

Module 6: Effective Reading

Group: _____

Tutor: _____

Location: _____

Aims

- To obtain information from a variety of textual materials

Outcomes

Participants will:

- Use a variety of reading techniques, such as skimming and scanning etc
- Obtain information on a range of textual materials which include policy and sector specific documents
- Obtain main points from texts and summarise whilst maintaining meaning
- Recognise organisational features, language and style of different text types

Activity and time	Tutor activity	Learner activity	References
Recap on previous session 10 minutes	<ul style="list-style-type: none">• Informal questioning from previous week's activities.• Support test preparation by introducing relevant level 1 and/or level 2 examples of test questions as part of previous session recap.• Introduce aims and outcomes using PowerPoint presentation slides 1-3.	<ul style="list-style-type: none">• Listen and respond	SLc/L1.1 SLc/L2.1

Activity and time	Tutor activity	Learner activity	References
<p>Reading techniques 20 minutes</p>	<ul style="list-style-type: none"> • Ask participants, in pairs, to reflect on everything they have read in the past week. • Flipchart responses. • Encourage participants to share the methods they used for reading different materials. • Discuss the various techniques they used and in the context of the examples they have given, define skimming, scanning and careful reading using slides 4-6 to support discussion and explanation. 	<ul style="list-style-type: none"> • Listen and respond 	
<p>Obtain information from texts 30 minutes</p>	<ul style="list-style-type: none"> • Introduce Activity 1 using Handout 1: Press release. • Invite participants to apply appropriate reading techniques in order to obtain specific information. Encourage use of highlighter pens to locate relevant information. • Introduce Activity 2 using Handout 2: Job Description. • Lead feedback session. Discuss methods they used for finding information - scanning for key words etc (if the opportunity arises to discuss readability – see summary, advice and guidance – you may wish to use Handout 2a to support an additional exercise). 	<ul style="list-style-type: none"> • Listen and respond to instructions • Read texts using varying strategies • Obtain specific information from texts • Feedback 	<p>Rt/L1.5 Rt/L2.7</p>
<p>Break 20 minutes</p>			

Activity and time	Tutor activity	Learner activity	References
<p>Using policy documents to obtain information 30 minutes</p>	<ul style="list-style-type: none"> • Discuss types of policy documents used in Health Sector. • Introduce Activity 3: Equality & Diversity and suggest participants use appropriate reading methods to obtain information as required. • Lead feedback session to discuss outcomes. 	<ul style="list-style-type: none"> • Listen and respond • Use a variety of reading strategies to obtain detailed information from documents • Discuss outcomes 	<p>Rt/L1.5 Rt/L2.7</p>

Activity and time	Tutor activity	Learner activity	References
<p>Text analysis 45 minutes</p>	<ul style="list-style-type: none"> • Introduce the concept of text types using slide 7 to support explanation and discussion. • Discuss the different types of text used in workplace communications e.g. memo, e-mail, forms etc [it would be useful to have a range of examples available]. • Discuss how effectiveness is linked to layout, language and style and how, when evaluating text, the reader should consider how suitable it is for purpose. • Introduce Activity 4: Fire Safety. Ask participants to complete exercise in pairs. • Discuss outcomes. • Draw attention to Handout 3: Text definitions and Handout 4: Organisational features of texts. Introduce Activity 5: Text types. Ask participants to complete activity in pairs. Note how they will need to apply some of the reading strategies discussed earlier in the session to locate the information from the handouts required to complete the task successfully. • Discuss outcomes. 	<ul style="list-style-type: none"> • Listen and respond • Read text and activity sheets and complete as per instructions • Select appropriate text type • Complete handout table to include organisational features of text • Discuss outcomes 	
<p>Contextualised questions 15 minutes</p>	<ul style="list-style-type: none"> • Introduce Activity 6: Consolidation questions. 	<ul style="list-style-type: none"> • Complete consolidation questions 	

Activity and time	Tutor activity	Learner activity	References
Session summary and evaluation 10 minutes	<ul style="list-style-type: none"> • Summary. • Ask participants to complete evaluation. 	<ul style="list-style-type: none"> • Listen and respond 	

Resources/aids

- Policy documents – Health & Safety, Equality & Diversity
- Move On reading materials
- Flipchart
- Activity sheets

Assessment evaluation

Participants will be assessed using - discussion, observation, question and answer.
This session plan covers the following descriptors for the KSF: Core 3 Level 1 a,b,c,d,e

Individual learning planning

Learner	Skills	Activity/ Resources	Evaluation (where next?)

get on at work



Module 6 :Effective Reading



QIA

get on at work

Aims

- To obtain information from a variety of textual materials by applying effective reading strategies



get on at work

Outcomes

- Participants will
- Use a variety of reading strategies e.g. skimming and scanning
 - Obtain information from a range of textual materials including Health Sector specific documents
 - Effectively summarise main points from texts
 - Recognise organisational features, language and style of different text types



Reading strategies

- **Skimming** – very fast reading missing out lots of words; using headings, subheadings and illustrations to obtain more information
- Purpose – to get a general idea
- Useful for – a quick read of any written material to see if it is interesting or relevant



Reading strategies

- **Scanning** – our eyes move quickly over the page looking for key words:
- Purpose – to look for something particular
- Useful for – using a telephone directory, etc.



Reading strategies

- **Light reading** – quite fast reading taking in more detail:
- Purpose – to read for pleasure
- Useful for – novels and articles, etc.
- **Careful reading** – slower, more concentrated reading taking in details you need to remember:
- Purpose – to gather detailed information
- Useful for – following instructions, reading important documents, etc.





Text types

- Text is produced in different formats
- The format gives us clues on how to respond
- E.g. Formal letter – needs to be read carefully, might require formal response
- Language and style used appropriate to purpose and audience



Activity summary and guidance

Module 6

Activity 1: Press release

Discussion around this activity could include the different strategies used when reading the text. Compare these with strategies that they may use when undertaking the national certificate. Explain that it is generally useful to skim the text, then go back and read it more carefully before approaching the questions. Ensure that the participants are comfortable with these particular styles of reading strategy and that it is perfectly acceptable to use other strategies providing they obtain the correct information.

NB: Issues can be raised regarding the use of ragged right margins when reading texts as these are helpful for learners, such as partially sighted participants, who need to 'track' text as they read. By using a reading activity, this may identify anyone who has difficulty reading text in black and white and may be a signal to the tutor that the participant may have scotopic sensitivity (Irlen's syndrome) and may need referring for additional support or may just benefit from having handouts and worksheets printed onto pastel coloured paper.

Activity 2: Job Description

Prior to the activity it would be useful to determine the NHS roles of the participants and to note the range, value and contribution of each individual role within the NHS context.

Within this activity, discussion could take place around some of the organisational features of the text, such as the use of bullet points, sub-headings and paragraphs. A SMOG analysis could also be carried out as part of the activity to ascertain readability levels. This may then lead to the participants forming small groups and re-writing certain paragraphs of the text in order to simplify it. This would then be fed back to the whole group and feedback taken.

Activity 3: Equality & diversity

As activity 1, this activity should be based around methodologies used when obtaining specific meaning from textual materials. It also brings to the fore the building of vocabulary which is discussed in more detail in module 9. By asking the participants to complete a short piece of writing (question 6) this not only helps to demonstrate their understanding of the text but also their ability to put into practice what they have learnt in previous modules, i.e. spelling, punctuation and grammar. This short piece of writing also is a springboard to more lengthy writing activities carried out in module 7.

Activity 4: Fire safety

Participants ideally should pair up for this activity and discuss the various outcomes such as readability. They could also list some of the organisational features of the text such as bullet points or numbers. Attention could again be drawn to the language used in the second of the texts and a SMOG could be carried out or, using a thesaurus, participants may like to select alternative words. For some, using a thesaurus may not be familiar and this will be a simple exercise to familiarise participants with this resource and to explain that this type of exercise will be dealt with in more depth in module 9.

Activity 5: Text types

Participants could relate to texts used within the NHS either as an introduction to this activity or to consolidate. Realia such as patient instructions, job adverts, information leaflets on out of hours services, case notes describing a patient's condition etc could be used to support discussion and explanation

Activity 6: Consolidation questions

This is a short consolidation exercise including some multi-choice format questions. Links should be established to the format of the Certificate in Adult Literacy assessment.

Recap test preparation questions - Level 1

34 John Dawson Street	line 1
King's Lynn	line 2
Norfolk	line 3
PE30 5TY	line 4
	line 5
May 21st 2003	line 6
Jane Summers	line 7
87 East Street	line 8
Peterborough	line 9
Cambs	line 10
PE2 7JH	line 11
Dear Jane	line 12
I am writing to confirm your tenancy of 23 Station Road.	line 13
The rent for the property will be £350 per calendar month.	line 14
This is to be paid to this office monthly in advance.	line 15
Beginning on the first working day, or week, of each month.	line 16
Before the tenancy starts, I will need a deposit of £400.	line 17
The property will be let to you for no less than 6 months.	line 18
Should you wish to move out, you need to give 1 month's notice.	line 19
	line 20
Two copies of the contract is enclosed with this letter. One is for your files; the other is for you to sign and return to me by June 1st.	line 21
	line 22
	line 23
Yours sincerely	line 24

Which word should always start with a capital letter?

- A King's
- B May
- C Street
- D June

There is a grammatical error on

- A line 13
- B line 18
- C line 19
- D line 21

Recap test preparation questions - Level 2

Dear Sir, line 1

I was horrified to read two weeks ago in “The Thornby Gazette about the proposal to build a supermarket on Silstone's community playing fields, and I feel that I must, through your paper, protest most strongly. line 2
line 3
line 4

This open space has been a marvellous asset to the residents of Silstone for generations, relied on by many local teams. People from this neighbourhood continue to give enthusiastic support to all the activities held there. line 5
line 6
line 7
line 8

By conducting a survey, I have discovered the depth of their commitment to keeping the sports facilities. There will indeed be loads of trouble if the council allows the supermarket to be built. line 9
line 10
line 11
line 12

We have decided, as you may have heard, to conduct a vigorous campaign against the proposed development. I _____ urge any readers who wish to join us to contact one of our focus groups, called Save Silstone's Sport.” line 13
line 14
line 15

Yours sincerely line 16

- A pair of commas in lines 4 and 12 are used to
- A mark off the words from the rest of the sentence
 - B show where the reader should take a breath
 - C make a list of the relevant issues and ideas
 - D introduce a different aspect of the topic

- The writer has missed out the same punctuation mark in lines 2 and 14. It is
- A a comma
 - B inverted commas
 - C an apostrophe
 - D an exclamation mark

Handout 1: Press Release – Read to obtain information

Government acts to cut red tape

Published:

Wednesday 8 March 2006

Reference number:

2006/0096

CROSS-GOVERNMENT PROJECT TO IMPROVE THE WORKING LIVES OF FRONTLINE HEALTH AND SOCIAL CARE STAFF

Health Minister Jane Kennedy and Cabinet Office Minister Jim Murphy today announced plans to ensure that paperwork is kept to the minimum, freeing frontline NHS staff to focus on patient care.

The joint project – by the Cabinet Office’s Better Regulation Executive (BRE) and the Department of Health (DH) – recommends practical changes that reduce or remove unnecessary burdens caused by the way information is shared across the healthcare sector.

Jim Murphy, Cabinet Office Minister responsible for better regulation, said:

“This report is about removing some of the barriers that inhibit frontline health and social care staff on a day-to-day basis. By clearing up the confusion that currently exists around sharing patient information and removing some of the administrative burdens on staff, we are enabling them to focus on the invaluable work of treating patients.”

Health Minister Jane Kennedy said:

“Feedback from healthcare staff suggested that simple improvements and clarification could reduce the number of patient record requests by up to 300,000 annually, thus saving time in both screening and photocopying records. The potential benefits are obvious.

“We have listened to NHS staff about the issues they face around sharing information and, through the implementation of the practical actions in this report, staff will be freed up to concentrate on what they do best – caring for patients.”

The report aims to reduce or remove present burdens on frontline staff and introduce clarity where confusion can currently exist, in addition patients can remain confident that this work will not relax existing controls over the security, and confidentiality of their information. The report sets out a number of specific outcomes to be implemented over the next year.

Press release taken from website: www.dfh.gov.uk

The Law Society, The Association of British Insurers and The Association of Personal Injury Lawyers will work with their members to reduce the number of requests for patient records in support of personal injury claims below £10,000. This action will result in a reduction of annual requests of up to 300,000.

By December, a single information sharing protocol will be developed that cuts through the current confusion created by copious amounts of legislation and guidance, enabling health and social care staff to exchange information more appropriately and effectively.

By September, the Department of Health will issue guidance promoting consistent interpretation of legislation on the use of patient information for medical research.

One area where the recommendations aim to make a difference is in personal injury claims, which require healthcare staff across the UK to screen and copy patient records on a daily basis, occupying thousands of working-hours. This report aims to cut the number of requests for patient records by up to 300,000 per year.

The Association of Personal Injury Lawyers said: "We are pleased that agreement on this issue has been reached and are hopeful that it will help doctors to deal with daily requests."

Dr Peter Holden of the BMA said: "The BMA welcomes this agreement which we hope will lead to reduced bureaucratic burdens on GPs."

Press release taken from website: www.dfh.gov.uk

Handout 2

JOB DESCRIPTION - HOTEL SERVICES ASSISTANT (DOMESTIC)

Title: Hotel Services Assistant (Domestic)
Reports to: Domestic Supervisor
Responsible to: Assistant to Head of Hotel Services

Job summary:

It is the duty of every member of the Hotel Services Department to provide a service committed to excellence. General appearance and attitude to work are very important, as every member of staff is a direct reflection of the Hotel Services Department.

The Hotel Services assistants are trained to maintain a high standard of cleanliness in their allocated area with the aid of a detailed work schedule. Good time keeping is very important. Good relationships with all grades of staff must be maintained. All matters concerning patients must always be treated as strictly confidential.

The Domestic Assistant will be a member of the ward team and will be required to work in close cooperation with the ward nursing staff, and may be sometimes be requested to carry out specific tasks by senior staff. A flexible approach to work is expected to suit the needs of the hospital. The Domestic Assistant will refer any problems with work schedules or conflicting requests to the Domestic Supervisor.

Hotel Services staff have a responsibility to ensure a safe place of work for themselves and other users. They will receive training in Food Hygiene, Health and Safety, Infection Control, COSHH and Fire Regulations and Procedures. All staff must attend an annual Fire Lecture provided by the hospital.

Training:

All Hotel Services staff will receive training to perform their duties to a satisfactory standard and will attend further training sessions as required. All Hotel Services staff will take part in regular appraisal on an individual or team basis. At appraisal staff will identify the training they need to perform their duties in this service which is committed to excellence. Staff will also be encouraged to constantly look for ways in which the service can be improved. Extra training for work in special areas will be provided. All Hotel Services staff will be invited to attend the Health Care Induction Course. All Hotel Services staff will keep a Personal Development Portfolio to record their training.

Duties:

Locational Duties

These will include:

- Collecting and delivering mail between the ward and the central delivery/collection system
- Collecting and delivering specimens to and from the ward
- Movement of floor cleaning equipment
- Movement of hoists to and from the ward
- Movement of food trolleys to and from the ward
- Removal of refuse

General Floor Cleaning Duties

These will include:

- Suction cleaning and dust control mop sweeping
- Damp and wet mopping
- Spray cleaning and buffing
- Carpet shampooing and stain removal
- Wet pick up
- Cleaning of cleaning equipment
- Recognising, reporting and where possible removing any actual or potential dangers or hazards
- Identifying and reporting faults in machinery and equipment
- Using the correct cleaning materials and dilution rates of cleaning fluids as taught by the Domestic Supervisor
- Storing equipment safely after use
- Maintaining safe handling of all products

Kitchen Duties

These will include:

- Collection and return of food trolleys
- Collection of food trays from patients and alerting nursing staff if patients are not eating
- Preparation of tea and occasional snacks for patients (beverage service)
- Order supplies of tea etc for patients' beverage service
- Washing up by hand and machine
- Cleaning of cookers, refrigerators, cupboards, surfaces etc
- Checking refrigerator for out of date goods and removing them
- Removal of refuse

Bed Area Duties

These will include:

- Damp dusting of bed top, bottom and underneath
- Cleaning of lockers and removal of rubbish
- Damp dusting of low ledges and high dusting
- Cleaning of all other furniture in the area
- Cleaning of hoists
- Cleaning of partitions and mirrors
- Curtain changing
- Using the correct cleaning materials and dilution rates together with the safe handling of all products

Cleaning of Sanitary Areas

This will include:

- Cleaning toilets, basins, bidets, baths and showers
- Cleaning other furniture, tiles and walls
- Collection and removal of rubbish
- Replenishment of soap, paper towels and toilet rolls
- Ordering of regular supplies of soap, paper towels and toilet rolls

Other Duties

These will include;

- Completing work record sheets
- Attending Hotel Services staff team meetings
- Being familiar with and acting in ways that are consistent with Trust procedures
- Demonstrating duties to new starters
- Checking new starters' work and helping them to improve and think about their training needs
- Assisting in the evaluation of services by helping the Senior Domestic Supervisor with the questionnaires seeking information on the quality of the Domestic Services
- Any other duties that may be required as requested by the Assistant Head of Hotel Services

Annual Leave

Annual Leave policy for the Hotel Services Department is an integral part of staff allocation and it is essential for the running of the service that Hotel Services staff follow the procedure for booking leave.

Protective Clothing

Uniforms are provided and must be worn when performing cleaning duties. Colour coded plastic aprons and gloves are supplied.

Health and Safety, Hospital Watch/Security

- It is the duty of Hotel Services staff to be aware of the Health and Safety at Work Act
- It is the duty of Hotel Services staff to be familiar with fire precautions and the Trust fire procedures
- It is the duty of Hotel Services staff to wear their identification badges at all times when working
- It is the duty of Hotel Services staff to report any suspicious incidents
- It is the duty of Hotel Services staff to quickly summon help in response to any emergency
- It is the duty of Domestic Assistants to ensure that the Domestic Supervisor and/or members of the ward team know their whereabouts during shifts

Handout 2a: SMOG Ready Reckoner

1. Select a text
2. Count 10 sentences
3. Count the number of words which have three or more syllables
4. Multiply this by 3
5. Circle the number closest to your answer

1 4 9 16 25 36 49 64 81
100 121 144 169

6. Find the square root of the number you circled

1 4 9 16 25 36 49 64 81 100 121 144 169
1 2 3 4 5 6 7 8 9 10 11 12 13

7. Add 8
8. Readability level:

The lower the readability level the easier something is to read and understand. A readability level under about 10 will be able to be understood by most people.

Handout 3: Text definitions

1. This is sent to another firm or person, to make an enquiry, say you have received something, or to give information too long or complicated to be discussed on the telephone.
2. An electronic method of sending messages via a computer.
3. This is a quick, clear way of getting people to give you information.
4. This is a quick way of getting people's opinions.
5. This is a short way of giving one piece of information to someone working in the same firm.
6. Printed information (sometimes folded) for free mass distribution.
7. This is used when leaving a message for a colleague at work when he or she isn't there. It is usually written.
8. List or bullet points of information on how to carry out a task.

Handout 4: Organisational features of text

- A Bullet points
- B Could have an attachment
- C Includes yes/no tick boxes
- D Numbers
- E Dated
- F Could include pictures
- G Numbered questions
- H Ends: 'Yours faithfully' or 'Yours sincerely'
- I Pre-set format
- J Section for personal details
- K Sender's address included
- L Includes a business address
- M Info intended to be read by many people
- N Informal language
- O Headings include 'Subject'
- P Abbreviations used

Activity 1: Press Release

Read to obtain information

Having read Handout 1: Department of Health Press Release, please answer the following questions:

1. What is the overall aim of the text?
2. What could be done to reduce the number of patient record requests?
3. What are the benefits of reducing the patient record requests?
4. Looking at the paragraph which begins 'By September, the Department of Health.....', how could you re-word this into a language style which is easier to understand?
5. Which two bodies were responsible for the creation of this project?

Activity 1: Read to obtain information - Answers

Having read the Department of Health Press Release, please answer the following questions:

1. What is the overall aim of the text?

To improve the working lives of Health & Social Care staff working on the front line.

2. What could be done to reduce the number of patient record requests?

Simple improvements and clarification.

3. What are the benefits of reducing the patient record requests?

Staff would have more time to spend caring for patients.

4. Looking at the paragraph which begins 'By September, the Department of Health.....', how could you re-word this into a language style which is easier to understand?

Learners' own words.

5. Which two bodies were responsible for the creation of this project?

Cabinet Office Better Regulation Executive and the Department of Health.

Activity 2: Job description

Read to obtain information

Read Handout 2 – Job Description. Apply appropriate reading strategies to locate the information that will enable you to answer the following questions:

1. Is the jobholder expected to show new colleagues aspects of the job?
2. Does the jobholder have to wear a uniform?
3. Is attendance at a Fire Lecture compulsory for the jobholder?
4. Would the jobholder need to understand ratio as part of their job role?
5. What would the jobholder be required to do if the patient wasn't eating?
6. Does the jobholder have to be flexible?
7. Are the views of the jobholder sought?
8. Does the jobholder have to repair faulty equipment?

Activity 3: Equality and Diversity

Read to obtain information

Please read the following text and then answer the questions that follow.

National Links: Equality and Diversity in the NHS Workforce

Published:

27 April 2004

Context:

A fundamental value of the NHS is equity of access to its services. Everybody, irrespective of their gender, age, disability, race, colour, nationality, ethnicity, religion or sexuality should have equal access to services and services should, as far as possible, be sensitive to their individual needs. The Health Service is committed to ensuring that its workforce is able to respond fully to the needs of all its patients. Staff working across the NHS therefore need to reflect the diverse communities they serve as this can contribute significantly to ensuring equitable access to, and appropriate and sensitive services.

The Equality Framework, published as the 'Vital Connection' in April 2000 sets the strategic direction for equality and diversity in the NHS workforce. The Framework shows the importance of making the connection between improving services for all and action to:

- recruit from the diverse sections of society without discrimination;
- treat all staff fairly;
- support neighbourhood renewal through the opening up of employment opportunities.

These core values have since been reinforced by the Improving Working Lives (IWL) campaign. To achieve IWL accreditation, which they should do so by April 2003, NHS organisations must show that they are making progress towards achieving a more representative workforce and reducing harassment. The IWL Standard incorporates the targets set out in the Equality Framework.

The Positively Diverse Programme is supporting employers in achieving the equality related aspects of IWL. It is a national organisational development programme that aims to develop the knowledge and capacity of NHS organisations to build and managed a diverse workforce. Within the Programme there is a national network consisting of regionally based "lead sites", exploring, developing and disseminating practical ways of managing diversity in the NHS.

Guidance and further information

DH recently launched a web page with guidance on managing the equality and diversity agenda.. It includes the 'Vital Connection' as well as outlining other supporting Frameworks and policies and legal obligations. Also part of this is the website of the *Positively Diverse Programme*.

Additionally, a number of IWL toolkits dealing with equality and diversity issues can be found at *Improving Working Lives*.

Questions:

1. When was the Equality Framework published?
2. What is the date by which IWL accreditation must be achieved?
3. What does fundamental mean?
4. What other word could be used to replace disseminating?
5. According to this document what is the overall commitment by the NHS to its workforce?
6. Explain, in your own words, what the Positively Diverse Programme is aiming to do.

Activity 4: Fire safety

Version 1

Fire alarm

If you hear the fire alarm:

1. Leave the building quickly.
2. Use the nearest exit.
3. Go to the assembly point in the car park.
4. Give your name to the group leader.
5. Tell the group leader if you see that someone is missing.
6. Stay in the car park.
7. Do not go back in the building until you are told to do so.

Version 2

Fire alarm

In the event of the fire alarm being sounded, it is imperative that one exits the building in as swift a way as possible. One should locate the nearest exit and vacate the building via said exit. On leaving the building, one should proceed to the assembly point which is located in the adjoining car park. On arrival, the procedure is to locate the group leader and inform that person of any missing members of the group after giving them your name as a form of registration. It is absolutely essential that one remains in the car park until notice is given that one is able to leave that area. Under no circumstances must one return to the building until such a time as notification is given that it is safe to do so.

Activity

In groups, discuss the differences between the two versions of the fire alarm instructions.

You should comment on:

- length of sentence
- vocabulary
- order of ideas
- ease of reading
- suitability for purpose.

Which one is the most effective? Why?

Activity 5: Text types

Match the text type with a definition and two organisational features from those listed:

Text type	Definition	Organisational features
Formal letter		● ●
Memo		● ●
Leaflet		● ●
Form		● ●
Questionnaire		● ●
Note		● ●
E-mail		● ●
Instructions		● ●

Activity 6: Consolidation questions

1. The hospital's latest survey shows that waiting lists have become shorter.
Is this : A fact
 B opinion
2. 'The patients on my ward are very demanding.'
Is this : A fact
 B opinion
3. 'The new doctor is very popular with the patients.'
Is this: A fact
 B opinion
4. What organisational features would an accident report have?
A informal language and a date
B a date and bullet points
C bullet points and pictures
D a date and formal language
5. What reading technique would you use to check if a patient had to take specific medicine?
A skimming
B scanning
C study reading
6. What reading technique would you use when looking for a patient's records on the computer system?
A skimming
B scanning
C study reading