

## READING

## Unit 1

Identify and explain  
information and ideas

Make progress

AO1

- identify detail
- use detail to explain
- summarise detail
- infer meaning based on detail.

## YOUR READING

Every day you need to read a wide range of items. However, you don't read them all in the same way. When reading the ingredients list in a recipe, you need to read every word to make sure you don't miss anything. In contrast, when reading a text message, a quick glance is sometimes all that is needed.

## ACTIVITY 1

- 1 Create a table to list the different types of things you might read in a normal week, your reasons for reading them and whether you read them closely or quickly glance at them.

What I read	Reason	Close/glance
sports news	interest	close
lesson timetable	to find next lesson	glance



Watch a video about reading skills on Cambridge Elevate.

- 2 In small groups:

- compare your records of reading to find out if you read more or less than the others in your group
- talk about what you most and least enjoy reading
- list in order of importance why it is important to have good reading skills.

- 3 Your group has been selected to give a televised presentation as part of a government campaign targeting teenagers to promote the benefits of reading. Work together on your presentation. Discuss:

- the points you want to make
- the order in which you should make these points
- how to make your presentation interesting, lively and effective.

Practise delivering your presentation in front of another group.

## READ FOR DETAIL

You read for many reasons. Sometimes this may be to find a specific detail. You do not need to read every word closely. Think about how you scan the pages of a bus timetable - your eyes move over the text quickly until they focus on the key words that locate the detail you are looking for. Sometimes you need to find several details and link them together. This requires closer reading.

## ACTIVITY 2

Find out how well you read for detail by reading Source A from *Guinness World Records*.

1 Find specific details in Source A to answer these questions:

- a What name is given to videos that quickly spread across the internet?
- b Which type of video dominates the YouTube chart?
- c What is the nationality of the star who has had over a billion views?

2 Select and link details from the text to answer this question:

**What, according to the passage, are the consequences of video uploading?**

3 Check your answers with another student. Amend them if necessary.



Practise reading for detail on Cambridge Elevate.

## Source A

# FACT FILE: VIRAL VIDEOS

## TAKING OVER THE WORLD, ONE VIEW AT A TIME

'Viral' videos are well named. They spread across the internet faster than you can type 'You've got to see these kittens, they're sooo cute!' Such popularity has seen the business of uploading videos become professionalised, and only the home-made 'Charlie bit my finger – again!' makes it into YouTube's all-time Top 10. The chart is otherwise dominated by music videos, but for the first time pop is a truly global phenomenon.

It's no longer true that everything comes from the West and the USA in particular. As a result of online videos, stars such as a certain stylish South Korean can rack up over a billion views in less than six months. Video uploading remains a powerful hybrid of 21st-century technology and personal recommendation that has the potential to bring down a government ... or simply embarrass grandma.



From *Guinness World Records* 2014

## GCSE English Language for AQA: Progress Plus

### GET THE DETAIL RIGHT

Being able to find, understand and use appropriate detail is an important skill, particularly when filling in forms.

Many of you will apply for a driving licence sometime in the future. This can be done online or on paper. Source B is taken from the official application form and guidance notes from the

Driver and Vehicle Licensing Agency (DVLA). The DVLA does its best to help people complete the form correctly, but it has to provide instructions for a wide range of applicants. It is up to you to work out what to do. If you get it wrong, you will have to reapply.

Read Source B, then answer the questions that follow.

### Source B

#### Section 5 – Your proof of identity

##### Part B – Documents enclosed to prove your identity.

##### We will accept the following current documents.

- A passport or travel document or
- a Biometric Residence Permit (BRP), or
- an EC/EEA National Identity Card (with the exception of ID cards issued by the Swedish Post Office).

##### We will not accept photocopies.

If you are sending one of these, you must provide a recent photo of yourself but you do not need to have your photo signed and you do not need to fill in the section 'Signing a photo to verify identity (if necessary)'.

If the documents you provide are not in English, you will need to provide a translation that has been issued in the UK and signed by an official translator.

**Do not send your passport in if you need it within 4 weeks.**

If this is the case you should consider delaying your licence application until you can send us your passport.

If you **do not** have a digital UK passport, or you have one but you do not want us to check your identity with the Identity and Passport Service, you can use the Premium Checking Service (see section 'Premium Checking Service at the Post Office®) as long as your UK passport is in your current name. Your passport will be sent securely with your application to DVLA.

- **A UK birth or adoption certificate and one other supporting identity document (see the note below).**

If you were born in the UK and do not have your UK birth or adoption certificate, or the one you have does not show your full name or country of birth, contact your local register office.

**Note – a birth or adoption certificate is not absolute proof of your identity; you must also send one of the following documents:**

- Your **National Insurance (NI) card** or a **letter** from the Department for Work and Pensions showing your NI number.
- A **photocopy** of the **front page** of a **benefits book** or an **original letter** about a claim for state benefit.
- A **P45, P60** or **payslip**.
- A **marriage certificate** or **divorce papers** (decree nisi or decree absolute).
- A **student union card** or **school record**.

**Note – the National Insurance Number cannot be a temporary number (usually starting with TN).**

- **If you have reached State Pension age**, you can provide originals of one of the following:
  - A bank or building society statement, issued in the last three months, showing your pension payment.
  - A letter from the Department for Work and Pensions confirming your eligibility for the state pension and showing your NI number.
- **UK Certificate of Naturalisation.**  
**If your name is different from that shown on your digital UK passport, current photocard licence or the documents you are enclosing**, you must provide proof of your name.

##### We will accept:

- a marriage or civil partnership certificate;
- a decree nisi or decree absolute; or
- any deed-poll declarations.

The evidence you provide must show a clear link between the name on your identity document or digital UK passport and your current name.

## ACTIVITY 3

1 Which of the following statements are correct?

- a Original identity documents must be provided.
- b If you do not have the original documents, you can use a photocopy.
- c Translations of documents not in English will not be accepted.
- d A passport must be accompanied by a recent photo of yourself.
- e A UK birth or adoption certificate must be sent with your National Insurance card.
- f State pensioners only need to provide a statement from their bank or building society.

2 Now decide what documents you need to complete Section 5B of the application form.

## USE DETAIL TO EXPLAIN

Being able to identify and use detail correctly is the first step to being a good reader. The next step is being able to use detail to explain.

In Source C, the writer describes what happened to him one morning in India. As you read it, think about how you would use the detail to explain why the writer ended up in 'the dust'.

You will realise that there are several points which explain this:

- He and his pony were attacked by a swarm of tree bees.
- The pony was bucking and rearing to try and get rid of the bees.
- The writer was trying to protect his face and limbs, making it difficult to stay on the pony.
- The pony bucked angrily and it was this that finally threw the writer into the dust.

To give a full explanation, you would need to include all these points and link them together.

## Source C

Of the many vicious pests in Northeastern India, the tree bee, half cousin of the Indian hornet, tops the list. These bees go about in immense swarms, making their hives in the highest trees. Unlike the hornet, which will sting only when thoroughly annoyed, the tree bee has the habit of swooping down in attacking thousands, for no apparent reason, and chasing a person for his life. 5

One sunny morning, riding along a dusty cart track, I found myself, without the least warning, the centre of such an assault. The sky above me suddenly became thick with bees. With an icy shiver down my spine, I put my pony to a gallop, but the bees were after us in earnest. My pony jumped, bucked, reared and lashed out in all directions to rid himself of the bees, while I, attempting to protect my face and limbs, had the greatest difficulty in staying on. In a few moments, an angry buck threw me into the dust. 10 15

From *Tea Pests* by J. Beagle-Atkinson



Practise using detail to explain on Cambridge Elevate.

## GCSE English Language for AQA: Progress Plus

## ACTIVITY 4

- 1 Read Source D. Explain why the girl missed the bus. Aim to link all the reasons in your answer.
- 2 Compare your explanation with that of another student. Have you missed any essential details?

## USE PUNCTUATION

## Dashes

Used singly, a dash can indicate a comment or an afterthought at the end of a sentence:

---

Rushing down the street she finally rounded the corner, only to see the Number 41 disappearing from view – just her luck!

---

In pairs, dashes have the same function as brackets:

---

Of course, she hadn't heard the alarm – had probably turned it off in her sleep – and only woke when a police car, siren blaring, passed the house.

---

## ACTIVITY 5

- 1 Copy the following sentences, adding dashes where appropriate:

---

Aunt Kath had been in her life for as long as she could remember the best aunt in the world. Even when she had started to get ill and that was many months ago she had still always had time for her youngest niece.

---

- 2 Using dashes, write two sentences of your own about a favourite relative.

## SUMMARISE DETAIL

A summary is a short statement that brings together a series of main points. Summarising is a skill that you use in conversation every day. Think about the following questions:

What did you do at the weekend?

How was the holiday?

What's he like?

How did the match go?

## Source D

It had been a late night. Her Mum had been upset and she had stayed up to talk with her, leaving her school bag firmly shut and her Maths homework untouched. She would be in trouble, she knew; no doubt Mr Jenkins would pass some sarcastic remark and hand out detention as well.

5

Of course, she hadn't heard the alarm – had probably turned it off in her sleep – and only woke when a police car, siren blaring, passed the house. She'd rushed to get dressed, grabbed a quick bowl of Cheerios and then, just as she was leaving the house, the phone rang. She thought it might be news from the hospital about her Aunty Kath and so she went to answer it. She hung up and ran out the door. Rushing down the street, her hair blowing over her eyes, she finally rounded the corner, only to see the Number 41 disappearing from view – just her luck!

10

15

12



## 1 Reading: Identify and explain information and ideas

When you answer questions like these, you do not give every single detail. It would take too long and your listener would get bored. Instead, you pick out the main details and link them together.

When writing about texts, you may need to summarise what you have read. To do this, you must identify:

- the key details you need to include
- the details you can leave out.

Read the following paragraph. Key words are underlined.

For many nations within the Caribbean Sea, coral reefs provide vital protection from the rages of frequent summer hurricanes and from coastal erosion, as well as helping to build the region's beautiful white sand beaches. Many island and coastal residents are also highly dependent on coral reef fisheries for both their food supplies and livelihoods. Coral reef-related tourism, particularly scuba diving, also represents a major source of revenue across the Caribbean.

Adapted from [www.coral-reef-info.com](http://www.coral-reef-info.com)

Using the key details to help, you could summarise the paragraph in the following way:

*Caribbean coral reefs provide protection from hurricanes and coastal erosion and help build the sandy beaches. Many residents depend on the reef fisheries for their food and livelihoods, with reef-related tourism being a major source of revenue.*

### ACTIVITY 6

- 1 Identify the key details in Source E, then use them to write a summary of the paragraph. Aim to use no more than 50 words.
- 2 Compare your summary with that of another student. Have you included the same key details? Are there details you need to add or leave out? Improve your summary if you need to.

### Source E

The Greater Caribbean region is heavily dominated by fringing reefs, which are reef systems which grow fairly close to or directly from shore, with an entirely shallow lagoon or no lagoon at all. In many cases these are quite extensive and well developed, such as those that parallel much of the coast of Cuba,

and the east coasts of Andros Island and Eleuthera in The Bahamas. Fringing reefs also encircle most of the smaller islands of the Caribbean region such as Aruba, Bonaire, Antigua, and the Cayman Islands, providing some of the best Caribbean snorkelling opportunities to be had.

Adapted from [www.coral-reef-info.com](http://www.coral-reef-info.com)



## GCSE English Language for AQA: Progress Plus

### WORK OUT MEANING

When you are reading, you will come across words you do not know. You can usually make a reasonable guess at their meaning by looking for clues in the context – the words that come before and after.

Read the following sentences:

Coral reefs are one of the greatest natural wonders of the world's oceans. They come in a seemingly endless array of shapes and colours and teem with life.

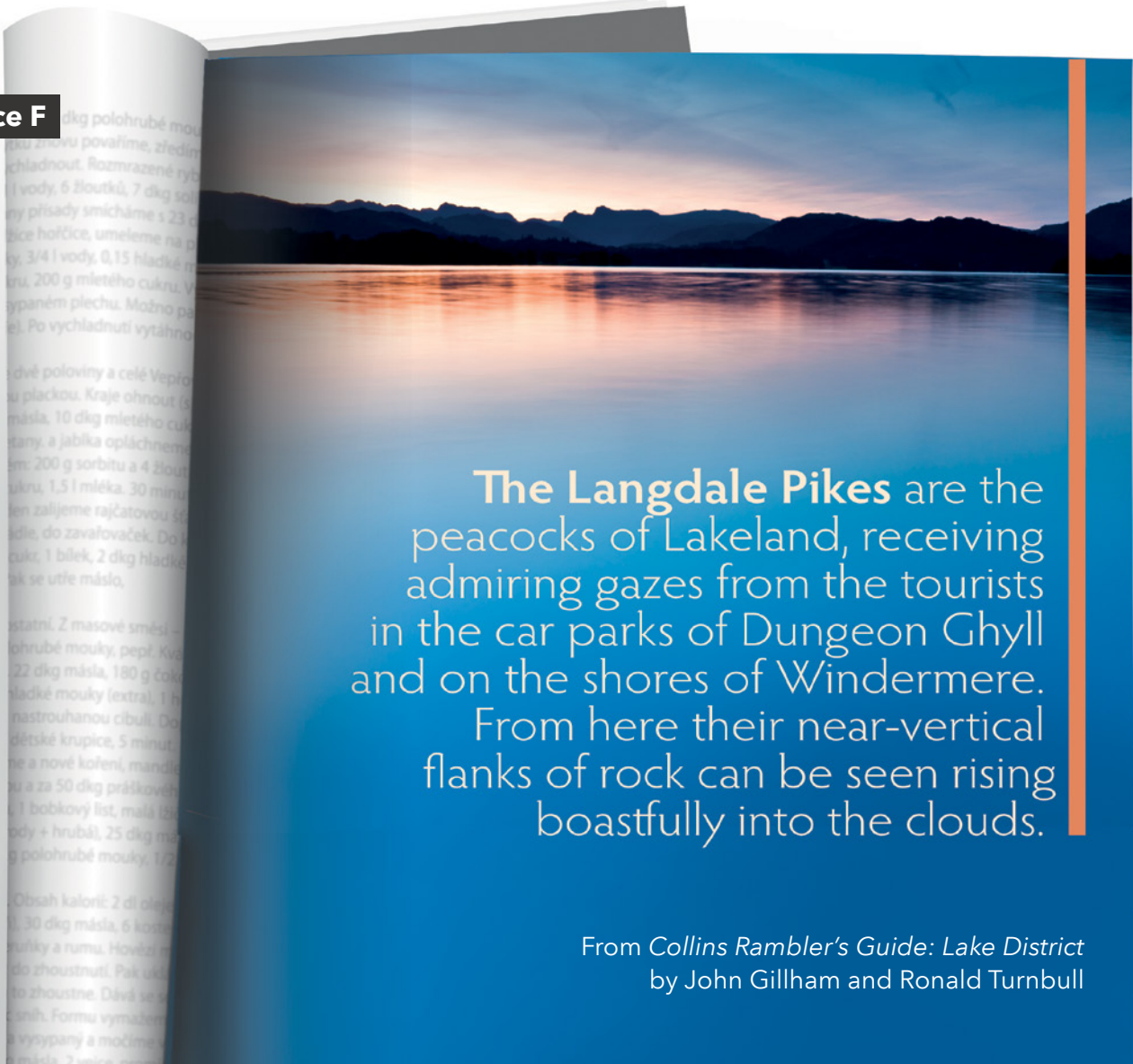
The word 'array' may be new to you. However, there are clues to its meaning. The first sentence tells you it is something to do with why coral reefs are one of the 'greatest natural wonders of the world's oceans'.

'Seemingly endless' and 'shapes and colours' also help. They suggest a range or group or collection. The dictionary definition of 'array' is 'an impressive display or collection'.

It is not just unfamiliar words that can cause problems for the reader. Writers often use **figurative language** to express an idea, so the reader has to work out what is being suggested. Read Source F and the following explanation.

The Langdale Pikes, hills in the Lake District, are called the 'peacocks of Lakeland'. Clearly the hills are not peacocks, but the writer uses this metaphor to suggest that they are very beautiful and stand out from the surrounding hills. The writer reinforces the metaphor in the second sentence with the word 'boastfully', suggesting the pride and flamboyance of a peacock.

### Source F



**The Langdale Pikes** are the peacocks of Lakeland, receiving admiring gazes from the tourists in the car parks of Dungeon Ghyll and on the shores of Windermere. From here their near-vertical flanks of rock can be seen rising boastfully into the clouds.

From *Collins Rambler's Guide: Lake District*  
 by John Gillham and Ronald Turnbull

1 Reading: Identify and explain information and ideas

ACTIVITY 7

- 1 Work with a partner to figure out the meaning of the underlined words in the following extract. Read the whole passage first to get the overall meaning, then look for clues in the context. If you are still not sure, check in a dictionary.

I knew that in a moment the bullies would decide to search the store room and, inevitably, I would be discovered. Sadly, I was right. Kenners was first. He opened the door slowly, scenting his victim. Smiling sadistically, he glanced at my huddled form in the corner. Summoning my last ounce of courage, I turned to face my nemesis. When the first blow fell, excruciating pain quickly followed.



Practise working out meaning on Cambridge Elevate.

- 2 The next extract is more challenging. Read it through and then, with your partner, work out the meanings of the underlined words. For each underlined word, choose a **synonym** that could replace it in the passage.

The irksome monotony of my daily life had produced a most unpleasant feeling in my mind. Not only had I lost much of my wanted energy, but a kind of lethargy seemed to have crept over me; a most indefinable reluctance to move about had imperceptibly gained ascendancy over my actions; – to walk, to speak (and here I must not forget to mention that my voice had become extremely feeble) – to apply myself to drawing, reading, or in fact, to make the slightest exertion of any kind whatever, had become absolutely irksome to me.

From *The English Governess in Egypt*  
 by Emmeline Lott

- 3 The following extracts are from a novel. With your partner, identify the effects of the underlined uses of figurative language.

The sun was up, the room already too warm. Light filtered in through the net curtains, hanging suspended in the air, sediment in a pond. My head felt like a sack of pulp.

The lights around the dressing-room mirror were small round bulbs, as in theatres; they cast a flattering light, but I was not flattered: I looked sick, my skin leached of blood, like meat soaked in water.

The orange tulips are coming out, crumpled and raggedy like the stragglers from some returning army. I greet them with relief, as if waving from a bombed-out building.

From *The Blind Assassin* by Margaret Atwood

- 4 Copy the following sentences and underline the uses of figurative language. Annotate the images to explain the effects of the images that the writer has used.

The trees I walk beneath are wilting umbrellas, the paper is damp under my fingers, the words I write feather at the edges like lipstick on an aging mouth. Just climbing the stairs I sprout a thin moustache of sweat.

From *The Blind Assassin* by Margaret Atwood



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## INFER MEANING

Writers do not always tell us everything. Often they leave it to the reader to work things out – to **infer** meaning.



Watch a video on inferring meaning on Cambridge Elevate.

## ACTIVITY 8

1 Read Source G and work out:

- how Mr Barber's son died
- why the writer's parents felt they could trust Mr Barber
- how the parents feel about the writer, their daughter.

When writing an answer to a question about your reading, aim to:

- explain why you think as you do
- refer to the text to support your ideas.

Take the question: **How do you think Mr Barber's son died?**

One possible answer is:

I think he died in an awful accident. It seems as though he was playing with another boy with 'a rifle with no safety', probably meaning no safety catch, and it was fired accidentally and killed him.

Note how inverted commas are placed before and after words taken directly from the text.

Now think about the question: **Why do the narrator's parents feel they could trust Mr Barber?**

A possible answer is:

It seems as though they trust him because he lost his son in a tragic accident. This is 'significant' for them. They think that because he knows how easily a death can

occur that he will take extra care with their daughter: 'They could put me in his hands because he knew how careful he had to be.'

Note how a colon is used to introduce a long, direct quotation.

2 Answer this question:

**How do you think the parents in Source G feel about their daughter?**

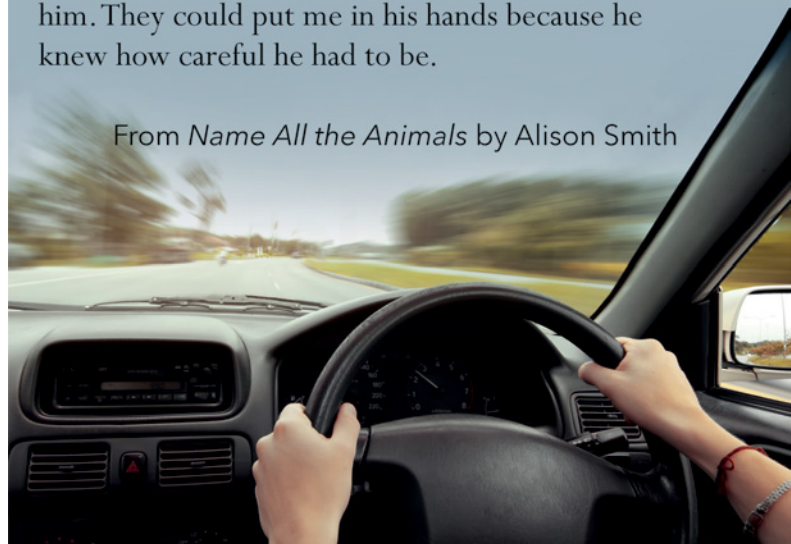
Quote directly from the passage to support your ideas. Punctuate your quotation(s) accurately.

## Source G

My parents enrolled me in a driver's education class. Mr. Barber conducted driving lessons after school in the back parking lot at Mercy. He had lost a son. It happened in 1980. There was a rifle with no safety and two boys. His boy died. 5

Mr. Barber was a good driving instructor – calm, measured, with a wry sense of humour. I looked at him at every stoplight, at every corner, every pause in traffic, my hands on the wheel at ten o'clock and two o'clock, and heard my father's voice saying, "He lost his son too, baby". For my parents this death was significant. They could trust him. They could put me in his hands because he knew how careful he had to be. 10

From *Name All the Animals* by Alison Smith



**Source H**

A gun is fired. Startled antelopes look up from their grazing as the noise echoes across the savanna. As the reverberation fades, one of Africa's most incredible animals struggles to take his last breath through his punctured lungs. All is quiet apart from the sound of the hunter's footsteps on the brittle grass. He squats by the bloodstained carcass, still holding his gun, and smiles as his picture is taken. Victory shots are fired into the air as the proud hunter gets into the car, driven by his guide, and goes back to the hunting camp where he is served a meal and a stiff drink. The skinner then get to work carefully removing the tawny coat from the carcass. Vultures circle above the mass of meat and, as the last car leaves, they descend and finish off what the hunter has left behind.

One of the most magnificent male lions in our study area has been killed. Armagnac will soon be flown halfway across the world, where on arrival his head will be stuffed and mounted on the hunter's wall, along with the photograph. His skin will be used as a carpet, and the hunter will tell his friends about his trip to Africa, with a few embellishments. Above him Armagnac will stare into oblivion with his new glass eyes.

From *The Lion Children* by Angus, Maisie and Travers McNeice

**Assess your progress**

Read Source H and answer the questions. They will help you assess how well you:

- identify, explain and infer meaning based on detail
- use evidence to support your ideas
- summarise detail.

- 1 A gun is fired twice in the passage. Explain why.
- 2 What will happen to Armagnac's head and skin?
- 3 What is the meaning of the following words in the passage:  
           reverberation      embellishments      oblivion
- 4 How do you think the writer feels about the hunter and what he has done? Use evidence from the passage to support your ideas.
- 5 List the points you would include in a summary of the passage.

Compare your answers with those of another student. Correct or add to your answers if you feel they can be improved.



**Complete this assignment on Cambridge Elevate**

**FURTHER PROGRESS**

One of the best ways to develop reading skills is to read widely. In this unit, you have read a range of non-fiction and fiction texts. Aim to spend an extra two hours a week reading. Keep a record of what you read and make sure that over the next few months you read both fiction and non-fiction texts.