

> Unit 1

Reading skills and strategies

LEARNING INTENTIONS

By the end of this unit, you will be able to:

- identify how reading skills are used in everyday life
- read actively
- understand different reading strategies
- identify the features of different types of fiction and non-fiction texts.

1.1 An introduction to reading skills

- 1 Read Text 1.1 and answer Questions a–c using any reading strategies you know.

Text 1.1

There is no doubt that zoos are a hugely popular attraction for both adults and children, but is it morally right to keep wild animals in captivity?

Supporters of zoos argue that they play a crucial role in educating people about the importance of conservation, and also inspire and encourage people to protect wild animals and their natural habitats. Many zoos provide a safe environment for endangered species and operate successful breeding programmes. Some zoos also rescue animals that have been mistreated or cannot survive in the wild due to health issues, or because they have been tamed from birth.

On the other hand, those opposed to zoos argue that animals suffer both physically and mentally in captivity because they lack the space and freedom they would enjoy in their natural habitats. Many animals exhibit behaviours related to stress. Some animal parks force animals to behave unnaturally – by performing ‘tricks’ for the public, for example. Many of them have much shorter life expectancies than their counterparts in the wild. Critics also argue that breeding programmes rarely release animals into the wild, but instead sell animals to other zoos, or even to animal parks where people will pay a lot of money to hunt them.

So, are zoos morally justifiable? You decide.

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- a Are the following statements true or false, according to Text 1.1?
 Circle (○) T (true) or F (false).
- i Zoos offer wild animals a better environment than their natural habitats. T / F
 - ii Zoos help save endangered species. T / F
 - iii Animals that perform for the public live longer than in the wild. T / F
 - iv Some animals need to live in captivity. T / F
 - v Breeding programmes always lead to greater numbers of wild animals. T / F

b Does the writer convey a viewpoint in this text?

c Make a list of the main points for and against zoos.
 For:

.....

Against:

1.2 Reading strategies

2 Text 1.2 is an extract from an article about food labelling. **Scan** the text to find the information you need to answer the following questions.

a Why does the writer use the word ‘scandal’ rather than the word ‘problem’ in paragraph 1?

b Explain the meaning of ‘dangerous to consume’ in paragraph 1.

c Explain the meaning of ‘bear no relation to’ in paragraph 1.

KEY TERM

scan: to read a text quickly to locate specific information in it

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- d Give two reasons for using sell-by dates, according to paragraph 1.
-
 -
- e Give two examples of how consumers can use their senses to detect whether food is safe to eat, according to paragraph 2.
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- f Identify a word in paragraph 3 that means the same as 'approximately'.
-
- g Identify a word in paragraph 3 that means the same as 'random'.
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Text 1.2

Supermarkets have come under pressure to resolve the scandal of waste caused by unnecessary and unrealistic 'sell-by' or 'best before' dates on food. The majority of consumers mistakenly believe that the dates on food packaging indicate when foods become inedible or dangerous to consume. But the truth is that these dates are unregulated, non-standardised and bear no relation to food safety at all. 'You may as well pluck a date out of thin air,' one consumer trading standards officer told us. Some dates relate to when a product is likely to be at its best quality. Others are intended as a guide, so stores know when to remove products from the shelves to alternate stocks.

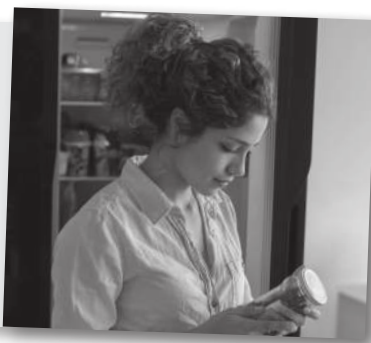
According to nutrition experts, sell-by dates do not ward off risks in terms of bacterial illnesses from consuming rotten food, because there are usually clear indications of mould or rot that can be seen by the naked eye or detected through smell or taste. Despite this, most consumers rely on sell-by dates rather than their own senses when deciding whether to use a food item, as they believe they are official safety guidance.

This haphazard approach results in massive food waste. In the USA, for example, more than 80 million tonnes of food are wasted annually, which amounts to roughly a third of the country's food supply. According to the United Nations, 17% of global food production is wasted each year, at a cost of \$680 billion. The majority of this is fresh, nutritious food, such as fruit and vegetables. This wastes energy in the form of the land, water and labour used to produce the food, as well as increasing greenhouse gas emissions when it ends up in landfill.



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Some experts believe that the real problem lies in the fact that we have become 'disconnected' from our food sources, to the extent that we have lost confidence in our ability to decide whether something is edible or not. We don't know when a product was picked, who picked it, how it has travelled to us, or how long it has been on a shelf, so we put our trust in a wrapping of cellophane and a sticker bearing a date. That gives us meaning, despite having no idea what the date actually stands for.



- 3 Re-read Text 1.2 closely to gain a fuller understanding of it. As you read, make notes around the text, identifying any interesting features of the writing and any questions you have. Reading the text aloud may help you gain a fuller understanding of the features of the writing.

LANGUAGE FOCUS: IMPLYING AND INFERRING

In reading tasks, you may come across the terms 'imply' and 'infer'. They have related meanings, but they are not the same thing.

- To **imply** means to suggest something in an indirect way, without stating it explicitly.
- To **infer** means to work out a meaning by applying evidence and reasoning.

You can think of it in the following way: a writer implies something; a reader infers it.

Look at this sentence:

- 'As he watched, Radu's face turned increasingly red and he started to clench his fists tightly.'

As a reader, you might infer that Radu is becoming angry by what he can see. You have not been told this directly, but you have picked up on what the writer has implied here by their choice of language.

KEY TERMS

imply: to suggest something in an indirect way, without stating it explicitly

infer: to work out a meaning by applying evidence and reasoning

- 4 Read Text 1.2 inferentially, then answer the questions.
- a What can you infer about shops' use of sell-by dates from the information in paragraph 1?

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b What does the writer imply about people’s knowledge of food safety in the line ‘most consumers rely on sell-by dates rather than their own senses’?

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c What does the writer suggest about the long-term impacts of food waste on the environment in paragraph 3?

.....

d What can you infer about the writer’s attitude towards mass-produced food from the assertion that people have become ‘disconnected’ from the sources of their food?

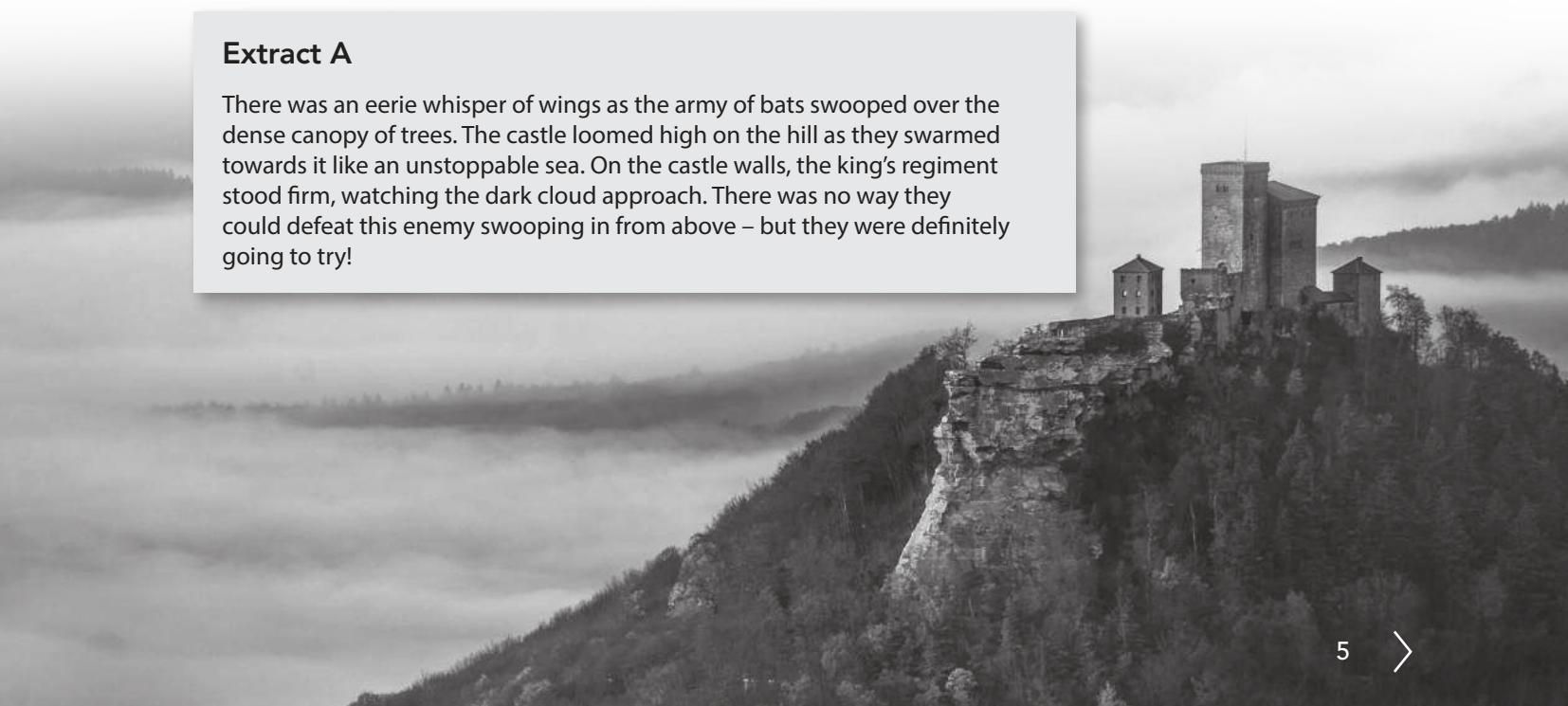
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1.3 Types of texts

5 Read Extracts A–F. Complete Table 1.1 to identify the text type and whether it is fiction or non-fiction. Then, identify the purpose and audience of each text and explain your decisions by noting the features of each text.

Extract A

There was an eerie whisper of wings as the army of bats swooped over the dense canopy of trees. The castle loomed high on the hill as they swarmed towards it like an unstoppable sea. On the castle walls, the king’s regiment stood firm, watching the dark cloud approach. There was no way they could defeat this enemy swooping in from above – but they were definitely going to try!



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Extract B

My first memory is of taking a walk with my mother. We lived in the rural south then, long before we moved to the city for my father's job. She used to take me walking in the cornfield, where the crops grew so high that they were taller than me. It was during those walks that my mother impressed upon me that I could be anything or anyone. That woman made me the man I am today, and I owe my success to her.

Extract C

Many first-time parents express concern about whether their baby's sleep patterns are normal, or whether they should be encouraging longer intervals between feeds. The general response is that no individual baby is the same as another, so unless there are other concerns relating to sleep, parents should allow their baby to establish their own routine.

Extract D

There have been widespread protests throughout the county about plans for a new eight-lane highway linking residential areas in the south with the new industrial parks in the north. One resident told us that a compulsory purchase order for her property would leave her out of pocket, as none of the moving costs would be covered. She also stated that she didn't want her home to be bulldozed due to the precious memories of her parents and grandparents who had lived in the house before her.

Extract E

For a great city break, you can't go wrong with Beijing – the bustling capital of China. There is so much to see and do, not to mention the incredible array of food on offer. With its modern and comprehensive metro system, it's easy to get around quickly and cheaply, so you can create a completely personalised itinerary for your stay.

Extract F

The emperor appeared on the golden terrace far above the throngs below and slowly raised his arm into the air. As the crowds silenced and focused their eyes on him as one being, the atmosphere became grave and tense. What had he gathered them here to announce? A ripple of fear ran through the people – his people – as he opened his mouth to speak.

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Extract	Text type	Fiction (F) or non-fiction (NF)	Purpose and audience	Reasons for your decisions
A				
B				
C				
D				
E				
F				

Table 1.1

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6 Summarise what each text is about in one or two sentences.

Extract A:

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Extract B:

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Extract C:

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Extract D:

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Extract E:

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Extract F:

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7 Answer the following questions.

a Why does the writer use the word ‘swarmed’ instead of ‘flew’ in Extract A?

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b Identify a phrase that means the same as ‘persuaded’ in Extract B.

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c Explain the meaning of ‘express concern’ as used in Extract C.

.....

d Explain what the writer means by ‘leave her out of pocket’ in Extract D.

.....

e Explain the meaning of ‘incredible array’ as used in Extract E.

.....

f Using your own words, explain three ways that the writer shows the power of the emperor over his people in Extract F.

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› Unit 2

Reading for comprehension

LEARNING INTENTIONS

By the end of this unit, you will be able to:

- use different strategies to build vocabulary through reading
- understand how to respond to a variety of comprehension questions
- select appropriate information from texts for different purposes
- explain meanings in texts in your own words
- identify explicit and implicit meanings in a variety of texts.

2.1 Focusing on vocabulary

- 1 Rewrite sentences a–e by replacing the following words (in bold in the sentences) with words with the same meaning:

enormous unfamiliar loved thought about building

- a The **enormous** branches of the tree shook violently as the wind roared through the forest.

.....

- b I found myself wandering cluelessly through the **unfamiliar** streets on the other side of the city.

.....

- c He simply **loved** the new bicycle his parents gave him for his fifth birthday.

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- d With one foot on the starting block, her heart pounded in her chest as she **thought about** her chances of winning.

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- e The **building** of the new house on the corner was progressing well; the windows had started going in.

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