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## Your tasks

Learn about your tasks below.

	<b>Updating the centre brochures</b> <ul style="list-style-type: none"><li>• Reading the old brochures to see what needs to be changed</li><li>• Preparing the text for new brochures</li></ul>
	<b>Checking that instruction manuals are up to date</b> <ul style="list-style-type: none"><li>• Reading the centre's instruction manuals</li><li>• Making changes if needed</li></ul>
	<b>Responding to emails</b> <ul style="list-style-type: none"><li>• Answering questions and sending out information by email</li></ul>
	<b>Summarising reports</b> <ul style="list-style-type: none"><li>• Reading reports</li><li>• Summarising their contents for Sam</li><li>• Highlighting important new information</li></ul>
	<b>Updating spreadsheets</b> <ul style="list-style-type: none"><li>• Recording visitor numbers and other important information using spreadsheets</li></ul>



## Day 1

At Tree Hill Community Centre, staff need to share information with each other and with visitors to the centre. Sam says you will have to read a lot of written information as part of your job. You will be working with different types of text, including brochures, manuals, emails, reports and spreadsheets.

## Formatting

Formatting a word draws attention to it, by making it look different from the words around it.

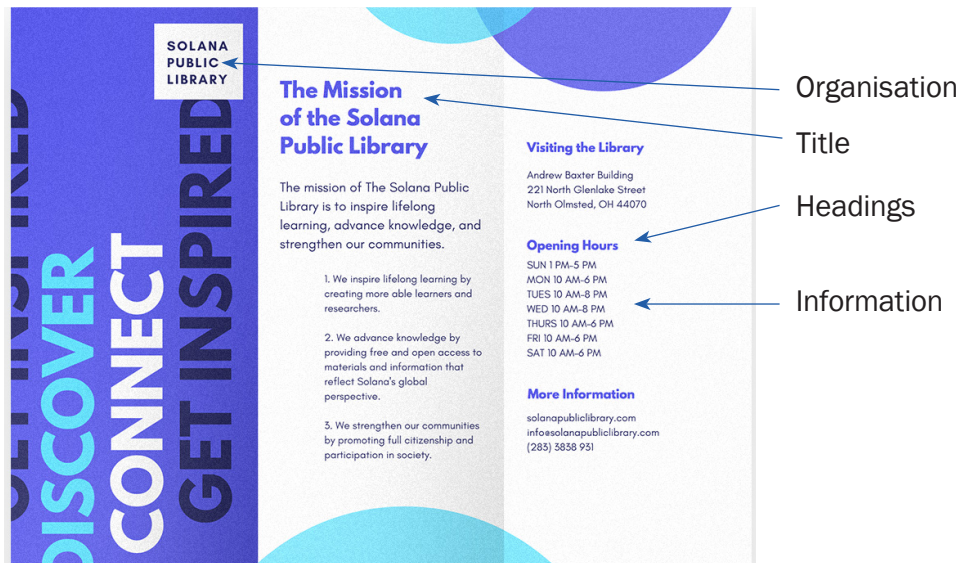
Here are examples of formatting.

<b>Bolding</b>
Bolding a word or sentence makes it look darker. <b>This sentence is bold.</b>
<i><b>Italics</b></i>
When a word or sentence is in italics, the letters slant to the right. <i>This sentence is in italics.</i>
<u><b>Underlining</b></u>
When a word or sentence is underlined, there is a line under it. <u>This sentence is underlined.</u>
<b>Colour</b>
Using colour makes a word or sentence stand out. <b>This sentence uses colour.</b>

## Brochures

A brochure is a small book or folded piece of paper with information about a product, place, company or service. The information is presented using pictures, diagrams, different-sized headings and colourful text.

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## Audience

A brochure's audience is the people who are interested in what the brochure is about (or who is intended to read it).

The community centre brochure's audience includes visitors to the centre who want to find out more and people who might want to visit in the future.

## Purpose

Brochures can be used to:

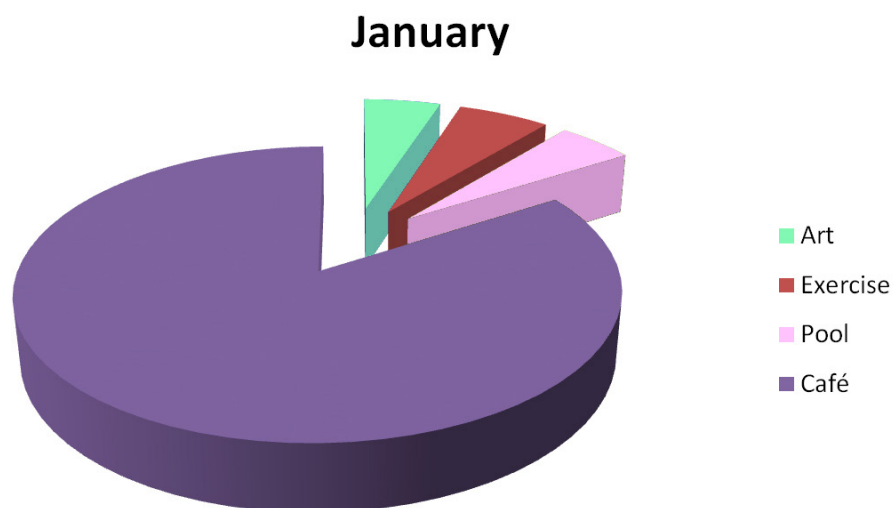
- Inform
- Explain
- Persuade
- Warn
- Update

## Pie graph

Pie graphs are often used to show percentages or compare amounts.

At the community centre, Sam uses pie graphs to compare how much money the cafe, pool, art classes and exercise classes make each month.

When Sam shows you the pie graph for January, you can see that the cafe made the most money.





## Reading horizontally

Reading horizontally means reading across the page, starting at the left side and moving towards the right side.

Number of people who come to the Tree Hill Community Centre						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
120	200	159	135	300	85	56

To find information in a table, start by looking at the title and the headings.

The title is often at the top. The title of the table above is 'Number of people who come to the Tree Hill Community Centre'.

Headings are often across the top of the table. In the table above, the headings are the days of the week.

To find out how many people came to the centre on Thursday, you read the headings from left to right, looking for the word 'Thursday'. You then look at the number under 'Thursday', which is 135.



## Using comprehension strategies

Comprehending a text means understanding it. If you don't understand something you are reading, it often helps to stop and try another approach.

These are some examples of different approaches to comprehension.

### **Jumping ahead**

If you do not understand a sentence or paragraph that you are reading, jump to the next one. It may give you clues that will help you understand.

### **Looking for implied meaning**

Sometimes the meaning of a sentence isn't obvious. Instead, it is only hinted at. When you understand what the words are implying, it will help you to understand the full meaning of the text.

### **Making links**

If you have read information in one type of text, it can help you to understand it in another text. This is called making a link.

### **Correcting yourself**

If there is a mismatch between the word you have read and what the information is about, stop.

Noticing the gap in your understanding is the first step in self-correcting.

Go back and then:

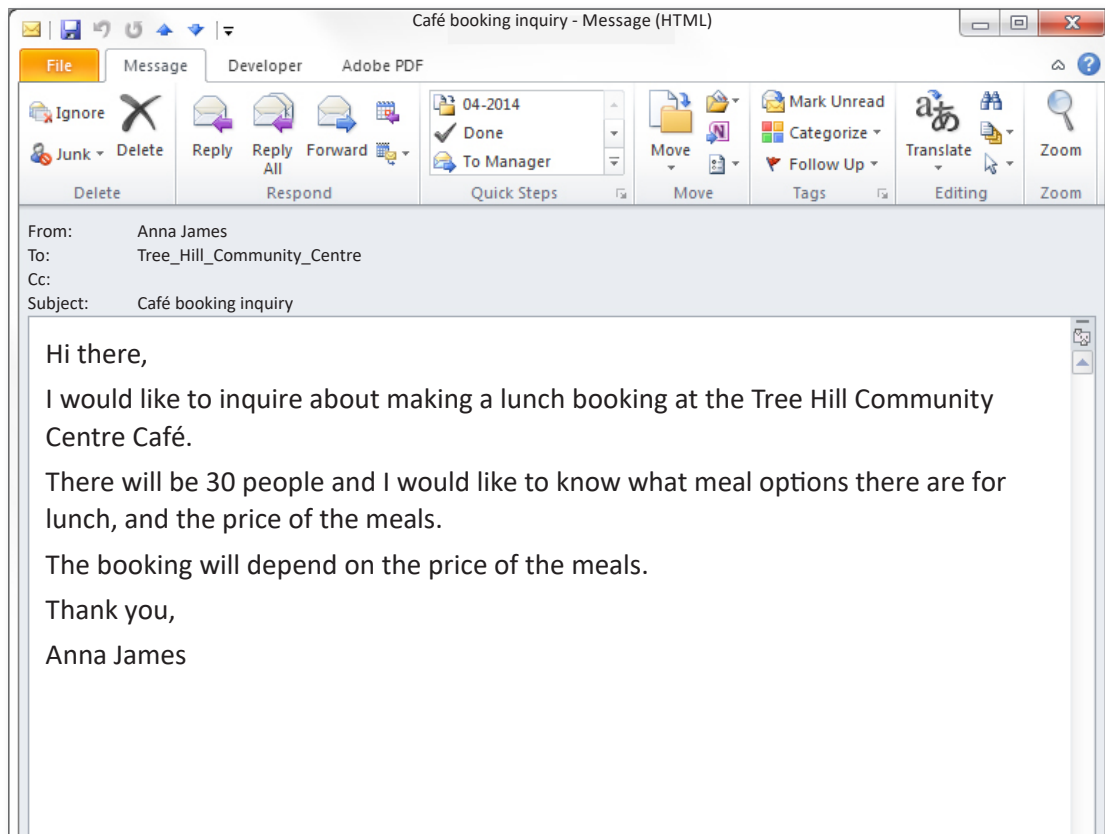
- Re-read the word
- Link the word to something you already know
- Think of how the word is used in the sentence: is it a noun, verb or adjective?
- Sound the word out

## Implicit meaning

‘Implicit’ means implied. When something is implied, it means it is not expressed directly. Instead, the meaning is suggested or hinted at.

For example, if Sam says, ‘I need to close the pool because there are dark clouds in the sky,’ he is implying that there is a storm coming.

In the email below, the writer is implying that she will go somewhere else for lunch if the prices at the cafe are too high.



## What has happened on Day 2

On your second day of work at the Tree Hill Community Centre you have learned about:

- Finding information
- Workplace words
- Reading strategies
- Critical reading skills
- Checking you understand a text
- Responding to workplace information
- Reflecting on the purpose of a text