

# Discovery Software



## from World Book<sup>TM</sup>

Suggested for children  
ages 6 years to 10 years  
PRIMARY LEVEL

### Word-Player

Apple<sup>®</sup> IIe or Apple<sup>®</sup> IIc  
64K diskette

ISBN 0-7166-8353-9

AP-8555-1



## Word-Player<sup>TM</sup>

### Program Features

- *Forty-two interactive lessons*
- *A "create-your-own-story" option*
- *Varying speed levels controlled by player*

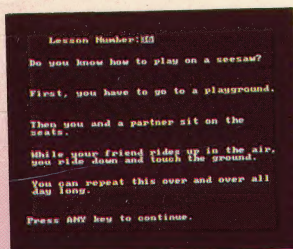
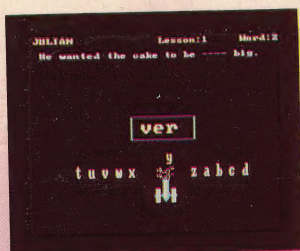
### Educational Benefits

- *Offers spelling reinforcement and challenge*
- *Enriches vocabulary through using words in context*
- *Provides practice in eye-hand coordination*

All Primary Level programs of *Discovery Software from World Book* are controlled by pressing the same selected keys and key combinations. This special feature means that if you can operate one of the programs, you can operate all of them.



# Word-Player™



This carton contains:

- one program diskette
- one User's Information and Activity Guide
- one Help card

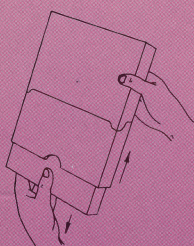
Discovery Software from World Book™ features sound, color, and graphics to hold user interest.

Discovery Software from World Book offers seven programs at the Primary Level.

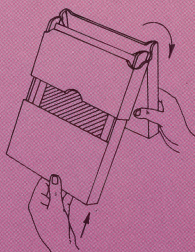
- A-Mazing Words** (spelling review)
- How Things Work** (science simulation)
- Mighty Math** (arithmetic help and challenge)
- Plot-a-Point** (number line practice)
- Space Port** (visual memory enrichment)
- Take Me North** (map skills review)
- Word-Player** (vocabulary reinforcement)

Opening your easel carton is easy!

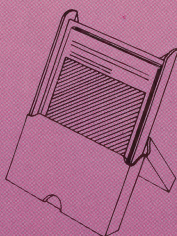
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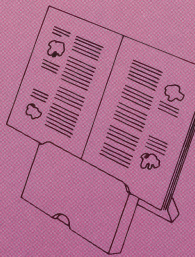
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# *Discovery Software*



## from World Book™

Suggested for children  
ages 6 years to 10 years  
PRIMARY LEVEL



# Word-Player™

User's information and activity guide  
features practice in vocabulary-building and a  
create-your-own stories option







# Word-Player<sup>TM</sup>

Things to know and do

Published by  
**World Book, Inc.**  
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Chicago



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# Word-Player™

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# A Word to Parents

*Word-Player*<sup>™</sup> is a software and print program for primary school-age children. It is designed to help develop good vocabulary-building and writing skills. This guide contains instructions on how to use the software program. It also contains a variety of games and activities that will enhance and enrich the contents of the software program.

One goal of *Word-Player* is to help a child learn new words and their meanings. For example, one print activity encourages a child to discover the meaning of a word by the way it sounds, or by picking out the parts of the word with which he or she may already be familiar. Another print activity describes how a child can keep new and interesting words at hand by keeping a personal dictionary. Then the words can be remembered and practiced frequently.

A second goal of *Word-Player* is to help a child use both new and familiar words correctly in a variety of contexts. Activities in this guide provide children with practice in describing feelings and faces and in expressing themselves through writing poetry and short stories. More practical, everyday writing is also stressed. Activities range from matching titles to stories, to writing thank-you notes and postcards, and to writing reports and keeping a daily journal.

This combination of utilizing the software program on the computer and doing the activities in this manual presents an interesting and interactive way to help a child acquire and use a more extensive, varied vocabulary.



# General Information

Please consult your computer owner's manual to make sure your computer is cabled together properly and the system is operational.

## Handling the Diskette

There are several "do's" and "do not's" to keep in mind when handling *Discovery Software from World Book*.

### DO'S

- Do handle the diskette carefully by its plastic sleeve or its label.
- Do keep the diskette in its paper envelope and easel carton when you finish using the program.

### DO NOT'S

- Do not touch the diskette except by its sleeve or label.
- Do not fold the diskette or attach paper clips to it.
- Do not write on the diskette with a ball point pen or pencil.
- Do not put the diskette near a magnet.
- Do not store the diskette in places that are moist, directly sunny, very hot, or extremely cold.

## Starting the Program

In general, you can start *Discovery Software from World Book* in the following way. See your Help Card, however, for start-up information for a specific computer.

1. Turn on your monitor.
2. Keeping the label faceup, insert your program diskette into the drive and close the drive's latch.
3. Turn on your computer. The program will start automatically.

## Ending the Program

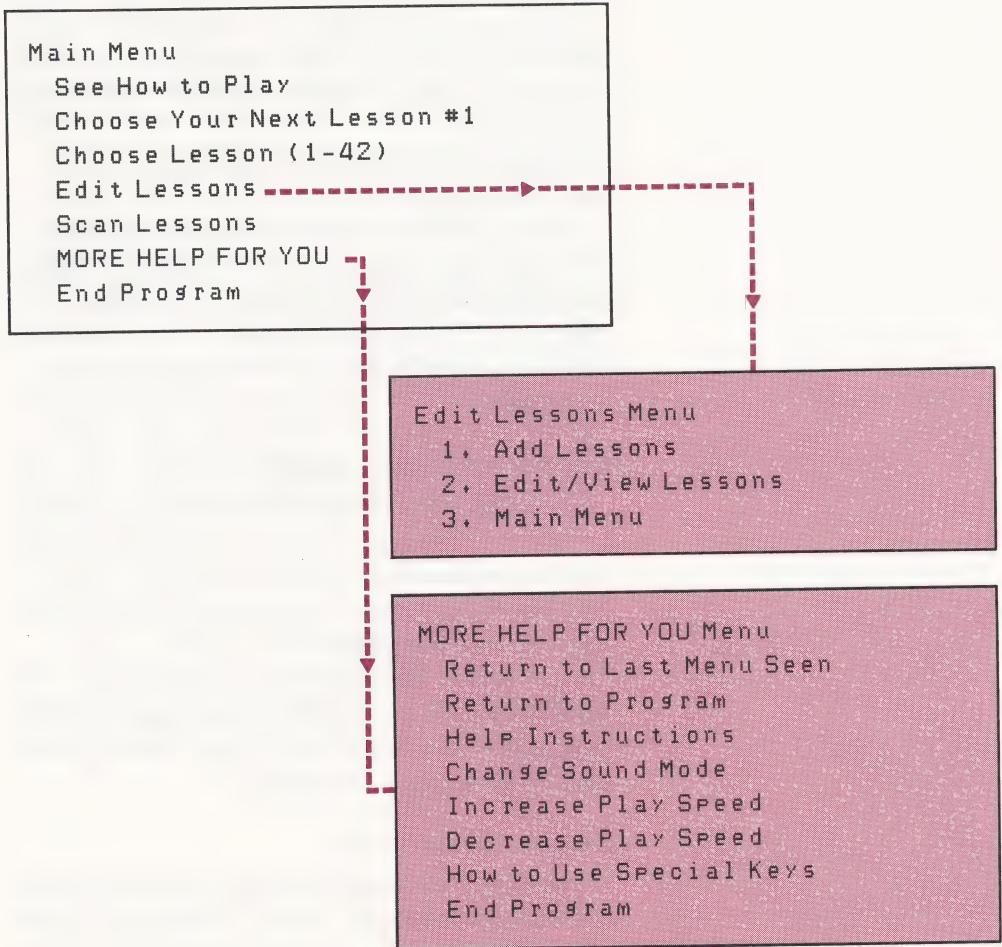
When you want to stop playing your program, you can select "End Program" from the Main Menu. Wait until the light on the disk drive goes off be-



fore taking out the diskette, slipping it into its protective sleeve, and putting it away in its easel carton. Then turn off your computer and monitor.

### Choosing from the Menus

The Main Menu for *Word-Player*, shown below, displays seven program options. Additional options are presented on the program's submenus, also shown below.





# Program Instructions

After the child enters his or her name, he or she will see the Main Menu for *Word-Player*. This menu features seven options: How to Play, Choose Your Next Lesson #1, Choose Lesson (1–42), Edit Lessons, Scan Lessons, MORE HELP FOR YOU, and End Program.

First-time users should be encouraged to begin with option 1, How to Play. How to Play offers instructions on the use of the 42 lessons provided in the program.

Options 2 through 5 are the program's game and editing options.

Option 6, MORE HELP FOR YOU, sends the child to a menu that explains the program's special functions. Option 7 should be used when the child wishes to end the program.

More detailed explanations of options 2, 3, 4, and 5 follow.

## **Choose Your Next Lesson #1**

The Main Menu's option 2 is Choose Your Next Lesson #1. The lesson number in the option title will change each time a child "signs on." That's because *Word-Player* keeps track of the lessons the child has completed.

Each lesson features five new vocabulary words. After the child is offered repeated practice in spelling those words, he or she is asked to use them to complete a paragraph.

## **Choose Lesson (1–42)**

The higher the lesson number, the more difficult the lesson's vocabulary words. Therefore, it is recommended that the child use the lessons in order. However, if the child wishes to choose a lesson other than the next one in sequence, he or she should select option 3, Choose Lesson (1–42). The child will then be prompted to type the number of the lesson he or she wants to see.

## **Edit Lessons**

Option 4 allows a child or a parent to create or edit lessons. When Edit Lessons is chosen, a sec-



ond menu, or submenu will appear. From this submenu the child or parent should choose if he or she wants to add a new lesson, view and edit an existing lesson, or return to the Main Menu.

The option of adding new lessons is a particularly strong feature of *Word-Player*. It allows a user to create personalized stories that may feature family names, weekly school spelling words, or even foreign words. One of the few rules in creating a lesson is that the new lesson must consist of five sentences.

After the first lesson has been added to *Word-Player*, the lesson number next to the Main Menu's option 3 will show "(1-43)."

A child or parent can incorporate pictures in the lessons that he or she creates. The names of available pictures are listed at the back of this guide. When the cursor is next to the prompt "picture:", the user should type the picture's name *exactly* as it appears in this guide. If the user does not want to incorporate a picture in a lesson, he or she can simply advance to the next prompt.

*Word-Player* can accommodate up to 58 new lessons that may be edited at a later time. A new lesson can also be erased simply by typing another one over it.

### Scan Lessons

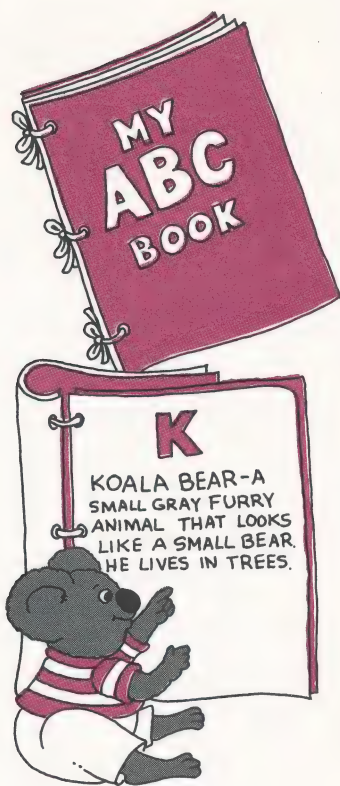
Selecting option 5 allows a child to view the five vocabulary words in any *Word-Player* lesson. This feature can also be used to view any new words that were added to the program.



# Using the dictionary

**Purpose:** To review how words are arranged in a dictionary and to practice using a dictionary

**What you need:** Fourteen sheets of writing paper, paper punch, three lengths of yarn, crayons, pencil



**What you need:** Dictionary, paper, pencil

## Personal dictionary

You never know when you are going to see a new word. And once you have seen a new word, you might forget it. That is why it is helpful to keep a personal dictionary. Then, if you forget a word, you can look it up quickly and easily.

Punch three holes (just like in a three-ring binder) in each of the sheets of paper with the paper punch. Pass a piece of yarn through each of the three holes in your papers. Tie the papers together. Color or draw a design on the front of the top sheet and the bottom of the last sheet. These are your dictionary covers. With your crayon, write each letter of the alphabet in alphabetical order at the top of each inside page. Your personal dictionary is ready to use.

Whenever you see a new word, look it up in a printed dictionary for the correct spelling and meaning of the word. Then enter it in your personal dictionary. Your personal dictionary will help you to quickly find new words that you have seen, but may have forgotten. But remember, it is not a replacement for a printed dictionary.

## Learn a new word each day

You are probably learning new words all the time. Maybe you're learning so many words that it is hard to remember them all. A good way to remember a word is to



think about it and use it as often as you can.

Keep a piece of paper and pencil handy. When you hear a new word, write it down on your paper. Try to add one new word to your list every day.

Give yourself a whole day to practice using a new word. Look at the word. Read it. Pronounce it out loud. Then look it up in the dictionary. Once you know what the word means, you can practice using it in your conversations during the day. At the end of the day, or whenever you are sure you really know the word, put a check mark by it on your list. That way you can keep track of where you are on your list. The next day, do the same thing with the new word you added to your list.

At the end of a week, review each of your words. If you have forgotten what a word means, practice using it again for a whole day. When you are sure you know all the words, start a new list for the new week.

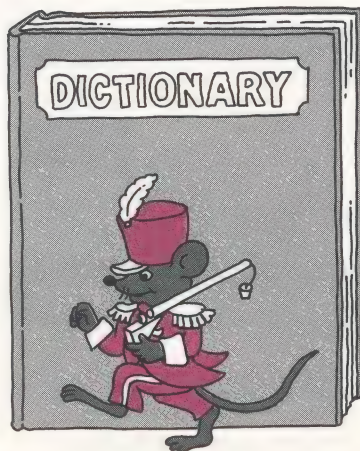
### Creative definitions

You need at least four players for this game. Appoint a different player as the "dictionary guard" for every round of the game. Each player gets a new index card for every round that is played.

The dictionary guard looks through the dictionary for a word that nobody knows. He or she then writes the real definition of the word on an index card. (If there are several definitions given in the dictionary, the guard chooses the first one.) In the meantime, all the other players are busy "creating" definitions for the word. Players



**What you need:** Dictionary, index cards, pencils (one for each player)





should try to base their definitions on what the word sounds like or what pictures the word brings to mind. Players should also check for a word they already know *within* the new word. It could be a hint to the new word's meaning. All players write their definitions on an index card.

The dictionary guard collects all the definitions. Then he or she reads them out loud—including the real one. Each player tries to guess the correct definition. After everyone has made a guess, the dictionary guard reads the correct definition. Players earn one point for every correct guess. Players also get a bonus of ten points if their “creative” definition turns out to be correct.

## New words and words you already know

**Purpose:** *To practice discovering and using new words and to become aware of words you already know*

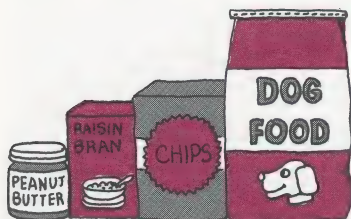
### Shopping list of words

Next time you and a grown-up are shopping in a grocery store, read the labels of various food packages. What foods do you recognize? What foods are new to you? Write down words you see that are new to you on the food packages or on store signs. When you get home, look these words up in a dictionary.

### Descriptive words

Think of several categories of descriptive

**What you need:** Dictionary, paper, pencil



**What you need:** Paper, pencil



words. Then think of words that would belong in each category. Write the categories and the words belonging in them on your paper. Here are some ideas to get you started:

### Happy words

Fun  
Giggle

### Sad words

Tears  
Frown

### Colorful words

Ruby  
Sea-green

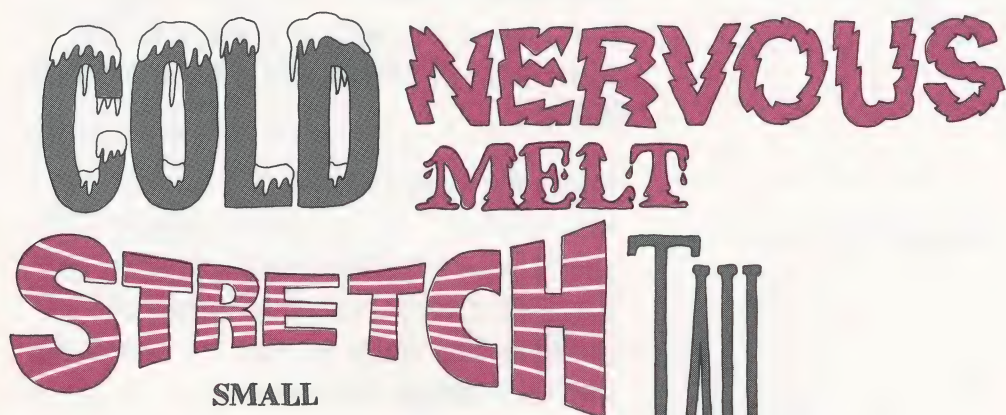
### Soft words

Cotton  
Cuddly

### Expressive words

Write words to look the way they feel. For example:

**What you need:** Paper, pencil, crayons



If you like, think of a word that describes someone you love. Write the word in crayon. Then you can give your expressive word as a gift.

### Lists of words

Making a list is a good way to see what you know. If you really concentrate, you will probably be surprised at how much you can remember. Below are some list ideas. Think hard. Write down all the words you can think of that belong on each list.

List vegetables that are green.

List flavors of ice cream.

List liquids you drink.

List animals in the zoo.

**What you need:** Paper, pencil





**What you need:** Dictionary

### Subject ABC's

Any number can play this game. Pick a category, such as foods, animals, or flowers. Think of something belonging in that category beginning with the letter "A." The next player names something in that category beginning with the letter "B," and so on. Continue until you have gone through the entire alphabet. If there is a letter that no one can name a word for, leave that letter for the end of the game. Then read through the entry for that letter in a dictionary. Don't worry. Sometimes you will not be able to find words that you need that start with certain letters.

**What you need:** Paper, pencil

### Name the baby

You can play this game by yourself or with a friend. On the top of page 15 are two lists. One list has the names of animals. The other list has the names of babies of those animals.

If you are playing alone, copy the list of animal names on your paper. Then try to match the animal's baby to the animal. Write the name of the animal's baby next to the animal's name. Check your answers by using the answer key on page 23.

If you are playing with a friend, have your friend read the name of each of the animals out loud. Write each name on your paper. Then see if you can write the name of its baby next to it.

When you are through, read the animal names out loud for your friend. When he or she is done matching the animals with their babies, compare your lists. Check





your answers by using the answer key on page 23.

|          |          |
|----------|----------|
| Bear     | Foal     |
| Chicken  | Cygnets  |
| Duck     | Piglet   |
| Deer     | Kitten   |
| Goose    | Lamb     |
| Dog      | Joey     |
| Cat      | Cub      |
| Horse    | Puppy    |
| Sheep    | Duckling |
| Pig      | Chick    |
| Kangaroo | Fawn     |
| Swan     | Gosling  |



### Name the animal's home

You can play this game by yourself or with a friend. In the margin below are two lists. One list has the names of animals. The other list has the names of their homes.

**What you need:** Paper, pencil

If you are playing alone, copy the list of animal names on your paper. Then try to match the animal's home to the animal. Write the name of the animal's home next to the animal's name. Check your answers by using the answer key on page 23.



If you are playing with a friend, have your friend read the name of each animal out loud. Write the name of the animal on your paper. Then see if you can write the name of the animal's home next to it.

When you are through, read the animal names out loud for your friend. When he or she is done matching the animals with their homes, compare your lists. Then check your answers by using the answer key on page 23.

|          |          |
|----------|----------|
| Spider   | Warren   |
| Bear     | Tree     |
| Lion     | Pond     |
| Duck     | Web      |
| Bee      | Water    |
| Bird     | Den      |
| Horse    | Cave     |
| Squirrel | Ant hill |
| Fish     | Nest     |
| Rabbit   | Den      |
| Ant      | Hive     |
| Wolf     | Barn     |



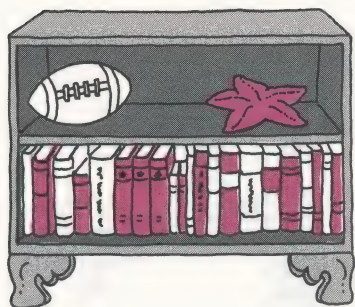
# Words in words

**Purpose:** To practice putting two words together to make one word

**What you need:** Dictionary, paper, pencil

## Two words in one

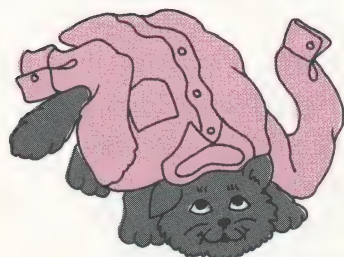
Sometimes two words are put together to make one new word. The new word is called a *compound word*. Study the list of words below. Can you find words that go together to make one word? There are many combinations possible in this list. Write the words on a piece of paper. If you are not sure that a word is a real word, look it up in a dictionary. Here are some examples to get you started: football, lampshade.



|       |       |
|-------|-------|
| Foot  | Dog   |
| Bell  | Bath  |
| Ball  | Lamp  |
| Room  | Case  |
| Door  | House |
| Fish  | Shade |
| Star  | Book  |
| Light | Bowl  |

## One word into two

Try to pick out the two words that make up each compound word listed below. Write each word you find on your paper.



|            |             |
|------------|-------------|
| Wallpaper  | Lampshade   |
| Flashlight | Candlestick |
| Bookcase   | Teapot      |
| Watermelon | Newspaper   |
| Floormat   | Doorknob    |
| Bathroom   | Bedroom     |
| Football   | Undershirt  |
| Baseball   | Fireplace   |



# Descriptive writing

**Purpose:** To practice describing things with words

## Feelings about sounds

Our world is full of sounds. Because of their meanings, some sounds make us feel glad or sad, comfortable or afraid. Do you have feelings when you hear someone you love singing a simple tune? Do you get a restful feeling when you hear a gentle wind blowing through the leaves of trees? What feelings do you get from the sound of rain falling on the roof?

Pay attention to the sounds in your day. Then write down three sounds that make you happy, three that make you sad, three scary sounds, and three sounds that make you feel comfortable. Ask a friend to make a list of similar sounds and feelings. Talk with each other about your lists.

## Draw feelings from sounds

Draw a picture of how you feel when thunder, lightning, and rain wake you up in the middle of the night. Draw a picture that shows how you feel early on a sunny summer morning when the noisy singing of birds wakes you up. Write a description of your feelings beneath your picture.

## Writing sounds with letters

Use the letters of the alphabet to make up words that spell the different sounds listed on page 18. Here is an example to get you started: Rain falling into a puddle—Plup.

**What you need:** Paper, pencil



**What you need:** Crayons, paper

**What you need:** Paper, pencil



A happy cat

The noise you hear when you  
chew dry cereal

A rock falling into a pond

A squeaky door opening

An excited dog

A foot stepping on dry leaves

An angry lion

A piece of cloth tearing

A tennis ball hitting a wall

A grandfather clock (or wristwatch)

**What you need:** Magazines,  
newspapers, paper, pencil

### **Describing faces**

Search magazines or newspapers to find the faces of five people that show different feelings. On your paper, write down all the words that you can think of that describe these feelings.

**What you need:** Paper, pencil



### **Writing poetry**

Write a short poem about a pet or special friend. See if you can make the last word of every second line rhyme with the last word of the line before it. Here is an example:

I have a little dog  
that I call Frog.  
Everyone makes fun of his name,  
but I love him just the same.

**What you need:** Paper, pencil

### **See, hear, and feel with words**

We see objects. We *hear* sounds. We *feel* textures. Yet words all by themselves can make us see, hear, and feel. Sometimes we don't even know this has happened. But it has. Sometimes people use words like these in poetry to make us have strong feelings.



Write a poem that describes something you can see, hear, or feel. For example, you might write about rain falling from the sky onto streets or into puddles. Or, write about the sounds your cat makes after it has eaten and is curling up for a nap. Or, if you wish, write about the feelings you get when you hug someone you love.

### Things tell a story

Put four or five objects into a paper sack. Give the sack to a friend. Ask your friend to write a story about those objects. Then ask your friend to put some objects in a sack and give it to you to write about.

**What you need:** A paper lunch sack, several small objects from your room or from around your home (for example: an acorn, a dog tag you found, a rubber band, a bus token, a worn down pencil), paper, pencil

## Practical writing

**Purpose:** *To practice writing about everyday, practical things*

### Write a paragraph

Letters are parts that go together to make up words. Words are parts that make up sentences. Sentences are parts that make up paragraphs.

Here is how you can recognize a paragraph. First, the whole paragraph is about the same topic, or subject. Second, each sentence in the paragraph says something about the topic. Also, paragraphs are separated from each other. Sometimes this is done by adding space between them. Here is an example of two paragraphs:

You cannot see the wind. But you can see what wind does. On a windy day, trees sway and kites fly. If you have laundry on a clothesline, it will blow in the wind. Flags flap in the wind.

None of these things happen on a day when the wind does not blow. Everything is quiet. Nothing seems to move. The world is as still as a picture. I like windy days better!

**What you need:** Paper, pencil





Now perhaps you would like to pick a topic and write a paragraph or two. Give it a try! Here are some suggestions for topics to get you started: how to ride a bicycle; the first day of school; a visit to the dentist.

**What you need:** Large index card (your index card must be *at least* three and one-half by five inches long in order for the Post Office to mail it), colored felt-tip pens, black ink pen



### Make your own postcards

Decide which side of the index card is for writing and which side is for the picture you will draw. On the writing side, draw a line down the middle of the card with the black ink pen. On the left side of this line, write your message. On the right side of the line, write your friend's address. Be sure to include the city, state, and zip code. On the other side of the card, use the felt-tip pens to draw whatever you like. It can be a picture of you, your friend, your pet goldfish, your home, your school, or a tree. It can be whatever you like. Don't forget to put a stamp on the card if you plan to mail it!

**What you need:** Paper, pencil

### Write an invitation

Pretend that you are going to give a party. Decide what kind of party you would like to give. Then write invitations that you would send to the friends you would ask to come. Here is an example:

Dear David,  
Please come to my birthday party.  
Date: Saturday, November 17.  
Time: 11:00 a.m. to 3:30 p.m.  
We will have lunch and cake at my home. Then we will go ice skating, so bring your skates!  
Place: My home at 888 Wood Street.  
Please let me know if you can come.  
My phone number is 353-5353.  
Daniel Brown



### Write a thank-you note

When someone gives you a gift on your birthday, it is because they are glad that you are you! One nice way to say "Thanks" for the good feeling this gives you is to write a short thank-you note.

In your note, say what you liked about the gift you were given. Also, it is nice to thank gift-givers for remembering you.

Here is an example:

Dear Martha,

Thank you for the Space Adventurer game. My dad and I have played with it every night this week.

Thank you for thinking of me.

Your friend,

Mary

**What you need:** Paper, pencil



### Write a television report

To write a report is to put facts down on paper. You tell the story of something that happened. Start your report with the first thing that happened. Finish with the last thing that happened. You see reports on television news programs all the time. You hear them on the radio, too.

A report can be spoken, or it can be written. Write your own television news report. In three or four sentences, describe something interesting that you did or that happened to you over the weekend.

**What you need:** Paper, pencil



### Keep a journal

A journal is a record of what happens. Captains of ships keep journals of what happens on their voyages. A newspaper writer keeps a record of the day's events. This, too, is called a journal. If you like, you can keep a journal in a notebook that

**What you need:** Notebook, pencil



tells about the things that happen to you every day. Try it for a week. If you enjoy it, try it for a month. The trick is to write something every day, even if it is no more than “Today I don’t feel like writing anything.”

**Make a calendar**

**What you need:** Paper, pencil, ruler

If there is not a wall calendar in your home that you can use, make your own. On a large sheet of paper, draw five lines across that are spaced about one and one-half inches apart. Now draw six lines up and down that are about one and three-quarters inches apart. Across the top, write the days of the week. Begin with Sunday and end with Saturday. Find out on what day of the week the month begins. Then start numbering the days of the month from 1 to 28, 29, 30, or 31 depending on which month it is. (April, June, September, and November have 30 days. February has 28 days, except for leap year when it has 29 days. The rest of the months have 31 days.) Make one sheet for each month of the year.

Now you are ready to use your calendar. Write things that happen in the square for the day. For example: “Rain. Played inside with Sandy.” Or, “Went to the zoo with grandfather.” Or, “Played kickball with Matt after school.”

Calendars also are good for looking ahead. When you decide to do something, and know when you are going to do it, make a note of the activity on the proper day of your calendar. This lets you do two things. It helps you look forward to something you want to do. It also helps



you plan *not* to do two things at the same time on the same day.

## Answer key

### “Name the baby”

from page 15.

Bear—cub

Chicken—chick

Duck—duckling

Deer—fawn

Goose—gosling

Dog—puppy

Cat—kitten

Horse—foal

Sheep—lamb

Pig—piglet

Kangaroo—joey

Swan—cygnet

### “Name the animal’s

home” from page 15.

Spider—web

Bear—cave

Lion—den

Duck—pond

Bee—hive

Bird—nest

Horse—barn

Squirrel—tree

Fish—water

Rabbit—warren

Ant—ant hill

Wolf—den

## Picture file

APPLE

BALL

BALLOON

BAT

BIRD

BOAT

BOX

BUTTERF (butterfly)

CANDLE

CAR

CASTLE

CHAIR

CHIMNEY

CLOWN

COAT

CUP

DAISY

DONKEY

DOOR

DOORKNOB

DRUM

ELEPHANT

FACTORY

FEATHER

FISH

GHOST

GIFT

GRASSH (grasshopper)

HEART

HOTEL

HOUSE

ISLAND

JELLYF (jellyfish)

LADDER



|                   |                     |
|-------------------|---------------------|
| LAMP              | SANDWICH            |
| MAILBOX           | SHOE                |
| MITTEN            | SNOWF (snowflake)   |
| MONKEY            | STAR                |
| NEWSP (newspaper) | TOOTHB (toothbrush) |
| NICKEL            | TRAIN               |
| PAN               | TREASURE            |
| PEANUT            | TRUCK               |
| PHONE             | TURTLE              |
| QUARTER           | UMBRELLA            |
| RABBIT            | VASE                |
| RADISH            | WAGON               |
| RAIN              | ZIPPER              |
| RIBBON            |                     |

**Note:** For some machine-versions of *Word-Player*, you must type a picture's full filename instead of its abbreviated filename. For example, you must type *BUTTERFLY* instead of *BUTTERF*.









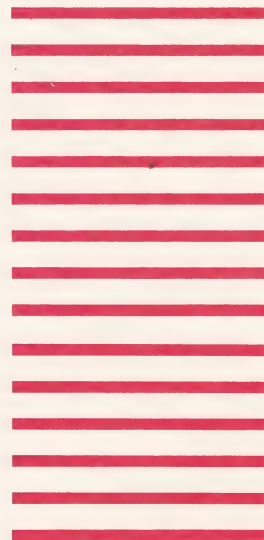
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| • Is the user's guide easy to understand? . . . . .                    | <input type="checkbox"/> | <input type="checkbox"/> |
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### THANK YOU FOR HELPING US!

**Name** \_\_\_\_\_

**Street Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

## **WARNING**

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
## Starting the Program

Your *Discovery Software from World Book* was designed for the Apple® IIe and the Apple® IIc. You can start the program in one of the two following ways.

### When Your Apple Is Turned Off

1. Turn on your TV or monitor.
2. Keeping the label faceup, insert your program diskette into the diskette drive and close the drive's latch.
3. Turn on your computer. The program will start automatically.

### When Your Apple Is Turned On

1. Keeping the label faceup, insert your program diskette into the diskette drive and close the drive's latch.
2. Hold down the Control key **CONTROL** and the Open-Apple key  and press the Reset key **RESET**. Your program will start automatically.

## Ending the Program

When you want to stop playing your program, you can select "End Program" from the Main Menu. Wait until the light on the disk drive goes off before taking out the diskette, slipping it into its protective sleeve, and putting it away in its easel carton. Then turn off your computer and TV or monitor.

## Understanding the Error Messages

Occasionally, you may try to load a program and get no results except noise. This can mean that you inserted the diskette improperly, that the drive latch is not closed, or that your diskette is not formatted. On occasion you may also see an error message on your screen. Please note the following error messages and what they mean:

### I/O ERROR

If the drive latch is left open or if the diskette is not inserted properly in the drive, you will see this message. You will also see it if you inserted the diskette in the wrong drive of a two-drive system. Reinsert the diskette correctly, close the latch, and try again.

### WRITE PROTECT

The program must be able to write on the diskette. Please remove the write-protect tab and try the program again.

If you see this error when you attempt to save a spreadsheet, your second diskette may not be formatted.

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





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## Using the Special Keys

Pressing special key combinations while your program is running will help you make use of *Discovery Software from World Book's* special features. These features can also be reached through the MORE HELP FOR YOU Menu, which you can always access by pressing the Escape key [Esc].

Each special key combination is formed by holding down the Open-Apple Key  while pressing the appropriate letter key. A list of special key combinations and the features that they activate follows.

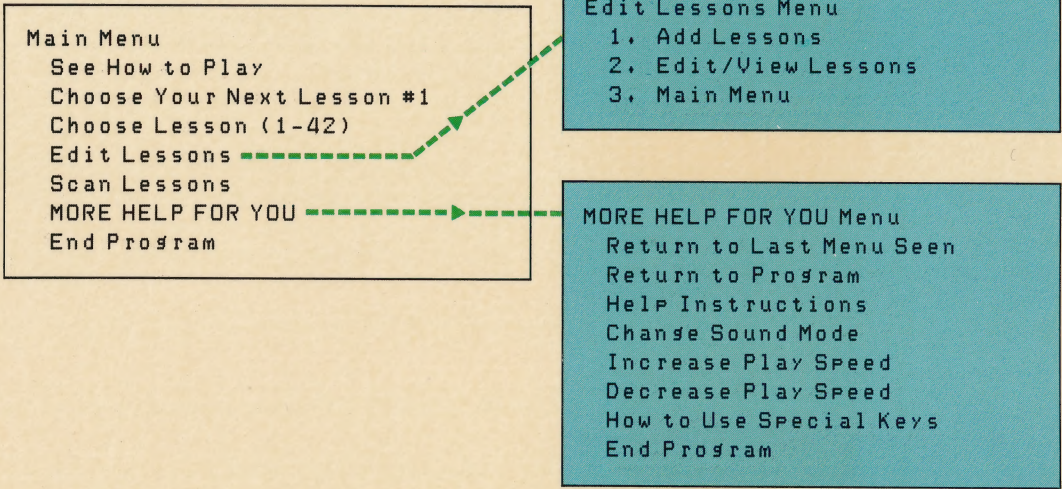
-  - [E] **End** program. Press this key combination to end the program.
-  - [H] **Help** call. Press this key combination to view "How to Use" instructions.
-  - [M] **Menu** call. Press this key combination to return to the previous menu.
-  - [S] **Sound** control. Press this key combination to turn the sound on or off.
-  - [I] **Increase** speed. Press this key combination to increase the speed of the program.\*
-  - [D] **Decrease** speed. Press this key combination to decrease the speed of the program.\*
- [Esc] Press this key to call the MORE HELP FOR YOU Menu.

## Choosing from the Menus

The Main Menu for *Word-Player*, shown below, displays seven program options. Additional options are presented on the program's sub-menus, also shown below.

```

Main Menu
  See How to Play
  Choose Your Next Lesson #1
  Choose Lesson (1-42)
  Edit Lessons
  Scan Lessons
  MORE HELP FOR YOU
  End Program
  
```



### Edit Lessons Menu



1. Add Lessons
2. Edit/View Lessons
3. Main Menu

### MORE HELP FOR YOU Menu

- Return to Last Menu Seen
- Return to Program
- Help Instructions
- Change Sound Mode
- Increase Play Speed
- Decrease Play Speed
- How to Use Special Keys
- End Program

\*These keys operate in the "Fire the Cannon" activity only.

You may also use the F key [F] to move letters *faster*, the S key [S] to move letters *slower*, and the J key [J] to *jump* ahead five

letters in the alphabet. You may also use the Right Arrow key  to move backward in the alphabet and the Left Arrow key  to move forward.





**Discovery Software**  
**from World Book™**

**Word-Player™**

**Primary Level**

For the Apple® IIe or Apple® IIc

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**For extended media life—  
here's how to take care of your flexible disk**



**Protect  
Protéger  
Protégieren  
Schützen  
保護**



**Never  
Nunca  
Jamais  
Nie  
絶対禁止**



**Insert Carefully  
Insertar  
Insérer avec soin  
Sorgfältig Einsetzen  
挿入注意**



**Never  
Nunca  
Jamais  
Nie  
絶対禁止**



**10°C—52°C  
50°F—125°F  
R.H. 8%—80%**



**Never  
Nunca  
Jamais  
Nie  
絶対禁止**