



For

WorkKeys®

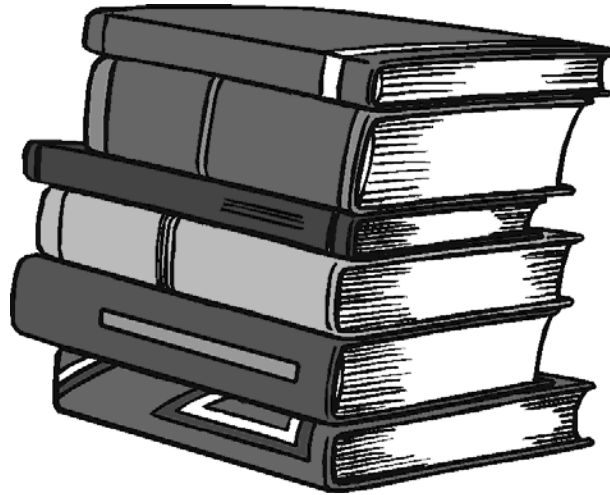


Reading for Information

Level 6



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Level 6

Reading for Information

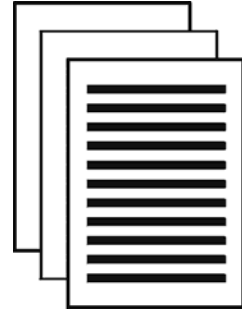
Introduction

Welcome to Level 6 of Reading for Information.

In this level the reading materials can be **significantly more difficult** than the earlier levels. They may include more technical terms and jargon.

More importantly, the questions you will be asked about the reading materials will be more difficult. For many questions, the answer will not be immediately obvious from the information given. You will be required **to use more of your experience and judgment** to come up with the best answer for a given situation.

For many of the questions asked, there **may not be** only one "**right**" answer. You may be asked to find the best answer from among several choices. Examples might be **inferring or guessing details** that were left out of a procedure, **applying a law or policy** to a situation that was not specifically covered, **or determining what a person was trying to do** when they wrote a particular document.



These are similar to the kinds of decisions you will have to make in your job. Rarely is there only one way to accomplish a task. Your job is to find the best way to do something by applying the policies and information you are given.

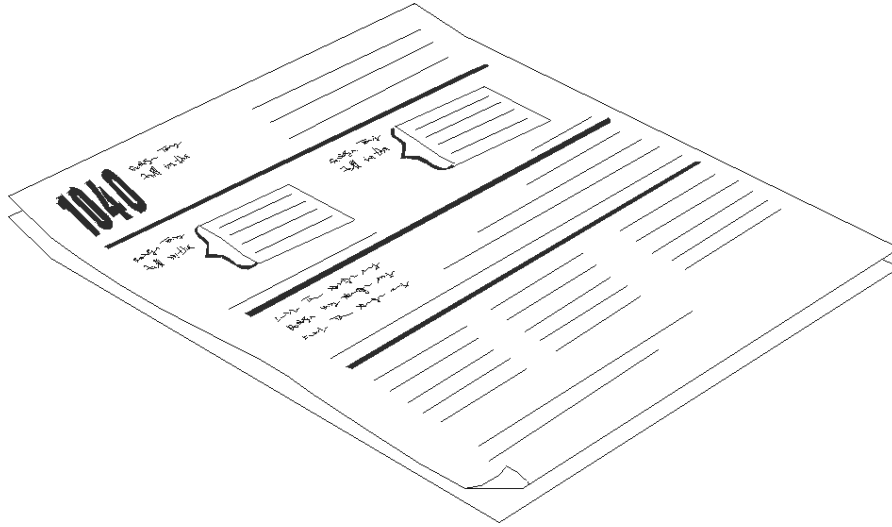
These Are The types Of Skills You Will Learn In Level 6:

- Identify implied details.
- Understand jargon or technical terms when used in an unfamiliar context.
- Figure out from context the less common meaning of a word with multiple meanings.
- Apply complicated information to new situations.
- Figure out the general principles underlying situations described in the reading materials. Apply those principles to related situations.
- Figure out the reasoning behind a procedure, policy or communication.

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This Level Is Divided Into Six Lessons:

- *Implied Details*
- *Understanding Jargon*
- *Meanings from Context*
- *Interpreting Complex Information*
- *Understanding the Principles in a Document*
- *Understanding the Author's Reasons.*



Level 6

Reading for Information

Implied Details

As you progress to higher levels in Reading for Information, you will find the reading materials to be more difficult. The text is not as direct. What does that mean?

Some passages are written with the assumption that you have a **basic working knowledge of the topic being discussed**. The author or writer might not have felt that there was a need to write every detail. These are called *implied details*. (Although, in the WorkKeys assessment no prior knowledge of any topic is required.)

Implied Details

Many statements you see or hear have implied details in them. They are so common, you may not even recognize that some details are missing.



If a mother said to her child "go to the store", who is this statement directed to? Since the mother was speaking to the child, you assume that the person who is supposed to go to the store is the child. She did not have to say "you go to the store". The **you** is implied or understood without being directly stated.



Here is another example of an implied detail. A jar of jelly that you purchased at a grocery store contains the following on the label:

Keep refrigerated after opening.

From this statement, you know that after you open the jelly, you should store it in the refrigerator. But **how many implied details have you assumed?**

Can you identify some implied details now?

Here is what the same statement might look like if the details were explicitly written, and not implied:

After opening this jar of jelly, take out the portion of jelly that you wish to use. Leave the remaining jelly in this jar. Close the lid tightly. Place the jar in a refrigerator between 32 and 45 degrees Fahrenheit. Repeat this process until all jelly is used. You do not need to refrigerate the empty jar. You also do not need to refrigerate the full, unopened jar as purchased at the store.

In this case, this seems pretty silly. Of course you knew to leave the unused jelly in the jar, and that you don't need to refrigerate an empty jar.

The statement with all the details included is too long and even more confusing than the original warning. Sometimes leaving details out makes writing more clear.

But how would you know that the unopened jar does not need to be refrigerated? Two clues tell you this:

First, the original warning said "*keep refrigerated after opening*". The word "**after**" **implies** that you should do something different before opening. Otherwise it would have simply said "*keep refrigerated*".

Second, the jar was not refrigerated on the grocery store shelf. This should tell you that the unopened jar does not need to be kept cold. This is using your **prior experience** to help interpret the warning on the jar.

In this section you will use these two techniques to determine implied details in documents. These two techniques are looking for clues in the wording of the document, and using your **prior experience** and **common sense**.

Text For Implied Details Problems 1 & 2

Here is another example of a passage that contains implied details. The questions on the next two pages will deal with this document.

The document describes first aid procedures to follow after contact with a chemical. When reading and applying the procedures, you should use your common sense. This allows you to determine the implied details when you need them.

Material Safety Data - Sodium Carbonate

First Aid Measures

EYES:

Immediately flush with water for at least 15 minutes, lifting the upper and lower lids occasionally. See a medical doctor immediately.

SKIN:

Wash with plenty of water for 15 minutes. If irritation occurs and persists, obtain medical attention.

INHALATION:

Remove from exposure, if discomfort occurs and persists, obtain medical attention.

INGESTION:

Rinse mouth with water. Dilute by giving 1 to 2 glasses of water by mouth. Do not induce vomiting. Never give anything by mouth to an unconscious person. See a medical doctor immediately.

NOTES TO PHYSICIAN:

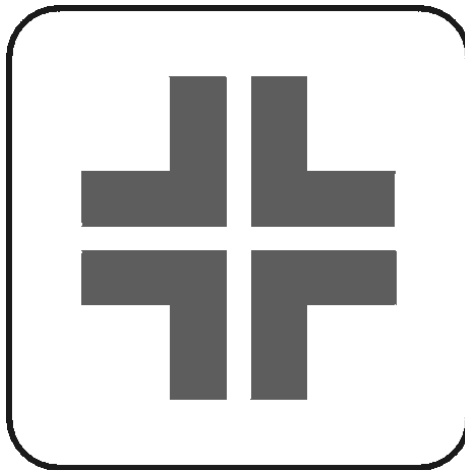
While internal toxicity is low, irritant effects of high concentrations may produce corneal opacities and vesicular reactions in humans with abraded skin only. Treatment is symptomatic and supportive.

Implied Details Problem 1

Refer to the *Materials Safety Data – Sodium Carbonate* text on the previous page to answer the following question.

If sodium carbonate were to get on your face and into your eyes, what should you do? Check the correct answer.

- _____ A. Open your eyes first, and flush entire face with water.
- _____ B. Rinse your face off without opening your eyes.
- _____ C. Wipe your eyes off before rinsing them with a flushing agent.
- _____ D. Rinse your face off quickly, then open your eyes and flush.



Explanation

In the instructions about eye care following exposure to sodium carbonate, the writer does not directly state whether you should open or shut your eyes before rinsing. However if you have sodium carbonate on your face around your eyes, it makes sense to rinse it off first. Otherwise you could rinse additional chemical into your eyes. Ouch! Therefore the correct answer is D.

Implied Details Problem 2

Refer to the *Materials Safety Data – Sodium Carbonate* text two pages back to answer the following question.

Based on the information given, which of the statements below is NOT correct? Check the correct answer.

- A. Exposure will be serious or fatal if not immediately treated by a physician.
- B. It can cause reactions in some people that may require further treatment.
- C. If ingested only water should be given by mouth to reduce the concentration.
- D. Breathing particles causes the least injury of any exposure method.

Explanation

The incorrect statement was that exposure to sodium carbonate will be serious or fatal if not immediately attended by a physician. While the instructions do not say that exposure would not be fatal, there are several things that would indicate that most (but not all) contacts would not cause death. Among these are that skin and inhalation contacts only require medical attention if the symptoms persist, and the notes say that "internal toxicity is low".

Text For Implied Details Problem 3 - 6

The contest rules shown below contain many details, both implied and not. Sometimes passages like this are written to be tricky or misleading. Read the rules, and then answer the questions on the next two pages.

SPORTSDEW CONTEST RULES

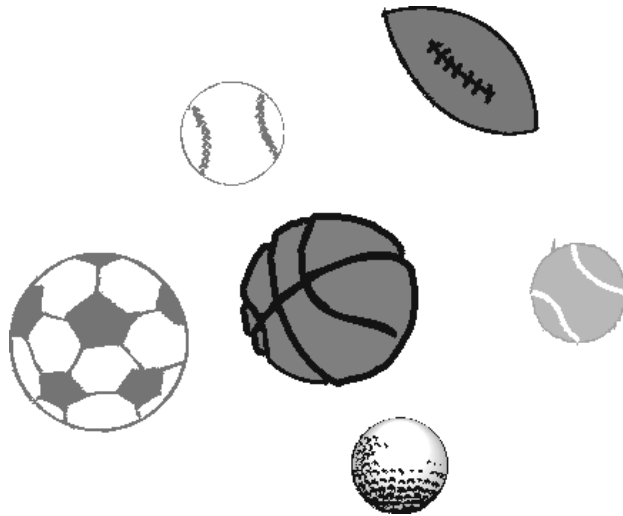
No purchase necessary. Void where prohibited by law. To enter, mail a 3x5 postcard with your name, address, home and work phone number, and name of your place of employment to the address as follows by Dec.1 1999. Sportsdew Drinks, PO BOX 22, Smithton, TN 378994-0415. Only one entry per household. One (1) prize will be awarded. The winner will receive an all expense paid trip for four (4) to the sporting event of his/her choice. Some restrictions apply. Subject to availability of tickets. Limited costs covering transportation and lodging. Two (2) meals per day per person for one night and one day travel time. Taxes and gratuities are the sole responsibility of the winner. Sportsdew employees and their immediate families, vendors, or distributors and their employees are not eligible to win. One winner will be selected by random among all eligible entries. All late, lost or incomplete entries are not considered valid entries. Odds of winning depend on the number of qualifying entries received. The winner will be required to sign an affidavit of eligibility, and a publicity release form. The winner will be announced on WBBS Channel 42 during the Christmas Parade Special. For the name of the winner, please send a self-addressed stamped envelope to the contest address above.

Implied Details Problem 3

Refer to the *Sportsdew Contest Rules* text on the previous page to answer the following question.

Based on the rules, which of the following persons could enter the contest? Check the correct answer.

- _____ A. All of the members of your family
- _____ B. A sales representative from Sportsdew clothing department
- _____ C. An eight year old child
- _____ D. A professional athlete



Explanation

The rules specifically stated that Sportsdew employees are not eligible. It also says that only one entry can be made per household, but it does not give a specific age requirement to enter. However you should be able to infer that children may have difficulty claiming a prize since it asks for a work phone number. Your experience should also tell you that a company would probably not send a child on a trip by himself, so the prize would have to be supervised by an adult. The remaining choice is a professional athlete. The athlete could enter as long as no other rules are violated.

Implied Details Problem 4

Refer to the *Sportsdew Contest Rules* text on a previous page to answer the following question.

Will the winner need to be present to win the prize? Check the correct answer.

- _____ A. It is not directly stated, so winner probably would not have to be present.
- _____ B. The winner must be present to receive the prize.
- _____ C. No, the winner will have to write Sportsdew to claim the prize.
- _____ D. Channel 42 will notify the winner so he/she will not have to be present.

Explanation

Since the entries are mailed to a company headquarters, you are probably not expected to be there when the drawing is made. In fact, no date and time are even given for when the drawing will be held.

It is mostly likely that the company will draw the winner themselves, then call or write the winner to notify him or her.

Implied Details Problem 5

Refer to the *Sportsdew Contest Rules* text on a previous page to answer the following question.

Do you think you would be able to use this prize to attend a sumo wrestling tournament in Japan? Why or why not? Check the correct answer.

- _____ A. Yes, since the statement says a sporting event of his/her choice.
- _____ B. Yes, if the tickets are available.
- _____ C. No, since the transportation costs would probably be over the limit.
- _____ D. No, because of the taxes and gratuities required.

Explanation

Limits and *exclusions* are some of the things that can be very misleading in the "fine print" of rules and instructions. These are often used to protect the writer or company from things they didn't expect.

In this case, the company will only offer a limited amount for transportation and lodging. The cost of flying to Japan would probably be more than they would allow. (Of course, it doesn't hurt to ask!)

Implied Details Problem 6

Refer to the *Sportsdew Contest Rules* text on a previous page to answer the following question.

Which meals are included in the prize? Check the correct answer.

- A. Breakfast and lunch.
- B. Lunch and supper.
- C. Your choice of any two per day.
- D. The motel's choice of any two per day.

Explanation

In this case, there is no reason to expect that you couldn't include whichever two meals you wanted every day. However the company might be surprised if you ordered a \$1,000 bottle of wine with dinner!

Text For Implied Details Problems 7 - 9

*University of Brownsville
The School of Graduate Studies
Office of Graduate Admissions
Brownsville, Ohio 79587*

**TO: Jeff Cidery
Route 7, Box 3452
Smithville, GA 38724**

Please bring this document with you when you report to register. It is your official acceptance to the University of Brownsville as a graduate student. Your status to date:

Prospective candidate for the _____ degree.

Other: unclassified post-graduate education

Your admission is subject to the indicated condition(s):

None.

Receipt in the Office of Graduate Admissions, by the registration date below.

You will need to bring proof of your B.S. Undergraduate degree. You will not be permitted to complete registration until documented proof is presented.

Completion of course requirements specified by your major department.

Other: _____

You have presented proof as a nonresident of the State of Ohio for fee purposes. Registration for the quarter for which you have applied begins Sept. 5, 1998 . Your admission is valid only if (1) you register for classes for the quarter in which you been admitted, (2) prior to the registration date noted above, you made a request to the Office of Graduate Admissions to defer your registration to another quarter, or (3) if you have arranged with your Department Head for delayed placement under special circumstances such as a hardship. You will be required to submit a new application to the Graduate School should you fail to request for the quarter in which you were admitted.

Prior to registration, you should contact you major department for registration information, academic counseling, faculty advisor assignment, and class scheduling. The University calendar of times and classes is available in the Graduate office, the bookstore and the University library.

Requests for University housing should be sent to the University of Brownsville Housing Office. An application has been included for your request.

We look forward to your enrollment in the University of Brownsville Graduate School and hope your period of study at the University is a success.

**Hank Downey
Dean of the Graduate School**

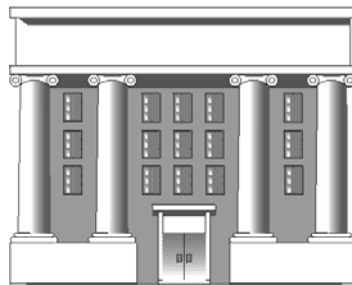
The letter on the previous page is an admission to a graduate program at a university. Documents such as this can be complicated. It can include many different details and instructions.

Read the letter carefully. There are several sections and paragraphs. What is the main idea of each part? Refer to the letter when answering problems 7-9.

Implied Details Problem 7

Is University housing guaranteed with your acceptance into the graduate program? Check the correct answer.

- _____ A. No, housing requests are separate from admissions.
- _____ B. Yes, housing is included in the acceptance.
- _____ C. No, you must have requested housing when you applied for the program.
- _____ D. Yes, a housing assignment is included in your acceptance package.



Explanation

The letter says that you must **request** housing from the Housing Office. An application is included with the letter.

The fact that you still must apply for housing indicates that you probably are not guaranteed housing at the university. When you have to apply for something, you may or may not get it.

Implied Details Problem 8

Refer to the *University of Brownsville admission letter* text when answering the following question.

What does Jeff need to bring before he registers? Check the correct answer.

- A. Proof of residency.
- B. A completed housing registration.
- C. A certified copy of his undergraduate transcripts.
- D. A copy of his final grades from his undergraduate classes.

Explanation

The letter asks for proof of Jeff's undergraduate degree. Proof implies something official from the undergraduate university. Simply making a photocopy of Jeff's grades would likely not be good enough. Therefore a certified transcript would be a better choice.

Implied Details Problem 9

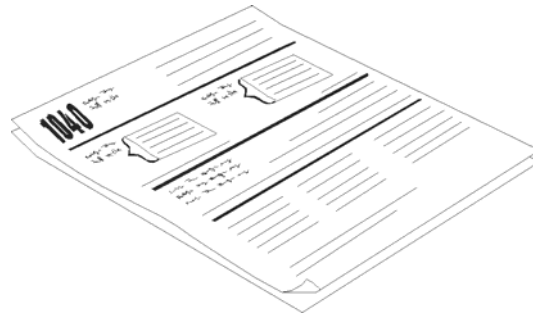
Refer to the *University of Brownsville admission letter* text when answering the following question.

Jeff was just accepted to an overseas fellowship program. He leaves 7/10/98 and will return 12/6/98. What should he do if he still wants to attend Brownsville? Check the correct answer.

- _____ A. Make his housing application beginning for the spring semester.
- _____ B. Do not register for fall, register for spring classes only.
- _____ C. Request the Office of Graduate Admissions to defer his registration.
- _____ D. He must apply for the graduate program again.

Explanation

Since Jeff will leave on July 10th, he will clearly know that he will not be present to register for classes beginning September 5th. Since he knows this ahead of time, he can request that his registration be deferred. This would be much easier than submitting a new application after he returns.

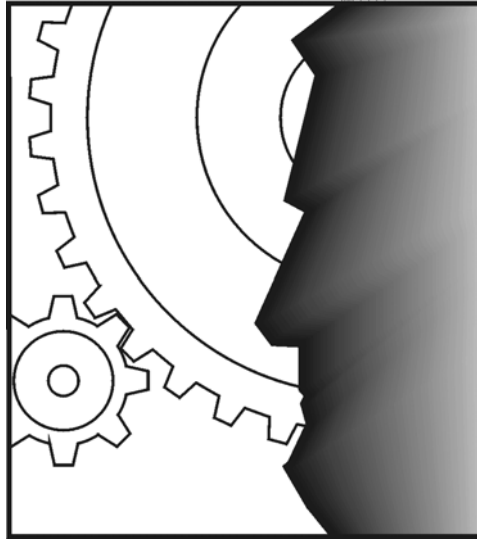


Summary

Implied details are usually based on the assumption that the reader has some knowledge of the information presented. You can make this type of information easier to understand.

Analyze the information by first establishing the **main idea**. **List information** in order as it appears in the passage. Is there information that might be needed in order to successfully complete each step? What would be the ideal conditions in order to complete or comply with the information?

Remember these questions when you are reading information that might contain implied details.



Level 6

Reading for Information

Understanding Jargon

Understanding jargon and technical terms will be a part of your life in the business world. In the previous levels, you have learned to interpret terms that were familiar to you. They were directly related to known or familiar text in which they were used. In Level 6, you may not be acquainted with the topics or information presented in the passages.

This will require you to **analyze the terms as well as the whole text** in which it is presented to interpret the information. Being able to **break down words** into small components, **relating general facts** to portions of the text, **and applying your general knowledge** can make a difficult passage easier to understand.

Understanding Jargon Problem 1

Let's start with an easy example.

The accident report below uses simple medical terms to specify Ms. Jones' injuries. References have also been made in business terms as to what reports were filed. Sometimes you will find that different types of jargon and terminology will appear in one passage. This is an example of this. Both medical and insurance terms are used.

Accident Report:

On 1/15/98, Mika Jones sustained an injury to her lower left extremity. Ms. Jones tripped on the top step resulting in a fall down the last flight of stairs leading to the employee's parking lot. Her injury required hospitalization and minor surgery to repair torn ligaments and to reset her tibia. Insurance covered Ms. Jones medical costs. Worker's Compensation was filed and received for her time-off from her position.

Read the accident report above. It uses medical terms to describe the injuries. Use the context of the paragraph and your knowledge to determine what injuries occurred.

What did Ms. Jones injure that required surgery? Check the correct answer.

- _____ A. Her left leg
- _____ B. Her left arm
- _____ C. Her neck
- _____ D. Her right leg

Explanation

The information in the accident report uses medical terminology to depict the injury sustained in the workplace accident. The use of the *phrase "lower left extremity"* lets you know that she must have injured her left leg. Reading further, the report mentions that her tibia was reset. If you have a basic understanding of anatomy you could confirm that the injury was to a leg. The correct answer is A.

Understanding Jargon Problem 2

Accident Report:

On 1/15/98, Mika Jones sustained an injury to her lower left extremity. Ms. Jones tripped on the top step resulting in a fall down the last flight of stairs leading to the employee's parking lot. Her injury required hospitalization and minor surgery to repair torn ligaments and to reset her tibia. Insurance covered Mrs. Jones medical costs. Workman's Compensation was filed and received for her time-off from her position.

Read the accident report above. Use the context of the paragraph and your knowledge to answer the following question.

Which part of the report implies that Ms. Jones was paid for her time in the hospital? Underline the part of the report above which tells you this.

Text for Understanding Jargon Problems 3 - 4

MEMO SAVINGS PLAN CONVERSIONS

During February 1999, there will be a hold on savings plan transactions. This freeze will vary with the transaction and should not be a significant inconvenience. Due to the recent buyout, verifying the sums in the thousands of accounts is necessary for the Union Days Company administrative personnel as they are converting them to the new system.

Before the buyout conversion begins, some investors may prefer to move their stocks into a cash fund that earns interest. Those interested in the cash fund should complete the trade before the end of the business day. An order placed after 3 p.m. Eastern time (2 p.m. Central time) will become part of the next day's business.

In deciphering the memo above, you must be able to relate passages from one sentence to another. In the first sentence it states that there will be a "**hold**" placed on savings transactions. The second sentence starts with a statement about a "**freeze**". Since the topic is not about the weather, you can conclude that the word freeze must refer to the hold that was mentioned in the first sentence.

This is an example of jargon that has been created from more common words. Sometimes jargon or technical terms are derived from the more common meanings of words. In this case, the word **freeze** normally means to be cold and frozen solid. This means that it cannot move. Here the **word freeze is used to mean unmovable** - the savings cannot be moved from one account to another during the freeze.

Understanding Jargon Problem 3

Here is a question about the *Savings Plan Conversions Memo* on the previous page.

Which word(s) means that you are selling assets from one fund so you can buy assets in another? Check the correct answer.

_____ A. Buyout

_____ B. Cash Fund

_____ C. Conversion

_____ D. Trade

Understanding Jargon Problem 4

Here is another question about the *Savings Plan Conversions Memo* on the previous page.

The words “*business day*” refer to? Check the correct answer.

_____ A. 9:00 a.m. to 5:00 p.m.

_____ B. Any time Monday to Friday

_____ C. Any banking day before 3:00 p.m.

_____ D. The hours you normally work

Understanding Jargon Problem 5

Legal information can be very difficult to interpret. Unfamiliar language may be used for even the simplest terms. You might need to refer to a dictionary if a passage is too difficult.

Again, try to determine what the meaning of the passage is. Look for **context clues** in the paragraph. How do **the words give clues to the meaning of difficult terms**?

In the case, Peters vs. Wehls, the plaintiff filed fraud charges against the defendant. Due to the nature of the charges, Judge Pinehard placed a gag order on the case. Disclosure of the material discussed in the trial might interfere with two other cases already pending. The outcome of the case resulted in a hung jury. The case was declared a mistrial.

Using the information in the above passage, what does “***gag order***” mean? Check the correct answer.

- _____ A. To place a cover over the plaintiff’s mouth.
- _____ B. To not allow any details of the case to be released to the public.
- _____ C. To not allow anyone in the court except the judge and witness to talk.
- _____ D. To not record the case in the court records.

Explanation

Even if you didn't know what "***gag order***" means, you might have guessed from the next sentence. The next sentence says that if information in this trial were "***disclosed***", then it could interfere with other trials. Therefore the logical thing to do is **to not allow any information from this trial to be released to the public.**

Understanding Jargon Problem 6

Read the text below carefully. Look for **context clues** in the paragraph. If nothing else helps, sometimes the order of words in the passage can give you a clue.

In the case, Peters vs. Wehls, the plaintiff filed fraud charges against the defendant. Due to the nature of the charges, Judge Pinehard placed a gag order on the case. Disclosure of the material discussed in the trial might interfere with two other cases already pending. The outcome of the case resulted in a hung jury. The case was declared a mistrial.

Who is the plaintiff in the case? Check the correct answer.

- _____ A. Peters
- _____ B. Judge Pinehard
- _____ C. Wehls
- _____ D. The jury

Explanation

From the first sentence, it is obvious that either Peters or Wehls is the plaintiff. If you have enough legal knowledge to know which side the plaintiff is, then you can tell. But if you do not, then there is little additional information. In this case your best guess is to examine the order of the names. The description of the case mentions the plaintiff first, so the first name is probably correct.



Text for Understanding Jargon Problems 7-9

ALKALINITY (Automated, Methyl Orange)

Scope and Application

This automated method is applicable to drinking, and surface waters, domestic and industrial wastes. The applicable range is 10 to 200 mg/1 as CaCO₃. This method is not applicable to samples with pH lower than 3.1.

Summary of Method

Methyl orange is used as the indicator in this method because its pH range is in the same range as the equivalence point for total alkalinity, and it has a distinct color change that can be easily measured. The methyl orange is dissolved in a weak buffer at a pH of 3.1, just below the equivalence point, so that any addition of alkalinity causes a loss of color directly proportional to the amount of alkalinity.

Interferences

Sample turbidity and color may interfere with this method. Turbidity must be removed by filtration prior to analysis. Sample color that absorbs in the photometric range used will also interfere.

The above document describes a scientific procedure. If you do not have a good background in science, selections like this can be difficult to interpret. You must read for the meaning and overall flow of the information. By looking at the **context around a word or phrase**, you may be able to **infer the proper meaning**.

Understanding Jargon Problem 7

Refer to the *Alkalinity* text on the previous page to answer this question. Find key words to help you with this question.

According to the last paragraph, if *turbidity* can be removed by filtration, then *turbidity* is? Check the correct answer.

- A. The amount of water
- B. The amount of alkalinity in the water
- C. The change in the direction of the water
- D. Particles found in the water.

Understanding Jargon Problem 8

Refer to the Alkalinity text on the previous page to also answer this question. Use other key words and implied meaning to answer this question.

According to this document, this procedure would NOT be recommended to test which of the following? Check the correct answer.

- A. Water from a water fountain.
- B. Water from a local creek.
- C. Water from an ocean
- D. A sample from your home's sewer

Explanation

The first paragraph specifically mentions that the method is applicable to drinking water and domestic wastes. Therefore the test could certainly be used on samples from a water fountain and a home sewer. "Surface" water most likely means water on the ground surface, so creek water would also be included. However it does not mention sea water, so the ocean sample might not work.

Understanding Jargon Problem 9

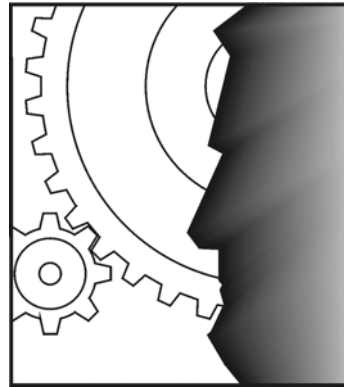
This question tests your understanding of how the procedure described in the Alkalinity text (two pages back) works. Refer to this test when answering the question below.

If there is an increase in the alkalinity of the sample, what happens to the methyl orange in the sample? Check the correct answer.

- A. It doesn't change
- B. It will lose its color.
- C. It will get darker.
- D. It will change to another color

Explanation

The "**Summary of Method**" says that "... any addition of alkalinity causes a loss of color directly proportional to the amount of alkalinity". Therefore if the sample becomes more alkaline, **the orange color will lessen**.



Summary

You may read some technical passages in which you do not have any knowledge or background information to help you. **Locating familiar words** and relying on **basic common knowledge** should be enough for you to make some **good logical guesses as to the meaning of the passages**.

Read the information slowly and focus on words and relationships to situations that you are familiar with. Associate as much of the information as you can. Break down sentences into smaller components to help you interpret them.

The business world is full of ever changing jargon and technical terms. **Success comes from the ability to break down the unknown and relate the information to familiar material**.



Level 6

Reading for Information

Word Meanings from Context

Clues to its meaning **surround a word**. Sometimes an accurate guess can be made merely using the obvious clues in the sentence or surrounding sentences. Looking at the context, not just the word, can be the greatest clue to an unknown word. The total situation in which the word is said or written can reveal many answers.

In this section you will develop a better understanding of how to figure out the meanings of words from the context.

Context Clues

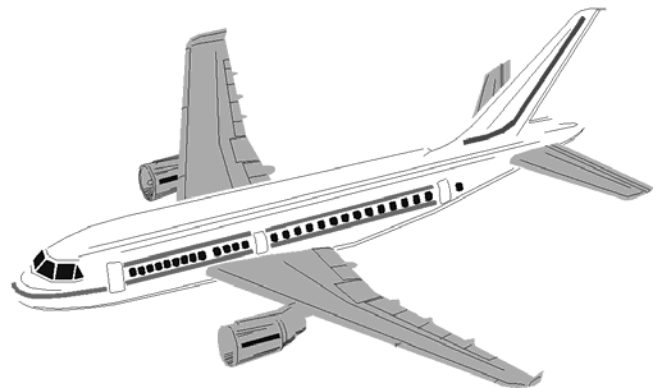
Ask yourself these questions when you encounter a word that is unknown.

- What do the sentences before and after the sentence containing the word say?
- What part of speech is the word?
- Does the sentence contain a synonym or an antonym for the word?
- From what point of view is the word used?
- Can the word be broken down into smaller parts that are easier to interpret?

One of the easiest ways to decode a new word is to break it down into word parts that you know. These word parts are called *prefixes*, *suffixes*, and *roots*.

Over half the words in the dictionary are made up of a combination of prefixes, suffixes, and root words. Knowing common prefixes, suffixes, and roots will give you a head start to decoding unknown vocabulary.

The word *transcontinental* can be broken down into two parts. *Continental* is a familiar word. *Trans* is a prefix meaning across or beyond. A familiar word could be transfer, to carry or relocate something. Putting the two parts together you can make an intelligent guess that *transcontinental* might mean to move or travel from one continent to another.



Prefixes, Suffixes and Roots

Let's look at some common Latin and Greek prefixes and roots:

<u>Prefixes</u>	<u>Suffixes</u>	<u>Roots</u>
auto [self] <u>aut</u> onomy (<i>self-government</i>)	al [relating to] manu <u>al</u> (<i>relating to hands</i>)	bio [bio] <u>bi</u> ography (<i>writing about a person's life</i>)
bi [two] <u>bi</u> ocular (<i>having to do with both eyes</i>)	ist [one who] art <u>ist</u> (<i>one who does art</i>)	flex [bend] <u>flex</u> (<i>to bend</i>)
micro [small] <u>micro</u> scopic (<i>so small that it cannot be seen with the eye</i>)	ology [study, science] ge <u>ology</u> (<i>study of the earth</i>)	hydr [water] <u>hydro</u> phobia (<i>fear of water</i>)
trans [across, beyond] <u>trans</u> oceanic (<i>crossing the sea</i>)	s [more than one] car <u>s</u> (<i>more than one car</i>)	vid, vis [see] superv <u>ise</u> (<i>oversee</i>)

Word Meanings from Context Problem 1

Here is an example using the word parts you just reviewed.

Study the sentence below and then determine which prefix, suffix, or root completes the sentence.

**The new pipes used in the factory are made of
a _____ ible plastic tubing.**

Which word part belongs in the blank above? Check the correct answer.

_____ A. hydro

_____ B. flex

_____ C. auto

_____ D. vid

Explanation

The correct answer is B, flex. The word *flexible* means able to bend. The context of the sentence tells you that the missing word describes *plastic tubing*.

Word Meanings from Context Problem 2

Study the sentence below and then determine which prefix, suffix, or root best completes the sentence.

The _____ electric plant supplies electricity from the dam site.

Which word part belongs in the blank above? Check the correct answer.

_____ A. bio

_____ B. flex

_____ C. hydro

_____ D. micro

Word Meanings from Context Problem 3

Study the sentence below and then determine which prefix, suffix, or root best completes the sentence.

In 1976 the USA celebrated its two hundredth birthday. It was called the _____centennial.

Which word part belongs in the blank above? Check the correct answer.

_____ A. hydro

_____ B. bi

_____ C. auto

_____ D. vid

Word Meanings from Context Problem 4

Study the sentence below and then determine which prefix, suffix, or root best completes the sentence.

Special _____plant teams are required to match donors to the patients in need of kidneys.

Which word part belongs in the blank above? Check the correct answer.

_____ A. auto

_____ B. bio

_____ C. micro

_____ D. trans

Word Meanings from Context Problem 5

Study the sentence below and then determine which prefix, suffix, or root best completes the sentence.

Did you see all of the new releases at the _____eo store?

Which word part belongs in the blank above? Check the correct answer.

_____ A. al

_____ B. bio

_____ C. auto

_____ D. vid

Multiple Meanings

Notice how the context of a sentence can help you understand the right meaning of a word that has multiple meanings.

The settlement of California was greatly influenced by the *influx* of fortune-seekers during the gold rush of 1849.

The word *influx* can be defined as *a flowing substance, a mouth of a river or stream, or an incursion of individuals*. To choose the right definition you must **identify the clues**. The statement makes a reference to the settlement of California which **refers to people**. Also the words **fortune-seekers** in relationship to gold rush identifies the subject to be focused on people rather than water. So the right definition for *influx* would be an incursion of individuals or a rush of people.

Let's try another one.

Kimba's garden was covered with various *pompoms*.

Pompoms can be defined as *a variety of large machine guns using one-pound shells, a decorative tuft of material, or a small, button-like flower*. The word **garden** tells the reader that the word *pompom* most likely refers to the definition **relating to flowers**, not guns or a tuft of material.

Word Meanings from Context Problem 6

Choose the correct meaning of the word in *italics* below.

Climbers on Mt. Fuji found the slopes to be *precipitous*, not like the gradual slope of Mt. Everest.

What does the word *precipitous* mean? Check the correct answer.

- _____ A. Moving rapidly
- _____ B. Impulsive
- _____ C. Occurring suddenly

Word Meanings from Context Problem 7

Choose the correct meaning of the word in *italics* below.

The cowboys were *milling* the cattle to prevent from losing the entire herd.

What does the word *milling* mean? Check the correct answer.

- _____ A. Process of grinding
- _____ B. A herding process
- _____ C. Manufacturing a product in a mill

Word Meanings from Context Problem 8

Choose the correct meaning of the word in *italics* below.

During the 20's, the *shimmy* was very popular among the young crowd.

What does the word *shimmy* mean? Check the correct answer.

- _____ A. An abnormal vibration
- _____ B. A popular dance
- _____ C. To climb rapidly

Word Meanings from Context Problem 9

Choose the correct meaning of the word in *italics* below.

The big city overwhelmed him, he was from a southern *tanker town*.

What do the words *tanker town* mean? Check the correct answer.

- _____ A. Where trains refill their boilers
- _____ B. A gas supply depot
- _____ C. A small or unimportant town

Commonly Misused Words

In the next pages you will review some words that are commonly misused. These words sound similar to other words that are spelled differently. Words that sound the same but are spelled differently are called **homonyms**.



Using the **background information** provided in the text or sentence can help you determine which way the word is used. You can then determine which spelling to choose.

Can you choose the correct word to put in this sentence?

In the play, “*You’re A Good Man Charlie Brown*,” Joanna, who played Lucy, had to _____ her hair black.

Is the correct word *die* or *dye*?

The words *die* and *dye* sound the same. Which word should be used in the sentence? *Die* means to stop living, where the word *dye* means a substance used to color materials.

Since Joanna is still living then the correct spelling would be *dye*.

Let's try another one that you may not be familiar with. Sometimes you may have to refer to a **dictionary** to determine the right spelling.

C. Hase Company was hired to _____ the old federal building in order to make way for the expanded branch office complex.

The homonyms for this sentence are *raise*, *rays*, and *raze*.

You know that the word *rays* can be defined as the plural form for a number of a specific type of marine animal or several beams of radiation or light. The word *raise* refers to lifting an object. If the sentence ended after the word building, the word *raise* could be used. But, the sentence continues to give you more specific information. Reading further would let you know that the federal building is being torn down to make way for a new building. The word *raze*, meaning to tear down or to level to the ground, would fit the sentence perfectly.

Word Meanings from Context Problem 10

Choose the correct word to fit in the sentence below.

J.F. Simmons and Company will _____ on the Berks Park property Wednesday.

Which word fits in the sentence above? Check the correct answer.

_____ A. clothes

_____ B. close

Word Meanings from Context Problem 11

Choose the correct word to fit in the sentence below.

Alcohol can not be sold to _____ due to the law regarding their age.

Which word fits in the sentence above? Check the correct answer.

_____ A. minors

_____ B. miners

Word Meanings from Context Problem 12

Choose the correct word to fit in the sentence below.

Some competitions require that the _____ be braided and decorated to enhance the beauty of the horse in the costume event.

Which word fits in the sentence above? Check the correct answer.

_____ A. main

_____ B. Maine

_____ C. mane

Word Meanings from Context Problem 13

Choose the correct word to fit in the sentence below.

Janet Post, the winner of the pageant will _____ for the entire year as the new Miss Universe.

Which word fits in the sentence above? Check the correct answer.

_____ A. reign

_____ B. rain

_____ C. rein

Word Meanings from Context Problem 14

Choose the correct word to fit in the sentence below.

The foundation was poured in order to establish a more _____ platform.

Which word fits in the sentence above? Check the correct answer.

_____ A. stationery

_____ B. stationary

Word Meanings from Context Problem 15

Choose the correct word to fit in the sentence below.

The new scarf was the appropriate _____ to her outfit.

Which word fits in the sentence above? Check the correct answer.

_____ A. complement

_____ B. compliment

Word Meanings from Context Problem 16

Choose the correct word to fit in the sentence below.

After Germany declared war on the U.S. in 1941, what happened to the German _____ in New York?

Which word fits in the sentence above? Check the correct answer.

_____ A. council

_____ B. consul

_____ C. counsel

Changing Word Meanings



Language is never stagnant. With new discoveries and advancements in technology, **word meanings can change daily**. Word meanings can also change due to trends and changes in the culture.

Decoding whether technical or cultural changes have influenced the new definition of an old word will require you to **analyze the context in which it was used**. Some words become obsolete but may appear in text derived from an old source.

The word "*knave*" is an example of how a word changes with time. *Knave* meant a "boy or boy servant." Times changed and the word was used to mean "male servant" or "man of humble birth." Presently it is used to describe a "tricky, deceitful person."

You might have never heard of or used the word "*shoon*." This was an old Anglo-Saxon word used as the plural for shoe. *Shoon* might still be found in old literature or textile documents used for historical purposes.

Notice that the words in the following sentences have changed from their original meanings.

The office systems were *down* so the information could not be processed.

The common definition for *down* is to move to a lower place. The computer age uses the term to refer to the time when a computer is not available for use for some reason.

The policy had a *rider* to cover the new addition to the medical facility.

Rider, in the sentence above is used as a clause or amendment to a document or record. A more common use of the word is used to describe a person who rides.

Word Meanings from Context Problem 17

Select the definition which best fits the way the word is used in the sentence below.

Johnny's carelessness can be noted in his tendency to race the engine when he starts his car.

As used above, *race* means? Check the correct answer.

- _____ A. a group of people
- _____ B. a competition of speed
- _____ C. to rev or speed up

Word Meanings from Context Problem 18

Select the definition that best fits the way the word is used in the sentence below.

Due to the prolonged period of falling prices, it has become a bear market for stocks.

As used above, *bear* means? Check the correct answer.

- _____ A. to support
- _____ B. a fall in prices
- _____ C. to produce

Word Meanings from Context Problem 19

Select the definition that best fits the way the word is used in the sentence below.

John didn't mean to **hound** Sam about making a decision.

As used above, ***hound*** means? Check the correct answer.

- _____ A. to nag
_____ B. an addict
_____ C. a scoundrel

Word Meanings from Context Problem 20

Select the definition that best fits the way the word is used in the sentence below.

The photocopy lacked **definition** in contrast to the scanned picture.

As used above, ***definition*** means? Check the correct answer.

- _____ A. a precise meaning
_____ B. degree of clarity
_____ C. being closely outlined



Summary

You have learned several ways to decode words in texts and in sentences. Don't be afraid when you reach a passage which you have trouble interpreting. Slow down and break it into smaller parts. Determine the meanings of unknown words and phrases using context clues and your knowledge of word parts.

Broadening your knowledge of words is another way to improve your understanding of difficult documents. An extensive vocabulary can serve you well in the business and professional world.



Level 6

Reading for Information

Understanding Complex Information

In this section you will apply complicated information to new situations. Rules, policies and procedures are not always easily applied to every circumstance. You must be able to **recognize crucial points** and understand how to take the **appropriate action toward a solution**.

Text for Complex Information Problems 1-3

Sometimes rules are very specific as to what you must do. Some may be vague and misleading. You must **read the information carefully**, then decide how they should be applied to a particular situation.

Take the rules below, for example. They explain how to determine if a student is eligible to play on school sports teams. Although it does not explicitly say so, if a student fails any one rule, then he or she may not play.

State High School Sports Eligibility Rules

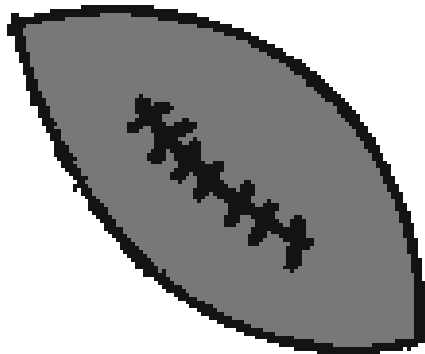
- 1. A student must have made a passing grade in at least five full unit subjects during the previous semester to qualify for participation in the following sports season.**
- 2. A student must have enrolled before the 15th school day of the semester and have had regular attendance. The student must also be enrolled in at least five full credit courses during the present semester.**
- 3. Upon beginning in the ninth grade, a student is only allowed eight semesters of eligibility while attending high school.**
- 4. A student shall be ineligible to participate in a high school sport if he/she becomes 19 years of age on or before September 1.**
- 5. Athletes must live at home with their parents or guardian.**
- 6. Students transferring from another school must have a bona fide change of residence by the athlete's parents or guardian.**
- 7. All transfers must be approved by the Executive Director before participation in any game or contest.**
- 8. Students listed on the school participation roster cannot participate in an independent game or meet until the season has closed in that particular sport.**
- 9. A registered athlete cannot accept any money for athletic skills in any school-sponsored game.**

Complex Information Problem 1

Refer to the *State High School Sport Eligibility Rules* on the previous page to answer the following question. Joe failed his last semester of his sophomore year at Tri-County High. He wants to play football beginning this fall.

Based on the *State High School Sport Eligibility Rules* is Joe eligible to play? Check the correct answer.

- _____ A. Yes, according to rule 1.
- _____ B. Yes, according to rule 3.
- _____ C. No, according to rule 1.
- _____ D. No, according to rule 3.



Explanation

The statement that Joe failed his last semester of school implies that he did not make passing grades in at least five full unit subjects. Therefore Joe would not be eligible according to rule 1.

Whether or not he has passed his limit of eight semesters of eligibility (according to rule 3) does not matter, since he failed rule 1.

Complex Information Problem 2

Refer to the *State High School Sport Eligibility Rules* on the previous page to answer the following question. An eighteen year old male senior transferred from City High to North High to play baseball. He will be living with his aunt in the Gateway Apartments two blocks from North High.

Based on the *State High School Sport Eligibility Rules* should he be allowed to play baseball this year? Check the correct answer.

- _____ A. Yes, according to rules 5, 6 and 7.
- _____ B. Yes, according to rules 4, 6 and 7.
- _____ C. No, according to rules 5, 6 and 7.
- _____ D. No, according to rules 5, 6 and 9.

Explanation

In the example, it appears that the student attempted to move his residence merely to be able to play baseball at another school. The statement has that he "transferred ... to play baseball". This does not appear to be in the spirit of rule 6. Furthermore, it does not specifically state that his aunt is his legal guardian. If he is staying with his aunt just to be near North High school, then he has violated rule 5, which states that he must live with his parents. Therefore he cannot play.

Complex Information Problem 3

Refer to the *State High School Sport Eligibility Rules* three pages back to answer the following question. Basketball season begins in November. Mary wants to play her senior year but she will have turned 19 a month before the season starts. Mary played last year with the YMCA.

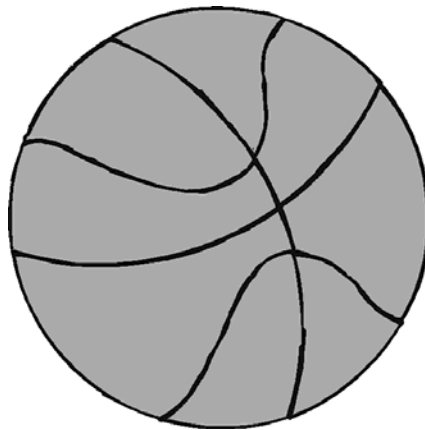
Based on the *State High School Sport Eligibility* can Mary play basketball this year? Check the correct answer.

- _____ A. Yes, according to rules 5, 6 and 7.
- _____ B. Yes, according to rules 4, 6 and 7.
- _____ C. No, according to rules 5, 6 and 7.
- _____ D. No, according to rules 5, 6 and 9.

Explanation

It appears that Mary will be too old, since she will be 19. However a closer inspection shows that this is not so. If the season starts in November, and she turns 19 a month before, then she must turn 19 in October.

Rule 4 says that a student is ineligible if he or she is 19 before September 1st. Mary will be 19 in October. Therefore Mary can still play.



Text for Complex Information Problems 4-5

Earlier in this lesson you read about first aid procedures for contact with sodium carbonate. Below are some additional instructions on handling sodium carbonate. If you can read and follow the procedures shown when using sodium carbonate, chances are you will not need the first aid instructions! The key is knowing when and how to apply these procedures. Every circumstance is different, but the situation may be similar to those described above.

Material Safety Data - Sodium Carbonate

HANDLING

Use air conveying/mechanical systems for bulk transfer to storage. For manual handling or bulk transfer use mechanical ventilation to remove airborne dust from railcar, ship or truck. Use approved respiratory protection when ventilation systems are not available. Selection of respirators is based on the dust cloud generated.

VENTILATION

Provide general mechanical and/or local exhaust ventilation to prevent release of airborne dust into the work environment. Approved respiratory protection should be used when airborne dust is expected to be released.

STORAGE

Store in a cool dry area, away from acids.

CONTROL MEASURES

Minimize eye and skin contact by using appropriate protective equipment. Use local or general room ventilation to control airborne dust that may be generated into the work environment.

RESPIRATORY

Use approved dust respirators for low levels of airborne dust. High concentrations may require air supplied systems.

EYES

Use cup type chemical goggles.

GLOVES

Use impervious gloves to prevent skin contact.

SPECIAL CLOTHING

Arm protectors and aprons. If clothing becomes contaminated remove and launder before reuse.

FOOTWEAR

Industrial safety shoes.

Complex Information Problem 4

You need to scoop some sodium carbonate from a barrel. You will use a plastic scoop with a handle to move the material. You have several different types of gloves nearby. Use the information in *Material Safety Data – Sodium Carbonate* on the previous page to answer the following question.

Do you need to use gloves, and if so, what kind? Check the correct answer.

_____ A. No, you will only touch the handle.

_____ B. Yes, use cotton gloves.

_____ C. Yes, use rubber gloves.

_____ D. Yes, use polar fleece gloves.



Explanation

You should use gloves when removing sodium carbonate from a barrel, even if you are using a scoop. Although the instructions do not say this, the gloves are not intended just if you want to hold the material in your hands. The gloves are used to prevent accidental contact with your hands. For instance, a previous worker might have dropped the scoop into the barrel, and it could be covered with powder. Rubber gloves will prevent the powder from reaching your skin better than cloth gloves.

Complex Information Problem 5

You are on a new assignment. You will be using an air conveying system to unload a large bin of sodium carbonate. The equipment has been used before, but appears quite clean. Use the information in *Material Safety Data – Sodium Carbonate* on the previous page to answer the following question.

Which of the choices below would be the best protection for this job? Check the correct answer.

- A. Use an apron.
- B. Use gloves and goggles
- C. Use gloves, goggles and a dust mask
- D. Use goggles and safety shoes

Explanation

An air conveyor probably uses air to move the material. Therefore there is some chance that dust will be thrown into the air by this equipment. Even though the equipment is clean, you should be prepared should dust occur. This is especially true since this is your first time using the equipment. Therefore the most important things you would need are goggles and a dust mask to prevent dust from getting in your eyes and lungs.

Text for Complex Information Problems 6-7

Policies such as the one below are often confusing. They can have many requirements and choices. You might wish to take a copy and highlight important facts that pertain to your situation. Don't get distracted by information that you don't need.

Ospry Chemical Employee Vision Care Plan

The company Benefit Vision Care Plan is an employee option. You do not have to enroll in this plan. You and your lawful spouse are eligible for Benefit Vision Care, and so are children who meet all four of these criteria:

- 1. under age 25;**
- 2. unmarried;**
- 3. live with the employee in a regular child/parent relationship, or are full time students living at school;**
- 4. Claimed as dependents on Federal income tax returns by employee, except full-time students age 24(who only must meet the first three criteria).**

If the court requires you, the employee, to provide vision coverage for your children, your children are eligible for coverage if they meet the under 25 and unmarried criteria. Those members of your family who are covered under Medicare do not have to be the same ones covered under the Benefit vision Care.

Vision Advantage Plan (VAP) will send your package plan and a mail-in request form. You should receive the form around the first of the new year. The request form needs to be filled out and mailed to VAP before you set up an appointment.

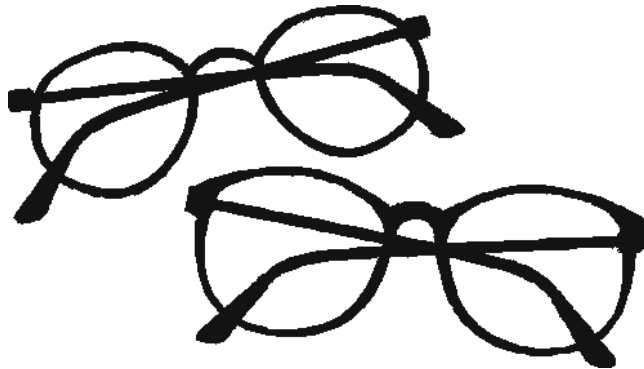
In your package plan, you will receive a benefit form and an updated list of local VAP providers. You must make your appointments within 60 days of the date on your benefit form. Give the form to your provider who will take care of all the paperwork. When the examination is complete, sign the form, and pay any co-payments or costs.

Complex Information Problem 6

You have just enrolled in the *Ospry Chemical Employee Vision Care Plan* shown on the previous page. Refer to this plan to answer the following question.

Your children are 28 and 32, and do not live with you. According to the plan, which physicians can provide you service? Check the correct answer.

- A. any physician of your choice
- B. only providers in the VAP list
- C. a provider will be appointed in 60 days
- D. none, your children are too old



Explanation

Although your older children are not covered by the plan, you still are. The policy states that you will receive a "list of VAP providers". This should indicate to you that you will have to pick from the physicians on this list.

Complex Information Problem 7

Again, refer to the *Osprey Chemical Employee Vision Care Plan* on the previous page to answer this question. Family members can be eligible for this plan. Which of the children shown would not be covered by the plan? You might want to devise a checklist to see if each meets all of the criteria.

Which of the following children would NOT qualify for the plan?

- _____ A. 18 yr. old adopted son in a boarding school
- _____ B. 24 yr. old step-daughter in college
- _____ C. 17 yr. old who dropped out of school
- _____ D. 20 yr. old married student living at home

Explanation

All of the children were either living at home or full time students living at school. However one was married, which is not allowed by criteria number 2.

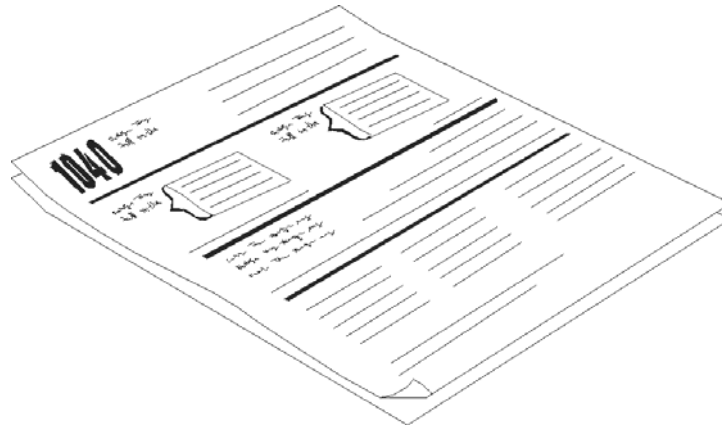




Summary

Look at all the facts from both the situation and the policy or procedures. What things are in common or directly relate to the circumstances stated? You can make a flow chart to help you visualize options and outcomes.

Make sure you understand difficult words and complicated phrases. Take each section and generalize the information. You may be surprised at how easy some difficult passages can be when you apply just a few of these suggestions.

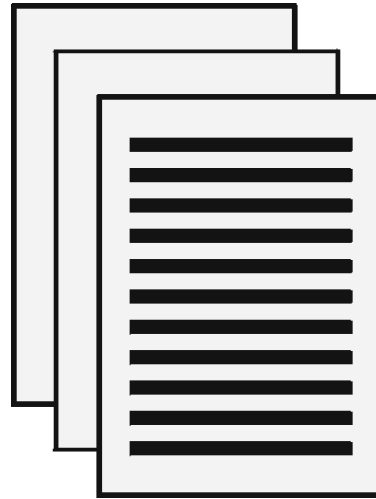


Level 6

Reading for Information

Understanding the Main Principles in a Document

Policies and rules are written to **set guidelines governing certain situations** that may arise. Sometimes it might be difficult to interpret what the writer meant or how it might apply to your situation. This section shows how understanding the principles behind a document can help you to interpret its meaning.



Policies and Rules

When trying to determine how these documents affect you, carefully compare your situation to the information given. Ask yourself these questions:

- How does this relate to my situation?
- What things are similar?
- What things are different?
- What do I need to change?

You may need to develop your own set of questions depending on your needs.

Text for Main Principles Problems 1-3

The text below describes several regulations that the United States government has enacted. Read through the descriptions of the various laws. Can you think of how each of these laws would affect your community? How does each of the laws differ? How are they the same?

Government Regulations for Chemical and Hazardous Wastes

Due to the abundance of chemical and hazardous wastes generated by our industrial society, our government has taken the responsibility to govern the means by which these wastes are handled and treated. Therefore government agencies have established a number of federal laws governing the protection of the environment.

The *Resources Conservation and Recovery Act (RCRA)* requires that hazardous wastes be tracked from their points of origin to their proper disposal.

The *Act to Prevent Pollution From Ships* regulates the discharge of oil, noxious liquid substances, or garbage generated during normal operations of vessels.

The main objective of the *Federal Water Pollution Control Act of 1972* is to restore and maintain the "chemical, physical, and biological integrity of the Nation's waters."

The *Comprehensive Environmental Response, Compensation, and Liability Act* provides for short-term actions in response to accidents and improper handling of hazardous materials which pose an immediate threat to human health and safety.

The *Emergency Planning and Community Right-to-Know Act of 1986* requires emergency planning and/or reporting of hazardous chemicals to allow public access to information on the presence of hazardous chemicals in the community and releases of such chemicals into the environment.

The *Environmental Protection Agency* is responsible for efforts to control air and water pollution, radiation, and pesticides hazards, ecological research, and solid waste disposal.

Main Principles Problem 1

The Dower Chemical Company plans to build a multimillion-dollar plant in your town. Many hundreds of new jobs will be created. There will be a local site built to handle the by-products near your home. The community will hold a meeting to discuss whether or not to allow the company to move in. Refer to *the Government Regulations for Chemical and Hazardous Wastes* on the previous page to answer this question.

Which of the following acts would be used to help make the decision? Check the correct answer.

- A. Federal Water Pollution Control Act
- B. RCRA
- C. Emergency Planning and Right to Know
- D. Comprehensive Environmental Response

Explanation

If the Dower Company were to build the factory in your town, they would be affected by all of the acts described. However, the main question for your town meeting would be how the company would plan for and interact with your community. Only one act mentions informing and making future plans with the community - the Emergency Planning and Community Right-to-Know Act of 1986.

Main Principles Problem 2

Sometimes slang or *catch phrases* are used to describe ideas or concepts. These are especially popular in government. Refer to *the Government Regulations for Chemical and Hazardous Wastes* on the previous page to answer this question.

The phrase *cradle to grave* would best describe which act? Check the correct answer.

- A. RCRA
- B. EPA
- C. Federal Water Control Act
- D. Act to Prevent Pollution from Ships

Explanation

The text says that the Resources Conservation and Recovery Act (RCRA) tracks wastes from their point of origin (the cradle) to their disposal (the grave). The catch phrase likens the creation and disposal of a chemical to the life of a person - being born and dying.

Main Principles Problem 3

Try to determine the intent, or purpose of each law from its title and description. An accidental oil spill occurred off the coast of Alaska during the seal-mating season. Again, refer to *the Government Regulations for Chemical and Hazardous Wastes* to answer this question.

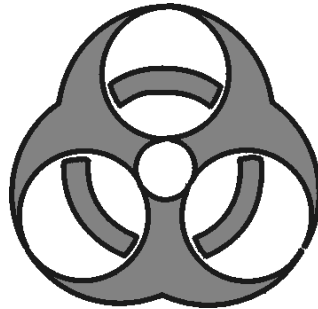
Based on the information given, which act would be the most involved in the response? Check the correct answer.

- A. Federal Water Pollution Control Act
- B. The Act to Prevent Pollution from Ships
- C. RCRA
- D. Comprehensive Environmental Response

Explanation

Many laws are used to try to prevent accidents such as oil spills. But once the spill occurs, the immediate problem is to clean up the spill quickly.

The Comprehensive Environmental Response, Compensation and Liability Act discusses short-term actions in response to accidents such as this. From the information available, this would be the first act to govern the recovery. The Act to Prevent Pollution From Ships only deals with the normal operation of vessels. An oil spill is not the normal operation of a ship.



Main Principles Problem 4

The policy below describes an employment agreement for schoolteachers. Read the policy carefully.

Tricky phrasing and unclear sentences may require you to **reread** the passage several times to understand it. If this happens, you might want to make a copy of it. Try highlighting key points, or making an outline to make it clearer.

Harrison School System Teaching Employment Agreement - Contract Renewal

Every annual contract begins and expires of its own terms. This is true for a full-time employee for a full contract year. For that reason, there can be no expectancy on the part of the employee to be offered a new contract at the end of the contract year, nor does an expectancy exist on the part of the employer that this year's employee will accept a new contract offer for the ensuing year. That situation changes if and when the educator has been employed in the same school system for three consecutive years and has signed a fourth consecutive contract, or if the employer has failed to notify the employee of nonrenewal of contract for the fourth year by April 15th. Once the employee has been issued a fourth contract by the same employer, he enjoys a standing commonly known as "tenure."

You taught math for Harrison School System for five years. You left to pursue a new career in computer programming. After two years, you returned to teach with the Clay County System in a high school vocational programming class.

Would you be tenured in the Clay County schools? Check the correct answer.

_____ A. Yes, your programming job counts.

_____ B. Yes, if it has the same policy.

_____ C. No, since you changed schools.

_____ D. No, since you changed subject.

Explanation

Although it doesn't clearly say it, you must assume that the "employer" mentioned in the contract is the teacher's current employer. It also says the teacher must be employed "in the same school system" for the four years.

Therefore the fact that you have four years of experience in Harrison Schools does not give you tenure in your new job with Clay Schools.



Main Principles Problem 5

Refer to the text below to answer the question that follows.

**Harrison School System
Teaching Employment Agreement - Contract Renewal**

Every annual contract begins and expires of its own terms. This is true for a full-time employee for a full contract year. For that reason, there can be no expectancy on the part of the employee to be offered a new contract at the end of the contract year, nor does an expectancy exist on the part of the employer that this year's employee will accept a new contract offer for the ensuing year. That situation changes if and when the educator has been employed in the same school system for three consecutive years and has signed a fourth consecutive contract, or if the employer has failed to notify the employee of nonrenewal of contract for the fourth year by April 15th. Once the employee has been issued a fourth contract by the same employer, he enjoys a standing commonly known as "tenure."

Mr. Harris taught in Red Clay School for two years. He then took one year off to go back to school. After that he came back to Red Clay School.

How many more years must Mr. Harris teach to get tenure? Check the correct answer.

- A. one more year
- B. two more years
- C. three more years
- D. four more years

Explanation

The policy specifically states that the contract years must be "consecutive", or in order. Therefore once Mr. Harris left one year to go back to school; he must start over again. He will need to teach four more years in a row to get tenure.



Text for Main Principles Problems 6-7

Here is another legal document. Covenants are agreements that you sign when you buy land or a house in some neighborhoods. When you do this, you agree to abide by the rules of that neighborhood.

See what rules are included in the covenants above. If you want, you can make a bullet list of the main points in the text.

RESTRICTIVE COVENANTS

Each and every conveyance of any one said lots shall be subject to conditions, reservation, covenants, and agreements, which will run with the land, as follows:

- a) All said lots in said subdivision shall be, and be known and described as residential lots, and no structure shall be erected, altered, placed, or permitted to remain on any residential building lot other than one detached single dwelling, with attached garage, which may also be located in the basement, and which must be for a minimum of two cars. If practical, the garage doors must open for the side or rear elevations of the residence.**
- b) No offensive activity shall be carried on upon any lot. Nothing shall be done thereon which may be or may become an annoyance or nuisance to the neighborhood. In particular, tractor trucks shall not be frequently or habitually parked or worked on a driveway, nor shall the owner of any lot in the subdivision park a tractor truck in the street or streets therein. Further, trucks larger than pick-ups,(motor homes, campers, and boats) must be parked to the rear of the residence in a location so they cannot be seen from the street on which the residence fronts. Satellite dishes, antennas, etc.. Must be located so they cannot be seen from the street on which the residence fronts.**
- c) No residence shall be designed, patterned, constructed or maintained to serve or for the use of more than one family, and no resident shall be used as a multiple family dwelling at any time, nor used in whole or in part for any business service or activity, or for any commercial purposes; nor, shall any lot be used for business purposes, or for trucks or other equipment inconsistent with ordinary residential uses.**

Main Principles Problem 6

Refer to the Restrictive Covenants document on the previous page to answer this question.

The neighbor across the street has been contracted to drive for Worldways Shipping. He picks up his tractor trailer truck on Tuesday but his assignment is not until Saturday.

Where can he park his truck while he is waiting for his assignment? Check the correct answer.

- A. In his driveway
- B. The street in front of his house
- C. In a cul-de-sac two blocks over
- D. In his back yard

Explanation

This is a particularly difficult situation for the truck driver. According to the rules, the only place large trucks can be parked is in the back yard. However even there, no trucks "inconsistent with residential use" can be parked. Clearly a tractor trailer is not an ordinary residential vehicle. The intent of the rules is obviously to keep large commercial trucks out of the neighborhood.

Therefore he must park his rig somewhere else. Assuming that the cul-de-sac two blocks over is not in the same neighborhood, then he could park it there.

Main Principles Problem 7

Refer to the Restrictive Covenants document on the previous page to answer this question.

A local college fraternity is looking to buy a new fraternity house for Alpha Chi Alpha. The house across the street is available.

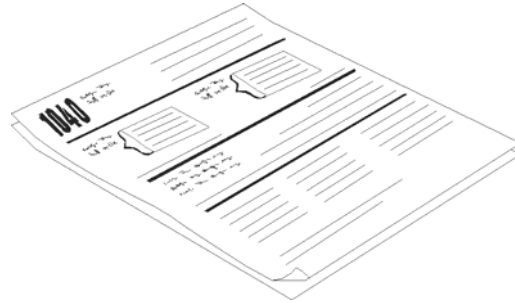
Would the fraternity be allowed to move into the neighborhood? Check the correct answer.

- _____ A. Yes, if they keep the parties quiet.
- _____ B. No, since it is a multi-family group.
- _____ C. Yes, if they only have two cars.
- _____ D. Only if they limit the number of cars.

Explanation

The neighbors might be most concerned about the noise and number of cars around a fraternity house, but the covenants do not say anything about this. But it does say that no multi-family homes are allowed.

While a fraternity does not have multiple "families", it does have members from many different families in it. This would not be allowed under these rules. In fact, covenants use this type of rule to prohibit many different organizations.



Summary

Many policies and regulations are difficult for everyone to understand. They were developed to make some situation better, but they often use legal terms. You can get "bogged down" in the jargon and technical language if you are not careful.

Try to envision why the selection was written. Who wanted to make the change or develop a guideline for this situation? Use your common sense when interpreting these types of passages.



Level 6

Reading for Information

Understanding the Author's Reasons in a Document

In this section you will figure out the **reason or reasons behind a procedure, policy or communication**. This reason is the reason why the author wrote the document.

For instance, the reason you see advertisements on television is to encourage you to buy a certain product. The TV commercial was created for the reason of getting you to buy something. When you understand this, you can understand the commercial better. You will know better what to trust and what not to trust. You can also begin to **understand the difference between facts and opinions**.

Rules and Regulations

Rules and regulations are developed for a purpose also. Sometimes the reason is not clear. You must use past experiences and generalizations to visualize situations in which the information might apply. Ask yourself the following questions as you work to interpret and apply the information to certain situations.

- Who wrote this passage?
- Who or what will be affected?
- Does this require a change?
- How will this effect me?
- What will I need to do?



Do not limit yourself to these questions. As you read the information, note any concerns or unclear parts that you do not understand. Like before, break the passage down into smaller sections that you can understand.

Text for The Author's Reasons Problems 1-3

The below letter was sent by a doctor's office to its patients. It describes several policies for the operation of the office. It also asks the patients to do a number of things before and during their visit.

But what is the real reason for the things that the office is asking? Do you think that something happened at this office to cause this letter? What do you think might have been happening?

Sumtery Allergy Clinic Memo

TO: Current and New Patients
FROM: Dr. Franklin & Dr. Tishner
RE: Appointments
Date : 10/25/99

For all visits with your doctor, we ask that you call the office for an appointment. However, in an emergency we will do what is necessary to care for you. We ask that you avoid drop-in visits. Do not request to see the doctor when you are in for an allergy shot, unless you made an appointment in advance.

In any physician's day, there are frequent unexpected occurrences that cause the doctor to run behind schedule. We do respect your time and regret delays. We will do all we can to keep on time. Occasionally, emergencies arise that make it necessary to reschedule appointments. We hope that you will understand if this does occur. Remember that someday the medical emergency could be a member of your family.

**Sincerely,
Sumtery Allergy Clinic**

The Author's Reasons Problem 1

Refer to the *Sumtery Allergy Clinic Memo* on the previous page when answering this question. What are the reasons for sending this letter? In other words, what is the main idea?

The purpose of the letter was to notify patients of:

- _____ A. A change in policies
- _____ B. New office hours
- _____ C. Emergencies will be handled different
- _____ D. Proper way to handle appointments

Explanation

The main idea of the letter is how to properly schedule appointments. The letter does not state that any policies or requests are changing from how they were handled in the past. This is just a reminder to schedule your visits instead of dropping in, and to have patience if the doctor is running late.

The Author's Reasons Problem 2

Refer to the *Sumtery Allergy Clinic Memo* on the previous page when answering this question. Can you imagine what might have caused the office to write this letter?

What problems most likely prompted this memo? Check the correct answer.

- A. Too many people were having emergencies.
- B. The doctors wanted to work less.
- C. Too many interruptions during appointments.
- D. Many patients were early for their appointment.

Explanation

The doctors would probably not expect this letter to reduce the number of people who have real emergencies. And although the recommendations in this letter would make their work go more smoothly, it would not significantly reduce the amount of work the doctors do. It also does not mention when to show up for appointments.

However it does suggest that you only ask for the doctor if you have an appointment (unless it is a real emergency). Therefore the doctors probably want to reduce the number of times they are interrupted during normal appointments.

The Author's Reasons Problem 3

Again, refer to the *Sumtery Allergy Clinic Memo* when answering this question.

Why was the last statement that “someday the emergency could be a member of your family” included? Check the correct answer.

- _____ A. To say that someone in their family will have an emergency
- _____ B. To make people think twice about complaining if their visit is interrupted
- _____ C. To make those who have an emergency feel bad about interrupting
- _____ D. To say it is not the doctor's fault, but yours if they are late

Explanation

Most likely the doctors are not trying to make anyone feel bad, especially if they have an emergency. However they would want their patients to understand if they are running late. They would want the patients to know that if the patient had an emergency someday, they would get immediate treatment.

Therefore the doctors probably wanted people not to complain if the doctors were late, but instead to understand why the doctors are late.

Text for The Author's Reasons Problems 4-5

A certain tire company printed the information below on the back of their receipts. When a customer buys tires from this company, they suggest that the customer read this information in order to care for their tires. Read this information and then answer the question below.

INSPECT YOUR TIRES FREQUENTLY

Driving on damaged or badly worn tires could result in tire destruction. Do not drive on badly worn tires because they will not provide adequate traction. This is a very serious problem during wet weather and could result in an accident. Consider tires worn out when the tread depth is $\frac{2}{32}$ " or less in any groove. Some tires contain special "wear-bars" that appear when the grooves of the tire tread show $\frac{2}{32}$ nds of an inch or less. When this occurs, the tires must be replaced. Tires worn beyond this point are considered dangerous.

Avoid unnecessary impacts with holes and other objects that can ultimately cause the tire to fail. Punctures can cause damage. Examine tires periodically for general condition.

Maintain proper wheel alignment and balance to avoid premature tire wear and malfunctions. Tire wear may be improved by periodic tire rotation.

Ideally, all four tires on the vehicle should be of the same construction type. Never mix tires of a different make or size on the same axle. Under no circumstances should radial tires be mounted on the front axle, including four-wheel drive vehicles, with non-radials on the back axle.

The Author's Reasons Problem 4

What were the company's intentions for placing this information on the back of the receipts? Check the correct answer.

- _____ A. Because the company is not sure about the quality of the tires.
- _____ B. To help the customer use the tires safely and avoid accidents.
- _____ C. To emphasize that poor tire performance is the fault of the buyer.
- _____ D. To show that these types of damage are not covered by the warranty.

Explanation

The information in the *Inspect Your Tires Frequently* document does not discuss the warranty or quality of the tires. It mainly describes ways to ensure safety while driving on the tires. Therefore the main reason for putting this on the receipt is to encourage the driver to use the tires safely.

If you wanted to guess the deeper reason, you might say that the tire company wants there to be fewer accidents on their tires. This would improve their reputation and avoid more lawsuits.

The Author's Reasons Problem 5

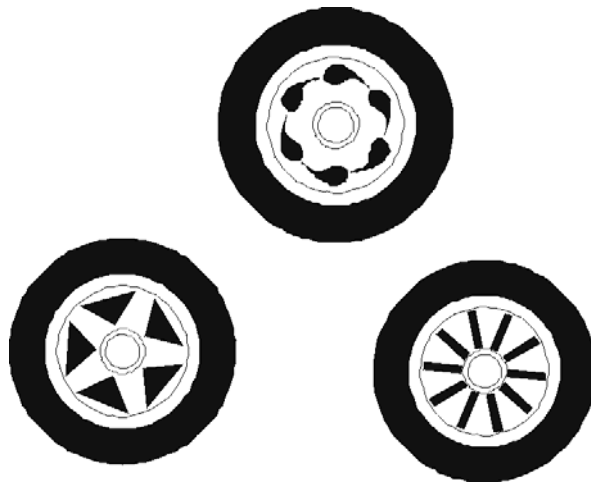
Refer to the *Inspect Your Tires Frequently* document to answer the following this question.

Why did the dealer include the statement about not mixing different tires on a vehicle? Check the correct answer.

- _____ A. The tire installer may forget and put on different tires.
- _____ B. To keep people from buying radial tires.
- _____ C. To tell people who change their own tires, since they might not know.
- _____ D. To discourage people from buying another brand of tire.

Explanation

Mixing tires could lead to a serious accident. The dealer wanted to make the buyer aware of this fact. Some people buy the tires and do the work themselves. Under those circumstances, the dealer would not be able to supervise which tires are being placed on the vehicle. The cause of the accident would not be a faulty tire but that of poor judgment. The most likely reason is to warn people who change their own tires.



Text for The Author's Reasons Problems 6-8

The school dress code below tries to be as specific as possible. However many details are left up to the interpretation of the person reading the policy. For instance, what exactly is "*decent*" clothing? How loose is "*loose-fitting*"? What words are "*suggestive*"?

These decisions are left up to individual teachers and principals. In order to make a good decision for an individual student, **the teacher should understand the reasons behind the policy.** Only then will the decision be the right one.

Midtown High School Student Dress Code

School dress shall be modest, moderate, and decent. Apparel or appearance that will draw attention to an individual rather than to a learning environment must be avoided. Any apparel deemed by faculty or staff as inappropriate or offensive is prohibited. In matters of opinion, the judgment of teachers and principals will prevail. Action will be taken to correct the problem if it is deemed necessary.

- 1. No head coverings (hats, hoods, scarves, caps, helmets, etc.) or sunglasses may be worn or carried during the school day. If they are taken away, they will not be returned until the end of the school year.**
- 2. No shorts may be worn. Students can earn "shorts days" as determined by the administration. On these days they may wear loose-fitting walking shorts, approximately knee-length and hemmed.**
- 3. The bottom wearing apparel (shorts, pants, etc.) must be securely fastened about the waist. Undergarments are not to be exposed at any time.**
- 4. Shirts must have sleeves. No tank tops, muscle shirts, halter tops, sleeveless tops, bare midriffs, or spaghetti straps. Shirts may not have any vulgar or suggestive words, pictures, tobacco, or alcohol advertisements, or offensive messages.**
- 5. Skirts and dresses must be knee-length and may not be too tight.**
- 6. Shoes must be worn at all times.**

The Author's Reasons Problem 6

Refer to the *Midtown High School Student Dress Code* on the previous page to answer this question.

What is the most likely reason that this dress code was first created? Check the correct answer.

- A. Revealing or vulgar clothes were causing distractions in class.
- B. To prevent students from wearing gang-related colors.
- C. A student had an accident at school due to poor-fitting clothes.
- D. Uniforms have been shown to promote equality between students.

Explanation

Many schools do require uniforms so that the differences between students are reduced. However this code does not require uniforms or specific dress colors. Almost all of the regulations are directed at reducing indecent or sexually provocative clothing. Therefore this regulation must be the result of some past discipline problems due to indecent clothing. The first answer was correct.

The Author's Reasons Problem 7

Refer to the *Midtown High School Student Dress Code* on the previous page to answer this question.

The cheerleaders want to wear their uniforms for Spirit Day before the big game. The skirts are not knee length. What should the principal do? Check the correct answer.

- _____ A. Change the dress code for the day.
- _____ B. Ask the cheerleaders to wear their warm-up pants instead of skirts.
- _____ C. Buy new longer skirts.
- _____ D. Cancel the Spirit Day.

Explanation

The policy was designed to prevent distractions from the classroom, so it must be enforced. The principal must do this without causing the students to become unhappy, and without spending school money. Therefore asking the cheerleaders to wear warm-ups would be more popular than canceling Spirit Day, and would not cost money like buying new skirts.

The Author's Reasons Problem 8

Again, refer to the *Midtown High School Student Dress Code* to answer this question.

The opinions of teachers and principals are used to judge the Midtown High School Student Dress Code policy. Which of the following reasons would likely **NOT** influence their judgement? Check the correct answer.

- _____ A. The type of school the teacher or principal was raised in.
- _____ B. Their personal taste in clothing.
- _____ C. The subject a teacher teaches.
- _____ D. A person's religious or other personal beliefs.

Explanation

The way a person interprets or judges a policy such as this dress code can be affected by many things. These include the way they were brought up as children, their personal likes and dislikes, and their personal religious or other beliefs.

The subject a staff member teaches in their classroom is least likely to influence their decisions on the dress code.



Summary

Everything has a purpose. You must decide what it is and how it will affect you or others. This will also help you to understand what other people are thinking and trying to do. You will then be in a better position to make the changes you want.

To do this, you might need to find out some **additional background information**. You can also **draw from past experience** to imagine why the things you have read were originally written.

Level 6
Reading for Information
Answers

Implied Details - Answers

Implied Details Problem 1:

The correct answer is D.

In the instructions about eye care following exposure to sodium carbonate, the writer does not directly state whether you should open or shut your eyes before rinsing. However if you have sodium carbonate on your face around your eyes, it makes sense to rinse it off first. Otherwise you could rinse additional chemical into your eyes. Ouch!

Implied Details Problem 2:

The correct answer is A.

Under the *Notes To Physician* it states that “internal toxicity is low. . .”, (toxicity is how poisonous something is) therefore it would be unlikely that you would die from exposure.

Implied Details Problem 3:

The correct answer is D.

The rules specifically stated that Sportsdew employees are not eligible, and that only one entry can be made per household. But it does not give a specific age requirement to enter. However you should be able to infer that children may have difficulty claiming a prize since it asks for a work phone number. Your experience should also tell you that a company would probably not send a child on a trip by himself, so the prize would have to be supervised by an adult.

Implied Details Problem 4:

The correct answer is A.

Since the entries are mailed to a company headquarters, you are probably not expected to be there when the drawing is made. In fact, no date and time are even given for when the drawing will be held. It is mostly likely that the company will draw the winner themselves, then call or write the winner to notify him or her.

Implied Details Problem 5:

The correct answer is C.

Limits and *exclusions* are some of the things that can be very misleading in the "fine print" of rules and instructions. These are often used to protect the writer or company from things they didn't expect. In this case, the company will only offer a limited amount for transportation and lodging. The cost of flying to Japan would probably be more than they would allow. (Of course, it doesn't hurt to ask!)

Implied Details Problem 6:

The correct answer is C.

In this case, there is no reason to expect that you couldn't include whichever two meals you wanted every day. However the company might be surprised if you ordered a \$1,000 bottle of wine with dinner!

Implied Details Problem 7:

The correct answer is A.

The letter says that you must **request** housing from the Housing Office. An application is included with the letter. The fact that you still must apply for housing indicates that you probably are not guaranteed housing at the university. When you have to apply for something, you may or may not get it.

Implied Details Problem 8:

The correct answer is C.

The letter asks for proof of Jeff's undergraduate degree. Proof implies something official from the undergraduate university. Simply making a photocopy of Jeff's grades would likely not be good enough. Therefore a certified transcript would be a better choice.

Implied Details Problem 9:

The correct answer is C.

Since Jeff will leave on July 10th, he will clearly know that he will not be present to register for classes beginning September 5th. Since he knows this ahead of time, he can request that his registration be deferred. This would be much easier than submitting a new application after he returns.

Understanding Jargon - Answers

Understanding Jargon Problem 1:

The correct answer is A.

The information in the accident report uses medical terminology to depict the injury sustained in the workplace accident. The use of the *phrase "lower left extremity"* lets you know that she must have injured her left leg. Reading further, the report mentions that her tibia was reset. If you have a basic understanding of anatomy you could confirm that the injury was to a leg.

Understanding Jargon Problem 2:

The last sentence explains: "Workman's Compensation was filed and received for her time-off from her position." Workman's Compensation paid for the time Ms. Jones spent in the hospital and away from work.

Understanding Jargon Problem 3:

The correct answer is D.

The first two sentences of the second paragraph talk about **moving stock to a different fund** and that the **trade should be completed** by the end of the day. **Trade** means to sell assets from one fund so you can buy assets in another.

Understanding Jargon Problem 4:

The correct answer is C.

The memo does not specifically define the business day. But, it does state that any orders placed after 3 p.m. will not be credited until the next business day. Therefore the business day, in this situation, ends at 3:00 p.m.

Understanding Jargon Problem 5:

The correct answer is B.

Even if you didn't know what "**gag order**" means, you might have guessed from the next sentence. The next sentence says that if information in this trial were "**disclosed**", then it could interfere with other trials. Therefore the logical thing to do is **to not allow any information from this trial to be released to the public**.

Understanding Jargon Problem 6:

The correct answer is A.

From the first sentence, it is obvious that either **Peters** or **Wehls** is the plaintiff. If you have enough legal knowledge to know which side the plaintiff is, then you can tell. But if you do not, then there is little additional information. In this case your best guess is to examine the order of the names. The description of the case mentions the plaintiff first, so the first name probably is it.

Understanding Jargon Problem 7:

The correct answer is D.

The *Interferences* section explains that “turbidity must be removed by filtration.” Filtering takes out solids. **Turbidity** can then be assumed to be **particles found in the water**.

Understanding Jargon Problem 8:

The correct answer is C.

The first paragraph specifically mentions that the method is applicable to drinking water and domestic wastes. Therefore the test could certainly be used on samples from a water fountain and a home sewer. "Surface" water most likely means water on the ground surface, so creek water would also be included. However it **does not mention seawater**, so the ocean sample might not work.

Understanding Jargon Problem 9:

The correct answer is B.

The "**Summary of Method**" says that "... any addition of alkalinity causes a loss of color directly proportional to the amount of alkalinity". Therefore if the sample becomes more alkaline, **the orange color will lessen**.

Word Meanings From Context - Answers

Word Meanings From Context Problem 1:

The correct answer is B.

The word *flexible* means **able to bend**. The context of the sentence tells you that the missing word describes *plastic tubing*.

Word Meanings From Context Problem 2:

The correct answer is C.

You know that this type of electric plant gets its power from a dam site. Water flows through a dam. The root *hydr* means water. A **hydroelectric** plant would generate electricity from water at a dam.

Word Meanings From Context Problem 3:

The correct answer is B.

The root *centennial* means **100th anniversary**. You are looking for a prefix that would fit with 100th anniversary. The prefix *hydro* means **water**, the prefix *bi* means **two**, the prefix *auto* means **self** and *vid* is a **root**. The prefix **bi** is the only one that fits. Bicentennial means a 200th anniversary.

Word Meanings From Context Problem 4:

The correct answer is D.

You are again looking for a prefix. The teams being described are matching people who are giving something to people who are receiving something. The prefix *trans* **means across or beyond** and creates the word **transplant**. The team is matching a donor who is giving a kidney to someone who will receive the transplanted kidney.

Word Meaning From Context Problem 5:

The correct answer is D.

Al is a suffix meaning **relating to**, *bio* is a root meaning **life**, *auto* is a prefix meaning **self** and *vid* is a root meaning **see**. **Video** is a medium of recording pictures and sound.

Word Meanings From Context Problem 6:

The correct answer is C.

You need to determine which meaning of precipitous fits this sentence. The sentence refers to the slope of a mountain. *Moving rapidly* and *impulsive* do not fit when describing the slope of a mountain. **Occurring suddenly** does fit to describe the opposite of a *gradual slope* of a mountain.

Word Meanings From Context Problem 7:

The correct answer is B.

You need to decide which definition of *milling* fits the context of the sentence. The sentence is talking about not losing cattle. A **herding process** describes something you would do to avoid losing cattle. Neither *grinding something* nor *manufacturing a product in a mill* describes a process of keeping cattle together.

Word Meanings From Context Problem 8:

The correct answer is B.

Which definition of *shimmy* fits the context of the sentence? The context of the sentence tells you *shimmy* was something people did during the 20s. *Climbing rapidly* and *an abnormal vibration* would not be limited only to the 20s. But a **popular dance** could be something that was only popular during a specific time period.

Word Meanings From Context Problem 9:

The correct answer is C.

You are looking for a type of town that would be the opposite of a *big city*. Neither a place *where trains refill their boilers* nor a place that is *a gas supply depot* would be the opposite of a big city. A **small or unimportant town** would be the opposite of a *big city*.

Word Meanings From Context Problem 10:

The correct answer is B.

Clothes are items of apparel that you wear. *Close* can mean finalizing the purchase of something. You would use **close** to describe one company buying some property.

Word Meanings From Context Problem 11:

The correct answer is A.

A *minor* is a person under the legal age. A *miner* is someone who works in a mine underground. The sentence is talking about not being able to sell alcohol to someone because of their age. **Minor** is the correct word for this sentence.

Word Meanings From Context Problem 12:

The correct answer is C.

The word that fits in this sentence describes a part of a horse. A **mane** is the long hair that grows along the neck of a horse. *Maine* is a state and *main* means the most important.

Word Meanings From Context Problem 13:

The correct answer is A.

The winner of a contest gets to do this for a year. A *rein* is used to guide horses. *Rain* is water that falls from the sky. **Reign** is to hold a title. The winner of a contest usually holds that title for a year.

Word Meanings From Context Problem 14:

The correct answer is B.

Stationery is paper used to write letters. **Stationary** means not moving. You want a foundation to not move.

Word Meanings From Context Problem 15:

The correct answer is A.

Complement is something that completes or makes perfect. A *compliment* is something said in praise. A scarf would not give praise, but a scarf could complete an outfit.

Word Meanings From Context Problem 16:

The correct answer is B.

A *council* is a group of people. A **consul** is a foreign-service officer stationed abroad. *Counsel* is advice. *Consul* fits the context of the sentence.

Word Meanings From Context Problem 17:

The correct answer is C.

You need a definition that would be used when describing a car engine. You would not use *a group of people* to describe a car engine, nor would you use *a competition* to describe a car engine. You would use **to rev up** as a way of describing a car engine.

Word Meanings From Context Problem 18:

The correct answer is B.

The correct definition of bear is used in the sentence. Due to the **prolonged period of falling prices**, it has become a *bear* market for stocks.

Word Meanings From Context Problem 19:

The correct answer is A.

Hound is something that John is doing to Sam. In this sentence hound does not refer to a person so the definitions *an addict* or *a scoundrel* do not fit. Hound meaning **to nag** does fit the context of this sentence.

Word Meanings From Context Problem 20:

The correct answer is B.

In this sentence you are comparing the quality of a photocopy to a scanned picture. **Degree of clarity** is the meaning of *definition* that fits the contest of this sentence.

Understanding Complex Information - Answers

Understanding Complex Information Problem 1:

The correct answer is C.

The statement that Joe failed his last semester of school implies that he did not make passing grades in at least five full unit subjects. Therefore Joe would not be eligible according to rule 1.

Whether or not he has passed his limit of eight semesters of eligibility (according to rule 3) does not matter, since he failed rule 1.

Understanding Complex Information Problem 2:

The correct answer is C.

In the example on the previous page, it appears that the student attempted to move his residence merely to be able to play baseball at another school. The statement has that he "transferred ... to play baseball". This does not appear to be in the spirit of rule 6. Furthermore, it does not specifically state that his aunt is his legal guardian. If he is staying with his aunt just to be near North High school, then he has violated rule 5, that he must live with his parents. Therefore he cannot play.

Understanding Complex Information Problem 3:

The correct answer is B.

It appears that Mary will be too old, since she will be 19. However a closer inspection shows that this is not so. If the season starts in November, and she turns 19 a month before, then she must turn 19 in October. Rule 4 says that a student is ineligible if he or she is 19 before September 1st. Mary will be 19 in October. Therefore Mary can still play.

Understanding Complex Information Problem 4:

The correct answer is C.

You should use gloves when removing sodium carbonate from a barrel, even if you are using a scoop. Although the instructions do not say this, the gloves are not intended just if you want to hold the material in your hands. The gloves are used to prevent accidental contact with your hands. For instance, a previous worker might have dropped the scoop into the barrel, and it could be covered with powder. Rubber gloves will prevent the powder from reaching your skin better than cloth gloves.

Understanding Complex Information Problem 5:

The correct answer is C.

An air conveyor probably uses air to move the material. Therefore there is some chance that dust will be thrown into the air by this equipment. Even though the equipment is clean, you should be prepared should dust occur. This is especially true since this is your first time using the equipment. Therefore the most important things you would need are goggles and a dust mask to prevent dust from getting in your eyes and lungs.

Understanding Complex Information Problem 6:

The correct answer is B.

Although your older children are not covered by the plan, you still are. The policy states that you will receive a "list of VAP providers". This should indicate to you that you will have to pick from the physicians on this list.

Understanding Complex Information Problem 7:

The correct answer is D.

All of the children were either living at home or full time students living at school. However one was married, which is not allowed by criteria number 2.

Main Principles - Answers

Main Principles Problem 1:

The correct answer is C.

If the Dower Company were to build the factory in your town, they would be affected by all of the above acts. However, the main question for your town meeting would be how the company would plan for and interact with your community. Only one act above mentions informing and making future plans with the community - the Emergency Planning and Community Right-to-Know Act of 1986.

Main Principles Problem 2:

The correct answer is A.

The text above says that the Resources Conservation and Recovery Act (RCRA) tracks wastes from their point of origin (the cradle) to their disposal (the grave). The catch phrase likens the creation and disposal of a chemical to the life of a person - being born and dying.

Main Principles Problem 3:

The correct answer is D.

Many laws are used to try to prevent accidents such as oil spills. But once the spill occurs, the immediate problem is to clean up the spill quickly. The Comprehensive Environmental Response, Compensation and Liability Act discusses short-term actions in response to accidents such as this. From the information available, this would be the first act to govern the recovery. The Act to Prevent Pollution From Ships only deals with the normal operation of vessels. An oil spill is not the normal operation of a ship.

Main Principles Problem 4:

The correct answer is C.

Although it doesn't clearly say it, you must assume that the "employer" mentioned in the contract is the teacher's current employer. It also says the teacher must be employed "in the same school system" for the four years. Therefore the fact that you have four years of experience in Harrison Schools does not give you tenure in your new job with Clay Schools.

Main Principles Problem 5:

The correct answer is D.

The policy specifically states that the contract years must be "consecutive", or in order. Therefore once Mr. Harris left one year to go back to school, he must start over again. He will need to teach four more years in a row to get tenure.

Main Principles Problem 6:

The correct answer is C.

This is a particularly difficult situation for the truck driver. According to the rules, the only place large trucks can be parked is in the back yard. However even there, no trucks "inconsistent with residential use" can be parked. Clearly a tractor trailer is not an ordinary residential vehicle. The intent of the rules is obviously to keep large commercial trucks out of the neighborhood. Therefore he must park his rig somewhere else. Assuming that the cul-de-sac two blocks over is not in the same neighborhood, then he could park it there.

Main Principles Problem 7:

The correct answer is B.

The neighbors might be most concerned about the noise and number of cars around a fraternity house, but the covenants do not say anything about this. But it does say that no multi-family homes are allowed. While a fraternity does not have multiple "families", it does have members from many different families in it. This would not be allowed under these rules. In fact, covenants use this type of rule to prohibit many different organizations.

The Author's Reasons - Answers

The Author's Reasons Problem 1:

The correct answer is D.

The main idea of the letter is how to properly schedule appointments. The letter does not state that any policies or requests are changing from how they were handled in the past. This is just a reminder to schedule your visits instead of dropping in, and to have patience if the doctor is running late.

The Author's Reasons Problem 2:

The correct answer is C.

The doctors would probably not expect this letter to reduce the number of people who have real emergencies. And although the recommendations in this letter would make their work go more smoothly, it would not significantly reduce the amount of work the doctors do. It also does not mention when to show up for appointments. However it does suggest that you only ask for the doctor if you have an appointment (unless it is a real emergency). Therefore the doctors probably want to reduce the number of times they are interrupted during normal appointments.

The Author's Reasons Problem 3:

The correct answer is B.

Most likely the doctors are not trying to make anyone feel bad, especially if they have an emergency. However they would want their patients to understand if they are running late. They would want the patients to know that if the patient had an emergency someday, they would get immediate treatment. Therefore the doctors probably wanted people not to complain if the doctors were late, but instead to understand why the doctors are late.

The Author's Reasons Problem 4:

The correct answer is B.

The information above does not discuss the warranty or quality of the tires. It mainly describes ways to ensure safety while driving on the tires. Therefore the main reason for putting this on the receipt is to encourage the driver to use the tires safely. If you wanted to guess the deeper reason, you might say that the tire company wants there to be fewer accidents on their tires. This would improve their reputation and avoid more lawsuits.

The Author's Reasons Problem 5:

The correct answer is C.

Mixing tires could lead to a serious accident. The dealer wanted to make the buyer aware of this fact. Some people buy the tires and do the work themselves. Under those circumstances, the dealer would not be able to supervise which tires are being placed on the vehicle. The cause of the accident would not be a faulty tire but that of poor judgment. The most likely reason is to warn people who change their own tires.

The Author's Reasons Problem 6:

The correct answer is A.

Many schools do require uniforms so that the differences between students are reduced. However this code does not require uniforms or specific dress colors. Almost all of the regulations are directed at reducing indecent or sexually provocative clothing. Therefore this regulation must be the result of some past discipline problems due to indecent clothing. The first answer was correct.

The Author's Reasons Problem 7:

The correct answer is B.

The policy was designed to prevent distractions from the classroom, so it must be enforced. The principal must do this without causing the students to become unhappy, and without spending school money. Therefore asking the cheerleaders to wear warm-ups would be more popular than canceling Spirit Day, and would not cost money like buying new skirts.

The Author's Reasons Problem 8:

The correct answer is C.

The way a person interprets or judges a policy such as this dress code can be effected by many things. These include the way they were brought up as children, their personal likes and dislikes, and their personal religious or other beliefs. The subject a staff member teaches in their classroom is least likely to influence their decisions on the dress code.