

## READING NON-FICTION

Read the following text as quickly as you can. If there are words you do not know, keep on reading so you understand the main events and ideas.

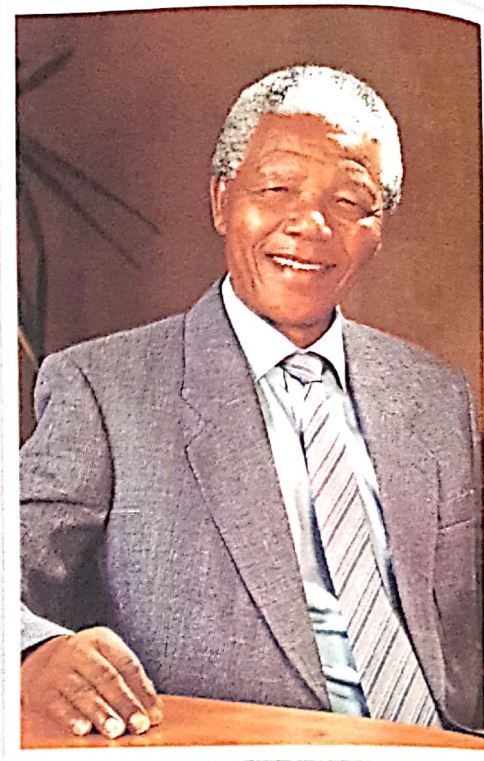
*Nelson Mandela (1918–2013) was the first black president of South Africa. This is an extract from Mandela's autobiography (his life-story, written by himself). He is remembering his childhood and the importance of friends.*

### A walk to freedom

I was no more than five when I became a herd-boy, looking after sheep and calves in the fields. ... It was in the fields that I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of wire. I learned to stick-fight – essential knowledge to any rural African boy – and became adept at its various techniques, **parrying** blows, **feinting** in one direction and striking in another, breaking away from an opponent with quick footwork. From these days I date my love of the **veld**, of open spaces, the simple beauties of nature, the clean line of the horizon.

As boys, we were mostly left to our own devices. We played with toys we made ourselves. We molded animals and birds out of clay. We made ox-drawn sleighs out of tree branches. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller coaster. We sat on flat stones and slid down the face of the large rocks ...

I learned my lesson one day from an **unruly** donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thornbush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the East, Africans have a highly developed sense of dignity, or what the Chinese call "face". I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonoring them.



#### Glossary

**feinting** making a pretend blow in a fight

**parrying** defending yourself from a weapon

**unruly** hard to control

**veld** grasslands in Africa



## Applying your skills

To 'get the gist' or get the main idea of a piece of writing, you do not have to understand every single word.

Now answer these questions about the extract from Nelson Mandela's autobiography.

**A** Here are four headings. Which heading (a, b, c or d) could be used for paragraph 1? For paragraph 2? For paragraph 3? One heading does not match any of the paragraphs.

- a Nelson learned how bad it is to make anyone feel small.
- b Nelson learned how important academic education is.
- c Nelson learned to make his own entertainment.
- d Nelson learned to love nature and the countryside.

**B** Now read the questions below. To answer each question you will need to go back to the text and read it more carefully.

- 1 Look at paragraph 1. Find one word that means each of the following:
  - a good to eat
  - b brought up in the countryside
  - c someone to fight against.
- 2 Write three different things that Nelson enjoyed which developed his understanding of nature.
- 3 Find the phrase in paragraph 2 that means the children were not supervised by adults.
- 4 What did the children use to make their own playthings? Copy and complete the table.

To make a ...	The children used ...
toy animal	
sleigh	
roller coaster	

**C** Nelson refers to two ways in particular that his childhood experiences helped make him the kind of adult he was. Give two lessons that he learned from his childhood.

Read the text carefully, and then answer the questions that follow.

## **Swimming – for fun or for medals?**

Swimming is a popular hobby. It doesn't cost much – in fact, if you swim at your local beach, or in a nearby river, it costs nothing at all. But it's a great way to keep fit, and have fun with your friends.

You may want to take swimming more seriously. This is the story of one person who became the greatest Olympic swimmer there has ever been – the American Michael Phelps.

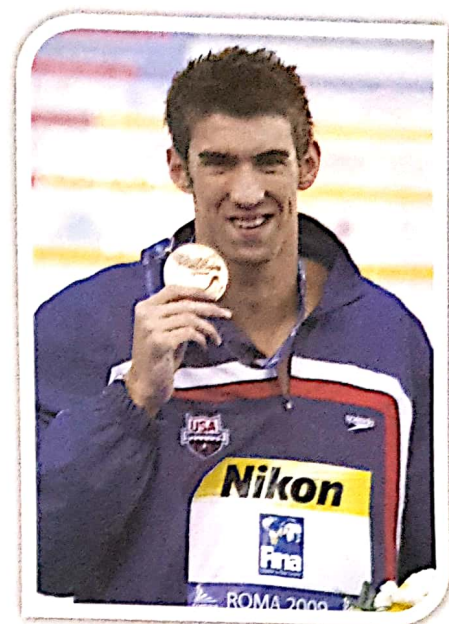
Michael started swimming at about three years of age. His mother used to take him to the pool to watch his older sisters have swimming lessons. It was safer for him to be in the water than in his pushchair at the poolside. Because he didn't like getting his face



wet, he spent a lot of time floating and splashing about on his back. As you might expect, the first stroke he learned was the backstroke. At the age of 11, Michael's talent was recognised. He started training in breaststroke and the butterfly stroke, and in five years never missed a practice session – that was 365 days a year for five years! Aged 15, he was one of the youngest competitors at the Sydney Olympics in 2000.

To be a successful competitive swimmer you need great determination. In 2007, Michael broke his wrist and had to change how he practised – but he trained hard and the next year went on to win eight gold medals in Beijing, setting world records in seven events and an Olympic record in one. In Rio de Janeiro, in 2016, he won four more gold medals. His total now stands at 28 Olympic medals, with 23 of them gold. This makes him the most decorated Olympic sportsperson of all time.

Not everyone can have the natural talent and extraordinary mental approach of an Olympian sportsperson. Most people would not want to make the necessary sacrifices. Swimming, however, remains a great pastime for anyone, at any level. A relaxing splashabout or a good physical workout? It's up to you.



**REMEMBER:** Only include relevant details in your answers.

**A Write answers to these questions.**

- 1 Find a word in paragraph 1 that means 'liked by many people'.
- 2 Look at paragraph 1. Give **three** reasons why people choose swimming as an activity.
- 3 Look at paragraph 3. What swimming stroke did Michael learn **first**?
- 4 Look at paragraphs 3 and 4. Give **two** examples of Michael's great determination.

**B Write answers to these questions.**

- 1 In the Beijing Olympics, how many world records did Michael break?
- 2 Copy and complete the table of facts about Michael Phelps.

Michael's ability first noticed	aged _____
Michael took part in his first Olympics	aged _____
Michael _____	in the year 2007
Michael became the swimmer with the most Olympic medals ever	in the year _____

- 3 In his whole career, how many Olympic gold medals has Michael Phelps won altogether?

**C Look at the whole text. Write three qualities that you need to become an Olympic champion.**





## Developing your skills

Read this extract and then answer the questions that follow it.

*In Afghanistan, as in many countries, children enjoy flying kites. Children sometimes hold competitions where the strings are covered in powdered glass, to make them sharp. They try to cut the strings of all the other kites, using the string on their kite. The winner is the owner of the last kite flying.*

## The kite runner

The kite-fighting tournament was an old winter tradition in Afghanistan. It started early in the morning on the day of the contest and didn't end until the winning kite flew in the sky – I remember one year the tournament outlasted daylight. People gathered on **sidewalks** and roofs to cheer on their kids. The streets filled with kite fighters, jerking and tugging on their lines, **squinting** up to the sky, trying to gain position to cut the opponent's line. Every fighter had an assistant – in my case, Hassan – who held the **spool** and fed the line.

The rules were simple: No rules. Fly your kite. Cut the opponents. Good luck.

Except that wasn't all. The real fun began when a kite was cut. That was when the kite runners came in, those kids who chased the wind-blown kite drifting through neighbourhoods until it came spiralling down in a field, dropping in someone's yard, on a tree, or a rooftop. The chase got pretty fierce; **hordes** of kite runners swarmed the streets, shoved past each other like those people from Spain I'd read about once, the ones who ran from the bulls. One year, a neighbourhood kid climbed a pine tree for a kite. A branch snapped under his weight and he fell thirty feet. But he fell with the kite still in his hands. And when a kite runner had his hands on a kite, no one could take it from him.

For kite runners, the most coveted prize was the last fallen kite of a winter tournament. And when the last kite was cut, there'd be absolute chaos.

coveted  
chaos

helper  
desired

### Glossary

**hordes** large groups of people

**sidewalks** pavements

**spool** reel or roll of string

**squinting** looking with eyes partly closed in an attempt to see more clearly



**B Answer these questions.**

- 1 In the first paragraph, give **one word** that tells you that kite flying was an activity that had been done for many years.
- 2 The tournament 'outlasted daylight' means that the kite-flying ...
  - a had stopped before it was dark.
  - b had started as the sun rose.
  - c went on after sunset.
- 3 In the first paragraph, give **one word** that tells you the children found it hard to see the kites in the bright sky.
- 4 What were the **two** jobs done by the kite flyer's helper?
- 5 Which would be the best heading for this extract?
  - a Introduction to life in Afghanistan
  - b Introduction to kite running
  - c Introduction to how to fly a kite

**C Answer these questions.**

- 1 What happened after someone had cut the line of a kite?
- 2 In what way were the children like the bull-runners in Spain?
  - a They had to run after a wild animal.
  - b They were all pushing one another.
  - c They had to climb high trees.
- 3 The writer tells of a boy who fell from a tree. This is an example of ...
  - a how determined the children were to hold on to their kites.
  - b how high the kites would fly when the strings were cut.
  - c how the children were prepared to push one another off trees.
- 4 The writer describes a kite as 'spiralling' down. This means the kite was ...
  - a drifting very slowly down.
  - b falling very quickly to the ground.
  - c spinning around as it fell.
- 5 Why was there 'chaos' when the last kite was cut free?







## READING NON-FICTION

In this section, you will:

- ★ read a magazine article
- ★ learn some useful vocabulary about sea pollution
- ★ practise understanding ideas in a text
- ★ practise recognising the purpose of a text.



### Think about...

**Synonyms** are words with very similar meanings. Read the Glossary on the right, which includes synonyms for 'rubbish'.

When people write about facts, they need to use precise words. If they are writing about new things, they may even have to make up new words, or use comparisons to help us imagine what they are describing.

### Exploring...

## Plastic soup

In 1997, Charles Moore was sailing back from Hawaii to California after competing in a yacht race. In the middle of the Pacific Ocean, he made an astonishing discovery. He was miles from any land and human habitation, but Charles Moore saw plastic **waste** floating all around him.

'I was met, as far as the eye could see, with the sight of plastic. It seemed unbelievable, but I never found a clear spot. For a week, no matter what time of day I looked, plastic **debris** was floating everywhere,' said Charles Moore.<sup>1</sup> He found bottles, fragments of nets, plastic bags, toothbrushes, to name just a few of the items.

This vast area of floating debris is now known as the 'Great Pacific **Garbage** Patch'. Most of the waste that is drawn into this huge, slowly spinning area of ocean is non-biodegradable. That means it does not naturally wear down or disappear. Instead, the plastic eventually breaks down into tinier and tinier pieces.

The idea of a 'garbage patch' suggests a solid island made of plastic – something you could walk on. But, in fact, the 'garbage patch' is mostly made up of tiny pieces of plastic, called 'microplastics'. These can't always be seen by the naked eye. Even satellite pictures do not show the 'garbage patch' as a solid area. The microplastics make the water look like a cloudy soup. Scientists have collected up to 750,000 bits of microplastic in a single square kilometre of the Garbage Patch.

<sup>1</sup> (Moore, C 1997 in *Mindfully*, 2009)

### Glossary

**debris** bits of waste, the remains of something larger that has been broken

**garbage** US word for 'rubbish', as in 'garbage can' (dustbin/wastebin)

**litter** pieces of rubbish, often paper, bottles or cans, left lying in a public or open space

**trash** US word for 'rubbish'; something you throw away, as in the 'Trash' can you may have on your computer

**waste** something that is disposed or got rid of once it is no longer used or wanted

Make sure you know these words and the slight differences between them. Add them to your Word Book.



The seafloor under the garbage patch may also be an underwater **trash** heap – it is thought that about 70% of marine debris sinks to the bottom of the sea. Here, the larger pieces of debris pose a great threat to sea creatures. Sea turtles often mistake plastic bags for jellyfish, their favourite food. Other sea creatures will get tangled up in bits of plastic.

After returning from the expedition, Charles Moore began writing articles to tell the world about his findings and how we can stop this problem from occurring.

## Applying your skills

**A** Read the text again and then answer the following questions.

- Look at paragraphs 1 and 2.  
What was it about the plastic waste that astonished Charles?  
Give **two** things.
- What are 'microplastics'?

**B** For each of these questions, choose the correct answer, a, b or c.

- What does 'can't be seen by the naked eye' mean?
  - You need to use a microscope to see them.
  - You need to wear goggles to see them.
  - You need a satellite camera to see them.
- According to the text, how does the plastic waste harm turtles?
  - Turtles drown in the plastic soup.
  - Turtles get tangled in the old plastic.
  - Turtles eat the plastic by mistake.
- The main purpose of this text is ...
  - to persuade people to pick up plastic debris.
  - to tell people about the extent of sea pollution.
  - to advertise a book written by Charles Moore.

**C** Answer these questions.

- What comparison in the text helps explain what the Pacific Garbage Patch looks like?
- How does this comparison help you understand what the patch is like?
- How much of the plastic waste ends up on the seabed?



**REMEMBER:** When you come across a new word that you don't understand, try to break the word up into chunks that you do understand.

For example, the article uses the word **non-biodegradable**. You can work out its meaning by looking at the **prefixes**.

Degradable – 'can be broken up into harmless pieces'

**Bio**-degradable – 'can be broken up into harmless pieces by **natural means**'

**Non**-biodegradable – 'can **not** be broken up by natural means'.







## READING NON-FICTION

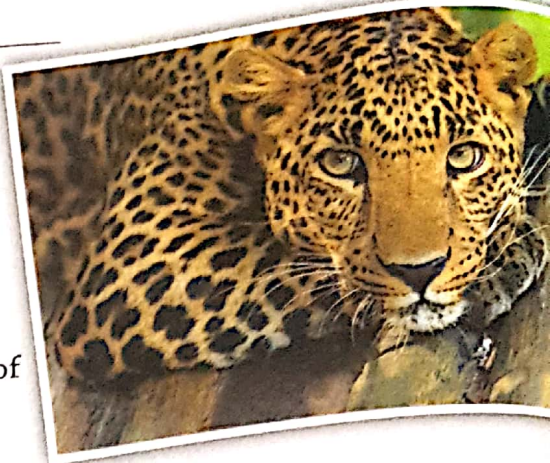
In this section, you will:

- ★ read a non-fiction text giving arguments for and against a view
- ★ learn some useful vocabulary about animal conservation
- ★ practise recognising the purpose of what you read.



### Think about...

When you think about global issues, there may be different points of view. Read the following article, which looks at the reasons for and against trying to save rare animals.



## Should we save endangered animals and plants?

We all know that many animals and plants are in danger of **becoming extinct**. There are only around 880 mountain gorillas in the wild. The population of giraffes in the wild has gone down around 40 per cent in the last 30 years. A less well-known animal, the Amur leopard, is also in grave danger of extinction. Only around 70 remain in the wild. A nocturnal creature, it lives and hunts alone. The list of **endangered** animals grows longer by the day.

But why spend money on **conservation**? One study showed that it would cost \$76 billion a year to preserve threatened land animals. That money could be spent on funding a hospital, or providing safe drinking water for several villages.

It may be hard to understand why anyone would want to save animals like wolves, which are a threat to people and livestock. Or some kinds of poisonous snakes or spiders. They make people's lives difficult, and are very ugly.

Another **valid argument** is that extinction is a natural process that goes on even in the absence of humans. Dinosaurs no longer exist. Think about mammoths and sabre-toothed tigers – they disappeared long ago, although humans may have had a part to play. But who misses them now?

Finally, it seems to be the view of the privileged few. After all, a rich person in Europe might want to save tigers because they're beautiful. But is that a good reason, when families in a village in India are in fear of their lives from tigers?

So, why should we try to conserve animals? Well, one reason is that they can be vital to us. Consider honeybees. They play a valuable role in **pollinating** plants. Without honeybees, there would be no fruits, vegetables and seeds.

### Glossary

**becoming extinct** disappearing altogether, dying out

**conservation** protection of nature and wildlife

**economic** to do with money

**endangered** in danger of dying out

**food chain** the links between one species and another

**pollinating** spreading pollen and fertilising plants

**valid argument** a reason supported with evidence

Make sure you understand these words and phrases. Discuss them with a partner and look up any words you don't know. Add them to your Word Book.



Another reason is the beauty of these animals. Not only do many people love them – but now many earn a living from them. Tourists pay huge sums to visit Africa to see elephants or giraffes. In the USA, the reintroduction of the grey wolf into Yellowstone National Park proved to be a huge draw for tourists. So it made good **economic** sense to save them.

Finally, we know all nature is in a state of balance. If we lose one species, it will have an effect on the **food chain**. In Africa, one study found that, when the number of lions decreased, the population of baboons increased, causing great problems for people in the area.



**A For each of these questions, choose the correct answer, a, b or c.**

- 1 Which of these statements is true according to paragraph 1?
  - a There are 70 Amur leopards left in the wild.
  - b There are 30 mountain gorillas left in the wild.
  - c There are 40 giraffes left in the wild.
- 2 The Amur leopard is nocturnal. This means that it ...
  - a spends its time alone.
  - b is most active at night.
  - c is not well-known.
- 3 What is the main point of paragraph 3?
  - a to show why people want to save spiders and wolves
  - b to suggest that some animals are very useful
  - c to give examples of dangerous or unpleasant creatures

**B Answer these questions.**

- 1 Give **two** things the writer would prefer to use money for, instead of saving animals.
- 2 Which animal does the writer say became extinct from no fault of humans?
- 3 What reason does the writer suggest for **not** saving some animals, even if they are beautiful?

**C Answer these questions.**

- 1 Which sentence marks a turning point in the article?
- 2 Paragraph 6 uses the word 'valuable'. Here, it means that ...
  - a honeybees can cost a lot of money.
  - b fruit, vegetables and seeds are expensive.
  - c bees play an important part in plant-growing.
- 3 What three reasons does the writer give for **saving** endangered animals?





tourism has been developed to try and protect the places: ecotourism.

### Exploring...

First, read the words and phrases in the Glossary. Make sure you understand what they mean. Then read the article about ecotourism and answer the questions that follow.

## Ecotourism – how does it work?

Tour guides organise visits to places of beauty with the aim of causing as little damage as possible. Tourists are helped to understand what makes these places so special, and they learn to help **preserve** them for the future generations. Ecotourism raises funds for **conservation** projects to help protect these special places, the **environment** and the animals that live there. At the same time, the aim is to help the local people. They have the chance to earn a living – running hotels, perhaps, or organising trips to see wildlife. There may be opportunities to present cultural events such as traditional dances. The **inhabitants** are encouraged to make sure the **endangered** animals survive and the surroundings remain attractive. In this way, more tourists will visit and so keep the money coming in. Ecotourism is designed to be of benefit to the visitor and the local inhabitant alike.

The Galapagos Islands have developed their own kind of ecotourism. The visitors arrive on boats, and sleep on the boats. This means that where the tourists go and when they go can be watched closely. All the tourists are taken to different places at different times and never meet – they all have the impression that they are the only ones there. Some people think this works so well, that they should have twice as many tourists and get twice the income.

### Glossary

**conservation** protection of nature and wildlife

**ecotourism** a type of tourism that aims not to harm the natural environment

**endangered** at risk of becoming extinct

**environment** natural world

**inhabitant** person who lives there

**mixed blessing** something good that, at the same time, has some disadvantages

**mutual benefit** of help to both groups of people

**preserve** keep safe

**NOTE:** In his article, Attenborough talks about **the golden goose that lays the eggs** – this refers to a child's story about a goose that lays golden eggs. The idea here is that if you kill the goose, you will lose your source of money.



David Attenborough writes:

That will always seem to be the temptation, to push so far that you destroy **the golden goose that lays the eggs**. Tourism is a **mixed blessing** for the Galapagos but the fact is, if there was not tourism to the islands and the local people did not get any income from it, there would be nothing left there now. It would all be gone. It is the lesson of conservation around the world that unless the people who live in such places ... are on the side of conservation, you're doomed. So tourism, if it's evil, is a necessary evil ...

It looks as though ecotourism is the best way forward.

## Developing your skills

**A** For each of these questions, choose the correct answer, a, b or c.

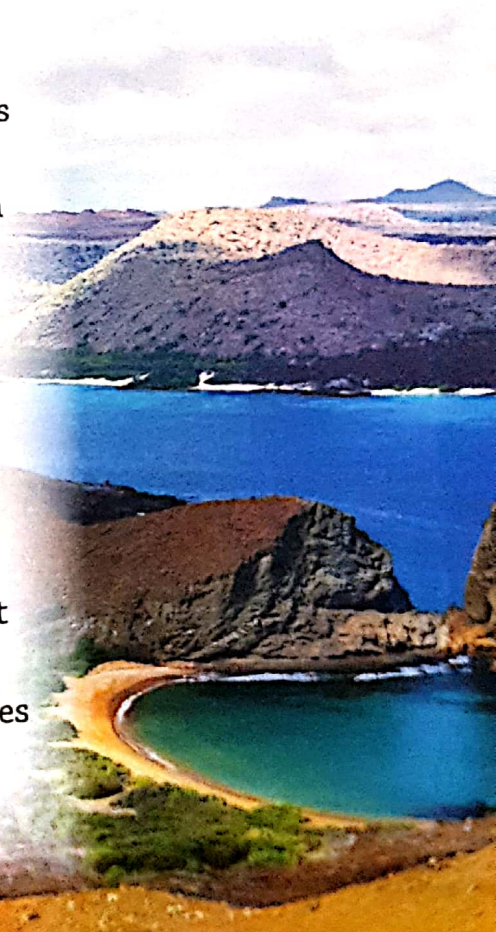
- 1 What is the main point of the first paragraph in the article?
  - a to tell you how ecotourism can save endangered animals
  - b to explain the benefits of ecotourism for tourists and locals
  - c to persuade you to give money for conservation projects
- 2 What is the main point of the second paragraph?
  - a to introduce you to Attenborough's work as a naturalist
  - b to explain why so many tourists love to visit the Galapagos
  - c to show how the Galapagos succeed in using tourism

**B** Answer these questions.

- 1 According to the article, how does ecotourism help the wild animals in the tourist destinations?
- 2 Give **three** ways in which the article suggests local people can earn a living from ecotourism.
- 3 Why is it quite easy to control the movements of the tourists on the Galapagos?
- 4 In David Attenborough's opinion, what would happen to the Galapagos Islands and their animals, if there were no tourism?

**C** Answer these questions.

- 1 Find one word that David Attenborough uses that means 'without hope for the future'.
- 2 What does 'they all have the impression that they are the only ones there' mean?





## READING NON-FICTION

In this section, you will:

- ✱ read a non-fiction text about why it is important for young people to do sports and games at school
- ✱ identify relevant information
- ✱ organise and present the information in different ways.

### Think about...

Parents and teachers will encourage you to study hard. They will probably expect you to do homework and, as you get older, to take responsibility for your own learning. An important part of this process is to learn how to manage your time effectively.

### Exploring...

We all need to balance mental learning with physical activity. Read the article below, which is from a school website and explores why sports are good for you. Then read through the questions on page 133.

#### Why students should have to do sports at school

A lot of teenagers, and sometimes their parents, too, ask why teenagers should be forced to take part in sports at our school. The answer is quite simple – through sport, young people develop in mind and in body. Sports help to foster the **physical** and **mental** skills that everyone needs – not just at school, but throughout their lives. Let me explain this in more detail.

Firstly, we all know how important it is to eat properly and exercise regularly. Teenagers who play a sport are starting a habit of exercise that they can continue through adulthood into old age. It's never too early – or too late – to start this habit.

Now for my second reason. Think of the physical skills that sports help develop. In class, students are working hard at developing their **fine motor skills**. There are many opportunities while they draw, carry out experiments, or learn musical instruments. But they have to sit still most of the time. Sports allow young men and women to develop what are known as '**gross motor skills**' – the whole-body skills. Through structured physical activities, such as swimming or football, students develop balance, agility and strength, which will help them lead healthy lives.

### Glossary

**bonds** close relationships

**curriculum** what you learn at school

**extra-curricular activities** things that you do outside normal school hours (notice the prefix *and* suffix)

**fine motor skills** physical abilities using small movements, for example using fingers to thread a needle

**good team player** someone who works well with other people

**good work-life balance** just the right amount of work and just the right amount of leisure activity, so you have a healthy mind

**gross motor skills** physical abilities using the whole body, for example learning to kick a football

**mental** to do with the mind

**physical** to do with the body

**social skills** abilities that help you to get on well with other people





The third big advantage of taking part in a sport is how it develops **social skills**. Many jobs these days need you to be a **good team player** and to solve problems with other people. How better to learn these skills than in a football or basketball team? In addition, you'll learn to develop close **bonds** with your teammates.

Next, here is a practical reason, in case I haven't already convinced you. Colleges and universities like to see that candidates have a **good work-life balance**. **Extra-curricular activities** are always a good thing to put on your application form. One good example of these is sport, especially if you took on a position of leadership, such as team captain.

Last – and definitely not least – you should do sport because it's fun!

**A Now read the article again, and answer the questions.**

- 1 'Sports help to foster the physical and mental skills that everyone needs.' (paragraph 1) Explain what this means.
- 2 Which word in the first paragraph tells you that in this school teenagers have no choice about whether or not they do sports.
- 3 According to paragraph 2, why is it good for school students to create a habit of taking part in a sport?
- 4 Give **two** examples of activities the writer says develop **fine** motor skills.

**B Answer these questions.**

- 1 Choose the correct answer to complete the following sentence.  
The word 'structured' in the phrase 'structured physical activities' (paragraph 3) suggest that the activities ...  
a are planned very carefully.  
b take place inside a building.  
c are difficult and challenging.
- 2 In paragraph 3, find one word that means 'the ability to move quickly'.
- 3 According to paragraph 4, why do employers these days want workers who can be good 'team players'? Give **two** reasons.

**C Answer these questions.**

- 1 Choose the correct answer to complete the following sentence.  
The word 'bonds' in paragraph 4 means ...  
a physical ties. b emotional links. c economic connections.
- 2 This article explains why it is good for students to take part in sports. List **five** different reasons the article gives.





## READING NON-FICTION

In this section, you will:

- ✱ read a newspaper report about the number of hours children spend at school
- ✱ learn some useful vocabulary about education
- ✱ identify and present relevant details.

### Think about...

Countries around the world organise their education in different ways. There is no right or wrong way – everyone is trying to find the best way that suits their country, their education system and the funds available.

### Exploring...

Read the newspaper article below, which is about the amount of time children in India spend in school. Then read the questions on page 137.

## Indian kids spend too much time at school?

... Arriving at ideal school hours has remained a **contentious issue** around the globe. ... India's longer school hours have been **cited** by the United States authorities to make a case for keeping their schools open for longer. US education secretary Arne Duncan had in 2009 stated that US students were at a '**competitive disadvantage**' as their students stayed in school for shorter hours than Indian and Chinese students.

School hours then vary significantly across the globe with secondary students in countries like Finland spending as little as 777 hours in a year to those in Mexico spending up to a **gruelling** 1,167 hours per year.

Avnita Bir principal of RN Podar High School ... points out that longer school hours may not have any **correlation with** better education. 'We shouldn't be regarding school hours as the only time of learning or think that keeping children in classrooms will help them learn. Today children learn informally on their gadgets and our education system needs to find ways to guide ... such learning,' she says.

Arundhati Chavan, president of the Parents' Teachers' Association ... says:

'It is more important that existing working days are planned properly and time well **utilised** than extending the hours of school. Our academic is designed on **rote learning** which makes extended hours seem like a burden. ... Why not introduce activity-based learning or recreational activities in the extra hours?' she suggests.

### Glossary

**cited** referred to as evidence

**Class/Grade/Year** a year group

**competitive** when taking part in the worldwide competition (for jobs or college places)

**contentious issue** a subject which is likely to cause an argument

**correlation with** link to

**disadvantage** something that reduces the chance of success

**gruelling** demanding or tough

**rote learning** learning by heart

**utilised** used

## INDIA VS OTHERS

### HOURS PER YEAR

	Class 2-3	Class 6-7
China	531	793
Finland	608	777
Korea	612	867
Japan	709	868
India	800	1,000
Australia	972	983
France	847	971
Italy	891	1,001
England	893	925



**A Read the article again and answer the questions.**

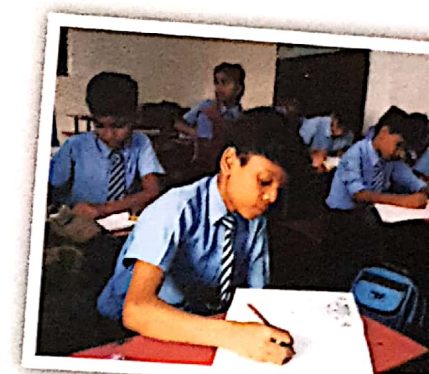
- 1 Find and copy the phrase in paragraph 1 that means 'in all countries of the world'.
- 2 Choose the correct answer to complete the following sentence.  
In paragraph 2, the word 'gruelling' tells you ...
  - a that the writer thinks the Mexican system is a good one.
  - b that the writer thinks the Mexican system sounds harsh.
  - c that the writer has no opinion on the Mexican system.

**B Answer these questions.**

- 1 Look at the table of statistics (numbers).
  - a Thinking about children in classes 2–3, which country expects its children to attend for the least number of hours?
  - b Thinking about children in classes 6–7, which country expects its children to attend for the most number of hours?
- 2 According to Arundhati Chavan, why do the extra hours seem worse than they need be for many Indian children and their parents?

**C Answer these questions.**

- 1 Give one word used by Arundhati Chavan to suggest that Indian children may feel weighed down by the idea of more hours at school.
- 2 Arundhati Chavan makes **two** suggestions for how the extra hours might be spent. What are they?
- 3 'India's longer school hours have been cited by the United States authorities to make a case for keeping their schools open for longer.'  
This sentence means that the US government wants American children to ...
  - a spend more time at school, like children do in India.
  - b spend less time in school than Indian children do.
  - c spend the same time at school as they do now.
- 4 'Today children learn informally on their gadgets and our education system needs to find ways to guide ... such learning.'  
What sort of learning do you think this refers to?





## READING NON-FICTION

In this section, you will:

- ✪ read a non-fiction text about children's first day of school
- ✪ identify, organise and present relevant information.

### Think about...

The first day of school can be a worrying time for many children. What will the school be like? Will the other children be friendly?

Different countries have different ways to help children make the transition from home life to school a little easier.

### Exploring...

**Traditions** or **customs** are actions that have been carried out for many years in one country. Sometimes people forget how the tradition started, but they still do it anyway.

### Developing your skills

Read this article about the traditional ways some countries help young children settle into school.



#### Useful words and phrases:

It is **traditional/customary** to have a birthday cake.

There is **a tradition of** putting candles on the cake.

My family **has always followed the tradition of** eating birthday cake.

## First day of school – world traditions

In Germany, the Czech Republic and Austria, on the first day of school, parents and grandparents give their children a *schultüte*. This can be translated as a 'school bag'. In fact, it is made of paper, and it's a large cone in shape, stuffed with sweets, small gifts, pencils and suchlike. The tradition started around 200 years ago, but is so popular it is unlikely to end soon, at least if the children have anything to do with it!



Other countries also follow the tradition of small gifts to celebrate that important step into school. India is one example. As 'Admissions Day' (*praveshanotshavan* as it is known) is often the beginning of the monsoon (the rainy season) as well as the school year, parents often include an umbrella among the gifts. In Japan, the gift is usually a special school bag, a backpack with sturdy sides called a *randoseru*. These bags, in the past, were coloured red for the girls, and black for the boys. These days, the bags come in all sizes, shapes and colours.





Other countries mark the day with a small gift for the teacher. The first day of school in Russia is known as 'Knowledge and Skills Day'. The children dress up in smart clothes, and there are speeches and ceremonies at the school. The children often bring a flower bouquet for the teacher, and receive a balloon in return. Kazakhstan has a similar tradition, but instead of a bouquet, the children take a single flower.

In the USA, it was traditional for young children to start the new school term with an apple for the teacher. It is thought that the tradition began in the 1800s, when apples were available to children from poorer homes who otherwise could not afford school fees. The image of a shiny red apple as a healthy, tasty treat persists to this day. Many US States have a Golden Apple Award for their most outstanding teacher.



**A For each question, choose the correct answer, a, b or c.**

- According to the article, why is it unlikely that the tradition of giving a *schultuete* will die out?
  - The children give it to their parents.
  - The children enjoy it.
  - It is a large cone.
- The phrase 'a large cone stuffed with ...' suggests that the cones ...
  - contain only things the children can eat.
  - are made from thin, sweet ice cream wafers.
  - are filled up to the top with many things.
- Which word in paragraph 2 suggests that parents want this day to be one their children remember?
  - celebrate
  - monsoon
  - sturdy

**B Answer these questions.**

- Why do some parents in India give their children an umbrella?
- Give three things that always happen in Russian schools on this first day of the school year.
- What gift do the children receive in Russian schools?

**C Answer these questions.**

- Look at paragraph 2 and paragraph 3.  
What is the main point of difference between these two paragraphs as regards the giving of gifts?
- Look at paragraph 3. What is the main difference between the first-day traditions of Russia and Kazakhstan?
- Why might a teacher be given a golden-coloured apple in America?







## Culture shock

When I first arrived in Australia at the age of 16 to go to High School for one year and live with a host family I was completely **over the moon** with everything ... Many people confuse the term culture shock with the phase of feeling confusion, **frustration** and homesickness before **adjusting** to a foreign culture. However, culture shock is so much more!

It also includes those first weeks or months of the so-called '**honeymoon phase**' where you are super happy to be in that other culture ... However, as I was going to experience soon enough this feeling didn't last forever. After about two months, things started to feel odd. Differences became more apparent. I started missing my friends and family more and more. Annoying thoughts increasingly **populated my head**: "Nobody really understands me, my English is not good enough. ... Why is it so impossible to find proper bread ('proper' in my opinion referring to bread from Germany)? I wish public transportation would work the same way as at home! And so on. ...

Over the next few months, though, ... I developed my own little routine, learned to adapt ... and made many new friends. I had slowly and unknowingly entered the 'adjustment phase'. I had learned what to expect in most situations, had adapted my own behaviour and learned to appreciate new ways of thinking and attitudes. My English had improved dramatically – not only my vocabulary had expanded significantly but I also thought and dreamt exclusively in English! ...

Things started to make sense and I understood Australian culture better ... Every day I felt more and more comfortable with my new home. I adopted many new **traits** while also keeping earlier ones from my home country. I would often refer to myself as 'having a second nationality'. This process which occurred over my last few months abroad is called



## Glossary

**adjusting** changing so that you fit in better

**frustration** a feeling of annoyance because you cannot do something

**honeymoon** a romantic holiday taken by a newly married couple

**inevitable** unavoidable

**over the moon** an idiom meaning 'really happy'

**phase** a period of time, a 'stage'

**populated my head** filled my head

**traits** characteristics



the 'mastery phase'. My happiest moment was when my dear friend one day remarked during a conversation: 'You are Australian now, Jude! You sound just like us!' ...

I want to point out that the effects of culture shock are different for everyone ... One thing's for sure though: culture shock is **inevitable** and acceptance is the first step towards adjusting better to a foreign culture.

### A Answer these questions.

- What is the main point of paragraph 2? Choose the correct answer, a, b or c.
  - to explain what early culture shock feels like
  - to say that culture shock is nothing serious
  - to show that Australian bread is not very good
- How long after arriving did Judith start to feel uneasy?
- What made Judith feel frustrated early on? Name **two** things.

### B Answer these questions.

- In paragraph 3, how can you tell that Judith's English has reached a high level?
- In what ways did Judith herself change so that she became less affected by culture shock? Give **three** ways.
- In paragraph 3, how can you tell that Judith feels more at home?
- Judith identifies different stages of culture shock. Copy and complete this table, using ideas from the blog to fill in the gaps.

Name of stage	Feeling
Early honeymoon phase	_____
Later _____ phase	Felt frustrated
_____ phase	Appreciated new ways of doing things
_____ phase	Had same attitudes as an Australian

- What advice does Judith give for getting over culture shock?

### C Do you think Judith was positive or negative generally about her experience of living in Australia? Give two reasons for your answer.

**Hint:** To answer questions B1 and 3 and section C, you will have to **infer (read between the lines)**. You have to consider the text and work out for yourself what the answer is.





## READING NON-FICTION

In this section, you will:

- ★ read a case study about a young man who is studying Business
- ★ learn some useful vocabulary
- ★ practise drawing inferences and recognising implicit meaning.

### Exploring...

If you have any experience of the business world, perhaps from a friend or relative, tell one another about it. Do you think you would enjoy a career in business? Explain why or why not.

The text below is from a careers book called *Guide to Not Going to University*. It is a case study of a young man who decided not to take A Levels, AP courses or the IB. He left school after taking GCSEs and went to a Business College in Birmingham, UK. He hopes to go straight into business, rather than to university.

### Case Study: Adrian Jarrett

From an early age, I knew I wanted to run my own business. Being an actor, I'd always wanted to focus on a creative career where I could earn a living, as well as gain total job satisfaction **liaising** with people. ...

After applying for the course, I was invited to the college for an **induction** and I fell in love with the wonderful facilities on offer. The relaxed atmosphere was extremely welcoming and the College had a great reputation for its strong student support.

For me, the best part of the course is that it makes you **think 'outside the box'**. It not only teaches you about setting up a business, it also allows you to adopt the **mindset** of an **entrepreneur**. It provides you with in-depth knowledge about fundamental business principles whilst focusing on your individual business goals. The jump from being in a **nurtured** school environment, to one which is more independent, was a challenge, but I have overcome this by setting myself small achievable goals and pushing myself to excel.

Aside from specific business-related units, we also get involved with fun activities during the course; collectively, our group raised over £3,500 for national charities. To raise funds, I took part in the Birmingham Half Marathon. Crossing the finish line was one of my proudest moments to date. I still wear my wristband every day – it was such a rewarding experience.

I have been lucky to have several strong **influences in my life**, my elder brother and teachers to name a few, but since studying

### Glossary

**case study** an example of someone's actual experience

**entrepreneur** (from French) someone who is inventive in business

**induction** an occasion when you are shown around to help you settle in

**influences in my life** people who have made a difference to me

**instrumental in helping me** partly responsible for helping me

**liaising** cooperating/interacting

**mindset** state of mind

**nurtured** cared for

**think 'outside the box'** think in a different, creative way



here ... I can add my peers to these influences too. Whilst we all have different career goals, we all want the same from the course – to be successful. It's great to be able to learn from each other's experiences. The tutors have also been **instrumental in helping me** succeed so far, their knowledge, guidance and support has been fantastic.

**A Answer these questions.**

- 1 A career in business appealed to Adrian for two reasons. What are they?
- 2 What is the main point of paragraph 2?  
To explain what Adrian liked about the college ...
  - a before he actually started his studies.
  - b while he was settling into his studies.
  - c after he had been studying there for a while.
- 3 In paragraph 3, Adrian says he overcame his problems 'by setting myself small achievable goals'.  
What does the phrase 'small achievable goals' mean?

**B Answer these questions.**

- 1 In the last paragraph Adrian says 'I can add my peers to these influences'.  
What does this mean?
- 2 Look at the last paragraph. Copy a phrase or a sentence that shows Adrian is
  - a an ambitious person.
  - b a good team player.
- 3 From the whole text, how can you tell that Adrian is a person who cares about others?

**C In this text, Adrian gives reasons why he was satisfied with the course (the academic side) of college life, and the reasons why he enjoyed the social aspects of college life.**

**List four reasons for each of the following:**

- ✶ why he was satisfied with the academic side
- ✶ why he enjoyed the social side.

**Do not give the same reason more than once.**



## READING NON-FICTION

In this section, you will:

- ✶ read a short biography
- ✶ answer questions testing understanding of a text
- ✶ practise inference and recognising implicit meaning.

### Think about...

Some of the world's most successful people did not go to university, but started their business themselves, and worked their way up. One such person was Soichiro Honda, from Japan.

Soichiro Honda (1906–1991), the founder and president of the Honda Motor Company, got his start at his father's bicycle repair shop. As a child, he spent hours fixing bikes and learning from his father, who was also a **blacksmith**.

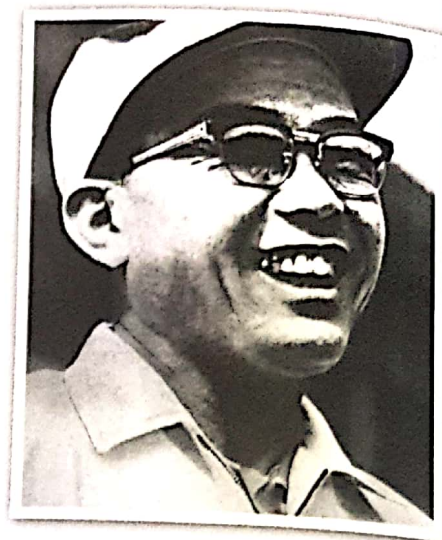
... Honda's glimpse of a **Model T** one day became a life-changing event: 'I could not understand how it could move under its own power. And when it had driven past me, without even thinking why, I found myself chasing it down the road as far as I could run.' In 1922, that love of automobiles inspired him to leave home at age 15 to **apprentice** at Art Shokai, an automobile repair shop in Tokyo. The shop's owner saw in Honda a hard worker processing technical **expertise** unusual in one with only an elementary school education.

'At Art Shokai ... [Honda] learned so much by doing real work with real machines,' said Kihachiro Kawashima, who **succeeded** Honda at the Honda Motor Company upon his 1973 retirement. 'He didn't just have theoretical knowledge – he was an expert at all sorts of practical tasks like **welding** ... Those of us who had only studied the subject on paper from an academic standpoint just couldn't compete.'

In 1928, Honda completed his apprenticeship and opened a branch of Art Shokai in Hamamatsu. Honda began building everything from dump trucks and a repair lift for cars to racing cars using old airplane engines, and began to dream of expanding into manufacturing. But his investors ... refused to back him.

Undeterred, in 1936, Honda started a separate company, Tokai Seiki Heavy Industry, where after putting in a full day at Art Shokai, he made **piston rings** at night. His business ... became a 2,000-employee supplier of parts for Toyota and Nakajima Aircraft, among other companies.

In 1949, the Honda Motor Company, Ltd., released the first 'Dream Type-D' motorized bicycle ... It was an immediate hit with the Japanese public. ... In 1959, an American Honda Motor Company storefront in Los Angeles introduced the Honda Dream, by 1964,



### Glossary

**apprentice** (verb) learn a trade by doing the job, with close guidance

**blacksmith** a person who makes things from metal

**expertise** skill

**Model T** Model T Ford – the first mass-produced car from the USA

**piston rings** parts of a motor engine



**succeeded** came after

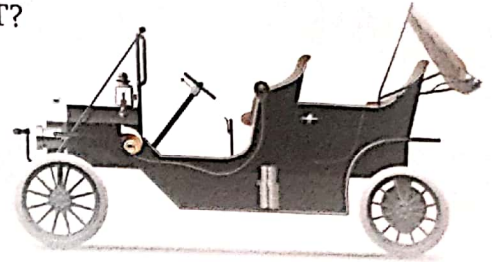
**welding** joining pieces of metal together using heat



they were selling 100,000 a month globally. Honda jumped into the Japanese auto industry – despite a Japanese Ministry of International Trade and Industry ban on new car companies. ... Nevertheless ... in 1973, the Honda Motor Company introduced the Honda Civic hatchback. ... The Civic was an immediate hit, and from 1972 to 1974 it won the Car of the Year Japan award. In 1979, Honda opened its first U.S. plant.

**A** For each question, choose the correct answer, a, b or c.

- 1 What amazed Honda so much when he caught a glimpse of a Model T?
  - a that it was the first mass-produced car
  - b that it could move on its own
  - c that he could chase it down the road
- 2 This event is described as 'life-changing' because ...
  - a the Model T car made him rich and famous.
  - b it was the start of his fascination with motor cars.
  - c he knew that he was following the right career.
- 3 In paragraph 3, what was it about Honda that made him better than the other managers?
  - a He had studied the theory of car mechanics.
  - b He could make piston rings and fix engines.
  - c He knew the theory and had practical skills.



**B** Using the information in the text, copy and complete the table below.

Event	Year
Honda born	1906
Honda became an apprentice	
Honda set up his own company	
Honda sold the first 'Dream' motorbike	
Civic won Car of the Year	
Honda retired	
Honda died	

**C** Answer these questions.

- 1 'Undeterred, in 1936, Honda started a separate company ...'. What does 'undeterred' mean?
- 2 In paragraph 5, how can you tell that Honda was a very hard-working person?
- 3 What evidence is there in the text that Honda was a creative person? Give **two** pieces of evidence.
- 4 List **two** obstacles (difficulties) Honda had to overcome in order to be successful.

