

Functional Texts

You have the opportunity to apply for the job of your dreams. You are excited about presenting yourself and your abilities in the best possible way. Your first hurdle, however, is to fill out the company's job application form. It seems to go on forever! This is your best opportunity to highlight your skills and special talents, so you want to do your best.

Learning how to read and fill out functional documents can help you perform tasks in the workplace. It can also help you at home when you pay bills on the Internet, read instruction manuals, or apply to your school for financial aid.

Why study functional texts? In the job market today, companies seek employees who can understand company policies and rules, forms, and training information. The information in Chapter 1 provides tips and valuable information so you become familiar with the kinds of documents you will encounter in your workplace and your personal life.

In this chapter you will study these topics:

Lesson 1. 1 Memos and Forms

Can you fill out an application to become a volunteer or to apply for a credit card? How do you request vacation time from your employer? You will encounter these kinds of documents on a daily basis. Learn how to use them effectively.

Lesson 1. 2 How-To and Instructions

What if your computer printer breaks down just as you are finishing an important project? What can you do? By reading and following problem-solving instructions, you could get your printer going again and save your project.

Lesson 1. 3 Websites

You can e-mail people in other countries with the click of a mouse. In a few seconds, you can find information on the Internet about almost any topic. Learn how websites help you navigate the information highway.

Lesson 1. 4 Workplace Documents

Offices, factories, and other businesses use workplace documents such as forms and instructions. Knowing how to read and use them will help you be more effective at work.

Lesson 1. 5 Graphic Documents

Graphic documents include signs, maps, and other visual images. Learn how to interpret the facts when reading visual formats.

Lesson 1. 6 Reference Texts

Where would you look to find a synonym for a word? Where could you find detailed information about a research topic? Learn which reference text to use for a specific purpose.

Lesson 1. 7 Comparing Texts in Different Media

You have a variety of media options you can use when searching for information—print, audio, video, and digital. Learning how to use the various formats will enhance your understanding of the topic.

Goal Setting

What do you hope to gain by reading this chapter? Think carefully about functional documents you have used at your job and at home. How can these lessons improve the way you use functional documents?

What kinds of functional documents do you use in your daily life? List as many as you can.

Why do you think it is important to know how to read functional documents? How can this help you in everyday life?

Memos and Forms

Lesson Objectives

You will be able to

- Identify the purpose and structure of consumer and business documents
- Understand and use forms

Skills

- **Core Skill:** Use Forms
- **Reading Skill:** Draw Conclusions

Vocabulary

categories
encounter
functional
interpret
optional
violation

KEY CONCEPT: Memos and forms are common documents employers use to share information with their employees.

Have you ever filled out an application for a new job or received a message from your employer? If so, you are familiar with memos and forms. These are two of the most common business documents you will encounter. When reading memos and forms, you need to interpret the information they provide so you can use them properly.

Informational Text

Informational text includes business documents. Two of the most common types of business documents are memos and forms.

One important way that companies communicate with their employees is by using memos. **Memos** are brief messages that can tell you about an upcoming meeting or about changes in employee policies. Today memos are usually sent by e-mail. A good memo will have the following information: the receiver's name, the sender's name, the date, and the subject.

This memo contains information about an employee's contract.

MEMO

To: Janice Gonzalez
From: Ida Francese, Director of Human Resources
Date: February 10, 2014
Subject: Terms of Employment Agreement

This certifies that Phoebe's Fitness Gym will employ Janice Gonzalez as an instructor. Ms. Gonzalez will work for three seasons this year—fall, winter, and spring. She will teach at least two basic courses each season. Duties will vary depending on the number of clients who request a personal trainer.

The employee may be dismissed by Phoebe's Fitness Gym for any of the following reasons:

- Repeated unexcused absences
- Repeated lateness
- Unprofessional behavior

Any complaints by clients about an employee will be discussed with the employee.

UNDERSTAND INFORMATION

You **encounter**, or come across, many kinds of information that affect your life on a daily basis. You look at bus or train schedules to figure out how to get somewhere on time. You read the instructions on a website to download your favorite music.

Information may be presented as visuals rather than as text. Charts, graphs, pictures, maps, and tables are examples. Visuals can help explain information in an easy-to-understand way. In a chart, for instance, numbers or facts are put in groups, called **categories**, based on what they have in common so you can compare the categories. These categories are usually organized into rows or columns.

Read the chart below. **Interpret**, or figure out, the information. What information does this chart provide? Who might use this information?

Occupation	Training and Requirements	Salary Range
Auto Service Technician	vocational school community college apprenticeship certification	\$24, 800-\$43, 600 per year
Licensed Practical Nurse	1 year vocational school; 1 year community college	\$28, 200-\$53, 500 per year
Postal Clerk	written exam; high school diploma or equivalency helpful	\$43, 800-\$53, 000 per year

The chart provides information about three occupations. It uses categories to compare the training required and the salary range for workers in each field. Such a chart would be useful to someone who is choosing a career path or thinking about a career change.

Reading Skill

Draw Conclusions

Memos that are sent to employees contain important information. The memo on page 14 was sent by the director of human resources to a person who was recently hired to work for the company. The memo explains the terms of employment that the employee and the company have agreed to.

As you read the memo, ask yourself: *What are the employee's responsibilities? What can she expect to receive if she fulfills her responsibilities? What can she expect if she does not fulfill her responsibilities?*

Core Skill

Utilize Forms

To buy something online or open a bank account, you need to be familiar with forms. Forms have blank lines to write or type on. They can also have a list of items for you to check off.

Forms are often used at work. For example, a timesheet records how many hours an employee worked in a week.

Follow these steps when completing forms to avoid making mistakes:

- Do not start to fill out the form until you have read all instructions.
- Notice headings that separate one section from another.
- Pay attention to optional sections, that is, sections you may not have to fill out.
- Look for numbers and letters that give steps in a sequence.
- Look up unfamiliar words in a dictionary.

WRITE TO LEARN

What if there were no forms? What if information had to be shared another way? Think about a form you have filled out. Would it be easier or more difficult to complete this task without a form?

Write a brief journal entry discussing the pros and cons of using that form.

Forms ask you to fill in information. They provide space for you to write or type in the information. Forms such as job applications are called **functional** documents because they have a specific function, or purpose—to provide required information in a certain format.

Read the business form below that lists possible violations to company policies. A **violation** is a failure to follow specific company policies.

Employee Disciplinary Action Form

Please complete this form and place it in the Human Resources in-box. Managers submitting forms may sign their own forms. Other employees must obtain a manager's signature before submitting this form. The information provided will remain confidential unless appropriate authorization is received.

Section A

Submitting Employee's Name: _____ Date: _____
requests disciplinary action against

Employee's Name: _____

Department: _____

Supervisor: _____ Hire Date: _____

Today's Date: _____ Date of Incident (if applicable): _____

Section B

Reasons for disciplinary action request (check all that apply):

- ☐ repeated lateness ☐ harassment of workers
☐ repeated absence ☐ disobeying authority
☐ violation of smoking policy ☐ personal use of company property
☐ violation of dress code
☐ other (please explain) _____

Section C

Please describe the incident(s) in detail below, including date, time, and context of incident, witnesses, and prior attempts at correcting behavior.

Section D (optional)

Additional Comments: _____

Submitting Employee's Signature: _____

Manager's Signature: _____

THINK ABOUT READING

Directions: Answer the questions below.

1. What is the purpose of the Employee Disciplinary Action Form?
 - A. to request a leave of absence
 - B. to request a vacation
 - C. to request a review of an employee's behavior
 - D. to request that an employee be removed from the company
2. Under what circumstances would only one signature be needed at the bottom of the form?
 - A. An employee submits the form.
 - B. A manager submits the form.
 - C. The violation of company policy is minor.
 - D. The violation of company policy is major.
3. Which type of company policy violation is not specifically listed on this form?
 - A. harassing a fellow worker
 - B. wearing inappropriate clothing
 - C. revealing confidential information to others
 - D. using the office telephone to make personal calls
4. List three details that are required in Section C.

5. Name one section of the form that the employee submitting the form does not need to fill out.

WRITE TO LEARN

Read the *Disciplinary Action Form* on page 16. A *Disciplinary Action Form* is used to review an employee's behavior.

Imagine you are a manager who needs to submit a *Disciplinary Action Form* about an employee who is continually late for work. In a notebook, make a list of the required information you will need to provide to complete this form.

TECHNOLOGY CONNECTION



Online Forms

Today almost anything can be done online. You can register your car, pay taxes, apply for insurance, and manage credit card bills. To do these things, though, it is necessary to complete forms.

Online forms often look like paper forms. Instead of writing information on blank lines, however, online forms usually require you to type information into blank boxes. All other rules for using forms apply to both paper and online versions.

Vocabulary Review

Directions: Use these words to complete the following sentences,

categories violation functional encounter optional

1. Organizing information into_____ is a way to compare information.
2. You_____ many kinds of information on a daily basis.
3. A form providing specific information is a(n)_____ document.
4. Filling out Section C on this application form is_____
5. Tanya was fired because of a major_____ of company policy.

Skill Review

Directions: Read the following excerpt from an employee handbook. Then answer the questions.

Memo to Zoo Employees

The Metropolitan Zoo prides itself on meeting the needs of its employees and their families. If a serious medical condition, such as a scheduled surgery or the birth of a child, prevents you from working for more than 10 consecutive workdays, you may take a medical leave of absence from your job. This leave of absence may be extended for up to one year. It is available to full-time employees after six months of employment.

Employees who take a medical leave of absence may be asked to do the following:

- Obtain a medical evaluation from a physician selected by the zoo.
- Complete the forms required by the human resources department.
- Join a rehabilitation program, if necessary (see section 5A on Substance Abuse).
- Obtain a physician's release note before returning to work.

If a sudden and serious medical condition develops (for example, appendicitis) that requires an extended absence, you (or a family member) must notify your supervisor as soon as possible and maintain contact with him or her throughout your absence. If your absence will exceed 10 consecutive days (a medical leave of absence), then your supervisor may need to arrange for temporary coverage of your job duties. Therefore, advance notice (when possible) of such absences is greatly appreciated.

When you return to work after your medical leave of absence, you will return to your former position, if it is available, or to a similar position. If other positions are available at the Metropolitan Zoo at that time, you may apply for them.

Skill Review (continued)

1. How long must an employee work at the Metropolitan Zoo to qualify for the extended medical leave policy?
 - A. one year
 - B. one month
 - C. six months
 - D. six weeks
2. Which of the following is not something a zoo employee might be asked to do during an extended medical leave?
 - A. attend physical therapy sessions
 - B. fill out paperwork
 - C. get a doctor's permission to return to work
 - D. attend substance abuse support group sessions
3. Why is an employee handbook a good place to include a Medical Leave document?

4. You work at the Metropolitan Zoo and have been asked to create a form that an employee can submit to a manager when applying for a medical leave. What information would you include on this form?

1

Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following business memo.

MEMO

To: Employees of Peyton Discount Stores
From: Samantha Peyton, Owner of Peyton Discount Stores
Date: January 30, 2014
Subject: Shoplifting Reminders

In the wake of the shoplifting attempt in the hardware department of our Louisville store last month, I would like to take this opportunity to remind you of the proper procedures for handling a suspected shoplifter in one of our stores.

Please be advised that in a situation where a suspected shoplifter is still present in the store, all efforts should be made to delay his or her departure from the store to allow time for the proper authorities to arrive at the scene. However, at no time should human safety be at risk. The shoplifter should not be confronted, accused, or physically prevented from leaving the store.

If a shoplifter leaves the store, employees should remain inside the store and follow the instructions of the store manager. These instructions may include noting the make, model, and license plate number of any vehicle the suspect uses to leave the store and attempting to assess the physical appearance of the suspect, including height, weight, hair color, and any distinguishing physical features. In an effort to make our store “unfriendly” to shoplifters, remain visible to customers at all times. This can deter potential shoplifters, who usually prefer to remain unnoticed by store employees.

Your cooperation with these safety procedures is greatly appreciated.

Skill Practice (continued)

1. What is the best description of this document?
 - A. a leave-of-absence request form
 - B. a company policy memo
 - C. an employment application
 - D. a letter of complaint
2. If a suspected shoplifter has left the store, which action are store employees advised to take?
 - A. leave the store and wait for police outside
 - B. confront the shoplifter
 - C. follow the suspect to his or her vehicle
 - D. follow their manager's instructions
3. What is Samantha Peyton's job?
 - A. She is a security guard.
 - B. She is a cashier.
 - C. She is the head of the human resources department.
 - D. She is the store owner.
4. Store employees are urged to "make our store 'unfriendly' to shoplifters" (lines 13-14). What does this mean?
 - A. Use practices that discourage shoplifting.
 - B. Make customers feel unwelcome.
 - C. Follow customers throughout the store.
 - D. Place shoppers' safety at risk.
5. What is the main purpose of business memos?
 - A. to entertain
 - B. to confuse
 - C. to inform
 - D. to criticize

Writing Practice

Directions: Imagine you are the president of a small company and you have good news to share with your employees. For example, you might want to share the news that profits were up last year, so everyone will get a raise. Write a memo to your employees sharing your good news and explaining what happened. Use the memo from this lesson as a model.

How-To and Instructions

Lesson Objectives

You will be able to

- Recognize the correct sequence of steps
- Follow directions and instructions
- Understand how directions and instructions are organized

Skills

- **Core Skill:** Understand Diagrams
- **Reading Skill:** Sequence Events

Vocabulary

diagram
instructions
résumé
sequence

KEY CONCEPT: How-to texts and instructions explain how to make something or how to do something.

Imagine that you just bought a new computer program. Before you can use the program, you have to install it on your computer. To figure out how to install the program, what would you do? You would probably start by reading the instructions on the back of the box. Every time you read on owner's manual, follow a recipe, or read directions, you are reading instructional texts.

How-To and Instructions

Instructions explain how to do something. When reading instructions and how-to texts, it is helpful to remember these steps:

1. Read all of the steps before you do anything.
2. Then return to the beginning and reread each step one at a time. Make sure you understand what each step is asking you to do. Complete one task before beginning the next step.
3. As you read, keep in mind the task you are trying to do. That will help you understand the steps.
4. Always follow the steps in **sequence**, or in order. Look for signal words such as *first*, *next*, or *finally* or numbers that show you the order of the steps.

Read the following instructions for changing a flat tire. Look for signal words to help you follow the sequence.

How to Change a Flat Tire

Imagine you are in the car on the way to a friend's house. All of a sudden, the car seems difficult to steer. It's bumping and seems unbalanced. When you pull off to the side of the road, you realize the car has a flat tire. Don't panic—a flat tire is easy to fix.

Choose a Safe Spot

First, pull the car off the road so that it is out of traffic. Make sure you are on a straight part of the road so other cars will see you. You need to be on a level spot because it is unsafe to jack up a car on a slope, or slight incline. Then turn on the hazard lights to signal to other drivers that you are repairing your car. Hazard lights blink to show other drivers that the car is not operating. The switch for these lights is usually near the steering wheel.

FOLLOW A SEQUENCE OF STEPS

How-to texts and instructions describe the steps for completing an activity. Before following a sequence of steps, start by reading all of the instructions. You will often find that you need to understand everything in the sequence before you begin.

Depending on the activity, you may need to gather supplies or information before you begin. In many workplace tasks, you may not be able to stop to look something up or find materials once you have begun a task. You may have to start over from the beginning, or you may inconvenience others who are waiting.

There may also be times when steps are written out of order. If you read all instructions at the beginning, you will be able to identify this problem. Then you can figure out the correct order of steps.

Read these instructions for making a three-way telephone call. What is the matter with the instructions?

Placing a Three-Way Call

Call the first participant.

Dial the second participant.

Place the first caller on hold by pressing the conference button.

Press the conference button again.

Readers will not be able to follow these directions. They cannot call the second participant before putting the first participant on hold.

Now revise the directions above so that the steps are in the correct sequence.

Did you use the words *first*, *next*, *then*, and *finally*? Using number and word clues can help a reader understand directions and follow them successfully.

REAL WORLD CONNECTION

Interpret Visual Instructions

The Internet has made our world smaller. People speaking languages in many countries have access to the same information.

Because of this, some instructions are written without words. Illustrations and photographs show the sequence.

Your challenge is to interpret the meaning of these visuals. What are they telling you to do?

With a partner, make simple drawings that show at least three steps in a process. Ask a friend to "read" the instructions.

Reading Skill Sequence Events

When you are following a sequence of steps, try to put each step in your own words to make sure you understand it. You may find it helpful to keep track of the steps by making a numbered list of the steps. Read your list to make sure you did not leave out any steps.

Read the instructions on this page for changing a tire. In a notebook, write a numbered list of the sequence of steps in your own words.

WRITE TO LEARN

Think about a task you do every day that requires several steps. It could be something simple, such as making and packing your lunch, or something more complicated.

In your notebook, write a how-to text that explains the steps in sequence. Have a classmate read your how-to text and see if it is easy to follow.

Get Your Tools

Once the car is in a safe spot, you are ready to change the tire. Get the spare tire, the jack, and a lug wrench. If you aren't sure where these things are in your car, look at the owner's manual. This guide will tell you where to find the tools you need.

Change Your Tire

First, if the car has hubcaps, you need to remove them. Then, use the lug wrench to loosen the lug nuts, but not all the way. You want them to hold the tire as you raise the car. Now you are ready to jack up the car. Look at the owner's manual to see where to position the jack. Put the jack in the correct spot under the car and jack up the car until the tire is about 6 inches off the ground. Now remove the lug nuts and pull the wheel off the car. Replace the flat tire with the spare tire, and tighten the lug nuts just enough to hold the tire on as you lower the car. Lower the car with the jack until the car is resting on all four tires. Finally, use the lug wrench again to tighten the lug nuts all the way.



This picture shows where to place the jack when changing a tire.

Clean Up

First, put the flat tire where the spare tire was. Then put away the tools and double-check to make sure you are not leaving anything behind.

THINK ABOUT READING

Directions: Answer the questions that follow.

- Which pair of steps is in the correct sequence?
 - Remove the lug nuts. Then take off the hub cap.
 - Loosen the lug nuts. Then jack up the car.
 - Tighten the lug nuts all the way. Then lower the car.
 - Turn on your hazard lights. Then pull the car off the road.
- Which step in changing a flat tire can the photograph help you understand?

Directions: Read this passage. Pay careful attention to the sequence of steps in the instructions.

Clearing a Paper Jam in a Copy Machine

If you have ever used a copy machine, chances are you've experienced a paper jam. Office copy machines use a lot of paper, and sometimes paper gets caught inside the machine. If a paper jam occurs while you are using a copy machine, it is a good idea to clear, or fix, the paper jam so the next person using the machine won't be inconvenienced.

Clearing a paper jam is usually quite easy. However, there are some steps you should follow to do it correctly. It is important to follow these steps so you don't damage the copy machine.

First, you should try to find the location of the paper jam. Carefully open the cover of the copy machine and the paper tray to see exactly where the paper is jammed. Once you have located the jam, turn off the copy machine.

Once the power is off, try to pull the paper out of the machine. Pull gently! If you pull too hard, the paper may rip or you may damage the inside of the copy machine. It is important to pull the paper the opposite direction that it was fed into the copier.

Next, check to make sure the entire sheet of paper was removed. Make sure there are no paper fragments or torn pieces still stuck in the machine. Carefully check to make sure none of the copier parts are loose or broken.

Then replace the cover and the paper tray and turn the machine back on. Press the button to cancel the paper jam message. The display on the machine should tell you which button to push.

Finally, it is a good idea to test to be sure the jam is fixed by copying one sheet. If you have no problem making that copy, the jam is cleared. If you get another error message, you may have to repeat the steps above.

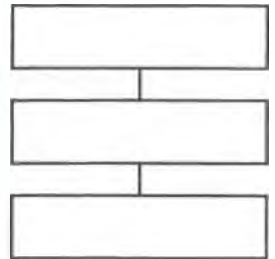
Happy copying!

Core Skill Understand Diagrams

Diagrams are pictures that show what something is, what the parts of something are, or how something is organized.

To understand a diagram, read the title and the labels. The title will tell you what the diagram is about. The labels will identify the parts of the diagram. There are usually lines or arrows from a label to the part it describes.

This is a sequence diagram. It shows the order of steps.



In a notebook, create a sequence diagram that shows the steps for clearing a paper jam.

THINKING ABOUT READING

Directions: Answer the questions in the space provided.

1. What should you do first to clear a paper jam?

2. In what situation would you have to repeat these instructions?

Directions: Read this selection and answer the questions that follow.

How to Write a Résumé

Whether you are applying for your first job or trying to get a better job, a good résumé can help you stand out from the crowd. A **résumé** is a list of all your qualifications, or skills, for doing a job. Your résumé is your first chance to make a good impression on an employer, so take the time to do it right.

First, type your name, address, phone number, and e-mail address. Make sure you type this information correctly. An employer needs accurate information about how to get in touch with you.

Next, write your objective statement. This is a sentence or two that tells what kind of job you want. Be sure to match this statement to the job you are applying for. For example, if you are applying to be a waitress, you might write: *I want a service career in the restaurant industry.* Write your objective statement carefully. It's one of the first things an employer will see.

Now you are ready to list your work and education history. Start with your most recent job. State your position title and the dates you had this job. Then tell what you achieved, or accomplished, in this position. If you are applying for your first job, list volunteer experience or school activities. Describe what you did when you participated in these activities.

Next, list your education. Name the schools you have attended and give their location. List any degrees or certificates you have received.

If you have special skills, list them next. You can include computer programs you know how to use. You can also list any special training you have, such as CPR or lifeguard certification, and any volunteer activities you participate in.

Finally, include references. References are people that your future employer can call or contact to learn more about you. References can be people you have worked for, teachers, or people who have known you for a long time. Choose people who can explain why you would be a good employee.

Before you send your résumé, review it carefully. Check that it is neat, organized, and free from mistakes. Remember that your employer will use your résumé to decide whether he or she will interview you for a job. Your résumé represents you. Make sure it shows why you are the best person for the job.

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OBJECTIVE

An administrative assistant position requiring strong organization and planning skills to provide exceptional support to a vice president in the financial industry.

WORK EXPERIENCE

Buy Stuff Here, Colonial Mall, Anytown, NY
Sales Associate, December 2011 - Present

- Maintain and restock inventory
- Provide customer service
- Operate computerized cash register system

EDUCATION

Anytown High School, Anytown, NY
September 2009 - May 2012

SPECIAL SKILLS

- Proficient with Microsoft Word, Excel, and PowerPoint

REFERENCES

- Carla Mendez, Store Manager, Buy Stuff Here: 555-2121
- Dr. Louis Jones, English teacher, Anytown High School: 555-8989

Skill Review (continued)

1. What is the first thing you should do when you write a resume? Why is this important?

2. Why should you write an objective?

3. What should you list on a resume after you have described your education?

4. Look at the diagram at the end of the selection. What does this diagram show you?

5. According to the passage and the diagram, what comes after your objective?

Vocabulary Review

Directions: Use these words to complete the following sentences.

diagram instructions resume sequence

1. The _____ showed Amir how to put a bookshelf together.

2. A well-written _____ is an important tool in finding a new job.

3. The numbers showed the _____ of the steps to connect the DVD player.

4. It is important to read all of the _____ before beginning.

Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following passage.

Using the Self-Timer on a Digital Camera

How many times have you taken pictures of your friends and family and wished you could be in the picture too? Once you learn how to use the self-timer button on your digital camera, you can always be a part of a group picture.

5 First, organize the people you want in the picture into a group. Leave a space for yourself. Then, turn on the self-timer button on your camera. It will probably look like a clock timer.

10 Set your camera on a flat, even surface. Now, push the shutter button halfway to focus the camera. Check your screen to make sure the picture is the way you want it. Then, push the button the rest of the way and move into your spot. As you push the button, make sure you don't move the camera from its position.



You will have about 10 seconds to get into your spot.

Skill Practice (continued)

1. According to the passage, what is the first step for using the self-timer on a digital camera?
 - A. Move into the spot you have left for yourself.
 - B. Set your camera on a flat, even surface.
 - C. Turn on the self-timer button on your camera.
 - D. Organize the people who will be in the picture.
2. What might happen if you forget to do both parts of the first step?
 - A. You will forget to get into the picture.
 - B. Your picture will not be in focus.
 - C. There will not be room for you in the picture.
 - D. The self-timer button will not work.
3. What might happen if you push the shutter button all the way instead of halfway?
 - A. Your picture will not be in focus.
 - B. Your timer won't be set.
 - C. There will not be space for you in the picture.
 - D. Your camera will not be on a flat, even surface.
4. What should you do after you push the shutter button halfway?
 - A. Push the button all the way down.
 - B. Get into your spot for the picture.
 - C. Check to make sure the picture is the way you want it.
 - D. Make sure your camera is on a flat, even surface.

Writing Practice

Directions: Think about something you read recently. It could be a story or novel, a newspaper article, or an e-mail from a coworker. As you read this text, you had to analyze and make sense of what it said. This process involves several steps. Think about what you need to do to analyze and understand a text. Then write a how-to text or set of instructions for how to do this successfully. When you are finished, share your instructions with friend or classmate. Can he or she follow the steps?

Websites

Lesson Objectives

You will be able to

- Understand how to use websites to gain information
- Evaluate the reliability of websites

Skills

- **Core Skill:** Synthesize Ideas from Multiple Sources
- **Reading Skill:** Analyze Visual Information

Vocabulary

Internet
key word
margin
reference source
reliability
scanning
synthesize

KEY CONCEPT: A website is a collection of web pages that give information about a topic.

Suppose you are planning a vacation. You will probably want to know what attractions to see, where to eat, and where to stay. You can find all the information you need on the Internet. Websites give information about topics, and they may also link you to other sites about your topic. Websites make it fast and easy to gather information.

Websites

Websites are different from other sources of information. That is because anyone can put anything on the **Internet**, a worldwide system of computer networks. Therefore, it is very important to check the **reliability** (accuracy) of any website you use for information. Ask the following questions:

- Does the website have an author? Is the author an expert, or someone whose job it is to know about the topic?
- Is the information accurate? Are dates and facts correct?
- Is the website up-to-date? When was it last updated?
- What is the purpose of the website?

One way to judge the reliability of a website, is to look at its address, or **URL**. Museums, science centers, and other organizations usually have website addresses that end in *.org*. The URLs for schools and universities usually end in *.edu*. Web addresses for government offices end in *.gov*. The URLs for businesses end in *.com*.

When you are doing research, sites with addresses ending in *.edu* or *.gov* will probably be the most reliable sources of information. Be aware that sites with addresses ending in *.com* are in the business of trying to persuade you to buy something. The information on these sites may not be reliable.

SCAN TO FIND INFORMATION

When you perform a search in an online search engine, don't read every item that appears in the list of results. Instead, move your eyes down the screen to find words or phrases that relate to your topic. This is called **scanning**. When you scan a text, you don't read every word. You look quickly to find specific information.

Scanning is useful when you are looking at a **reference source**, such as an encyclopedia or a website, that contains factual information. By scanning the page, you can quickly determine whether the text has the information you are looking for. If it does, you can go back and read more closely.

When you scan, look for

- **key words**, words that are central to the main idea
- definitions
- numbers and dates
- headings and links
- specific examples, including graphs, charts, and diagrams

Scan the following paragraph. Underline terms that quickly give you important information about a Global Positioning System.

Cars are "smarter" than ever before. One new device that many cars have is called a **Global Positioning System**, or **GPS**. GPS was developed in 1973. It uses satellites to track the location of a vehicle. Drivers can enter the address they want to go to, and the GPS maps the trip. The best route appears on a screen.

You might have underlined *GPS*, *1973*, *satellites*, and *route*. Now you can read the paragraph more carefully to learn what GPS is.

TECHNOLOGY CONNECTION



Internet News

Look at the front page of your local newspaper or a national newspaper. Now visit the website for that same newspaper.

Compare and contrast the two versions. Are the headlines and photographs the same? Is there information available in one version but not the other?

Make a list of the similarities and differences between the two versions. Then write one conclusion you can draw about the differences between news websites and printed newspapers.

THINKING ABOUT READING



Directions: Answer these questions.

1. What is the purpose of a website with an address ending in .com?

2. Where can you find the most reliable sources of web information?

Reading Skill

Analyze Visual Information

When you are scanning a website, text features can help you locate important ideas quickly. Look for boldfaced or *italic* text.

Study the website on this page. Notice that the headings and key words are boldfaced. Boldfaced type makes these words stand out so they are easily seen.

Some websites show key ideas on tabs that appear across the top of the page or in the margin (narrow column on the side of a page). These tabs are also called menu bars.

In a notebook, list three tabs on this website and describe what you would find when you click on each of these tabs.

WRITE TO LEARN

Write a paragraph telling about a website you are designing for your favorite restaurant. Make a list of the information that must be included. Describe how you might organize the information and visuals on the page to encourage people to visit your website. Tell about special features you would include.

Scanning for Information

When you are looking at a website, you usually want to find a specific piece of information. Before you begin searching the Internet and reading websites, be sure you are clear about what you are seeking. Scan the website below. Think about what questions you could answer by looking at this page.



THINK ABOUT READING

Directions: Look at the website on this page. Then answer the questions.

1. What should you do if you want to learn more about the Anytown Science Center Observatory?

2. What features help you scan the information on the website?

Reliability of Information

The most important questions to ask yourself while scanning and reading websites are *Who is providing the information to me?* and *Why?* As you read the website below, keep these questions in mind.



Core Skill

Synthesize Ideas from Multiple Sources

When doing research, you should always look at more than one source. Then you can synthesize (combine) ideas and use them to create your own new idea.

Before beginning your research, write several questions that you want answered. As you read, take notes related to your questions. Then synthesize the information to answer your questions.

You might look at the website on this page if you were trying to answer the question *What does the White House look like inside?*

Often websites will include links to related sites. This site will link you to White House Art or First Ladies.

Write one question you would like answered about the White House. Then go online to find two more sources of information related to this topic. List these website addresses in your notebook.

THINKING ABOUT READING

Directions: Write a short response to each question.

1. Scan this web page for information about the White House. What is the main thing you will learn from visiting this page?

2. What happens in the Blue Room? Look at the links in the margin. Which link would you click on to learn more about the rooms in the White House?

3. Is this website reliable? How do you know?

Vocabulary Review

Directions: Match the words to their definitions.

- | | |
|---------------------|--|
| 1. Internet | A. a word that is important to the main idea |
| 2. key word | B. the side of a page |
| 3. margin | C. a large computer network that links smaller computer networks |
| 4. reliability | D. accuracy and honesty |
| 5. reference source | E. a book or website that gives factual information |

Skill Review

Directions: Scan these two websites. Then answer the questions that follow.



Skill Review (continued)



1. In website 1, how many groups of purebred dogs are there? How did the author help you find this information quickly?

2. Scan website 1 and list four or five key words.

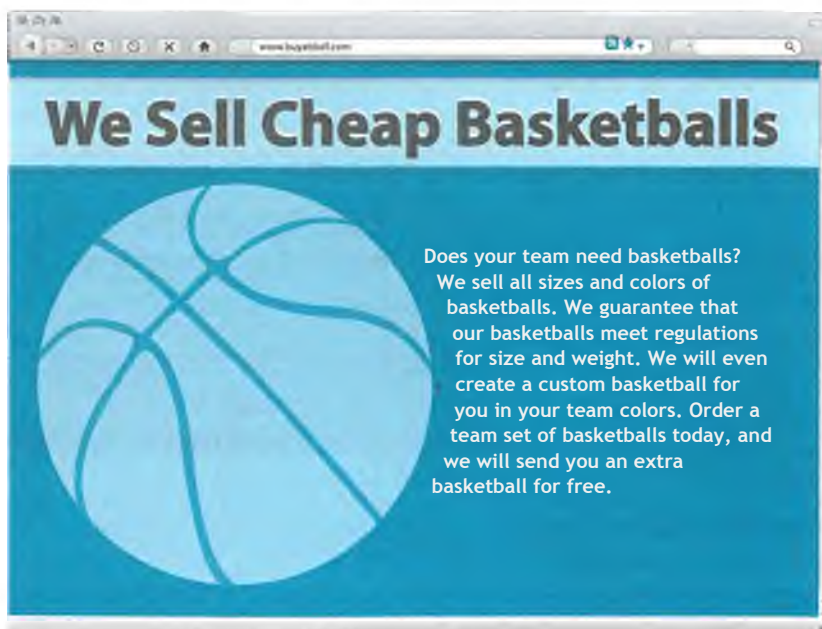
3. Which site would be better to use to help you decide what kind of dog is best for you? Explain.

4. What can you conclude about boxers from these websites?

- A. Boxers are working dogs that need training.
- B. Boxers are the perfect dog for everyone.
- C. Boxer4U is the best way to find a dog.
- D. Boxers are sporting dogs that can be bought from breeders.

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following websites.



Skill Practice (continued)

1. Imagine you are creating a new website about James Naismith. What information would be most important to include?
 - A. the rules of basketball
 - B. the proper size of a basketball
 - C. the date Naismith invented basketball
 - D. what Naismith thought about other sports
2. Which is the best website to use for a report about basketball?
 - A. Website 1, because it gives facts and details about the history of basketball
 - B. Website 1, because it also mentions other sports, like soccer
 - C. Website 2, because it describes basketballs
 - D. Website 2, because it mentions the size and weight of basketballs
3. What product does website 2 advertise?
 - A. Basketball hoops
 - B. Colored basketballs
 - C. Team uniforms
 - D. Basketballs signed by professionals
4. What is the purpose of website 1?
 - A. to persuade you to buy a basketball
 - B. to explain the rules of basketball
 - C. to describe kinds of indoor sports
 - D. to give information about basketball

Writing Practice

Directions: Think of a school or company you know only a little bit about. Visit the website of that school or company. Scan the home page and quickly read several of the other pages on the site. How helpful is the website? Can you find information easily? Is it attractive? Write a letter to the school or company, describing your thoughts—either positive or negative—about its website.

Workplace Documents

Lesson Objectives

You will be able to

- Recognize the purpose of common workplace documents
- Explain and apply information from common workplace documents

Skills

- **Core Skill:** Summarize Information
- **Reading Skill:** Determine Author's Purpose

Vocabulary

agenda
alternative
design
documents
employee handbook
identify
structure
summarize

KEY CONCEPT: Workplace documents are written papers (print or digital) used in offices, factories, and other places where people work. They include instructions or forms.

At your job, you may have read and written many e-mails. Have you ever read job applications or instructions for how to do something? In the workplace, these types of documents are very common. It is important to understand the purpose of documents such as employee handbooks and agendas.

Workplace Documents

People encounter workplace documents almost daily, whether they are employed in a government office, a store, a factory, or a school.

Documents such as e-mails, **employee handbooks** (which explain company rules), **agendas** (which tell what will be discussed at meetings), and safety guidelines provide information needed on the job. The **design**, or appearance, of the documents should help the reader understand the information that is presented.

Some workplace documents are listed here. They fall into two groups: documents you might encounter on a daily basis and documents providing specific information about your job or your workplace.

Everyday Communication

E-mail
Memo
Business letter
Meeting agenda
Request form

Specific Workplace Documents

Job announcement
Job description
Job performance review form
Self-assessment form
Employee handbook
Safety guidelines

It is important to **identify**, or recognize, the purpose of a workplace document and the audience it was written for.

Why was the document written? (What is its purpose?)

Who is supposed to read it? (Who is the audience?)

Once you know a document's purpose and audience, it is helpful to identify the **structure** of the document. In other words, how is information organized? Recognizing the structure of the document makes it easier to find the information you need. Bullet points, numbered steps, section heads, and charts or tables are commonly used to organize information in workplace documents.

DETERMINE AUTHOR'S PURPOSE

An author's purpose for writing a text **varies**, or changes, depending on what is being communicated. Authors generally write to entertain, to inform or teach, or to persuade or convince their readers.

It is important to figure out the purpose of any workplace document you read. Ask yourself: Who wrote the document? What information does it contain? What does the author want me to do after reading the document?

Directions: As you read each document, identify the author's purpose for writing the document.

To: Marketing team

From: Fernando Torres

Subject: Model IP300 product launch meeting

Marketing team,

Good morning! I just want to remind everyone about today's meeting. Let's gather at 2: 00 in the conference room on the third floor. Please bring some fresh ideas for the upcoming launch of our new Model IP300!

Fernando Torres

Director, New Product Development

Marketing Meeting Agenda

Here is the agenda for today's 2: 00 meeting.

1. Team Update: Shelly (10 min)
2. Results of Online Survey: Jermaine (10 min)
3. Introduction of IP300 New Product Launch: Fernando (20 min)
4. Brainstorming Session: all team members (30 min)
5. Discussion of Next Steps: Fernando (10 min)

Fernando Torres

Director, New Product Development

In a notebook, answer the following questions about each document. Who is the author? What is the author's purpose for writing? Who is the audience? What does the author want the audience to do after reading the document? **Compare** and **contrast** the documents. How are they similar? How are they different?

TECHNOLOGY CONNECTION



Online Workplace Documents

Workplace documents are increasingly available online or in digital form. In some cases, paper documents are being replaced by digital alternatives, or substitutes. Because e-mail is faster and more convenient than typing and mailing business letters, e-mail has replaced most typewritten letters.

Employers can e-mail their workers interactive documents, such as questionnaires. Employees read, fill out, and return these forms without ever handling a piece of paper.

In your notebook, compare and contrast reading text on paper with reading text on a computer screen. How are the experiences different? How are they similar? Explain why the workplace is more likely to use online documents than paper documents.

Core Skill
Summarize Information

When you summarize information from a text, you briefly state the text's main points. Summaries do not include personal opinions or information that was not part of the text. Writing a summary will help you understand and remember the text.

As you read, look for the main idea in each paragraph or section. Watch for places where the author has repeated certain ideas. When you have finished reading, you will be able to write a summary statement that answers this question: What does the author want you to understand and remember?

The process for summarizing information in workplace documents is the same as summarizing other nonfiction texts. As you read the job description on this page, think about the information in each section. What does the author want you to understand about this job? What are the most important parts of the job? Make a chart like the one below to record your summary.

Important Idea	Important Idea
Summary	

Directions: As you read this workplace document, think about its purpose and intended audience. Then answer the question below.

Job Description: Administrative Assistant

Job Purpose: Provides office services by implementing administrative systems and monitoring, or keeping an eye on, administrative projects

Job Duties:

- Manages department schedule by maintaining, or keeping up-to-date, calendars for department supervisors
- Arranges meetings, teleconferences (telephone meetings), and travel
- Prepares department reports, e-mails, invoices, and other documents, using word processing or other computer software
- Opens and distributes, or hands out, incoming correspondence
- Handles incoming phone calls and receives departmental visitors
- Files department's documents
- Maintains office supplies, placing orders for supplies when necessary

Skills/Qualifications: Written and verbal communication skills; organization, scheduling, computer, and office management skills; professionalism

THINK ABOUT READING

Directions: Review the job description above. What is the purpose of this document? Who is the audience? Answer these questions in the space provided.

Directions: As you read this document, think about its purpose and consider how the document is used in the workplace.

CONFERENCE ROOM RESERVATION REQUEST

This form must be submitted
at least 3 business days before the event date.

General Information

Department

Event Date(s)

Contact person

Start Time

E-mail

End Time

Phone

Estimated Attendance

Fax

Equipment Required

Title of Event

Event Type

• Please check the word(s) that best describe your event.

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Meeting | <input type="checkbox"/> Lecture | <input type="checkbox"/> Film/Movie |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Webinar (online presentation) | <input type="checkbox"/> Breakfast |
| <input type="checkbox"/> Reception | | <input type="checkbox"/> Lunch |
| | | <input type="checkbox"/> Dinner |

Submit

Reading Skill

Determine Author's Purpose

The form on this page is a common type of workplace document. Think about the author's purpose for creating this form. The form requests information from its reader. Other forms that require you to fill in information include W-4 forms for payroll tax deductions and application forms for health insurance.

Many of these forms are available online. Often they are designed to be completed and returned through the Internet or by e-mail.

Compare and contrast online forms with the same forms printed on paper. Is one version more convenient than the other?

In a notebook, write about a time you filled in a form on paper. Do you think you could have provided the same information by using an online form? Why or why not? How is completing a paper form similar to and different from completing an online form?

THINKING ABOUT READING

Directions: What is the purpose of the Conference Room Reservation Request document? How will using this document make work easier for company employees? Answer these questions in the space provided.

WRITE TO LEARN

Read the message on this page. Imagine that the person sending this e-mail is your supervisor. Write a response in which you answer each of her questions.

Set up your response so it looks like an e-mail message. Since you are the author of this document, think about your purpose for writing. Keep your audience (your supervisor) in mind and use appropriate language.

Directions: As you read this document, identify the author, audience, and purpose in the workplace. Doing this will help you answer the questions that follow.

From: Carolyn Smith <csmith@workplace.com>
To: Brian Yamamoto <byamamoto@workplace.com>
Cc:
Subject: Board of Directors Meeting

2: 42 p. m.

Brian,

Happy Monday! I hope you had a nice weekend.

We need to start thinking about next week's meeting with the Board of Directors. I'd like to schedule time today or tomorrow to sit down and talk about your presentation. We can brainstorm to come up with some ideas. Maybe we'll think of something amazing!

Do you think we'll need a computer for the meeting? Do you want to project anything on screen? Will you show a video? If so, we'll have to request the equipment so it's set up on time.

On an unrelated note, did you remember to complete your time sheet for last week? I need to approve it by the end of the day.

Thanks!

Carolyn

Carolyn Smith
Director, Resources
ABC Corporation
123 Main St., New York, NY



THINK ABOUT READING

Directions: Answer these questions about the e-mail from Carolyn Smith to Brian Yamamoto.

1. What is the purpose of this e-mail?
 - A. A supervisor wants to ask about an employee's weekend.
 - B. A supervisor is checking with an employee about an upcoming meeting.
 - C. An employee is checking with a supervisor about an upcoming meeting.
 - D. An employee is asking a supervisor a question about his time sheet.
2. What is the purpose of the questions that Carolyn asks in the third paragraph?
 - A. to remind Brian to fill out his time sheet
 - B. to find a time to set up a meeting
 - C. to convince Brian to include visual media
 - D. to help Brian plan ahead and prepare for the meeting
3. Which of the following best describes this workplace document?
 - A. everyday oral communication
 - B. official report of a workplace event
 - C. everyday written communication
 - D. technical document
4. Which details in the document identify the author? What is the author's relationship to the audience?

Vocabulary Review

Directions: Match each vocabulary word with its definition.

- | | |
|-------------------------------|---|
| 1. _____ agenda | A. text that explains a company's rules and workers' benefits |
| 2. _____ alternative | B. to recognize something |
| 3. _____ design | C. list of subjects for discussion |
| 4. _____ document | D. the look or appearance of an item |
| 5. _____ employee handbook E. | a text or piece of writing |
| 6. _____ identify | F. the form and organization of a text |
| 7. _____ structure | G. a replacement of one thing for another |

Skill Review

Directions: Read the documents below. Then answer the questions that follow.

Memorandum to all ABC Company Facilities

ABC Company Safety and Health Policy

The purpose of this policy is to develop the highest possible standard of safety in all operations of ABC Company. Our management gives top priority to the prevention of occupational injury or illness.

It is our intention here at ABC Company to initiate and maintain comprehensive accident-prevention and safety-training programs. Employees are responsible for their health and safety and for the health and safety of their coworkers. By accepting mutual responsibility to operate safely, each of us contributes to the well-being of all employees.

Sincerely,

Shaundra Wright
CEO
ABC Company

ABC Company Safety Program Outline

Safety Orientation: All new employees will be given a safety orientation, or introduction, so they will be familiar with our safety rules and accident-prevention program.

All employees must follow these basic safety rules:

- Never do anything that is unsafe. If a task is unsafe, report it to your supervisor. We will find a safer way to do that job.
- Do not remove or disable any safety device.
- Never operate equipment until you have been trained and authorized to use that equipment.
- Use your personal protective equipment when required.
- Obey all safety warning signs.
- Working under the influence of alcohol or illegal drugs or using them at work is prohibited.
- Neither firearms nor explosives are allowed on company property.
- Running and fighting are prohibited.
- Clean up spills immediately. Replace all tools and supplies after use.
- If you are injured or become ill on the job, report this to your supervisor immediately.
- All supervisors must have first-aid training.

Skill Review (continued)

1. What is the purpose of the first document? Who is the intended audience?

2. Compare and contrast the two workplace documents. How are they similar? How are they different?

3. Summarize each of the two documents. State the main points simply and clearly.

4. How does the structure of each document help the audience understand the information presented?

Skill Practice

Directions: Read the following document. Then choose the one best answer to each question.

Department of Public Safety Recruitment Announcement

Recruitment for	State Training Center
Classification	Personnel Clerk (contractual; no benefits)
Salary	\$13. 50 per hour
Closing Date	Open until filled
Position Duties	This position will provide support to the Human Resources Department. The employee will perform a variety of clerical tasks to assist the department in efficiently providing human resources services for all employees.
Education	Graduation from an accredited high school or possession of a high school equivalency certificate
Experience	One year of general clerical or administrative support
Special Qualifications	<p>Must have computer experience, including use of Microsoft Office, and must possess the following skills:</p> <ul style="list-style-type: none">• Knowledge of business English, including accurate spelling, grammar, and punctuation• Knowledge of standard office procedures and use of equipment• Ability to understand and interpret, or explain, personnel policies and rules• Ability to prepare and maintain personnel records• Ability to follow departmental procedures• Ability to maintain confidentiality for all personnel-related activities• Ability to communicate and maintain effective working relationships with employees, management, public officials, and the general 'public

Skill Practice (continued)

1. Which of the following words are evidence that this job requires a certain level of schooling?
 - A. "The employee will perform a variety of clerical tasks"
 - B. "Graduation from an accredited high school"
 - C. "One year of general clerical or administrative support"
 - D. "Ability to maintain confidentiality"
2. What is the purpose of this document?
 - A. to describe workplace duties to an employee
 - B. to announce new responsibilities to employees
 - C. to search for a new employee
 - D. to inform employees about changing roles and expectations
3. According to the document, which of the following skills is required for this job?
 - A. advanced computer expertise
 - B. public speaking
 - C. a second language
 - D. organizational skills
4. Who is the intended audience of this document?
 - A. current employees of the Department of Public Safety
 - B. current supervisors for the Department of Public Safety
 - C. a future employee of the Department of Public Safety
 - D. a future supervisor for the Department of Public Safety

Writing Practice

Directions: Choose a workplace document from the lesson or another workplace document you are familiar with. Write a summary of the document. Then write a paragraph in which you state the author's purpose for writing the document and explain what the audience is supposed to do after reading the document.

Graphic Documents

Lesson Objectives

You will be able to

- Identify graphic documents and their functions
- Interpret information from simple charts and graphs
- Analyze information presented in a variety of graphic formats

Skills

- **Core Skill:** Analyze Visual Information
- **Reading Skill:** Use Context Clues

Vocabulary

analyze
bar graphs
concrete
context
graphic
infer
pie charts
symbol

KEY CONCEPT: Graphic documents use a variety of visual formats to present factual information.

Signs, maps, and pictures surround us. We are all familiar with road signs that tell us how fast to drive or where to turn. Have you ever seen a map that shows campgrounds, roads, and cities? How often do you see posters telling the date and place of an upcoming concert? These documents that use pictures, symbols, and charts are all graphic documents.

Graphic Documents

Graphic documents present information in a visual format, using pictures instead of words. Visual formats include photos, drawings, signs, graphs, charts, diagrams, and maps. Some graphic documents use only pictures, while others combine pictures and text. The text is often just a few important words, perhaps only a title. The reader must **infer**, or figure out, the meaning of the document by studying the pictures and the text.

Some graphic documents that are common in the workplace are **bar graphs**, **line graphs**, **pie charts**, **layout maps**, **organization charts**, and **safety signs**. Bar graphs and line graphs use bars or lines of different lengths to represent information such as sales or population. Pie charts are circular diagrams with “slices” representing parts of a whole. Layout maps are floor plans such as a map showing where the departments in a store are located. Organization charts show the roles or functions of company employees. Safety signs are visual representations of potentially dangerous environments.

The illustrations in some graphic documents are **concrete**, or realistic. A photo of a person, an animal, or an object is a concrete image. However, many graphic documents use a **symbol**, a simple sign or image, to represent an item or an idea. For example, an “H” on a map may be a symbol used to indicate where hotels are located.

To determine the meaning of a graphic document, it is helpful to ask the following questions.

- What images does the graphic show? What do they mean?
- Does the graphic include text? If so, what does the text say? Why is this text important? What does it mean?
- Where is the graphic document located—in a newspaper article, on a bulletin board, or in a textbook? Why is this location important?

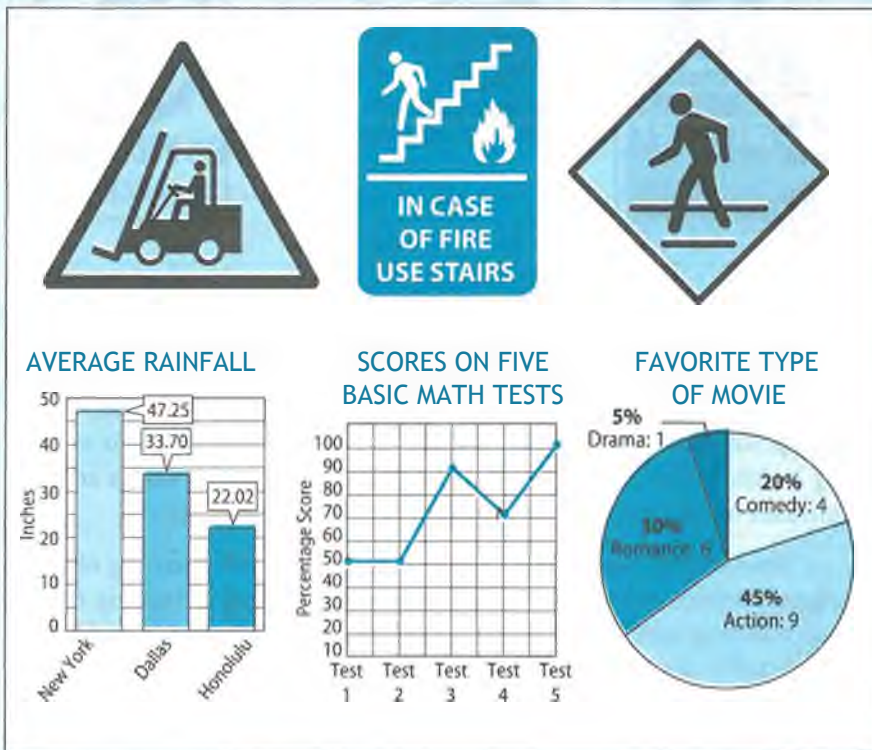
ANALYZE VISUAL INFORMATION

Most documents present information through the use of words. In both fiction and nonfiction texts, an author uses language to communicate ideas. The audience reads the author's words to understand those ideas.

By contrast, graphic documents use few—if any—words to present information. Instead, they use images to show information visually. Just as you need to use reading skills to understand written texts, you must use certain skills to “read” and understand graphic documents.

The graphic documents that are the easiest to understand are those with concrete images, since their meaning is straightforward. Graphic documents that use symbols can be more challenging to understand.

Examine the following graphic documents. Try to determine the meaning and purpose of each. What do the bar and line graphs represent? How might theater managers use the information in the pie chart to help them decide which films to screen? In a notebook, write one sentence about where you might find each of these documents.



The first sign might be in a lumber yard, where small vehicles move supplies. The second sign could be in any building that has elevators. The third sign is seen on streets where many people walk. The bar graph could be used in a weather report. The line graph might be posted in a school. The circle graph could be in a magazine story about new movies.

TECHNOLOGY CONNECTION



Icons and Emoticons

Elements of graphic documents are found on the Internet, and they are used often in modern technology. The users of computers and mobile devices must learn to recognize the meaning of the various graphic images that are displayed on screens and in messages.

Mobile devices that have small screens employ icons, symbols that suggest what will happen if you click on the image.

People who send e-mails, instant messages, and text messages may use emoticons, or symbols made by combining keystrokes or using a device's picture characters. They express emotions such as humor and sarcasm.

In a notebook, draw three commonly used emoticons. Then write a sentence explaining why each might be used.

Reading Skill

Use Context Clues

Workplace safety signs use simple images to get their message across. How do the images make these graphics easy to understand? What if these signs used no words? Could viewers easily infer their meaning?

For each sign displayed on this page, write a sentence explaining why both words and images are used to convey the message.

Directions: As you examine the workplace safety signs below, think about their purpose and the information they provide. In a notebook, write the message each sign conveys.



Use Context Clues

When reading text, you may come across words or phrases that are unfamiliar to you. Often you can infer the meaning of the word by looking carefully at the **context**. The context is the words and phrases in the sentence or in the surrounding sentences.

You can also use context clues to determine the meaning of signs, posters, or other graphic documents. Instead of reading the surrounding text, **analyze**, or consider, the environment in which the graphic document is located. Is the sign pointing to something? Is the sign warning you about something in the room? These clues will often help you understand the message of the graphic.

Look again at the workplace safety signs on this page. For each sign, write a sentence explaining why the sign might be necessary in a work area.



THINK ABOUT READING

Directions: Use the graphic documents on the previous page to answer these questions.

1. What is similar about graphics 1 and 2?

2. Which of these graphic documents must be placed in a particular location in order to be understood?

- A. graphic 2
- B. graphic 3
- C. graphic 5
- D. graphic 6

3. What is similar about graphics 3 and 6?

4. Evaluate the effectiveness of safety signs such as these. Why do these signs use graphics and very little text?

5. Design a graphic sign that could be used to present a specific message. Your sign may contain a few words of text.

Core Skill

Analyze Visual
Information

Graphic documents present information that can be read quickly and easily. A workplace evacuation map, for example, clearly shows where to go in case of an emergency. A written evacuation plan would contain more detail, but it would be much less convenient—especially during a real emergency. In an emergency, people need simple, clear instructions about what to do and where to go.

In a notebook, write a sentence describing a graphic document that you have seen on the road, in a store, in a classroom, or on the job. Be sure to include the document's purpose. Then write a sentence explaining what makes the document easy to understand or how it could be improved.

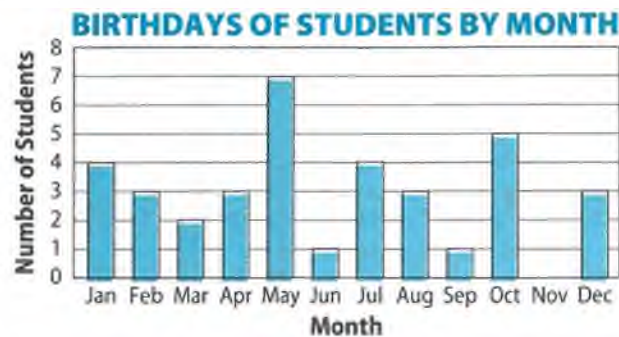
WRITE TO LEARN

Select two graphic documents that you have recently seen. Think about the purpose of each of these documents. Write one paragraph about each of the graphic documents you have chosen.

First, describe the image and the text, if any, on the graphic document. Then, describe the environment, or context, where you saw the graphic document. Analyze why the graphic document is or is not well suited for its purpose.

Directions: Graphic documents, like other texts, have a purpose. They might be created to inform, to entertain, to explain, or to persuade. As you examine the graphic documents below, think about their purpose and the information they represent. In a notebook, write one sentence stating the primary purpose of each of these graphic documents.

1.

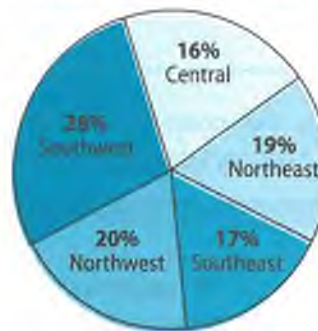


2.

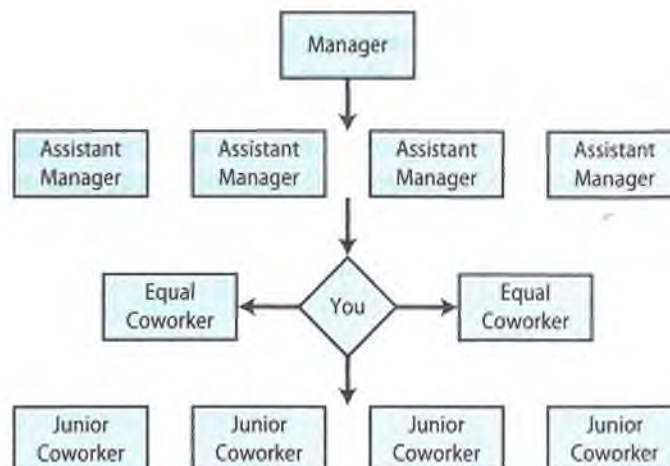


3.

SALES BY TERRITORY



4.





THINK ABOUT READING

Directions: Use the graphic documents on the previous page to answer these questions.

1. Which of these graphic documents represents the organization, or structure, of a group?
 - A. graphic 1
 - B. graphic 2
 - C. graphic 3
 - D. graphic 4
2. What is the purpose of graphic 2?
 - A. to show cause and effect
 - B. to compare and contrast people who do and don't like clubs
 - C. to show how a decision is made
 - D. to support an idea
3. Compare and contrast graphics 1 and 3. How are they similar? How are they different?

4. Determine the effectiveness of these graphic documents. Why have the authors chosen to use graphic documents rather than text?

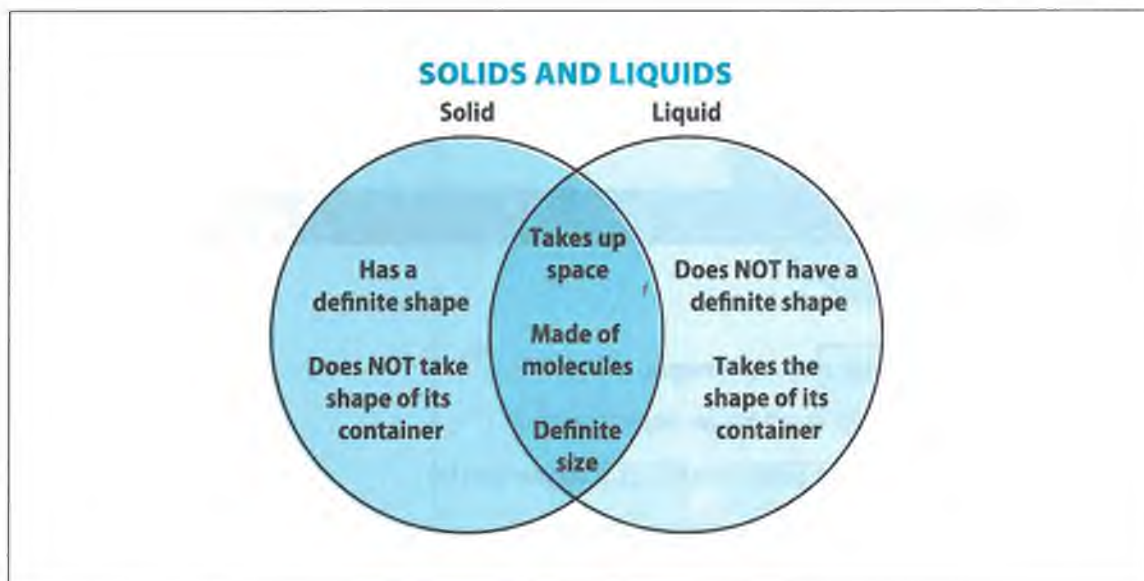
Vocabulary Review

Directions: Match these words with their definitions.

- | | |
|--------------------|--|
| 1. ____ symbol | A. relating to pictures and images |
| 2. ____ bar graphs | B. simple sign representing an object or idea |
| 3. ____ concrete | C. graphics showing parts (slices) of a whole (circle) |
| 4. ____ context | D. to figure out from evidence and reasoning |
| 5. ____ graphic | E. realistic or true-to-life |
| 6. ____ infer | F. graphics using rectangles to compare amounts |
| 7. ____ pie charts | G. the environment or surrounding information |

Skill Review

Directions: Analyze the graphic documents below. Then answer the questions that follow.



Skill Review (continued)

1. Compare and contrast the two graphic documents. How are they similar? How are they different?

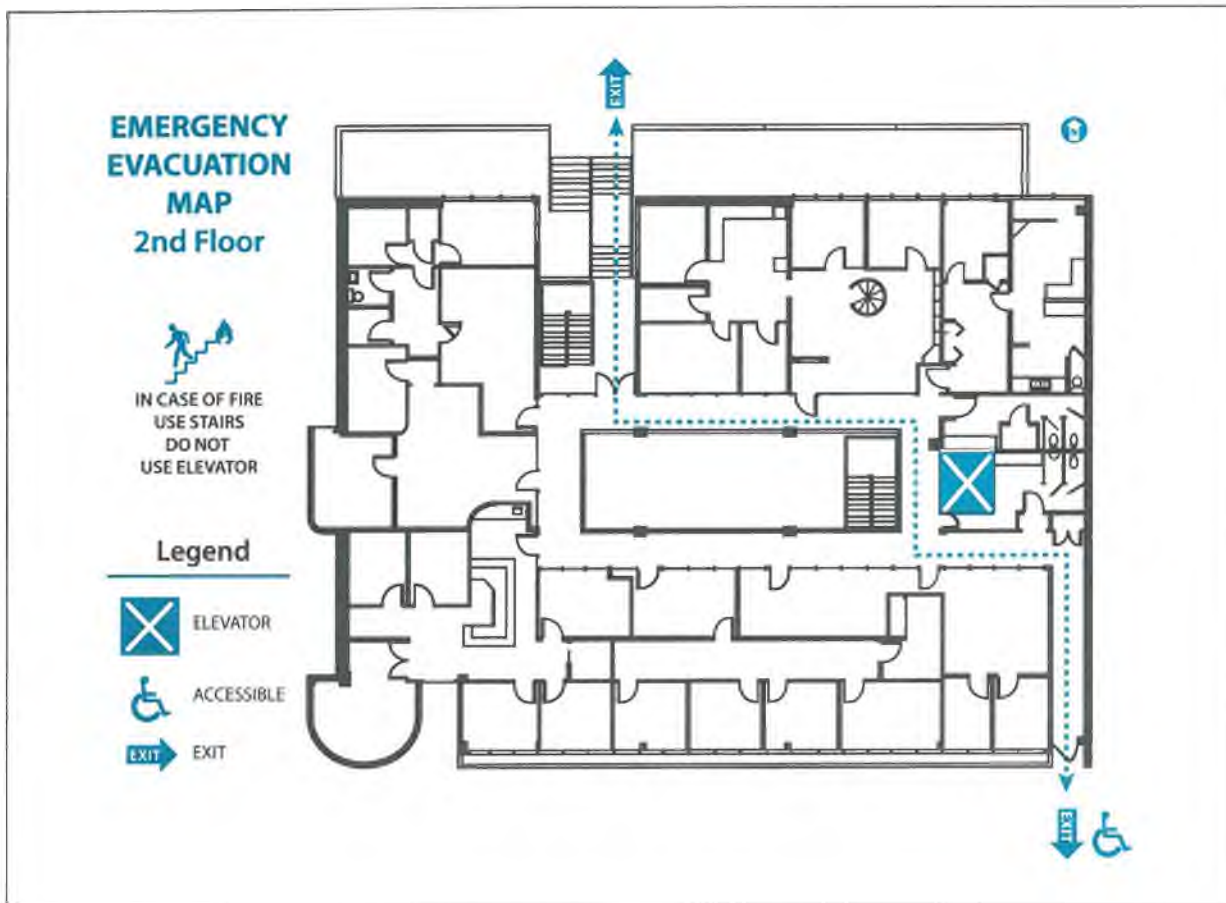
2. Summarize the two documents. What information does each present?

3. How does the format of each graphic document help the audience understand the information?

4. Analyze the second graphic document. Then create a similar diagram that compares and contrasts cell phones and landline telephones.

Skill Practice

Directions: Analyze the graphic document below. Then answer the questions that follow.



Skill Practice (continued)

1. Which of the following best describes this graphic document?
 - A. graphic with text
 - B. graphic without text
 - C. bar graph
 - D. pie graph
2. What is the primary purpose of this document?
 - A. to provide a useful workplace map
 - B. to indicate the location of fire extinguishers
 - C. to help people leave the building during an emergency
 - D. to identify people's offices
3. Explain why this visual document would be much less effective if it were a written document.

4. Draw a simple emergency evacuation map for your home, classroom, or workplace.

Writing Practice

Directions: Choose one of the graphic documents from this lesson. Think about the purpose and meaning of the document. Then write a paragraph that could be used in place of the graphic document. Keep in mind the purpose of your document and the audience. Which version is the more efficient way to communicate this information? Explain your answer.

Lesson Objectives

You will be able to

- Consult reference materials, such as dictionaries and thesauruses
- Gather information from different media
- Determine author's purpose

Skills

- **Core Skill:** Analyze Text Structure
- **Reading Skill:** Evaluate Content in Different Formats

Vocabulary

digital
entry
evaluate
online
preview
reference text
specialized
synonym
volumes

KEY CONCEPT: A reference is a source of factual information. Reference texts include dictionaries, encyclopedias, thesauruses, atlases, directories, and handbooks. These references may be print or digital.

Are you unsure about the meaning of a word you have read? Do you need to research a topic for a report? Would you like to find an expert to help you set up your new sound system? Knowing how to use reference texts can help you with school assignments, workplace responsibilities, and everyday tasks.

Reference Texts

When you need information about a topic, you can look in a **reference text**. A reference text is a source of factual information. Many types of reference texts are found in libraries, in schools, in workplaces, and at the offices and websites of various businesses and government departments. They are available in print form and in digital form.

Purpose of Reference Texts

Reference texts may be written by just one author or by groups of people. Whether a reference text is created by one person or by a team, the purpose of the text is to provide the reader with factual information. These authors usually do not include their opinions about a topic; they are not trying to persuade the reader. Instead, the authors' purpose is to present facts in a straightforward way. Reference texts serve as an educational resource.

Common types of reference texts and their purposes are shown in this chart.

Reference Text	Purpose
Dictionary or Glossary	Provides information on word meanings, spelling, pronunciation, plurals, and more
Thesaurus	Provides synonyms , or words with the same or similar meanings
Encyclopedia	Provides informational articles on a variety of topics
Atlas	Provides maps of the world, continents, countries, and states. Some atlases focus on one subject, such as historical maps.
Handbook or Manual	Provides information on rules, procedures, step-by-step instructions, or product details
Directory	Provides information, such as phone numbers and websites, about groups of people, organizations, or businesses

Analyze Text Structure

All reference texts provide factual information. However, to deliver this information effectively, different reference texts may **structure**, or organize, information in different ways. To understand text structure, examine the following example of the text structure commonly used in dictionaries.

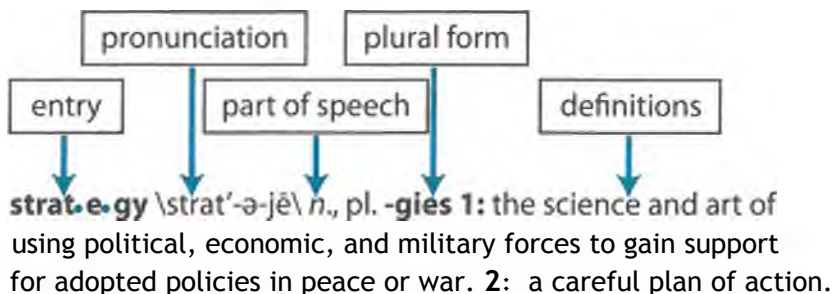
Dictionary

A **dictionary** contains a great deal of information about each **entry**, or word listed. The information is structured in the same way for each entry. Follow these steps to use a dictionary.

1. **Preview** the parts of the dictionary. To preview text, browse through it to see how information is organized.
2. Use the dictionary's **text features**, such as the table of contents and the **guide words**, to find what you are looking for.
3. Guide words, found at the top of each page, show the first and last entries on the page. For example, you will find the word *strategy* on the page that has these guide words:

strand • stratus

4. Decide what information you need. Then **analyze**, or examine, the entry structure to find the data you want.



- Do you want to know how to **pronounce**, or say, the word? Look at the respelling that uses special symbols. The **pronunciation key** explains the sound that each symbol represents.
- Do you want to know how to use the word in a sentence? Look for the **part of speech**. Parts of speech are abbreviated, using *n.* for noun, *v.* for verb, and *adj.* for adjective, for example.
- Do you want to know the word's definition? The entry often provides several definitions.

Directions: Use the pronunciation key to sound out these words:

an·a·lyze \a'na-līz\, **syn·o·nym** \sī'ne-nīm\, **struc ture** \strekk'char\.

\a \ as a in abut \a \ as a in ash \i \ as i in chin
 \ə \ as u in abut \s \ as c in scinace \ē \ as e in easy
 \ 9 r \ as ur/er in further \ch \ as ch in chin \l \ as l in ice

Reading Skill

Evaluate Different Formats

You can find dictionaries in the reference section of the library. You can also find them on CD-ROMs or on the Internet. Digital dictionaries have some features that print dictionaries do not have.

Go online (on the Internet) to a digital (electronic) dictionary, such as this one:

<http://www.merriam-webster.com/dictionary>

Look up one word in the digital dictionary. Notice that some words in the entry appear in a different color. You can click on these words to get links to additional information.

Then look up the same word in a print dictionary. Compare the digital entry to the print entry. Make a list of features that are different in the digital entry than in the print entry. For example, how does the digital version, or form, show pronunciation?

Core Skill

Analyze Text Structure

Text features like headings, art and captions, and bullet points help you understand how an article is structured, or organized. Text features can also help you find out if an article has the information you need.

To skim a text, run your eyes quickly over the article to get an overall impression of its structure and content. Read the headings and subheadings, and then read the first and last paragraphs. Look at the illustrations and boldfaced words.

Scan an article to find the answers to questions, skipping over unrelated text. For example, if you want to know the date of an event, scan headings to identify a section that relates to the event. Then read that section quickly, looking only for numbers, until you find the date.

Locate an encyclopedia article about the American Revolution. Skim the article to determine how it is structured. Scan the text to find the answers to these questions: Where did the First Continental Congress take place? What is the date of the Battle of Yorktown? Then answer this question: How did the text structure help you find the answers?

Glossary

A **glossary** is a text feature of nonfiction books. It identifies important vocabulary words and phrases found in the text. Like a dictionary, a glossary is arranged alphabetically, but it does not include as much information as a dictionary. Usually it gives the meanings of words and phrases only as they are used in the book.

Thesaurus

A thesaurus is a reference text that lists words with their **synonyms**, or words that have the same or similar meanings. You can use a thesaurus when you need to find just the right word to express an idea. You can also use a thesaurus when you want to avoid repeating a word over and over.

Directions: Choose a word from the following thesaurus entry to replace the word *eat* in this sentence:

I am so hungry I could eat this entire dinner in one gulp.

eat: consume, ingest, put away, swallow, devour, take in, dispose of

Encyclopedia

An encyclopedia is a set of **volumes**, or books, that contain factual articles. Some encyclopedias cover a wide variety of subject areas, such as history, biography, geography, sports, and science. Other encyclopedias are **specialized**—that is, they focus on just one subject area.

A print encyclopedia is organized in alphabetical order. To find information, think of a key word connected to your topic. Then identify the volume that contains articles beginning with the first letter of that key word. Use the guide words at the top of the pages to help you find the article on your topic. You can then use additional text features such as headings, subheadings, and illustrations to locate specific details in the article.

The last volume of an encyclopedia is the index. It lists topics in alphabetical order. You can use the index to quickly find the volume that contains the main article about your topic. The index also lists additional articles related to your topic.

Atlas

An atlas is a book that contains maps. There are many kinds of maps. The types of maps you are likely to use most often are political maps and physical maps. **Political maps** show the boundaries between countries and states. They also show other details such as cities, rivers, and roads. **Physical maps** show landforms, oceans, and other natural features of an area. Atlases may include other types of maps, such as maps that focus on oceans, climate, or historical events.

Directions: Examine the political map shown here and name the states that **border**, or touch the edge of, Iowa.

MIDWESTERN AND GREAT PLAINS STATES



THINK ABOUT READING

Directions: If you are thinking of moving to another city for a job, how would you use an encyclopedia to get information about that city? What additional information would you find in an atlas? Write your answers on the lines below.

WRITE TO LEARN

The Impossible is a movie that tells the story of the December 2004 Southeast Asian tsunami from the point of view of one family that survived the disaster.

Use an encyclopedia to gather details about that tsunami and the areas in Southeast Asia that were affected by it. Evaluate, or make a judgment about, whether your reference is up-to-date.

Use a print or online atlas to find physical maps of the area surrounding the Indian Ocean where the tsunami did the most damage. Find a physical map that shows the area's elevation above sea level. What do these physical maps show you about the lands that were hardest hit by the tsunami?

Write a three-paragraph factual article that could be used in a newspaper on the anniversary of the tsunami.

REAL WORLD CONNECTION

Gather Information from Different Media

When you use a reference text for the first time, take a moment to analyze how the text is organized.

- Skim the table of contents and the introduction to get a general idea of what information the text includes.
- Identify a key word that will help you find the information you need.
- Use your key word to look up your topic in the index.
- Let headings and subheadings guide you to the correct area on a page.
- If you are using an online text, pay attention to links that may provide related information.

What is something you would like to know how to do? For example, would you like to know how to change a tire, take care of a strained muscle, or build a table? In a notebook, make a list of key words that will help you find that information in a handbook or manual.

Handbook or Manual

A handbook or a manual is a reference text that provides detailed information or instructions about specific subjects. You may have used or seen some of the following examples of handbooks and manuals:

Employee handbooks explain a company's rules of conduct, workplace procedures, and safety policies.

Grammar handbooks list rules of language usage.

Technical manuals provide details and step-by-step instructions on how to repair items such as vehicles or major appliances.

User manuals give information about how to use electronic devices such as computers, smartphones, and e-book readers.

Handbooks and manuals are written by experts. They are updated frequently to include new information. You can find handbooks and manuals online or in the reference section of your library.

Directions: Read the following questions. In a notebook, name the kind of handbook or manual that would likely contain the information needed to answer each question.

- What features does my smartphone have?
- How can I install software on my computer by myself?
- What is a noun?
- What are the duties and responsibilities of a US mail carrier?

Directory

A directory is a book or online resource that lists names, addresses, and other information about people, businesses, or organizations. A telephone book is an example of a directory. You can find a directory for almost any type of organization or location.

Directions: Read the list of types of directories below. Then discuss with a partner how these directories are used in business and in everyday life.

- Professional directories provide lists of lawyers, dentists, business executives, builders, and other specialized workers.
- School directories give information about location, type, size, and courses available.
- Some directories focus on places; for example, there are directories of airports, parks, hospitals, and restaurants.
- Other directories focus on organizations; for example, government offices, businesses, and volunteer organizations.



THINK ABOUT READING

Directions: Answer the following questions.

1. Which of the following is the best resource to use for finding a list of doctors' names and phone numbers?
 - A. a manual
 - B. a handbook
 - C. a directory
 - D. a map
2. Which of the following best describes the kind of information you would find in a technical manual?
 - A. names, addresses, and phone numbers
 - B. company rules and policies
 - C. restaurant locations and ratings
 - D. product details and step-by-step instructions
3. Why is it important to use the most up-to-date handbooks and manuals?

Vocabulary Review

Directions: Match these words with their definitions.

- | | |
|----------------|--|
| 1. digital | A. focused on one particular subject |
| 2. entry | B. a term listed in a reference source |
| 3. online | C. available on the Internet |
| 4. reference | D. a source of information |
| 5. specialized | E. books |
| 6. synonym | F. a word that is similar in meaning to another word |
| 7. volumes | G. relating to computer technology |

21st Century Skill Information Literacy

Whether you are writing a research paper for a school course or preparing a report for your job, you must evaluate whether your reference texts are up-to-date. Information changes quickly. Governments have new leaders, countries change their names, and scientific discoveries disprove old ideas. Print resources cannot keep up with our rapidly changing world. However, digital resources can be quickly updated. Use the following tips to identify reliable, up-to-date online resources.

- Websites that have .edu, .org, and .gov in their web address are generally more reliable than sites that have .com or .biz in their address.
- Use more than one search engine (for example, Google and Bing).
- Decide what key words or specific questions will help you find the information you need.
- Check for a date on the website to make sure it has been recently updated.

Do a computer search for reliable, or trustworthy, reference websites. In a notebook, under the headings *Dictionary*, *Thesaurus*, *Encyclopedia*, and *Atlas*, list the web addresses for the resources you find.

Skill Review

Directions: Look at the example of a dictionary entry below. Then answer the questions that follow. Questions 1 through 5 refer to the example.

crazy • creek

era «y /krā'-zē/ *adj.* 1. affected with madness; insane.

2. impractical. 3. being out of the ordinary. 4. infatuated,

cream /krēm/ *n.* 1. the yellowish fatty part of milk.

2. a pale yellow. 3. the choicest part.

cred.i.ble /krəd'-a-bal/ *adj.* 1. capable of being believed.

2. worthy of confidence.

1. Look at the guide words on the dictionary page above. Which of the following words will you find on that page?

creaky, creepy, crate, crease, crescent, creature, crash, credence

2. Which meaning of the word *cream* matches the meaning of *cream* in the following sentence?

The walls are painted a rich cream, which gives the room a warm, open feeling.

3. Which words in the dictionary example are adjectives?

4. Does the *a* in *crazy* rhyme with the *a* in *cape* or the *a* in *cat*?

5. How many definitions, or meanings, does *credible* have?

6. How is a glossary similar to and different from a dictionary?

7. How is the reason you use a thesaurus different from the reason you use a dictionary?

Skill Review (continued)

Directions: Choose the one best answer to each question.

8. Creating a list of topics and key words is helpful when looking for information in which reference text?
 - A. a thesaurus
 - B. an atlas
 - C. an encyclopedia
 - D. a dictionary
9. What is the best way to find specific information in a long encyclopedia article?
 - A. Read the entire article and take notes.
 - B. Read only the first and last paragraphs of the article.
 - C. Look at the illustrations and photographs and read the captions.
 - D. Look for headings related to your topic and read those sections.
10. How could you determine which states border a particular state?
 - A. Consult a political map in an atlas.
 - B. Use key words to find the information in an encyclopedia.
 - C. Look for a useful chart in a transportation manual.
 - D. Look up the specific state in a dictionary.
11. Which resource should you use if you want to know who is in charge of your local health department?
 - A. a communications handbook
 - B. a manual of public health
 - C. a directory of local government officials
 - D. a glossary in a health textbook
12. In what way do businesses benefit from being listed in directories?
 - A. They can be fined if they are not listed in a directory.
 - B. Directories increase business by providing publicity.
 - C. Directory publishers pay for their listings.
 - D. People know that only the best businesses are listed in directories.

Skill Practice

Directions: Fill in the blanks with words or short answers to complete the sentences for questions 1 through 8. Write a short response for questions 9 and 10.

1. If you encounter an unknown term in a text, you should check to see if the text has a(n) _____ that tells the meaning of the word.
2. If you want to add excitement to a report you are writing, you can use a(n) _____ to find an interesting _____ to substitute for an uninteresting or overused word.
3. A print encyclopedia is a set of _____ that contains information that is organized in _____ order.
4. You can use the guide words at the top of dictionary pages and encyclopedia pages to _____.
5. If you want to know whether a city you plan to visit is near a beach, you can find out by consulting a(n) _____.
6. One reason you might want to use a political map is to see _____.

Skill Practice (continued)

7. In order to make repairs, an auto mechanic may need to refer to_____
8. The most important information for a business to list in a directory is_____
9. What types of information would you expect to find in a company's workplace procedures and safety handbook?

10. Evaluate the differences between digital dictionaries and print dictionaries. In what ways are they the same? In what ways are they different?

Writing Practice

Directions: Choose a city or region that you would like to visit. Use reference texts to gather information about the region. Use the information you have gathered to write three paragraphs that include important or interesting facts about the place you have chosen.

LESSON 1.7

Comparing Texts in Different Media

Lesson Objectives

You will be able to

- Gather information from different media
- Evaluate content in different media
- Determine advantages and disadvantages of different media

Skills

- **Core Skill:** Draw Conclusions
- **Reading Skill:** Evaluate Content in Different Media

Vocabulary

animation
enhance
interpret
italics
media
multimedia
presentation
visualize

KEY CONCEPT: Comparing how the same text is presented in different media can provide a deeper understanding of a text.

You often read texts that are meant to help you understand how to do a task or how to make a choice. These are called functional texts. An application form can tell you how to apply for a job, and a menu can tell you what choices are available for lunch. Sometimes seeing or hearing the same information in a different form can be helpful. Have you ever read a set of instructions and wished you could see them demonstrated? When text is presented in different media, you may find new layers of meaning.

Texts in Different Media

People use different **media**, or systems of communication, to access entertainment, news, and other information. Books, newspapers, magazines, television, radio, billboards, advertisements, and the Internet are types of media. Each medium has its own advantages and disadvantages.

Reading a written text is a direct way to connect with an author's message. When you read, you are free to use your imagination to **visualize**, or picture, what an author describes. An author uses words to help readers "see" and "hear" the message.

However, exploring a different version of that same functional text can greatly **enhance** (improve or add to) your understanding of the text. Reading a wedding invitation is a different experience than hearing the same invitation directly from the bride. The bride might give you exactly the same information about the time and place of the wedding, but her body language and the emotion in her voice might affect the way that you respond to the invitation.

Each person's understanding of a text depends, in part, on the knowledge and values that person brings to the text. An advertising writer may **interpret**, or understand, the text of an advertisement in a different way than you would interpret it. That is why it is important to **analyze**, or carefully examine, the ways that a text is affected by the medium in which it is presented.

EVALUATE CONTENT IN DIFFERENT MEDIA

When you compare different versions of a text, look for ways the versions are alike and different. How you respond to audio and video versions is affected by the choices that performers and directors make. An **audio**, or sound, version may build mood through sound effects or music. Performers affect the mood through their **tone**. By speaking in a stern tone or a friendly tone, performers help the audience understand the text. The rhythm of an actor's speech adds another effect. Directors influence video versions through setting, lighting, and camera work.

Read this weather warning that might appear on a website.

Online version

Your Weather Web, webmaster Rosita Ruiz

Travel Advisory

- Drivers in Virginia and North Carolina should take care. Black ice has covered many roads due to yesterday's snow.
- Farther north, Philadelphia, New York, and Buffalo have blizzard conditions. Drivers are advised to stay off the roads.

Tomorrow's Weather

- A cold front will move down from Canada through the Great Lakes and the Ohio Valley. The frigid air will be pushed along by winds of 30 to 40 miles per hour, causing falling tree limbs and possible power outages in some areas.

Now read aloud the following audio version, as a radio announcer would read it. Use expression and emphasize the words in **italics**, or slanted type. Notice how the audio version differs from the print version.

Audio version

Good morning! I'm Rosita Ruiz with your weekend weather report. This morning, drivers in Virginia and North Carolina will have to *watch out* for *black ice* from yesterday's snow. Farther up the coast, folks in Philadelphia, New York, and Buffalo are *still battling that monster blizzard*. So *stay indoors and keep warm!* Tomorrow a *huge cold front* will *blast* down from Canada, all the way through the *Great Lakes* and the *Ohio Valley*. Winds of *30 to 40 miles per hour* will *push that frigid air along*, which may cause falling tree limbs and possible *power outages* in some areas.

The audio version adds language not found in the original text. What is the effect of these changes? How does emphasizing certain words affect their impact? Which version makes it easier for you to visualize the serious weather situation? Which version is more informal?

Reading Skill

Evaluate Content in Different Media

When you examine different media versions of an informational text, review the content to determine if there are any differences between the two versions.

If the information included in an audio, video, or digital version of a text differs from the information in the print version, determine whether the difference affects the message. Does the adapted, or changed, version still represent the author's viewpoint or values?

Think about why the changes were made. Was the original text too long or too short? Was the tone too formal or too informal? Does the addition of photos, art, videos, maps, or charts change the way you understand the text?

In a notebook, list the main ideas of the online and audio versions of this weather report. Make note of any ideas that have been changed or omitted.

Core Skill

Draw Conclusions

To draw conclusions about a text, first analyze the parts of the text. In the written announcement about on-the-job training, the headings lead you to bullet points that add details about who might be interested in on-the-job training, why on-the-job training is helpful, and what workplaces commonly offer on-the-job training.

In the video version, the presentation, or demonstration, is enhanced by the onscreen captions that repeat the narrator's speech.

Studying both the video and print versions of the on-the-job training information helps you understand various aspects of this type of instruction.

After analyzing the text, discuss the following questions with a classmate:

What conclusion can you draw about the usefulness of on-the-job training?

From the video, what can you infer about on-the-job training from the examples of people learning on the job?

Do you have a positive or negative impression of the value of on-the-job training? Explain your view.

Directions: Read this announcement about an employment option. Pay attention to the headings and the way the text is organized. When you have finished reading the announcement, write one sentence stating the author's purpose.

Looking for a Job? Consider On-the-Job Training!

What is on-the-job training?

On-the-job training is instruction provided to employees while they are working. This training teaches skills that will help employees do their jobs safely and efficiently.

Are you a candidate for on-the-job training?

You may be a candidate if you are

- a young person entering the workforce
- a worker laid off due to downsizing
- a military serviceperson returning from active duty
- a person hoping to change careers without lengthy preparation

What advantages can on-the-job training offer you?

On-the-job training offers you

- the chance to begin earning an income while learning new skills
- the opportunity to learn job skills through instruction, demonstration, and hands-on practice
- the acquisition of skills that can transfer from one job to another and help you build a professional career

What industries offer on-the-job training?

On-the-job training is often offered in

- the communications, automotive, steel, and construction industries, for example
- many government agencies

To explore employment offering on-the-job training, go online and visit your state's employment development website. These websites contain information about employers and on-the-job training.

Directions: Watch an online video about on-the-job training at this link. Under the heading *Work Option Videos*, click on the title *Requiring On-the-Job Training*.

<http://www.careeronestop.org/Aideos/WorkOptionVideos/work-option-videos.aspx>

THINKING ABOUT READING

Directions: Use the space provided to explain why you think the information about on-the-job training is more effective in the written text or in the video version?

Clear written instructions can guide you through everyday tasks, such as making popcorn or changing a tire. Written instructions can also teach you more complicated skills, such as cardiopulmonary resuscitation, or CPR.

Directions: Read the CPR instructions below. Look carefully at the headings and the illustrations. Then close your book and write a brief description of the C-A-B steps.

Guidelines for Basic CPR

The three steps of CPR

C ompressions: Push hard and fast on the center of the victim's chest.

Airway: Tilt the victim's head back and lift the chin to open the **airway**, or breathing passage.

B reathing: Give rescue breaths to the victim by exhaling your breath into the victim's mouth.

To perform CPR on an adult

Check and Call: Check the victim for responsiveness. If the victim is not conscious, is not breathing, or is gasping for breath, call 911 for emergency medical help. Then begin CPR.

Compress

- Put your hands one on top of the other in the center of the chest. Push 30 times, pressing down at least 2 inches.
- Push at the rate of 100 pushes per minute.

Breathe

- To open the victim's airway, tilt the head back and lift the chin.
- Pinch the victim's nostrils closed so air will not escape.
- Put your mouth over the victim's mouth and give 2 breaths.

Continue

- Continue sets of 30 pushes followed by 2 breaths.
- When emergency medical personnel arrive, they will take over the victim's care.



WORKPLACE CONNECTION

Analyze Text Connections in Different Media

Employers deliver information in the workplace in various forms. Safety instructions, for example, may be distributed in print form—in a safety manual or safety memos. The same safety messages may also be delivered as a live demonstration or as a video showing step-by-step safety instructions.

The type of media used has a great impact on how well people understand the message and remember it.

Multimedia presentations are useful for presenting step-by-step instructions. Brief text that can be read quickly reinforces the visual images and the sound.

Think about a topic (such as cooking) you have studied in various media—written recipes and cooking shows. In a notebook, write several sentences telling how the information was similar in different formats. If you found one form of instruction (print, live presentation, or video) to be more useful than another, explain why.

WRITE TO LEARN

Imagine you live in Chicago, Illinois, and frequently travel by car around the state. You may use a printed map when you are traveling. However, you may get more up-to-date information if you use an online map.

An interactive Illinois highway map can be found at this website:

<http://www.gettingaroundillinois.com/gai.htm>

Click the *Road Closed* and *Construction Zone* icons in the box on the right side of the map to show road construction on major highways.

Then click the + icon on the left side of the map to change the size of the map. Enlarge the map until you see the names of streets so you can find the exact location of road construction sites.

In a notebook, explain how accessing this map before starting out on a trip would help you plan your route.

A **multimedia** presentation uses two or more types of media. These may include audio, video, still images, text, and **animation** (movement). The illustrations and text on the web page listed below show basic CPR steps. The animation created by the arrows helps you visualize the movements used when doing CPR.

Directions: Go to the website and review the text and illustrations. Then, in a notebook, answer the questions that follow.

<http://depts.washington.edu/learncpr/quickepr.html>

What additional instructions are provided when you click the words "unresponsiveness" and "push"?

How does the multimedia format enhance the CPR training steps?

Directions: Imagine you are living in the Minneapolis, Minnesota, area (near Big Lake) and travel around by bike and commuter train. You are taking a class that begins at 8:00 a. m. Your school is a 10-minute walk (3-minute bike ride) from Fridley Station. Study the train schedule below. Then write out your travel schedule for days when you walk and days when you bike.

Route Number	Big Lake Station	Elk River Station	Ramsey Station	Anoka Station	Riverdale Station	Fridley Station	Target Field Station
	1	2	3	4	5	6	7
AM							
888	5:01	5:11	5:16	5:22	5:26	5:34	5:50
888	5:51	6:01	6:06	6:12	6:16	6:24	6:40
888	6:21	6:31	6:36	6:42	6:46	6:54	7:10
888	6:51	7:01	7:06	7:12	7:16	7:24	7:40
888	7:21	7:31	7:36	7:42	7:46	7:54	8:10

Directions: Now that you have read the printed version of this train schedule, go online and explore the differences between the print text and the information available online.

<http://metrotransit.org/schedules/webschedules.aspx?route=888>

Click *Weekday* to access the desired schedule. This schedule is the same as the print text. Now click *View/Print Detailed Route Map*. Read the information on pages 1 and 2 of the map. Then, in a notebook, make a list of the information provided online that does not appear in the printed schedule.



THINK ABOUT READING

Directions: Use information from the online detailed route map to answer these questions.

1. What options do you have for what to do with your bike when you are traveling from home (Big Lake) to school (Fridley)?

2. You want to attend the Memorial Day parade, which starts near the Target Field Station at 9: 00 a. m. Which train should you catch in order to be on time?

3. Your roommate, who drives a car, has signed up for the same class you are taking. He is trying to decide whether to drive to school or take the train. What advantage would he have by driving to Big Lake Station and then taking the train?

4. The map shows the names of the train stations. What additional information does the map show about the stations?

21st Century Skills Media Literacy

Reading a text in different media can enhance your understanding of the text. Knowing how to locate different media versions of a text is a useful skill.

The fastest way to locate such information is with an online search. Using a search engine, enter key words that describe the topic you are searching for, such as *recipes*, *taxes*, *maps*, or *water safety*. Also enter key words related to media, such as *video* or *multimedia*.

In a notebook, list two sites that contain videos about a topic you are interested in. Also list two sites that include multimedia presentations about your topic. Remember that the most reliable sites end with *.edu*, *.gov*, and *.org*.

Analyze the information you find on the video and multimedia sites. Then write a paragraph about the similarities and differences of these presentations.

Vocabulary Review

Directions: Match these words with their definitions.

- | | |
|-----------------------|---|
| 1. _____ animation | A. a demonstration |
| 2. _____ italics | B. movement |
| 3. _____ enhance | C. systems of communication |
| 4. _____ interpret | D. to add to or improve |
| 5. _____ media | E. slanted type |
| 6. _____ multimedia | F. to understand a text |
| 7. _____ presentation | G. using several forms of communication |

Skill Review

Directions: Read the text of the recipe. Then go to the website listed below to watch a video of a chef preparing the recipe. To find the *Spaghetti and Tomato Sauce Video*, write "spaghetti and tomato sauce" in the box that says "Enter search terms... "

http://www.stjoeslivingston.org/body_howell.cfm?id=4611&action=list&t=Health-eCooking&d=recipe&w=trinity&tid=1&cid=143

Tasty Tomato Sauce Pasta

Makes 4 servings

Ingredients

2 tsp. (teaspoons) olive oil
1/2 cup chopped onion
1 garlic clove, finely chopped
1/2 tsp. salt
1/4 tsp. black pepper
2 (16 oz.) cans crushed tomatoes
1 Tbsp. (tablespoon) chopped parsley
12 oz. spaghetti
2 Tbsp. grated Parmesan or Romano cheese

Preparation

Fill a large pot | full with water. Heat the water over high heat until it boils. Keep water hot while you make the sauce.

Pour olive oil into a large frying pan and heat over medium heat until the oil is hot. Add the onion, garlic, salt, and pepper. Cook for 4 to 5 minutes.

Add the tomatoes to the pan and let the sauce come to a boil. Reduce heat to low and stir the mixture occasionally until the sauce becomes thick. This will take about 15 minutes. Add the parsley and cook on low for 5 more minutes, stirring occasionally.

Add spaghetti noodles to the pot of boiling water and cook until tender, about 9 minutes. Drain the water from the spaghetti. Place one serving of spaghetti on each plate and spoon sauce over the top. Sprinkle cheese over each plate and serve.

Directions: Answer these questions.

1. What effect does the video version of the recipe have on your interest in preparing the recipe?

Skill Review (continued)

2. In what ways does the video version give you more information than the written text? In what ways does the written text provide more information than the video version?

3. If you were preparing the recipe, what suggestions from the video version would you use? What ways might you change the recipe to make it your own?

4. What people "see" and "hear" when reading a text may be different from what they see and hear when viewing a video version of that text. Why is that so?

5. When a television cooking show demonstrates how to make recipes, the television director will often cut, or stop the action, at the point that a partially prepared dish is being placed into the oven or into the refrigerator. The director will then come back to the action when the dish comes out of the oven or refrigerator. Why do you think this may be so?

6. How might a print version of an instructional text be more helpful than a multimedia version? How might a multimedia format make instructional text easier to understand?

Skill Practice

Directions: Read the following document. Then answer the questions that follow.
Questions 1 and 2 relate to the poster.



ROCKLINE COUNTY FAIR
Anytown, Oklahoma
August 17–30

Fun for the Whole Family!

Come and enjoy
Main Street Parade
Live Bands
Giant Carnival Midway
4-H Food Auction
Livestock Judging Contest
All-Breed Dog Show
Open Youth Rodeo
High Plains Barbershop Chorus
Amateur Flat Track Racing
Nightly Fireworks Display

Visit www.rocklinefair.com for

- Ticket Outlets and Advance Ticket Information
- Complete Details of all Fair Activities

1. If the organizers of the Rockline County Fair put a video of the fair on their website, what advantages might the video have over this print flyer?

Skill Practice

2. Which events mentioned in the print flyer do you think should be featured in a video to interest more people in attending the fair?

3. Evaluate the differences between using a print train schedule and an online train schedule. In what ways are the texts the same? In what ways are they different?

4. What types of information would you expect to find on a printed road map? What information would you expect to find in an online interactive map?

Writing Practice

Directions: Choose a print text from the lesson or another functional document you are familiar with, such as a product information sheet, an application form, an advertisement, or a schedule. Write a paragraph in which you state the author's purpose for writing the document and describe the audience that would read the document. Then write a one-paragraph summary of the document. Finally, write a paragraph explaining why the text might be more effective in a different medium, such as an audio, video, or multimedia presentation.

Review

Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following passage.

The Importance of a Receipt

At one time or another, you will probably buy something that is not what you really want. You will then need to return the item to the store. Returning an item is easy if you have a receipt. You can simply return the item to customer service and receive a store credit or get your money back. However, if you do not have a receipt, here is what to do.

1. First, if the item has parts, make sure you have all the pieces.
2. Then, neatly fold or repack the item in its original packaging.
3. At the store, go immediately to the customer service desk before you do any other shopping. If you walk through the store with the item, a sales clerk cannot be sure that you brought the item into the store.
4. Explain that you want to return the item but you do not have a receipt. If you used a credit card, show the employee the card you used. The store may have a record of your purchase.
5. Tell the employee whether you would like to exchange the item for something else or would like store credit. A store credit would allow you to buy something from the store at a later time for the amount of the credit.
6. Do not expect to get your money back. Most stores will not give you money without a receipt.
7. At home, create a receipt box to save receipts from future purchases. Then you will have the receipt the next time you need to make a return.

1. How is returning an item with a receipt different from returning an item without a receipt?
 - A. It is easier to return an item with a receipt.
 - B. It is easier to return an item without a receipt.
 - C. You will get store credit only if you have a receipt.
 - D. You do not need to go to customer service if you have a receipt.
2. Why should you go straight to customer service when you walk in the store?
 - A. It will give you more time to shop.
 - B. You will get your refund faster.
 - C. Store employees will know you already bought the item.
 - D. You will not have to wait in line.
3. Which people would find the advice in this passage most useful?
 - A. customer service employees
 - B. customers who have a receipt for an item they want to return
 - C. customers who do not have a receipt for an item they want to return
 - D. customers who is happy with what they bought
4. What might happen if you skip step 1?
 - A. You might get store credit instead of a refund.
 - B. You might get a refund instead of store credit.
 - C. You may forget to fold or repack the item properly.
 - D. You may forget a piece and not be able to return the item.

Directions: Questions 5 through 8 refer to the following passage.

GZ Mattress Company Mission Statement

Our Goal: To be the top manufacturer of mattresses in the world. To meet this goal, we must constantly seek innovations and new designs to ensure that our products are superior to all others.

Our Pledge: We will provide cost-effective, high-quality mattresses internationally in order to improve the quality of our customers' sleep. This pledge exemplifies our reason for being in business in the mattress industry and represents the way we will go about realizing our goal.

Our Professionalism: Our standards for professionalism are reflected in the way we do business. They include a commitment to courtesy, pride, superiority, innovation, determination, honor, and philanthropy. We expect all our employees to adhere to these standards when working with one another and with people outside of our company.

5. What type of mattresses does this company plan to sell?
 - A. the cheapest mattresses possible
 - B. well-made, reasonably priced mattresses
 - C. mattresses in several colors
 - D. mattresses that can also be used as couches
6. What is the GZ Mattress Company's main goal?
 - A. to be the top US manufacturer of mattresses
 - B. to produce and sell the least expensive mattresses in the world
 - C. to produce the most comfortable mattresses in the United States
 - D. to sell mattresses that are superior to every other mattress
7. To reach its goal, what must GZ Mattress Company do?
 - A. produce its mattresses outside the United States
 - B. produce mattresses that are inferior to other mattresses
 - C. use innovation and new design
 - D. use cheap labor and shortcuts to produce better mattresses
8. What does this employer expect from its employees?
 - A. They should adhere to the company's standards of professionalism with all people.
 - B. They do not need to follow the company's standards when dealing with people outside the company.
 - C. They should follow the company's standards only when dealing with people inside the company.
 - D. They should follow the company's standards only when dealing with supervisors.

Review

Directions: Questions 9 through 12 refer to the following website.



9. Is this website the best place to get just the facts about the game between the Sonics and the Tornadoes?
- A. No, because it tells what a Tornadoes fan thought of the game.
 - B. Yes, because it is a website for a local newspaper.
 - C. No, because it tells what a Sonics fan thought of the game.
 - D. Yes, because it gives the score of the game.
10. Which link should you click on to read news updates?
- A. www.citysonicsnews.com
 - B. Hector Rivera
 - C. Lee Chen
 - D. Tony Hutchinson
11. How does the website help you find important information?
- A. It uses pictures.
 - B. It uses italic type.
 - C. It uses boldfaced type.
 - D. It uses numbers.
12. Where should you click if you wanted to see a list of the City Sonics games?
- A. News
 - B. Schedule
 - C. Tickets
 - D. Meet the Players

Review

CHAPTER 1

Check Your Understanding

On the following chart, circle the number of any question you answered incorrectly. Under each content area you will see the pages you can review to learn the content covered in the question. Pay particular attention to reviewing those lessons in which you missed half or more of the questions.

Chapter 1 Review

Lesson	Item Number	Review Pages
How-to and Instructions	1, 2, 3, 4	22-29
Websites	9, 10, 11, 12	30-37
Workplace Documents	5, 6, 7, 8	38-47

Review

ESSAY WRITING PRACTICE

Memos and Forms, How-To and Instructions, Workplace Documents, and Reference Texts

Directions: Write an essay in response to one of the prompts below. Review Lessons 1. 1, 1. 2, 1. 4, or 1. 6 for help with planning, writing strategies, and text structure.

MEMO

Memos are a quick and easy way for people to communicate in the workplace. These documents can include questions about work assignments, changes in company policies, announcements about company events, and so on.

Create a memo about an upcoming company Family Day Picnic. Outline the details of this event. Keep in mind that this memo will go to everyone in the company. It should include all of the information employees need to know about when and where the event will take place.

HOW-TO AND INSTRUCTIONS

Some workplace tasks may be complex or involve many steps. Instructions and how-to manuals are useful guides that list each step in a process. Reading these guides and following them carefully will help you successfully complete your assignments.

Your supervisor has asked you to create a set of instructions for a new employee. Write a list of instructions with at least five steps about a process of your choice. For example, you could write out the steps for your department's process for ordering supplies, or your process for customer care. For each step, include enough detail that someone new to the job would know how to complete the task safely and correctly.

WORKPLACE DOCUMENT

Within a workplace environment, employees use many types of documents to convey information. Part of your daily routine might involve writing and responding to e-mails and memos, following performance and safety guidelines, or completing forms.

Write a two-paragraph report to your supervisor in which you summarize a meeting you attended. List the main points discussed at the meeting and tell what was decided about each of the points. Use proper punctuation and appropriate language to maintain a professional tone.

