



ARKS KEYS TO COMMUNICATION

READING

INTRODUCTION

One of the aims of this learning pack is to help you to become a more effective communicator. Communication is a two way process, as not only do you communicate ideas to others through speech, writing and image but you also take in ideas. One of the main ways of taking in information and ideas, even in today's technologically advanced society, is by reading.

In this chapter you will consider some of the different types of material that you read and the different purposes for reading them. The activities are designed to help you to get the most out of your reading. Part of learning to understand the communication process is to have some understanding of why a text has been written in the first place, as this affects your reading of it. Recognising bias and the purpose of the author will help you to assess the value of a piece of writing.

WHAT DO YOU READ AND WHY DO YOU READ IT?



In this section you will:

- explore the different types of reading that you do
- look at different reading materials available
- think about why you read and what you get out of it

Very often people read things without really noticing.

Write down some things that you read without really being aware of them – think about when you are driving around, watching TV, shopping, in the course of your working day, etc.

There are other times when you really have to concentrate on what you are reading.

What have you read recently that you really had to concentrate on – perhaps following instructions for a new appliance or legal documents? Write about what you have read here:

What do you read?

Here is a list of books and other reading materials. Tick any that you have read and add any more to the list that you can think of.

- | | |
|--|--|
| <input type="checkbox"/> Cookery books | <input type="checkbox"/> Joke books |
| <input type="checkbox"/> Romantic novels | <input type="checkbox"/> Children's story books |
| <input type="checkbox"/> Poetry | <input type="checkbox"/> Religious books |
| <input type="checkbox"/> Comic strips | <input type="checkbox"/> History books |
| <input type="checkbox"/> Historical novels | <input type="checkbox"/> War novels |
| <input type="checkbox"/> School books | <input type="checkbox"/> Travel guides |
| <input type="checkbox"/> Biographies | <input type="checkbox"/> Hobby books |
| <input type="checkbox"/> Gardening books | <input type="checkbox"/> Computer manuals |
| <input type="checkbox"/> Magazines | <input type="checkbox"/> Leaflets |
| <input type="checkbox"/> Timetables | <input type="checkbox"/> Newspapers |
| <input type="checkbox"/> Instruction manuals | <input type="checkbox"/> Advertisements |
| <input type="checkbox"/> Catalogues | <input type="checkbox"/> Posters |
| <input type="checkbox"/> Web sites | <input type="checkbox"/> Horoscopes |
| <input type="checkbox"/> Birth/death notices | <input type="checkbox"/> Notice boards |
| <input type="checkbox"/> Letters | <input type="checkbox"/> Situations vacant |
| <input type="checkbox"/> Reports | <input type="checkbox"/> Subtitles on TV |
| <input type="checkbox"/> Insurance documents | <input type="checkbox"/> Theatre or event programmes |
| <input type="checkbox"/> Web-sites | <input type="checkbox"/> e-mails |

If you are working with other people discuss the different items you have ticked and answer the following questions:

- Why do you read them?
- What do you get out of reading them?
- What do you do with the information once you have read them?



Discussion

Why do you read?

Tick any of these situations that apply to you.

- I read to find out more on a subject
- I read to find out what someone else thinks
- I read to find out about other places
- I read to find out about other times
- I read to find out about other people
- I read to escape
- I read to relax
- I read to

Look back at the list of books and reading materials on page 107. Which ones are read for pleasure and which ones are read for information?

Reading for pleasure

Reading for information

Write down three items you have read recently for pleasure.

--

Write down three items you read recently for information.

--

Where do you read?

Where do you usually read - at home, in bed, on the bus, at work?

If you have something that you need to concentrate on, or that is difficult to read, where would you read it?

What's your opinion?

What do you think about the following statements? If you can, discuss them with others.



Discussion

Statements	Agree	Don't know	Disagree
I read more easily when it is quiet			
I understand more if I'm active when I read - highlighting, taking notes, asking questions etc			
Reading makes you clever, no matter what you read			
Reading a lot is bad for your eyes			
Subtitles are a nuisance in films			
Television has made books and newspapers unnecessary			
The local "free" newspaper gives me all the news that I need			
Newspapers influence what people think and do			
Most people only want to read what they agree with			
The news in the newspapers is more reliable than the news on TV			



What you
have learned

Evaluation Questions

Look around your house, what do you read?

Look around at work, what do you read?

Is there anything you would like to change about what you read?

Visit your local library or bookshop and look at all the different categories of books available. Did you find any that interest you?

KEY QUESTIONS WHEN READING A TEXT

When you see any piece of writing for the first time, you need to decide quite quickly if you want to continue reading it and how useful it is going to be to you. Think about some of the things you have to read and the way you read them, e.g. newspapers, magazines, adverts, letters, reports etc.

- What do you read first?
- What catches your eye?
- What puts you off reading any further?
- Do you sometimes run into problems with longer, more complex texts?
- Do you read every word carefully, taking note of every detail?
- Do you skim through articles quickly?
- How do you decide what to read in the first place?

These are decisions that you probably make every day without really noticing. You are making critical choices about what interests you, and about what information you are looking for. Asking yourself some key questions about a piece of writing can help you to decide how useful it is going to be.

Activity



Select something you have read recently and consider the following questions:

1. Ask yourself, what is the purpose of this text?

Why has it been written? How can you tell?

When looking for indicators for the **purpose**, think about what the text is trying to do.

- Does it give information?
- Is it trying to persuade you about something?
- Is it selling something?
- Does it express an opinion?
- Is it designed to entertain you?
- Is it designed to shock you?

To help you decide on the purpose of a text, look at:

- the type of information included
- the language used
- the layout of the text

A piece of writing can have more than one purpose. For example, a poem may entertain and give a point of view.

2. Where would you expect to find a piece of writing like this?

How can you tell?

Look at the way the text is presented:

- the content
- the layout, style
- the use of language, paragraphs and headlines
- the use of photographs, tables or charts

3. Who do you think this text was written for?

Who would be most likely to read it?

- think about your answer to question two and where you would most likely find the text
- look at the language used
- consider the style and tone of the writing

4. What is the attitude of the writer?

How can you tell?

- look at the language used
- do you think that the writer shows bias in any way?
- does the text include different points of view?

5. Decide if you think that the piece of writing is effective or not.

Does it achieve what the writer intended?

- look back to question one and the purpose of the text
- what makes it effective, or ineffective?
- refer to the language used, the style and tone

Whenever you are reading a text, asking yourself these questions will help you decide what it is about and how useful it might be.

Activity 1

Look at the **Sample Text** and **Reading Different Texts** activities in this chapter and practise using these key questions to help you understand:

- why they were written
- where you might find them
- when you might use them

Activity 2

Choose something that you have to read and apply these key questions. Does this process help you to understand or make use of the text? Why, or why not?



SAMPLE TEXTS



In this section you can:

- practise reading different types of texts
- learn how to identify the purpose of different texts

Read the following texts. Answer the key questions to find out what they are about and why they were written. Look for clues and evidence in the texts which indicate their purpose, attitude and intended audience.

Key Questions When Reading a Text

1. What is the purpose of this text? How can you tell?
2. Where would you expect to find a piece of writing like this? How can you tell?
3. Who do you think this text was written for?
4. What is the attitude of the writer? How can you tell?
5. Do you think that this is an effective piece of writing?

Text 1



**Reading
Task**

University Professor Predicts Less Work in the Future.

The rise of technology will transform society and culture as we know it, changing business and work patterns. According to a professor at the London School of Economics, technology will help the rich get richer and the poor become poorer and will ultimately cause serious changes to society.

His theory is based on the idea that computers and machines will be able to do more and more tasks that used to provide employment for people. Only the top few controllers of this technology will continue to make money.

The role of the new society will be to produce the right kind of intelligent people as the raw material for this technical work. If it cannot produce its own it will buy them from elsewhere. Human intellect is the future.

**Text 2****Plain Scones**

These taste delicious spread with butter and jam. They are best eaten fresh.

Ingredients

225g self-raising flour

40g butter (at room temperature)

150ml milk

1½ tablespoons sugar

a pinch of salt

Heat the oven to 220 degrees centigrade.

Grease a baking sheet.

Method

Put the flour in a bowl with the salt and gently rub in the butter. Stir in the sugar. Using a knife, mix in the milk. Then using your hands, form the mixture into a soft dough. Add a little more milk if the mixture is dry and a little more flour if it is too wet.

Turn the dough on to a floured board and flatten it out until it is about 2cm thick. Using a round 5cm cutter, cut out as many scones as you can. Gather up the scraps and reform to cut out more scones until all the dough is used.

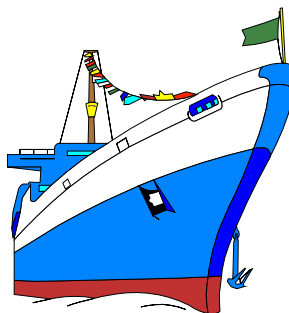
Place the scones on the baking tray. Brush each one with a little milk which will give the cooked scone a nice golden colour. Bake near the top of the oven for 12-15 minutes. When they are cooked, coll on a wire rack.

Text 3

Great Holiday Ideas Cruise to France

1 night for just £29

- Cabin accommodation
- Great evening entertainment
- Breakfast and lunch included
- Departures March - June



If you are looking for a fun and inexpensive short break, then a mini-cruise to France is just the ticket. You'll sail aboard an excellent 23,000 ton ship from Portsmouth to the beautiful walled town of St. Malo in France.

This sleek, modern cruise ferry offers the last word in comfort and service. On board you can enjoy the ship's many facilities.

Continental breakfast and four course lunch are included and for dinner on your first night there is a magnificent menu of French cuisine. You'll find the latest movies in the cinema, plus duty free shopping, lounges and bars. In the main lounge at night there is live entertainment followed by music and dancing into the early hours or you can relax in the piano bar. The cruise leaves Portsmouth at 8.30pm and arrives in St. Malo the following morning at 8.00am. You have a couple of hours to explore this beautiful town before setting sail again at 10.45am, arriving back in Portsmouth at 6.00pm.

These mini cruises depart daily from March - June. Prices are per person based on four sharing a cabin. Two berth cabins are available at a supplement of £10 per person. Cabins with a window have a supplement of £5 per cabin. Cabins are air conditioned, with private showers and toilets.

Information on travel insurance, passports and visas will be given on request.

Book your mini cruise now by telephoning this number: **0990 123456**

Please note that full payment is required with your booking.

Text 4

Free Workout at Arks Health Club

Come to our Open Weekend and try out all our facilities free!



Try our burning and toning equipment; join an aerobic class, then relax in a steam bath or sauna. You will then be ready to enjoy a snack in our poolside café.

What's more, if you join our club this weekend, there is a 20% discount on membership.

**TO BOOK YOUR FREE TRIAL TELEPHONE
0141 663 5672**

Text 5

TV and Hi-Fi Superstore

Part-time and Full-time Sales Staff

This new Superstore has vacancies for sales staff. Successful candidates must be of smart appearance, have good communications skills and have a keen interest in audio-visual products. Previous sales experience would be a benefit but full training will be given. Excellent salary and staff discounts are offered.

Please send CV and covering letter to:

**The Manager, TV and Hi-Fi Superstore
25 Arks Road
EDINBURGH**



What do you think?

Evaluation Questions

What differences did you notice in the different types of texts?

Do you read it differently if you think it is trying to persuade you to do something or buy something? What do you need to look out for when you are reading?

How can you use this exercise to help you in your own reading?

READING DIFFERENT TEXTS

There are many different reasons for reading different types of text. Sometimes you can skim read quite quickly, at other times you may need to read material carefully to pick up every detail. What do you look out for when you have something to read?



In these activities you will:

- **practise reading texts**
- **decide on their purpose**
- **answer research questions on the texts**
- **look for any evidence of bias**
- **try these methods out on some of your own reading**



Reading Task

Film Review: Read this text and then answer the questions on the next page.

Titanic

Directed by James Cameron

Starring Leonardo Di Caprio and Kate Winslet

In Titanic, James Cameron has created a \$200 million spectacular epic movie. Di Caprio is Jack, a 'poor boy' who wins himself a ticket home on the maiden voyage of the world's famous, and soon to be infamous, ocean liner. Winslet is Rose, a 'rich girl' trapped by the conventions of Edwardian society, and engaged to the beastly aristocrat, Cal. In a fit of depression over her hopeless future, Rose tries to jump overboard and is rescued by the passing Jack. Their eyes meet and their fate is sealed.

However, this does not develop into the predictable, soppy costume drama type of love story. Despite the obstacles they face coming from such different backgrounds in 1912, they are also on a sinking ship! Cameron manages to combine good old-fashioned story telling with spectacular effects which should be seen on the big screen to be fully appreciated.

Di Caprio and Winslet not only have to deal with the nasty, snobbish, hierarchical world around them but also the terror of the boat sinking. As walls of seawater crash down corridors, those holding third class tickets are locked below decks and drown in their hundreds. For three hours, we become part of their lives and experience the impending tragedy as it unfolds. As the ship upends and our heroes hurtle face first into the sea still clinging to the ship, other desperate passengers fly past as they jump to their deaths.

Titanic is not a subtle film, but it manages successfully to combine the excitement of an action movie with big screen emotion. It will leave even the most cynical and hard-hearted with a lump in their throat.

NOT TO BE MISSED!

Questions on "Titanic"

1. Where would you expect to read this article? How can you tell from the language used and the way it is written?
2. Why has it been written? Is it to entertain, to inform, to persuade you to see the film etc? How can you tell?
3. Who are the stars of the film and what characters do they play?
4. Does the writer believe that this is just another romantic movie? Which parts of the text tell you?
5. What are the two main obstacles that the young lovers face?
6. Does the writer think that it is a good film? How do you know?
7. Do you think that the writer achieves his purpose mentioned in your answer to question 2? Say why, or why not.
8. (a) Does the article make you want to see the film? Say why, or why not.
or
(b) If you have seen the movie, do you agree with the author's opinions?

Using Your New Microwave Oven

	Operation	Results
1.	Push the PUSH TO OPEN button.	
2.	Place the food in its container, on the turntable tray.	
3.	Close the door. The latch will snap shut, automatically locking the door. If the door is not properly shut, the oven will not start.	
4.	Set the oven control according to the cooking charts.	
5.	Touch the START pad.	The oven will start cooking and the cooking fan, turntable tray, oven light and cook indicator display will come on.
6.	End of cooking cycle: the timer switches off.	The beeper will sound three times. The oven will automatically shut off and the cooker indicator light will turn off and the clock will re-appear in the display.
7.	During cooking time:	The oven will automatically shut off. The cooling fan, turntable tray and oven light will turn off and the cook indicator display will stop at the cooking time remaining. The oven will not start until the door is closed and the START pad is pushed again.
(a)	Open the door during cooking time.	
(b)	Touch CLEAR pad during cooking.	The oven will automatically turn off. To resume cooking the oven must be reset.

Questions on “Using Your New Microwave Oven”

1. Where would you find this type of writing? How can you tell from the layout and the way it is written?
2. What is the purpose of this text? Can you find any particular features of the text which indicate this purpose?
3. What do you need to do to start cooking with this oven? Refer to the text.
4. What happens if the door does not click shut properly?
5. Why does the Beeper sound?
6. What happens if you press the Clear Pad?
7. Do you think that the writer achieves his purpose as written about in your answer to question 2? Say why, or why not.
8. How does this text compare with information you have received with new electrical goods? Write about some good and some bad examples you have experienced. If you can, discuss these with a colleague.

Homeless

Look in the eyes
What see you there
The souls disappeared
Lost to despair.

Look in the eyes
Too much anger in there
Bottled emotion
Going nowhere.

Look in the eyes
A little girl lost
Hidden from fear
But to what cost.

Look in the eyes
It could have been you
Looking back out
Seeing their view.

Anon.

Questions on "Homeless"

1. Where would you expect to see this piece of writing?
2. What is the main purpose of this poem? Why has it been written and what is it trying to say?
3. How does the writer describe homelessness?
4. What do you think that the writer means by "bottled emotion"?
5. How do you think the poet feels about homelessness? How can you tell?
6. How does this poem make you feel? Think about the language used and the way it is written.
7. Do you think that the writer has achieved her purpose as stated in your answer to question 2? Say why, or why not.
8. How does this poem add to your knowledge and understanding about homelessness? Can you explain why?



What you
have learned

Evaluation Questions

Once you have answered the questions on each text, what difference does it make to your understanding?

Why do you think it is important to identify **the purpose** in a piece of writing?

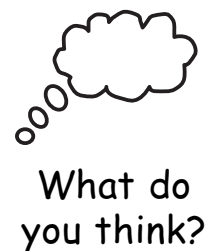
In what ways might asking yourself questions like these help you in your own reading?

SYMBOLS AND LOGOS

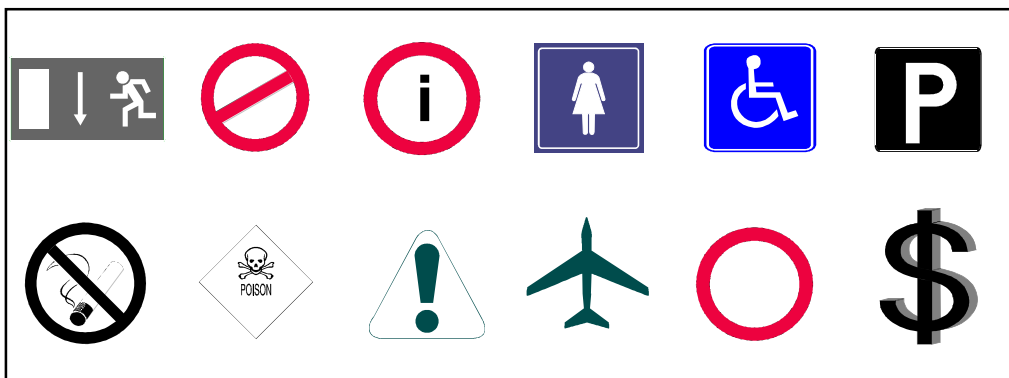
In this section you can:

- learn something about the language of symbols and logos
- have a go at designing your own logo

As you look around shops, offices, your workplace or the street, you may notice that many messages and instructions are given as graphical images or symbols rather than using words. Why do you think that is?



Look at these symbols and logos. Which ones do you recognise? Which ones do you know?



What other symbols do you notice around you?



Activity 1

Try this out with friends, colleagues or children

Cut a lot of symbols and logos out of newspapers and magazines and paste them to a sheet of paper or card. Remove all writing so that you are just left with the symbol. Show the pictures and ask what they stand for. You will see that some pictures are easy to recognise while others are not.






What do you think?

What makes some symbols and logos easy to recognise?

Activity 2

Read the description below. Paste on or draw some more symbols that you think fit the descriptions.



Description	Symbol
<p>You will find these pictures in many places, sometimes with the name added, eg. in advertisements. Some logos need text but others don't.</p>	
<p>You will find these pictures in many places and sometimes it is important that you learn the meaning. Normally there are no words involved.</p>	
<p>These pictures don't need any explanation. Their meaning is very clear. Everybody understands them.</p>	



**What do
you think?**

How effective are the symbols and logos you have looked at so far? Complete these sentences:

I think symbol would work, because

.....

I think symbol would not work, because

.....

What do you think makes a good design?

Activity 3

Try to collect examples of as many symbols and logos as you can, over the next week. Once you start looking, you will discover just how often they are used.



Why do you think people use pictures so much?

Symbols and logos can be put into different categories, e.g. instructions, information, advertising etc. Can you think of any more? Write them in the table below:

Category	Examples
instructions	
information	
advertising	



Discussion

Discuss them with your colleagues to help build up your lists.

Which category is the biggest? Why do you think that is?

Which symbols do you think are effective and which ones are not?

Which one do you like most and which one is the ugliest? Why?

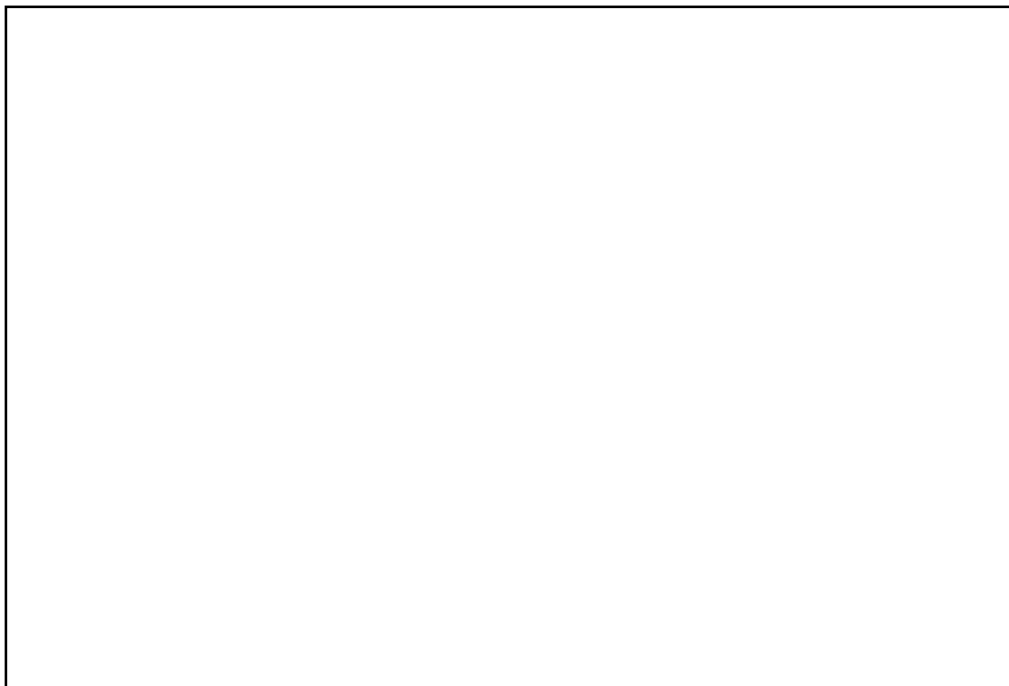
Activity 4



Try to design a symbol or a logo for **one** of the subjects below, or a subject of your choice:

- | | |
|----------------------|----------------------------|
| an ice-club | your favourite sports club |
| your family | your college |
| the community centre | your group of friends |
| your hobby | your name |
| your work | your town |
| | |
| | |

Draw your design into the space below.



If you are pleased with the result, perhaps you can use it on letters, minutes, posters, advertisements etc?