

# English Level 2

## Section A

### Build your reading skills base

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# English Level 2

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## Section A: Build your reading skills base

### Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 2.

### But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

### New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

### Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
<b>2 Reading (written language)</b> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	In three or more texts	
	<b>2.1</b> Select and use different types of texts to obtain and utilise relevant information	<b>1</b> Skimming, scanning and close reading <b>2</b> Finding main points and details <b>4</b> How information texts are organised <b>5</b> Understanding tables with words and numbers
	<b>2.2</b> Read and summarise, succinctly, information/ideas from different sources	<b>3</b> Comparing two texts

### Where to find the final specification, assessment and resource material

Visit our website [www.edexcel.com/fs](http://www.edexcel.com/fs) then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

# A Build your reading skills base

This section will help you to practise different ways of reading to obtain information from texts. It will also help you spot the important features of different text types so that you can quickly identify texts and understand them. You will learn about:

- ➡ skimming, scanning and close reading
- ➡ understanding difficult words
- ➡ finding main points and details
- ➡ comparing different texts
- ➡ recognising the different features of different text types
- ➡ how text features are used to organise texts
- ➡ working out information from charts and tables.

You will then test your mastery of these skills at the end of the section.

## 1 Skimming, scanning and close reading

### Learn the skill

When you read a piece of text, you often need to use all three of these skills to find the information you need.

- **Skimming** means looking over a text quickly to find out what it's about.
- **Scanning** means quickly running your eyes across the page to find the answer to a particular question.
- **Close reading** means reading a text carefully so you can really understand it.

### Try the skill

- 1 Look at the article on page 3, from the sports pages in an online newspaper. Answer the questions below.
  - a) **Skim** the article to find out what it is about. You will need to look at the heading and photo, and run your eye down the text looking for words that tell you which sport it is about.

Which sport is the text about? Tick the right answer.

- A Bowling
- B Baseball
- C Cricket
- D Football

- b) **Scan** the text to find out whether Monty Panesar is left-handed or right-handed. Circle the words in the text that tell you this.
- c) **Read the text closely** to find out what Monty Panesar thinks about Sachin Tendulkar. Underline the words that tell you Monty Panesar thinks Sachin Tendulkar is a great cricketer.
- d) **Scan the text** and then **read a paragraph closely** to find out which other players Monty defeated as well as Sachin Tendulkar, in the same match. Write the other players' names here:
- \_\_\_\_\_.
- e) **Read closely** and then circle the words that tell you in which match in the tour Monty defeated all three players.

## SportsNews

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Health News
Earth News
Science News
▶ Sport News
Timeout
Mailbag
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# New England spin doctor!

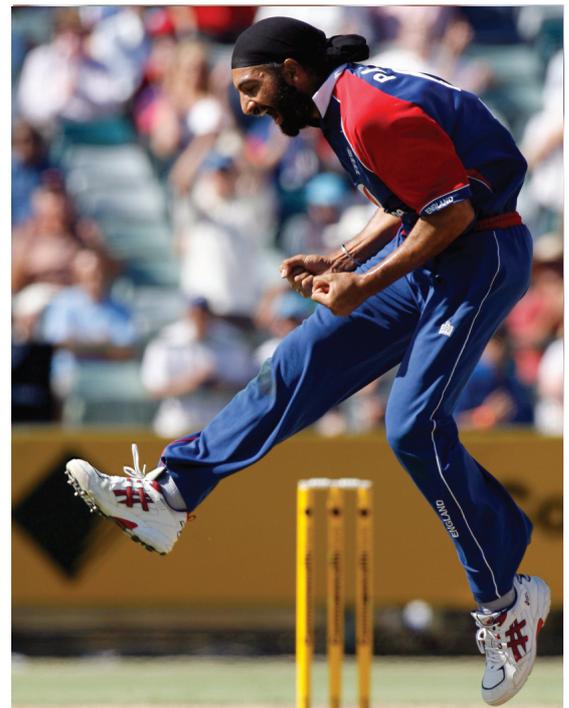
If a bowler in cricket were asked to name a batsman he would like to dismiss on his Test match debut, he would struggle to name a better player than India's Sachin Tendulkar.

Known as the Little Master, he has struck more than 10,000 runs, averages more than 55 per innings and has smashed 35 centuries. Bowling to him is enough to make most youngsters shake with fear.

However, Monty Panesar, Northamptonshire's left-arm spinner, who is just 23, showed his character by trapping his hero lbw during England's recent tour of India.

He also removed Mohammad Kaif and, in the second innings, skipper Rahul Dravid, to round off a highly promising first match.

'Everyone dreams of getting [Sachin's] wicket,' said Panesar, who has been nicknamed the Turbanator. 'To get someone like him, my role model and the best batsman in the world, is something special.'



2 Answer the questions below. They go with the text on page 5.

a) **Skim** the text opposite. What kind of text is it?

- A A persuasive text to encourage readers to support Charlton women's football team.
- B A newspaper article about women's football.
- C A newspaper article about the footballer Eniola Aluko.
- D An explanation text explaining how to become a football player.

b) **Scan** the text to find out which team Eniola Aluko scored her first goal for England against.

- A Holland
- B Czech Republic
- C Everton
- D Charlton

c) **Scan** the text to find out what subject Eniola Aluko is studying at university.

- A Sport
- B Politics
- C Media
- D Law

d) **Skim** to find the part of the text where Eniola Aluko is talking about her brother. **Read closely** to find out what she thinks of him.

- A She thinks he's a great player.
- B She's a bit jealous of him.
- C She doesn't often manage to see him play.
- D She tries to play on the same days as him.

e) **Skim** to find the part of the text where Eniola is talking about her studies. **Read closely** to find out what she thinks about combining football with studying.

- A It's easy because she knows a lot about the subject.
- B It's important to study because she will need a job if her football career ends early.
- C It's too difficult and stressful.
- D It's difficult, but her father can help her.

### Test tip!

It is often a good idea to read the questions before you read the text. That way, you'll know what to look out for when you read the text and which reading skills to use.

### Test tip!

Close reading is very important. It will help you to understand the text more fully and you will be more confident that you are answering the question asked. Take time to read important areas of text several times until you feel you really understand them.

# SportsNews

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## Real-life star's World Cup ambitions

England star Eniola Aluko was named Young Player of the Year at the Women's FA Awards three years ago and since then she hasn't looked back.

- 5 The 19-year-old striker has played for England Under-19s and 21s and made her debut for the senior side against Holland in a 2–1 win two years ago.

- 10 Last May, against the Czech Republic, she scored her first goal for England, and she also scored the only goal in the FA Women's Cup final for Charlton against Everton at Upton Park, in a game shown live on BBC One.

- 15 This season she scored twice for Charlton in the 2–1 League Cup victory over Arsenal.

She studies law at Brunel University and her brother Sone plays for Birmingham and England Under 17s. Eniola is going places.

- 20 She spoke to The Newspaper:

**You play for Charlton – are they a top women's side?**

- 25 During the past four years Charlton have reached a number of major finals and have won at least one trophy each season. I support the men's team as well because we're all part of the same club. The women's team is equally important to the club's vision and we're given space in matchday programmes.

**You're studying law: how do you find the time?**

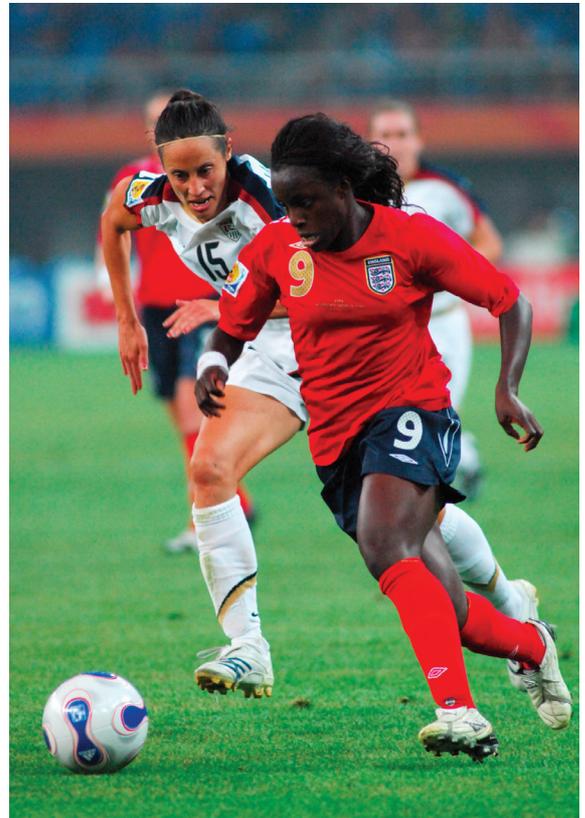
- 30 Juggling law and football is extremely hard and stressful at times, but it's something I have to do to make sure I have something to fall back on if my playing career ends early. Law is something that's always interested me. My father was a member of parliament in Nigeria so I know quite a lot about law and politics. I hope to work in sports law, media law or human-rights law.

**How thrilling was it for you to score your first England goal against the Czech Republic at Walsall in May 2005?**

- 35 I was delighted because it was my first senior goal and it rounded off a good performance by the team leading up to last year's European Championships.

**Is there a big rivalry between you and Sone?**

No, he's a fantastic player who can use both feet – that is quite rare. I admire him and try to emulate his skills. We're very happy for each other when we score. We try to see each other play but sometimes we play on the same days.



Courtesy of the FA

## 2 Finding main points and details

### Learn the skill

- **The main point** in a piece of text is what the text is mostly about. You may need to find the main point of a whole text, or the main point of one paragraph or section.
- Paragraphs or sections will often begin with one main point. The main point is often followed by examples and **details** that add extra information to the main point.
- Sometimes the main point does not come first in the paragraph – then you may have to read the whole section carefully to find the main point.
- You need to be able to tell the difference between a main point and a detail.

### Try the skill

Look at the information below, which was written for people thinking about becoming firefighters. Then answer the questions on page 7.

The main point in the first paragraph has been highlighted in red. The detail has been highlighted in green.

#### Dealing with emergencies

Technology obviously plays a major role in helping firefighters to tackle emergencies as efficiently as possible. For example, at brigade headquarters control room computers store street plans, details of high risk buildings and the latest information on hazardous materials. This ensures that as soon as an emergency call is received – whether a fire, chemical spillage or road traffic accident – controllers can immediately access what appliances are required.

On attending at a fire, the firefighters have to make a very quick assessment of the situation. As materials used in homes and factories change so does the way a fire is tackled. A house fire may require two appliances whereas a commercial or factory fire may involve several appliances as well as requiring thousands of litres of water and foam, plus the use of specialist equipment.

There is also the hazard of toxic fumes and heavy smoke which can be generated from the modern materials – for example foam-filled furniture. This makes tackling a fire that much more difficult and firefighters always go fully protected with equipment such as breathing apparatus as well as personal radio sets to keep them in contact with their colleagues at the scene, or back at brigade headquarters.

1 a) Draw a wavy line under the main points in paragraphs 2 and 3.

Circle the detail in paragraphs 2 and 3. (Phrases such as 'for example' and 'as in the case of' often suggest that details will follow.)

b) Tick the sentence that best summarises the main point in paragraph 2.

- A When they arrive at a fire, firefighters need to work out quickly what equipment they need.
- B Factory fires need more equipment than house fires.
- C Fighting fires uses up a great deal of water.
- D Firefighters have a lot of specialist equipment.

c) Summarise the main point made in paragraph 3 in your own words.

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d) Which of the following headings would be most suitable to use as a heading for the second paragraph?

- A Materials used in homes and factories
- B Using specialist equipment
- C How firefighters decide how to tackle a fire
- D When a fire starts

e) Which of the following does the text say is a danger caused by modern materials?

- A Toxic fumes.
- B Heavy use of water and foam.
- C Chemical spillage.
- D Road traffic accidents.

f) Which of the following would make the best alternative heading for the whole passage?

- A What to do if you discover a fire
- B Why join the fire service?
- C Fighting a factory fire
- D Firefighting equipment

**Test tip!**

In the test it is a good idea to read important parts of the text several times to check that you have noticed and understood everything you need to answer the question.



2 Read this karate instructor profile from the Karate Union of Great Britain website, and answer the questions.

## Sensei Billy Higgins 7th Dan

Billy Higgins was born in Bootle, Liverpool on 14th August 1945. His sporting skills have been clear from a young age. Taking a keen interest in sport from an early age, he took up boxing, gymnastics, and football while still at school. In 1965 he started to study Wado Ryu Karate and he very quickly established himself as a fast and skilful fighter.

He moved to KUGB from the BKCC in 1970. He was selected for the BKCC All Styles Squad and during training, he rapidly realised the high technical standard of the KUGB members of the squad.

He has had a long and distinguished competition career, with many national and international titles to his credit. These include Individual 2nd in the WUKO All Styles World Championship in Paris 1975 and 1976 European All Styles Champion. He was captain of the highly successful 1975 British All Styles team that defeated the Japanese team to win the World Championships in Los Angeles. He was also a member of the very successful KUGB Senior International Team that won the Championships of Europe no less than five times!

He has had a range of regional and national responsibilities. He was coach and manager of the EKB squad and was squad coach for the KUGB Scottish and Southern Regions. He is a KUGB Grading Examiner and a qualified International Referee.

He is renowned for his fast and effective fighting style, particularly his lightning-fast Ashi-Barai/Gyaku-Tsuki combination which has devastated his opponents and won him many events.



- a) Underline the main point of the third paragraph.
- b) Which of the following would be the best title for the first paragraph?
  - A Early sporting interests
  - B Billy's birth
  - C Billy's school career
  - D Studying Wado Ryu Karate
- c) Work with a partner. Fill in the table below by summarising the main points of each paragraph in your own words.

Paragraph	Main point
1	<i>Billy Higgins has always been good at sport.</i>
2	<i>He moved from the BKCC to the KUGB.</i>
3	
4	
5	

- d) What role did Billy play in the team that won the 1975 World Championships?

- e) Work out from the passage which of the following best describes the Ashi-Barai/Gyaku-Tsuki combination:

- A Specialist equipment that you need for karate.
- B Specialist clothing that you need for karate.
- C A medal you can get for winning karate competitions.
- D Fighting moves you can use in karate.

- f) Circle two phrases in the text that describe Billy Higgins' fighting style.

- g) Which of the following is **not** true of Billy Higgins, according to the text?

- A He joined the BKCC in 1970.
- B He is a qualified referee.
- C He has captained the British karate team.
- D He played football when he was young.

**Test tip**

When a question asks you to choose a statement that **best sums up** what a paragraph or text is about, you need to work out what the main point of the text is.

# 3 Comparing two texts

## Learn the skill

Comparing two different texts means searching to find:

- ways they are the **same**
- how they are **different**.

**Step 1** Start by reading the first text through carefully, picking out its main ideas and points.

**Step 2** Begin to read the second text. Pause at the end of the first paragraph and ask yourself: 'Did it say something similar to what was in the other text?'

**Step 3** Go back to the first text and search it to find out whether it says something similar or very different to what you have just read.

**Step 4** Once you have found your answer, go on to read the other paragraphs in the second text, repeating Step 3 for each paragraph.

## Try the skill

- 1 Read the two descriptions from the Salvation Army appeal on page 11. Answer the questions below.
  - a) Who helped Sarah and Laura?
  - b) Why had Sarah and Laura left home?
  - c) Where were Sarah and Laura living just before Christmas?
  - d) How were Sarah and Laura helped by the charity?
  - e) What difference has the charity's help made to their lives?
- 2 Work with a partner. In what ways are Sarah and Laura's stories similar? In what ways are Sarah and Laura's stories different?
- 3 Which of these statements about both descriptions are true?
  - A Both descriptions show that the Salvation Army hands out money to needy people.
  - B The Salvation Army gives practical help to people in danger.
  - C The Salvation Army forces the people they help to go to church.
  - D The Salvation Army officers lose touch with the people they help.

# ‘You’ve helped us to be a proper family again’

Tearful and trembling, Sarah arrived at our Salvation Army centre with her five-year-old daughter Jenny a few weeks before Christmas last year. She had walked out on her violent husband after he got drunk and attacked her.

Mother and daughter had nowhere to go, and nothing in the world except one bag of clothes. Sarah was also terrified that her husband would find her. But we acted to keep Sarah and Jenny out of danger by finding them a place at a refuge we run for vulnerable mothers and children.

The next step was to help Sarah find a flat outside the area, where she and her daughter could feel safe and start to rebuild their lives. They moved in on Christmas Eve, and we helped to make it a happy Christmas for them by delivering a parcel of food and a few toys for Jenny. Sarah was in tears again when we called with the presents – but this time they were tears of joy. She said: ‘You’ve given Jenny the first happy Christmas of her life and helped us to be a proper family again.’



**£95 will keep a women and children’s refuge open for one night, to provide a safe haven.**

# ‘You saved my life and gave me a future’



Just before Christmas last year, a young Salvation Army officer was out on the streets late at night when she found a young girl shivering under a blanket in a doorway. She couldn’t have been more than 16, but her gaunt face and thin arms showed the signs of drug addiction.

The girl, whose name was Laura, had been driven out of her home by her mother’s boyfriend. Homeless and vulnerable, she had got in with racketeers who hooked her on drugs and then forced her to beg and steal for the price of her next fix.

Laura agreed to come back to the Salvation Army centre, where we gave her a hot meal, a bed for the night and access to medical help. Since that day she has been able to break her addiction and is now back at college, where she is hoping to qualify in catering.

But she knows that without The Salvation Army she might not even be here today. When she came back to see us recently, she said: ‘That night, you saved my life and gave me a future.’

**£63 will pay for a place for one week in a rehabilitation centre to help a homeless person come off the streets for good.**

# 4 How information texts are organised

## Learn the skill

When you first scan a text:

- search the text for its features
- use the features to help you work out what kind of text it is
- use the features to help you find the information you need in the text.

## Try the skill

1 Here are some types of text you will often need to read:

- memo
- letter
- e-mail
- advertisement
- report or essay
- newspaper article

Scan the six texts on pages 13 and 14.

- a) Write down what type of text each one is, using the list above.
- b) Note any words or features that helped you work out which type of text it was. The first one has been done for you.

**A**

**Experience the new Legato**  
**The pure power of driving passion**  
 Not just a car – a whole way of life.  
**Leave** others standing. **Control** your destiny!

sounds like it's telling you to do something

use of bold text

persuasive words

Text type: advertisement

**B**

Send Save Attach file

From: Jade O'Brien  
 To: Chris Mackie  
 Cc:  
 Subject: Meeting on 17 January?

Hi Chris,  
 I'm going to be in Manchester on 17 January. I have a meeting all morning. Is there any chance of meeting up in the afternoon, any time after 2.30? I need to get a train back to Leeds at 5.30 so that should give us time to go through the plans for the new office.  
 Jade

Text type: \_\_\_\_\_

**D**

Date: 1 November 2007  
 To: Janna Pullman, Maintenance Department  
 From: David Kearney  
 Subject: **Cleaning Toilets**

Another client has just complained about the state of the ladies' toilet by reception. This is the third such complaint this week. Please can you do the following?

- Organise a cleaner to clean the toilets at once.
- Find out what the problem is and make sure it doesn't happen again.

Thank you for your help in sorting this out.  
 David

Text type: \_\_\_\_\_

**C**

**SWAPPING A PAPERCLIP FOR A HOUSE!**

Just over a year ago Kyle MacDonald thought of a plan to use the internet to see if he could swap things until he ended up with a house ...

Kyle, 26, started off by swapping a paperclip for a pen. Then he swapped the pen for a doorknob, and so on. Before long, the whole world was watching to see if he could succeed.

He swapped all kinds of things including an instant party, a camping stove and a holiday. Finally, last week, he made his last swap and got a free house in return for a part in a film!

Text type: \_\_\_\_\_

**E**

Mr David Kearney  
 Manager, Flatmans Ltd  
 123 Burton Road  
 Newtown  
 AG6 4PP

1 November 2007

Dear Mr Kearney

When I visited your company this morning I found the ladies' toilet in a disgusting state. There was rubbish all over the floor, and the sinks were overflowing.

I wish to complain formally about this matter. If you wish to keep my custom, please contact me to discuss this matter.

Yours sincerely  
 Emily Cameron  
 Emily Cameron

Text type: \_\_\_\_\_

# Insects

There are more insects than any other type of animal on earth. There are nearly a million species of insect that have been described and given scientific names, and scientists think there are at least seven million more kinds that we do not yet know about.

## ***Insect bodies***

The name 'insect' is a good one, because insects have bodies that are **in sections**. The three main sections of an insect's body are:

- head
- thorax
- abdomen.

## ***Metamorphosis***

Most insects go through a process known as 'complete metamorphosis' as they develop from egg to fully-grown adult. The stages of complete metamorphosis are:

- 1) eggs
- 2) larvae (grubs) that look very different from their parents
- 3) pupae
- 4) adults.



Text type: \_\_\_\_\_

- 2 Read the chart below. It shows some common text features. Tick the chart to show which features you found in texts A–F on pages 13 and 14. The first column has been done for you.

Feature	Tells readers	Advert	Report	News article	Letter	Memo	E-mail
Main heading	This is the main idea of the whole text.	✓					
Subheading	This is the main point of this part of the text.						
Numbering	You need to understand the points in this order.						
Bullet points	These are different points.						
Paragraphs	The sentences in this part are all about the same idea.						
Bold or italic text	The writer wants you to notice these words.	✓					
Persuasive language	The writer wants you to do something.	✓					
Salutation (e.g. 'Dear Jo', 'Hi, Jo', 'To Jo')	The text is meant to be read by this person.						

3 Read the text below and answer the questions that follow.

## Press-ups

A **press-up** or push-up is a common strength training exercise. Press-ups are often used in athletic training, and especially in military physical training.

### *Different types of press-ups*

#### **Full press-ups**

This is the standard version of the press-up. It involves:

- 1 lying face down on the floor
- 2 placing the hands below the shoulders on the floor
- 3 keeping the back and legs straight
- 4 using the arms to raise and lower the body so only the hands and toes are touching the floor.

#### **Easier press-ups**

In these versions, some of the body weight is supported so the exercise is easier.

- Wall press-ups are performed by standing close to a wall and pushing away from the wall with the arms.
- Three-quarter press-ups are like a full press-up but with bent legs so the knees touch the ground. These are often used in women's fitness programmes.

### **Record-breaker**

An average male aged 15–19 might be able to do about 25 press-ups without stopping. The world record for non-stop press-ups is 10,508, achieved by Minoru Yoshida of Japan in October 1980.

a) Circle the description that best fits this text:

newspaper article    report    e-mail    letter    memo    advertisement

b) Why are numbered points used under the heading 'Full press-ups'?

---

c) Why are bullet points used under the heading 'Easier press-ups'?

---

d) What is the **main** reason why the writer added the subheadings 'Full press-ups' and 'Easier press-ups' below the heading 'Different types of press-ups'?

- A** Because the writer wanted to change the subject from 'Different types of press-ups'.
- B** Because the writer wanted to make it easier to see what the different types of press-up are.
- C** Because the writer wanted to break up the text to make the page look more interesting.
- D** Because the writer wanted to show that full press ups are easier than other types of press-ups.

# 5 Understanding tables with words and numbers

## Learn the skill

The way that you find information in a table with numbers is the same as for a table with words and symbols.

- Read the heading of each row and column.
- If there are any symbols, make sure you understand what they mean, e.g. by reading the key.
- Decide what you need to find out. Find the right row or column to search.
- Move your finger along and keep scanning until you find the information.

## Try the skill

- 1 Anna is planning a trip to London. She wants a hotel within half a mile (0.5 miles) of Waterloo station. She would like to stay in a hotel rated 4 stars or above.

Look at the web page on page 17, showing search results for hotel deals in London, and answer the questions below.

- a) Which hotels on the list are close enough to Waterloo for Anna?

\_\_\_\_\_

b) Which of these hotels best matches what Anna requires?

\_\_\_\_\_

c) How much will it cost to stay at this hotel on June 4<sup>th</sup>?

\_\_\_\_\_

d) If you wanted to stay in the Covent Garden area on June 6<sup>th</sup>, what is the lowest price you would have to pay?

A £287.50  B £159.00  C £115.00  D £125.00

- e) Where is the nearest 5-star hotel to Waterloo?

A Leicester Square  C Vauxhall

B Covent Garden  D Westminster

f) How far from Waterloo is the least expensive 4-star hotel on June 5<sup>th</sup>?

A 0.1 miles

C 0.9 miles

B 0.7 miles

D 1 mile

**Hotels in Waterloo**  Hotels  Apartments  All Search radius : 1 miles ▾

London Areas ▾

Name	Miles*	Location	Star	03 Jun	04 Jun	05 Jun	06 Jun
City Inn	0.9	Pimlico	4★	£159.85	£148.35	£90.85	£102.35
Radisson Edwardian Leicester Square	0.8	Leicester Square	4★	£179.40	£179.40	£138.00	£184.00
Wellington	0.1	Waterloo	3★	£89.95	£89.95	£89.95	£89.95
One Aldwych	0.6	Covent Garden	5★	£356.50	£339.25	£287.50	£287.50
Mercury	0.7	Southwark	4★	£175.00	£155.00	£99.00	£125.00
Kingsway Hall	0.8	Covent Garden	4★	£189.00	£189.00	£159.00	£159.00
Radisson Edwardian Hampshire	0.8	Leicester Square	5★	£208.00	£174.80	£156.00	£174.80
Royal Horseguards	0.5	Westminster	4★	£182.85	£182.85	£125.35	£148.35
Thistle Piccadilly	0.9	Piccadilly	3★	£194.35	£148.35	£148.35	£171.35
Plaza on The River	0.8	Vauxhall	5★	£205.85	£205.85	£136.85	Full
Radisson Edwardian Mountbatten	0.9	Covent Garden	4★	£179.40	£179.40	£115.00	£179.00
Plaza Riverbank	1.0	Vauxhall	4★	£159.85	£125.35	£102.35	£113.85

\* = distance from Waterloo station

Adapted from LateRooms.com