

READING

Unit 1

Identify and select information

Make progress

AO1

- identify information in different types of texts
- select relevant information and ideas to answer questions
- use detail to work out what a writer is suggesting
- answer questions in clear sentences.

USE YOUR SKILLS

Every day you identify information and ideas in texts – when you use a TV guide, for example, or glance at the cover of a book before you look inside.



Watch a video about reading skills on Cambridge Elevate.

ACTIVITY 1

- 1 Look at the picture below. What information would someone new to this area need in order to find two places to eat? Identify and list three key details that would help them.
- 2 Show your three details to a partner.
 - a Could they find the places using only the information you gave them?
 - b Which detail was the most helpful?



1 Reading: Identify and select information

FIND KEY DETAILS IN A TEXT

To show your understanding of a written text, you need to:

- identify key details
- select the correct key details to answer questions.

ACTIVITY 2

Read Source A, an extract from a guide book. It describes how to walk from one tourist attraction to another.

- 1 Answer the following questions:
 - a Which way should you turn when you leave the Quay?
 - b Which road should you take after the first roundabout?
 - c What will you find at the end of Marine Terrace?
 - d How far must you travel along Pendennis Rise before you pass a leisure centre?
 - e Is the sign for Pendennis Castle before or after Pendennis Point?
- 2 Which **five** details from the text would you **not** need to find the castle?
- 3 Compare your answers to Questions 1 and 2 with a partner. If they are different, work out the correct answers together.

Source A

CUSTOMS HOUSE QUAY
to PENDENNIS CASTLE



Leaving the Quay, turn left onto Arwenack Street. Walk for 400 yards until you reach a roundabout. To your right is Avenue Road; straight across is Marine Terrace. Carry on along Marine Terrace. This will take you past the barracks. Sea-scouts 5
meet here on Thursday. At the end of Marine Terrace is a second roundabout. The left-hand turning leads to flats. College students live here during term time. The right-hand turning leads up Pendennis Rise. Take this road. In 200 yards you 10
will pass a leisure centre on your right. This houses a pool and gymnasium. The road curves to the right, passing Pendennis Point where refreshments are available from ice-cream vans during the summer. Continue for 600 yards. On the right you 15
will see a turning signposted for Pendennis Castle. The castle was built by Henry VIII to defend the coast from Spanish invaders. Take this turning. In 100 yards you will reach the entrance to the castle.

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MATCH DETAILS TO THE WRITER’S PURPOSE

The main **purpose** of Source A is to give directions. Recipes often have two main purposes. The writer wants to:

- tell the reader how to make something
- encourage the reader to have a go at making it.

Activity 3 will help you work out which details suit which purpose.

ACTIVITY 3

Read Source B, a recipe for porridge with sticky banana topping. Then answer the questions that follow.

Source B

Porridge with sticky banana topping

SERVES 1

Porridge can certainly be a healthy and nutritious breakfast, and will probably keep you full at least until lunch! About half a cup of porridge oats to a cup of milk per person is just about right. Blast it in the microwave for about 5 minutes, then cover it and leave it to stand for another 5 minutes or so. After that, stir it, and you have a perfectly creamy porridge. Then pour on the delicious sticky banana topping and you’ll have a wonderful morning treat to please all the family.

- a knob of unsalted butter
- 1 tbsp brown sugar
- 1 small banana

In a frying pan, melt the butter and brown sugar over a medium heat. Meanwhile, slice the banana and add to the buttery, sugary mixture and cook for about 3 minutes until caramelised and sticky.

Transfer the porridge into a bowl and add the cooked banana on top.



1 Reading: Identify and select information

- 1
- List the important details for making porridge with sticky banana topping. Be careful – some of the details you need might be in the introduction.
- 2
- Which details has the writer included to encourage the reader to have a go at making this recipe?
- 3
- Look at the following phrases. Explain why each of the underlined words might encourage the reader to have a go:
 - a nutritious breakfast
 - perfectly creamy porridge
 - a delicious morning treat.

IDENTIFY DETAILS IN DESCRIPTIONS

You have seen that writers include different details for different purposes. So far, you have looked at texts where the main purpose is to give instructions. Now you are going to consider how details can be used for a different purpose – to describe someone.

ACTIVITY 4

- 1
- Think of a celebrity. Don't tell anybody who you are thinking of. Now make a fact file about your celebrity:
 - Think of five to ten key facts about them.
 - Write your facts down in a table in **note form** – a single word or phrase to help you remember each one, like this example about Andy Murray.
- 2
- Use the categories from your fact file to come up with **five** questions. Each question should be designed to help you work out the identity of an unknown celebrity – for example 'Is the celebrity male or female?'
- 3
- In pairs, take it in turn to ask questions to identify each other's chosen celebrity. Listen carefully to the answers and make notes on them.
- 4
- If you still cannot identify the mystery celebrity when you have asked your five questions, think of some more. Continue asking questions until you are successful.
- 5
- Tell each other which facts were most useful in helping you identify the mystery celebrity.

Celebrity fact file: Andy Murray	
Category	Facts
gender	male
occupation	tennis player
age	in his 20s
appearance	
achievements	

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Source C


On his shaven head the old man wore a **puggree**. His eyes were quick and like a bird's. On his upper lip were a few thin wisps of long grey hair which he thought of proudly as his moustache. The yellow brown face was scored. Straight across his forehead the deep lines ran, and in a twisting confusion across his cheeks. In between the skin was marked with a mesh of delicate wrinkles. When he smiled the lines seemed to leap, and move and grow deeper. The boy liked to watch them, and sometimes as he did he wondered whether his face would ever be like that. 5

From *Old Mali and the Boy* by D. R. Sherman



UNDERSTAND HOW WRITERS USE DETAILS IN A DESCRIPTION

Writers often give details about characters directly to their readers. However, sometimes they suggest or imply things about characters. This means that the writer does not state the information directly. The reader must work out what is being suggested.



Vocabulary

puggree: the commonly used word for a turban in India.

ACTIVITY 5

Read Source C, an extract from a children's novel. The writer describes a gardener called Mali, who is being watched by a boy.

- 1 Answer the following questions to help you identify details and work out what they suggest:
- a What did the man wear on his head?

b What was his 'moustache' like?

c What was his skin colour?

d What details does the writer use to suggest that the gardener is old?

e What detail is used to suggest that the boy admires the man?
- 2 Compare your answers with a partner. Have you both:
- a identified detail correctly in a, b and c

b worked out what the detail suggests in d and e?

WRITE CLEAR ANSWERS

You should always make sure your answers are clear and written in full sentences. For example:

Q: What did the man wear on his head?
A: The man wore a puggree on his head.

1 Reading: Identify and select information

If you need to use words from the text, you should put quotation marks around them.
For example:

Q: What details does the writer use to suggest that the gardener is old?
A: *The writer suggests that the man is old by writing about the 'long grey hair' in his moustache. He also says he has 'deep lines' in his forehead and that his skin was marked 'with a mesh of delicate wrinkles'.*

The only time you do not need to write in sentences is if the question asks you to make a list.

ACTIVITY 6

1 Look back at your answers to Activity 5. Check that you have:

- a answered clearly and in full sentences
- b placed words taken from the text in quotation marks.

Now read Source D, the next part of the passage, in which the writer describes the thoughts and impressions of the boy.

2 Answer the following questions about the passage. Use the sentence starters to help you answer in clear sentences. Remember to use quotation marks if you quote directly from the text.

- a What did the boy think might have caused the old man's lines?
The boy thought the lines might have been caused by ...
- b How did the man's hands show his age?
The man's hands showed his age because ...
- c What is unusual about Mali's right hand?
Mali's right hand is unusual because ...
- d Why was Mali's finger missing?
Mali's finger was missing because ...

Source D

He never knew what made the lines, but he liked to think that it was the cold winter winds which swept down from the Himalayas ... he looked away from the old eyes. He watched the hands instead. They too were old and wrinkled, just like the face. And they never stopped working, even when the man was busy talking. It was the right hand that fascinated him, the one with the middle finger missing. ... And he knew the story about the finger too, and how Mali had cut it off after the snake had bitten him.

From *Old Mali and the Boy* by D. R. Sherman



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Source E

The first watery beams of sunshine were slanting into the forest gloom when they set off once again. They walked as before, the old man in the lead, the boy following. But with one difference now. The old man carried the pack and the boy carried the strung bow at the ready in his left hand.

‘Move silently,’ the old man called across his shoulder. ‘And from here we do not talk.’ 5

‘Yes Mali,’ the boy whispered.

He tightened his grip on the bow, and he could feel the excitement shivering in his legs as he picked his way carefully over the ground.

‘One thing Mali,’ he whispered fiercely.

‘Yes?’ 10

‘If they are too far for me you must shoot, but if they are close I will kill them myself.’

The old man bobbed his head in agreement and the boy heaved a sigh of relief. He had practised continuously with the bow, and he did not doubt that he could place an arrow where he wanted, but it was still a big bow.

From *Old Mali and the Boy* by D. R. Sherman



Assess your progress

In this unit, you have:

- identified and selected information and ideas
- used detail to work out meaning
- answered questions in clear sentences.

Source E is also from *Old Mali and the Boy*. In this extract, the old man, Mali, and the boy have gone to the forest to hunt deer, using a bow and arrows that Mali has given to the boy. Read the source carefully and answer the following questions. Use details from the text to support your answers.

- 1 What time of day is it when Mali and the boy set off? How do you know this?
- 2 How does the boy feel about hunting?

- 3 What **two** pieces of advice does Mali give the boy about the way they should move and behave in the forest?
- 4 What does the boy ask Mali to do if the deer are too far away? Why do you think he asks this?
- 5 What can you work out about the relationship between Mali and the boy from this passage?

How did you do?

Swap your answers with a partner. Check that your partner has:

- ✓ selected and used relevant information
- ✓ worked out what is being suggested
- ✓ answered in clear sentences.



Complete this assignment on Cambridge Elevate.

FURTHER PROGRESS

Find out what happens when Mali and the boy go hunting by reading the full extract. If you enjoy it, read the complete story *Old Mali and the Boy* by D. R. Sherman.