

lesson **A** *The 3-Step Method for WorkKeys Passages*

Thinking KAP



Consider the routine you use to get ready for school every morning. Now, think about a time when a special circumstance necessitated a change to your routine. For example, perhaps you had to wake up early to finish some homework due to a soccer game the night before, or perhaps you had to make time to shovel your front walk due to a snowstorm. Describe to a partner your regular routine, the change to your routine, and the circumstance that necessitated the change.

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Lesson A: The 3-Step Method for WorkKeys Passages

Teacher's Note

Consider using a variety of reading configurations when you read text with students throughout the unit. You may wish to read aloud the text yourself or to have students take turns reading aloud the text. Alternatively, you may wish to have students read together in pairs or small groups. Another option is to have students read silently to themselves.

Task

As an introduction to a method for WorkKeys passages, students will describe their morning routines and circumstances that necessitated changes to them.

Delivery

Have students complete the Thinking KAP activity independently.

Alternatively, you may choose to have students complete this activity in pairs. Let them know that there is no one correct answer.

Lead a discussion about using steps in a method.

Have students share their responses to the activity. The discussion should be guided by student responses, but you may wish to address the following points:

- Students' morning routines have many commonalities, as well as some individual differences.
- Changes made to the routine are based upon the new needs presented by special circumstances.
- Special circumstances may necessitate changes large or small, long-term or short-term.

Moving On

“The circumstances presented by the questions and passages on the WorkKeys Assessment also necessitate some changes to the method you used for the ACT Reading Test. Let’s look at the method you will use for the WorkKeys Assessment.”

Strategy Instruction



The 3-Step Method for WorkKeys Passages

The WorkKeys Reading for Information Assessment tests your ability to understand workplace documents. Like the special circumstance you described in the Thinking KAP activity that necessitated a change to your morning routine, the nature of WorkKeys passages necessitates a change to the method you used for ACT Reading passages.

keep in mind

On the WorkKeys Reading for Information Assessment, you will answer 33 questions about 15 work-related documents in 45 minutes.



STEP 1: Scan.

- **Preview the passage.**
- **Identify the keywords in the question stems.**



STEP 2: Read actively.

- **Skim the passage for the keywords.**



STEP 3: Answer the questions.

- **Determine the correct strategy.**
- **Find the important information.**
- **Predict and eliminate.**

Try It Out!

Discuss with a partner how the 3-Step Method for WorkKeys Passages differs from the 3-Step Method for ACT Reading Comprehension.

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Task

Students will examine the 3-Step Method for WorkKeys Passages.

Delivery

Reintroduce the 3-Step Method for WorkKeys Passages.

Read the first paragraph of text with students. Direct students' attention to the Keep In Mind tip, and emphasize the large number of passages students must read during a short period of time. Tell them that the work-related passages they will encounter on the WorkKeys Assessment include documents such as memos, policy statements, manuals, and contracts, and that these passages will range from relatively short and simple grade-school level documents to longer, more complex college-level documents. Read the method with students.

Guide students through the Try It Out exercise.

Read the directions with students. Suggest that they look back at the 3-Step Method for ACT Reading Comprehension on any of the Guided Practice strategy pages in Units 3 and 4 of the *ACT Advantage* program in order to compare the two methods. After students have discussed the two methods with partners, have them share the differences they noticed.

Students should notice that while they read the *passage* first on the ACT Reading Test, they will read the *questions* first on the WorkKeys Assessment. Let students know that while the ACT Reading Test requires them to answer 10 questions per passage, they will answer between one and three questions per passage on the WorkKeys Assessment; therefore, they should be able to keep the questions in mind in order to look for information they need as they read the passage. Students may also notice the new step title, "Scan," the use of keywords in Steps 1 and 2, and the fact that determining the correct strategy is placed under Step 3.

Moving On

"Now let's look at Step 1."

Step 1: Scan

The first part of Step 1 is to preview the passage. In particular, you want to identify the type of document, the general level of difficulty, and the length. The second part of Step 1 is to identify the keywords in the question stems. Find and underline keywords in the question stems that will help you locate the information in the passage that you need to answer the questions.

Try It Out!

Use Step 1 for the passage and question below. First, preview the passage. Second, underline the keywords in the question stem.

PRPD Broadcast
1 Telegraph Hill
Omaha, Nebraska
To: Fund-Raising Drive Staff
Fr: Management
Re: Gifts for Volunteers

Our yearly fund-raising drive is now over. Congratulations on your hard work and thank you for your efforts.

Many of you have been overseeing the work of volunteers who helped with the drive. Volunteers who worked more than 40 hours are given “member” status at the station even if they have not personally donated money. Please allow volunteers to pick one gift item from each of the first five donation levels. If they desire, volunteers may choose two items from levels one or two in place of items in levels four and five. No other substitutions are allowed.

keep in mind

If you know what you are looking for, you will have a lot less trouble finding the answer when you read the passage.

From previewing the passage, I know that _____.

1. According to this memo, what can volunteers pick?
 - A. Five gifts from any donation level
 - B. Forty gifts from the first donation level
 - C. One gift item from each of the first five donation levels
 - D. Two gift items from each of the first five donation levels
 - E. Two gift items from levels four and five

Task

Students will scan before reading the passage.

Delivery

Introduce Step 1: Scan.

Read the introductory text with students. Have students share their understandings of the word *scan*. Tell students it means to look something over to search for particular information. Emphasize that students should just get a general sense of the passage's length and difficulty and that they should identify the type of document—i.e., memo, contract, letter, etc.

If students need clarification about keywords, tell them that keywords help them know what to look for in the passage. They should think of keywords as “Aha!” words; when they read a passage and see keywords they have underlined in the question stems, they might say “Aha!” because they know these words will help them answer a specific question.

Guide students through the Try It Out exercise.

Read the directions with students. Help students preview the passage and determine the type of passage, length, and level of difficulty. Have students share what they learned from previewing. Read the question stem and have students underline keywords. Then have students share the keywords they underlined. Students do not need to answer the question at this time.

Teacher's Note

Passages on the WorkKeys Assessment are categorized by reading level, from levels 3 to 7. The test itself does not identify the level of each passage, nor do students need to be involved in this type of analysis. A general sense of the passage's length and difficulty level will suffice to inform the way students approach the passage.

Try It Out: Sample Answers

From previewing the passage, I know that: this is a fairly short, simple memo.

Keywords: *volunteers pick*

Moving On

“Now let's look at Step 2.”

Step 2: Read Actively

Reading actively on the WorkKeys Assessment means skimming the passage for the keywords. In passages that are relatively short and simple, keywords from the question stems will usually appear verbatim in the passage. Sometimes they will appear more than once. Underline them when you see them.

In more complex passages, the keywords may not appear verbatim in the passage. They may be paraphrased from question stem to passage. At other times, you will not be able to find anything similar to the keywords in the passage at all. In these instances, you will have to look for information that is *related* to the keywords and question stems. Underline this information if you notice it as you skim the passage in Step 2; otherwise, you will look for it in Step 3.

keep in mind

Passages on the WorkKeys Assessment are written at various levels of difficulty; the passage on this page is similar to some of the least-challenging passages you'll see on the WorkKeys Assessment.

Try It Out!

Use Step 2 for the passage below. Skim the passage for the keywords you identified in the question stem during Step 1. Underline the keywords when you see them in the passage.

PRPD Broadcast
1 Telegraph Hill
Omaha, Nebraska
To: Fund-Raising Drive Staff
Fr: Management
Re: Gifts for Volunteers

Our yearly fund-raising drive is now over. Congratulations on your hard work and thank you for your efforts.

Many of you have been overseeing the work of volunteers who helped with the drive. Volunteers who worked more than 40 hours are given "member" status at the station even if they have not personally donated money. Please allow volunteers to pick one gift item from each of the first five donation levels. If they desire, volunteers may choose two items from levels one or two in place of items in levels four and five. No other substitutions are allowed.

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Task

Students will read actively.

Delivery

Introduce Step 2: Read actively.

Read the first paragraph of text with students. Explain that with 15 passages to read in 45 minutes, students will not have time for summarizing paragraphs with WorkKeys passages. Instead, students will skim each passage for the keywords they identified in the question stems.

Discuss keywords in the passage.

Emphasize that—as described in the first paragraph—keywords will usually appear verbatim in the passage. Emphasize that for more complex passages, keywords will sometimes be paraphrased from the question stem to the passage. For example, the phrase “to make a suggestion” in the question stem may appear as “if you have any questions or comments” in the passage. In these instances, or in instances where students can’t find anything at all similar to keywords from the question stem, students should look for information related to the question stems. If they see related information while they are skimming during Step 2, they may wish to underline it so they can find it again easily when answering the questions.

Guide students through the Try It Out exercise.

Read the directions with students. Direct students’ attention to the Keep In Mind tip so that they get a sense of what one of the most simple passages on the WorkKeys Assessment might look like. Have students skim the passage looking for the keywords *volunteers pick* from the question stem, and have students raise their hands when they have found them.

Teacher’s Note

The amount of information underlined in the passage will vary by individual. For some students, underlining the keywords alone will be challenging. Other students may be able to recognize and underline additional important information while skimming the passage. Students will have an opportunity to find additional important information when they complete Step 3.

Try It Out: Sample Answers

Keywords in the passage: *volunteers to pick*

Moving On

“Now let’s look at Step 3.”

Step 3: Answer the Questions

The first part of Step 3 is to determine the correct strategy. You will learn about strategies for specific question types later in this program. The second part of Step 3 is to find the important information. For questions where the keywords appear in the passage, you will usually be able to find the information you need in the sentences preceding and following the keywords. You should be able to determine or infer the answer based on this information. For particularly complex passages and questions, you may need to carefully read the passage to find the important information.

The last part of Step 3 is to predict and eliminate. For most questions, you will not want to take the time to use Eliminating. Instead, predict an answer based on the important information, and look for the answer choice that most closely matches your prediction. In instances where you cannot make a prediction or cannot find a match for your prediction, use Eliminating to select the correct answer.

Try It Out!

Use Step 3 for the passage on the opposite page and the question below. First, read the sentences preceding and following the keywords to find and underline the important information. Next, use Predicting or Eliminating to select the answer.

1. According to this memo, what can volunteers pick?

Prediction: _____

- A. Five gifts from any donation level
- B. Forty gifts from the first donation level
- C. One gift item from each of the first five donation levels
- D. Two gift items from each of the first five donation levels
- E. Two gift items from levels four and five

keep in mind

Remember, you are not reading these passages for pleasure or even deep meaning. You are more like a gold miner, sifting through the dirt to find the few treasures that lie hidden there.

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Task

Students will answer the question.

Delivery

Introduce Step 3: Answer the questions.

Let students know that once they have scanned and read actively, they are ready to answer the questions.

Introduce the first two parts of Step 3.

Read the first paragraph of text with students. Explain that students will learn about question types later in this program. The question types will help them to determine the correct strategy. Each strategy will help students to find and use the important information. Emphasize that for relatively short and simple passages, students should be able to find the information they need in the sentences surrounding the keywords, but that for more complex passages, they may need to read carefully to find the important information.

Introduce the last part of Step 3.

Read the second paragraph with students. Emphasize that they will not have time to use Eliminating with every question. They should instead use Predicting whenever possible and reserve Eliminating for situations in which they cannot predict or they cannot find matches for their predictions.

Guide students through the Try It Out exercise.

Direct students' attention to the Keep In Mind tip to remind them of their purpose for reading the WorkKeys passages. Read the directions with students. Have students return to the passage on the previous page, and read the sentences preceding, containing, and following the one in which they have underlined the keywords. Have students underline important information. They should underline the rest of the sentence following the keywords. Then have students use the important information to make, record, and share their predictions; then find the answer choice that matches their predictions. Students should not need to use Eliminating for this question.

Try It Out: Sample Answers

Prediction: one gift item from each of the first five donation levels

1 C

Moving On

“Now let’s practice the 3-Step Method for WorkKeys Passages together.”

Guided Practice



The 3-Step Method for WorkKeys Passages



STEP 1: Scan.

- *Preview the passage.*
- *Identify the keywords in the question stems.*



STEP 2: Read actively.

- *Skim the passage for the keywords.*



STEP 3: Answer the questions.

- *Determine the correct strategy.*
- *Find the important information.*
- *Predict and eliminate.*

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Guided Practice

Briefly review the main concepts from this lesson.

Ask a student to summarize what the class has learned. You may wish to use the board or chart paper to record these ideas.

There are several recommended ways to present the Guided Practice passage and questions, as listed below. However you choose to deliver this section, be sure to emphasize the systematic and strategic thinking that will help students succeed on Test Day.

1. Model expert reading comprehension strategies by giving students a window into your thought process. Think aloud as you work through the questions.
2. Balance teacher and student interaction by modeling how to approach the first question, then inviting students to take a more active role in approaching the next one.
3. Allow students to guide you through the systematic approach to the reading comprehension strategies they have learned. You can serve as a scribe, recording the ideas of the class and facilitating students' thought processes.

Teacher's Note

In this portion of the lesson, it is critical that you model and reinforce systematic and strategic thinking. Be sure to follow the 3-Step Method for WorkKeys Passages. Also, be sure to model the strategies suggested by the reference text. Although there is always more than one way to approach a test question, the questions in each Guided Practice are designed as vehicles for specific strategies in this lesson.

Important symbols:

The following symbols have been included on your Teacher's Edition student pages. Use these indicators to guide your instruction as you model the 3-Step Method for WorkKeys Passages.

Keywords are underlined with a solid line.

Underline these words during Step 1 and Step 2.

Important information is underlined with a wavy line.

Underline these words during Step 3.

Read the text below and answer the following questions.

GUIDELINES FOR COMMUNICATIONS: BUILDING THE ENVIRO BRAND

Great brands are not born—they're built. We at Enviro can create a consistently positive Enviro Brand experience.

These Guidelines will ensure that Enviro communications media (print advertising, company literature, etc.) are consistent in appearance. Use of these Brand Guidelines is mandatory.

Logotype

The public identifies Enviro by its logotype. The Enviro logo should always be Enviro Green. It may be reproduced in black in one-color materials only. A clear zone, also known as the control field, must surround all uses of logotype. No graphic, color, or copy elements should intrude into this zone. The width and height of the control field is determined by a measure equal to the height of the capital E in any size of logotype used.

There are three approved ways to use the Enviro logotype.

- 1. Logotype alone.** Our current advertising uses the logotype alone. Signs and labels also use the logotype alone.
- 2. Logotype with rule.** This solid line is used on letterhead, envelopes, and other stationery. It must be positioned at the top of the page. When a smaller logotype with rule is required, only the logotype itself should be reduced. The width of the rule must not be changed.
- 3. Logotype in bar.** The logotype is white and placed at the left end of an Enviro Green solid bar. It is always positioned at the top of the page. It must be used only on the front page of multipage documents. Photographs and background colors may adjoin the bar in the clear zone when a full-page photo is used on the cover of a brochure.

Typographic System

For consistency, we use a single typeface family—Helvetica. It is contemporary, simple, and readable. For internal word-processed communications and presentations, the system font Arial may be substituted. No other typefaces may be used. For simplicity, we only use the following weights of Helvetica:

Helvetica Light: Perfect for both body copy and very large ad headlines.

Helvetica Medium: A good choice when greater emphasis is desired in body copy.

Helvetica Bold: Heavier than Medium, this is ideally suited for headlines.

HELVETICA LIGHT ALL CAPS: Easy to read in small sizes, this is perfect for captions and secondary heads.

HELVETICA MEDIUM ALL CAPS: A good choice when greater emphasis is desired in text and captions.

HELVETICA BOLD ALL CAPS: Heavier than Medium, this is a good choice for subheads.

Guided Practice

Teacher's Note

Students will read the same passage in each Guided Practice in Units 1 and 2. Because they will answer different types of questions in each Guided Practice, though, you will want to use the entire 3-Step Method for WorkKeys Passages in each Guided Practice.

Students may notice that the directions instruct them to “read the text.” Remind students that they are reading the passage for specific information—i.e., skimming for keywords—first, then reading carefully as needed.



STEP 1: Scan.

- **Preview the passage.**

“From previewing the passage, I know that this is a fairly long set of guidelines of medium difficulty.”

- **Identify the keywords in the question stems.**

The keywords in the question stems have been underlined on the student page.

Question 1: *one-color document*

Question 2: *headlines; secondary heads; subheads; body copy that requires emphasis; weight and typeface*



STEP 2: Read actively.

- **Skim the passage for the keywords.**

The keywords in the passage have been underlined with a solid line on the student page.

Question 1: *one-color materials*

Question 2: *body copy; headlines; greater emphasis; body copy; headlines; secondary heads; subheads*

From previewing the passage, I know that _____.

1. Based on the guidelines, which of the following steps do you need to take to create a one-color document with the Enviro logotype?

Prediction: _____

- A. Be sure that it is contemporary, simple, and readable
- B. Be sure that the logo is Enviro Green
- C. Choose the logotype alone
- D. Choose the weight of the typeface
- E. Use the one-color black logo

A

Guided Practice

From previewing the passage I know that this is a long set of guidelines of medium difficulty.



STEP 3: Answer the questions.

■ **Determine the correct strategy.**

“I know that I will learn about question types and strategies later in this program. For now, I should be able to find the important information by reading the sentences surrounding the keywords.”

■ **Find the important information.**

The important information has been underlined with a wavy line on the student page.

■ **Predict and eliminate.**

“I predict that the logo needs to be made black in a one-color document.”

Guided Practice: Answers

1 E Applying Instructions

Prediction: I predict that the logo needs to be made black in a one-color document.

To create a one-color document with the Enviro logotype, you need to use the one-color black logo. Supporting information for (E) can be found in paragraph 3—“The Enviro logo should always be Enviro Green. It may be reproduced in black in one-color materials only.”

- A This description refers to the typeface, not documents.
- B The guidelines state in the third paragraph that the logo should always be Enviro Green except in one-color documents.
- C The guidelines do not specify the freestanding logo for documents.
- D The question refers to the logotype, not the typeface.

2. You are a graphic designer, and you are preparing a document that consists solely of headlines, secondary heads, subheads, and body copy that requires emphasis. What weight and typeface will you NOT use?
- A. Helvetica Bold
 - B. Helvetica Bold All Caps
 - C. Helvetica Light All Caps
 - D. Helvetica Medium
 - E. Helvetica Medium All Caps

A

Guided Practice



STEP 3: Answer the questions.

■ **Determine the correct strategy.**

“I know that I will learn about question types and strategies later in this program. For now, I should be able to find the important information by reading the sentences surrounding the keywords.”

■ **Find the important information.**

The important information has been underlined with a wavy line on the student page.

■ **Predict and eliminate.**

Eliminate (A), (B), (C), and (D) because they list typeface weights that would be used for the document.

Guided Practice: Answers

2 E Applying Instructions

You should not use Helvetica Medium All Caps for the document described. Supporting information for (E) can be found in paragraphs 9–14, where Helvetica Medium All Caps is not among the typeface weights that are used for headlines, secondary heads, subheads, and body copy that requires emphasis.

- A The guidelines state in paragraph 11 that Helvetica Bold is “suited for headlines.”
- B The guidelines state in paragraph 14 that Helvetica Bold All Caps is “a good choice for subheads.”
- C The guidelines state in paragraph 12 that Helvetica Light All Caps is “perfect” for “secondary heads.”
- D The guidelines state in paragraph 10 that Helvetica Medium is “a good choice when greater emphasis is desired in body copy.”

Shared Practice



- Use the 3-Step Method for WorkKeys Passages for the passages and questions that follow.

POLICY FOR OPERATING THE OVERSIZED, WHEELCHAIR-LIFT VAN

Two staff members should be present at all times when transporting residents in the oversized van. This is an oversized vehicle; many employees have had difficulty driving (and parallel parking) it on the city streets. One staff member will drive the van, and the other will assist residents with getting in and out of the van. One employee will ride in the back of the van with residents, not in the front passenger seat. Both employees will take responsibility for making sure that residents are safely buckled in.

Managers will schedule time to train new hires on driving the oversized vehicle. Staff members must have this training before transporting residents in the oversized vehicle.

If scheduling difficulties arise that make it difficult for two employees to be present on a trip, exceptions may be made to this rule. However, written permission for this must be received well in advance from a manager. Permission for this will only be given under the following circumstances:

- 1) A resident has an urgent need to leave the residence, such as a doctor's appointment. Permission will not be granted for a recreational outing, such as a trip to the mall or the movies.
- 2) There is absolutely no way that another staff member can be present on this trip.
- 3) No more than two residents will be present on the trip. More than that would be overwhelming for the staff member present.
- 4) The staff member feels comfortable taking this journey without another staff member present and possesses significant experience driving the wheelchair-lift equipped van.
- 5) The needs of/equipment used by resident(s) necessitates use of the oversized van rather than the smaller vehicle, or the smaller vehicle is already in use.

Permission will be granted at the manager's discretion.

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Shared Practice

Call students' attention to the strategy prompt at the top of the page.

Remind students to use the 3-Step Method for WorkKeys Passages for the passages and questions.

Have students work together in pairs or small groups.

Give students approximately 10 minutes to complete the Shared Practice.

As students work, observe and assist when necessary.

Circulate and assess students' progress. Provide support for students who may be having difficulty. In particular, watch to see if students are doing the following:

- previewing the passage for document type, length, and general level of difficulty
- underlining keywords in the question stems
- skimming the passage for the keywords and then returning to read around the keywords for important information
- using Predicting for all questions and Eliminating when they cannot predict or find matches for their predictions

At the end of the work period, review.

Select student pairs to present their reasoning to the class. Students should explain how they approached the passage and questions in the same “think-aloud” manner that was modeled in the Guided Practice.

Teacher's Note

When you review these questions, focus on students' use of the method for each passage and set of questions. In previewing the passages, students should have noted that there were two memos and a policy statement. Students should have been able to find the keywords from most question stems in the passages themselves and should have read around the keywords for important information. Have students share whether they found underlining in the passage itself to be helpful given the time constraints. Students should have used Predicting for each question. They may have found it helpful to use Eliminating for Questions 4 and 5.

Name _____ Date _____

1. When transporting residents, which of the following responsibilities will you share with the other staff member who is present?
- A. Assisting residents with getting in and out of the van
 - B. Driving and parallel parking the van on city streets
 - C. Making sure that residents are safely buckled in
 - D. Obtaining written permission from the manager
 - E. Training new hires on driving the oversized vehicle

hint ▶ Look for information in the passage that is related to the keywords.

2. Your manager would be likely to approve a request for one person to transport a resident who needed to go to which of the following?
- A. A baseball game
 - B. A doctor's appointment
 - C. A family event
 - D. The mall
 - E. The movies

hint ▶ Select the answer choice that most closely matches your prediction.

A

Shared Practice: Answers

1 C Finding Details

When transporting residents, you will share the responsibility for making sure that residents are safely buckled in. Supporting information for (C) can be found in paragraph 1—“Both employees will take responsibility for making sure that residents are safely buckled in.”

- A The policy states in the first paragraph that it will be the responsibility of the person not driving to “assist residents with getting in and out of the van.”
- B The policy states in the first paragraph that driving and parallel parking are difficult in an oversized vehicle. However, this is not a shared responsibility; only one person can drive the vehicle at a time.
- D The policy states in the third paragraph that written permission from the manager is required when one employee will be present in the van. It does not say that permission is required when two employees will be present.
- E The policy explains in the second paragraph that managers will conduct this training, and that it will take place before staff members ever transport residents. Therefore, this is not a responsibility of staff members when transporting residents.

2 B Finding Details

Your manager would be likely to approve a request for one person to transport a resident to a doctor’s appointment. Supporting information for (B) can be found in the first item—permission will be granted when “a resident has an urgent need to leave the residence, such as a doctor’s appointment.”

- A The policy does not mention baseball games; however, the policy states in the first item that permission will not be granted for one person to take residents on a “recreational outing.”
- C The policy does not mention whether permission will be granted if a resident needs to go to a family event.
- D The policy states in the first item that permission will not be granted for “a trip to the mall or the movies.”
- E The policy states in the first item that permission will not be granted for “a trip to the mall or the movies.”

Name _____

Date _____

Apple Valley Middle School



Mandatory CPR Training for After-School Athletic Instructors

Over the next six weeks, there will be mandatory CPR training. Athletic activity can cause injury and illness. Athletic instructors must be CPR certified to ensure the safety of our students.

CPR courses will be offered at three different times (which will be announced next week). Keep in mind that this training is mandatory.

Failure to complete the training will result in suspension. Some instructors may already possess CPR certification. If this is the case, give a copy of your certificate to your site supervisor.

3. Based on this memo, what will result from failure to complete the training?
- A. Injury and illness will occur.
 - B. Students will be unsafe.
 - C. You will be fired.
 - D. You will be suspended.
 - E. You will meet with the site supervisor.

hint → Underline keywords in the question stems that will help you locate the information in the passage.

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4. What should you do if you already possess CPR certification?
- A. Complain to your site supervisor about having to retake the course
 - B. Continue to ensure the safety of students
 - C. Demonstrate your CPR skills for your site supervisor
 - D. Give a copy of your certificate to your site supervisor
 - E. Retake the CPR training course

hint → Make a prediction based on the information in the passage.

Shared Practice: Answers

3 D Finding Details

The result of failure to complete the training will be suspension. Supporting information for (D) can be found in paragraph 2—“Failure to complete the training will result in suspension.”

- A The memo says in the first paragraph that “athletic activity can cause injury and illness,” but this is not a result of failure to complete the training.
- B The memo says in the first paragraph that CPR training will “ensure the safety of our students,” but unsafe conditions are not the immediate result of failure to complete the training.
- C The memo does not state that you will be fired.
- E The memo does not mention a meeting with the site supervisor.

4 D Applying Instructions

If you already possess CPR certification, you should give a copy of your certificate to your site supervisor. Supporting information for (D) can be found in paragraph 2—“give a copy of your certificate to your site supervisor.”

- A The memo does not instruct you to complain to your site supervisor if you already possess CPR certification.
- B The memo states in the second paragraph that it is important to “ensure the safety of our students,” but this is not what you are instructed to do if you already possess CPR certification.
- C The memo does not instruct you to demonstrate your skills for your site supervisor.
- E The memo does not state that you will have to retake the CPR course if you have taken it previously.

≡ **MEDIA BLITZ** PUBLIC RELATIONS ≡≡≡≡≡

Re: Summer Interns from Levinson University

Attention Managers:

We have hired twelve summer interns from Levinson University. They will be with us for a six-week summer semester. They are college seniors majoring in Communications. They are unpaid interns, and they will receive college credit for their work with us. The university requires that Media Blitz provide these students with meaningful work experience. We must give interns the experiences required for this internship. If we do not, it could damage our relationship with the university.

The interns must gain experience developing media kits and writing press releases. They should also have some client contact. For example, you might allow them to sit in on client meetings. Interns should not be given tasks such as photocopying, filing, and sending faxes. It is important that we give our interns an educational experience.

Human Resources

5. Based on this memo, what could happen if Media Blitz does not give interns “meaningful work experience”?
- A. Interns could demand to be paid for their work.
 - B. Interns could quit their jobs.
 - C. It could cause managers to do more photocopying and filing.
 - D. It could cause problems during client meetings.
 - E. It could damage the company’s relationship with the university.

hint ➤ *Skim the passage for the information you need to answer the question.*

6. Based on this memo, which of the following would NOT be an acceptable task for you to give to an intern?
- A. Developing media kits
 - B. Filling out forms
 - C. Photocopying documents
 - D. Sitting in on client meetings
 - E. Writing press releases

hint ➤ *Use Eliminating when you can’t make a prediction.*

Shared Practice: Answers

5 E Finding Details

If Media Blitz does not give interns meaningful work experience, it could damage its relationship with the university. Supporting information for (E) can be found in paragraph 1—“We must give interns the experiences required for this internship. If we do not, it could damage our relationship with the university.”

- A The memo does not say that interns could demand to be paid for their work.
- B The memo does not say that interns could quit their jobs.
- C The memo says in the second paragraph that interns should not spend time photocopying and filing; it does not say anything about managers doing these tasks.
- D The memo suggests in the second paragraph that interns be allowed to sit in on client meetings, but it does not say that failure to provide them with meaningful work experience could cause problems during these meetings.

6 C Applying Instructions

Photocopying documents would NOT be an acceptable task for you to give an intern. Supporting information for (C) can be found in paragraph 2—“Interns should not be given tasks such as photocopying.”

- A The memo says in the second paragraph that “developing media kits” is an experience interns should have.
- B The memo does not mention filling out forms.
- D The memo suggests in the second paragraph that managers allow interns to sit in on client meetings.
- E The memo says in the second paragraph that “writing press releases” is an experience interns should have.

Name _____ Date _____

KAP Wrap



Write about a non-academic situation in which you've had to skim written material to find information you needed. Describe the process that you used to find the information.

A