

FSKRDG010

Read and respond to routine workplace information

Release 1



Learner guide

FSKRDG010

**Read and respond to routine
workplace information**

Release 1

Learner guide

Aspire Version 1.1



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If you are working, write the following information:

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Email:	

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Contents

Before you begin	vii
Words to remember	ix
Your story	1
Day 1	3
Reasons for reading a text	4
What question do you want to answer?	5
Audience and purpose	6
Structure	7
Layout	8
Formatting	10
Different types of text	11
Graphs and diagrams	21
What has happened on Day 1	27
Learning Checkpoint: Day 1	28
Day 2	31
Finding information	32
Skimming	33
Scanning	34
Reading horizontally	35
Reading vertically	36
Following arrows	37
Using hyperlinks	38
Using the table of contents and index	38

Workplace words	39
Special workplace words	40
Abbreviations	41
Acronyms.....	42
Reading strategies.....	43
Making predictions	44
Using comprehension strategies	45
Decoding.....	47
Looking for language patterns.....	48
Checking vocabulary.....	50
Critical reading skills.....	51
What is fact?	52
Bias.....	53
Implicit meaning.....	54
Shades of meaning.....	55
Checking you understand a text.....	56
Responding to workplace information.....	57
Responding appropriately.....	59
Reflecting on the purpose of a text	60
What has happened on Day 2.....	61
Learning Checkpoint: Day 2.....	62
What you have learned.....	65

Before you begin

This learner guide is based on the unit of competency *FSKRDG010 Read and respond to routine workplace information*, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you do not understand something, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help . 
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learnt	At the end of the learner guide, there is a list of what you have learnt. You can use this to check if you are ready for the final assessment.

Words to remember

As you read the learner guide, use this section to write down words you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means



Your story

Today is your first day working at Tree Hill Community Centre. The community centre is a place where people come to do activities. It has a swimming pool. There is also a cafe.

You will work in the office as an assistant to your supervisor, Sam. Your job is to help Sam keep the centre information up to date. If you have any questions or need help with anything, you should ask Sam.

Sam shows you where you will work. He talks to you about the tasks you will do at Tree Hill Community Centre. Tasks are the things you do as part of your job.



Your tasks

Learn about your tasks below.

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



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.

Reasons for reading a text

There are many different types of text and many different reasons for reading them.

For example, you might read:

- **A brochure** – to find out about a product or service
- **An instruction manual** – to learn how to do something
- **An email** – to reply to it
- **A report** – to find information
- **A spreadsheet** – to track and understand data
- **A notice** – to find out about something
- **A warning sign** – to protect yourself from danger

What question do you want to answer?

Before you start looking for information, ask yourself what question you want to answer. Knowing the question will help you to look for the answer in the right place.

For example, if the printer is jammed, the question you want to answer is: 'How do I fix a paper jam?'

Next, ask yourself where you can find the information you need.

If you're trying to fix a paper jam, you would find the information you need in the printer's instruction manual, in the section about paper jams.

If you're not sure where to find the information, you can ask someone else.

On your first day at Tree Hill Community Centre, Sam needs the centre's visitor numbers for December. He asks you to find them for him.

The question you want to answer is: 'How many people visited the centre in December?'

You're not sure where to find this information, so you ask Sam. He tells you that visitor numbers are in the centre's monthly reports.

To answer the question, you need to find the December report and look at the section about visitor numbers.

Audience and purpose

Every text has an audience and a purpose. The audience is who the text is written for.

If you send an email to Sam, Sam is the email's audience. If the centre has a brochure about the activities it offers, the brochure's audience is visitors to the centre.

The purpose is the reason the text was written.

The purpose of a text could be to:

- Inform
- Explain
- Advise
- Update
- Request
- Instruct
- Warn or prohibit



Structure

Structure makes a text easier to read and understand. When information is organised, it is easier to find the answers you need.

Different types of text have different structures. For example, a brochure has a different structure to a spreadsheet.

A brochure is a good way to communicate simple information, like opening hours or entry fees. Brochures have simple text and sometimes pictures.

A spreadsheet is a good way to keep track of complex information, like data about visitor numbers. Spreadsheets have information set out in rows and columns.



Layout

The layout of a text is how it is set out on a page. Text features assist in reading and understanding what is being communicated. Brochures, instruction manuals, emails, reports and spreadsheets all have different layouts. The layout helps you to read information and understand it.

These are some text features you may use when laying out information.

Headings and subheadings

Where they are commonly used:

- Reports
- Brochures
- Instruction manuals

How they help:

Headings and subheadings break the text into chunks and tell you what each chunk is about.

Numbering

Where it is commonly used:

- Instruction manuals

How it helps:

Numbering tells you that information should be read in a certain order. For example, when describing how to do a task, you might number the steps 1, 2, 3 and so on.

Bullet points

Where they are commonly used:

- Reports
- Brochures
- Instruction manuals
- Emails

How they help:

Bullet points draw attention to lists in a text. They also break information down so it is easy to understand.

Tables

Where they are commonly used:

- Reports
- Instruction manuals

How they help:

Tables collect and arrange information so it is easy to read.

Graphs and charts

Where they are commonly used:

- Reports

How they help:

Graphs and charts explain data visually.

Formatting

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

Here are examples of formatting.

Bolding

Bolding a word or sentence makes it look darker.

This sentence is bold.

Italics

When a word or sentence is in italics, the letters slant to the right.

This sentence is in italics.

Underlining

When a word or sentence is underlined, there is a line under it.

This sentence is underlined.

Colour

Using colour makes a word or sentence stand out.

This sentence uses colour.

Different types of text

Every text has its own audience and purpose. The audience and purpose shape the text's structure, layout and formatting.

For example, an email starts with a greeting, but a report doesn't. Reports often have headings and subheadings, but emails usually don't.

To do your job at the community centre, you need to know about different types of text, including:

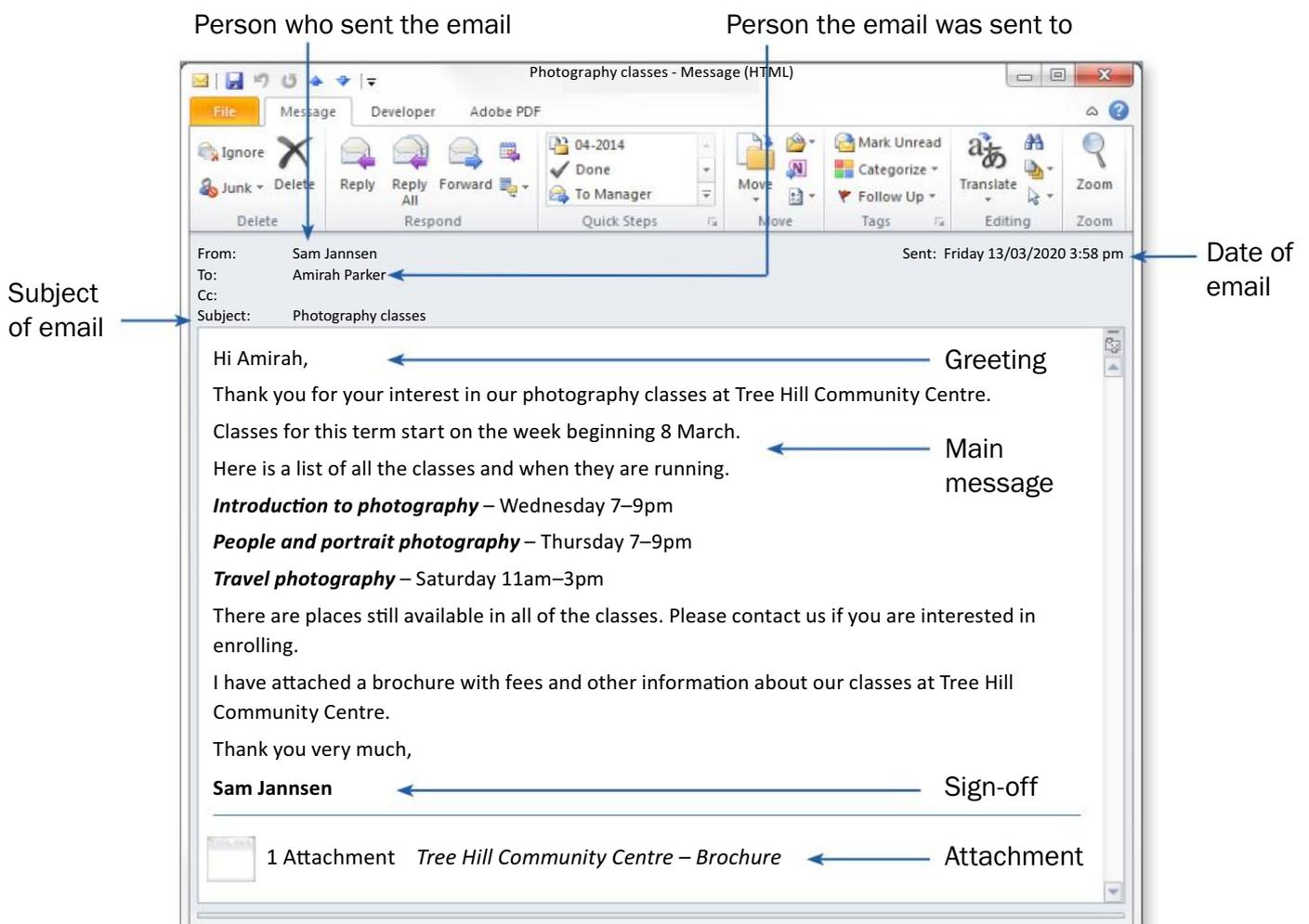
- Emails
- Brochures
- Instruction manuals
- Reports
- Spreadsheets



Email

Staff in most workplaces use email to communicate with other employees and with customers or clients. Emails can be sent to one person or to a group of people.

Here is an example of what an email looks like:



Audience

An email's audience is the person who receives the email. In the example above, Amirah is the audience, because the email is written to her.

Purpose

The purpose of an email is to share information. In the previous example, the purpose of the email is to share information about photography classes at the community centre.

Structure, layout and formatting

The message details are at the top of an email. These include:

- **From:** Who sent the email
- **Sent:** When the email was sent
- **To:** Who the email was sent to
- **Subject:** What the email is about

The second part of the email contains the message. This includes:

- **A greeting:** This is always at the start of the message (e.g. Hi Sam, Dear Sam)
- **The main message:** This is the information that the sender wants to tell you.
- **A sign-off:** The sender closes the email by signing off (e.g. kind regards, yours sincerely, etc.). They also write their name and sometimes include their organisation and contact details.

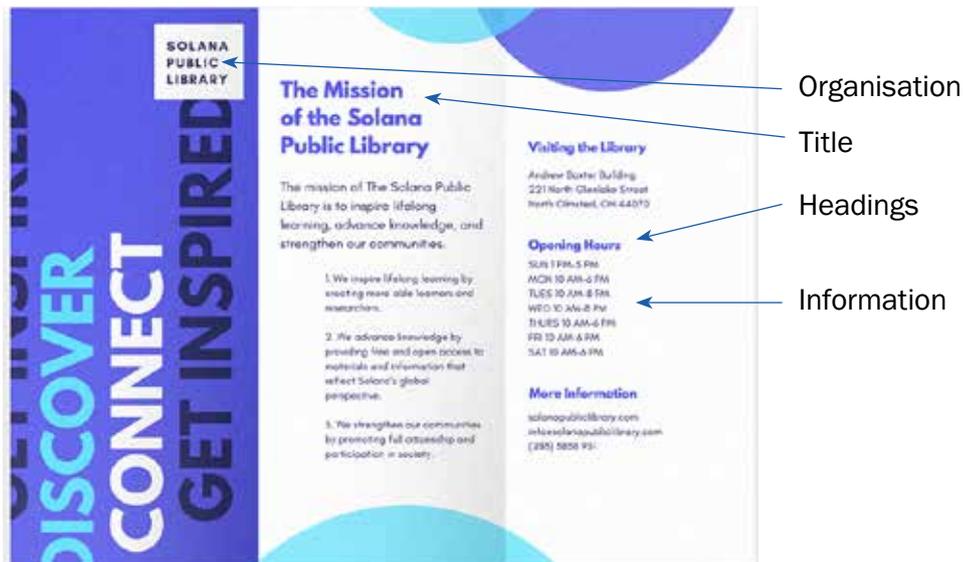
Emails may also have these features:

- **Attachments:** An attachment is a file that the sender has included with the email. It has a symbol like this: . An attachment could be a picture, document, spreadsheet or other type of file. It is usually found at the end of an email.
- **Cc:** The letters 'Cc' stand for the words 'Carbon copy'. This is where you put the email address of a person you want to send a copy of the email to.
- **Bcc:** The letters 'Bcc' stand for the words 'Blind carbon copy'. This is where you put a person's email address when you want to send them a copy of the email but don't want others to know.

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.

missing image



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

For example, the community centre's brochure tells you:

- Where the centre is
- What you can do there
- How much fun you can have at the centre and what you will learn
- How to stay safe when you visit
- What's new at the centre, such as changes to the opening hours

Structure, layout and formatting

A brochure usually has a title on the front page. On the other pages, there is more detailed information.

Brochures are divided into different sections by headings (or by frames around the text).

They often have pictures or diagrams next to the text.

Instruction manuals

Instruction manuals tell you how to use machines, equipment or computer programs.

They can also tell you how to follow workplace procedures.

Audience

An instruction manual's audience concerns people who want to learn how to do something.

Purpose

Instruction manuals can be used to:

- Teach new skills
- Record workplace procedures
- Train new staff

The community centre has an instruction manual for the oven in the cafe. The manual includes the procedure staff should follow if there is a fire. The centre also has an induction manual. Sam uses the induction manual to train new staff when they first arrive.

Structure, layout and formatting

Instruction manuals usually have:

- **A table of contents:** This is at the front of the manual. The table of contents lists all the headings in the manual, with the page numbers where they appear.
- **A title:** This explains what the instructions will help you to do.
- **A list of materials:** Some instruction manuals have a list of items that you will need to follow the instructions.
- **Steps:** These explain what you need to do. They are organised in order.
- **Diagrams and images:** These show you what to do. Not all instruction manuals include diagrams and images.
- **A glossary:** This is a list of key words and their meanings. The words are listed in alphabetical order. The glossary is usually located at the end of the manual.

Reports

A report is an official document presenting facts about a subject.

Audience

A report's audience includes people who are interested in the subject of the report.

Purpose

Reports are used to provide detailed information.

At the community centre, Sam writes a monthly report that details:

- How many people have visited the centre
- Who comes to the centre
- What part of the centre is used most often
- How much money the centre has made
- How much money the centre has spent

Structure, layout and formatting

Reports usually have:

- **A title page** – It contains the name of the report and the name of person who wrote it.
- **An executive summary** – This gives a short overview of the information in the report.
- **A table of contents** – The table of contents lists all of the headings in the report, with the page numbers where they appear.
- **An introduction** – This outlines how the report is structured and what it is about.
- **A body** – This is the main part of the report, with information presented under headings and subheadings.
- **A conclusion** – The conclusion presents the result or findings of the report.

- **References** – This is a list of sources, such as books and websites, that were used in writing the report.
- **An appendix** – An appendix contains any diagrams, charts, tables or forms that are not included in the body of the report.

Reports may also include:

- Tables
- Graphs
- Diagrams
- Pictures



Spreadsheets

Spreadsheets are used to record, organise and analyse data. The data is arranged in rows and columns.

Rows

Columns

Heading

Data

	January				
	Week 1	Week 2	Week 3	Week 4	
Monday	120	170	153	205	
Tuesday	200	300	378	268	
Wednesday	159	279	247	261	
Thursday	135	305	249	276	
Friday	300	400	453	498	
Saturday	85	389	309	367	
Sunday	56	340	184	267	

Audience

A spreadsheet's audience concerns people who need to find information or use it to make calculations.

Purpose

Spreadsheets are used to keep track of:

- Details
- Dates
- Numbers

At the community centre, Sam uses a spreadsheet to keep track of:

- How many people use the centre
- The age of the people who use the centre
- The type of activities people attend
- When the centre is the busiest

Structure

Spreadsheets have:

- **Cells** – A cell is the single box that you type in. In the previous example, the words ‘Week 1’ are in one cell.
- **Rows** – A row is a horizontal line of cells running from side to side. In the previous example, the word ‘Monday’ is in the third row. The word ‘Sunday’ is in the ninth row.
- **Columns** – A column is a vertical line of cells running up and down. In the previous example, the days of the week are in column A. The numbers for Week 1 are in column B.

Cells, rows and columns can be coloured or shaded so it is easy to read them.

Graphs and diagrams

Graphs and diagrams are used to communicate information visually, without relying on written words. They are often incorporated into other texts, such as reports and brochures.

If you know how to read the information in a graph or diagram, it will help you to understand it.

There are four types of graphs:

- Bar graphs
- Line graphs
- Area graphs
- Pie graphs

Bar graphs

The layout of a bar graph may be horizontal or vertical. If it is horizontal, the bars go from side to side. If it is vertical, the bars go up and down.

Bar graphs are often used to:

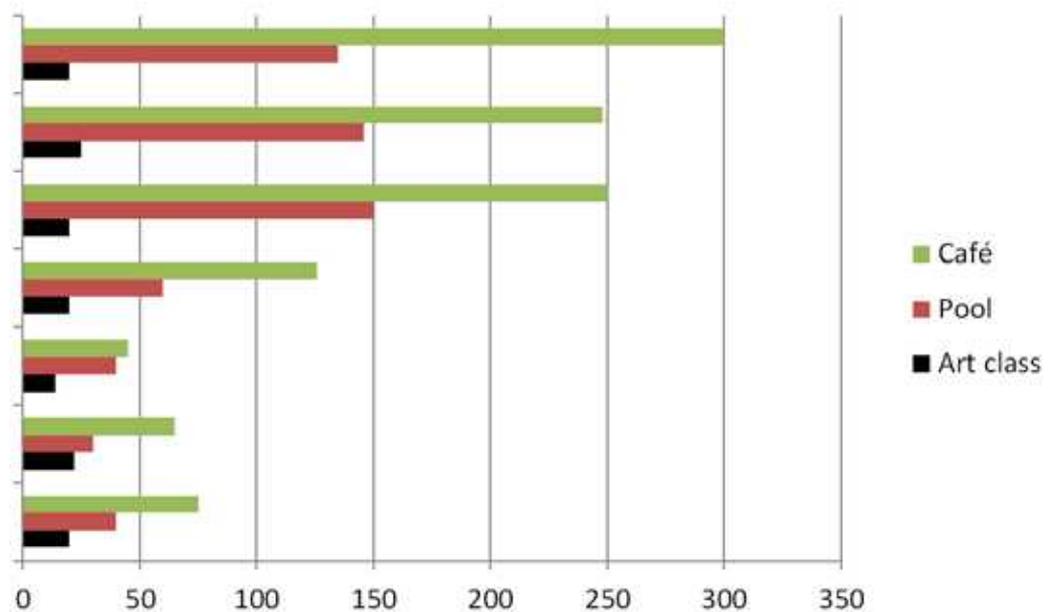
- Track changes over a period of time
- Compare information

At the community centre, Sam uses bar graphs to compare how many people visit the cafe, the pool and art classes on different days of the week.

The key tells you that:

- The light bar shows how many went to the cafe
- The medium bar shows how many went to the pool
- The dark bar shows how many went to an art class

When Sam shows you the graph, you can see that the cafe had the most visitors. You can also see that Sunday was the busiest day in the cafe.



Line graph

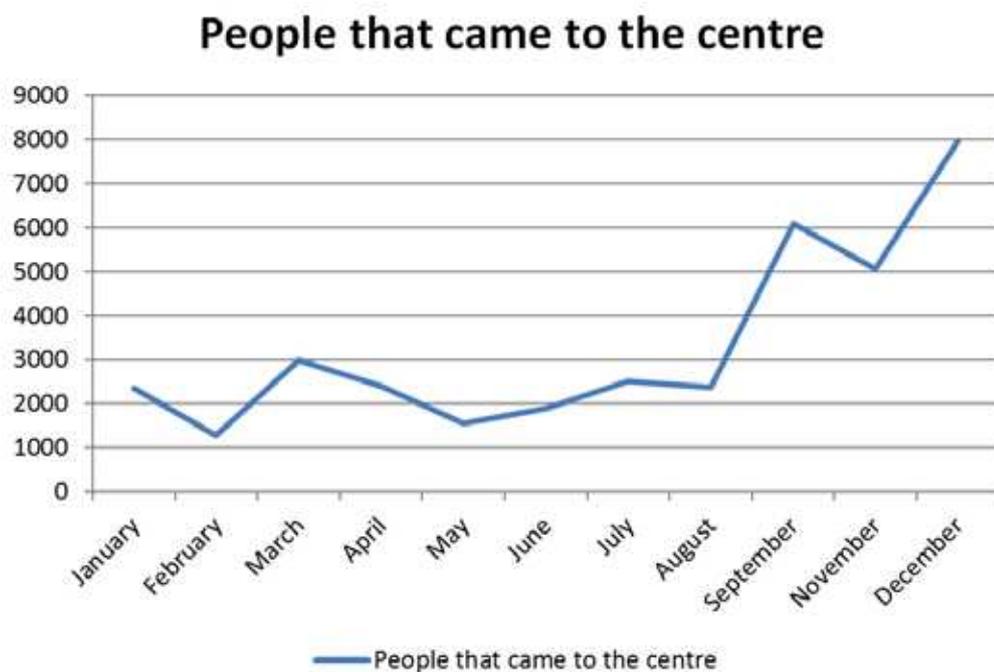
Line graphs are often used to:

- Display information that changes over time
- Show increases and decreases

At the community centre, Sam uses line graphs to see if visitor numbers are increasing or decreasing.

When Sam shows you the graph, you can see that:

- 3000 people visited the centre in March
- 8000 people visited the centre in December

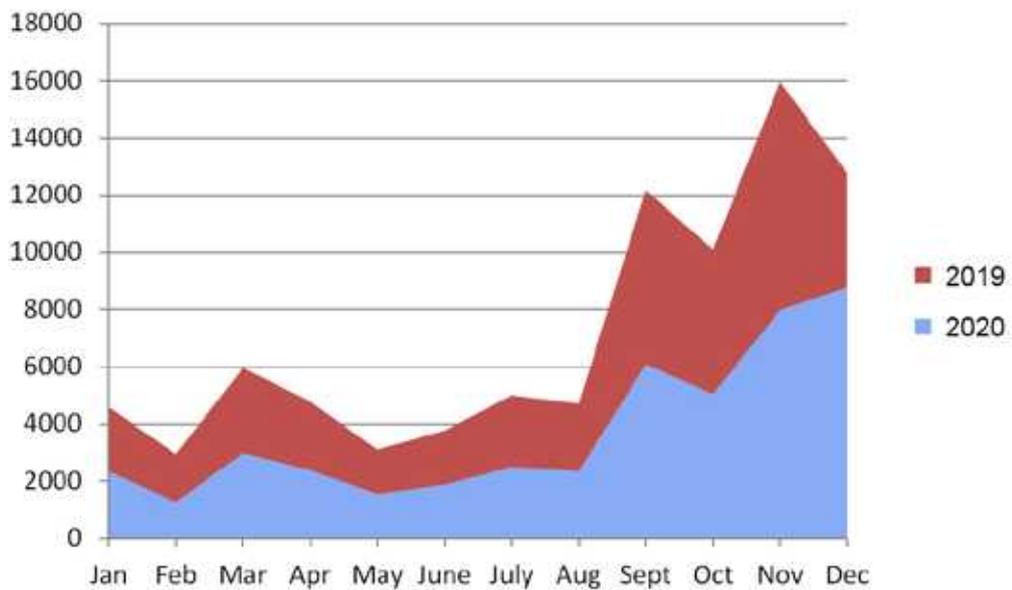


Area graph

Area graphs are often used to show how something has changed over a period of time.

Sam has created an area graph to compare the centre’s visitor numbers for this year and last year.

When Sam shows you the graph, you can see that more people visited the centre in 2019 than in 2020.

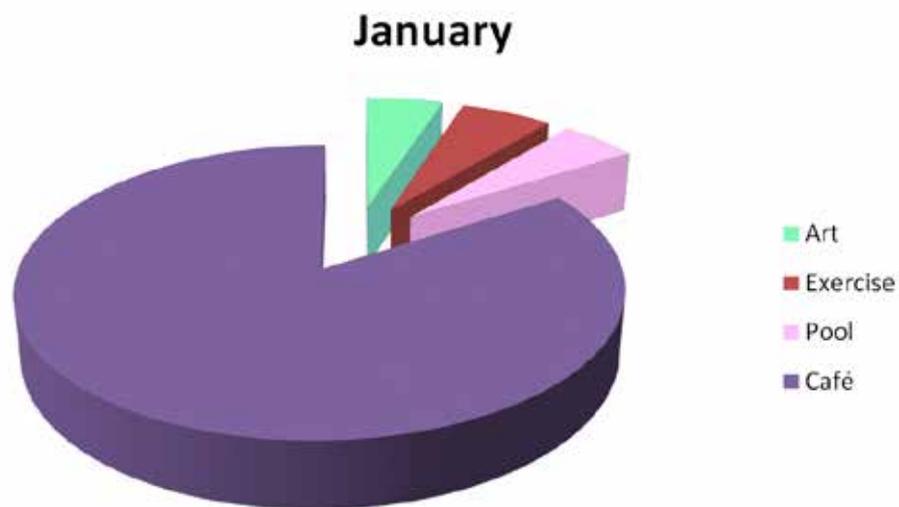


Pie graph

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.



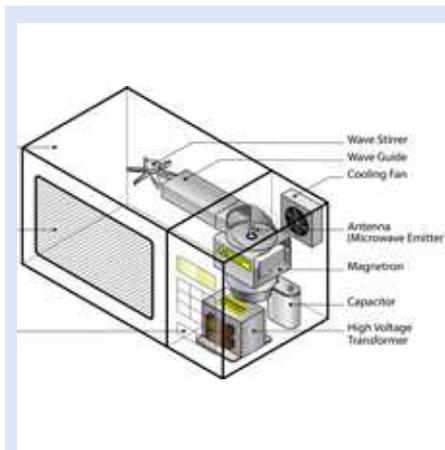
Diagrams

A diagram is a picture that explains how something works. Diagrams are often used in brochures and instruction manuals to help explain the information in the text.

For example, if you are learning to use a machine, a picture showing the different parts may help you to understand how it works. If you are learning a new procedure at work, a flow chart showing the steps you need to follow may help.

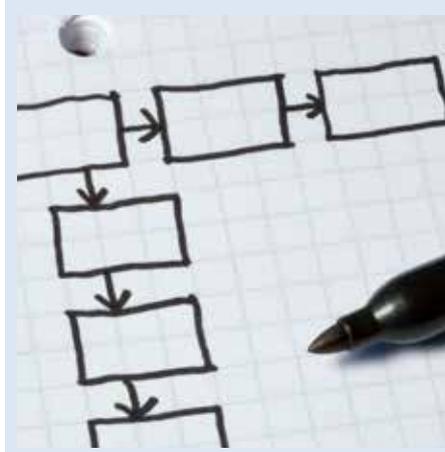
A diagram may have labels and arrows to help make information clear. For example, arrows might show a connection between two things, or indicate what direction you should move in.

Here are some examples of diagrams:



Labelled diagram

- This diagram shows the parts of a microwave oven and the name of each part



Flow chart

- This flow chart explains the order in which you should do something

What has happened on Day 1

On your first day of work at Tree Hill Community Centre, you have learned about:

- Reasons for reading a text
- Audience and purpose
- Structure
- Layout
- Formatting
- Different types of text
- Graphs and diagrams
- Text features

Learning Checkpoint: Day 1

Read the following sentences. Tick the correct answer.

1. The reason for reading a report is to:
 - Find information
 - Learn how to do something
 - Know if something is dangerous
2. Before you begin reading, what should you do?
Tick the correct answer.
 - Create a spreadsheet
 - Make changes to the text
 - Think about what questions you want answered
3. A text where you provide information in an electronic message is known as what? Tick the correct answer.
 - Instruction manual
 - Email
 - Spreadsheet
4. Identify the purpose of an instruction manual.
Tick the correct answer.
 - Explain how to do something
 - Send a message
 - Update people
5. You are reading the instruction manual for the oven in the cafe. Who is the audience for this information?
Tick the correct answer.
 - People who use the oven
 - People who come into the cafe

6. What is a spreadsheet used for? Tick the correct answer.

- Keep track of data
- Warn people about dangerous things
- Make sure people follow workplace procedures

7. Which workplace text uses cells? Tick the correct answers.

- Email
- Spreadsheet
- Brochure

8. Which of the following is an example of bolding?

Tick the correct answer.

- Centre
- Centre
- Centre

9. Which type of text often uses diagrams and pictures?

Tick the correct answer.

- Email
- Spreadsheet
- Brochure



Day 2

On your second day at Tree Hill Community Centre, Sam explains what he wants you to do.

He asks you to:

- Update the community centre's brochure with the new opening hours
- Check that the instruction manual for the oven in the cafe is the right one
- Read a report about safety in community centres and highlight any new information about pool safety

In the afternoon, he will show you how to respond to emails and put information into spreadsheets.

Finding information

You don't always have time to read something from start to finish. Sometimes you just want to find the answer to a question as quickly as you can. There are many different ways of finding the information you need in a text without reading it all.

These are some ways to find the information you need in a written text:

- Skimming
- Scanning
- Reading horizontally
- Reading vertically
- Following arrows
- Using hyperlinks
- Using the table of contents and/or the index

Skimming

Skimming gives you an idea of what a text is about without having to read every word. Instead, you may look at the:

- Headings
- Pictures
- First and last sentence of each paragraph

Headings	<ul style="list-style-type: none"> • A heading is always on its own line. Headings are bigger than the rest of the text, so you can see them clearly. • Headings divide the text into sections. Each heading tells you what the following text is about. • Some texts also have subheadings. Subheadings are smaller headings within each section of the text.
Pictures	<ul style="list-style-type: none"> • Pictures in the text tell you what the nearby information is about.
First and last sentence of the paragraph	<ul style="list-style-type: none"> • Reading the first and last sentence of a paragraph helps you to guess what the paragraph is about.

To find the information you need in the report Sam gives you, you can skim the text and look for:

- A heading that has the words 'pool' or 'swimming' in it
- Pictures of a pool
- The words 'pool' or 'swimming' in the first and last sentence of each paragraph

Scanning

Scanning helps you find important information quickly.

When you scan a text, you look for key words that show that part of the text might have the information you need.

If you are looking for Amirah Parker's telephone number on a list, you would scan for the letter 'P', because that is the first letter of her family name.

If you are looking for information about how to use the oven in the cafe, you would scan the instructions for the word 'oven'. If the instructions are arranged in alphabetical order, you would look under the letter 'O' for the word 'oven'.



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.

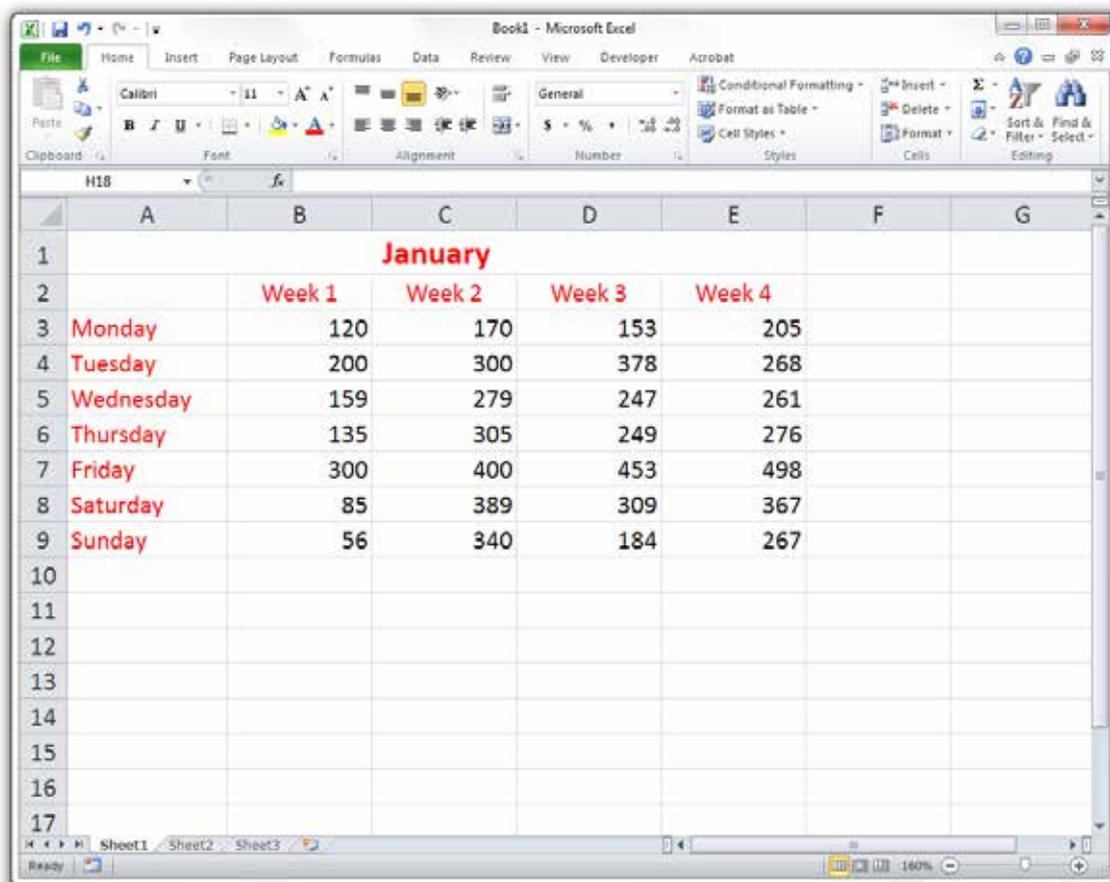
Reading vertically

Sometimes information needs to be read vertically. When you read vertically, you read from the top of the page to the bottom of the page.

In a spreadsheet, the information may be arranged vertically.

To find out how many people visited the centre on Thursday in the first week of January, you would look at column A that lists the days of the week. Read down the spreadsheet until you find the word 'Thursday' (row 6).

To find the number of people, you would then look at the 'Week 1' column, to see that 135 people visited the centre.



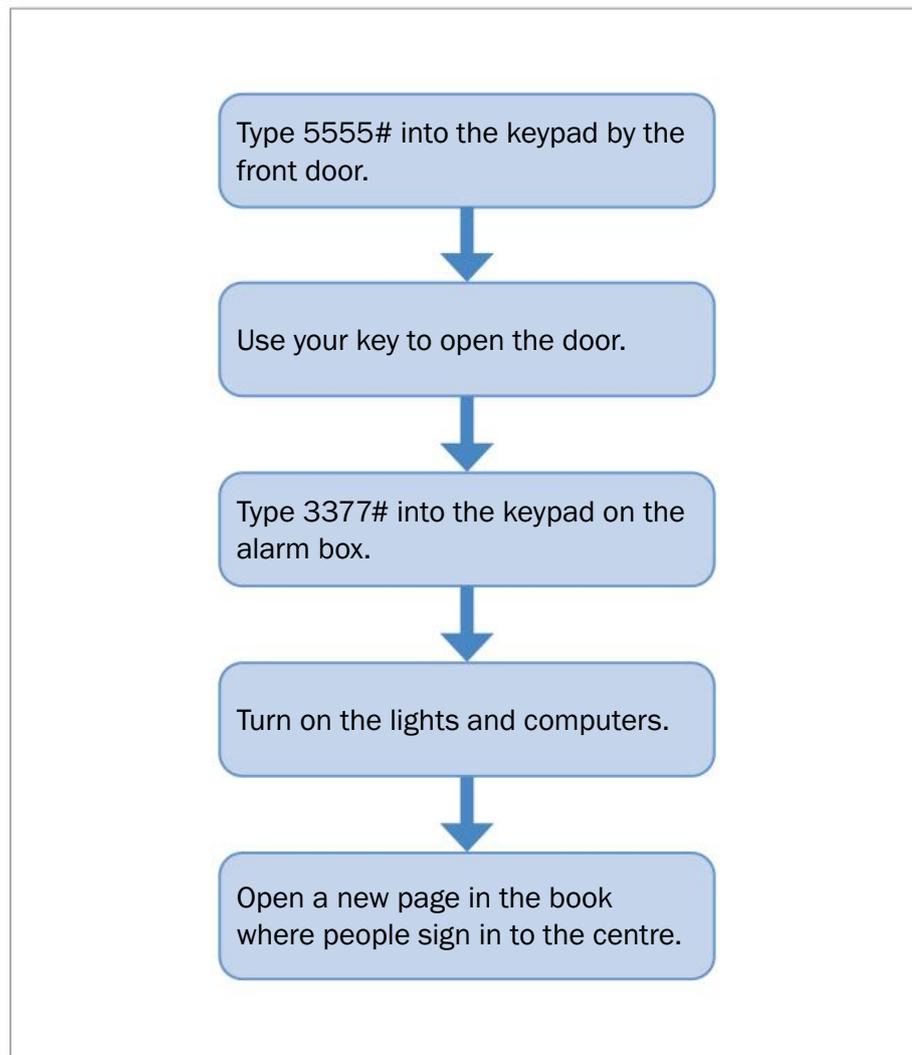
	A	B	C	D	E	F	G
1		January					
2		Week 1	Week 2	Week 3	Week 4		
3	Monday	120	170	153	205		
4	Tuesday	200	300	378	268		
5	Wednesday	159	279	247	261		
6	Thursday	135	305	249	276		
7	Friday	300	400	453	498		
8	Saturday	85	389	309	367		
9	Sunday	56	340	184	267		
10							
11							
12							
13							
14							
15							
16							
17							

Following arrows

Some documents use arrows to guide you as you read. You need to follow the arrows to read the information in the right order.

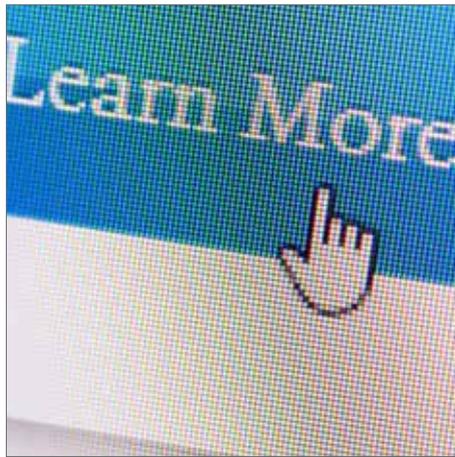
Arrows are often used in flow charts to show a process. A flow chart is a chart or diagram that shows you how to do something.

The Tree Hill Community Centre has a flow chart showing you how to open the centre in the morning.



Using hyperlinks

Electronic documents often include hyperlinks. Hyperlinks are words or images that you can click on to see more information. A hyperlink may take you to another point in the same text or to a website or other online sources.



Using the table of contents and index

A table of contents is found at the start of a text. It lists the chapters or sections in the text and their page numbers. You can use the table of contents to find out what each section is about and then go straight to the information you need.

An index is found at the end of longer texts. It lists the subjects discussed in the text and tells you which pages each subject is discussed on. Indexes are arranged in alphabetical order. If you are looking for information on a specific subject, you can look for it in the index. You can then go straight to the page that has the information you need.

Workplace words

The special vocabulary that you use at work is sometimes called 'jargon'. Jargon is language that is shared and understood by everyone in a workplace, business or industry. Different workplaces use different jargon.

Jargon may include:

- Special workplace words
- Abbreviations
- Acronyms



Special workplace words

People in different workplaces sometimes use different words for the same thing.

Here are some examples of words used in different workplaces to talk about similar things.

<ul style="list-style-type: none">• Dining room• Coffee room• Cafeteria	What it means: A place where you can go for a break and to eat your lunch
<ul style="list-style-type: none">• Sign-in book• Guest register• Visitor logbook	What it means: A book in which people sign their name when they arrive
<ul style="list-style-type: none">• Dock• Loading bay• Receiving area• Dispatch	What it means: A place where deliveries are sent out and received

Abbreviations

When you abbreviate something, you make it shorter. You can abbreviate a word or phrase by leaving out some of the letters or by using only the first letter of each word.

When you only use the first part of the word, you put a full stop at the end. For example, Australia becomes ‘Aust.’

When you use the first letter of each word, you don’t put a full stop at the end. For example, ‘ASAP’ doesn’t need a full stop after it.

Here are examples of abbreviations you may see at work.

Abbreviation	What it stands for
Mon.	Monday
Ph.	Phone
Apr.	April
Min.	Minute
WHS	Work health and safety
ASAP	As soon as possible
FYI	For your information
TFN	Tax file number
OA	Office assistant

Whether you use abbreviations depends on who you are writing for. You should only use abbreviations if you know that the reader will understand them. Abbreviations can also make your writing sound informal, which may not be appropriate.

For example, you might use abbreviations in an email to another staff member, but not in an email to someone inquiring about the community centre’s art classes.

Acronyms

An acronym is a word formed from the first letters of a group of words.

For example, NASA is an acronym. NASA stands for National Aeronautics and Space Administration. You say 'NASA' as a word and don't say the letters individually.

Acronym	What it stands for
SIB	Sign-in-book
TAFE	Technical and Further Education

QANTAS is also an acronym. The letters stand for Queensland and Northern Territory Aerial Services. You say 'QANTAS' as a word and don't say the letters individually.

Reading strategies

A reading strategy is a plan to help you understand what you are reading. There are many different reading strategies you can use.

Here are some reading strategies:

- Making predictions
- Using comprehension strategies
- Decoding
- Looking for language patterns
- Checking vocabulary



Making predictions

You can use your previous experience to make predictions about the information you are reading. Making predictions about the text will help you understand it.

Look at the layout and formatting of the text you are reading. If you're reading a report, you can predict that it will include factual information about a subject or a problem. If you're reading an instruction manual, you can predict that it will include step-by-step instructions telling you how to do something.

If a new word is similar to a word you already know, you may be able to guess what the new word means. Looking at how a word is used in a sentence is another way to predict what it means.

You may also recognise signs and symbols that you have seen before and remember what they mean.

Practical experience also helps you to make predictions. If you understand how your oven at home works, it will help you understand the instruction manual for the oven in the cafe at the community centre.



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

Taking notes

Use a book to write simple notes or draw diagrams to help you remember what new words mean.

Finding key words

Look for key words that will give you clues to what the information is about. To help you understand the meaning of the information, circle the key words and find their meaning.

Chunking information

Chunking information is breaking it down into smaller parts. When information is broken down into chunks, it is easier to understand, learn and remember.

Using textual cues

A textual cue is something in the text that helps you work out what the text means.

Textual cues may be:

- Titles and headings, which usually include key words
- Bolding, which shows important words
- Images, which give you visual clues

Decoding

Decoding something means to work it out. If there is a word you do not know, you can use decoding strategies to work out its meaning.

Here are some decoding strategies.

Decoding strategies

- Read to the end of the sentence to help you work out what the new word means.
- Can the word be divided into parts? Parts of a word are called syllables. Try reading one syllable at a time. For example, strategy could be read as stra-te-gy.
- Read the sentence again and think about what word would make sense.
- Say the word out loud. When you hear the word, you may recognise it.
- Does the word have a prefix? A prefix is an extra syllable at the front of a word that changes its meaning. If you understand the prefix, it can help you understand the meaning of the word. For example, in the word 'unhappy', 'un' is the prefix. 'Un' means not, so 'unhappy' means not happy.
- Does the word have a suffix? A suffix is an extra syllable at the end of a word that changes its meaning. For example, in the word 'endless', 'less' is the suffix. 'Less' means without, so 'endless' means with no end.

Looking for language patterns

Language patterns are the way text is organised when it is spoken or written.

Language patterns you can look for include:

- Formal or informal language
- Words that show that a question is being asked
- Words that show an opinion is being given
- Punctuation that makes the meaning of the text clear

Formal and informal language

Knowing the difference between formal and informal language will help you understand what type of text you are reading.

Formal words and language are used:

- By people who don't know each other well
- In workplace documents
- In official documents

Informal words and language are used:

- By people who know each other well
- When writing notes
- When taking messages

Formal and informal language can be used to communicate the same meaning in different ways. Here are some examples.

Formal language	Informal language
<ul style="list-style-type: none"> Do not enter the building until the firefighters advise it is safe to do so. 	<ul style="list-style-type: none"> Don't go in the building unless the firefighters say you can.
<ul style="list-style-type: none"> It is not necessary to notify your supervisor. 	<ul style="list-style-type: none"> You don't need to tell your supervisor.
<ul style="list-style-type: none"> I am going to be 15 minutes late. I will be there as soon as possible. 	<ul style="list-style-type: none"> CU in 15. Be there ASAP.
<ul style="list-style-type: none"> Jerry telephoned at 9.15 and requested that you return his call when you are available. 	<ul style="list-style-type: none"> Jerry phoned. He wants you to call him back when you can.

Watch this video to see the difference between formal and informal language.



Checking vocabulary

If you don't understand the meaning of a word, you can:

- Look at the other words around it
- Think about words you know that are spelled in a similar way
- Use a dictionary to look it up

When you know what it means, write down the word and its meaning in your notebook, so you'll remember it.



Critical reading skills

Reading critically means asking questions, such as:

- Who wrote the text?
- Why did they write it?
- Who did they write it for?
- How much does the writer know about the subject?

Answering these questions will help you decide if you trust what the writer is saying and how you should respond to the text.

You also need to think about what a text really means.

Sometimes writers say exactly what they mean, but sometimes their message is only implied.

Things to help you read critically

- Asking what is fact and what is opinion
- Identifying bias
- Looking for implicit meaning
- Looking for shades of meaning

What is fact?

When you are reading a text, it is important to ask yourself what is fact and what is opinion.

A fact is something that is true or can be proved true. A factual text is one that is based on facts.

Examples of factual texts are:

- Reports
- Instruction manuals
- Diagrams
- Spreadsheets

What is opinion?

Opinion is what someone believes. Your opinion is your personal view. People may have different opinions about the same thing.

For example, one person may enjoy the art classes at Tree Hill Community Centre, but another may find them boring.

Examples of texts where opinions can be found are:

- Brochures
- Emails
- Blog posts

Bias

Bias is a feeling or opinion about something that does not consider all the facts. A biased view is an unfair view.

For example, a newspaper article that only presents one side of a story without looking at all the facts is biased.

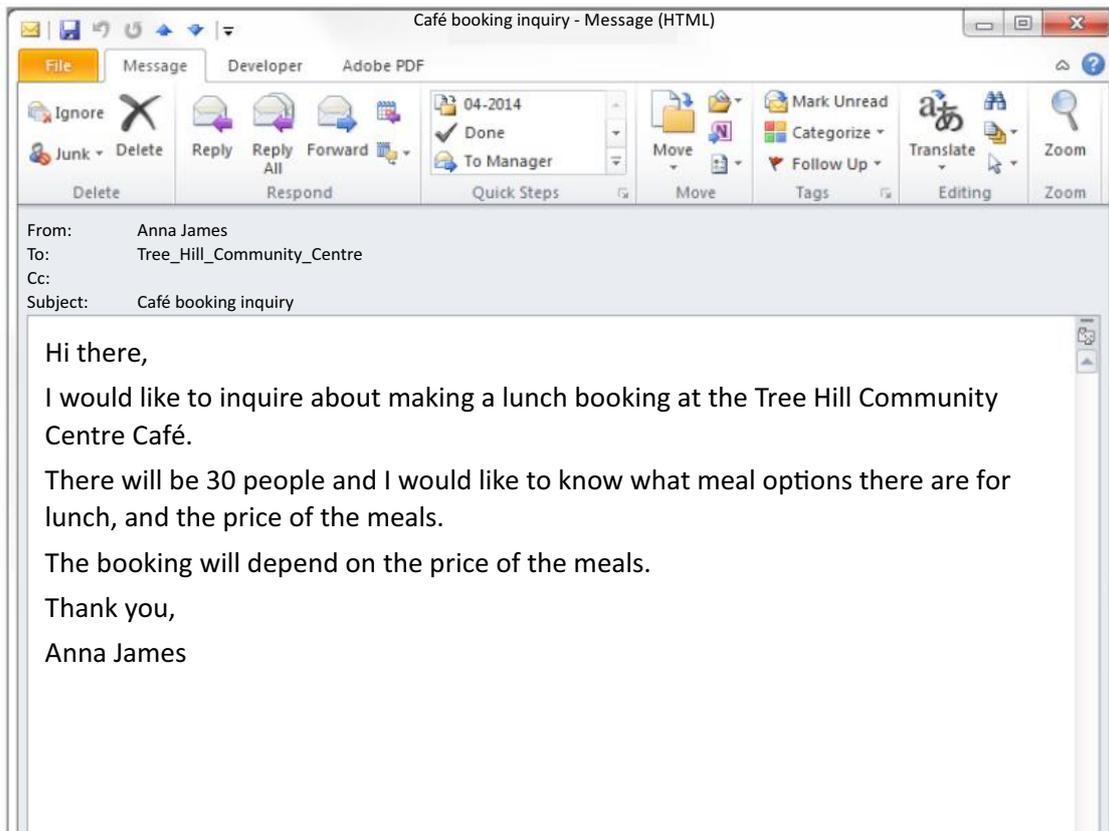


Implicit meaning

‘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.



Shades of meaning

‘Shades of meaning’ describes the small differences in meaning between words or phrases that are similar.

Here are some examples.

Man/ gentleman	‘Man’ and ‘gentleman’ both refer to adult men, but the word ‘gentleman’ suggests a man who is well mannered or considerate of others.
Quietly/ softly	If someone is talking ‘quietly’, it suggests that they are not talking loudly. If someone is talking ‘softly’, it suggests that they are whispering.
Tired/ exhausted	If Sam is ‘tired’ at work, it suggests that he needs a rest. If he is ‘exhausted’, it suggests that he does not have any energy left.

Watch this video to see how the way you read something can affect its meaning.



Checking you understand a text

You should check that you have understood a text correctly before you respond to it.

For example, you need to understand an email before you can send a reply.

If anything is unclear, you could check with:

- The people you work with
- Your supervisor
- The person who wrote the text

You could also use a dictionary to check any words you do not understand.



Responding to workplace information

Looking at a text carefully will help you decide how you should respond to it. The text will often give you clues.

Clues in a text that will help you respond to it

When a sentence ends with a question mark (?), you are being asked a question and should answer it.

A blank space or a line often means that you need to fill in some information.

If a text has numbered steps, you should follow the instructions in the order it suggests.

Here are some different ways to respond to a text.

Replying

If you receive an email or a message, you may need to reply to the sender.

Making a note or record

Sometimes you need a record of what you have read. For example, after you read a report, you may need to add data from it to a spreadsheet.

Providing details

If you are filling out a form, you will need to provide the details it asks for.

Following instructions

After reading a set of instructions, you should follow them step by step. It helps to read all the instructions first, before you start.

Updating the text

You may need to update a text after reading it. Updating a text means making sure that the information is correct and up to date.

Providing information

If someone sends you an email requesting information, you will need to find the information and pass it on.

Discussing the text

Sometimes you may need to read a text so that you can talk about it with your co-workers or discuss it in a meeting.

Some texts do not need a response. The information is only for you to read.

Responding appropriately

Whether you are replying to an email, writing a summary of a report or rewriting a brochure, the way you do it should be appropriate.

In an email, you can give your opinion, but facts are more appropriate when you're writing a report. A brochure may combine fact and opinion.

Your language should also be appropriate. In an email, you can often be informal. In a report, you would use formal language. A brochure isn't as formal as a report, but it is more formal than an email.

Always check to make sure you are responding in the right way.



Reflecting on the purpose of a text

After you read a text, you should think about how well the text achieved its purpose.

For example, if the text is an instruction manual for an oven, how well did it explain how the oven works? Were you able to find the information you needed easily?

Here is an example of a reflection on how well a text achieved its purpose.

Text	Purpose	Reflection
Tree Hill Community Centre brochure	To give people information about the community centre	<ul style="list-style-type: none">• The brochure has lots of detailed information about the community centre. The pictures are good because they show what the community centre is like.• One issue is that the centre's opening hours are hard to find.

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

Learning Checkpoint: Day 2

1. When you skim a text, do you read every word?
Tick the correct answer.
 Yes
 No
2. When you read from left to right, are you reading vertically or horizontally? Tick the correct answer.
 Vertically
 Horizontally
3. Is the table of contents found at the beginning of a text or at the end of a text? Tick the correct answer.
 At the beginning of a text
 At the end of a text
4. What is an abbreviation? Tick the correct answer.
 A word that has been shortened
 A word that has been underlined
5. What does FYI usually mean? Tick the correct answer.
 For your information
 Full-year increase
 Found your identification
6. Is a suffix found at the beginning of a word or at the end of a word? Tick the correct answer.
 At the beginning of a word
 At the end of a word

7. Making a prediction is when a person does what?
Tick the correct answer.
- You guess the meaning using your prior knowledge and experience
 - You use a self-correction checklist
 - You guess the meaning using the first letter of a word
8. Vocabulary refers to what? Tick the correct answer.
- Words a person knows.
 - Arrows used in a text
9. What should you do if you don't understand the meaning of a word? There are **two (2)** correct answers. Tick all the correct answers.
- Read vertically
 - Use a dictionary to look up the word
 - Use the index
 - Look at the other words around the word you do not understand
10. In a sentence that has implicit meaning, what is the meaning?
Tick the correct answer.
- Clear
 - Suggested
11. Is an opinion also called a fact? Tick the correct answer.
- Yes
 - No
12. If someone has emailed you using formal language, what style of language should you use in your response? Tick the correct answer.
- Informal language
 - Formal language

13. Which sentence is an example of using formal language?

Tick the correct answer.

- Hello, Mrs Simpson
- Hey, Joe, how are you going?

14. If someone has sent you an email asking for information, what do you need to do? Tick the correct answer.

- Follow the instructions in the email
- Read the email and remember the information
- Reply to the email with the correct information

15. Read the following sentence:

‘I think the way to get more people to visit the Tree Hill Community Centre is to offer more activities.’

What is this sentence based on? Tick the correct answer.

- Fact
- Opinion

16. When you are sending an email, what is one way to check if you have understood what you have read and that you are responding in the right way? Tick the correct answer.

- Check your understanding with your supervisor
- Wait for a reply email from the person you have communicated with

17. Which of the following would show that an instruction manual for an oven has met its purpose?

Tick the correct answer.

- You have to re-read the steps several times
- The steps are easy to follow
- You are able to record data about the oven

What you have learned

Well done. Since you have started working at the Tree Hill Community Centre you have learned about:

- Reasons for reading a text
- Audience and purpose
- Structure
- Layout
- Formatting
- Different types of text
- Graphs and diagrams
- 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

You are now ready for the Final Assessment.

