs 48 pounds. How many units of anesthetic do you need?
- A. 4
  - B. 6
  - C. 8
  - D. 40
  - E. 396
12. As a bank teller, you count and record the total dollar amount of the coins in your drawer at the end of each day. Today you count 110 quarters. Which dollar amount do you record?
- F. \$5.50
  - G. \$22.00
  - H. \$25.00
  - J. \$27.50
  - K. \$110.00

13. You work as a dishwasher in a large cafeteria. Clean trays are placed in stacks of 35. You count the stacks to be sure there are enough trays for the next meal. There are 22 stacks of trays. How many clean trays are available?

A. 23  
 B. 47  
 C. 70  
 D. 770  
 E. 900

14. As a counter clerk for a dry cleaner, you keep track of the number of customers. Below is the record you kept of this morning's customers. How many customers dropped off clothes before noon today?

8:00 A.M. to 9:00 A.M.		8
9:00 A.M. to 10:00 A.M.		12
10:00 A.M. to 11:00 A.M.		6
11:00 A.M. to 12:00 P.M.		15

F. 20  
 G. 26  
 H. 35  
 J. 41  
 K. 45

15. You install solar energy systems on buildings. Each system has 4 sensor inputs that connect to a control unit. You need to install 6 solar energy systems this month. How many sensor inputs will you need?

A. 10  
 B. 18  
 C. 24  
 D. 42  
 E. 48

16. As a meter reader for the electric company, the number that you read on the meter represents the amount of power used. Last month, a customer's meter reading was 34,510 kilowatt hours. This month it is 35,312 kilowatt hours. How much more power did the customer use this month than last month?

F. 198 kilowatt hours  
 G. 802 kilowatt hours  
 H. 1,802 kilowatt hours  
 J. 35,312 kilowatt hours  
 K. 69,822 kilowatt hours

Answers are on page 233.

# Lesson 1 Solve Problems with Whole Numbers & Negative Numbers ■ ■ ■

## **SKILL** Solve problems with single math operations using whole numbers

Can be used with *Student Edition Workplace Skills: Applied Mathematics, Lesson 1, Solve Problems with Math Operations*

Jobs in almost every field require an understanding of the basic math operations: addition, subtraction, multiplication, and division. Workplace tasks such as taking inventory, making schedules, and dealing with money or budgets all require the use of math operations and the ability to know which operation to use in specific situations. Practice these basic math operations in the following workplace problems.

1. You are a bank teller helping a customer. The customer is depositing 3 checks, each in the amount of \$45. How much is the customer's total deposit?
  - A. \$45
  - B. \$90
  - C. \$135
  - D. \$190
  - E. \$345
2. As an assistant in a dental office, you must coordinate the daily schedule. Today, there are 15 patients scheduled. The dentist has already seen 7 patients before lunch. How many patients will the dentist see after lunch?
  - A. 7
  - B. 8
  - C. 15
  - D. 22
  - E. 105
3. You are a line operator in a cabinet making plant. You have to cut a 72-inch long board into 6 individual shelves that are equal in length. How long is each shelf?
  - A. 6 inches
  - B. 12 inches
  - C. 66 inches
  - D. 72 inches
  - E. 78 inches
4. While working as a help desk technician, you learn the number of complimentary customer calls has increased over the past five years. In 2016, 549 calls were received compared to 324 calls in 2011. How many more complimentary calls were received in 2016 than in 2011?
  - A. 1.6
  - B. 155
  - C. 200
  - D. 225
  - E. 873
5. You are slowly growing your landscaping business. This year, you had \$13,200 in sales from existing clients, and \$1,870 in sales from new clients. What were your total (or gross) sales for the year?
  - A. \$3,190
  - B. \$11,330
  - C. \$15,070
  - D. \$16,270
  - E. \$18,720
6. You work as a phlebotomist and your supervisor asks you to make sure the supply room has 36 boxes of vials. If the supply room already has 27 boxes, how many boxes should you order?
  - A. 5
  - B. 9
  - C. 27
  - D. 36
  - E. 61

7. As part of your job as a biller for a fabric warehouse, you receive payments for invoices. You are responsible for keeping an eye on the balance of the company's checking account. At the beginning of the day there is \$7,043 in the account. You receive 14 payments, and at the end of the day there is \$16,325 in the account. How much money did the payments add to the account?
- A. \$9,282
  - B. \$9,288
  - C. \$9,822
  - D. \$9,828
  - E. \$9,888
8. As an education counselor at a local zoo, you take groups of school children on informative tours. Today you have 6 boys in the group and 13 girls. How many students are there in total?
- A. 6
  - B. 7
  - C. 13
  - D. 19
  - E. 78
9. As a preschool teacher, one of your responsibilities is to make sure you have enough snacks for the day. If your class has 2 snacks a day, and there are 12 children in the class, how many snacks do you need each day?
- A. 2
  - B. 12
  - C. 14
  - D. 22
  - E. 24
10. At the hotel where you are a clerk at the front desk, there are 216 rooms. The tracking sheet shows that guests have checked into 162 of the rooms. How many rooms are available for future guest arrivals?
- A. 44
  - B. 46
  - C. 54
  - D. 74
  - E. 76
11. You are an overnight desk security officer, and check the IDs of visitors when they arrive. On Monday, you checked in 5 visitors. On Tuesday, you checked in 4, and on Wednesday checked in 6. If 5 visitors check in on Thursday, how many people have you checked in this week?
- A. 5
  - B. 9
  - C. 10
  - D. 15
  - E. 20
12. One major responsibility as a nurse supervisor is to oversee the care provided by the floor certified nursing assistants (CNA) for the second floor of the nursing home. Each CNA is responsible for the patients in 6 of the rooms. There are 6 CNAs currently on the morning shift. How many rooms are there on the second floor?
- A. 6
  - B. 12
  - C. 18
  - D. 24
  - E. 36
13. As a member of the maintenance staff in a hospital, one of your jobs is to ensure that each floor's stock room is supplied with extra lightbulbs. A shipment of 558 lightbulbs comes in, and you have to distribute them among 6 floors. How many lightbulbs will you be putting on each floor?
- A. 6
  - B. 93
  - C. 193
  - D. 258
  - E. 558

14. You are a team assembler at a beverage bottling plant. Today you've been asked to perform quality checks every hour on three randomly selected bottles. If your shift is 9 hours long, how many bottles will you have randomly checked?
- A. 9
  - B. 17
  - C. 18
  - D. 27
  - E. 30
15. You are a customer service representative for a cable company. At the end of each day, you are required to tell your supervisor how many calls you answered. Today you answered 16 phone calls before taking a short morning break. After you returned from break, you answered 8 calls before lunch. In the afternoon, you answered 22 more calls. How many total calls did you answer today?
- A. 22
  - B. 24
  - C. 46
  - D. 54
  - E. 56

**SKILL** Add or subtract negative numbers

*Can be used with Student Edition Workplace Skills: Applied Mathematics, Lesson 4, Add and Subtract Negative Numbers*

Many jobs require the ability to add and subtract positive and negative numbers. Payments made or bills owed may be recorded as negative numbers. Balancing a checkbook, working with budgets, and reconciling inventory all involve working with positive and negative numbers.

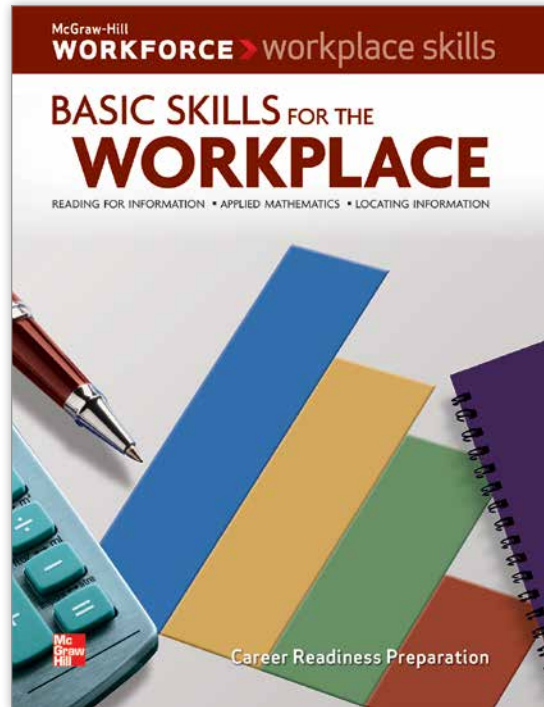
16. You are an operations manager on a construction site and you are concerned about your departmental overtime budget. At the beginning of the month, the budget showed 50 available overtime hours. At the end of the month, the report showed -13 hours of overtime available. How many overtime hours were used during the past month?
- A. 13
  - B. 27
  - C. 37
  - D. 63
  - E. 73
17. You are a health safety inspector and today you're working at a restaurant in a new hotel. The new guidelines require all freezers to reach a minimum of  $-5^{\circ}\text{F}$ . Your measurement indicates the restaurant's freezer is  $-9^{\circ}\text{F}$ . What is the difference between the required temperature and the actual freezer temperature for when you document the measurement in your report?
- A.  $-14$  degrees
  - B.  $-9$  degrees
  - C. 4 degrees
  - D. 5 degrees
  - E. 9 degrees



18. As a biller for the electric company, you often speak with customers who have questions about their bill and account balances. Today, a customer called to explain that he mistakenly wrote a check for \$218, but the amount he owed was actually \$128. What balance is now shown in your records for this customer?
- A.  $-\$128$
  - B.  $-\$90$
  - C.  $\$90$
  - D.  $\$218$
  - E.  $\$346$
19. You are a marketing assistant. A client wants to place an advertisement for her company in the local lifestyle magazine. The magazine guidelines state that the ad cannot be larger than 5 inches wide. The client's ad is 11 inches wide. By how much will you need to reduce the width of the ad so that it will fit in the magazine?
- A.  $-6$  inches
  - B.  $-5$  inches
  - C.  $5$  inches
  - D.  $6$  inches
  - E.  $16$  inches
20. As an inventory assistant in a large furniture warehouse, you are in charge of the inventory of living room sofas. There are 8 orders on sofas not yet arrived in the warehouse. A new order comes in for 13 more sofas. How many total sofas are you now waiting on?
- A.  $-21$
  - B.  $-13$
  - C.  $-8$
  - D.  $13$
  - E.  $21$
21. You are an at-home physical therapy aide. At the end of each job, you subtract the payment received from the cost of gas. If you spent \$12 on gas, and earned \$50 for the service, how much money did you make?
- A.  $-\$62$
  - B.  $-\$38$
  - C.  $\$12$
  - D.  $\$38$
  - E.  $\$62$
22. You work in meteorology center. One of your tasks is to update the temperature on the organization's website every few hours. It had been  $6^{\circ}\text{F}$  at the last update and the temperature has dropped 10 degrees since then. What will you put as the current temperature?
- A.  $-6^{\circ}\text{F}$
  - B.  $-4^{\circ}\text{F}$
  - C.  $6^{\circ}\text{F}$
  - D.  $10^{\circ}\text{F}$
  - E.  $16^{\circ}\text{F}$
23. As a dockhand, you help load cargo onto ships. The shipment form states that there are 30 crates to be loaded. But when you are done with the shipment, you count 27 crates were loaded. How many crates are missing?
- A.  $-57$
  - B.  $-27$
  - C.  $-3$
  - D.  $3$
  - E.  $57$

# Basic Skills for the Workplace Overview

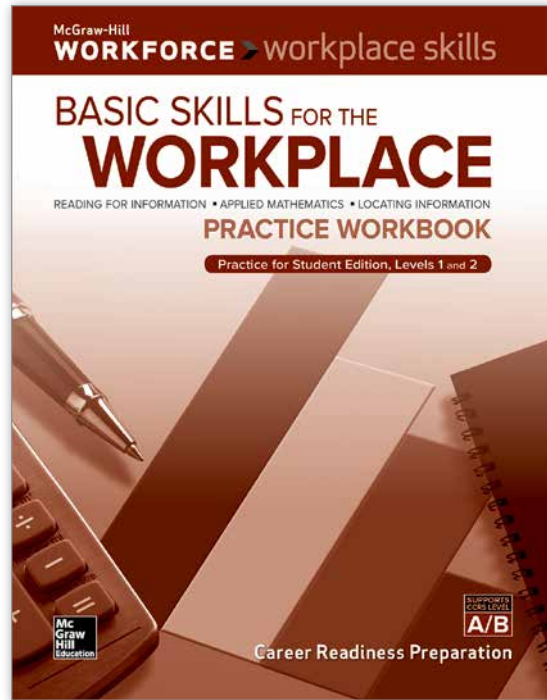
Basic Skills for the Workplace titles introduce contextualized, low-level basic academic skills that build the foundation for Applied Mathematics, Reading for Information, and Locating Information.



McGraw-Hill  
**WORKFORCE > workplace skills**  
ESSENTIAL SKILLS FOR THE WORKPLACE

**INSTRUCTION** (sample lesson pp. 58–63) The Career Readiness Preparation series builds the academic skills needed for career readiness through contextualized instruction and practice. Contextualized extension activities and ELL strategies are included throughout each Teacher Edition.

Basic Skills for the Workplace Student Edition .....	978-0-07-657481-0
Basic Skills for the Workplace Teacher Edition .....	978-0-07-661080-8



McGraw-Hill  
**WORKFORCE > workplace skills**  
 PRACTICE WORKBOOK

**PRACTICE** (sample lesson pp. 64–67) These consumable workbooks are built upon the College and Career Readiness Standards and are aligned to CCRS levels A–D. Designed to provide extra practice of core workplace skills, these workbooks can supplement any CCRS-aligned contextualized academic skills and essential skills instruction or can serve as stand-alone materials for practicing these skills. The series includes nine workbooks in the subject areas of applied mathematics, locating information, reading for information, employability skills, and writing for work, each with workplace contextualization. Available in English and Spanish.

- Workplace Skills Practice Workbook, Basic Skills for the Workplace, 10-pack ..... 978-0-07-902039-0
- Workplace Skills Practice Workbook, Basic Skills for the Workplace  
 (Spanish Edition), 10-pack ..... 978-0-07-902049-9

**LEVEL 1**

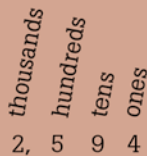
**Key Words:**

whole number, digit, place value, round

**Skill Support**

**Whole numbers** are the numbers 0, 1, 2, 3, 4, 5, etc. Ten **digits** are used to write all numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Numbers follow a **place value** system. The value of a digit depends on its place in the number. The diagram below shows the place value of each digit in the number 2,594.



The 4 is in the ones place. It means 4 ones. The 9 is in the tens place. It means 9 tens, or 90. The 5 is in the hundreds place. It means 5 hundreds, or 500. The 2 is in the thousands place. It means 2 thousands, or 2,000. In large numbers, commas separate digits into groups of three: 2,594.

**Remember!**

> means "greater than."  
 < means "less than."  
 = means "equal to."

# Lesson 1 ■■■

## Understand Number Basics

*Skill: Understand number basics such as counting, comparing, ordering, and rounding*

You use numbers in most jobs.

- You must *count* items. Store clerks count the items on a shelf.
- You must *compare* numbers. Salespeople compare prices of products.
- You must *order*, or arrange, items. You can arrange items from least to greatest or from greatest to least.
- Sometimes you must estimate numbers. *Rounding* is a way to estimate. Hotel cooks estimate amounts when they order food.

In order to use number basics to solve problems, you must be able to do the following:

- Read and understand whole numbers.
- Understand place values in whole numbers to thousands.
- Round whole numbers to the nearest place value.

### Skill Examples ■■■

**EXAMPLE 1** Count numbers.

Counting numbers means finding how many. Count the number of nails.

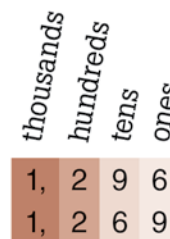


There are 17 nails.

**EXAMPLE 2** Compare numbers.

Compare 1,296 and 1,269. Numbers are greater than, less than, or equal to other numbers. Which is greater: 1,296 or 1,269?

- Identify the place value by writing the numbers in columns. Place ones under ones, tens under tens, and so on.
- Compare each column. Begin with the column on the far left. This is the thousands column. Compare the numbers in the thousands column. 1 = 1.
- Compare the numbers in the hundreds column. 2 = 2.
- Compare the numbers in the tens column. 9 > 6. We do not even need to look at the ones column. 1,296 > 1,269.



**EXAMPLE 3 Order numbers.**

Compare 97, 538, 912, 535, and 583. Place them in order from least to greatest.

- Align the numbers. Place ones under ones, tens under tens, and so on.
- Compare the number of digits. Begin with the digits in the column on the far left. This is the hundreds column. 97 has no digit in this column. That means 97 is less than 100. It is the least number. Place 97 at the beginning of the list.

97, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- Compare the other digits in the hundreds column. 9 is the greatest digit. Place 912 at the end of the list.

97, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 912

- Look at the three remaining digits in the hundreds column. They are all 5. This does not help you compare the numbers. You must move to the tens column.  $3 < 8$ . Place 583 to the left of 912.

97, \_\_\_\_\_, \_\_\_\_\_, 583, 912

- Two numbers remain. Compare the digits in the ones column.  $5 < 8$ . Place 535 to the right of 97.

The numbers from least to greatest are 97, 535, 583, 912.

**EXAMPLE 4 Round numbers.**

Rounding is a way to estimate. This means you give a number that is about equal to an actual number. Round 1,537 to the nearest ten. Round 1,745 to the nearest hundred.

- Round 1,537 to the nearest ten. The digit in the tens column is 3. Look at the digit to its right.  $7 > 5$ .
- Add 1 to the digit in the tens column.  $3 + 1 = 4$ . Then change the digit to the right to a zero.
- Round 1,745 to the nearest hundred. The digit in the hundreds column is 7. Look at the digit to its right.  $4 < 5$ .
- Keep the digit in the hundreds column the same. Change the digits to the right to zeros.

thousands	hundreds	tens	ones
1	5	<u>3</u>	7

**Round up: 1,540**

thousands	hundreds	tens	ones
1	<u>7</u>	4	5

**Round down: 1,700**

hundreds	tens	ones
	9	7
5	3	8
9	1	2
5	3	5
5	8	3

hundreds	tens	ones
	9	7
5	3	5
5	3	8
5	8	3
9	1	2

**Remember!**

To compare two whole numbers, look at the digits. Count the number of digits. The number with more digits is always greater:  $250 > 95$ .

The whole number with fewer digits is always less:  $999 < 1,000$ .

**Skill Support**

To **round** a whole number, follow these steps:

- Find the place you are rounding to. Underline this digit.
- Look at the digit to its right. If it is 5 or greater, round up. If it is less than 5, round down.

### Remember!

If you are rounding to the nearest ten, the number will have at least 1 zero. Examples:

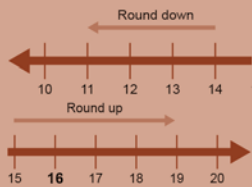
- 40
- 120
- 500

If you are rounding to the nearest hundred, the number will have at least 2 zeros. Examples:

- 200
- 700
- 1,000

### Skill Support

This is a number line. It can help you decide whether to round up or down.



15 is halfway to 20. 16 is more than halfway. So it is closer to 20 than to 10. To round 16 to the nearest ten, you should round up to 20.

## Skill Practice ■ ■ ■

1. Put the numbers in order from least to greatest.

913 1,113 1,311 931 999

- A. 913      931      999      1,113      1,311
- B. 931      913      999      1,113      1,311
- C. 913      931      999      1,311      1,113
- D. 1,311      1,113      913      931      999
- E. 1,311      1,113      999      931      913

thousands	hundreds	tens	ones
	9	1	3
1,	1	1	3
1,	3	1	1
	9	3	1
	9	9	9

**HINT:** 913, 931, and 999 have no digit in the thousands column. They are less than 1,113 and 1,311.

2. Round 16, 85, and 134 to the nearest ten.

- F. 10 80 130
- G. 10 90 130
- H. 20 80 130
- J. 20 90 130
- K. 20 90 140

hundreds	tens	ones
	1	6
	8	5
1	3	4

**HINT:** Look at the digits in the ones column. If the digit is less than 5, round down. If the digit is 5 or greater, round up.

3. Compare the following numbers. Which is the greatest? 649 3,340 3,965 852 4,213

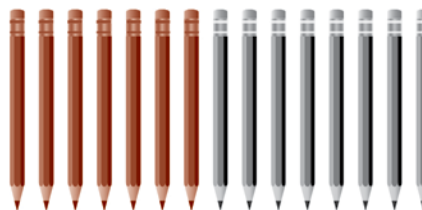
- A. 4,213                      D. 3,965
- B. 649                        E. 3,340
- C. 852

thousands	hundreds	tens	ones
	6	4	9
3,	3	4	0
3,	9	6	5
	8	5	2
4,	2	1	3

**HINT:** Start with the digits in the column with the greatest value. This is the thousands column.

4. Look at the pencils. Some of them are shaded gray. Count the number of gray pencils.

- F. 1
- G. 5
- H. 7
- J. 8
- K. 15



**HINT:** Count only the pencils that are shaded gray.

## Try It Out! ■ ■ ■

**Construction Worker** You work at Sturdy Construction. You are building a fence. You need about 55 posts. The lumber yard sells posts in bundles. The posts come in bundles of 50, 60, 70, 80, and 90 posts. How many posts should you buy?

- A. 50      B. 60      C. 70      D. 80      E. 90

### Step 1 Understand the Problem ■ ■ ■

Complete the *Plan for Successful Solving*.

Plan for Successful Solving		
What am I asked to do?	What are the facts?	How do I find the answer?
You need to determine how many posts to buy.	You need about 55 posts. They are sold in bundles of 50, 60, 70, 80, and 90.	The key word is <i>about</i> . It tells you that you are going to estimate. You must use rounding to solve this problem. Round to the nearest ten. This will tell you how many posts you should buy.

### Step 2 Find and Check Your Answer ■ ■ ■

- Confirm your understanding of the problem. Revise your plan as needed.
- Decide how to solve the problem. *I need to estimate how many posts to buy. I must round to the nearest ten. To round to the nearest ten, I look at the ones column. The digit is 5. I should round up.*
- Before selecting an answer, read the question again. Be sure your answer makes sense.
- Select the correct answer: B. 60**  
The digit in the ones column is 5, so you round up. To round 55, you add 1 to the digit in the tens column. The digit in the ones column becomes 0.

## Remember!

This problem deals with workplace quantities. Think carefully about when to round up or down. In this case, the ones column digit is 5. So you round up.

Suppose you rounded down. You would not have bought enough posts.

## Skill Support

This is a multiple-choice question. Eliminate any unlikely choices. The choice, 90, is much greater than 55. Suppose you bought a bundle of 90 posts. You would have too many unused posts. So, eliminate 90 as an answer choice.

## On Your Own ■ ■ ■

Read and solve the following problems.

- 1. Restaurant Manager** You are scheduling your waitstaff for this week. You look at how much they worked last week. You want to balance the hours. People who worked more last week will work less this week. Ben worked 22 hours last week. Cole worked 34 hours. Juanita worked 40 hours. Mei worked 28 hours. Vladimir worked 26 hours. Who worked the most hours?

**A.** Ben                                      **D.** Mei  
**B.** Cole                                        **E.** Vladimir  
**C.** Juanita
- 2. Sociologist** You are studying population groups. You read statistics on US households. There are 4,687 Asian and Pacific Islander households in your area. You predict the number of households will rise to the nearest hundred in 2 years. What do you predict the number of households will be?

**F.** 4,600                                      **J.** 4,900  
**G.** 4,700                                      **K.** 5,000  
**H.** 4,800
- 3. Software Developer** You are developing software for a new company. You need to buy a database package to complete your work. The packages you find cost \$38, \$53, and \$51. You want to know which one is the least expensive and which one is the most expensive. Put the prices in order from least to greatest.

**A.** \$38, \$51, \$53  
**B.** \$51, \$38, \$53  
**C.** \$38, \$53, \$51  
**D.** \$51, \$53, \$38  
**E.** \$53, \$51, \$38
- 4. Political Aide** You are raising money for a campaign. You have received donations of \$50, \$80, and \$65. You are making a list of donations. You list the highest amount first. Put the donations in order from highest to lowest.

**F.** \$80, \$65, \$50  
**G.** \$80, \$50, \$65  
**H.** \$50, \$65, \$80  
**J.** \$50, \$80, \$65  
**K.** \$65, \$80, \$50
- 5. Painter** You paint houses. You give customers estimates before you start the jobs. Your estimates are to the nearest hundred dollars. You find that one house will cost \$4,560. What was your estimate?

**A.** \$4,000                                      **D.** \$5,000  
**B.** \$4,500                                      **E.** \$5,560  
**C.** \$4,600
- 6. Automotive Specialty Technician** You fix radiators at an auto repair shop. A customer needs a new radiator cap for her car. Your estimate of the cost was to the nearest ten dollars. The cap costs \$28. What amount did you estimate?

**F.** \$10  
**G.** \$20  
**H.** \$30  
**J.** \$40  
**K.** \$50



- 7. Farm Manager** You order grain once a week. Your cows eat 57 pounds of grain each week. You order grain in 10-pound bags. You order the grain by weight. How many pounds must you order each week?
- A.** 10 pounds
  - B.** 50 pounds
  - C.** 55 pounds
  - D.** 60 pounds
  - E.** 100 pounds
- 8. Photographer** You have a modeling shoot. You print photos from the job. Your client wants 365 pictures. Photos are available in bundles of hundreds. How many photos should she order?
- F.** 100
  - G.** 200
  - H.** 300
  - J.** 400
  - K.** 500
- 9. Account Manager** You are checking the deposits from a local company. Last week the company deposited \$1,500 on Monday. On Wednesday the deposit was \$1,000. On Friday the deposit was \$1,250. Order the deposits from least to greatest.
- A.** \$1,000, \$1,500, \$1,250
  - B.** \$1,500, \$1,000, \$1,250
  - C.** \$1,250, \$1,000, \$1,500
  - D.** \$1,250, \$1,500, \$1,000
  - E.** \$1,000, \$1,250, \$1,500
- 10. Legal Secretary** You are taking notes for a lawyer. You need to buy 35 legal pads. The legal pads are sold in sets of 10. Which set should you buy?
- F.** a set of 10
  - G.** a set of 20
  - H.** a set of 30
  - J.** a set of 40
  - K.** a set of 50

WORKSPACE

## Lesson 6 Solve Problems with Whole Numbers ■ ■ ■

**SKILL** Understand number basics such as counting, comparing, ordering, and rounding

*Can be used with Student Edition Workplace Skills: Basic Skills for The Workplace, Applied Mathematics Lesson 1: Understand Number Basics*

Number basics such as comparing, ordering, and rounding are key skills to master for any job. It is essential, or necessary, that you understand place values in whole numbers so you can solve number basics with ease. For example, if you work in sales, you may compare prices of products. If you work in transportation, you may need to count inventory or estimate the distance to complete a delivery.

- 1. Automotive Technician** You fix radiators at an auto repair shop. A customer needs a new radiator hose for his car. You did the same work yesterday and remember the cost for the hose and labor was a little more than \$38. What estimate, to the nearest \$5, do you tell the customer?

  - \$30
  - \$35
  - \$40
  - \$45
  - \$50
- 2. Cable Repairperson** You are going to repair network cabling at a local business. The previous cable order stated 125 yards of cable were needed. You need to pick up cable from the warehouse. Which spool is too short to complete this job?

  - 120 yards
  - 130 yards
  - 150 yards
  - 175 yards
  - 200 yards
- 3. Certified Nursing Assistant** You are asked to organize rolls of gauze on your cart so the shortest rolls are used up first. There are rolls with 10 feet, 21 feet, and 11 feet of gauze. How would you arrange the rolls in order from least to greatest?

  - 10 feet, 21 feet, 11 feet
  - 11 feet, 21 feet, 10 feet
  - 21 feet, 10 feet, 11 feet
  - 10 feet, 11 feet, 21 feet
  - 11 feet, 10 feet, 21 feet
- 4. Pharmacy Technician** You are helping the pharmacist on a busy day. She asks you to bring her a bottle of a specific medication to fill an order of 90 pills. From the following options, which size bottle should you bring to the pharmacist?

  - Bottle A (contains 50 pills)
  - Bottle B (contains 75 pills)
  - Bottle C (contains 80 pills)
  - Bottle D (contains 85 pills)
  - Bottle E (contains 100 pills)
- 5. Banquet Hall Crew** You are in charge of event set-up for a reception hall. The kitchen chef asks you for the number of guests at a company sales meeting, rounded to the nearest 25. You are expecting 213 guests. What number should you tell the chef?

  - 175
  - 200
  - 225
  - 250
  - 275
- 6. Sales Associate** You need to report the top 3 most popular books sold each day, beginning with the most sold. If Book A sold 9 copies, Book B sold 16 copies, Book C sold 15 copies, and Book D sold 10 copies, what is the correct reporting order?

  - Book B, Book D, Book A
  - Book D, Book B, Book A
  - Book C, Book B, Book A
  - Book B, Book C, Book D
  - Book C, Book B, Book D

**SKILL** Use addition of whole numbers to solve problems

Can be used with *Student Edition Workplace Skills: Basic Skills for the Workplace, Applied Mathematics, Lesson 2: Add Whole Numbers*

Addition is an important skill for any job. Bank tellers add money amounts, truck drivers add miles driven, and stock clerks add inventory. Remember digits should be added once they are lined up correctly according to place value: add the digits in the ones column, then the digits in the tens column, and so on.

- 7. Seasonal Grounds Crew** You work for the local recreational park facilities. Today you are monitoring waste quantities by picking up bags of garbage. At the park entrance, you pick up 3 bags of garbage. Next to the picnic benches, you pick up 5 bags of garbage. How many bags of garbage did you pick up?
- A. 8
  - B. 9
  - C. 10
  - D. 11
  - E. 12
- 8. Line Cook** A waiter comes back to the kitchen to place several orders at once. You are responsible for any grilled items. After listening carefully you heard the waiter shout the following grilled dishes: 2 hamburgers, 2 turkey burgers, 3 grilled chicken sandwiches, 2 strip steaks, and 1 quesadilla. How many total dishes should you prepare for the waiter?
- A. 9
  - B. 10
  - C. 11
  - D. 12
  - E. 13
- 9. Machine Operator** You are updating your shift supervisor with the final count of coffee makers you worked on today. Before lunch, you worked on 26 coffee makers. After lunch, you worked on 32. How many total coffee makers did you work on today?
- A. 56
  - B. 57
  - C. 58
  - D. 67
  - E. 68
- 10. Delivery Monitor** You oversee the receiving dock at a corporation. A delivery containing 14 boxes of computer paper arrives. Just after that delivery, a new delivery of 27 boxes of printer cartridges follows. You call building services to pick up and distribute the boxes. How many boxes will they have to pick up?
- A. 31
  - B. 41
  - C. 43
  - D. 51
  - E. 53
- 11. Truck Driver** You deliver fresh fruit to local restaurants and are paid by the order. At the end of the week, you report how many orders you delivered. On Monday you delivered 8 orders. On Tuesday you delivered 5 orders. On Wednesday you delivered 7 orders. On Thursday you delivered 10 orders. On Friday you delivered 6 orders. How many total orders did you deliver this week?
- A. 32
  - B. 33
  - C. 34
  - D. 35
  - E. 36
- 12. Athletic Facility Receptionist** Every member at the beginning of the year must fill out new paperwork. The first week you collect 42 new paperwork packets. The second week is much busier and you collect 64 new paperwork packets. How many total packets do you collect in the first two weeks of the year?
- A. 86
  - B. 96
  - C. 106
  - D. 116
  - E. 126

**13. Television Production Assistant** You are combining video clips for tonight's television broadcast. The first clip is 20 seconds. The second clip is 30 seconds. The last clip is 65 seconds long. How many seconds do you need to request for the producer to save for your video?

- A. 95 seconds
- B. 105 seconds
- C. 110 seconds
- D. 115 seconds
- E. 120 seconds

**14. Medical Receptionist** You are creating a bill to send to an insurance company on behalf of a dental patient. The dental exam cost \$93, the dentist's office visit is \$135, and the supplies cost an additional \$17. How much is the total bill submitted to the insurance company?

- A. \$235
- B. \$245
- C. \$254
- D. \$274
- E. \$275

---

**SKILL** Use subtraction of whole numbers to solve problems

*Can be used with Student Edition Workplace Skills: Basic Skills for the Workplace, Applied Mathematics, Lesson 3: Subtract Whole Numbers*

There are two common types of workplace subtraction situations: finding what is left and comparing two amounts. Just as you did for addition, digits should be subtracted once they are lined up correctly according to place value: subtract the digits in the ones column, then the digits in the tens column, and so on.

**15. Certified Nursing Assistant** You have 12 patients on your floor, and you have already checked on 9 of them. How many patients do you have left to check?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5

**16. Audio Assistant** The digital card you are recording on has 80 minutes' worth of useable space. You've already recorded 45 minutes' worth of interviews. How many more minutes can you record on this digital card?

- A. 20
- B. 25
- C. 30
- D. 35
- E. 45

**17. Machine Operator** You monitor the production of metal die-cuts, and are required to make at least 327 a day. So far you've made 206. How many more do you need to make?

- A. 91
- B. 101
- C. 111
- D. 121
- E. 131

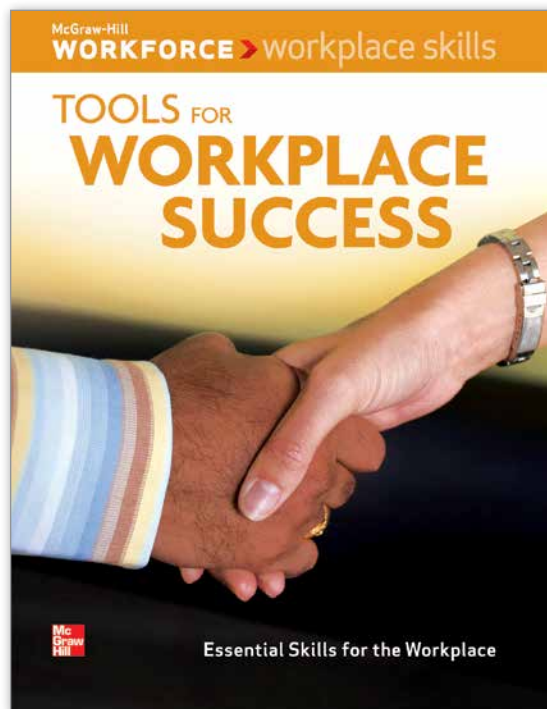
**18. Production Crew** You are one of several people who are unloading stage equipment from a truck. According to the company's safety policy, you can only carry 85 pounds at a time. Each of the boxes are carefully marked. The first box you grab weighs 37 pounds. If you add one more box to your load, what is the heaviest box you can take and stay within your company's safety policy?

- A. 38 pounds
- B. 48 pounds
- C. 55 pounds
- D. 58 pounds
- E. 68 pounds

- 19. Box Store Team Member** You are handing out pastry samples at a big box store. Your supervisor has given you 200 samples to give until you run out. In the first hour of your shift, you gave out 15 samples. In the second hour, you gave out 28 samples. In the third hour, you gave out 47 samples. How many samples do you have left for the rest of the day?
- A. 110
  - B. 117
  - C. 118
  - D. 125
  - E. 130
- 20. Parking Lot Attendant** One of your responsibilities is to monitor cars parking in the lot, and to take cash payment from drivers when they enter the lot. Tonight there is a popular event and the cost to park is \$45 in your lot. A driver gives you a hundred dollar bill. How much change do you give the driver?
- A. \$45
  - B. \$50
  - C. \$55
  - D. \$60
  - E. \$65
- 21. Agricultural Equipment Operator** You work in day-to-day farm operations. Today you are responsible for data entry for all tractors and equipment. You plowed 300 acres, Employee A plowed 350 acres, and Employee B was supposed to work on 400 acres, but did not complete the final 25 acres. How many total acres were plowed today?
- A. 1000 acres
  - B. 1025 acres
  - C. 1050 acres
  - D. 1075 acres
  - E. 1100 acres
- 22. Logistics Supply Officer** You coordinate the receipt, shipment, and movement of property for your company. Last week you received 3,000 boxes and placed them in storage. At the end of the week you shipped 2,500 of those boxes to various offices. This week, 5,500 more boxes were delivered. If each storage unit can hold 7,000 boxes, can you store the new shipment in the same storage unit as last week's?
- A. Yes. You'll have 6,000 total boxes because the shipment created space.
  - B. Yes. You'll have 7,000 total boxes because the shipment created space.
  - C. No. You'll have 7,500 boxes, which is 500 boxes more than capacity.
  - D. No. You'll have 8,000 boxes, which is 1,000 boxes more than capacity.
  - E. No. You'll have 8,500 boxes, which is 1,500 boxes more than capacity.
- 23. Textile Machinist** You think you have enough fabric to make approximately 50 dresses today. If your supervisor asks at the beginning of your shift for an estimate of how many dresses you'll complete today, which of the following would you select?
- A. 45 dresses. It's better to underestimate so your supervisor will be pleased if you make more than 45.
  - B. 50 dresses. It looks like you have exactly this amount of fabric, and you want to impress your supervisor with your accuracy.
  - C. 55 dresses. You might be wrong guessing how much fabric you have, so impress your supervisor with a big number.
  - D. 60 dresses. You might be wrong guessing how much fabric you have, so impress your supervisor with a bigger number.
  - E. 100 dresses. You can try to get more fabric than what you have and really surprise your supervisor.

# Tools for Workplace Success Overview

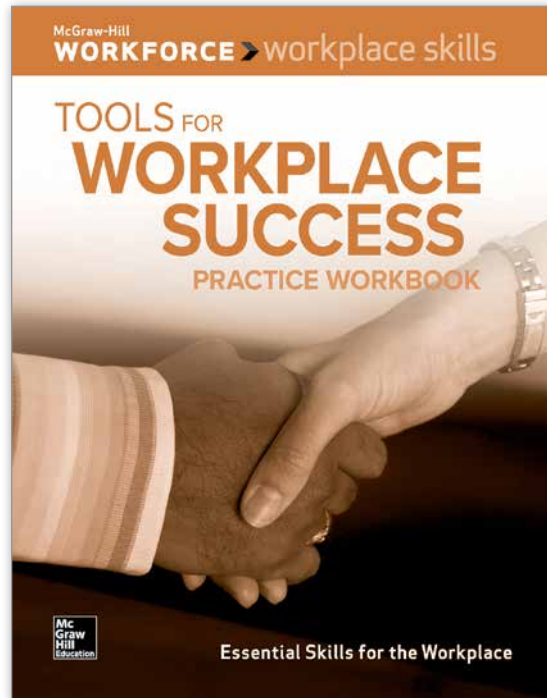
Tools for Workplace Success titles provide essential (“soft”) skill instruction through scenario-based modeling and application of workplace decision-making processes. Students will learn the skills employers most commonly require from their employees as defined by the Department of Labor’s workplace competency models.



McGraw-Hill  
**WORKFORCE > workplace skills**  
ESSENTIAL SKILLS FOR THE WORKPLACE

**INSTRUCTION** (sample lesson pp. 70–75) The Essential Skills for the Workplace series develops employability skills through workplace-based scenarios to develop the decision making and written communication skills needed to be an effective employee.

Tools for Workplace Success Student Edition .....	978-0-07-661063-1
Tools for Workplace Success Teacher Edition .....	978-0-07-661086-0



McGraw-Hill  
**WORKFORCE > workplace skills**  
 PRACTICE WORKBOOK

**PRACTICE** (sample lesson pp. 76–77) These consumable workbooks are built upon the College and Career Readiness Standards and are aligned to CCRS levels A–D. Designed to provide extra practice of core workplace skills, these workbooks can supplement any CCRS-aligned contextualized academic skills and essential skills instruction or can serve as stand-alone materials for practicing these skills. The series includes nine workbooks in the subject areas of applied mathematics, locating information, reading for information, employability skills, and writing for work, each with workplace contextualization. Available in English and Spanish.

Workplace Skills Practice Workbook, Tools for Workplace Success, 10-pack ..... 978-0-07-902040-6

Workplace Skills Practice Workbook, Tools for Workplace Success  
 (Spanish Edition), 10-pack ..... 978-0-07-902048-2

## Lesson 2 ■ ■ ■

# Getting Organized

Planning and organizing do not come naturally to everyone, but they are essential skills that you should have. In the workplace, being organized can help you carry out important tasks. It can make it easy for you to monitor details or provide progress reports. By planning and preparing for your tasks, you will be able to do your job better.

### Skill Examples ■ ■ ■

**Managing Stressful Situations** Lakesha and Jeremy both have challenging schedules. They often work on multiple projects during the same day or week.

Read the two examples and answer the questions that follow.

#### EXAMPLE 1 Lakesha's Weekly Routine

Lakesha works as a school guidance counselor. Three days a week, she has morning meetings with students. On each of these days, she might have meetings with several students scheduled back-to-back.

Lakesha does not have time between meetings to review each student's file. She needs to find a different solution. At the beginning of each week, Lakesha collects files for all the students she will meet with that week. Then, she sets aside time in the morning on each counseling day to review the files. She takes careful notes on the topics she plans to address with the student. She also places flags and sticky notes on relevant pages in each student's file. This helps her be prepared in case she needs to reference the information during the counseling session.

## Remember!

### Self-Management

When your workload feels challenging, take a step back and think about the ways you can get organized. For example, you can create to-do lists or color-code files. Being organized will help you prioritize tasks and make sure that each part of a task is completed thoroughly. In *Example 1*, Lakesha sets aside time to organize her day. She takes notes and places sticky notes in the files to identify issues she wants to discuss with each student. As a result, Lakesha is prepared for her busy day ahead of time and feels less stressed.

1. How does Lakesha's organization benefit her?
  - A. It gives Lakesha a single solution to all of her students' problems.
  - B. It makes Lakesha the fastest guidance counselor in the school.
  - C. It allows Lakesha to cancel unnecessary meetings.
  - D. It makes it possible for Lakesha to take on more students.
  - E. It helps relieve stress because Lakesha is prepared.
2. If Lakesha did not review each student's file before the meetings, what would probably go wrong during the counseling session?
  - F. Lakesha would not have enough information about that student to offer effective guidance.
  - G. Lakesha would lose interest in helping her students.
  - H. Lakesha would make up new issues to discuss with the student.
  - J. The student would congratulate Lakesha on her lack of preparation for the counseling session.
  - K. The student would be late to the counseling session with Lakesha.



**EXAMPLE 2** Jeremy's Weekly Routine

Jeremy works as a house painter for a large residential developer. He is often assigned to two or three job sites each week.

Jeremy must work on multiple job sites. He purchases materials for each site all at once to save time during his busy workweek. However, Jeremy is not in the habit of making lists or being organized. Sometimes, when he is placing orders for paint and supplies at the beginning of a week, he overlooks the needs of one of the job sites. Last week, Jeremy purchased the wrong types of paint. He ended up with too much indoor white paint. He also forgot to buy the outdoor beige paint he needed to complete his work on one of the sites.

3. What might the consequences of Jeremy's actions be for his employer?
  - A. His employer might need to hire additional house painters.
  - B. His employer might need to give Jeremy a bonus to cover the cost of the extra white paint.
  - C. His employer might need to ask Jeremy to use white indoor paint on the outside of a home.
  - D. His employer might lose money on unneeded supplies and could fall behind schedule on the project.
  - E. His employer might need to sell the house without having it painted.
4. What would probably have happened if Jeremy had written a list of required materials for each job site?
  - F. He would have wasted time by having to return to the paint store to buy the correct paint.
  - G. He would have given his employer a good reason to hire an additional house painter.
  - H. He would have purchased the right amounts of each type of paint he needed.
  - J. He would have found some old outdoor paint and used that at the job site.
  - K. He would have asked his employer to ship the correct paint to the site.

**Think About It** Both Lakesha and Jeremy had busy workloads that caused them stress. Which of them effectively used organization to prepare for their week and better handle the stress? In forming your answer, think about the following questions:

- **Self-Management** What solutions did Lakesha and Jeremy develop to help manage the stress of their busy schedules?
- **Organization** Who was able to find the materials needed to perform his or her tasks?

**Remember!****Allocate Resources**

Organize and inventory your tools and materials before you begin a project. Create a checklist of all the items you will need for a job. Refer to the checklist to be sure you have everything you need before you begin. If you find that you are missing materials, you have the time to gather what you need or identify an alternate plan for completing the project. This will help save time later on, because you will not have to stop and look for missing materials. In *Example 2*, if Jeremy had checked his materials and made a list of the supplies he needed, he would not have wasted time and money going back to the paint store.

## Try It Out! ■ ■ ■

**Monitoring Details** Mollie is an acoustics technician at a symphony hall. She is currently working to set up the hall for a visiting orchestra.

As the week comes to a close, Mollie realizes that she has not set up an important piece of equipment. She reads through her log of materials that have been shipped to the hall. This piece of equipment is not on the list. Mollie needs to set up this piece of equipment before the visiting orchestra's first performance. The performance is in just a few days.

Mollie's employer must have forgotten to include the piece of equipment on the request list. The only way to get this piece of equipment is to have it shipped. However, Mollie is worried that standard shipping may be too slow.

### Decision-Making Process

STEP 1: Identify the Problem	STEP 2: Locate, Gather, and Organize Relevant Information	STEP 3: Generate Alternatives	STEP 4: Choose a Solution	STEP 5: Implement the Solution
Mollie does not have a critical piece of equipment she needs to prepare the symphony hall.	<p>The equipment was not ordered ahead of time.</p> <p>The only way to get the equipment is to have it shipped.</p> <p>The equipment may not arrive on time if it is shipped via standard delivery.</p>	<p>Mollie can ship the equipment via standard delivery and hope it arrives on time.</p> <p>Mollie can have the equipment shipped via overnight delivery.</p>	She chooses to notify her supervisor of the situation and requests that the equipment be sent via overnight delivery.	Mollie places the shipment order, and the equipment arrives the next day.

Mollie does not realize she is missing an important piece of equipment until she is almost finished setting up for the concert. Mollie's first option is to ship the missing item using a standard delivery method. This is what she typically does. However, she is not sure that the item will arrive in time for the concert. She decides that the item will need to be shipped using overnight delivery. This is more expensive, but Mollie knows she will get the equipment before the concert. She explains the situation to her supervisor and receives permission to have the equipment shipped overnight. Mollie is relieved that she followed up about the missing item, though a little late. She learns that it is important to make sure ahead of time that all the required pieces of equipment have been ordered and that they have arrived well before she starts her work.

## Remember!

**Monitor and Correct Performance** Plan to periodically review your performance. This will help ensure that your tasks are performed correctly. If you make an error, you should recognize it, fix the problem, learn from your mistake, and improve your performance. You should also work to improve areas where you are not as strong as you should be. When Mollie recognizes that the equipment is missing, she finds a solution to make sure her work is done well and on time.

**Reporting Progress and Status of Tasks** Harold works as a truck driver for a courier company. He makes many local deliveries during the course of the day. Harold is scheduled to make a particular delivery by the end of the business day on Tuesday.

Unfortunately, Harold underestimated the amount of time some of his earlier deliveries would take. By Tuesday afternoon, Harold knows he will not be able to make his final delivery before the end of the day. Harold does not mind making the delivery later in the day. However, he is worried that no one will be at the business to sign for the packages. Harold decides to wait until the next day to make the delivery.

1. How might the customer react to Harold's decision to wait until the next day to deliver the package?
  - A. The customer will praise Harold for his decision not to disturb her after business hours.
  - B. The customer will be upset that her package was not delivered on time.
  - C. The customer will give Harold a tip when he arrives with the package the next morning.
  - D. The customer will call Harold's supervisor to suggest Harold get a raise.
  - E. The customer will give Harold a cell phone so he can inform her if her packages will be delivered late in the future.
2. What might have happened if Harold had called the customer on Tuesday afternoon to inform her of his scheduling problem?
  - F. Harold would have prevented the customer from becoming upset at his late delivery.
  - G. Harold would have tried to get to the business before closing time.
  - H. Harold would have changed his schedule to deliver the package on time.
  - J. Harold would have convinced the customer to accept the delivery from another driver.
  - K. Harold would have learned if someone could sign for the package after hours.

**Reflect** In the *Try It Out!* examples, Mollie and Harold each needed to decide how to solve a problem caused by poor preparation. While Mollie chose to have a missing piece of equipment sent by overnight delivery, Harold decided to wait until the next day to deliver a package. Mollie's decision, though a little expensive, helped her complete her job on time. Harold's decision, on the other hand, resulted in a late delivery. What other solutions could Mollie and Harold have come up with?

## Remember!

### Decision Making

Sometimes you are not able to complete a task the way you would like to. You may run out of time or not have the resources needed to complete your duties. When situations like this arise, think about what the next best possible outcome might be. Then try to make that outcome happen. For example, Harold was unable to make his delivery on time. The next best outcome would have been to reschedule the delivery for a time that satisfies the customer.

## On Your Own ■ ■ ■

Read the following scenarios. Then answer the questions that follow each scenario.

### SCENARIO A Managing Stressful Situations

You are the lead carpenter for a home remodeling company.

Your team is assigned a number of tasks to complete before the end of the day. Since all of your team members are busy on other projects, you begin working on these tasks yourself. While some tasks can only be completed by you, others can be completed by any team member. After three hours, you manage to complete less than half of the tasks. You will not be able to complete everything by yourself.

Complete the chart below and then answer the questions that follow.

Decision-Making Process				
STEP 1: Identify the Problem	STEP 2: Locate, Gather, and Organize Relevant Information	STEP 3: Generate Alternatives	STEP 4: Choose a Solution	STEP 5: Implement the Solution
You cannot complete your team's tasks by yourself in one day.	Some tasks must be done by you.  Some tasks can be done by any team member.			

1. What solutions can you come up with that will allow you to complete all the tasks on your list without cutting any corners?
2. For the solutions listed, to whom would you need to communicate your solution?

### SCENARIO B Monitoring Details

You work as a manager at a local poultry farm. One of your main responsibilities is to manage phone calls from corporate customers.

One of your first phone calls of the day is from the manager of a restaurant that specializes in serving locally grown food. The manager tells you that he just received his delivery of fresh poultry, but he did not receive everything he had ordered. You review the order and immediately see a problem. The worker who placed the order did not fill out the order form completely. Some details were overlooked; this is why the restaurant's order was filled incorrectly.

3. Once you recognize the error in the order form, what problem must you solve?
4. What are some possible solutions to this problem?
5. What are the consequences of those solutions?

**SCENARIO C Reporting Progress and Status of Tasks**

In your job as a clerk at a local supermarket, you are responsible for taking weekly inventory of the frozen food section.

Your manager asks for an update on the inventory log for the frozen food section. In response, you say that it is “going okay.” You notice that your manager seems unhappy with your response, and you are unsure why.

6. Why is your response to your manager insufficient? What might your manager think of your answer?
7. How could your response to your manager have been more appropriate?

**SCENARIO D Organizing Your Work Area**

As part of your job as a receptionist for a graphic design company, you receive dozens of e-mails each day from clients and coworkers.

One day, your supervisor reprimands you for not adhering to a new dress code that went into effect this week. You tell him that you had no idea about the code. He explains that all employees received an e-mail regarding the new code. He allows you to complete your day in your current outfit. When you get to your desk, you search through your e-mails. Because your e-mails are stored in one general in-box, it takes a long time to find the message.

8. What problem do you need to solve?
9. What are some possible solutions to this problem? Which would you choose?
10. What impact will your solution have on your daily work?

**Summary** ■ ■ ■

When your workspace is organized, you will be able to easily locate tools and information to get your job done. To get organized, be sure to do the following:

- **Organize your work area** Before you begin a task, make a list of everything you will need. Then make sure you have access to all of these materials.
- **Monitor details** During your workday, write important details in a notebook.
- **Report your progress and the status of tasks** Give your supervisors accurate and adequate information. This will help them make educated decisions toward meeting project goals.
- **Manage stressful situations** Developing strategies to stay organized and keeping your workplace neat will help you get through these situations.

*Answers begin on page 123.*

## Lesson 2 Getting Organized ■ ■ ■

### Summary of Skills

Planning and organizing are skills that help you carry out important tasks in the workplace. When you are organized, you can more easily plan and prepare your tasks. Being organized helps you locate information and resources to successfully complete your workplace responsibilities.

To be an effective employee, you will be expected to exhibit the following skills:

- **Monitoring details** During your workday, be aware of important details you encounter and write them in a notebook or other recording device. For example, pay attention to the steps in a process that you will be responsible for and write down the actions you must take. To learn what tasks and topics your manager or coworkers find important, ask questions about what tasks are high priorities and observe your team's interactions to see what topics are commonly discussed.
- **Reporting progress and the status of tasks** Give your supervisors accurate and adequate information. Learn what your managers prefer to be informed about and become familiar with their expectations. Providing enough precise information helps them make educated decisions to meet the company's or team's project goals.

### On Your Own

**Monitoring Details** You work as a Fulfillment Specialist at a warehouse for a medical supply company. One of your responsibilities is to check and file inventory paperwork as orders arrive and packages depart.

One of your biggest customers is a local urgent care office, which calls in an order for supplies each week. While reviewing the paperwork for their latest order, you notice that some important details are missing related to the quantities of some items and necessary sizes. Incomplete entries will not be filled at the warehouse and the customer may not receive everything they actually need in this shipment. The order is scheduled to be filled that day along with several other shipments. You have a large number of other orders to file today, and asking your customer service team to call the urgent care office to confirm the information could delay the entire afternoon shipment. You need to explain the situation to your manager and suggest a solution.

*Refer to the Decision Making Process as described on page 3 to help you answer the following questions. Write your answers on a piece of paper or in a notebook.*

1. **IDENTIFY** What details provided in the scenario are relevant to what you must tell your manager?
2. **APPLY** Explain the problem to your manager and propose 1 to 2 possible solutions.
3. **EVALUATE** Select one solution. Explain why you chose it. What are the possible impacts of this solution on your delivery schedule and promises to customers? What are the consequences for the urgent care office?
4. **EXTEND** Compile stories from peers, friends, and family regarding specific challenges they have encountered in the workplace that involved a time-specific deadline or an important decision related to a time-limit or date. What were the signals (signs or hints) that indicated something was a priority? How did they respond? How did their supervisor respond? What was the outcome? Write the responses you gather on a separate piece of paper. Analyze the stories to find patterns. Create a plan for how you might avoid negative outcomes and obtain positive outcomes if you were in a similar situation. Share your discoveries with the class.

**Reporting Progress and the Status of Tasks** Jana is a clerk at a local drugstore. She is responsible for restocking the cards and stationery section with new products and swapping items specific to various holidays according to a schedule.

Jana is restocking the section and realizes she is behind schedule on placing product for an upcoming holiday. Her manager asks for an update on the section inventory and product schedule. In response, Jana only says that it is "fine" because she is concerned her manager will be mad if she mentions that she is behind schedule. Later, she notices that her manager seems unhappy with her response.

Refer to the *Decision Making Process* as described on page 3 to help you answer the following questions.

Write your answers on a piece of paper or in a notebook.

5. **INTERPRET** What non-verbal or verbal cues may indicate that the manager is unhappy with the response? Why do you think Jana avoided explaining that her tasks were behind schedule? What information about the situation would be more helpful for the manager to know?
6. **ANALYZE** Why is it important for you to be transparent and truthful when discussing your work responsibilities?
7. **EVALUATE** What consequences could occur if the manager finds out about the delay in the product placement schedule right before the holiday? How might you respond to this type of situation? What steps could Jana take to restore her manager's trust and confidence in her work? What steps could Jana take to avoid this situation happening again?
8. **EXTEND** Work with a partner in a role play to show how Jana should have handled this situation. Then role play a conversation to show how Jana could rectify the situation with her boss. Take turns playing the part of Jana and her manager, paying attention to your tone. Discuss why using truthful, transparent communication in the workplace is important. Think about how receiving vague or less open communication might affect the manager. How might the manager's opinion of Jana's performance and quality of work be affected if the manager learns that she held back important information? Write a summary of your discussion on a separate piece of paper.

## Employment Skills and Strategies

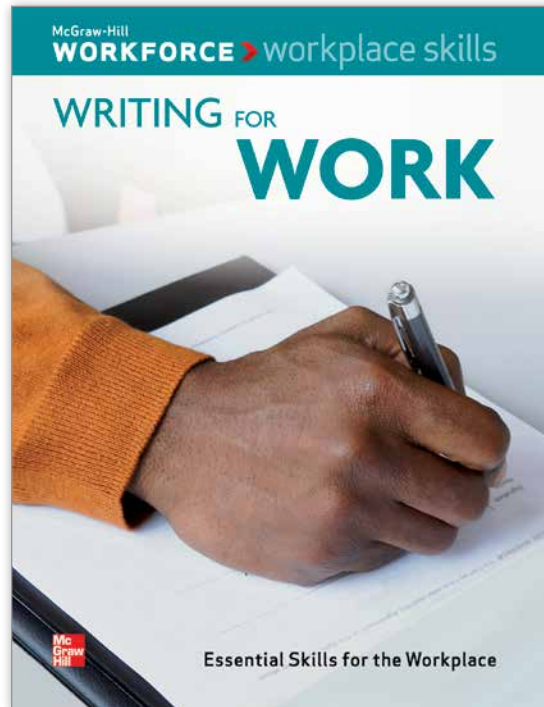
**Organize Your Professional Skills** On a separate sheet of paper, create a personal fact sheet that lists experiences from your past and current skills that would be beneficial to employers. Look at online job postings for a career you are interested in to find examples of skills that are "required" or "desired" in that area. Identify 4 skills you have that are connected to your chosen career. To do this, consider what strengths you have to offer as you begin your job search, such as:

- Are you good at organizing information and/or keeping records?
- Are you mechanical? Can you repair things?
- Are you good at selling an idea or object?
- Can you speak another language?

Once you have a list of your skills and experiences, you can more easily pick the most appropriate strengths to include in your resume. Often, job postings include requirements and a description, which can help narrow down what to put on your application. Take your fact sheet with you when applying for jobs so you can complete your applications quickly and accurately.

# Writing for Work Overview

Writing for Work titles provide applied workplace writing activities designed to help students develop their written communication skills within real-world situations. This includes critical skills such as responding to workplace issues and effectively relaying workplace information.

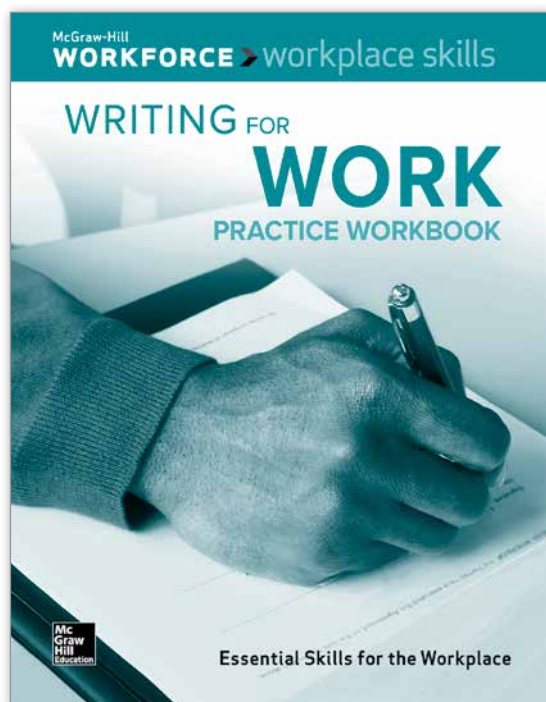


McGraw-Hill  
**WORKFORCE > workplace skills**  
ESSENTIAL SKILLS FOR THE WORKPLACE

**INSTRUCTION** (sample lesson pp. 80–85) The Essential Skills for the Workplace series develops employability skills through workplace-based scenarios to develop the decision making and written communication skills needed to be an effective employee.

Writing for Work Student Edition .....	978-0-07-657792-7
Writing for Work Teacher Edition .....	978-0-07-661083-9





McGraw-Hill  
**WORKFORCE > workplace skills**  
 PRACTICE WORKBOOK

**PRACTICE** (sample lesson pp. 86–87) These consumable workbooks are built upon the College and Career Readiness Standards and are aligned to CCRS levels A–D. Designed to provide extra practice of core workplace skills, these workbooks can supplement any CCRS-aligned contextualized academic skills and essential skills instruction or can serve as stand-alone materials for practicing these skills. The series includes nine workbooks in the subject areas of applied mathematics, locating information, reading for information, employability skills, and writing for work, each with workplace contextualization. Available in English and Spanish.

- Workplace Skills Practice Workbook, Writing for Work, 10-pack ..... 978-0-07-902041-3
- Workplace Skills Practice Workbook, Writing for Work (Spanish Edition), 10-pack ..... 978-0-07-682971-2

## Lesson 3 ■ ■ ■

# Summarizing Information

Many writing tasks require workers to take notes and summarize information. To do this, you need to recognize important details and organize them clearly.

### Skill Examples

**Summarizing a Conversation** Sheree is a human resources representative for a publishing company. This morning, the CEO calls her and leaves a message.

*This is Donna. It's supposed to snow all day, and the roads are a mess. Let people know the office is closed. This will affect profits, but it can't be helped. Employees with remote access may work at home, but it's not required. If needed, I can be reached via my home e-mail. People should assume the office will be open tomorrow unless they hear otherwise.*

The following examples show how Sheree might summarize the conversation in an e-mail. Read each example. Then answer the questions that follow.

#### EXAMPLE 1

E-mail Message

**To:** All Employees  
**Subject:** Weather issues

---

Good morning,

As you may have expected, Donna has decided to close the office today due to the snowstorm. The roads are very dangerous, so be safe and stay home. Our profits will suffer, but I suppose safety is more important.

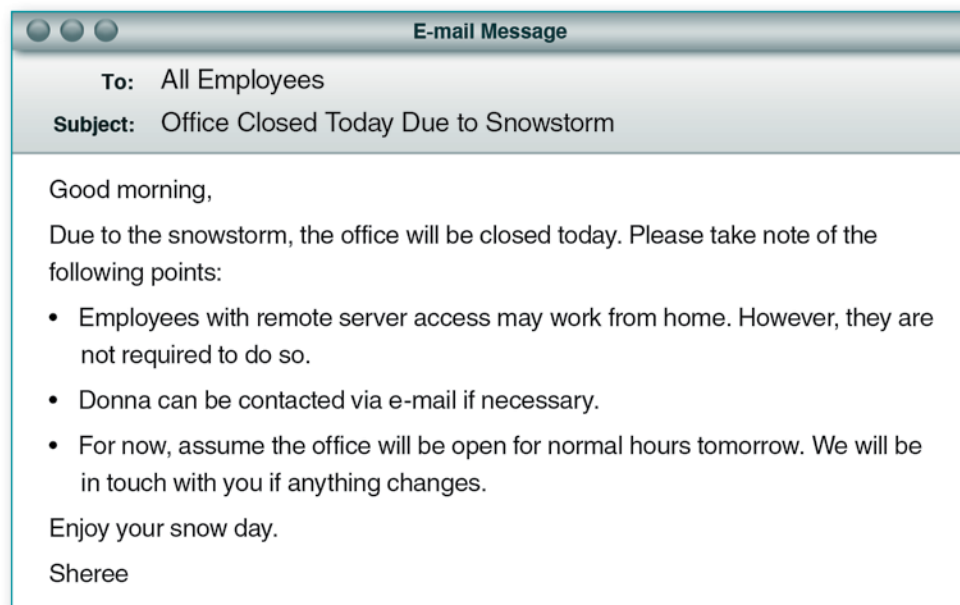
Sheree

1. Which question cannot be answered based on this e-mail?
  - A. Who is sending the message?
  - B. Why is the office closed?
  - C. Who decided to close the office?
  - D. Can employees work from home?
  - E. Are the roads dangerous?
  
2. Which piece of information should Sheree have included in the e-mail?
  - F. The snow will continue all day.
  - G. There are problems on the interstate highway.
  - H. Donna called Sheree this morning.
  - J. Donna asked Sheree to e-mail all the employees.
  - K. The office is open tomorrow unless employees hear otherwise.

### Remember!

**Tone** When writing to your coworkers, it is important to maintain a professional tone. This shows that you take your job seriously. The following statement from *Example 1* is inappropriate: *Our profits will suffer, but I suppose safety is more important.* This makes it sound like Sheree questions whether the office should have been closed. It is not a good idea to publicly question a supervisor like that. Sheree's comment also makes it sound like she questions whether safety is more important than profits. This is also something that should not be stated publicly.

## EXAMPLE 2



- Which subject line would provide the most clarity for this message?
  - Snow Day
  - Weather Issues
  - Work from Home If You Can
  - Snowstorm Causes Dangerous Driving
  - Office Closed Today Due to Snowstorm
- What additional information would be the most appropriate to include in this e-mail?
  - Donna's e-mail address
  - Sheree's home address
  - a link to the day's weather forecast
  - a list of local roads that are closed
  - an estimate of how the lost work day will affect profits

**Think About It** Which example do you think more effectively summarizes the information? In forming your answer, think about the following questions.

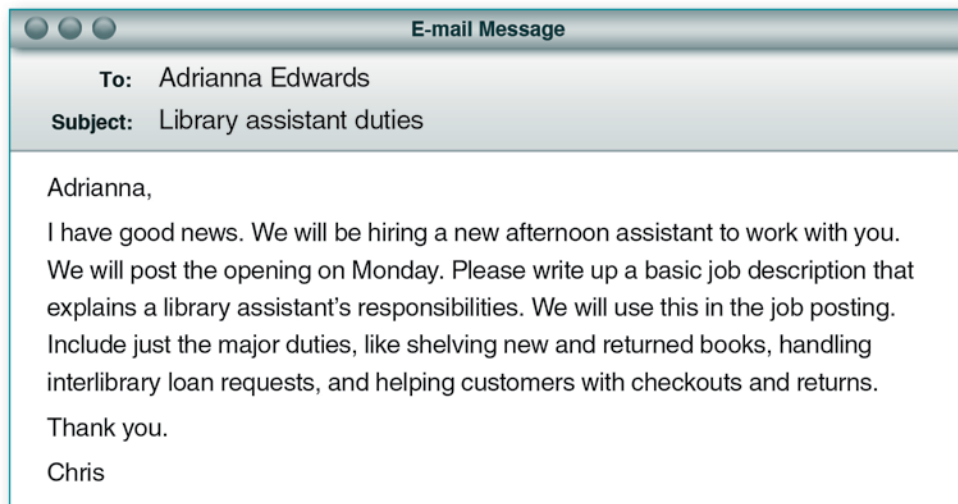
- **Details** If important details are left out of Sheree's e-mail, what problems could result?
- **Organization** How does the organization of each example help make the information clear?

## Remember!

**Word Choice** When writing a message, carefully consider your word choice. Do not use words or terms that are awkward or vague, such as *stuff* or *things*. In *Example 2*, Sheree uses clear words and phrases, such as *are not required* and *will be closed*. This helps her audience clearly understand her message.

## Try It Out!

**Writing a Job Description** Adrianna works as a library assistant. The library has decided to hire another assistant to help out in the afternoon, which is the library's busiest time of day. Adrianna's supervisor has sent her an e-mail requesting that Adrianna create a job description for a library assistant.



Adrianna must summarize her major duties and provide enough details so that job seekers will understand the position. She also must make sure her writing is organized. She uses the *Pre-Writing Plan* to help her.

Pre-Writing Plan			
TOPIC	PURPOSE	AUDIENCE	FORMAT
Library assistant's job responsibilities	To list and briefly explain job duties	Job seekers	Job description

Adrianna chooses to create a document that lists and explains her major job duties by category. As Chris has requested, she focuses on three major tasks.

### LIBRARY ASSISTANT JOB DESCRIPTION

**Major Function:** The library assistant help patrons and staff.

**Major Duties:**

**Shelving Books**  
Shelves new and returned books

**Checkouts and Returns**  
Uses the computerized scanning system to help patrons with checkouts and returns

**Interlibrary Loans**  
Assists guests as needed in completing the paper ILL request forms  
Enters formal requests into the Interloan system

## Remember!

### Subject-Verb

**Agreement** Subjects and verbs must agree with one another in number. Singular subjects take singular verbs, as in *She runs every morning*. Similarly, plural subjects take plural verbs, as in *The books are easy to read*. The subject and verb do not agree in this sentence from the job description: *The library assistant help patrons and staff*. The correct way to write it would be: *The library assistant helps patrons and staff*.

A brief, organized explanation of job duties fulfills the writer's **purpose**.

The writer knows who her **audience** is, so she feels confident that her audience will be familiar with words like *Interloan* and acronyms like *ILL*.

**Writing a Job Description** A rental car company recently hired Laura as a customer service representative. On her first day, a colleague provides this brief job description:

Customer Service Representative
Job Description
Your primary duty each day is to cover the phone at your work station at all times. This is very important. We never want a situation where customers call and just hear the phone ring. Plan for this when you take breaks.
At the start of each call, ask for the customer's account number. Use it to verify that the information in our computer system is correct. Whenever possible, try to resolve the customer's issue yourself. However, in some cases, you will need to direct calls to a rental agent or to the customer accounts office. (Note: The Employee Training Manual provides guidelines for how you can help customers and when to transfer a call to someone else.)
Throughout the day, maintain the computer log of your phone calls. Record the exact time of each call remember to include the proper code. For example, use numeral 1 for customer questions, 2 for complaints, and 3 for compliments. This helps the company easily see what types of calls we are receiving.

Write a short response to each item below.

1. How could this job description be organized so that Laura's job duties are easier to see and understand?
2. The last sentence of the first paragraph does not give enough information about how breaks are supposed to be covered. Rewrite this sentence, making it clear that customer service representatives are responsible for getting coworkers to cover their workstations during breaks.

**Reflect** In both these examples, the writers used the *Pre-Writing Plan* to think carefully about the audience and purpose before deciding which details to include and how to organize them. Do you think the organization and details in the examples on pages 20 and 21 fulfill each writer's purpose?

## Remember!

**Run-on Sentence** In the last paragraph of the job description, the second sentence is a run-on sentence. A run-on sentence occurs when two sentences are combined without punctuation or a conjunction. You can fix a run-on sentence by breaking it into two sentences. You can also combine the two sentences with a comma and a conjunction, such as *or*, *and*, or *but*. The run-on sentence in the job description can be rewritten as two sentences: *Record the exact time of each call. Remember to include the proper code.* It can also be rewritten, using a comma and the conjunction *and*: *Record the exact time of each call, and remember to include the proper code.*

## On Your Own ■ ■ ■

Read the following scenarios. Then write your own communications based on each scenario.

### SCENARIO A Summarizing an Account of an Incident

In your job as a police officer, you respond to a call about a burglary. The burglary took place at Officeworld Office Supply Store. You have the following conversation with the store manager, Carl.

*YOU: Could you tell me how and when you discovered the burglary?*  
*MANAGER: When I came in this morning at 7:00, I noticed that the glass on one of our display cases was broken. A large laser printer was missing, along with several boxes of ink and toner cartridges. Someone must have broken in last night.*  
*YOU: Were there any other signs of breaking and entering?*  
*MANAGER: No, not that I noticed. I don't know how they got in.*  
*YOU: Approximately what was the value of the stolen merchandise?*  
*MANAGER: All in all, about \$500.*  
*YOU: Thank you, sir. We'll just take a look around to see if we can find out anything else.*

In your investigation, you discover that the back entrance was left unlocked. You conclude that the burglar probably used this entrance. Now you need to write a report with details about the crime.

Complete the *Pre-Writing Plan* below. Then write a description of the incident to use in the report. Use sequence words.

Pre-Writing Plan			
TOPIC	PURPOSE	AUDIENCE	FORMAT
Burglary at Officeworld		Other police officers	

### SCENARIO B Taking a Phone Message

You are the office manager for an HVAC (heating, ventilation, and air conditioning) company. One of your customers is the Bright Start Day Care Center on Morningbird Lane. The day care center owner, Carol Myers, calls one morning. She says the air conditioning system is malfunctioning. She says that this morning, the day care was very warm and stuffy, so she turned on the air conditioner. Now the air conditioner will not turn off. No matter how she adjusts the thermostat, there is still cold air coming out of the vents. The children are complaining about being cold. Carol needs the problem fixed immediately, or she will have to close the center for the day. You need to write a message to an HVAC technician describing the problem.

Complete a *Pre-Writing Plan* on your own. Then write a detailed description of the problem to send to the technician.

**SCENARIO C Summarizing a Message from a Supervisor**

You work for a commercial electrical contractor as an accounts receivable clerk. Part of your job is to contact customers about overdue payments. Your supervisor, Lynn, leaves you a note regarding overdue payments from the Ashland Manor apartment complex. She tells you that the company did electrical work for the apartment complex in January and February. However, the company has still not been paid for the work. Lynn wants you to resend invoices DDO111 and DDO211 along with a letter. In the letter, you should explain that the payment for DDO111 is now 45 days overdue, and the payment for DDO211 is 30 days overdue. You should also tell the complex to disregard the bills if it has already sent in the payment.

Complete a *Pre-Writing Plan* on your own. Then write a letter to Ashland Manor that summarizes Lynn's message.

**SCENARIO D Summarizing Guidelines**

You stock produce at a grocery store. The store manager calls a meeting with everyone who handles produce to discuss some new food-handling policies. You have been asked to take notes during the meeting. You will use your notes to summarize the new policies. Your summary, based on the following, will be posted in the break room.

*Thank you all for coming. I just want to go over some new policies to make sure we are following the new food safety guidelines when we handle produce. First, make sure all refrigerated items are stored in the proper refrigerator. No one should store any produce in the refrigerator that is now reserved for meat. Finally, make sure all knives and cutting surfaces are washed thoroughly after each use. Use the green cleaning solution to wash any items. I realize it will take some time to get used to these changes. However, we have to start following these guidelines strictly by next Wednesday.*

Complete a *Pre-Writing Plan* on your own. Then write a summary of the new guidelines based on information presented in the meeting.

**Summary ■ ■ ■**

When you write a summary, focus on the important points. Additionally, keep these points in mind:

- **Details** Determine which details are important and which should be left out. Make sure any details you include are accurate.
- **Organization** One way to present information clearly is to use time order with sequence words. You can also use bullet points or headings to organize information. This can make your writing easier to understand.

*Answers begin on page 138.*

## Lesson 3 Summarizing Information ■ ■ ■

### Summary of Skills

*Summarizing* is explaining the most important ideas in a text or other source of information in your own words. Summarizing in the workplace helps you focus on the essential information needed to perform your task or work responsibilities. Some workplace situations may require you to take notes and summarize the information, such as during team meetings or training sessions. When you write a summary, focus on the most important ideas provided.

To be an effective employee, you will be expected to exhibit the following skills:

- **Identifying Key Details** Determine which details are important and which should be left out of your summary. Make sure any details you include are accurate. You can do this by rereading the summary or asking a coworker to read it to confirm the information.
- **Organizing Information** Present information clearly when summarizing. You can use sequence words such as *first*, *next*, and *last* if time order is important. You can also use bullet points or headings to organize related information together into smaller pieces or chunks. This can make your summaries easier to understand.

### On Your Own

#### SKILL Identifying Key Details

**Summarizing a Message** You work as an office manager for a plumbing company. One of your responsibilities is to dispatch messages to the team when emergencies arise. Your team has a tight schedule today; however, you arrive at the office to find the following voicemail about a new problem from a regular customer:

*"Hi, this is Janice from Happy Hearts Pediatric. This morning our water was quite cold so we tried adjusting the temperature dial on the water tank. Once we tried that, the water became scalding hot. Now no matter what we try, we can only get extremely hot water. If we cannot get this fixed immediately, we are going to have to close for the day. Could you please give me a call ASAP so we can find out when this will be fixed? I can be reached at 222-555-7777. Thank you."*

You call Dana, a plumber working on another job in the area. She asks you to send an email message to her smartphone summarizing the details of the problem so she can address it in a timely manner.

*Refer to the Pre-Writing Plan as described on page 3 to help you answer the following questions. Write your answers on a piece of paper or in a notebook.*

1. **TOPIC** What is the main idea of your message? What are the most important details that support the topic?
2. **PURPOSE** What outcome do you want for this situation as a result of this message?
3. **EVALUATE** What are the possible consequences for the responding plumber and the customer if your email does not explain the urgency of the situation? What might happen if you leave out critical details?

On a separate sheet of paper, write a summary of the situation that you will email to the plumber. Your message should include the most important details to support the desired outcome for the customer. Refer to the self-evaluation sheet on page 40 to reflect on your response.



**SKILL** Organizing Information

**Summarizing Requests** You are an Information Technology (IT) support specialist for a legal firm. One of your responsibilities is to track technology issues reported by employees and make certain they are fixed. You have a weekly meeting with Marsha, the office manager, to discuss current IT issues reported by the staff. You need to prioritize the IT tasks by urgency and importance, and then respond to Marsha summarizing how you've organized her requests. Use the following notes from your meeting to write a response to her that 1) prioritizes your tasks and 2) summarizes the order that you will address the IT issues.

### Meeting with Marsha – Notes on IT Issues

- New employees (3 total) need desktops set up at workstations. Not urgent, but important. Tech and supplies have already arrived. Set up next week after Marsha provides locations.
- 7 employees need their laptop security updated. Related to previously reported company-wide issue. Not urgent, but important to do soon.
- NEW urgent issue: Mary's computer got a virus with the message "Mail error 364". Not heard of it before. Additional support suggested as it's a previously unknown issue. Potential critical impact across multiple employees.
- Clark needs assistance setting up a new printer in his office. This is not urgent, but I'll work with him on Friday since it's important for his workflow.
- Firm's database is not backing up files from Rikki's paralegal's station. Missing important documents are creating an urgent issue in meeting court filing deadlines

Complete the following chart using your notes from the meeting to organize your Pre-Writing Plan.

- Who are you writing a response to? That person is your audience.
- Think about what format would best communicate the determined priorities to your audience. Is a phone call, an in person meeting, a memo, or an email more effective? Why do you think that format is best?

Even a summary for an in-person meeting should be written out to keep you organized and prepared. Your summary needs to communicate important details, so the format you choose will affect how you organize the information and your writing.

Pre-Writing Plan			
Topic	Purpose	Audience	Format

On a separate sheet of paper, use your Pre-Writing Plan to write a well-organized summary of the issues that should be included in your response to Marsha. Your summary should explain how you have organized the tasks based on their urgency and importance. Be sure to use clear, concise wording to make sure the person receiving the message (Marsha) will understand your organization and is not confused by wordy language. Refer to the self-evaluation sheet on page 40 to reflect on your response.

## Workplace Writing Skills

**Word Choice** Sometimes the way we summarize information changes based on the format. For example, when writing an email, the subject line is an important opportunity to summarize what information your email will contain. With a partner or a group, review the **On Your Own** scenarios in this lesson. Brainstorm some suggestions for effective subject lines for each message.

- What information describes the content of the email?
- What key words should you include in the subject line?
- What information is too detailed for a subject line?

# Career Companions Overview



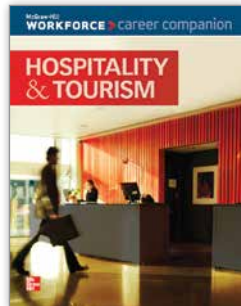
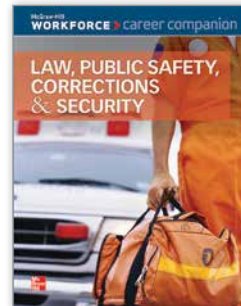
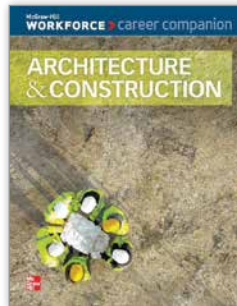
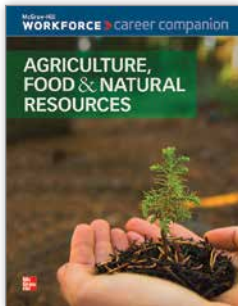
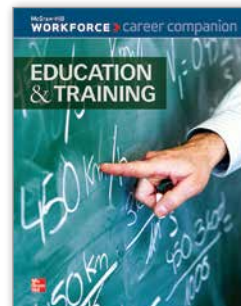
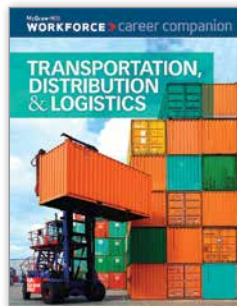
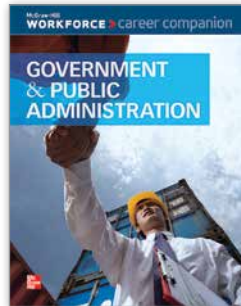
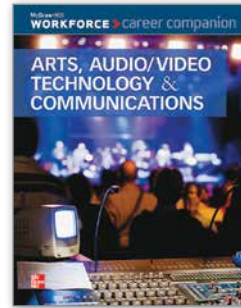
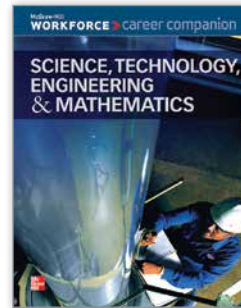
**The Career Companions series helps students explore career paths and understand what it takes to be successful in various fields. Students will be prepared for a sustainable career path that provides living wages within one of the 16 national career clusters.**

Each book is broken into “Explore” and “Prepare” sections. The “Explore” section provides synopses of careers and prepares student to enter an industry. The “Prepare” section includes instruction, examples, and problems presented within the context of a specific industry, allowing students to practice contextualized skills within the area of their career interests.

Adult educators can use these books to craft individual student plans of study for a broad range of career options.

## **PRACTICE** (sample lesson pp. 90–97)

Agriculture, Food, & Natural Resources .....	978-0-07-661064-8
Hospitality & Tourism .....	978-0-07-661072-3
Architecture & Construction .....	978-0-07-661065-5
Human Services .....	978-0-07-661073-0
Arts, Audio/Video Technology, & Communications .....	978-0-07-661066-2
Information Technology .....	978-0-07-661074-7
Business Management & Administration .....	978-0-07-661067-9
Law, Public Safety, Corrections, & Security .....	978-0-07-661075-4
Education & Training .....	978-0-07-661068-6
Manufacturing .....	978-0-07-661076-1
Finance .....	978-0-07-661069-3
Marketing, Sales, & Service .....	978-0-07-661077-8
Government & Public Administration .....	978-0-07-661070-9
Science, Technology, Engineering, & Math .....	978-0-07-661078-5
Health Science .....	978-0-07-661071-6
Transportation, Distribution, & Logistics .....	978-0-07-661079-2



## SKILLS PRACTICE

# READING FOR INFORMATION

Reading for information is a key skill in the health science industry. You may spend your days working in an office, a hospital, or an ambulance. No matter what the job, at some point you will need to read text to gather information. Before applying for a job, you will need to read a job description and understand the duties involved. You may be required to read a job application and understand the information it asks you to provide. Once hired, you may need to read the employee handbook, which lists rules and regulations for your position.

To succeed at a job, you must be able to understand the purpose of texts you encounter and identify the most important ideas and details. You must also know how to respond to them.

In the following pages, you will encounter a variety of workplace documents to read and interpret. You will also use a wide range of reading skills.

When you read a question on the following pages, think about what is being asked and how you might find the answer. Read the text carefully, focusing on the information you are asked to find or the steps you are asked to take. After you have chosen an answer, look back to make sure you have answered the question being asked.



Learning these key reading skills will speed your path to advancement in the health science industry.

## KEY SKILLS FOR CAREER SUCCESS

Here are the topics and skills covered in this section and some examples of how you might use them to read different types of materials.

TOPIC	SKILL
<p><b>Read and Understand Information in Workplace Documents</b></p> <p>Example: As a cardiovascular technician, you may need to find details in a patient's medical file.</p>	<ol style="list-style-type: none"> <li>1. Identify Main Idea and Details</li> <li>2. Identify Details That Are Not Clearly Stated</li> </ol>
<p><b>Follow Instructions from Workplace Documents</b></p> <p>Example: As a radiologist, you may need to read instructions to set up and operate a new MRI machine.</p>	<ol style="list-style-type: none"> <li>3. Understand and Apply Basic and Multi-Step Instructions</li> <li>4. Apply Instructions to Unique Situations</li> </ol>
<p><b>Define and Use Words in the Workplace</b></p> <p>Example: As a medical transcriptionist, you may need to transcribe and edit text that contains medical acronyms, technical terms, and jargon.</p>	<ol style="list-style-type: none"> <li>5. Determine the Meaning of New Words</li> <li>6. Understand Unique Words and Acronyms</li> <li>7. Understand and Apply Technical Terms and Jargon</li> </ol>
<p><b>Understand and Follow Policies and Procedures in Workplace Documents</b></p> <p>Example: As a patient representative, you must understand a medical facility's policies and be able to explain them to a patient.</p>	<ol style="list-style-type: none"> <li>8. Apply Workplace Policies and Procedures</li> <li>9. Understand the Rationale Behind Workplace Policies</li> </ol>

## SKILL

## 5

Read and Understand Information in Workplace Documents

Follow Instructions from Workplace Documents

Define and Use Words in the Workplace

Understand and Follow Policies and Procedures in Workplace Documents

## DETERMINE THE MEANING OF NEW WORDS

Health science workers occasionally come across words whose meaning is unclear. Some may be defined in the text, while others require the reader to discover the meaning. For example, a medical transcriptionist might come across an unfamiliar medical term when reviewing the transcript of a doctor's dictation. The context surrounding the word and the reader's background knowledge can help clarify the word's meaning.

### TAKING TEMPERATURE USING THERMOMETERS

Thermometers are used to take temperatures from many different locations. For example, oral temperatures may be taken only with a sub-lingual thermometer placed under the tongue. A tympanic thermometer measures the temperature of the tympanum, or eardrum. A band thermometer is applied to the patient's brow, or forehead.

- As a health aide at a local clinic, you need to know how and when to use different types of thermometers. Where is a **sub-lingual** thermometer placed?
  - under the tongue
  - on the brow
  - in the mouth
  - over the tongue
  - in the ear
- What does the term **tympanum** mean?
  - tongue
  - mouth
  - eardrum
  - forehead
  - brow

### USING BED RESTRAINTS TO PREVENT FALLS

Falls are common for patients, especially older ones. Patients can become dizzy, confused, or unconscious because of hearing or vision problems, medication they are taking, or other illnesses.

Only doctors should decide if a patient needs bed restraints. Part of your job as a nurse assistant is to prevent patients from harming themselves due to falls. One way of doing that is by using bed restraints, called side rails or bed rails.

Side rails are located on each side of the patient's bed; they can be raised or lowered as needed to prevent the patient from falling from the bed; the nurse assistant can lock them into place. Alert patients, who are aware of their surroundings, may consider themselves confined or even embarrassed to have the side bed rails raised; in this situation ask your supervisor for advice.

3. You are a nurse assistant in a nursing home. In your procedures manual, you find instruction on how to keep patients safe by using bed restraints. What do **bed restraints** do?
- A. keep patients comfortable while they sleep
  - B. keep patients from becoming dizzy or confused
  - C. prevent patients from falling out of bed
  - D. help avoid embarrassment to the patient
  - E. keep patients confined
4. What does **alert** mean?
- A. confused
  - B. aware
  - C. present
  - D. awake
  - E. able

### ANSWER KEY

- Item 1:** A under the tongue  
**Item 2:** C eardrum  
**Item 3:** C prevent patients from falling out of bed  
**Item 4:** B aware

## SKILL

## 6

Read and Understand Information in Workplace Documents

Follow Instructions from Workplace Documents

Define and Use Words in the Workplace

Understand and Follow Policies and Procedures in Workplace Documents

## UNDERSTAND UNIQUE WORDS AND ACRONYMS

Acronyms (words made from the initials of several words) and unique terms may sometimes be used without explanation in work situations. For example, a medical office assistant may need to understand common acronyms and abbreviations for medical tests, such as a CAT (computerized axial tomography) scan, in order to help schedule a patient's tests. To understand these terms, readers should use prior knowledge and study the context, or the information surrounding the words.

### KINESIOLOGY: HOW TO USE THE SCIENCE OF HUMAN MOVEMENT TO IMPROVE OUR POSTURE AND LIFE

Kinesiology, or human kinetics, is the science of human movement and the body posture during movement. Applied kinesiology is used by many practitioners (including chiropractors, osteopaths, medical doctors, and dentists) to evaluate body functions by using different muscle tests. Applied kinesiology practitioners ask patients to perform muscle tests, to better examine structural factors such as posture and gait. Then practitioners apply light fingertip massage to pressure points on the body and/or head, to stimulate or relax key muscles. Because it works on tissues that are connected, kinesiology is used to improve a patient's digestion, energy, joint pain, allergies, asthma, and headaches.

- You are a holistic medicine practitioner who wants to specialize in applied kinesiology. When you study for an upcoming practical test, you come across this article excerpt. What does the phrase **pressure points** mean in the context of this article?

  - areas of pain caused by too much stress at work
  - relaxed points on the body
  - points on the skin on which practitioners apply force
  - structural factors such as posture and gait
  - pain in the joints caused by allergies or asthma
- What is the meaning of **kinetics** in this excerpt?

  - massage of key parts of the body
  - stimulation of key muscles
  - transfer of energy between tissues
  - movement of the human body
  - the practice of kinesiology



### CALL FOR VOLUNTEERS

The Department of Children Services (DCS) is looking for volunteers to help children and youth in the community. Volunteers must be at least 18 years of age. The DCS is looking for volunteers from different social-economic and educational backgrounds who will be a positive influence on and supportive of children and youth. They must also have the skills and qualities needed to be an effective volunteer.

Volunteers must live in the state. Non-residents cannot volunteer with the Department of Children's Services unless special permission is obtained from the District Office (DO) where the individual wants to volunteer. The head of the DCS must approve any decisions the DO makes regarding out-of-state volunteers.

3. As a recently hired volunteer coordinator in human services, you have received this qualifications document. According to the document, the DCS must sanction approval for out-of-state volunteers. What do the letters DCS stand for?
  - A. Drug Counseling for Students
  - B. Direct Counseling and Services
  - C. Department of Care for Suffering
  - D. Development for Children Services
  - E. Department of Children's Services
4. What do the letters DO stand for in the second paragraph?
  - A. District Office
  - B. Department Officer
  - C. Dedicated Opportunity
  - D. Direct Occupation
  - E. Director of Operations

### ANSWER KEY

- Item 1:** C points on the skin on which practitioners apply force  
**Item 2:** D movement of the human body  
**Item 3:** E Department of Children's Services  
**Item 4:** A District Office

## SKILL

## 7

Read and Understand Information in Workplace Documents

Follow Instructions from Workplace Documents

Define and Use Words in the Workplace

Understand and Follow Policies and Procedures in Workplace Documents

# UNDERSTAND AND APPLY TECHNICAL TERMS AND JARGON

Some workplace documents use technical terms and jargon that are specific to the health science industry. Optometrists may need to understand technical terms relating to vision problems in order to learn about new procedures for correcting vision, for example. They must be able to interpret the meanings of these terms and apply them to the situation at hand.

## RADIOLOGIC EXAMINATIONS USING CONTRAST MEDIA

Certain materials or gases can be injected into veins, arteries, lymphatics, or hollow cavities to obtain contrast with the surrounding tissues. A contrast medium is a radiopaque substance which obstructs the passage of X-rays so that the structures containing it appear white on the X-ray film, thus delineating abnormal pouches or growths and defining the contour of body structures on X-ray. Examples of radiopaque material are Hypaque and Renografin, dyes used in intravenous pyelogram (IVP) and barium (the substance used in gastrointestinal series).

1. You are a new radiology technician reviewing training materials for certification. In the simplest terms, what does a **contrast medium** do?
  - A. detects materials or gases
  - B. treats gastrointestinal diseases
  - C. treats abnormal growths
  - D. detects radiopaque materials
  - E. defines contours of internal body structures
2. A **radiopaque** substance has the ability to do what?
  - A. enhance visible light
  - B. block visible light
  - C. enhance X-rays
  - D. block X-rays
  - E. protect someone from radiation damage

## CARPAL TUNNEL SYNDROME TREATMENTS MANUAL FOR OCCUPATIONAL THERAPISTS

Carpal Tunnel Syndrome, or CTS, is caused by repetitive motion of the hand/wrist. CTS occurs when the patient puts stress on the nerve that runs through a sheath in the wrist to the fingers, or the carpal tunnel, causing tingling, sometimes even numbness, weakening of the hand and fingers, and inability to handle small, detailed objects or to squeeze the hand shut.

Treatment involves therapy, cortisone shots in the affected wrist or, if nothing else works, surgery. During the surgery, a hand surgeon makes a 2-inch incision through which the surgeon then cuts the carpal tunnel ligament, thus enlarging the carpal tunnel.

Occupational therapist (OT) assistants specialized in treating carpal tunnel syndrome (CTS) can care for their patients in several ways. The OT assistant can recommend and advise on ergonomic equipment that the patient can use at work to avoid tension in the affected wrist and prevent developing CTS in the good wrist. The use of ergonomically designed equipment helps keep the body in a natural position which, in turn, prevents stress and damage.

3. You are an occupational therapist and are reading an article on treatment for carpal tunnel syndrome. What is the **carpal tunnel**?
  - A. a ligament in the fingers
  - B. tingling or numbness in the wrist
  - C. a nerve sheath in the wrist
  - D. weakening of the hands and fingers
  - E. bones in the wrist
4. What does **ergonomic** design mean?
  - A. allows for repetitive motion
  - B. causes tingling or numbness in the hands and fingers
  - C. keeps the body stressed while at the computer
  - D. supports the body in a natural position
  - E. puts stress on the nerve in the wrist

### ANSWER KEY

- Item 1:** E defines contours of internal body structures  
**Item 2:** D block X-rays  
**Item 3:** C a nerve sheath in the wrist  
**Item 4:** D supports the body in a natural position

The programs in the Workplace Skills Ecosystem support the full span of instruction, practice, and integration. Every program is based on a single set of applied, academic skills that can be combined into a variety of configurations to meet your career pathways needs.

**To learn more, go to [mheducation.com/adulted](http://mheducation.com/adulted)**

**To order call 1-800-334-7344**