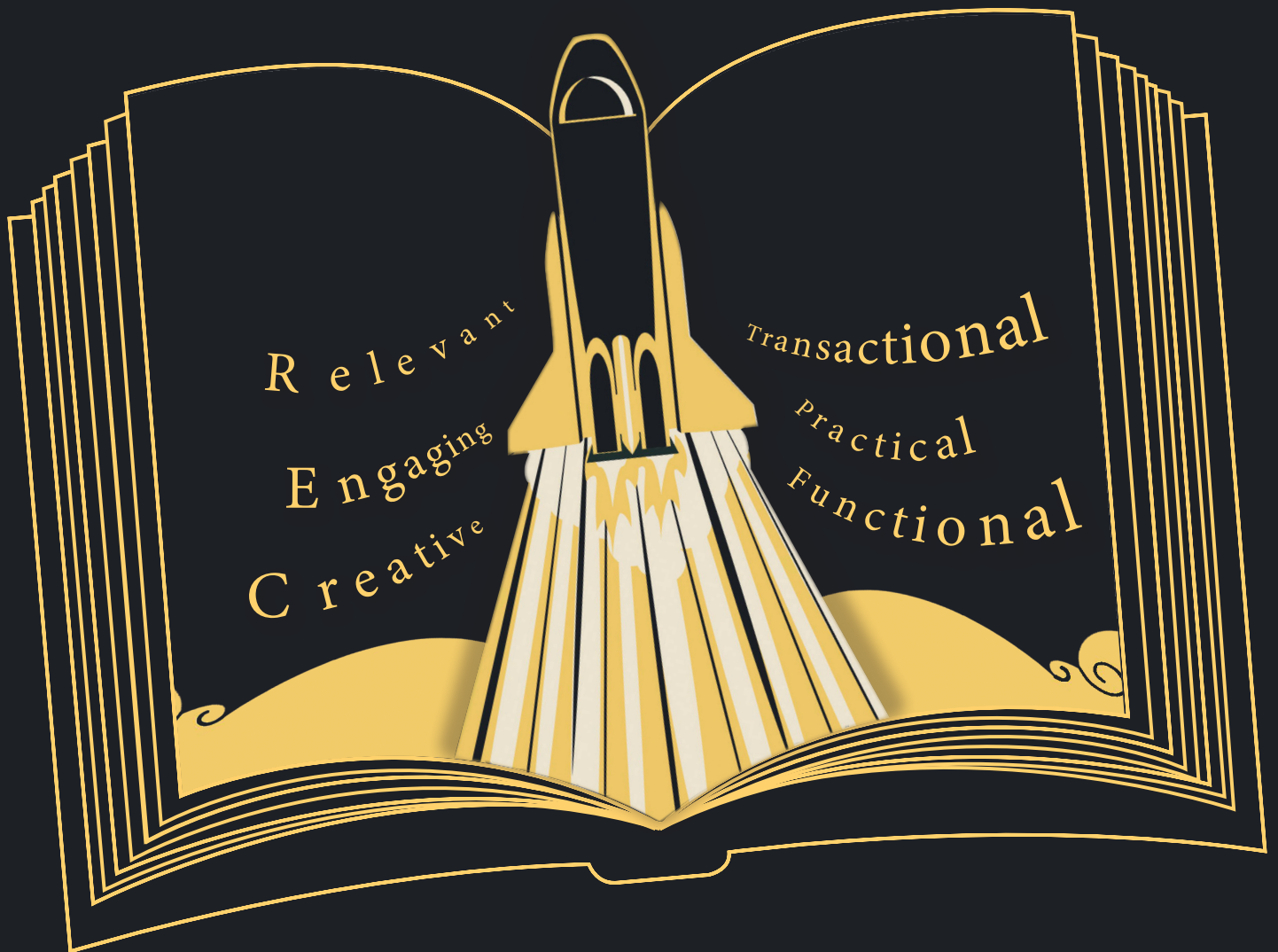


Anthology of Unseen Texts



For use with GCSE (9-1) English Language 2.0 (1EN2)

Issue 2



Contents

Contents	2
Introduction	3
Topic 1: Anti- Slavery Activists	4
Topic 2: Children and sleep	6
Topic 3: Sea life	9
Topic 4: Bicycles and Tricycles	12



Introduction

The purpose of this anthology is to help you prepare for Paper 1 of the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Language 2.0.

The anthology contains one single text and three topic pairs from a variety of 19th-century non-fiction texts.

All the extract pairs are between approximately 650–750 words in length to reflect the length of the extract in each examination and have a short introduction to put the extract into context.

The texts in this anthology are provided to complement your current teaching materials and to guide your text choices for preparation for the examination.

These texts will NOT appear in the examination.

Text

This is an extract from a newspaper article in The New York Sun about Harriet Tubman written in 1896. She was an African American ex slave who fought against slavery and become a political activist.

Harriet Tubman's Wonderful Half Forgotten Career

On the outskirts of the city of Auburn stands a small frame cottage which has recently become the Harriet Tubman Home for Aged Colored¹ People. It will be a last monument to one of the most noble and wonderful figures in the history of slavery's decline and fall.

She is nearing the end of her life with only half her wonderful story told, at peace with herself and the world, content in her growing oblivion, with only one ambition: that the home she had founded shall prove a true refuge for the needy of her race.

Her story begins when, one night Harriet escaped from the town singing a song of farewell and of freedom.

Alone, friendless, moneyless with an unknown country before her and the North Star to guide her, she set out. Harriet remembers few details. Only her purpose was firm on her mind. "I had reasoned this out in my mind. I'd fight for liberty as long as I lasted".

She obtained employment in the North and lived on nothing. One night she mysteriously disappeared from her home. The time was spent on the first of her expeditions to the South, where she planned and led an exodus of her people to the land of freedom. Before long throughout the plantations² of Virginia were spread offers of a reward for a woman who was luring slaves away from their masters. Forty thousand dollars was the reward offered for her head: yet with such a price upon her life she was never captured. No fewer than nineteen times did she make these trips, bringing away North more than 300 people. In this time, she came to know the path well.

Some dark night word would go about the slave quarters of a plantation that Harriet was waiting for them. Then would come a rendezvous³ in a swamp or a woodland where one or two of the more intelligent slaves would be entrusted with the outline of Harriet's plan. At the appointed time, the little band of fugitives would meet, and Harriet would pilot them away. Not only was she a leader, but also a commander of an army and of her discipline, she would not accept any disobedience. The women she encouraged, the men she commanded and more than once, she slung, over her own back, babies drugged with a sleeping drug lest⁴ they should cry and betray the whole group. Such was her energy and strength, that oftentimes, the men who followed her would fall to the ground, refusing to go any further.

Harriet believes she has yet some time to live. She neither fears death nor desires it.

"My work is done," she says. "I ain't got no more to do. My people's free, thank my God and the home is started. When the Good Lord calls me, I will be ready."

Glossary

- ¹ colored – a popular term of the time used to describe members of the BAME community.
- ² plantation – large areas of land used to grow crops. In the 17th and 18th century, these areas of land were typically owned by rich landowners who used slaves to farm the crops.
- ³ rendezvous – meeting.
- ⁴ lest – in case.

Source information

Text : <https://chroniclingamerica.loc.gov/lccn/sn83030272/1896-06-07/ed-2/seq-5/#words=Harriet+Tubman+Mother+railroad+Moses>

Ideas for questions

4a (AO1)	In lines 1–6, identify two ways Harriet is viewed as a success.
4b (AO1)	In lines 20–29, identify two ways Harriet kept her meetings with the slaves secret.
5 (AO4)	In lines 9–19, we learn more about the character of Harriet. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from these lines.
6 (AO4)	'This newspaper article is important as it shows how one person can make a difference to many people's lives.' Based on your evaluation of the text, how far do you agree with this opinion?

Topic 2: Children and Sleep

Text 1

This extract, from an illustrated guide for children written in 1825, explains why it is rude for children to yawn when they are in public.

Only look at that youth, how he stretches out his arms, and opens his mouth wide, as if he were alone!

There is nothing more vulgar than to yawn in company: it is informing others that we are tired of society. The lady who is furthest off appears to be shocked at his behaviour; she who is nearest frankly shows her surprise to the master of the house. This is unworthy of him; it is unpardonable. See how his father has let his hat fall to the ground, and is preparing to read a good lecture to the little boy who has been so rude.



“Sir,” said he to him, “I am ashamed to acknowledge that you are my son. No one after this will wish to see you; and I shall take good care that you are not again permitted to appear in company. When yawning is the effect of a feeble constitution, you should conceal it, by putting your hand before your mouth; but to yawn without constraint, as you have just now done, is to insult those with whom you are in company. Ladies, I beg that you will have the goodness to tell our friends and acquaintances what you have now witnessed, so that they may point with the finger to my son, saying, “Behold, that is an impertinent little boy.”

Glossary

¹ constitution – a person’s general health and well-being

² impertinent – rude

Text 2

In this extract from a household guide from 1880, parents are given advice about how to encourage a child to sleep well.

The habit of taking a mid-day nap may be advantageously observed till the age of three or four years. Even if the child be not sleepy it is advisable to let it lie in its cot for a certain time after having taken exercise, and before dinner. If any encouragement to lie down be needed, there is no reason why a few toys or a picture-book should not be allowed in bed. Pretending to hush a doll to sleep, for instance, will often send the child itself to sleep, and is as good a ruse¹ as can be adopted.

5

Before putting the inmates of a nursery to bed, the room should be darkened, and the nurse should take herself; if possible, to another room for any occupation she may have to fulfil.

Care is needed not to wake a child suddenly from its slumbers. Allow it, on all occasions, to waken of its own accord.

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An idea is prevalent² that much sleeping by day lessens the power of sleeping by night; but this is an error. As a general rule, *the more a child sleeps the more it wants to sleep*. Wakefulness is generally caused by over-fatigue and excitement, and is a positively painful state to the young child.

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A fit of sleeplessness may, in very many instances, be ended by wrapping the infant in a warm covering, and exercising it in an apartment of lower temperature than the nursery.

In more advanced childhood, the importance of sleep is undiminished,³ and should be observed with regularity. No unchanging rule can be laid down for general observance, but most children between the ages of four and seven years require, at least, twelve hours' sleep. Ten hours are supposed to be needful for schoolboys, and eight for adults. Few children under ten years of age can be kept out of their beds after seven o'clock without injury to their health. When once awake in the morning, they should be accustomed to rise without delay.

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Most parents go to their children's rooms before retiring to rest themselves. The chief observation to make on these visits is, whether the little ones be sufficiently covered, and that no draughts be felt from open windows and doors.

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Another precaution to be taken is, that the children's heads be sufficiently raised to prevent their breathing the air emitted from their lungs. This habit, if not necessarily fatal, is certainly liable to lay the seeds of a consumptive state⁴, and to produce an impaired constitution.

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A single small pillow is generally sufficient for raising a child's head. One blanket should always be placed with the selva ends across the bed, in order to allow plenty to turn in under the mattress.

Children generally sleep more comfortably, and suffer less from cold feet, if their bedding be slightly raised at the foot.

35



Glossary

¹ ruse – trick

² prevalent – common or widespread

³ undiminished – unchanged

⁴ consumptive state – means having consumption – consumption is an old term for wasting away of the body, particularly from disease pulmonary tuberculosis (TB)

Source information

Text1: <https://www.bl.uk/collection-items/moral-lessons-for-children>

Text 2: <https://www.victorianlondon.org/cassells/cassells-5.htm#exercise>

Ideas for questions

Text 1

1 (AO1)	Identify four reactions the adults have to the child yawning.
2 (AO4)	In lines 3–12 the writer tries to show that yawning in public is wrong Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from lines 3–12.
3 (AO2)	How does the writer use language to interest and engage the reader? (Think about the use of language and effect on possible readers).

Text 2

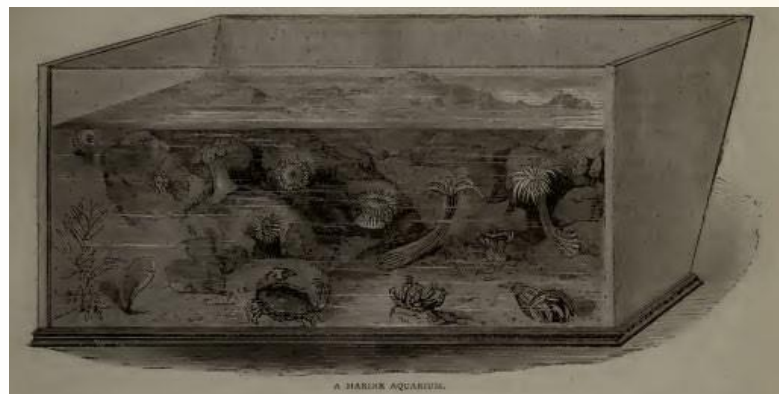
4a (AO1)	From lines 25–36, identify two ways a child could be encouraged to go to sleep.
4b (AO1)	From lines 12–17 identify two symptoms caused by lack of sleep.
5 (AO4)	In lines 1–9, the writer explains why a mid-day nap is so important for children. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from the extract.
6 (AO4)	‘This article explains why sleep is important for children of all ages’. Based on your evaluation of the text, how far do you agree with this opinion?

Topic 3: Sea Life

Text 1

In this extract from a household manual written in 1880, the writer offers advice on how to collect plants and animals for a home fish tank or aquarium.

Some of the rock-pools, on close examination, present an exceedingly pretty sight. Sea-weeds of various colours cover the bottoms, and give them the appearance of miniature forests. As a rule, imported sea-weed does not grow well in an aquarium, but as it looks pretty for a time and may easily be removed when it begins to show signs of decay, a few pieces should be secured.



The next curiosity to be sought after is the hermit crab, which you will certainly not find unless you know how to go about it. When all is quiet, the shell containing the hermit may be seen moving slowly along the sand between the rocks, but the moment the sound of a foot is heard the cautious inhabitant darts back into the shell and remains motionless,

so that it is not easy to discover it.

There will be no difficulty in finding common edible crabs. Those chosen should be small, say from an inch to an inch-and-a-half across. The crab is an especially valuable creature in an aquarium, for he acts as a scavenger and appropriates odd morsels of food that may have been rejected by his more dainty¹ neighbours.

Glossary

¹ dainty – fragile or small

Text 2

In this extract from his journal written in 1845, Charles Darwin, a naturalist and explorer, writes about a sea slug and octopus he has encountered on his travels.

I observed the habits of some marine animals. The sea-slug is about five inches long; and is of a dirty yellowish colour, veined with purple. It feeds on the delicate sea-weeds which grow among the stones in muddy and shallow water; and I found in its stomach several small pebbles. This slug, when disturbed, emits a very fine purplish-red fluid, which stains the water for the space of a foot around.

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I was much interested, on several occasions, by watching the habits of an Octopus. Although common in the pools of water left by the retiring tide, these animals were not easily caught. By means of their long arms and suckers, they could drag their bodies into very narrow crevices; and when thus fixed, it required great force to remove them. At other times they darted tail first, with the rapidity of an arrow, from one side of the pool to the other, at the same instant discolouring the water with a dark chestnut-brown ink.

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These animals also escape detection by a very extraordinary power of changing their colour. They appear to vary their tints according to the nature of the ground over which they pass: when in deep water, their general shade was brownish purple, but when placed on the land, or in shallow water, this dark tint changed into one of a yellowish green. The colour, examined more carefully, was a French grey, with numerous minute¹ spots of bright yellow: the former of these varied in intensity; the latter entirely disappeared and appeared again by turns. These changes were effected in such a manner, that clouds, varying in tint between a hyacinth red and a chestnut brown, were continually passing over the body. Any part, being subjected to a slight shock, became almost black: a similar effect, but in a less degree, was produced by scratching the skin with a needle.

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This octopus displayed its power both during the act of swimming and whilst remaining stationary at the bottom. I was much amused by the various arts to escape detection used by one individual, which seemed fully aware that I was watching it. Remaining for a time motionless, it would then stealthily advance an inch or two, like a cat after a mouse; sometimes changing its colour: it thus proceeded, till having gained a deeper part, it darted away, leaving a dusky train of ink to hide the hole into which it had crawled.

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While looking for marine animals, with my head about two feet above the rocky shore, I was more than once hit by a jet of water, accompanied by a slight grating noise. At first I could not think what it was, but afterwards I found out that it was this octopus, which, though concealed in a hole, thus often led me to its discovery. That it possesses the power of ejecting water there is no doubt, and it appeared to me that it could certainly take good aim.

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Glossary

¹ minute – tiny



Source information

Text 1 <https://www.victorianlondon.org/cassells/cassells-9.htm>

Text 2: <http://darwin-online.org.uk/content/frameset?itemID=F14&viewtype=text&pageseq=1>

Ideas for questions

Text 1

1 (AO1)	Identify four things the hermit and edible crabs do in the extract.
2 (AO4)	In lines 1–5 the writer tries to educate the reader about rock pools. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from lines 1–5.
3 (AO2)	How does the writer use language to interest and engage the reader? (Think about the use of language and effect on possible readers).

Text 2

4a (AO1)	In lines 6–14, identify two ways the octopus is hard to catch.
4b (AO1)	In lines 12–21, identify two things Darwin does to make the octopus change colour.
5 (AO4)	In lines 22–30, the writer tries to relate this experience about the funny behaviour of the octopus. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from these lines.
6 (AO4)	‘This article allows the reader to learn more about different creatures’. Based on your evaluation of the text, how far do you agree with this opinion?

Topic 4: Bicycles and Tricycles

Text 1

In this extract from an article in The Whitby Gazette (25 November 1898) newspaper, the writer is giving information about two exhibitions of bicycles – The National and The Stanley.

The two annual exhibitions of bicycles are this year held simultaneously, which may suit

those lovers of the wheel who live in the provinces¹, and who not wish to spend too much time in town. The National is, as usual, held at the Crystal Palace, and the Stanley at the Agricultural Hall, as it has been for many years.

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The National boasts several very striking novelties among its 2,000 exhibits, the chief feature of the innovations being free wheels, all of which are used in connection with back-peddalling brakes. The Stanley is just as interesting as its rival. A good and varied show of tandems², better than usual, is a striking feature.

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Briefly, to sum up both shows. Both are interesting, both are worth going to see, and the crowds that were present on the first three

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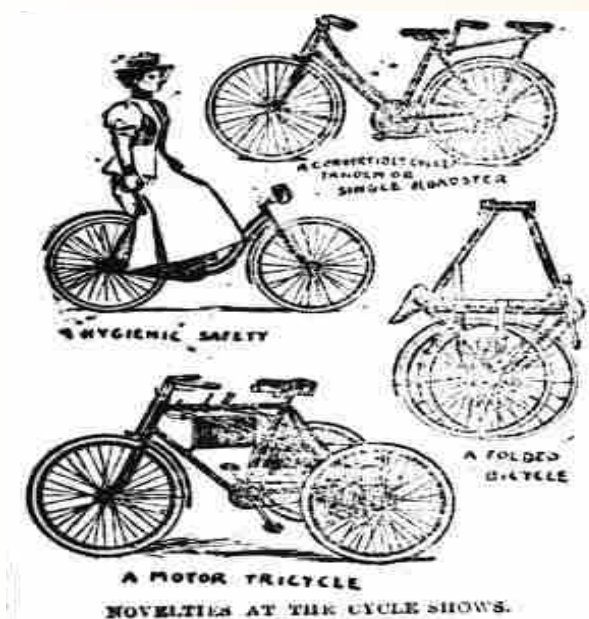
days eloquently testified to the fact that the interest in bikes is not going away and that the craze is a permanent one.

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Glossary

¹ provinces – an area outside a big city

² tandems – bikes designed for two people to ride at the same time



Text 2

This is extract from an article called 'The Tricycle: A Means of Obtaining Health and Enjoyment' first printed 1882. The writer gives advice to readers about learning to ride a tricycle.

To a person wishing to learn the tricycle I would say, be most careful in your selection of a machine, try and try again before you buy, for what may suit one man will not suit another. Having procured a tricycle to your satisfaction, you must set yourself to learn to ride it; and as a medical man and a cyclist myself, I will now give you one or two hints on this.

It must not be imagined that you can be an accomplished rider in a few days. To ride a tricycle well and safely does not certainly require so long experience as playing the violin, but it needs a little nevertheless. Besides, from the very day you first mount, if you keep up riding daily, the body begins to acquire a special training. The muscles of the legs get harder and the joints more supple, and at the same time you gradually get into the knack of riding without fatigue.

If you do not want to affect your health detrimentally¹, go cautiously to work and do very small journeys at first, and increase the distance daily by slow degrees, as you feel fit. Sit gracefully and upright in the saddle or chair, do not sway the body about, but let the feet and legs do the work.

The power should come directly to the pedals from the front part of the foot, not from heel or instep. Be most particular how you pedal at first, for I have known of accidents happening from people having missed footing and fallen forwards.

Never ride far from home to begin with, but when you do so, choose a fine day with good roads. Avoid riding up any hill that 'winds' you, or sets the heart beating too fast. This is most important. Whenever you feel tired stop to rest. After a time both lung and leg power get increased, and the exertion that at first tired either, becomes only pleasurable.

Neither extreme youth nor advancing age would seem to be any bar against the enjoyment of tricycle-riding. In America, children positively ride before they can walk, and in our own country it is by no means unusual to find men between sixty and seventy, who can do from thirty to fifty miles a day easily enough on the tricycle. They ride best and with the greatest safety to the health who race not. Seven or eight miles an hour for a young man, or from five to six for one past life's prime, is speed enough.

For the tricycle gentlemen ought to dress lightly though warmly. Flannels should be worn, and light, strong, flexible shoes, with soft merino socks. The neck must not be muffled up, and the hat or cap ought to be soft and light, and at the same time not easily blown off. There are dress-guards specially fitted to tricycles for ladies' use, and I am told there are habits adapted for riding; at all events, everything worn should be of a close-fitting nature, with as little loose floating trimmings as possible.

Glossary

¹ detrimentally – harmfully



Source information

Text: <https://www.victorianvoices.net/ARTICLES/CFM/CFM1882/CFM1882-Tricycle.pdf>

Ideas for questions

1(AO1)	Identify four similarities between the two bicycle exhibitions.
2 (AO4)	In lines 8–15 the text tries to encourage people to go to the exhibitions. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from lines 8–15.
3 (AO2)	How does the writer use language to interest and engage the reader? (Think about the use of language and effect on possible readers).

Text 2

4a (AO1)	In lines 11–17, identify two things you should do while riding a tricycle.
4b (AO1)	In lines 18–25, identify two symptoms which highlight the tricycle rider might not be very fit.
5 (AO4)	In lines 1–10, the writer tries encourages the reader to take up tricycle riding. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from these lines.
6 (AO4)	‘This article makes riding a tricycle sound like a good form of exercise’. Based on your evaluation of the text, how far do you agree with this opinion?