

## SECOND AND THIRD LEVELS ENGLISH



# READING FOR UNDERSTANDING, ANALYSIS AND EVALUATION SKILLS



# Jane Cooper



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# Part 1 – Close reading skills

## Chapter 1 – Meeting a text

### PURPOSE AND AUDIENCE

As you work through this book, you will meet lots of different texts. All of these texts exist for a reason. They all have a **purpose**.

### Purpose

When we say that something has a purpose, we mean that it exists for a reason. We can understand this by thinking about objects.

- What's a kettle for?  
Boiling water.
- What's a tent for?  
Sheltering you when you sleep outdoors.
- What's a hammer for?  
Knocking nails into wood.



#### Group

- 1 Look at the following pictures of useful objects. For each one, decide its purpose: what is it for? Share your answers with the rest of the class.



- 2 Look in your bag. Pick out at least three objects that you don't mind showing to someone else. Sit with a partner. Get your partner to tell you what the objects you found in your own bag are for. Tell your partner what the objects from their bag are for.



It's easy to understand that objects exist for a reason and have a purpose. Now let's think about the purposes of different **texts**.

Here are some of the most common purposes for texts:

- to inform
- to persuade
- to warn
- to explore a theme, an issue or a subject
- to instruct
- to explain
- to give an opinion
- to make readers, viewers or listeners feel a certain way
- to entertain
- to share an experience
- to tell a story

There are other possible purposes, but those are the most common ones.



### Building

Read each text and answer the questions.

#### Text 1

- 1 The purpose of this text is **to inform**. What does it give information about?

**Dunnottar Castle is a ruin. It sits on the coast of northeast Scotland, about two miles from the town of Stonehaven. Most of the buildings you can see now were built in the 15th and 16th centuries, but historians think people lived at Dunnottar for hundreds of years before then. The castle is most famous for what happened there in 1651, when the Scottish crown jewels (known as the Honours of Scotland) were hidden there to protect them from the English general Oliver Cromwell.**

#### Text 2

- 2 The purpose of this text is **to persuade**. What is it trying to persuade you to do?

##### Do you have spots?

Do you worry about what you'll see when you look in the mirror? Do you text and tweet instead of going out because you hate the way you look? Spotnot can help. Use Spotnot three times a day for a week and we guarantee results. Pick up a tube of Spotnot in any high-street chemist or major supermarket: it's money well spent.



#### Text 3

- 3 The purpose of this text is **to instruct**. What is it telling you how to do?



To make cheese sauce, melt 25g butter in a saucepan over a gentle heat. Add 25g plain flour and stir until the butter is absorbed and you have a sandy-coloured, dry paste. Pour in 300ml milk, a little at a time, stirring constantly to stop lumps developing. Once all the milk is stirred in, you should have a smooth liquid about as thick as cream. Turn up the heat, and keep stirring until the liquid thickens and bubbles. Now stir in grated cheese, a little at a time, tasting as you go until you are happy with how strong it tastes.

(For answers, see page 124.)





## Strengthening

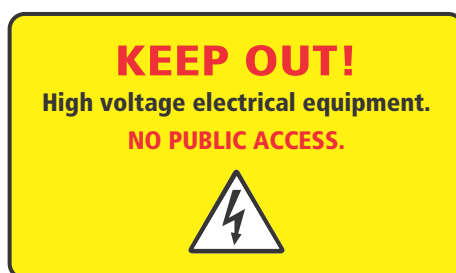
### Text 4

- 1 What is the purpose of the following text? Is it:
- a to explore a theme or issue – if so, what is the theme or issue?
  - b to explain – if so, what is it explaining?
  - c to share an experience – if so, what experience is being shared?

A piano is really a big wooden box full of metal strings. When you press one of the black or white keys on the keyboard, a little hammer inside the piano hits one of the strings. The string vibrates, producing a sound. Different strings come in different lengths, making them able to produce different sounds. This vibration is passed along to a board under the strings called the soundboard. The soundboard vibrates too, amplifying the sound of the strings.

### Text 5

- 2 What is the purpose of the text below?



Is it:

- a to inform – if so, what is it informing you about?
- b to persuade – if so, what is it persuading you to do?
- c to warn – if so, what are you being warned about?

### Text 6

- 3 What is the purpose of the following text? Is it:
- a to explore an idea – if so, what idea is the writer exploring?
  - b to share an experience – if so, what experience is the writer sharing?
  - c to make the reader feel something – if so, what are you meant to feel?

My granddad taught me how to fish. He taught me how to tie flies, tiny little scraps of thread and feather, on viciously sharp needles that fooled the fish into coming up to the surface. He taught me how to cast the line in huge lazy swoops, so the fish believed a fly had landed on the water. He taught me how to wait, how to be patient. Most of all, he taught me that the best gift you can ever give to someone is the time that you spend with them. You can never give a child anything more valuable than yourself.

(For answers, see page 124.)

### Extending

Read these texts. They are all about Edinburgh Castle, but they have different purposes. What is the purpose of each text?

**HINT!** Look at the list on page 10 to help you.

#### Text 7

Visit Edinburgh Castle. Live 1,000 years of history. Feel the roar as the one o'clock gun is fired. See graffiti carved on cell walls by French prisoners. Admire the city from the esplanade. Cheap rates for groups of 10+.

#### Text 8

I'll never forget my first visit. I came on a school trip when I was ten. It blew my mind when I realised you could've fitted the whole village I came from inside the castle walls. I ran up and down the esplanade screaming, then went deathly silent when I came face to face with the Scottish crown jewels in their underground vault. I saluted the soldiers in the sentry boxes by the gate, had four scones in the tearoom and didn't care when the driver had to stop the bus for me to get a wee bit of urgent fresh air on the way home.

#### Text 9

##### Edinburgh Castle



Edinburgh Castle is open from 9.30 a.m. to 6 p.m. every day except Christmas Day and Boxing Day, with last admission one hour before closing.



Tickets cost £16.50 for adults and £9.90 for children, with free entry for members of Historic Scotland.

(For answers, see page 124.)

You know now that texts have a purpose. They are written for a reason; they exist to do something to the reader. You should be able to back up that purpose by giving **evidence**. Look back at the texts you just read.

- **Text 1**, about Dunnottar Castle, was written **to inform**. We know that because the text told us where the castle is, when it was built and why it was important in history.
- **Text 2** was written **to persuade** people to buy Spotnot. We know this because it promised to save users from situations they were worried about and told them to buy a tube at a chemist or supermarket.

- **Text 3**, about cheese sauce, was written **to instruct**. How do we know this? We know this because it used **verbs** like *melt*, *add*, *pour* and *stir*, telling us what to do.

Read Texts 4 to 9 again. You already worked out the purpose of each text. Copy and complete the following table: give yourself lots of space to fill in your evidence. The answer for Text 1 is there as an example for you – you don't have to copy it out.

Text	Subject	Purpose	Evidence for purpose
1	Dunnottar Castle	to inform	It tells us where the castle is, when it was built and why it was important in history.
4	pianos		
5	electricity		
6	fishing with Granddad		
7	Edinburgh Castle		
8	Edinburgh Castle		
9	Edinburgh Castle		

Share your answers with your teacher and the rest of the class.

(For answers, see page 124.)

## Audience

As well as having a purpose, we can say that all texts also have a target **audience**. Just as 'text' means so much more than a mobile phone message, 'audience' means a lot more than a group of people in a theatre.



When we consider the **purpose** of a text, we think about **what** that text is for or **why** someone wrote it. Understanding the **audience** for a text means thinking about **who** the text is for or **who** is most likely to read it.





## Group

Look again at the useful objects that you saw before.



For each object, decide its audience: **who** might use it or need it? Share your answers with the rest of the class.

Here are some possible audiences for texts:

- people from a particular age or stage of life, e.g. children, teenagers, parents
- people from a particular place, e.g. Australians
- people from a particular profession, e.g. supermarket staff, doctors
- people with a particular interest or hobby, e.g. cyclists, birdwatchers
- people interested in doing a certain thing, e.g. making something, visiting somewhere.

Now let's take that idea of audience and apply it to some texts you have met already.

We already know that the **purpose** of text 1 is **to inform**. It gives information about Dunnottar Castle.

**Dunnottar Castle is a ruin. It sits on the coast of northeast Scotland, about two miles from the town of Stonehaven. Most of the buildings you can see now were built in the 15th and 16th centuries, but historians think people lived at Dunnottar for hundreds of years before then. The castle is most famous for what happened there in 1651, when the Scottish crown jewels (known as the Honours of Scotland) were hidden there to protect them from the English General Oliver Cromwell.**

The **audience** for this text is people who will visit, or might want to visit, Dunnottar Castle.

We already know that the **purpose** of Text 2 is **to persuade**. It is trying to persuade people to buy Spotnot.

Do you have spots? Do you worry about what you'll see when you look in the mirror? Do you text and tweet instead of going out because you hate the way you look? Spotnot can help. Use Spotnot three times a day for a week and we guarantee results. Pick up a tube of Spotnot in any high-street chemist or major supermarket: it's money well spent.

The **audience** for this text is people who are worried about their spots, most likely teenagers. We already know that the **purpose** of Text 3 is **to instruct**. It is telling readers how to make cheese sauce.



To make cheese sauce, melt 25g butter in a saucepan over a gentle heat. Add 25g plain flour and stir until the butter is absorbed and you have a sandy-coloured, dry paste. Pour in 300ml milk, a little at a time, stirring constantly to stop lumps developing. Once all the milk is stirred in, you should have a smooth liquid about as thick as cream. Turn up the heat, and keep stirring until the liquid thickens and bubbles. Now stir in grated cheese, a little at a time, tasting as you go until you are happy with how strong it tastes.

The **audience** for this text is people who want to cook cheese sauce.

When we identify an audience, we are trying to work out who are the **most likely** people to read, watch or listen to a text. The cheese sauce recipe might be read by a volunteer who is sorting out a donation of cookbooks in a charity shop, but it's much more likely to be read by someone who wants to do some cooking. The spot cream advert might be read by an 82-year-old man standing at a bus stop; but it's much more likely to be read by teenagers.

Read the following three texts. Then answer the questions afterwards. The questions will also get you to use again the skills you have already developed for identifying **purpose** and giving **evidence**.

## Text A

For volume without product, comb through your hair to remove any tangles – which are unlikely at this length anyway – then towel dry. Comb again to create a parting. Now blow dry, using your fingers to lift sections of hair and letting the air reach the roots. Finally, tip your head upside down and run cooler air through your hair before turning off the dryer and gently shaping with your fingers.

## Text B

### THE GOLDEN RULES FOR HAPPY HOLIDAYS

*Involve your children in choosing where to go – no one will have fun if they hate where you go.*

*Don't be tempted to overspend. The joy of being together is priceless.*

*Relax your usual rules a little. It doesn't matter if bedtimes are later or you eat more chips.*

*Give everybody one day to plan where you go and what you do. You'll be amazed what your kids come up with.*

*Take a holiday from screens and devices too. Play board games together in the evenings, or choose a story everyone loves and read a chapter aloud each night.*

*Don't leave all the photos on your phone when you get home. Print out the best ones to keep happy memories on display when real life returns.*

## Text C

### FEEDING A CROWD

Keep things simple. Soup, stew or curry will go a long way, and cooking in one big pot will reduce washing up later. This kind of cookery needn't be expensive. If you're making chilli, mix cheap cans of different beans and tomatoes with just a little of the more expensive meat, and use supermarket mince, not cuts of beef. Veggie curry is just as delicious as lamb or chicken, and costs less to make. For pudding, bake one simple cake when you have time the day before – chocolate never fails – and chop apples, bananas and oranges for a tasty fruit salad.

- 1 All these three texts have the same **purpose**. What is this purpose that they all share?
- 2 Each text has a different target **audience**:
  - a What is the most likely target audience for text A? Give evidence from the text to support your answer.
  - b What is the most likely target audience for text B? Give evidence from the text to support your answer.
  - c What is the most likely target audience for text C? Give evidence from the text to support your answer.

(For answers, see page 124.)

## LAYOUT

Writers want their texts to be successful. They want the audience – their readers – to understand the text so that the text can achieve its purpose.

Writers use many skills and techniques to make their texts successful. This book will teach you how to understand and analyse those techniques.

The first thing you will notice about a text – especially with some types – is the way it looks on the page. We call this the **layout**.

Layout can include whether a text is in columns, how it is broken into sections, whether it uses pictures and many other features.

Writers and designers use layout to help us understand a text better. Good layout can help us to find information quickly. It can help us to find our way through the text.



### Teacher's task

You will need a selection of texts that use particular layouts so that your pupils can do the group task below. These texts could include newspapers, magazines, dictionaries, novels with a lot of quite short chapters, books for younger children with little writing and many pictures, play texts, takeaway menus, National 5 RUAE exam papers, recipes, information leaflets, etc.

You will need several different examples of each type of text, for instance, a number of different newspapers or a variety of play scripts. Each group in the class will need at least three different types of text to examine. Depending on your class, you might set a homework task asking pupils to bring suitable texts, but you should also collect some yourself.



### Group

First, work in a small group of about four people. Your teacher will give you some texts to look at. Each text has a special kind of layout.

Look at the texts together. For each text, discuss:

- **What** do you notice about the layout? How would you describe that layout to someone else?
- **Why** has the text been laid out that way? How does the layout help that text to achieve its **purpose**?

Now work with the rest of your class.

- Pick one of the texts your group explored. Get someone from your group to tell the class what you worked out about the layout of that text.
- Your teacher will pick someone from another group that explored a similar text. (For example, if your group looked at one leaflet, your teacher would pick a different group that looked at a different leaflet.) That person will explain anything else that they noticed about the way that kind of text is laid out.

Your class should keep discussing until you have talked about each of the different types of text your teacher gave you.

The most important layout feature, one we use every day, is the **paragraph**. Even texts that seem very simple are usually divided into paragraphs to help us follow the writer's ideas. The **passages** in all the practice tests in this book are laid out in paragraphs.

# Answers

## Introduction

### Page 8 – a drawing to show how closely pupils read

Pupils should draw a simple round face with a triangle nose, two dots for eyes and a mouth that conveys either happiness or sadness.

## Chapter 1 – Meeting a text

### Pages 10–12 – subjects and purposes of texts

#### Building

- 1 Dunnottar Castle
- 2 to buy Spotnot
- 3 how to make cheese sauce

#### Strengthening

- 1 to explain how a piano works
- 2 to warn about danger (of electrocution)
- 3 to share an experience of time with a grandparent

#### Extending

- 7 to persuade people to visit
- 8 to share the experience of visiting
- 9 to give information for planning a visit

### Page 13 – purposes and evidence

Other answers are possible, especially for number 6. Class discussion will be useful.

Text	Subject	Purpose	Evidence for purpose
4	pianos	to explain how a piano works	The text explains what is inside a piano and how those parts make (different) sounds.
5	electricity	to warn about danger of electrocution	It tells you to keep out. It uses an exclamation mark. It tells you what causes the danger.
6	fishing with Granddad	to share an experience of time with a grandparent	The writer tells us all the things their granddad taught them and why that was so valuable.
7	Edinburgh Castle	to persuade people to visit	It uses words like <i>visit</i> , <i>love</i> , <i>feel</i> , <i>see</i> and <i>admire</i> . It offers cheap rates.
8	Edinburgh Castle	to share the experience of visiting	The writer tells us all the things they did on their first visit.
9	Edinburgh Castle	to give information for planning a visit	It gives opening times, dates and prices.

### Page 16 – audience and purpose

- 1 All three texts share the purpose of giving advice.
- 2
  - a Likely audience: people with short hair.  
Evidence: it says tangles are '*unlikely at this length*'.
  - b Likely audience: parents.  
Evidence: it says '*your children*', '*your kids*'.
  - c Likely audience: someone planning a big meal/expecting lots of guests etc.  
Evidence: it is called '*Feeding a crowd*'.

### Page 18 – building task – skimming news article paragraphs

Ivan – C    Aisha – A    Max – B

### Page 19 – strengthening task – skimming a job advert

Lena is 16: she is too young to drive, or to own the car or van drivers have to provide.

### Page 20 – extending task – skimming information about a school

- 1 No. It says, '*Your daughter or son*' so it is aimed at parents. It is about a primary school but Joseph is 11 and probably about to go to secondary school.

# READING FOR UNDERSTANDING, ANALYSIS AND EVALUATION SKILLS

Discover how much you can enjoy reading, and what you can learn, understand, question and explore when you have good close reading skills.

From the world's cheesiest pizza to a mysterious metal column that appeared in a desert, this book is packed with passages that you will find intriguing.

- **Understand the essentials.** Key concepts that you need to remember are introduced in 'explanation' boxes.
- **Gradually develop your skills.** 'Building', 'Strengthening' and 'Extending' tasks help you to progress in your close reading skills and feel more confident.
- **Practise and improve.** Ten practice assessments are included in the book, with longer passages and follow-up questions, so you can show your skills and understanding to your teacher.
- **Build strong foundations for the future.** Working on your close reading skills in S1 to S3 will prepare you for success in your National qualifications.

## About the author

**Jane Cooper** has over 25 years' experience of teaching in Edinburgh schools and was an SQA marker for 15 years.

She has written CfE unit assessments and is the author of textbooks on many aspects of CfE English across BGE, National 4/5 and Higher.



This title is also available as an **eBook** with **learning support**.

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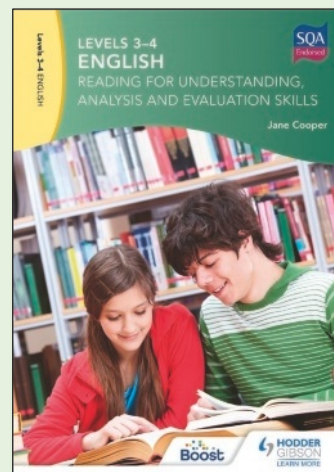
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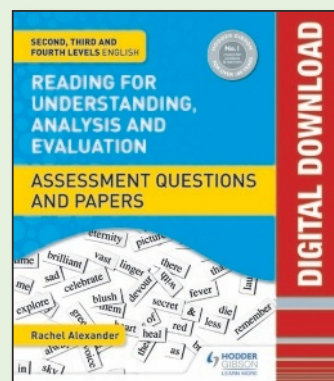
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