




APPLIED MATH

DIGITAL WORKBOOKS™

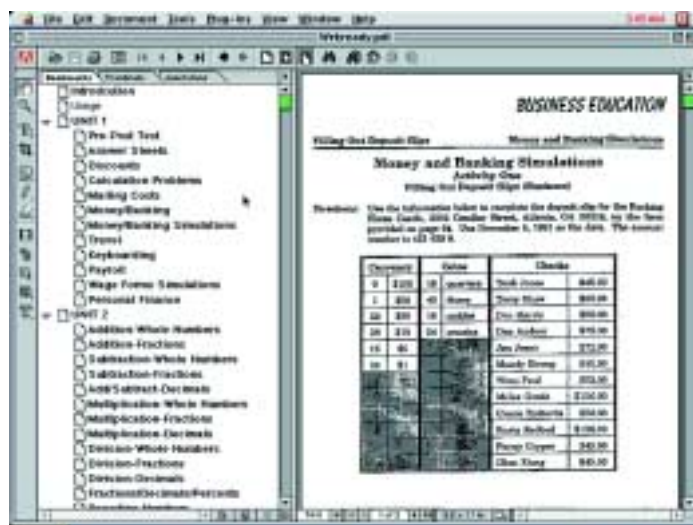
The Applied Math DIGITAL WORKBOOKS™ provide students with career-based math activities related to specific occupational training areas. In addition to helping students improve their basic math skills, they will learn how these skills are used in the workplace.

Applied Math DIGITAL WORKBOOKS™ are:

-  **Convenient** - prints from any computer with a CD-Rom drive. Carry it in your pocket, notebook or purse.
-  **Nonconsumable** - it never wears out, never runs out of activities.
-  **Cost Efficient** - use it year after year with an unlimited number of students at a fraction of the cost of conventional workbooks.

The Applied Math DIGITAL WORKBOOKS™ are as easy as 1 - 2 - 3!

- ① First, insert the Applied Math DIGITAL WORKBOOKS™ CD-Rom into your computer's CD-Rom drive.
- ② Then select the activity (activities) you want to print.
- ③ Finally, select the number of copies you wish to print. That's all there is to it!



Choose from the following titles:

- AMDAG AGRICULTURE
- AMDAM AUTO MECHANICS
- AMDBE BUSINESS ED
- AMDCC CHILD CARE
- AMDCO CONSTRUCTION
- AMDCS COSMETOLOGY
- AMDDF DRAFTING
- AMDEL ELECTRONICS
- AMDFC FAMILY/CONSUMER
- AMDFS FOOD SERVICE
- AMDGA GRAPHIC ARTS
- AMDHS HEALTH SERVICES
- AMDHO HORTICULTURE
- AMDIT INDUSTRIAL TECH
- AMDMK MARKETING
- AMDMW METALS/WELDING

Applied Math Digital Workbooks

Order Number: (see above)

CONTENTS: Each title includes 1 Windows CD-Rom.

Order the complete set for \$948.00 and save over \$315.00!

\$79.00 per title

INTRODUCTION

WELCOME!

Our Applied Math Digital Workbooks™ provide students with the activities that enable them to practice writing in a context related to selected career areas. In addition to improving their writing skills, students will learn how these skills are used in the workplace.


NOTE

These activities are provided in Adobe PDF® format and requires the FREE Adobe Acrobat Reader® 4 to utilize. The Acrobat Reader 4 Installer is supplied on the CD-Rom and is available from the Main Menu. If you have an older version of the reader installed, this will upgrade it to version 4.

TO GET STARTED -

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Then select  **HOW TO USE** to find out how to select/print the Activities.

Select  **GO TO ACTIVITIES** when you are ready to select/print Activities.

MAIN MENU

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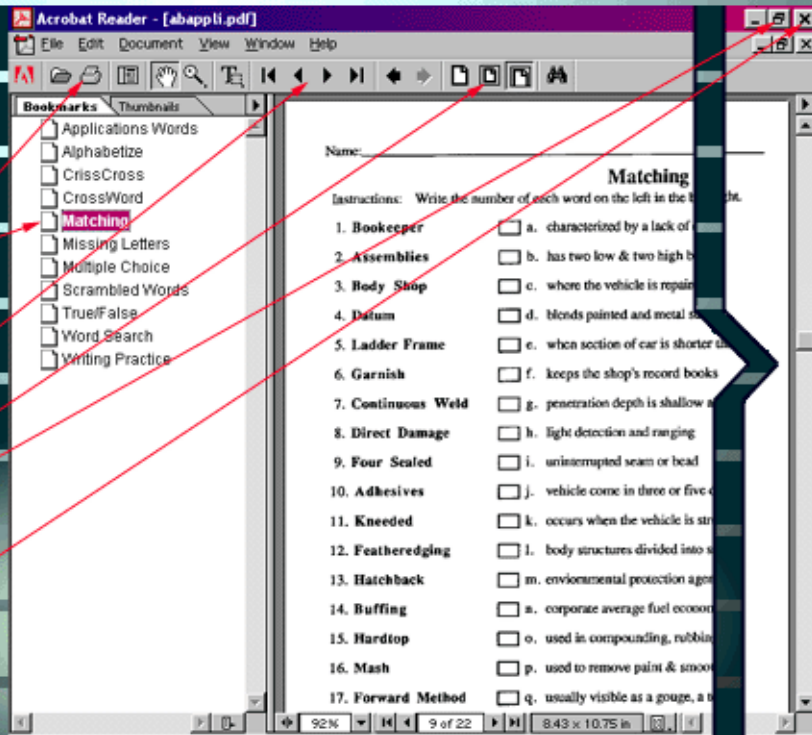
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MAIN MENU

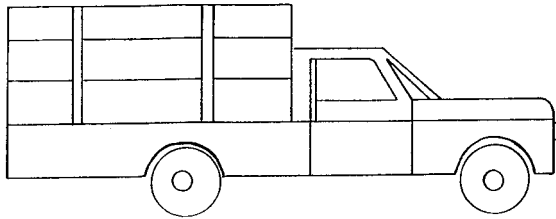
ACTIVITIES

APPLICATION PROBLEMS

Volume of Bins

Solve the following:

- The truck below has sides 5' high; the body is 14' long and measures 7' wide. How many bushels can this truck handle? _____



- A rectangular corn crib has the following measurements: 10' wide, 12' long and 8' high. How much shelled corn will this crib hold? _____
- A trailer on an 18 wheeler will haul a lot of soybeans. If the sides are 6' high, the length is 45 feet and the width is 6 1/2 feet, how many bushels will this 18 wheeler haul? _____
- An old barn has been converted to a storage facility for small grain. The barn is 14 feet x 16 feet long x 20 feet tall. How many bushels of small grain may be stored in this old barn? _____
- A truck body has the following measurements; height 5", width 7 1/2 feet, length 18 feet. If corn weighs 56 pounds per bushel how much does the corn weigh if the truck is full? _____

RATIO AND PROPORTION

Application Problems

Circular Measurement

The circumference of a circle is the distance measured around a circle and is approximately equal to 3 1/7 times the diameter, or 3.1416 times the diameter. The formula for finding the circumference of a circle is $C = \pi d$ when C is the circumference, $\pi = 3 \frac{1}{7}$ or 3.1416, and d is the diameter. Since the diameter is equal to two radii, the formula could also be $2\pi r$ when r is the radius.

- Find the circumference of a circle if the diameter is 4 inches.

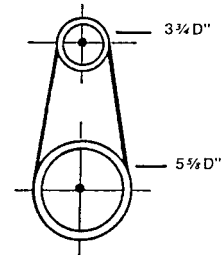
- Find the circumference of a circle if the diameter is 2 1/2 inches.

- Find the diameter of a circle if the circumference is 10 feet.

- Find the circumference of the crankshaft pulley.

- Find the circumference of the fan pulley.

- How many times will the fan pulley turn while the crankshaft pulley turns once? (Refer to answers in problems 4 and 5.)



AGRICUTURE

AUTO MECHANICS

Student Information Repayment of Loans

Study the Loan Payment Schedule below. Use the table to answer the questions below.

Loan Payment Schedule (18% Annual Percent Rate)					
Amount of Loan	Monthly Payment				
	12 Months	18 Months	24 Months	36 Months	48 Months
\$ 100	\$ 9.17	\$ 6.38	\$ 4.99	\$ 3.62	\$ 2.94
200	18.34	12.76	9.98	7.24	5.88
300	27.51	19.14	14.97	10.85	8.82
400	36.68	25.52	19.96	14.47	11.76
500	45.84	31.90	24.96	18.08	14.69
600	55.01	38.28	29.95	21.70	17.63
700	64.18	44.66	34.94	25.31	20.57
800	73.35	51.04	39.93	28.93	23.51
900	82.52	57.42	44.93	32.54	26.44
1,000	91.68	63.80	49.92	36.16	29.38
1,500	137.52	95.70	74.88	54.24	44.07
2,000	183.36	127.61	99.84	72.31	58.75
2,500	229.20	159.51	124.80	90.39	73.44
3,000	275.04	191.41	149.77	108.46	88.13

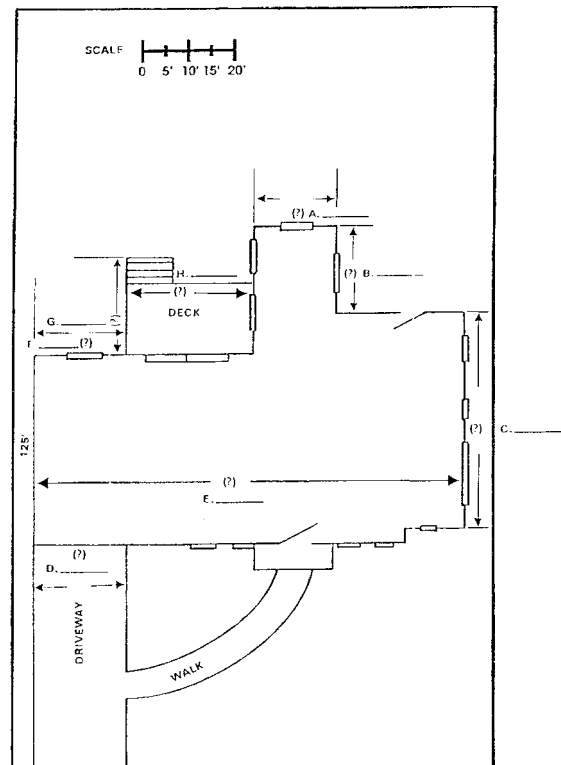
Example

A loan in the amount of \$2000 for 24 months

- Step 1:** Locate the amount of the loan in the "amount of loan" column. \$2000
- Step 2:** Look across the schedule headings until you find the column for the amount of the monthly payment. 24 months — \$99.84.
- Step 3:** Multiply the monthly payment amount (from the schedule) by the number of monthly payments. $\$99.84 \times 24 = \2396.16 .
- Step 4:** To calculate the finance charge, subtract the amount of the loan from the total repayment amount. $\$2396.16 \times \$2000 = \$396.16$.

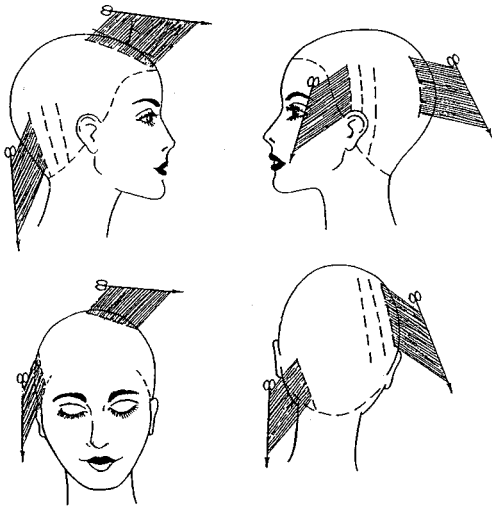
BUSINESS EDUCATION

Using the following scale, figure the (?) dimensions of the house and write the answers in the appropriate spaces.

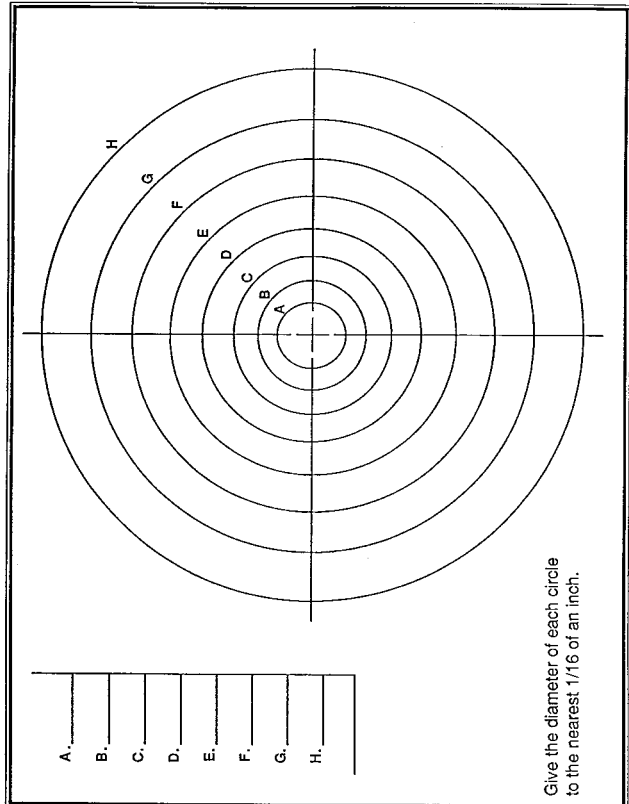


CONSTRUCTION

These pictures show how we use angles to cut strands from shorter to longer lengths to make a tapered haircut that is long at the bottom and shorter at the top.



COSMETOLOGY

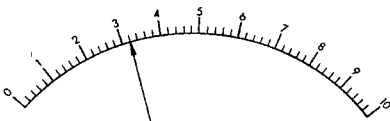


DRAFTING

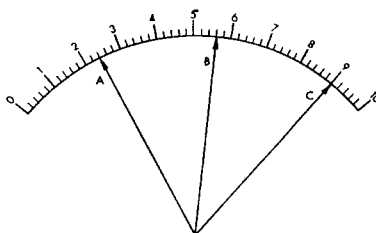
Reading Meters

WORKSHEET 1

- The multiplier is set at 100X on the meter shown below. Find the meter reading as a decimal number to the nearest tenth.



- The voltmeter readings are shown at three places in the diagram below: What were the readings at A, B, and C?



voltage = meter reading x 10

- What reading would have shown on a meter set at a 10X function if you know that the voltage is actually 62 volts?
- What reading would have been displayed on a meter set at a 100X function if the actual resistance is 4800 ohms?

ELECTRONICS

Housing and Home Furnishings

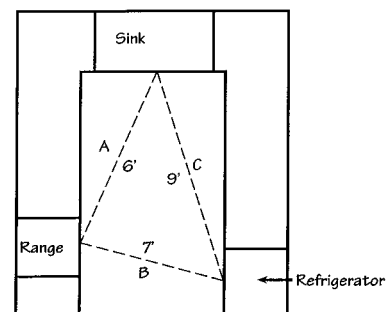
Floor Plans & Measurements Student Information

The arrangement of the work centers in a kitchen should form a triangle for efficient use. The work triangle is planned around the 3 major appliances - the refrigerator, the range, and the sink. Each appliance is related to a major function in food preparation. The arrangement of these appliances is important for efficiency and convenience when working in the kitchen.

The sum of the sides of the triangle should not exceed 22 feet for maximum efficiency.

Example: Perimeter of triangle = sum of the sides

Jean measured the distance between her work centers.



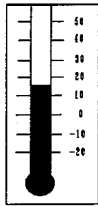
Perimeter of triangle = Side A + Side B + Side C
 Perimeter of triangle = 6 feet + 7 feet + 9 feet
 Perimeter of triangle = 22 feet

FAMILY/CONSUMER

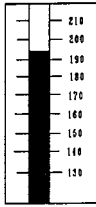
Temperature

Worksheet 4

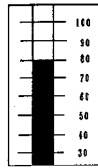
A. In the blank below each thermometer, give the temperature readings in degrees Fahrenheit.



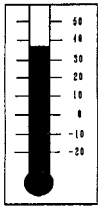
A. _____



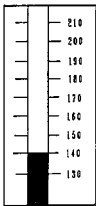
B. _____



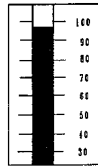
C. _____



D. _____



E. _____



F. _____

B. Using the thermometer on page 22 answer the problems below.

- Write down a temperature that stops bacteria growth. _____
- Write down a temperature that kills bacteria. _____
- Write down a temperature that is within the danger zone for food products. _____
- Write down a temperature that is safe for refrigeration. _____
- Write down a temperature that is safe for holding warm foods. _____
- Write down the normal body temperature. _____

FOOD SERVICE

Type Calculation

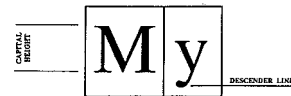
In layout, design work and typesetting, it is often necessary to calculate how many lines of a certain size type will fit into a given depth. The following exercises will show you how these calculations are done and give you some practice doing type calculation problems.

Type sizes are always designated in points. The most common range of type sizes is as follows: 6, 8, 10, 12, 14, 18, 24, 30, 36, 48, 60, 72. However, some in-between sizes are used occasionally, such as 7, 9, 11, 16, 20 and 42 points. For posters requiring very large type, sizes may range above 72 points.

Type size, whether it be on the older metal foundry type or the more commonly used photo typesetters, is determined the same way.

Graphic Arts
Offset Printing

MEASURING PHOTO TYPE



As you can see from the above illustrations of type, each letter contains a shoulder. This space prevents letters on one line from connecting with letters in a line above or below. It creates a space between lines of type to make printing more legible. This space is included in the type size.

GRAPHIC ARTS

ANALYSIS OF GRAPHS AND CHARTS

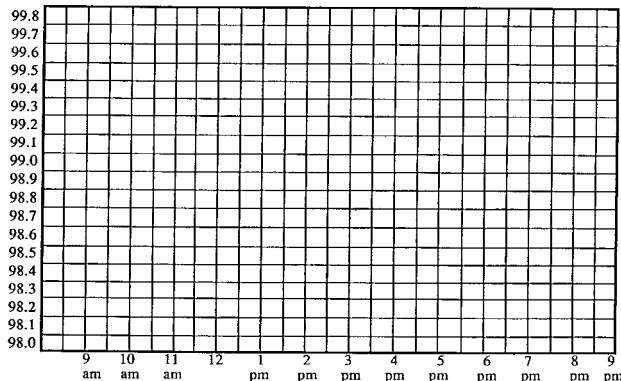
Application Problems

Temperature

Nurse Casey took the following temperature readings for patient Smith during a 12-hour time period:

9 am - 99.3 degrees	3 pm - 99.0 degrees
10 am - 99.4 degrees	4 pm - 98.6 degrees
11 am - 99.5 degrees	5 pm - 98.6 degrees
12 ---- 99.8 degrees	6 pm - 98.6 degrees
1 pm - 99.5 degrees	7 pm - 98.6 degrees
2 pm - 99.3 degrees	8 pm - 98.6 degrees

Construct a line graph below to show the temperature trend for patient Smith.



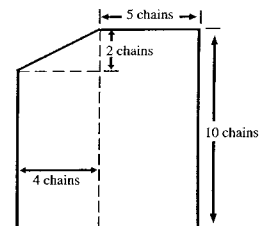
- At what time did the temperature break? _____
- For what time span was the patient's temperature stable? _____

HEALTH SERVICES

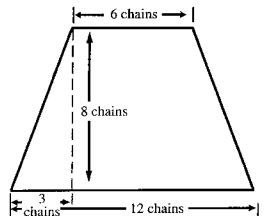
MEASURING LAND
STUDENT INFORMATION AND APPLICATION PROBLEMS

Irregular Plots

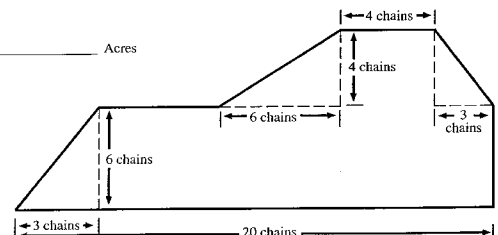
3. Area = _____ Acres



4. Area = _____ Acres



5. Area = _____ Acres



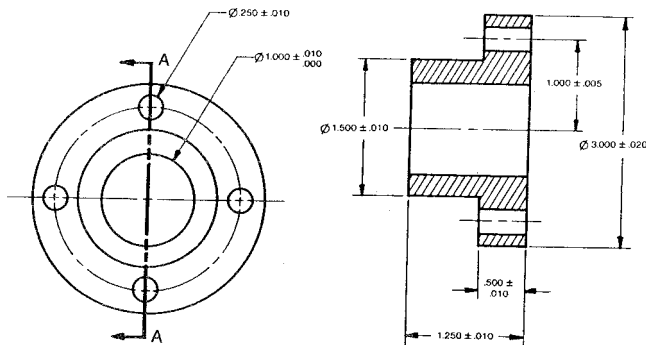
HORTICULTURE

III. Practice Problems:

1. From the drawing below, what is the maximum diameter part? _____
2. What is the minimum diameter of the hole drilled through the part? _____
3. What is the maximum distance that the holes around the rim of the part can be from the center of the part? _____

Answers:

- 1.
- 2.
- 3.



INDUSTRIAL TECH

Operating a Cash Register

Proving the Cash Drawer

Application Problems
Proving the Cash Drawer

1. Complete the following using the form below or one provided by your teacher. Prove the cash drawer against an audit slip showing \$237.25.

Daily Balance Form		Date: _____
Number	Denomination	Amount
75	Pennies	\$
36	Nickles	
50	Dimes	
20	Quarters	
40	\$1.00 Bills	
10	\$5.00 Bills	
8	\$10.00 Bills	
5	\$20.00 Bills	
2	Check	32 45
Cash in Drawer		
Plus Cash Paid Out		10 00
Total Cash		
Less Opening Change		90 00
Cash Received		
Cash Received, Detailed Audit Strip		
_____ Proved _____ Cash Over _____ Cash Short		Amount of Cash Over or Short

MARKETING

GEOMETRIC MEASURES

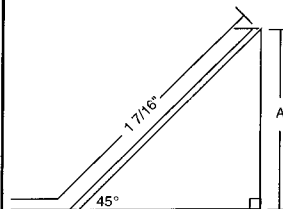
Application Problems

Sine Formulas

Applying the sine formula to the work of the sheet metal technician is illustrated by the following.

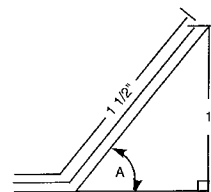
1. Compute height of A (to 1/64 of an inch).

A = _____



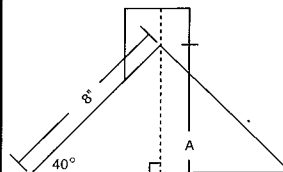
2. Compute the measurement of angle A.

∠ A = _____



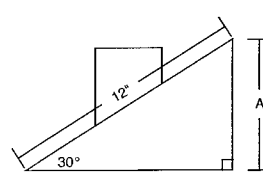
3. Compute length of A (to 1/64 of an inch).

A = _____



4. Compute distance of A (to 1/64 of an inch).

A = _____






METALS/WELDING

APPLIED THINKING DIGITAL WORKBOOKS™

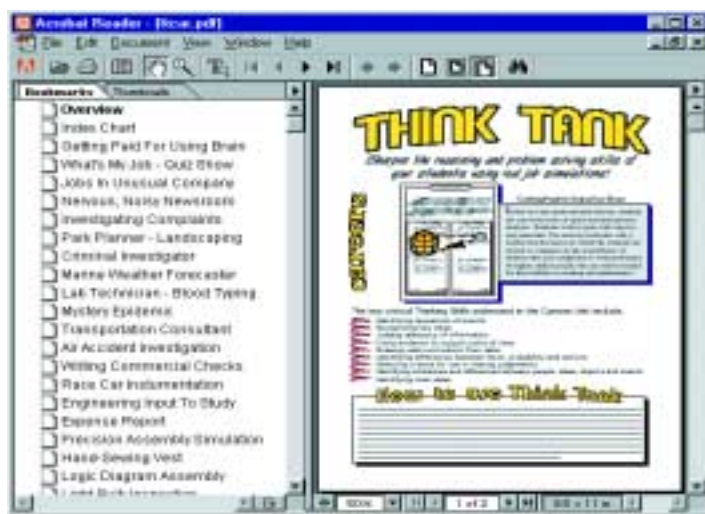
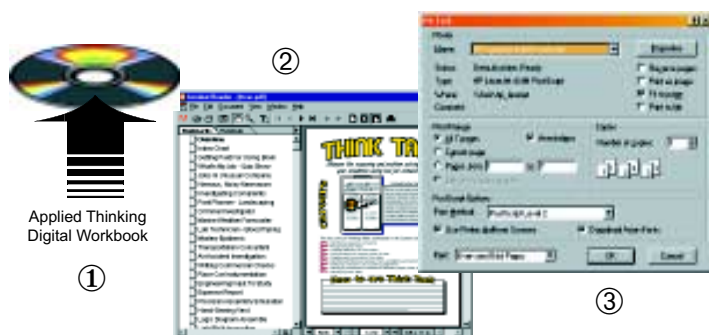
The Applied Thinking DIGITAL WORKBOOKS™ provide students with activities that enable them to apply thinking and problem solving skills in a context related to selected career pathways. In addition to improving their thinking and problem solving skills, students will learn how these skills are used in the workplace. Each CD title contains over 25 hours worth of print-ready applied thinking activities.

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- **ATD TT THINKING TOOLS**
- **ATD AG AGRICULTURE/ENVIRONMENT**
- **ATD AC APPLIED COMMUNICATION**
- **ATD AM APPLIED MATH**
- **ATD AS APPLIED SCIENCE**
- **ATD SS APPLIED SOCIAL STUDIES**
- **ATD BE BUSINESS/MARKETING**
- **ATD CA CAREERS**
- **ATD EN ENGINEERING/INDUSTRIAL**
- **ATD HH HEALTH/HUMAN SERVICES**

Applied Thinking Digital Workbooks
Order Number: (see above)

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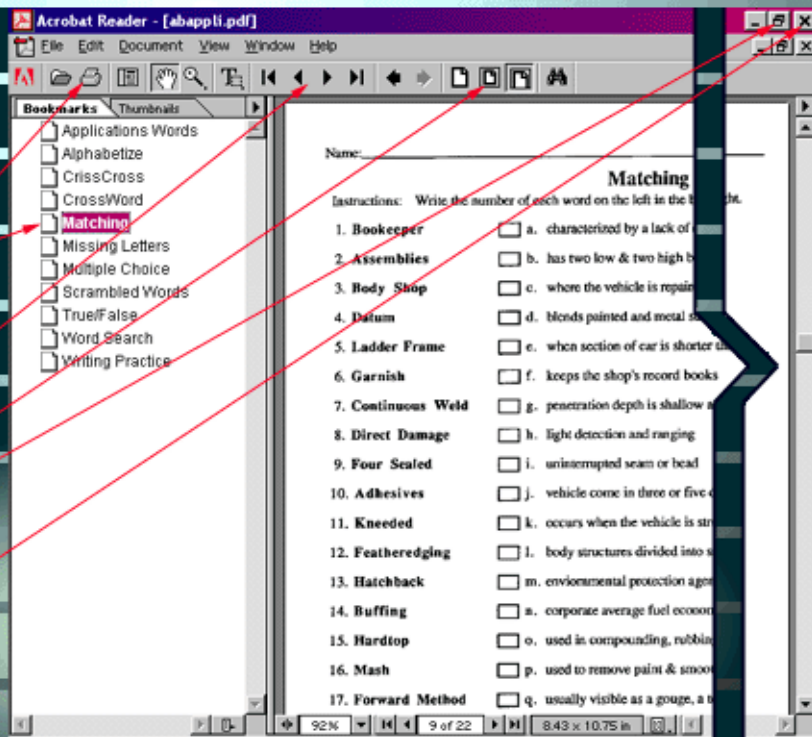
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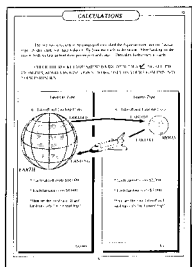
MAIN MENU

ACTIVITIES

THINK TANK

Sharpen the reasoning and problem solving skills of your students using real job simulations!

careers



Getting Paid for Using Your Brain

In this two-day math-oriented activity, students are cast in the roles of space-research mission analysts. Students work in pairs with step-by-step materials. The activity concludes with a teacher-led discussion in which the students are invited to comment on the resemblance of analysis they just completed to work performed by highly skilled people who are well-rewarded for their abilities in reading and mathematics.

The key critical Thinking Skills addressed in the Careers Unit include:

- Identifying sequences of events
- Recognizing key ideas
- Judging adequacy of information
- Citing evidence to support point of view
- Drawing valid conclusions from data
- Identifying differences between facts, probability and options
- Selecting criteria for use in making judgements
- Identifying similarities and differences between people, ideas, objects and events
- Identifying main ideas

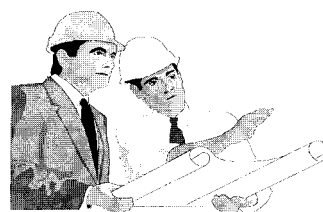
How to use Think Tank

THINK TANK is a packaged set of 25 learning simulations designed to make students deeply aware of the connection between competence in academic skills and the ability to solve work related activities. THINK TANK utilizes simulations to dramatize how skills learned in schools are applied in the real world. All materials are provided as reproduction masters. Each simulation contains a teacher's guide, listed demonstrated performance objectives stated in behavioral terms, and a complete set of student materials. Everything is indexed in hanging file folders for fast finding. Only an office copier is required to run the required number of pages. Because the school is given permission to reproduce all printed materials no repurchasing is ever required. Refer to the flip side of this page for an outline of the various simulations and the corresponding critical thinking skills.

Critical Thinking Skills Index Chart

THINK TANK

careers



Identify Sequences of Events	Recognizing Key Ideas	Judge Adequacy of Information	Cite Evidence to Support Point of View	Draw Valid Conclusions From Data	Identify Differences Between Facts, Probability and Options	Select Criteria for Use in Making Judgements	Identify similarities and differences between people, etc.	Identify main idea
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Getting Paid for Using Your Brain (Intro)	✓	✓	✓	✓	✓	✓	✓	✓
What's My Job? - Quiz Show (Intro)	✓	✓	✓	✓	✓	✓	✓	✓
Jobs in an Unusual Company (Intro)	✓	✓	✓	✓	✓	✓	✓	✓
Air Accident Investigating (Transportation)	✓	✓	✓	✓	✓	✓	✓	✓
Nervous, Noisy Newsroom (Communications)	✓	✓	✓	✓	✓	✓	✓	✓
Investigating Communication Systems Complaints (Electronics)	✓	✓	✓	✓	✓	✓	✓	✓
Park Planner Simulation (Horticulture)	✓	✓	✓	✓	✓	✓	✓	✓
Criminal Investigation (Public Service)	✓	✓	✓	✓	✓	✓	✓	✓
Marine Weather Forecaster (Maritime)	✓	✓	✓	✓	✓	✓	✓	✓
Lab Technician, Blood Typing (Health Services)	✓	✓	✓	✓	✓	✓	✓	✓
Mystery Epidemic (Medicine and Health)	✓	✓	✓	✓	✓	✓	✓	✓
Transportation Consultant (Transportation)	✓	✓	✓	✓	✓	✓	✓	✓
Writing Commercial Checks (Budget and Credit)	✓	✓	✓	✓	✓	✓	✓	✓
Race Car Instrumentation and Passenger Car Failures (Auto Mechanics)	✓	✓	✓	✓	✓	✓	✓	✓
Input to Environmental Impact Study (Engineering and Science)	✓	✓	✓	✓	✓	✓	✓	✓
Filling Out a Travel and Expense Report (Office and Clerical)	✓	✓	✓	✓	✓	✓	✓	✓
Precision Assembly Simulation (Metals)	✓	✓	✓	✓	✓	✓	✓	✓
Hand-Sewing a Vest (Home Economics)	✓	✓	✓	✓	✓	✓	✓	✓
Logic Diagrams for Assembly Operations (Industrial Tech)	✓	✓	✓	✓	✓	✓	✓	✓
Light Bulb and Template Inspection (Electro-Mechanical)	✓	✓	✓	✓	✓	✓	✓	✓
Three-Dimensional Layout of a Town Center (Graphic Arts)	✓	✓	✓	✓	✓	✓	✓	✓
Animal Population Versus Food Supply (Agriculture)	✓	✓	✓	✓	✓	✓	✓	✓
Bidding on the Construction of a Cabin (Construction)	✓	✓	✓	✓	✓	✓	✓	✓
Design Competition for a Vacation Cabin Interior (Drafting)	✓	✓	✓	✓	✓	✓	✓	✓
Computer-Aided Management of a Retail Store (Marketing)	✓	✓	✓	✓	✓	✓	✓	✓

G

ETTING PAID FOR USING YOUR BRAIN

SUMMARY

In this two-day math-oriented activity, students are cast in the roles of space-research mission analysts. The activity begins with a brief introduction by the teacher into the work of skilled scientists and engineers who compare and choose space systems. Although the exercise is intentionally simplified, it does allow students to discover how an extremely complex decision is facilitated by applying simple arithmetic calculations. Students work in pairs with step-by-step materials. One student makes calculations for the Aquarius moon rocket; the other investigates the Taurus moon rocket. When they complete their calculations, they compare data, choose the rocket they believe superior, and submit their summarized findings. These are discussed, and the implications of perhaps seemingly unimportant factors are brought out by the teacher. The activity concludes with a teacher-led discussion in which the students are invited to comment on the resemblance of analysis they just completed to work performed by highly skilled people who are well-rewarded for their abilities in reading and mathematics.

DEMONSTRATED PERFORMANCE

- Following oral and printed instructions, the student will proceed stepwise in addressing nine factors (Items A through I), and carry out the required operations.
- The student will demonstrate an ability to perform the following arithmetic operations: Correctly add a column of five five-digit figures; correctly divide a five-digit number by a six-digit number; correctly multiply a three-digit number by a two-digit number; and correctly multiply a fraction by a two-digit number. (With assistance from teacher.)
- Equipped with a correct set of calculated data, and in collaboration with another student who has performed the same activity, the student will give an (oral) adequate (to the teacher's satisfaction) explanation of reasons for "Choice of Moon Rocket."

MATERIALS

- Pencils
- A Student Activity for each student



G-1

TEACHER'S GUIDE

- In this two-day activity, students are in the roles of space-research mission analysts who compare two moon rockets and chose the superior one. Emphasis is on following oral and printed instructions and solving arithmetic problems. This entails solving word problems and applying addition, subtraction, multiplication, and long division. Students work in pairs and are encouraged to help each other.
- The teacher may wish to preface this activity with a film on space exploration. Numerous such films are available from school and public service free-loan film libraries.
- At the beginning of the activity, remind the students that math and reading skills are essential to finding and holding a good job in today's technological society.

When introducing the subject of space-research mission analysis, tell the students that there are very few people in high technology who can be called "geniuses." Most of the people who work in this field have math and reading skills that are at least equal to the requirements of their work. They learned these skills in school and developed them through practice and application.
- Tell the class that in today's activity they will solve a problem that is similar to that which a space research center might spend months, or even years, examining. Point out that such work is done by both government and private industry. Mention that many of the people who work in this field feel that they are modern-day counterparts of those who built the first ocean-going ships which were used to discover new continents hundreds of years ago.
- Tell the class that one of the most important and highly paid kinds of work in space research is called "mission analysis." Write "mission analysis" and "mission analyst" on the chalkboard. Ask the students what they think a mission analysis involves and what kind of training one would need to be a mission analyst.

G-2

TEACHER'S GUIDE

23

- Inform the students that a space vehicle mission is the "job" it is designed to do. A mission analyst investigates all the factors surrounding a mission and makes recommendations based on the analyses. Ask the students to volunteer reasons why a great deal of effort must go into the planning of space missions. Encourage them to think in terms of hostility of the space environment, safety of the astronauts, complexity of equipment, enormous costs, and the importance of advancing man's knowledge of the universe.
- Announce that students will work in pairs, and will compare two different types of moon rockets that have been designed, but not yet built. Establish that the students understand the significance of this. The two rockets exist only "on paper." The task of the pairs of mission analysts is to study the two different types of rockets and compare them. When they finish comparing them, they will choose the rocket to be built. Tell the students that they will be expected to have good reasons for choosing one over the other.
- Hand out a Student Activity to each student. Assign students to work in pairs, preferably a high achiever with a low achiever.
- Lead the students through the first three pages of their material (all of pp. 1 and 2 and the top part of p. 3). Then, with each pair, assign one to work on the Aquarius type and the other to work on the Taurus type. If a student is "left over," assign him to work on either of the two types with one of the paired groups.
- Point to the top of p. 3, and tell the students who were assigned the Aquarius to place a check mark next to "Aquarius Type." Repeat this instruction for the "Taurus Type."
- Familiarize the students with the layout of the pages. Each student works downward. When he starts a new page, he begins on the same side as the page he just completed. Students working on the Aquarius type will do calculations only for that type; the same instruction holds for students working on the Taurus type.
- Tell the students they are free to converse between themselves as they perform their mission analyses.

G-3

TEACHER'S GUIDE

24

- Repeat the objective of the analysis: Each pair of students will examine their completed data and decide which rocket should be built. They will be expected to defend their choice.
- Tell the class to begin. Announce that you are available to offer assistance in interpreting instructions and making difficult calculations. But make clear that each pair is expected to try their best before asking for help.
- Periodically, it may be worthwhile to have the students stop working momentarily while you restate the logic of the analysis. The two moon rockets are being compared in several respects in order that a final choice can be made. There is an analogy in choosing an automobile, and comparing different makes for seating capacity, gas mileage, etc.
- Collect the student materials at the end of the period, and store them for redistribution in the next meeting of the class.
- At the beginning of the second day, spend a few minutes refamiliarizing the class with the task at hand. Ask the students to comment on the severity of the analysis thus far.
- When a pair of students has completed their analysis and has made a choice of moon rocket, the teacher may wish to assign them to help others.
- When most of the students have completed the activity (including the page titled "Choice of Moon Rocket"), call on pairs of mission analysts to report on their findings.
- The Teacher's Answers indicate that the Taurus is the preferable type for two reasons:

- ✓ Higher reliability
- ✓ Cheaper cargo transportation cost

G-4

TEACHER'S GUIDE

25

- Probably few, if any, students will have realized the importance of the reliability figures in the analysis. Probably most students will focus on the passenger and cargo transportation costs.

Although the Aquarius type affords a slightly cheaper passenger transportation cost, this is a relatively unimportant factor. The much cheaper cargo transportation cost of the Taurus type, however, is highly significant. In view of the large amount of cargo that must be transported to the moon base, over a long time this superior feature of the Taurus type would be crucial.

- Some students may point out the value of the luxuries described in Item I ("Other Features"). While one can acknowledge the comforts that such features could afford, the type of person who would volunteer to live on the moon would probably not expect them.
- Ask the students to offer opinions as to whether the analysis they just completed resembles the kind of comparison from which a major decision would be made. Invite them to comment on the value of certain skills in arriving at a correct decision.
- Collect the student materials, and check them for Demonstrated Performance.

G-5

TEACHER'S ANSWERS

26

PG.	Aquarius Type	Taurus Type
2	Ques. 1 Tombstone Ques. 2 Sunshine Ques. 3 Sunshine	Same Same Same
3	(Item A) \$10,000 Earth takeoff 8,000 Moon landing 10,000 Moon takeoff 8,000 Earth landing \$36,000 Answer	 \$2,000 Earth takeoff 7,000 Moon landing 2,000 Moon takeoff 7,000 Earth landing \$18,000 Answer
4	(Item B) 24 hours in a day $\times 8$ days of operation 192 hours of operation 192 hours of operation $\times \$10$ for each hour of operation \$1920 Answer (Item C) *6 pilots receive \$600 a day; they are paid for 8 days $\begin{array}{r} \$600 \\ \times 8 \\ \hline \$4800 \end{array}$ pilot costs *10 assistants receive \$750 a day; they are paid for 8 days $\begin{array}{r} \$750 \\ \times 8 \\ \hline \$6000 \end{array}$ assistant costs $\begin{array}{r} \$4800 \\ \$6000 \\ \hline \$10,800 \end{array}$ Answer	 24 hours in a day $\times 8$ days of operation 192 hours of operation 192 hours of operation $\times \$20$ for each hour of operation \$3840 Answer *10 pilots receive \$1,000 a day; they are paid for 8 days $\begin{array}{r} \$1000 \\ \times 8 \\ \hline \$8000 \end{array}$ pilot costs *8 assistants receive \$560 a day; they are paid for 8 days $\begin{array}{r} \$560 \\ \times 8 \\ \hline \$4480 \end{array}$ assistant costs $\begin{array}{r} \$8000 \\ \$4480 \\ \hline \$12,480 \end{array}$ Answer

G-6

TEACHER'S ANSWERS

27

PG.

Aquarius Type

Taurus Type

5

(Item D)

$1/2 \times 40 \text{ parts} = 20 \text{ parts}$
 20 parts
 $\times \$10 \text{ per part}$
 $\$200 \text{ cost of half the price}$
 Remaining 20 parts cost \$30 ea.
 20 parts
 $\times \$30 \text{ per part}$
 $\$600 \text{ cost of half the parts}$
 $\$200$
 $\$600$
 $\$800 \text{ Answer}$

6

(Item E)

Total number of meals served to each person:
 $4 \text{ days} \times 3 \text{ meals} = 12 \text{ meals day}$
 Total number of persons served meals:
 500 passengers
 16 crew
 516
 Total number of meals served:
 $516 \text{ persons served}$
 $\times 12 \text{ meals per person}$
 1032
 516
 $6192 \text{ meals served}$
 Total cost of Meals (@ \$5 ea.)
 6192
 $\times \$5$
 $\$30,960 \text{ Answer}$
 (No meals served on return trip to earth)

7

(Items F through I.)
 No calculations required.

$1/2 \times 80 \text{ parts} = 40 \text{ parts}$
 40 parts
 $\times \$20 \text{ per part}$
 $\$800 \text{ cost of half the parts}$
 Remaining 40 parts cost \$5 ea.
 40 parts
 $\times \$5 \text{ per part}$
 $\$200 \text{ cost of half the parts}$
 $\$800$
 $\$200$
 $\$1000 \text{ Answer}$

Total number of meals served to each person:
 $4 \text{ days} \times 3 \text{ meals} = 12 \text{ meals day}$
 Total number of persons served meals:
 350 passengers
 18 crew
 368
 Total number of meals served:
 $368 \text{ persons served}$
 $\times 12 \text{ meals per person}$
 736
 368
 $4416 \text{ meals served}$
 Total cost of Meals (@ \$5 ea.)
 4416
 $\times \$5$
 $\$22,080 \text{ Answer}$
 (No meals served on return trip to earth)

G-7

TEACHER'S ANSWERS

28

PG.

Aquarius Type

Taurus Type

8

(Data Summary)

A. Takeoff and Landing Costs \$36,000
 B. Nuclear Fuel Cost \$1,920
 C. Crew Costs \$10,800
 D. Parts Replacement Cost \$800
 E. Meal Cost \$30,960
 F. Cargo (Freight) Capability 50,000 lb.
 G. Reliability 99.0 %
 H. Construction Costs \$50,000,000

9

(Cost of Transporting 1 Person to the Moon)

A. \$36,000
 B. 1,920
 C. 10,800
 D. 800
 E. 30,960
 $\$80,480$

No. passengers carried by Aquarius type = 500
 $500 \times \$80,480 = \$40,240,000$
 $500 \times \$30,960 = \$15,480,000$
 $500 \times \$10,800 = \$5,400,000$
 $500 \times \$1,920 = \$960,000$
 $500 \times \$36,000 = \$18,000,000$
 $\$80,480 \text{ Answer}$

10

(Cost of Transporting 1 Pound of Cargo to the Moon)

Copied numbers: \$80,480;
 50,000 lb.
 $\$1,609 \text{ Answer}$
 $50,000 \times \$80,480 = \$4,024,000,000$
 $50,000 \times \$30,960 = \$1,548,000,000$
 $50,000 \times \$10,800 = \$540,000,000$
 $50,000 \times \$1,920 = \$96,000,000$
 $50,000 \times \$36,000 = \$1,800,000,000$
 $\$80,480 \text{ Answer}$

A. Takeoff and Landing Costs \$18,000
 B. Nuclear Fuel Cost \$3,840
 C. Crew Costs \$12,480
 D. Parts Replacement Cost \$1,000
 E. Meal Cost \$22,080
 F. Cargo (Freight) Capability 100,000 lb.
 G. Reliability 99.9999 etc.
 H. Construction Costs \$50,000,000

A. \$18,000
 B. 3,840
 C. 12,480
 D. 1,000
 E. 22,080
 $\$57,400$

No. passengers carried by Taurus type = 350
 $350 \times \$164,000 = \$57,400,000$
 $350 \times \$57,400 = \$20,090,000$
 $350 \times \$12,480 = \$4,368,000$
 $350 \times \$1,000 = \$350,000$
 $350 \times \$22,080 = \$7,728,000$
 $350 \times \$18,000 = \$6,300,000$
 $\$164,000 \text{ Answer}$

Copied numbers: \$57,400;
 100,000 lb.
 $\$5,740 \text{ Answer}$
 $100,000 \times \$57,400 = \$5,740,000,000$
 $100,000 \times \$20,090 = \$2,009,000,000$
 $100,000 \times \$4,368 = \$436,800,000$
 $100,000 \times \$350 = \$35,000,000$
 $100,000 \times \$7,728 = \$772,800,000$
 $100,000 \times \$6,300 = \$630,000,000$
 $\$5,740 \text{ Answer}$

G-8

TEACHER'S ANSWERS

29

P.II, CHOICE OF MOON ROCKET

TO MOON ROCKET REVIEW BOARD

We have investigated the Aquarius type and the Taurus type rockets, and we believe the Taurus type should be built. Our reasons for our selection are as follows:

Teacher: The reasons presented below give the main line of reasoning for selecting the Taurus type.

COST OF TRANSPORTING PASSENGERS: The Aquarius type can transport passengers for \$3.04 cheaper than can the Taurus. But this saving is not significant. For all practical purposes, both types can transport people for about the same cost.

COST OF TRANSPORTING CARGO: The Taurus type can transport cargo for more than a dollar a pound less than can the Aquarius. In building a moon base, which requires vast amounts of equipment, this saving by the Taurus type would become very significant.

OTHER REASONS: Although the Aquarius has many "luxury" features for its passengers, they are unimportant. People who are going to live on the moon would probably not expect to find such conveniences on their transportation system.

WE HAVE THIS TO SAY ABOUT RELIABILITY OF THE Taurus TYPE: The Taurus would be sure of working correctly on billions of trips (see its "Reliability" decimal). The Aquarius, on the other hand, could be expected to break down on one trip out of 100 (i.e., it is only 99.0% reliable). This is a crucial difference.

G-9

MOON ROCKET COMPARISON

30

(Name)

Instructions:

- The year is 2001. You are a mission analyst at a space research center. A mission analyst solves many kinds of problems dealing with space flight.
- You and your partner will compare information on two different types of moon rockets that have not yet been built. The rockets have been designed to carry both people and cargo (supplies) to the new moon base.
- You will work with information on one kind of rocket (either the Aquarius or the Taurus). Your partner will work on the other type.
- When you and your partner have completed your calculations, you will compare them. From the comparison the two of you must decide which rocket should be built. BOTH OF YOU MUST BE PREPARED TO EXPLAIN WHY YOU HAVE CHOSEN THE TAURUS OR AQUARIUS.
- Now read the following information.

CHOOSING BETWEEN TRANSPORTATION SYSTEMS

How do we choose a transportation system? When Columbus set sail across the Atlantic, how and why did he choose the type of ship that he used? When the pioneers crossed the great plains, how and why did they choose the type of covered wagon that they used? When the large cities required mass transit systems, why did some choose trains and others buses?

Always there have been choices. But the decisions have had to be based on sound reasoning. Otherwise, transportation systems would have failed, perhaps broken down completely. There are few cases where this has happened. Usually, talented people have been available to show the ways that one system will be better than another. To make such choices they have had to deal with facts and figures.

Before you begin your analysis of a moon rocket for transporting people and supplies to the moon, read and answer the following questions. When you have answered all three, you will have an idea about what goes into choosing between transportation systems.

-1-

COMPARISON QUESTIONS

31

TOMBSTONE AIRLINES VERSUS SUNSHINE AIRLINES

- Tombstone Airlines will fly you (round-trip) from your home to Hawaii for \$500.
Sunshine Airlines will fly you (round-trip) from your home to Hawaii for \$700.
On which airline would you fly? Tombstone _____ Sunshine _____ (check one)
- Tombstone Airlines will carry up to 50 pounds of your luggage (suitcases), but they will charge you \$1 a pound.
Sunshine Airlines will carry all your luggage without charge.
On which airline would you fly? Tombstone _____ Sunshine _____ (Check one)
- Tombstone Airlines has been in business for 40 years. They have had 8 minor accidents (airplanes damaged) and 4 recent major accidents (deaths).
Sunshine Airlines has been in business for 35 years. They have had 1 minor accident (airplane damaged). That accident happened 25 years ago.
On which airline would you fly? Tombstone _____ Sunshine _____ (Check one)

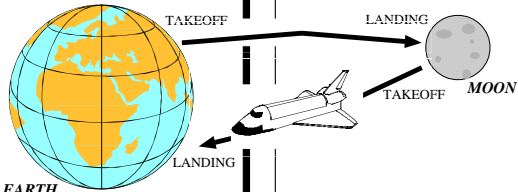
-2-

CALCULATIONS

32

The two moon rockets to be compared are called the Aquarius type and the Taurus type. Both rockets will take 4 days to fly from the earth to the moon. After landing on the moon, both rockets unload their passengers and cargo. Then they both return to earth.

CHECK THE ROCKET YOU ARE WORKING ON WITH A ✓. DO ALL THE PROBLEMS, ALWAYS MOVING DOWN. WORK ONLY ON YOUR PROBLEMS, NOT YOUR PARTNER'S.

Aquarius Type	Taurus Type
A. Takeoff and Landing Costs	A. Takeoff and Landing Costs
 <p>* Each takeoff costs \$10,000 * Each landing costs \$8,000 What are the total takeoff and landing costs for 1 round trip? Answer _____</p>	<p>* Each takeoff costs \$2,000 * Each landing costs \$7,000 What are the total takeoff and landing costs for 1 round trip? Answer _____</p>

-3-

CALCULATIONS, CONT'D

33

Aquarius Type



B. Nuclear Fuel Cost

The Aquarius type used \$10 worth of nuclear fuel an hour. The fuel is used up even when the rocket is on the ground.

What is the cost of nuclear fuel for 1 round-trip (8 days)?

Answer _____

Aquarius Type



C. Crew costs

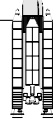
The Aquarius type has a crew of 6 pilots and 10 assistants, paid as follows:

Pilots: \$100 a day
Assistants: \$75 a day

What is the crew cost for a round-trip (8 days)?

Answer _____

Taurus Type



B. Nuclear Fuel Cost

The Taurus type used \$20 worth of nuclear fuel an hour. The fuel is used up even when the rocket is on the ground.

What is the cost of nuclear fuel for 1 round-trip (8 days)?

Answer _____

Taurus Type



C. Crew Costs

The Taurus type has a crew of 10 pilots and 8 assistants, paid as follows:

Pilots: \$100 a day
Assistants: \$70 a day

What is the crew cost for a round-trip (8 days)?

Answer _____

-4-

CALCULATIONS, CONT'D

34

Aquarius Type

D. Parts Replacement Cost

After a round-trip, it is necessary to replace 40 parts of the Aquarius type (because they are worn out).

* Half of the parts cost \$10 each
* Half of the parts cost \$30 each

What is the total cost of replacing parts after 1 round-trip?

Answer _____

Taurus Type

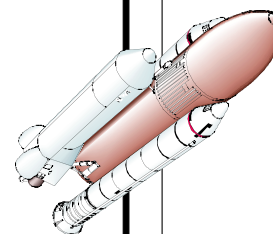
D. Parts Replacement Cost

After a round-trip, it is necessary to replace 80 parts of the Taurus type (because they are worn out).

* Half of the parts cost \$20 each
* Half of the parts cost \$5 each

What is the total cost of replacing parts after 1 round-trip?

Answer _____



-5-

**COST OF TRANSPORTING 1 POUND
OF CARGO TO THE MOON**

39

Instructions:

1. Now you are ready to figure the cost of transporting 1 pound of cargo to the moon.
2. You will calculate the cost of using your rocket. Your partner will calculate the cost of using the other type of rocket. When you are both finished, you will be able to see which is the cheaper form of moon transportation for cargo.
3. To figure the cost of transporting 1 pound of cargo to the moon, you must:
 - * Add all the costs for 1 round-trip
 - * Divide that cost by the number of pounds of cargo carried to the moon

AS BEFORE, DO NOT INCLUDE THE COST OF THE ROCKET.
BECAUSE THEY ARE EQUAL FOR BOTH ROCKETS, THEY CANCEL
OUT IN ANY COMPARISON.

Aquarius Type

From the preceding page, copy the
"Aquarius Costs, 1 round trip":

\$

Amount of cargo carried by Aquarius
type: LB

$\frac{\$ \text{ }}{\$ \text{ LB}}$ per pound
Aquarius Costs,
1 round-trip

Taurus Type

From the preceding page, copy the
"Taurus Costs, 1 round trip":

\$

Amount of cargo carried by Taurus
type: LB

$\frac{\$ \text{ }}{\$ \text{ LB}}$ per pound
Aquarius Costs,
1 round-trip

-10-

CHOICE OF MOON ROCKET

40

By _____ and _____
(Write name here) (Write name here)

Instructions:

1. Now you and your partner are ready to report on your investigation.
2. Write your names above.
3. Look over your Data Summary and Cost sheets. Discuss them.
4. Complete this sheet together with your partner.

TO MOON ROCKET REVIEW BOARD

We have investigated the Aquarius type and Taurus type rockets, and we believe the _____ type should be built. Our reasons for our selection are as follows:

COST OF TRANSPORTING PASSENGERS:

COST OF TRANSPORTING CARGO:

OTHER REASONS:

WE HAVE THIS TO SAY ABOUT RELIABILITY OF THE _____ TYPE:

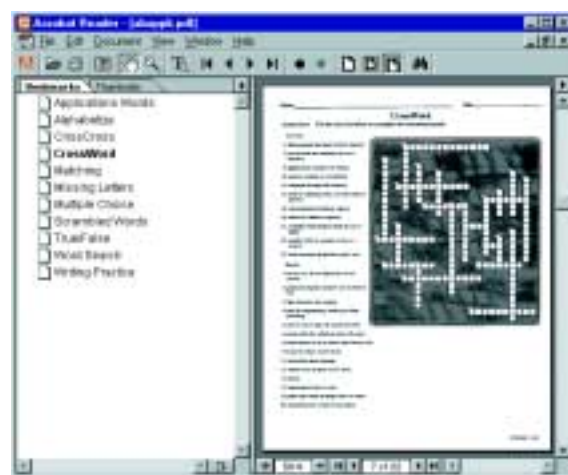
-11-



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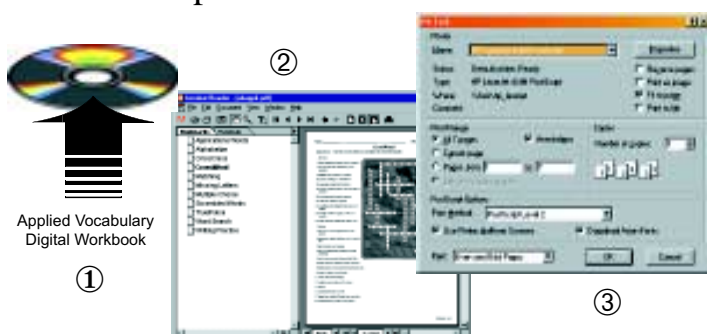
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TO GET STARTED -

Go back to the Main Menu and select  **INSTALL ADOBE READER** (if it is not already installed on your computer.)

Then select  **HOW TO USE** to find out how to select/print the Activities.

Select  **GO TO ACTIVITIES** when you are ready to select/print Activities.

MAIN MENU

HOW TO USE THE ACTIVITIES

When you choose an activity from the menu, the Acrobat Reader will load into a separate window as shown.

Select the Printer icon to print a single page or a range of pages.

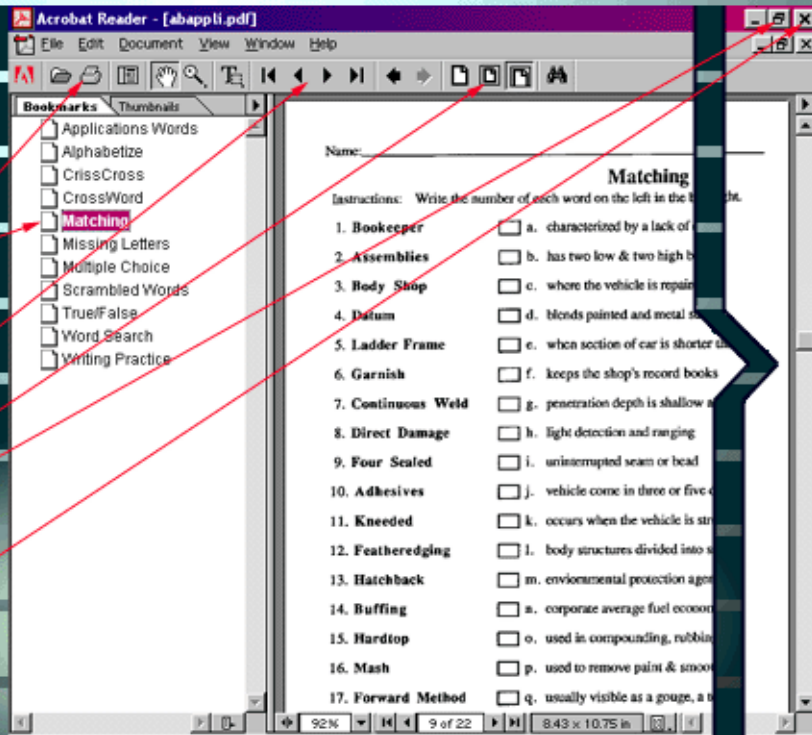
Select a Bookmark title to go directly to that page.

Select the Forward or Backward Arrow to move between pages.

Select a Page icon to change the view of the pages.

Select the Maximize icon to expand the window to full screen mode.

Select the X icon to quit the reader and return to the Activities Menu.



MAIN MENU

ACTIVITIES

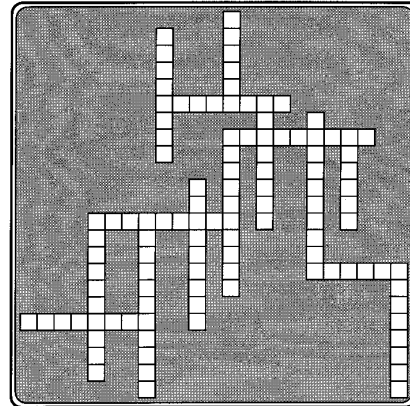
MARKETING-ADVERTISING

HALFTONE (ADVTG)	BREAKS UP PICTURE OF SUBJECT INTO DOTS FOR SHADING
HEADLINE (ADVTG)	MAJOR COPY CAPTION ABOVE TEXT
INSERT (ADVTG)	SPECIAL PAGES PRINTED ON DIFFERENT PAPER
LAYOUT (ADVTG)	DRAWING SHOWING HOW AD WILL LOOK WHEN COMPLETE
LOGOTYPE (ADVTG)	TRADEMARK OF PRODUCT IN DISTINCTIVE LETTERING
MASS MEDIA (ADVTG)	ADVERTISING THAT APPEALS TO MANY DIVERSE GROUPS
MECHANICAL (ADVTG)	ALL ELEMENTS OF AN AD PASTED IN FINAL ARRANGEMENT
MILLINE RATE (ADVTG)	LINE COST x 1 MILLION DIVIDED BY CIRCULATION
POSITION (ADVTG)	ADVERTISER'S PLACE IN A PUBLICATION OR ON THE PAGE
POSTER (ADVTG)	SIGN FOR DISPLAY OUTDOORS OR IN A BUSINESS WINDOW
PRIME TIME (ADVTG)	IN TV, THE HOURS WHEN MAXIMUM AUDIENCE IS VIEWING
PRODUCTION (ADVTG)	MECHANICAL PROCESSES IN PREPARING AN ADVERTISEMENT
PROMOTION (ADVTG)	ANY ACTIVITY USED TO INFLUENCE SALES OF GOODS
RATE CARD (ADVTG)	COSTS OF SERVICES OF A MEDIUM
READERSHIP (ADVTG)	THE NUMBER OF PEOPLE WHO READ A PUBLICATION

Name: _____ Date: _____

CrissCross

Instructions: Use the word list below to complete the grid.



Words:

- | | |
|---------------|-----------------|
| 1. HALFTONE | 8. MILLINE RATE |
| 2. HEADLINE | 9. POSITION |
| 3. INSERT | 10. POSTER |
| 4. LAYOUT | 11. PRIME TIME |
| 5. LOGOTYPE | 12. PRODUCTION |
| 6. MASS MEDIA | 13. PROMOTION |
| 7. MECHANICAL | 14. RATE CARD |
| | 15. READERSHIP |

ALPHABETIZE

CRISS CROSS

Name: _____ Date: _____

CrossWord

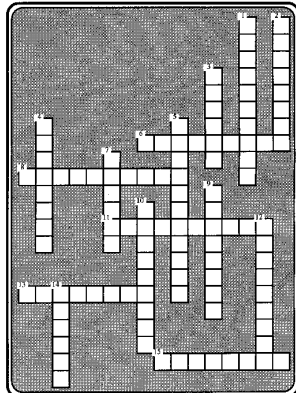
Instructions: Use the clue list below to complete the crossword puzzle.

Across:

6. IN TV, THE HOURS WHEN MAXIMUM AUDIENCE IS VIEWING
8. ALL ELEMENTS OF AN AD PASTED IN FINAL ARRANGEMENT
11. THE NUMBER OF PEOPLE WHO READ A PUBLICATION
13. BREAKS UP PICTURE OF SUBJECT INTO DOTS FOR SHADING
15. MAJOR COPY CAPTION ABOVE TEXT

Down:

1. MECHANICAL PROCESSES IN PREPARING AN ADVERTISEMENT
2. TRADEMARK OF PRODUCT IN DISTINCTIVE LETTERING
3. SIGN FOR DISPLAY OUTDOORS OR IN A BUSINESS WINDOW
4. COSTS OF SERVICES OF A MEDIUM
5. LINE COST x 1 MILLION DIVIDED BY CIRCULATION
7. SPECIAL PAGES PRINTED ON DIFFERENT PAPER
9. ADVERTISER'S PLACE IN A PUBLICATION OR ON THE PAGE
10. ADVERTISING THAT APPEALS TO MANY DIVERSE GROUPS
12. ANY ACTIVITY USED TO INFLUENCE SALES OF GOODS
14. DRAWING SHOWING HOW AD WILL LOOK WHEN COMPLETE



Name: _____ Date: _____

Matching

Instructions: Write the number of each word on the left in the box beside the matching definition on the right.

- | | |
|------------------------|--|
| 1. LOGOTYPE | <input type="checkbox"/> a. IN TV, THE HOURS WHEN MAXIMUM AUDIENCE IS VIEWING |
| 2. POSITION | <input type="checkbox"/> b. ADVERTISER'S PLACE IN A PUBLICATION OR ON THE PAGE |
| 3. HALFTONE | <input type="checkbox"/> c. SPECIAL PAGES PRINTED ON DIFFERENT PAPER |
| 4. MILLINE RATE | <input type="checkbox"/> d. ANY ACTIVITY USED TO INFLUENCE SALES OF GOODS |
| 5. READERSHIP | <input type="checkbox"/> e. BREAKS UP PICTURE OF SUBJECT INTO DOTS FOR SHADING |
| 6. PRODUCTION | <input type="checkbox"/> f. THE NUMBER OF PEOPLE WHO READ A PUBLICATION |
| 7. MECHANICAL | <input type="checkbox"/> g. ADVERTISING THAT APPEALS TO MANY DIVERSE GROUPS |
| 8. MASS MEDIA | <input type="checkbox"/> h. ALL ELEMENTS OF AN AD PASTED IN FINAL ARRANGEMENT |
| 9. PRIME TIME | <input type="checkbox"/> i. COSTS OF SERVICES OF A MEDIUM |
| 10. POSTER | <input type="checkbox"/> j. SIGN FOR DISPLAY OUTDOORS OR IN A BUSINESS WINDOW |
| 11. HEADLINE | <input type="checkbox"/> k. DRAWING SHOWING HOW AD WILL LOOK WHEN COMPLETE |
| 12. INSERT | <input type="checkbox"/> l. TRADEMARK OF PRODUCT IN DISTINCTIVE LETTERING |
| 13. LAYOUT | <input type="checkbox"/> m. LINE COST x 1 MILLION DIVIDED BY CIRCULATION |
| 14. PROMOTION | <input type="checkbox"/> n. MAJOR COPY CAPTION ABOVE TEXT |
| 15. RATE CARD | <input type="checkbox"/> o. MECHANICAL PROCESSES IN PREPARING AN ADVERTISEMENT |

CROSSWORD

MATCHING

Name: _____ Date: _____

Missing Letters

Instructions: Each of the following words will have one or more letters missing. Write the complete word on the line provided.

1. P _ SITION _____
2. ME _ HANIC _ L _____
3. LOGOT _ PE _____
4. READE _ HIP _____
5. PROM _ TION _____
6. HEADL _ NE _____
7. POST _ R _____
8. _ A YOUT _____
9. _ _ LLINE RATE _____
10. MA _ _ MEDIA _____
11. RATE CA _ D _____
12. PRIM _ T _ ME _____
13. I _ SERT _____
14. HA _ FTONE _____
15. PRO _ UC _ ION _____

MISSING LETTERS

Name: _____ Date: _____

Multiple Choice

Instructions: Four study words are listed for each definition, but only one matches the definition. Circle the correct word.

1. **THE NUMBER OF PEOPLE WHO READ A PUBLICATION**
a. READERSHIP b. PROMOTION c. MILLLINE RATE d. POSITION
2. **IN TV, THE HOURS WHEN MAXIMUM AUDIENCE IS VIEWING**
a. HEADLINE b. MILLLINE RATE c. PRODUCTION d. PRIME TIME
3. **SPECIAL PAGES PRINTED ON DIFFERENT PAPER**
a. READERSHIP b. LAYOUT c. PRODUCTION d. INSERT
4. **ADVERTISER'S PLACE IN A PUBLICATION OR ON THE PAGE**
a. MILLLINE RATE b. POSTER c. POSITION d. LAYOUT
5. **DRAWING SHOWING HOW AD WILL LOOK WHEN COMPLETE**
a. LAYOUT b. RATE CARD c. PRIME TIME d. HEADLINE
6. **ANY ACTIVITY USED TO INFLUENCE SALES OF GOODS**
a. RATE CARD b. PROMOTION c. POSITION d. MASS MEDIA
7. **BREAKS UP PICTURE OF SUBJECT INTO DOTS FOR SHADING**
a. LAYOUT b. READERSHIP c. HALFTONE d. PRODUCTION
8. **ADVERTISING THAT APPEALS TO MANY DIVERSE GROUPS**
a. PRODUCTION b. MASS MEDIA c. LAYOUT d. MECHANICAL
9. **MECHANICAL PROCESSES IN PREPARING AN ADVERTISEMENT**
a. HALFTONE b. PRIME TIME c. PRODUCTION d. READERSHIP
10. **COSTS OF SERVICES OF A MEDIUM**
a. PROMOTION b. RATE CARD c. PRIME TIME d. HALFTONE
11. **TRADEMARK OF PRODUCT IN DISTINCTIVE LETTERING**
a. POSITION b. INSERT c. PRIME TIME d. LOGOTYPE
12. **ALL ELEMENTS OF AN AD PASTED IN FINAL ARRANGEMENT**
a. HALFTONE b. MECHANICAL c. PRIME TIME d. MASS MEDIA
13. **SIGN FOR DISPLAY OUTDOORS OR IN A BUSINESS WINDOW**
a. RATE CARD b. POSTER c. READERSHIP d. LAYOUT
14. **MAJOR COPY CAPTION ABOVE TEXT**
a. PRODUCTION b. POSITION c. HEADLINE d. HALFTONE
15. **LINE COST x 1 MILLION DIVIDED BY CIRCULATION**
a. MECHANICAL b. MILLLINE RATE c. POSITION d. INSERT

MULTIPLE CHOICE

Name: _____ Date: _____

Scrambled Words

Instructions: Unscramble the letters for each of the words below and write the unscrambled word in the space provided.

1. AREA CRTD _____
2. POMINORTO _____
3. EILDAEHN _____
4. OTPSER _____
5. OPLEYGOT _____
6. OIIPOTNS _____
7. DRICUNOOTP _____
8. RAIMLNL EETI _____
9. OEFTHLAN _____
10. LOYTAU _____
11. EDIA AMSMS _____
12. NSIRTE _____
13. CIAANCEHLM _____
14. REMEP ITMI _____
15. DIEEHRSA PR _____

SCRAMBLED WORDS

Name: _____ Date: _____

True/False

Instructions: If the definition on the right corresponds to the word on the left, mark the TRUE box; otherwise mark the FALSE box.

- | True | False | Word |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | PRIME TIME: IN TV, THE HOURS WHEN MAXIMUM AUDIENCE IS VIEWING |
| <input type="checkbox"/> | <input type="checkbox"/> | MASS MEDIA: ADVERTISING THAT APPEALS TO MANY DIVERSE GROUPS |
| <input type="checkbox"/> | <input type="checkbox"/> | POSTER: SIGN FOR DISPLAY OUTDOORS OR IN A BUSINESS WINDOW |
| <input type="checkbox"/> | <input type="checkbox"/> | LOGOTYPE: LINE COST x 1 MILLION DIVIDED BY CIRCULATION |
| <input type="checkbox"/> | <input type="checkbox"/> | LAYOUT: DRAWING SHOWING HOW AD WILL LOOK WHEN COMPLETE |
| <input type="checkbox"/> | <input type="checkbox"/> | PROMOTION: SPECIAL PAGES PRINTED ON DIFFERENT PAPER |
| <input type="checkbox"/> | <input type="checkbox"/> | POSITION: ANY ACTIVITY USED TO INFLUENCE SALES OF GOODS |
| <input type="checkbox"/> | <input type="checkbox"/> | MECHANICAL: ALL ELEMENTS OF AN AD PASTED IN FINAL ARRANGEMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | HALFTONE: BREAKS UP PICTURE OF SUBJECT INTO DOTS FOR SHADING |
| <input type="checkbox"/> | <input type="checkbox"/> | RATE CARD: COSTS OF SERVICES OF A MEDIUM |
| <input type="checkbox"/> | <input type="checkbox"/> | MILLLINE RATE: TRADEMARK OF PRODUCT IN DISTINCTIVE LETTERING |
| <input type="checkbox"/> | <input type="checkbox"/> | INSERT: ADVERTISER'S PLACE IN A PUBLICATION OR ON THE PAGE |
| <input type="checkbox"/> | <input type="checkbox"/> | HEADLINE: THE NUMBER OF PEOPLE WHO READ A PUBLICATION |
| <input type="checkbox"/> | <input type="checkbox"/> | READERSHIP: MAJOR COPY CAPTION ABOVE TEXT |
| <input type="checkbox"/> | <input type="checkbox"/> | PRODUCTION: MECHANICAL PROCESSES IN PREPARING AN ADVERTISEMENT |

TRUE/FALSE

Name: _____ Date: _____

Word Search

Instructions: Use the word list below to locate the hidden words in the grid.

```

O L O G O T Y P E S T E R E A D E R S H I P P R O H E R P T
M E A M O P M A E G O D A T M O R D S N O H D A N I L T N
O M M N O T H N I T E A M I P A A A P N T H L E M G A C L
E F P S S A R D S N L I I E I O S E O R N N N E R E O R P
O M L P C O A M S N R E L P C I T S I A O A O T T I E I R
M N O I O O O I E T E O D T R H C R M R I D E I A T O N M
E I R T M R O G R A T E C A R D A A R E R S U O A R T N E
I N L A I S R A T D T R O T E T L N L P D S P C D N E E D
R T N A T N N O A O U H S I O H L S I P T I T N T R O I R
C M I I M I E R F P O H T N H E H R E C L A A N L I E I H
I Y E H E R L I A O M O L S E I D L O A A P E R P P O N S
P R O M O T I O N R R A E E A S E L A M T L E I E D H N R
H O I M M N R T U R E N I R D D A N D Y I U A P A O O N O
P O S I T I O N E O E T E T L M D A O L O I I E M D E O C
I I D M R G A E A O M I L L I N E R A T E U N O L P N E O
L T E R T D E N A D L E I N N U S O T U P M T N O A R F R
A E N O P A A R N L P O F O E E R R L L S P Y O E I S T H
I M A O T S A R E E N O N H A L F T O N E R D T C S I A L
R A E Y I O R P O S T E R R R A C S D N O M H O L P E C E
I E I M A I M I O E P R I M E T I M E I I D T U T I O Y E
    
```

Words:

- | | |
|---------------|------------------|
| 1. HALFTONE | 8. MILLLINE RATE |
| 2. HEADLINE | 9. POSITION |
| 3. INSERT | 10. POSTER |
| 4. LAYOUT | 11. PRIME TIME |
| 5. LOGOTYPE | 12. PRODUCTION |
| 6. MASS MEDIA | 13. PROMOTION |
| 7. MECHANICAL | 14. RATE CARD |
| | 15. READERSHIP |

WORD SEARCH

Name: _____ Date: _____

Writing Practice

Instructions: Beside each word below, write a complete sentence using the word.

1. HEADLINE _____
2. RATE CARD _____
3. LAYOUT _____
4. PRIME TIME _____
5. MASS MEDIA _____
6. PRODUCTION _____
7. HALFTONE _____
8. POSITION _____
9. READERSHIP _____
10. PROMOTION _____
11. INSERT _____
12. MILLLINE RATE _____
13. POSTER _____
14. MECHANICAL _____
15. LOGOTYPE _____




WRITING PRACTICE

APPLIED WRITING DIGITAL WORKBOOKS™

The Applied Writing DIGITAL WORKBOOKS™ provide students with activities that enable them to practice writing in a context related to selected career areas. In addition to improving their writing skills, students will learn how these skills are used in the workplace.

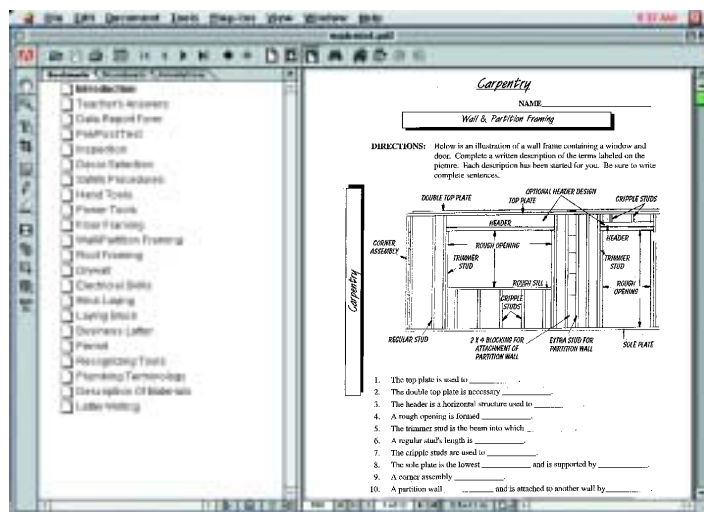
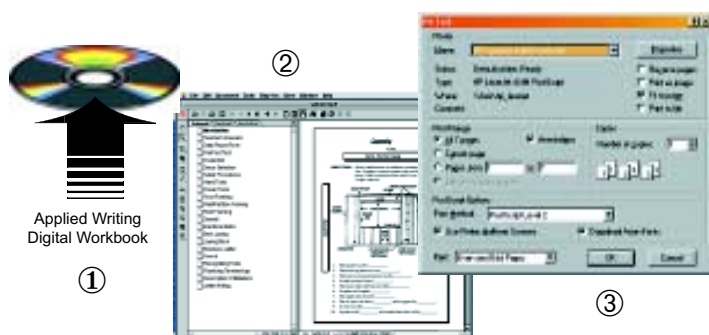
Each CD title contains over a years worth of print-ready Applied Writing Activities.

Applied Writing DIGITAL WORKBOOKS™ are:








-  **Convenient** - prints from any computer with a CD-Rom drive. Carry it in your pocket, notebook or purse.
-  **Nonconsumable** - it never wears out, never runs out of activities.
-  **Cost Efficient** - use it year after year with an unlimited number of students at a fraction of the cost of conventional workbooks.

Applied Writing DIGITAL WORKBOOKS™ are as easy as 1 - 2 - 3!

- ① First, insert the Applied Writing DIGITAL WORKBOOKS™ CD-Rom into your computer's CD-Rom drive.
- ② Then select the activity (activities) you want to print.
- ③ Finally, select the number of copies you wish to print. That's all there is to it!



Choose from the following titles:

- | | |
|--|---------------------------|
|  AWDAG | AGRICULTURE |
|  AWDAM | AUTO MECHANICS |
|  AWDBE | BUSINESS ED |
|  AWDCE | CAREER EDUCATION |
|  AWDCO | CONSTRUCTION |
|  AWDFC | FAMILY/CONSUMER |
|  AWDFS | FOOD SERVICE |
|  AWDGA | GRAPHIC ARTS |
|  AWDHS | HEALTH SERVICES |
|  AWDIT | INDUSTRIAL TECH |
|  AWDJE | JOB EXPERIENCE |
|  AWDMK | MARKETING |
|  AWDMW | METALS/WELDING |
|  AWDWL | WORKPLACE LANGUAGE |

Applied Writing Digital Workbooks

Order Number: (see above)

CONTENTS: Each title includes 1 Windows CD-Rom.

Order the complete set for **\$79.00** per title
\$830.00 and save over \$275.00!

INTRODUCTION

WELCOME!

Our Applied Writing Digital Workbooks™ provide students with the activities that enable them to practice writing in a context related to selected career areas. In addition to improving their writing skills, students will learn how these skills are used in the workplace.


NOTE

These activities are provided in Adobe PDF® format and requires the FREE Adobe Acrobat Reader® 4 to utilize. The Acrobat Reader 4 Installer is supplied on the CD-Rom and is available from the Main Menu. If you have an older version of the reader installed, this will upgrade it to version 4.

TO GET STARTED -

Go back to the Main Menu and select  **INSTALL ADOBE READER** (if it is not already installed on your computer.)

Then select  **HOW TO USE** to find out how to select/print the Activities.

Select  **GO TO ACTIVITIES** when you are ready to select/print Activities.

MAIN MENU

HOW TO USE THE ACTIVITIES

When you choose an activity from the menu, the Acrobat Reader will load into a separate window as shown.

Select the Printer icon to print a single page or a range of pages.

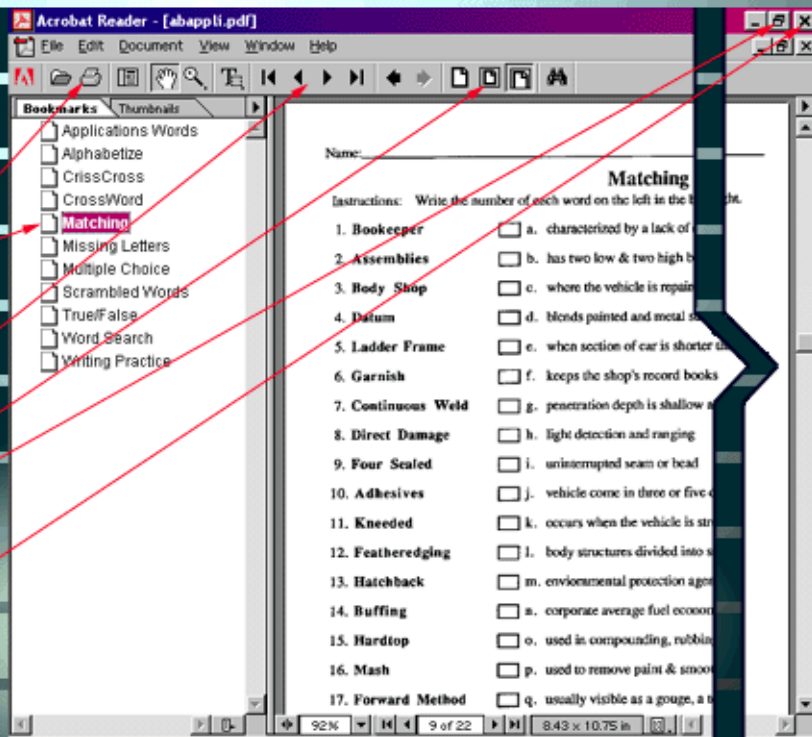
Select a Bookmark title to go directly to that page.

Select the Forward or Backward Arrow to move between pages.

Select a Page icon to change the view of the pages.

Select the Maximize icon to expand the window to full screen mode.

Select the X icon to quit the reader and return to the Activities Menu.

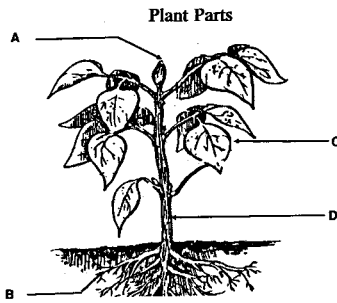


MAIN MENU

ACTIVITIES

PLANT SCIENCE

Name _____



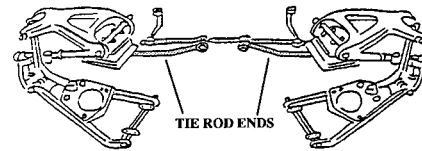
Directions: Identify the parts of the plant above and write a one-sentence description of the function of each part.

Part	Function
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____

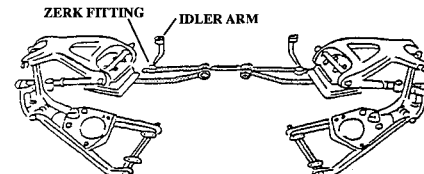
AGRICUTURE

Lubrication

Chassis Lubrication



On most cars there are four tie rod ends to grease. The tie rods are used to _____ . Grease the tie rods by _____ .



The idler arm also needs to be lubricated. It is used to _____ . To grease the idler arm, _____ in the zerk fitting. The zerk fitting enables the grease to _____ and prevents it from _____ .

The suspension and steering systems and the drive train of a car have many moving parts. Contact between the movable parts in any of these systems produces _____ and caused _____. A lubricant must be used in these contact areas in order to _____. Most car makers specify using a lubricant that is _____. If the wrong type of grease is used, _____. Always check the manufacturer's service manual to determine _____ .

AUTO MECHANICS

WORD PROCESSING

Name _____

Cycling a Document

Directions: As a correspondence secretary in a word processing center, you have been asked to produce a letter for the vice president. Assume that you have already turned on your computer.

Listed below are nine steps that you will perform before you return the completed document to the vice president for his approval. However, these steps are not in the proper order. Place a number to the left of each sentence as you determine the proper sequence. The first step has been done for you.

- ____ Name the document.
- ____ Keyboard the document using the wraparound feature.
- 1 Load your software.
- ____ Make necessary revisions for any errors you find.
- ____ Open a document by getting your blank page on the screen.
- ____ Print the document.
- ____ Proofread (spellcheck) the document.
- ____ Save the document for future use.
- ____ Set formatting commands (tabs, margins).
- ____ Immediately correct errors by backspacing.

Writing Practice

Using the sentences, write a paragraph explaining the proper procedure for producing the letter. Be sure capitalization and punctuation are correct.

BUSINESS EDUCATION

Career Exploration and Planning

Name _____

Directions: Using your knowledge of exploration, complete the activity below. Select from the word list to fill in the numbered blanks. In the unnumbered blanks you should use your own terminology. Expand the paragraphs with additional information. The blanks are all the same length, so rewrite the paragraph in order to complete it correctly.

Word List

people
equipment
planning
implementing
implemented
plans

realistic
time frame
revision
evaluation
evaluating and revising
nature

financing
goal setting
beginning
changed
four
training

In its simplest form exploration of any kind involves (1) _____ steps. In proper sequence those steps are (2) _____, (3) _____, (4) _____, and (5) _____.

Goal setting is the proper (6) _____ point for exploration because _____. Failure to establish goals could result in (7) _____. Goal setting is of little value unless one develops (8) _____ to _____. Such plans should include items like (9) _____, (10) _____, (11) _____, other (12) _____ (13) _____.

Once plans are made, they need to be (14) _____. Adequate implementation will depend on the (15) _____ of the plans. Likely, plans will need to be (16) _____ as they are implemented. On-going (17) _____ allows for needed (18) _____. One should never hesitate to make changes because _____.

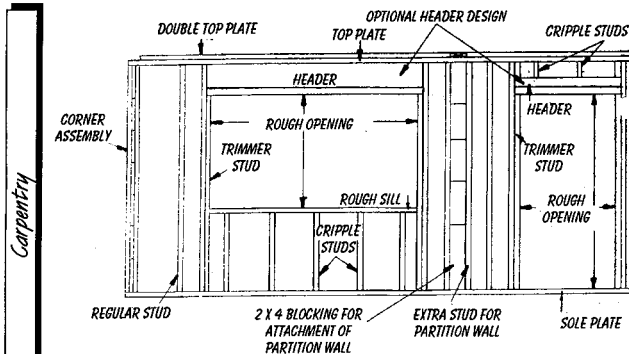
CAREER EDUCATION

Carpentry

NAME _____

Wall & Partition Framing

DIRECTIONS: Below is an illustration of a wall frame containing a window and door. Complete a written description of the terms labeled on the picture. Each description has been started for you. Be sure to write complete sentences.



1. The top plate is used to _____.
2. The double top plate is necessary _____.
3. The header is a horizontal structure used to _____.
4. A rough opening is formed _____.
5. The trimmer stud is the beam into which _____.
6. A regular stud's length is _____.
7. The cripple studs are used to _____.
8. The sole plate is the lowest _____ and is supported by _____.
9. A corner assembly _____.
10. A partition wall _____ and is attached to another wall by _____.

CONSTRUCTION

FOOD AND NUTRITION

Name _____

Writing About Nutrition Labeling

Directions: Nutrition labels give you helpful information about the nutrients in a food product.

Slotting is a writing technique in which the writer fills in the blank space or spaces with one word or a group of words. The blanks are all the same length so that you will need to rewrite your sentences in order to complete the exercise correctly. As you rewrite each sentence, check that your spelling, capitalization and punctuation are correct. Use your own paper.

1. The serving size is based on _____.
2. Servings per container means _____.
3. Calories per serving _____.
4. Percentage of U.S. RDA tells the consumer _____.
5. The listing of sodium content helps _____.

Nutrition Label NUTRITION INFORMATION PER SERVING			
Size of serving	Serving Size: One ounce (1 1/3 cup) Corn flakes alone and in combination with 1/2 cup vitamin D fortified whole milk.		
Number of servings	Servings per container: 12		
CORN FLAKES			
1 oz. with 1/2 cup whole milk			
Nutrients in each serving	110	100	
CALORIES	2 gm	8 gm	
PROTEIN	24 gm	30 gm	
CARBOHYDRATES	0 gm	gm	
FAT			
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)			
CORN FLAKES			
1 oz. with 1/2 cup whole milk			
Must be listed	PROTEIN	2	10
	VITAMIN A	25	25
	VITAMIN C	25	25
	THIAMINE	25	25
	RIBOFLAVIN	25	25
	NIACIN	25	25
	CALCIUM	10	10
	IRON	10	10
May be listed	VITAMIN D	25	25
	VITAMIN B ₆	25	25
	FOLIC ACID	25	25
	PHOSPHORUS	10	10
	MAGNESIUM	4	4
*Contains less than 2 percent of the U.S. RDA of these nutrients.			

FAMILY/CONSUMER

MENU DEVELOPMENT

Name _____

Who Sets the Menu?

Directions: You have been asked to prepare a talk on who sets the menu for various types of food service operations, and some of the factors that are considered when menu decisions are made. Below is a selection on menu preparation. Read the selection and then make a list in note form of at least eight major points that you will use in your talk.

The menu is the list of foods to be offered to the customer. Sometimes it is called the bill of fare. It may be simple or elaborate, but it has several important purposes.

The menu sells the food to the customer. It should be clean and present the food items to customer in an appealing fashion. The customer reads the menu and makes the selection. The menu determines what foods are to be ordered and how much will be needed.

In institutions such as hospitals and convalescent homes, the menu may be written by a dietitian. A dietitian is specially trained to determine the nutritional needs of the patients. Often the patients may not have a choice in their selection of foods.

In cafeterias or other self-service operations, the menu may be set by the management team of the food chain. It may vary little from day to day.

In restaurants and hotels, the menu may be written by the executive chef in cooperation with the management. Many of the items on the menu may appear day after day, year after year.

Some restaurants specialize in regional foods or food specialties in the area where the restaurant is located. For instance, a restaurant located near the ocean may feature seafoods. A restaurant in the southern United States may specialize in southern fried chicken.

Many restaurants change the entrees every day or offer a special for the day. An entree is a main dish offered on the menu, such as fried chicken, roast beef or spaghetti.

Finally, it is the customer who writes the menu by choosing or refusing the offered items. If an item is not ordered for several weeks, it may be removed from the menu. An item that proves popular may become a permanent part of the menu.

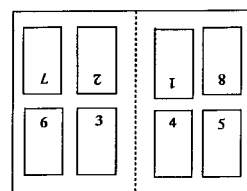
FOOD SERVICE

CAMERA/DARKROOM

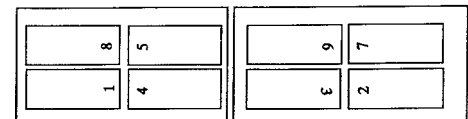
Name _____

Stripping and Imposition: Impositions

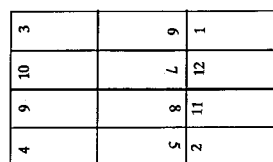
Directions: The diagram below represents three different types of impositions. Label each diagram with the correct name in the space provided and write a short paragraph describing the function of each. Space has been provided for you on the following page. Be sure to use complete sentences.



1. _____



2. _____



3. _____

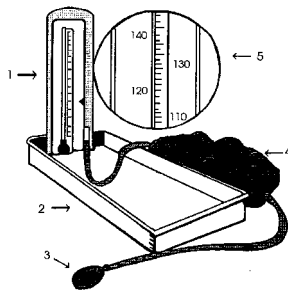
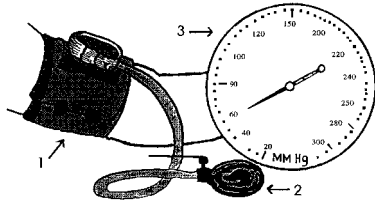
GRAPHIC ARTS

Contrasting Sphygmomanometers Writing Activity

NAME _____

DIRECTIONS: Identify each of the numbered sphygmomanometer parts on the two sphygmomanometers below. Then write a statement that explains the differences between the two.

Vital Signs



HEALTH SERVICES

Job Application

Name _____

Job-Related Terms

Directions: Select a sentence starter from Group A. From Group B find the word group which correctly completes the starter. On a separate sheet of paper, write the sentence, making sure that capitalization, punctuation and spelling are correct.

Group A

1. Fringe benefits
2. Lifestyle goals
3. Interests
4. *Occupational Outlook Handbook*
5. A cooperative work experience program
6. A public employment agency
7. A private employment agency
8. Family and friends
9. *Dictionary of Occupational Titles*
10. A career consultation

Group B

1. allows a student to get work experience while still in school.
2. rates every job according to its difficulty in the areas of data, people and things.
3. include paid vacations and paid health insurance.
4. are the things you enjoy.
5. focus on how you see yourself in the future.
6. charges no fee for job placement.
7. are good sources of job leads.
8. is a meeting with an employer or worker about the demands and opportunities of his or her career.
9. gives up-to-date information on the need for workers in any career.
10. charges a fee for job placement.

JOB EXPERIENCE

POWER TECHNOLOGY

Name _____

Basic Hand Tools

Directions: Grouped below are some of the basic tools used in power technology. Write a paragraph for each group in which you explain the various uses for each type of tool. Use your own notebook paper to write your paragraph(s). Be sure to use proper spelling, capitalization, sentence structure and punctuation. Your teacher may have you write about each specific group as a separate assignment.



CENTER PUNCH



STARTING PUNCH

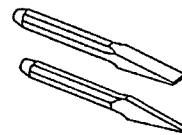


DRIFT PUNCH



PIN PUNCH

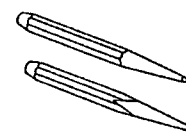
Punches used in power technology. They are available in many sizes.



A



B



C



D

A - Flat chisel is used for general cutting. B - Cape chisel has a narrower cutting edge and is used to cut grooves. C - Round nose chisel is used to cut round grooves and radii. D - Diamond point chisel is used to square corners.

INDUSTRIAL TECHNOLOGY

Pricing

Name _____

Supply and Demand

Directions: In the chart below show the relationship of supply and demand to the price.

Supply and Demand

Price	Supply	Demand
High		
Low		

Using the information you have listed in the chart, write a paragraph explaining the relationship between pricing and supply/demand.

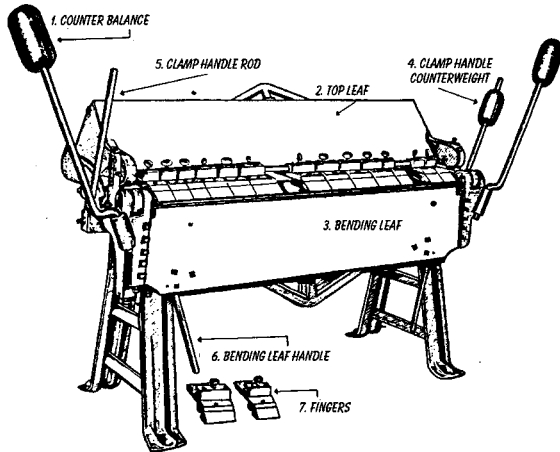


MARKETING

Machine Bending & Forming Sheet Metal

Name _____

DIRECTIONS: Write a sentence that explains the function of each finger brake part identified on the illustration below.



Sheet Metal - Bending & Forming

METALS/WELDING



Unit 1

ACTIVELY WRITING

Student Practice

Directions Fill in the chart below.
 First Column—Write the verb from the sentence.
 Second Column—Read the verb and ask "By whom or what?" Write the answer in the second column. If the answer is not given, write "unknown."
 Third Column—Identify "who or what?" as the Subject of the sentence. Missing from the sentence, or part of a Phrase that follows the verb.
 Fourth Column—write "P" for passive voice and "A" for active voice.

Sentence	Verb	By whom or what?	Position of whom or what	P or A?
It is intended that Matthias will work second shift after his training period.	is intended	Unknown	Missing	P
It has been decided by Mr. Johenson that the packaging department will work until 7:00.				
Angelica prepared the board room for the meeting.				
The graph was created by Marcus.				
He was seen on first floor around noon.				
She has been notified that the meeting will start at 4:30.				
He ate lunch at his desk today.				
It has been made known that the doors will lock an hour early today.				
After the cooler broke, the decision was made by Teresa that we could replace it with a smaller unit.				

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3

Workplace Language P.O.W.E.R.




WORKPLACE LANGUAGE

TRANSITION SKILLSTM






DIGITAL WORKBOOKSTM

The Transition Skills DIGITAL WORKBOOKSTM provide students with integrated activities designed to meet a career and life skills curriculum. In addition to helping students improve their basic math, thinking, language, teamwork and consumer skills, they will learn how these skills are used in a real world context.

Transition Skills DIGITAL WORKBOOKSTM are:

-  **Convenient** - prints from any computer with a CD-Rom drive. Carry it in your pocket, notebook or purse.
-  **Nonconsumable** - it never wears out, never runs out of activities.
-  **Cost Efficient** - use it year after year with an unlimited number of students at a fraction of the cost of conventional workbooks.

Choose from the following titles:

-  **PSAPMB** **APPLIED MATH BASICS**
-  **PSLCT** **LIFE/CAREER TRANSITIONS**
-  **PSTETA** **TEAMWORK TACTICS**
-  **PSTHTO** **THINKING TOOLS**
-  **PSWOLP** **WORKPLACE LANGUAGE**

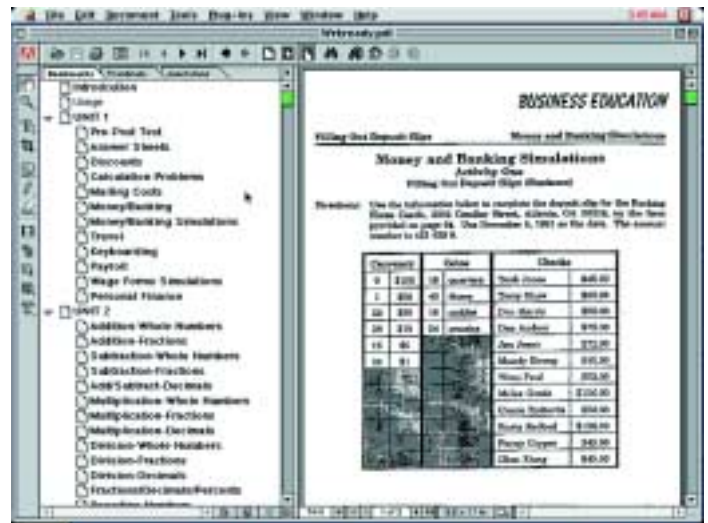
Transition Skills Digital Workbooks

Order Number: (see above)

CONTENTS: Each title includes 1 Windows CD-Rom.

Order the complete set for \$297.00 and save over \$95.00!

\$79.00 per title



**Transition Skills
DIGITAL WORKBOOKSTM
are as easy as 1 - 2 - 3!**

- ① First, insert the Transition Skills DIGITAL WORKBOOKSTM CD-Rom into your computer's CD-Rom drive.
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- ③ Finally, select the number of copies you wish to print. That's all there is to it!



INTRODUCTION

WELCOME!

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NOTE

These activities are provided in Adobe PDF® format and requires the FREE Adobe Acrobat Reader® 4 to utilize. The Acrobat Reader 4 Installer is supplied on the CD-Rom and is available from the Main Menu. If you have an older version of the reader installed, this will upgrade it to version 4.

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Then select  **HOW TO USE** to find out how to select/print the Activities.

Select  **GO TO ACTIVITIES** when you are ready to select/print Activities.

MAIN MENU

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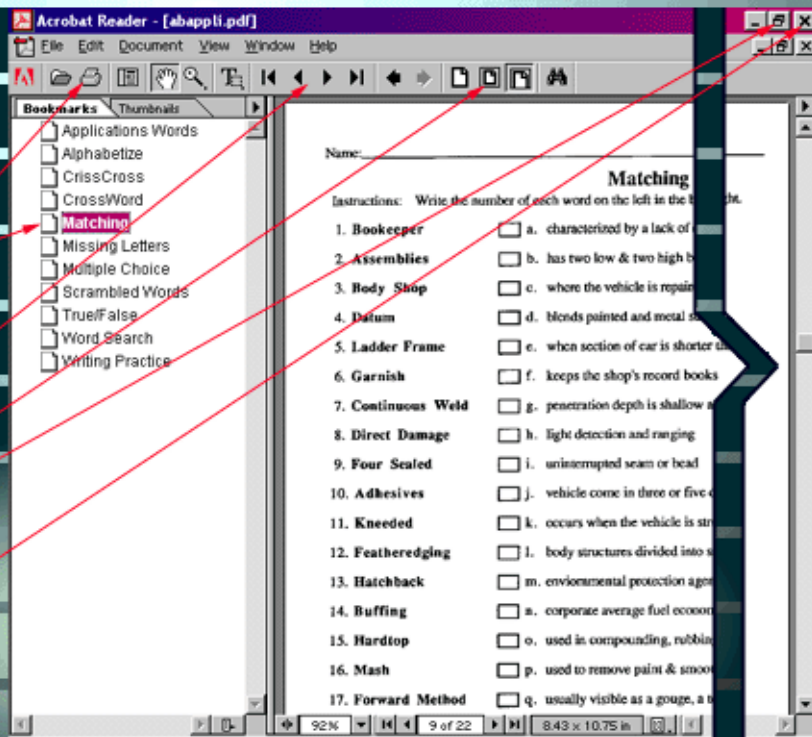
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Select a Page icon to change the view of the pages.

Select the Maximize icon to expand the window to full screen mode.

Select the X icon to quit the reader and return to the Activities Menu.



MAIN MENU

ACTIVITIES



Unit 13 Finding Fragments

Teacher's Manual

Objectives

- Students will understand what a fragment is.
- Students will recognize sentence fragments, will be able to identify acceptable and unacceptable uses for fragments, and will be able to identify whether subject or verb is missing.
- Students will write and use both sentences and fragments correctly.

Introduction

Ask a volunteer to describe a **sentence fragment**.

A **sentence fragment** is a group of words that do not have both a subject and a verb, and, therefore, do not form a sentence.

Discuss the fact that fragments are acceptable in some situations and not in others. Ask students to list acceptable and unacceptable uses.

Some examples of acceptable uses: short notes of a personal nature, explanatory notes in situations such as check registers, wording on signs, resumes.

Some examples of unacceptable uses: business letters, business e-mails, business reports, research papers.

Write the following sentences on the board and ask students to identify each as a fragment or a sentence:

Alice loves daisies and roses. (sentence)

Of all the flowers Alice enjoys, daisies and roses. (fragment)

Additional Teaching Suggestions

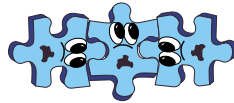
- Professional works such as textbooks and newspapers should not contain fragments within flowing text. Neither should most business communications such as memos, reports, and letters. Since the creators of such materials are only human, fragments do find their way into final printings. Set up a class contest to run for the rest of the year. Each time a student finds a fragment where it should not be, record the source, the fragment, and the student's name. Award a prize to the student who finds the most fragments.

If it would work well in your class, add fragments found during peer-editing to the contest laid out above.

- Brainstorm to create a list of acceptable uses for sentence fragments. Decide whether to include single words as fragments. If you choose to include single words, items such as name tags and class lists could be included as uses.

- Fragments are mainly an issue with written words.

However, it is interesting to listen for the use of fragments in oral speech. Secretly tape a class discussion. Then, play it back slowly and record all the fragments. Discuss the differences between oral and written language. Discuss situations where fragments in oral speech are more and less acceptable.



Answer Key: Skill Practice

(Where used)	Is a Sent needs to be	Is a Sent but Frag OK	Is a Frag but is OK	Is a Frag (Missing Part) (One Possible Rewrite)
1. (check register)			x	
2. (resume)			x	
3. (part of a story)				(verb) The day the squirrel found the hole in the garage was the start of all the trouble.
4. (instructions / product)	x			
5. (research paper)				(verb) The small brown bird with yellow and red wings ate the seeds from my hand.
6. (check register)		x		(subject and verb) When the new sales person gets on board, I will have more time for writing reports.
8. (greeting card)			x	
9. (reply to letter)	x			
10. (yard sign)		x		

Answer Key: Practical Practice

Answers will vary. Students are to write:

- A memo including two sentences and a fragment. The fragment is to be crossed out and replaced with a sentence.
- A shipping label with Allen's name on it and a request for him to read the document and give his opinion. (Should be in complete sentences)
- An e-mail to a coworker. The first sentence should be a fragment and the rest should be complete sentences.

WORKPLACE LANGUAGE



Unit 13 Finding Fragments

Practical Practice

Directions

Follow the directions below to write a memo, a shipping label with a message, and an e-mail. You will be using a combination of complete and fragmented sentences.



Write a memo to a coworker letting him/her know that you will be gone tomorrow. Start with two complete sentences and a fragment. Cross the fragment out and replace it with a complete sentence.

Use this shipping label to send a document from you to Allen in the next department. Explain that you would like him to read the document and give you his opinion. Use complete sentences.

FROM	_____
TO	_____

Write an e-mail to a coworker who is also a friend. Send your friend best wishes for a big meeting she has in a half hour. Make your first sentence a fragment and the rest of the sentences complete.

Mail Folder "In box"			
Get Mail	New Msg	Send	Print
Local Mail	Local Messages	New Idea	esmith@rivalnet.com 4/2 3:11 AM
Trash	Trash	Pictures	dbeth@galenet.com 4/9 4:23 AM
		Paint Has Arrived	ponyder@sticnet.com 4/9 6:14 AM
Subject: _____			




WORKPLACE LANGUAGE

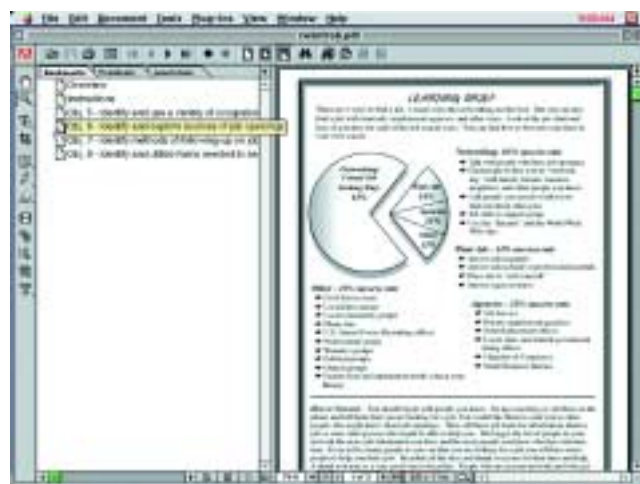


WORK READINESS DIGITAL WORKBOOKS™

The Work Readiness DIGITAL WORKBOOKS™ provide everything an individual needs to know about finding, getting and keeping a job - everything from determining career interests, to building effective interview techniques, to getting along with co-workers. Individuals create usable career tools and products such as career portfolios, cover letters, resumes, job lead cards and more. 20 core learning objectives are organized into 5 units of study: Job Interests; Finding A Job; Getting A Job; Interpersonal Skills and Work Skills.

Work Readiness DIGITAL WORKBOOKS™ are:

-  **Convenient** - prints from any computer with a CD-Rom drive. Carry it in your pocket, notebook or purse.
-  **Nonconsumable** - it never wears out, never runs out of activities.
-  **Cost Efficient** - use it year after year with an unlimited number of students at a fraction of the cost of conventional workbooks.



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- ② Then select the activity (activities) you want to print.
- ③ Finally, select the number of copies you wish to print. That's all there is to it!







The Instructional Units may be utilized on a self-directed or counselor-assisted basis. The activities can be completed in any order and accessed at any point where the most help is needed.

Work Readiness Digital Workbooks

CONTENTS: Each title includes 1 Windows CD-Rom.

Choose from the following titles:

- | | |
|---|-----------------------------|
|  WRDWJI | JOB INTERESTS |
|  WRDWFJ | FINDING A JOB |
|  WRDWGJ | GETTING A JOB |
|  WRDWIS | INTERPERSONAL SKILLS |
|  WRDWWS | WORK SKILLS |

Order the complete set for \$297.00 and save over \$95.00!

\$79.00 per title

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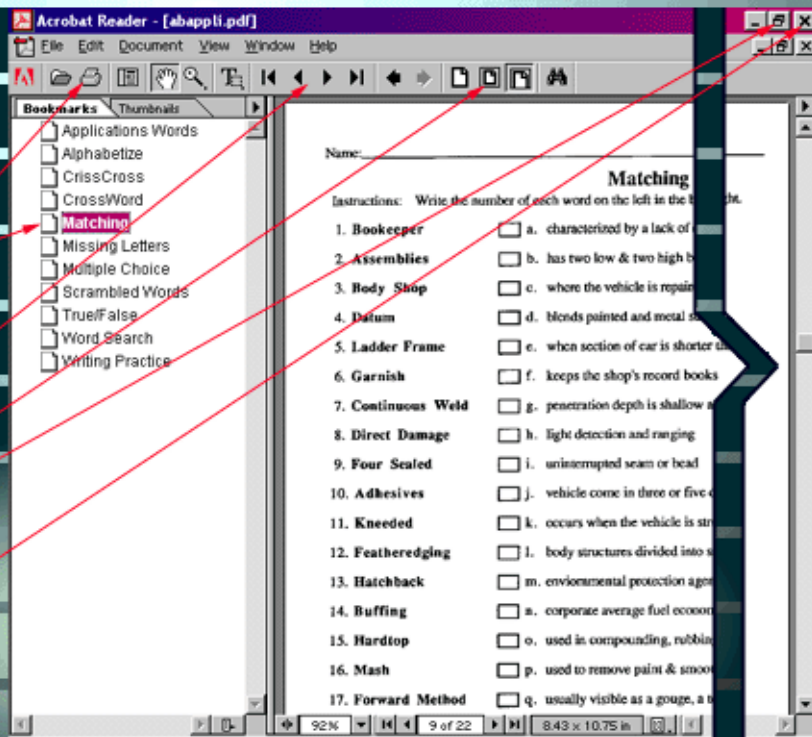
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Select the X icon to quit the reader and return to the Activities Menu.



MAIN MENU

ACTIVITIES

WorkMATE

Activity 2

RESPONSE FORM SCRIPT

Welcome to WorkMATE- a measurement of Work Attitudes and Temperaments. This inventory is not a test, but a way to help find out your attitudes and temperaments as they relate to the world of work. Study each statement carefully and choose one of the four answers on the answer sheet that best describes you. Completely fill in the space of the number you choose.

Here is an example: If we say, "I like to work as a team player", you should choose the answer that best describes how you feel about the statement. If you like working as a team player, you would mark 4, most like me. If you do not like working as a team player, you would mark 1, least like me. If you are somewhere in between, then you would choose 3 or 2 depending on where you think you fit. Remember, there are no right or wrong answers, only the way you feel about what is said.

There are 45 statements to which you will be asked to respond. It is important that you respond to each statement. If you have a question about a statement, ask the counselor to explain what you need to know. Please respond only once to each statement.

If there are no questions, get your pencils and answer sheets ready, and begin.

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OBJECTIVE 1: Knowing Oneself

Activity 1

Career Assessment Battery Activity Booklet

Directions: The Career Assessment Battery will help you determine some of your interests, abilities and needs as they relate to jobs. This is not a test, but an inventory to help you find out more about yourself and how your choices relate to different careers. You should make your choices as honestly as possible so the results reflect your interests and how you feel about your abilities.

In this activity you will complete twelve exercises designed to determine your career interests and abilities. In each of the exercises you will be asked to make decisions concerning what you like to do, what you want to do, and what you can do. As you read each activity, enter your responses on the Career Assessment Battery Worksheet. The responses that you record on that worksheet will be used to help you relate your interests and abilities to careers.

Before you begin the first activity, write your name and date on the worksheet.

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1

OBJECTIVE 2: Job Interests & Abilities

Determining Your Education and Training Needs

To determine your education and training needs, get the following items from their respective file folders: 1. "Career Briefs" booklet; 2. "Career Assessment Battery Worksheet"; 3. "Education/Training Worksheet".

First, look at your "Education/Training Worksheet" and write your Name, then the Workgroup(s) and/or Subgroup(s) you have listed on your Career Assessment Battery Worksheet. (You may use as many "Education/Training Worksheets" as you need.)

Next, look up the Workgroup(s) and Subgroup(s) in the "Career Briefs" booklet that you listed on your Career Assessment Battery Worksheet. Refer to the following topics for the information you will need for completion of your Education/Training Worksheet:

I. To find information on Workgroup(s) in the "Career Briefs" booklet do the following:
(If you have identified Subgroups, skip to Section II below.)



For School Subjects - refer to "Occupations and Fields of Study".



For Education/Training - refer to "Education and Training Requirements" for that Workgroup.

II. To find information on Subgroup(s) do the following:



For School Subjects - refer to "Education/Training" under the Subgroup area.

For Where Obtained - refer to "Where Obtained" under the Subgroup area.

For Reasoning, Math and Language requirements - These three codes (R, M, L) refer to the level of academic skills in those areas needed to handle a specific job. (See pages "G - I" in the "Career Briefs" booklet for detailed descriptions of skill requirements.)

REASONING, MATH, AND LANGUAGE (R, M, L) CODES					
THE HIGHER THE NUMBER, THE HIGHER THE SKILL LEVEL REQUIRED					
Lower Level Skills			Higher Level Skills		
1	2	3	4	5	6

For Specific Vocational Preparation - refer to SVP under the Subgroup area. This code number refers to the amount of time a typical worker requires to learn the techniques, acquire information and develop the ability needed for average performance in a specific job. The range of numbers is from 1 to 9, with the higher numbers referring to longer periods of time.

SPECIFIC VOCATIONAL PREPARATION (SVP) SCALES	
LEVEL	TIME
1	Short demonstration only
2	Anything beyond a short demonstration, up to and including 1 month
3	Over 1 month, up to and including 3 months
4	Over 3 months, up to and including 6 months
5	Over 6 months, up to and including 1 year
6	Over 1 year, up to and including 2 years
7	Over 2 years, up to and including 4 years
8	Over 4 years, up to and including 10 years
9	Over 10 years

OBJECTIVE 3: Education & Training Requirements

Name _____ Date _____

Activity Sheet 1

The factors listed in the "Lifestyle" box below will help you identify the lifestyle factors that need to be considered when developing your short term, mid term and long term career goals. Identifying these factors will help you determine the finances, the education and training, and the jobs you will need to acquire now and in the future to accomplish these goals. Mark the boxes that most closely relate to your goals. The higher the lifestyle goals you choose, the greater the financial, job, education, and training requirements will be.

Lifestyle

Marriage ☐ Yes ☐ No **Number of children** ☐ 1 ☐ 2 ☐ 3 +

House ☐ less than \$99,000 ☐ 100,000-249,000 ☐ 250,000-350,000 ☐ 350,000 +

Automobile(s) (number) _____ **Total cost** ☐ below \$25,000 ☐ 25,000-49,000 ☐ 50,000 +

Luxuries (pools, boats, recreational vehicles, etc.) ☐ Minimal ☐ Moderate ☐ _____

Education: ☐ Low Level (HS, GED, or lower) ☐ Moderate Level (technical school, community college) ☐ High Level (4 years of college or more)

Travel ☐ Seldom ☐ Moderate ☐ Frequent

Power (Political Office, Administrative, Financial) ☐ Minimal ☐ Moderate ☐ High

Security (job) ☐ Low Degree ☐ Moderate Degree ☐ High Degree

(financial) ☐ Low Degree ☐ Moderate Degree ☐ High Degree

Retirement ☐ Early (before 45) ☐ 45-65 ☐ over 65

Civic and Community Involvement ☐ Little Activity ☐ Somewhat Active ☐ Very Active

Good Health ☐ Little Emphasis ☐ Moderate Emphasis ☐ Major Emphasis

Church/Religious Involvement ☐ Little Involvement ☐ Somewhat Involved ☐ Very Involved

Leisure Time (how much) ☐ Little ☐ Moderate ☐ A Lot

Estimate the finances you will need to generate annually to attain your lifestyle goals. (You may include income, real estate, stocks, bonds, etc.) Remember, the higher the lifestyle goals you choose, the higher the financial requirements will be.

Finances

Present - 4 years. (estimate annual average income you will need)

☐ less than \$29,000 ☐ 30,000-49,000 ☐ 50,000-75,000

☐ 76,000-124,000 ☐ 125,000-249,000 ☐ 250,000 +

5 - 10 years (estimate annual average income you will need)

☐ less than \$29,000 ☐ 30,000-49,000 ☐ 50,000-75,000

☐ 76,000-124,000 ☐ 125,000-249,000 ☐ 250,000 +

Over 10 years (estimate annual average income you will need)

☐ less than \$29,000 ☐ 30,000-49,000 ☐ 50,000-75,000

☐ 76,000-124,000 ☐ 125,000-249,000 ☐ 250,000 +

OBJECTIVE 4: Career & Educational Goals

SAMPLE REPORT (from the DOT)

* NOTE - The type size has been reduced to fit.

OCCUPATIONAL GROUP ARRANGEMENT
00/1 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

This category includes occupations concerned with the theoretical or practical aspects of such fields of human endeavor as art, science, engineering, education, medicine, law, business relations, and administrative, managerial, and technical work. Most of these occupations require substantial educational preparation (usually at the university, junior college, or technical institute level).

00/01 OCCUPATIONS IN ARCHITECTURE, ENGINEERING, AND SURVEYING

This division includes occupations concerned with the practical application of physical laws and principles of engineering or architecture for the development and utilization of machines, materials, instruments, structures, processes, and services. Typical specializations are research, design, construction, testing, procurement, production, operations, and sales. Also includes preparation of drawings, and participation in construction.

001 ARCHITECT

This group includes occupations concerned with the design and construction of buildings and related structures, or landscaping, and floating structures, according to aesthetic and functional factors.

001.061-010 ARCHITECT (profess. & kin.)

Researches, plans, designs, and administers building projects for clients, applying knowledge of design, construction procedures, zoning and building codes, and

design proposals and specifications to establish basic characteristics of craft, such as size, weight, speed, propulsion, armament, cargo, displacement, draft, crew and passenger complements, and fresh or salt water service. Oversees construction and testing of prototype in model basin and develops sectional and waterline curves of hull to establish center of gravity, ideal hull form, and buoyancy and stability data. Designs construction of hull and superstructure according to specifications.

REASONING, MATH, AND LANGUAGE (R, M, L) CODES

THE HIGHER THE NUMBER, THE HIGHER THE SKILL LEVEL REQUIRED

Lower Level Skills	Higher Level Skills
1	6
2	5
3	4
4	3
5	2
6	1

001.061-010 ARCHITECT (profess. & kin.)

Researches, plans, designs, and administers building projects for clients, applying knowledge of design, construction procedures, zoning and building codes, and

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4	Over 3 months, up to and including 6 months
5	Over 6 months, up to and including 1 year
6	Over 1 year, up to and including 2 years
7	Over 2 years, up to and including 4 years
8	Over 4 years, up to and including 10 years
9	Over 10 years

001.061-010 ARCHITECT (profess. & kin.)

Researches, plans, designs, and administers building projects for clients, applying knowledge of design, construction procedures, zoning and building codes, and

DATE LAST UPDATED

OBJECTIVE 5: Occupational Information Resources

LEARNING BRIEF

Generally, there are four basic ways to find a job. Informal job-seeking methods (Networking) are by far the most successful. But you can also find a job through want ads, employment agencies, and other methods. By looking below at the pie chart and lists of activities for each of these job-seeking methods, you can determine how to best use your time and energy in your own job search.

Networking- 63% success rate

- Direct contact with employers
- Identifying possible employers through "networking" with family, friends, teachers, neighbors, and acquaintances
- Contact previous employers for possible leads
- Job club or support group
- Use of the "Internet" and the World Wide Web sites

Want Ads - 14% success rate

- Answer ads in newspapers
- Answer ads in trade or professional journals
- Place ads to "sell yourself"
- Answer storefront signs

Agencies - 12% success rate

- Job Service
- Private employment agencies
- School placement offices
- Local, state, and federal government personnel offices
- Chamber of Commerce
- Small Business Bureau

Other - 11% success rate

- Civil Service tests
- Local labor unions
- Local community organizations
- Phone directories
- U.S. Armed Forces Recruiting offices
- Professional organizations
- Women's organizations
- Political organizations
- Church groups
- Industrial directories and informational pamphlets (check your local library)

How to Network - You should begin with people you already know. Set up a meeting or call them on the telephone and tell them that you are looking for a job. You would like them to refer you to others that might have information on job openings. Then contact those job leads for information about a job or another person that might be able to help you. The larger the list of people in your network the more access you have to job information and other contacts who have information. By telling as many people as you can that you are looking for a job you will have more people looking for jobs for you. At all times be courteous and thank everyone for their time and help. Sending a thank-you note is a very good way to be remembered in a positive way. Members of your network receiving these usually will try to help you in any way they can.

OBJECTIVE 6: Sources Of Job Openings

Name: _____

Date: _____

Activity Sheet 1

Prepared Telephone Script

Directions: Make your own prepared telephone script using any source you wish for a job lead.

Introduction

Hello, my name is _____

Position

I am interested in the position as _____

Body

Purpose

When would be a good time for me to come in for an interview or meeting with you?

Keep this in your Career Planner folder.

OBJECTIVE 7: Following-up On Job Leads

Personal Information Worksheet *Activity Sheet 1*

Directions: Fill out the worksheet below. This is standard information that you will typically have to answer on most employment forms. Use this as a reference when applying for a job so that you have all the information you need readily available.

NAME: _____

FIRST FULL MIDDLE NAME LAST

SOCIAL SECURITY # ☐ ☐ ☐ - ☐ ☐ ☐ ☐ ☐ ☐ **TELEPHONE:** _____

ADDRESS: _____

STREET ADDRESS, APT. NO., PO BOX, RURAL ROUTE NO.

CITY STATE ZIP CODE

SR. HIGH SCHOOL, ADDRESS, DATES ATTENDED: _____

POST-SECONDARY (COLLEGE, TRADE SCHOOLS, ETC.), ADDRESS, DATES ATTENDED: _____

ADVANCED DEGREES, CERTIFICATES, AWARDS, HONORS: _____

LAST EMPLOYER: _____

ADDRESS: _____

JOB TITLE, DUTIES, REASON FOR LEAVING: _____

NEXT EMPLOYER: _____

ADDRESS: _____

JOB TITLE, DUTIES, REASON FOR LEAVING: _____

NOTIFY IN EMERGENCY: _____

NAME TELEPHONE

REFERENCE #1: _____

NAME TELEPHONE

REFERENCE #2: _____

NAME TELEPHONE

REFERENCE #3: _____

NAME TELEPHONE

HOBBIES, INTERESTS, AFFILIATIONS: _____

OBJECTIVE 8: Forms For Employment

Name: _____
Date: _____

Activity Sheet 1

Cover Letter Worksheet

Directions: Write a draft cover letter following the indicated format.

Return Address: _____

Date: _____

Addressee: _____

Salutation: _____

First Paragraph: State the position for which you are applying and why you are the best choice.

Second Paragraph: Demonstrate how your qualifications will benefit the company.

Third Paragraph: Explain why you have an interest in the company.

Fourth Paragraph: Request an interview and indicate that you will be following up with a phone call.

Closing: _____

Signature: _____

Enclosure: _____

Keep a copy of this in your Career Planner folder.

OBJECTIVE 9: Cover Letters

SAMPLE RESUME

Length: 1 page; Paper Size: 8 1/2 x 11"; Paper Color: White or Ivory; Paper Quality: Standard 20 pound bond office paper; Typesetting: Letter quality, professional type. Education should be listed first if you are a recent graduate. Work experience should come first if you have at least two years of full-time career experience.

Job experience should be listed with your most recent job first.

John R. Chambers
2435 Harbour Avenue
Jonesboro, GA 30688
(706) 864-9999

Personal Information - Do not include age, weight, height, marital status, etc.

EXPERIENCE

Highlight experiences which support the type of position you wish to acquire.

1990-present

JONESBORO TECHNICAL COLLEGE JONESBORO, GA
Teaching Assistant of Graphic Arts Technology. Implemented an atmosphere that encourages students' creativity with emphasis on production and quality. Instruct apprentices and students in technical operations, including plate making, separations, color matching, color corrections, photography, printing, and mechanical drawings. Instruction given in color, and black and white procedures.

Use short, concise phrases - no more than six lines of information per paragraph.

1990-present

SPEEDY GRAPHICS-ON-THE-GO JONESBORO, GA
Assistant Manager (part-time). Create masters and proofs of posters, flyers, business cards, and stationery for a multitude of printing processes. Velo bind, GBC bind, perfect bind. Quality control, resolve printing problems, and meet or beat production deadlines. Work with customers to assure specifications are met and customers are satisfied.

Show dates and locations

EDUCATION

If a recent graduate, mention degrees, certificates, honors or special awards. Note any courses relevant to the job.

1988-1990

NORTH GEORGIA TECHNICAL SCHOOL CLARKESVILLE, GA
Certificate in Graphic Arts - Graduated with honors

1986-1988

ATHENS VOCATIONAL-TECHNICAL SCHOOL ATHENS, GA
Certificate in Art Design - Won Outstanding Design Award

AFFILIATIONS

Secretary of Bookdesigners of Georgia Society. Member of the National Association of Graphic Artists.

INTERESTS

Photography, painting, golf, outdoor sports.

REFERENCES

Available upon request. May be included or state "Available upon request."

OBJECTIVE 10: Resumes

Name: _____
Date: _____

Activity Sheet

Interview Preparation Worksheet

Directions: Fill out the worksheet below. This is information that you will need in preparation for your interview.

Research:

Company Name: _____ Phone: _____ Fax: _____

Address: _____

Key Contacts With Job Titles: _____

Number of Employees: _____ Years in Business: _____

Size: _____ Locations: _____

Products or Services: _____

Type of Customers: _____

Competitors: _____

Sales and Profits: _____

Current Plans: _____

Comments: _____

Informational Interview Questions:

1: _____
2: _____
3: _____
4: _____
5: _____

Personal Message Relating to the Job:

Motivation: _____

Skills: _____

Character: _____

Accomplishments: _____

Personality: _____

Questions for the Interviewer:

1: _____
2: _____
3: _____
4: _____
5: _____

OBJECTIVE 11: Interview Preparation

Name: _____
Date: _____

Activity Sheet 1

Job Interview Checklist

Directions: Review and check the following items before and after your interview to make sure you cover all the basic requirements of a good interview. Remember, practice makes perfect.

Before The Interview

- ☐ Dress appropriately
- ☐ Groom impeccably
- ☐ Take several copies of your resume
- ☐ Arrive 10 minutes before the scheduled interview
- ☐ Review your personal message and questions for the interviewer

The First Contact

- ☐ Smile
- ☐ Walk confidently
- ☐ Make small talk
- ☐ Use correct eye contact
- ☐ Shake hands firmly
- ☐ Be calm

During The Interview

- ☐ Be conversational
- ☐ Don't exaggerate
- ☐ Concentrate on your personal message
- ☐ Match your style to the interviewers style
- ☐ Do not be negative about anything
- ☐ "Read" the interviewers intentions (long, short responses)
- ☐ Don't let tough questions ruffle you.
- ☐ Keep the conversation flowing
- ☐ Appear relaxed, interested, and determined

Following-Up

- ☐ Evaluate your performance
- ☐ Send a follow-up letter
- ☐ Telephone call back after one to two weeks
- ☐ Review conditions of employment before accepting an offer

OBJECTIVE 12: Job Interview

Name: _____
Date: _____

Activity Sheet 1

Interpersonal Skills Rating Sheet

Directions: Interpersonal skills effect the manner in which people deal with customers, co-workers and thers with whom they have contact. On a scale of 1 to 3, rate yourself on how well you think you erform the requirements for good interpersonal skills. Circle the number that applies to you.

1 = Needs Improvement	3 = Very Good
Respect others despite race, background or personality	1 2 3
Cooperate despite differences	1 2 3
Sensitivity to others feelings and needs	1 2 3
Honesty despite consequences	1 2 3
Self control over negative emotions and actions	1 2 3
Positive attitude at all times	1 2 3
Patient with trying situations	1 2 3
Understand others point of view	1 2 3
Tactful with words and actions	1 2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.



OBJECTIVE 13: Interpersonal Relationship Skills

Name: _____
Date: _____

Activity Sheet 1

Behavior Towards Supervisors Worksheet

Directions: Rate yourself below on how you behave toward authority.

1 = Needs Improvement	3 = Very Good
Settling disagreements with a supervisor	1 2 3
Handling criticism from a supervisor	1 2 3
Working on tasks assigned by a supervisor that I don't want to do	1 2 3
Following orders from a supervisor on work with which I have a problem	1 2 3
Responding promptly to orders from a supervisor that I don't like	1 2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.

OBJECTIVE 14: Behaviors Toward Authority

Name: _____
Date: _____

Activity Sheet 1

Positive Attitudes Worksheet

Directions: Rate yourself on where you think you are concerning the following attributes.

1 = Needs Improvement	3 = Very Good
Accepting Constructive Criticism	1 2 3
Willingness To Learn	1 2 3
Being A Team Player	1 2 3
Having A Positive Self Concept	1 2 3
Being Responsible	1 2 3
Being Dependable	1 2 3
Willingness To Improve	1 2 3
Being Considerate and Respectful	1 2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.

OBJECTIVE 15: Staying Positive

Name: _____
Date: _____

Activity Sheet 1

Conflict Resolution Worksheet

Directions: The following are the correct steps to take in resolving conflicts. Rate yourself on how you feel you handle each step.

1 = Needs Improvement	3 = Very Good
Controlling your anger	1 2 3
Taking enough time to calm emotions	1 2 3
Confronting the person, and telling them there is a problem that needs to be discussed	1 2 3
Giving your thoughts on the situation	1 2 3
Listening as the other person states their view on the matter	1 2 3
Understanding what is being said to you by repeating what you heard in a slightly different way	1 2 3
Trying to see the problem from the other person's point of view	1 2 3
Understanding what you really want.	1 2 3
Accepting that the problem has not been resolved if you are not happy with the outcome	1 2 3
Giving a little to resolve conflict	1 2 3
Taking time to rethink your views	1 2 3
Making new or revised suggestions	1 2 3
Going over what you have agreed on so both parties understand	1 2 3
Meeting all needs	1 2 3
Ending the meeting with good feelings	1 2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.

OBJECTIVE 16: Work Related Conflict

Name: _____
Date: _____

Activity Sheet 1

Values and Ethics Worksheet

Directions: Rate yourself on how you feel you regularly perform the following.

	1 = Needs Improvement	3 = Very Good
I try to be honest at all times.	1	2 3
I am respectful and considerate to myself and others.	1	2 3
I am dependable and carry out my responsibilities.	1	2 3
I am faithful to my beliefs, family, friends, company and my country.	1	2 3
I am always ready to help others when they need help.	1	2 3
I treat other people's property with respect.	1	2 3
I can be trusted to do what I say I will do.	1	2 3
I present myself in a way that is an asset to me and to others.	1	2 3
I am good at following rules and guidelines.	1	2 3
I have a good and positive belief system.	1	2 3
I have the confidence and ability to care for those that need me.	1	2 3
I take good care of the environment.	1	2 3
I am enthusiastic about my life and work.	1	2 3
I treat all living things with kindness.	1	2 3
I am friendly and polite toward others.	1	2 3
I am willing to learn new things even if they challenge my methods or beliefs.	1	2 3
I am good at communicating how I feel to other people.	1	2 3
I look for the good and positive in all situations.	1	2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.

OBJECTIVE 17: Values & Ethics

LEARNING BRIEF

Good communications skills are required in all jobs. Knowing some of the roadblocks to good communications and how to overcome them will help you become a more effective communicator.

Roadblocks To Good Communication

Solutions

Thinking ahead rather than listening	Focusing on what is being said
Interrupting other person/persons	Giving others a chance to talk
Poor eye contact	Don't stare or continually look away
Ignoring or avoiding what you don't understand	Asking questions if you don't understand
Valuing only your point of view	Trying to see the other person's point of view
Being pushy, rude or overly aggressive	Being courteous
Talking too fast or unclearly	Speaking clearly and at a moderate rate
Thinking you can remember all that is discussed	Taking clear notes for future reference
Thinking you understand what is said	Paraphrase (Repeating what is said in a when you really don't slightly differently way)

Effective Telephone Techniques

The telephone is a very important method of communicating in the job world. You should always be courteous and speak clearly. Below are some suggestions for making your telephone conversations more constructive. To be prepared takes practice.

- Features of the telephone need to be understood. These features are designed to help you handle calls smoothly. Practice using the different features before you try them out when a caller is on the line.
- Hold the transmitter of the phone directly in front of your mouth or the caller may not be able to understand what you are saying.
- Speaking on the telephone requires better articulation than speaking face-to-face. You must speak clearly.
- Make sure the caller is placed on hold before discussing their situation with a co-worker
- Do not eat or drink while talking on the telephone.
- Answer the telephone promptly.
- If you have to put a caller on hold, ask permission and wait for an answer.
- If you have more than one caller on hold, remember the priority.
- When answering the telephone greet the caller, state your organization, introduce yourself and offer your help.
- Listen to what the caller is saying, if you do not listen you cannot help them.
- Always thank the caller for calling.
- Let them know you appreciate their business.
- Make sure they know you will keep your promises.
- Leave the customer with a positive feeling about your company.
- Always let the caller hang up first.

OBJECTIVE 18 Workplace Communication

Name: _____
Date: _____

Activity Sheet 1

Appearance Worksheet

Directions: Rate yourself on each of the following factors relating to your appearance.

	1 = Needs Improvement	3 = Very Good
Hair	1	2 3
Fingernails	1	2 3
Breath	1	2 3
Teeth	1	2 3
Perfume or cologne - (Excessive)	1	2 3
Make-up - (Excessive or not enough)	1	2 3
Clothes	1	2 3
Shoes	1	2 3
Jewelry	1	2 3
Posture	1	2 3
Facial expression	1	2 3
Speech	1	2 3
Tone of Voice	1	2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.

OBJECTIVE 19: Appearance

Name: _____
Date: _____

Activity Sheet 1

Following Directions Worksheet

Directions: Rate yourself on how well you utilize the following skills.

	1 = Needs Improvement	3 = Very Good
Reading and evaluating - Are the directions clear and easy to follow?		
Is all the information needed listed?	1	2 3
Numbering the steps - Go through step by step and make sure the directions can be followed through.	1	2 3
Doing each step one at a time - If you do the first step, will you be able to move smoothly to the next step.	1	2 3
Re-reading - Read directions again to double check that you have covered everything needed.	1	2 3
Listening - Listen carefully to what is being said to you.	1	2 3
Taking Notes - Write it down so that you do not leave anything out.	1	2 3
Evaluating - Look over the directions, do you have all the information you need?	1	2 3
Revising - Ask questions and possibly change the directions to be more efficient.	1	2 3
Talk it over and make sure it is all right to change the directions before you proceed.	1	2 3
Thinking - Think through what needs to be done and how it should be done.	1	2 3
Considering - Consider the person who will be receiving the directions.	1	2 3
What will this person need to know?	1	2 3
Communicating - Make sure you use description and terms this person will understand.	1	2 3
Asking - Ask questions to make sure your directions have been understood.	1	2 3

Below, present real work or life situations that demonstrate how you apply the skills in which you excel.

Now, describe how you are going to approach improving yourself in the area(s) that you have identified as needing improvement.

OBJECTIVE 20: Following Directions