

A design for every reader

Non-fiction | 6 questions

Name: _____ Date: _____

Read once for the main idea. Look back at the passage while answering. Find words that support each answer.

A reading display may look attractive while still being difficult to use. Imagine a library notice announcing a storytelling session. Its pale lettering sits over a photograph, the time appears in a small corner, and a large decorative heading takes up most of the page.

The design team first lists the questions a visitor needs answered: What is happening? When is it? Where should I go? Does it need booking? These questions guide the order and size of the information. Decoration should support that job rather than compete with it.

The team then tests a draft at the distance from which people will see the notice. Reading it closely at a desk does not show whether a visitor across the entrance can find the time. A clear background behind the words can help separate the text from the photograph. Enlarging the essential details may be more useful than enlarging the decorative heading.

Feedback needs to be specific. "I like the colours" describes a preference. "I could not find the date" identifies a problem with the task. Both comments may matter, but they answer different questions.

No single layout will suit every reader equally well. A useful test includes people with different needs and checks whether the important information can be found. The team can then revise the notice, test it again and keep the version that better helps visitors act.

Questions

Choose one answer for each question. You can refer to the passage. The answer notes start on a separate page.

1. Where is the time placed on the first imagined notice?

- A. Across the whole heading
- B. On the back of the photograph
- C. Beside the library desk
- D. In a small corner

2. At what distance does the team test the draft?

- A. Only at the closest possible distance
- B. The distance from which visitors will see it
- C. Only outside the building
- D. The distance between the printer and desk

3. What does “revise” mean here?

- A. Remove every photograph from the library
- B. Print the original without checking it
- C. Ask visitors to memorise the date
- D. Change the notice to improve it

4. Why might a clear background behind the words help?

- A. It removes the need to state a location
- B. It guarantees everyone likes the colours
- C. It separates the text from distracting parts of the photograph
- D. It makes all words equally important

5. Why is “I could not find the date” especially useful for this task?

- A. It identifies a failure to locate essential information
- B. It proves that every colour is unsuitable
- C. It gives the speaker’s favourite style
- D. It shows that booking is unnecessary

6. What is the central contrast in the passage?

- A. Photographs and notices printed without any words
- B. Looking attractive and helping readers find information
- C. Libraries and buildings that do not hold books
- D. Visitors who book and visitors who arrive late

Answers and explanations

Try the questions before reading these notes. A practice score is not an exam grade.

1. D. In a small corner

The opening paragraph says the time appears in a small corner.

2. B. The distance from which visitors will see it

The team tests where visitors will actually read the notice, rather than only looking closely at a desk.

3. D. Change the notice to improve it

Feedback is used to change the design and then test the revised version.

4. C. It separates the text from distracting parts of the photograph

The passage says a clear background helps distinguish text from the image underneath.

5. A. It identifies a failure to locate essential information

The team is checking whether visitors can answer key practical questions, including when the session happens.

6. B. Looking attractive and helping readers find information

The passage begins with an attractive but hard-to-use notice and develops testing for practical readability.

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