

English
Year 10
Unit 2
Travel and Adventure



Robinson Crusoe

Robinson Crusoe is an Englishman from the town of York in the seventeenth century, the youngest son of a merchant of German origin. Encouraged by his father to study law, Crusoe expresses his wish to go to sea instead. His family is against Crusoe going out to sea, and his father explains that it is better to seek a modest, secure life for oneself. Initially, Robinson is committed to obeying his father, but he eventually succumbs to temptation and embarks on a ship bound for London with a friend. When a storm causes the near deaths of Crusoe and his friend, the friend is dissuaded from sea travel, but Crusoe still goes on to set himself up as merchant on a ship leaving London. This trip is financially successful, and Crusoe plans another, leaving his early profits in the care of a friendly widow. The second voyage does not prove as fortunate: the ship is seized by Moorish pirates, and Crusoe is enslaved to a potentate in the North African town of Salée. While on a fishing expedition, he and a slave boy break free and sail down the African coast. A kindly Portuguese captain picks them up, buys the slave boy from Crusoe, and takes Crusoe to Brazil. In Brazil, Crusoe establishes himself as a plantation owner and soon becomes successful. Eager for slave labour and its economic advantages, he embarks on a slave-gathering expedition to West Africa but ends up shipwrecked off the coast of Trinidad.

Crusoe soon learns he is the sole survivor of the expedition and seeks shelter and food for himself. He returns to the wreck's remains twelve times to salvage guns, powder, food, and other items. Onshore, he finds goats he can graze for meat and builds himself a shelter. He erects a cross that he inscribes with the date of his arrival, September 1, 1659, and makes a notch every day in order never to lose track of time. He also keeps a journal of his household activities, noting his attempts to make candles, his lucky discovery of sprouting grain, and his construction of a cellar, among other events. In June 1660, he falls ill and hallucinates that an angel visits, warning him to repent. Drinking tobacco-steeped rum, Crusoe experiences a religious illumination and realizes that God has delivered him from his earlier sins. After recovering, Crusoe makes a survey of the area and discovers he is on an island. He finds a pleasant valley abounding in grapes, where he builds a shady retreat. Crusoe begins to feel more optimistic about being on the island, describing himself as its "king." He trains a pet parrot, takes a goat as a pet, and develops skills in basket weaving, bread making, and pottery. He cuts down an enormous cedar tree and builds a huge canoe from its trunk, but he discovers that he cannot move it to the sea. After building a smaller boat, he rows around the island but nearly perishes when swept away by a powerful current. Reaching shore, he hears his parrot calling his name and is thankful for being saved once again. He spends several years in peace.

The Adventures of Robinson Crusoe by Daniel Defoe

First published 1719

Robinson Crusoe: story summary

The novel is about how the character, Robinson Crusoe, who grew up in York, England in the 17th century. His parents wanted him to study law, but against his parents' wishes, Robinson chose to become a sailor. He takes a ship from London, but becomes marooned on an island off the north-east coast of South America. As a young man, Crusoe had gone to sea in the hope of making his fortune. Crusoe is on a ship bound for Africa, where he plans to buy slaves for his plantations in South America, when the ship is wrecked on an island and Crusoe is the only survivor.

Alone on a desert island, Crusoe manages to survive thanks to his courage and practical abilities. He keeps himself sane by keeping a diary, manages to build himself a shelter, and finds a way of salvaging useful goods from the wrecked ship, including guns.

Twelve years pass in this way, until one momentous day, Crusoe finds a single human footprint in the sand! But he has to wait another ten years before he discovers the key to the mystery: natives from the nearby islands, who practise cannibalism, have visited the island, and when they next return, Crusoe attacks them, using his musket salvaged from the shipwreck all those years ago.

He captures one of the natives, and names him Man Friday, because – according to Crusoe's (probably inaccurate) calendar, that's the day of the week on which they first meet.

Crusoe teaches Man Friday English and converts him to Christianity. When Crusoe learns that Man Friday's fellow natives are keeping white prisoners on their neighbouring island, he vows to rescue them. Together, the two of them build a boat. When more natives attack the island with captives, Crusoe and Friday rescue the captives and kill the natives. The two captives they've freed are none other than Friday's own father and a Spanish man.

Crusoe sends them both off to the other island in the newly made boat, telling them to free the other prisoners. Meanwhile, a ship arrives at the island: a mutiny has taken place on board, and the crew throw the captain and his loyal supporters onto the island.

Before the ship can leave, Crusoe has teamed up with the captain and his men, and between them they retake the ship from the mutineers, who settle on the island while Crusoe takes the ship home to England.

Robinson Crusoe has been away from England for many years by this stage – he was marooned on his island for over twenty years – and his parents have died. But he has become wealthy, thanks to his plantations in Brazil, so he gets married and settles down. His wife dies a few years later, and Crusoe – along with Friday – once again leaves home.

Does this story sound familiar?

Similarity to The Swiss Family Robinson

The Swiss Family Robinson was written by a Swiss Christian minister, for his four boys. In this story, father, mother and four sons survive a shipwreck on the high seas. Stranded on a desert island, the family tame their new environment and make it their home. This 18th century classic inspired by Robinson Crusoe became even more popular abroad than it is in Switzerland.

Shipwrecked - A chapter from the book, The Adventures of Robinson Crusoe

The cold, wet wind blasted across the decks. The sailor on watch peered through the stinging salt spray, and in a moment of horror at what he saw, called out: "Land!"

The ship struck sand and was brought to a sudden halt. Now the ship was at the mercy of the huge waves that broke over her so heavily that the crew expected to perish at any moment. Terrified, they rushed back to their quarters to take whatever shelter they could from the water that lashed and tore across the decks.

Imagine the terror the men felt at that moment! They had no idea where they were, or onto what sandbar they had been driven, or whether the land they *glimpsed* nearby was inhabited. But they knew only too well the cause of their misfortune: the storm was raging and the wind was no less powerful than before. They could not hope for the ship to hold together for very long, unless the wind, by some *miracle* should suddenly become calm. They clung to whatever they could get hold of and looked at one another tensely, expecting death at any moment.

The experience had a terrible effect on them. Fear paralysed them. They were numb, wet and cold, as if in the clutches of a fever that robbed them of their ability to think and act. Yet the ship did not break up as quickly as they thought it would, and the captain even imagined that the wind was abating slightly.

They knew they were in a desperate situation, no matter how much the wind might drop. The ship stayed firmly stuck on the sandbar, and they had to think of saving their lives as best they could. A lifeboat had been tied to the stern before the storm, but it must have broken free and had either sunk, or been driven out to sea. They had another lifeboat on board, but there was a great deal of doubt as to how they could release and launch it safely, while being thrown about by the heavy seas. However, there was no time to debate the problem, for the ship was still taking a battering from the waves and could break into pieces at any moment.

The shipmate took hold of the lifeboat. With the help of the rest of the men, he fought against the weather to release and lower the lifeboat over the ship's side without being crushed by it as it swung wildly. The men took their lives into their hands and jumped into

the lifeboat as it tossed and dipped insanely below them. With the salt burning their eyes, they peered ahead through the spray to find the shore. Their only hope was to find a bay or the mouth of a river where they could shelter in the smoother water. But would their tiny craft reach the shore?

They had been paddling and struggling for some distance when, suddenly, a rolling mountain of water came rolling over the boat. This giant wave seized the boat with such fury that it was overturned at once and the men were thrown violently into the sea, which swallowed them up.

Robinson was in complete confusion as he sank in the water. Although he was a good swimmer, the wave kept him below the surface, where he could not take in any air. The gigantic wave finally threw him down in shallow water just a little offshore. Half dead from the water he had taken in, Robinson floated helplessly, trying to regain his strength, but another giant wave loomed up, rushed at him, scooped him up like a piece of driftwood, and flung him down again a little closer to shore. Before he had a chance to recover, yet another wave picked him up and swirled him around inside itself. Buried some ten metres deep under water, he was carried by the wave with mighty force. He held his breath and tried to swim until his lungs nearly burst. At last, he managed to surface for an instant and gulp enough air to *revive*, before being sucked back under water.

The last time he was picked up and thrown down again by the waves, he was *propelled* against a rock and knocked *momentarily* unconscious. Being left senseless and breathless he would have surely have drowned in the fury of the next attack if it had come straight away. But he had time, before the next wave came to claim him, to crawl painfully out of the shallows. He slumped, stranded, at the edge of the water. He climbed sluggishly to his feet, stumbled up the beach, and dropped down on a patch of grass. Well out of reach of the water, he was at last free from danger, at least for the present.

Adapted from The Adventures of Robinson Crusoe, by Daniel Defoe.

Part A Comprehension

Choose the best answer.

1. Which of the following caused the sailor on watch, a 'moment of horror'? (paragraph 1)
 - a) The stinging salt spray
 - b) The huge waves breaking over the ship
 - c) The sudden appearance of land
 - d) The crew struggling from their posts

2. The men felt terrified because:

- a) they were lost in unfamiliar water
- b) they did not know what sandbar they were on
- c) they were not safe if there were people nearby
- d) all of the above reasons

3. The main reason for the men launching the lifeboat was to:

- a) find shallow waters
- b) reach land
- c) escape from the ship
- d) risk their lives

4. Which of the words below best describe the attitude of the men.

- a) insane
- b) cautious
- c) desperate
- d) confident

5. Which of the phrases below best describe the great size and fury of the wave?

- a) raging mountain
- b) paddling and struggling
- thrown violently
- the giant wave

6. While inside the wave, Robinson tried to swim. What is the most likely reason for doing this?

- a) to reach the shore
- b) to keep afloat

c) to reach the surface

d) to save time

7. What words in the last paragraph suggest that Robinson might have to face more dangers in the future?

a) the fury of the next attack

and come to claim him

out of reach of the water

at least for the present

8. In the last paragraph, words like 'slumped', 'sluggishly', 'stumbled' and 'dropped' are used by the author to describe Robinson's actions. What do these words suggest?

a) anxiety

b) tiredness

c) exhaustion

d) relief

Part B Vocabulary

Find the words in *italics* in the text as follows.

Write the meanings from the context of the passage. Then write each word in a sentence.

glimpse

miracle

desperate⁴

regain

revive

propelled

momentarily

fury

The Art of Embracing Cold Weather

Read the text below and answer the questions that follow.

Would you rather live in a place with snowy winters or year-round warm sunshine? If you prefer a warm, sunny climate, you're not alone.

Frigid winters pose challenges for humans, even affecting our mood and behaviour. Because there are fewer daylight hours in winter, people tend to sleep more and feel lethargic. Some people may experience seasonal affective disorder, a type of depression that frequently occurs during the fall and winter. Cold temperatures also drive people indoors, making them less active and more at risk for spreading germs and catching colds.

Despite the challenges, people living in cold climates have found ways to embrace winter's cold, dark days. In Norway, there is a popular belief that there is no such thing as bad weather, only bad clothes. Many Norwegians regularly go outdoors despite the snow to enjoy skiing, snowshoeing, or even taking a dip in icy water.

Many people around the world see cold weather as an opportunity to create breath taking, imaginative art. For example, the city of Harbin, one of the coldest cities in China, hosts a two-month-long festival known for its enormous ice sculptures. In late fall, thousands of artists begin preparing for the Harbin Snow and Ice Festival. They cut blocks of ice from the nearby Songhua River and stack the ice blocks into magnificent structures illuminated by multi-coloured lights. By late December, the wonderland of ice castles full of snow creatures is complete and ready for visitors.



At night, the ice city glows with colourful lights, creating a dazzling spectacle for all visitors that defies even the harshest winters of northeast China.

Similar to the artists in Harbin, each winter in Quebec, Canada, the most creative ice architects build an entire hotel made of ice and snow, called the Hôtel de Glace or the Ice Hotel.

The ice architects build the impressive hotel using 2,300 blocks of ice and 15,000 tons of snow. Each year, the Ice Hotel houses guests in 50 rooms. The only heated rooms are the bathrooms! The hotel melts away each spring, ready to be rebuilt the following winter.

Making a winter wonderland isn't just for the experts, though. Snölykta (SNUH-leek-tah) are often the first thing Swedish children learn to build in the wintertime. Snölykta are snow lanterns of freshly packed snowballs stacked into a hollow cone or dome shape. Then, candles or electric lights are placed inside, creating a warm glow.

Similarly, many people build snow huts during the Yokote Kamakura Festival in Japan. Initially, kamakura huts were created as snow altars for the water god. Today, locals and tourists build the huts as a fun tradition generally unrelated to religious practices. During the festival, children grill rice cakes and spend time inside of the huts. Sometimes, children make smaller kamakura huts that line riverbanks and pathways. They place candles or lanterns inside the miniature kamakura snow huts to create a bright winter scene.

Whether spectacularly large or simply small, these creations represent the many imaginative ways people in cold places respond with joy and beauty to the challenging winter season. Which one will you try this winter?

Answer the following questions about “The Art of Embracing Cold Weather.”

1. What is the central idea of the text?

- a. Many people prefer to live in warmer, sunnier climates.
- b. Cold-weather cultures have found creative ways to enjoy the winter elements.
- c. People don't like wintertime because it is cold and cloudy.
- d. Cold temperatures and shorter days affect human behaviour and mood.

2. What does the word *lethargic* mean in paragraph 2?

- a. healthy and well-rested
- b. curious and alert
- c. cold and sick
- d. slow and tired

3. Compare and contrast two snow and ice-building traditions mentioned in the passage.

What do they have in common? How are they different?

4. Make a list of all the countries mentioned in this article that experience very cold weather.

Auckland's Sky Tower

When you visit the Sky Tower, get ready for an exhilarating experience with breathtaking views of Auckland and beyond. As you step into the iconic tower, the ground floor greets you with a bustling atmosphere and a range of entertainment options.

Take the elevator up to the main observation level, where you'll find yourself on the *observation* deck, surrounded by *panoramic* windows that offer stunning vistas in every direction. Sip a cup of coffee at the cafe and indulge in delicious treats while marvelling at the cityscape below. For the thrill-seekers, the SkyDeck awaits—a thrilling outdoor platform that allows you to take in the *unobstructed* views while feeling the rush of being *suspended* high above the ground.

If you're looking for an *adrenaline*-pumping adventure, the SkyWalk offers a unique opportunity to walk around the exterior of the tower, harnessed to a safety rail, while admiring the *spectacular* sights. Whether you're a visitor or a local, the Sky Tower provides an unforgettable *perspective* and a chance to watch the world from an elevated viewpoint.

Questions

1. Where is Auckland?
2. Write the meanings of the words in *italics*, in the given context.
3. What can you do on the observatory deck?
4. How does it feel to be so far off the ground?
5. Describe the experience of someone taking the SkyWalk. Explain the safety procedures.



New Zealand's Vertigo Climb

Use the word given in brackets to form a word that fits in the space in the text.

Do you fancy a 1) (SENSATION) view of one of the world's most 2) (GLORY) harbours? Are you 3) (MODERATE) fit, brave, and above all, not scared of 4) (HIGH)? If you can answer yes to the questions above so that is something for you.

Auckland's Sky Travel has opened a new 5) (ATTRACT) called Vertigo which will take you up to some 328 metres (1000ft) above sea level. If bungee jumping off the tower isn't enough, you can now take an 6) (ADD) two-hour guide tour inside the mast to the highest public man-made 7)(VIEW) platform in the Southern Hemisphere. Stand on the glass floor panels and see Auckland at your feet - if you dare! 8) (ORGANISE) say you can see both of Auckland's harbours as well as Tasman Sea and Pacific Ocean. 9) (CLIMB) wear a special helmet and body harness that's attached to a 10) (SAFE)-approved cable system which runs up the ladder. You start with a practice climb and 11) (EDUCATE) video and then it's up in the lift to Sky Deck on level 60 where you begin the 44-metre 12) (ASCEND).

Vertigo's spokesperson Sonya Haggie says it's an 13) (MISS) experience combining breathtaking views with the most 14) (BELIEVE) sense of exhilaration and 15) (ACHIEVE).

The 16) (DAY) climbs take 2.5 hours. Vertigo is open daily from 9 a.m.-9 p.m. and anyone who is 17) (REASON) fit can do it!

Language Usage: Pronouns

Pronouns are words that are used instead of nouns, to avoid repeating the noun over and over again. The main pronouns are:

I you we us

they he him her

she it us them

Pronouns like: *my, mine, yours, and theirs*, are called possessive pronouns.

Instead of writing:

I went to look for Mose but Mose was nowhere to be seen. Mose had already gone home because Mose was playing volleyball the next day.

The use of the pronoun 'he' makes the sentence much better.

I went to look for Mose, but **he** was nowhere to be seen. **He** had already gone home because **he** was playing volleyball the next day.

And, instead of writing:

Where are your shoes? I've got my shoes here.

We can use the pronoun '**them**', and write:

Where are your shoes? I've got **them** here.

Rewrite the sentences below, replacing the nouns with pronouns where necessary.

Underline the pronouns you use, in red.

The overseas visitors were sitting around the pool at the Holiday Inn. The men and women were mostly from California and the men and women were waiting for the men and women's lunch to be served by the waiters who were working in the restaurant next to the pool. The waiters knew that when lunch was served the waiters would be very busy because there were many visitors at the hotel and the visitors were very hungry and thirsty after the visitors had been touring the island.

Comparatives

A. Write the comparative:

- 1.- old 6.- good
- 2.- strong 7.- large
- 3.-happy 8.- serious
- 4.- modern 9.- pretty
- 5.- important 10.- crowded

B. Write the opposite of these comparatives:

- 1.- younger 4.- better
- 2.- colder 5.- nearer
- 3.- cheaper 6.- easier

C. Complete the sentences using a comparative:

- 1.- Helen's car isn't very big. She wants a _____ one.
- 2.- My job isn't very interesting. I want to do something _____.
- 3.- You're not very tall. Your brother is _____.
- 4.- David doesn't work very hard. I work _____.
- 5.- My chair isn't very comfortable. Yours is _____.
- 6.- Your plan isn't very good. My plan is _____.
- 7.- These flowers aren't very nice. The blue ones are _____.
- 8.- My bag isn't very heavy. Your bag is _____.
- 9.- I'm not very interested in art. I'm _____ in history.
- 10.- It isn't very warm today. It was _____ yesterday.
- 11.- These tomatoes don't taste very good. The other ones tasted _____.
- 12.- New Zealand isn't very big. Australia is _____.
- 13.- London isn't very beautiful. Paris is _____.

Apostrophes of Possession (Singular nouns)

For singular nouns, add 's to show possession:

e.g. The cat's toy = cat + 's = cat's

Write the word in each sentence to show possession.

1. My _____ (cousin) bicycle is larger than mine.
2. The _____ (doll) hair is black.
3. The _____ (chair) cushion is loose.
4. The _____ (phone) ring tone is annoying.
5. That is my (aunt) _____ pen.
6. We have hidden the _____ (dog) bone.
7. _____ (Someone) car is parked in our driveway.
8. My _____ (friend) parents are strict.
9. Your _____ (sister) lunch box is colourful.
10. My _____ (Mum) cake is delicious.
11. The _____ (bride) dress is beautiful.
12. Put you coat beside your _____ (brother) coat.
13. I need to use your _____ (friend) pen to write this down.
14. He will come after _____ (tonight) evening meal

Japan

Japan is an island nation in East Asia. Tokyo, its capital, is well known for its modern city life. Japanese culture blends ancient Shinto traditions with modern influences, making it unique. Beautiful Shinto shrines are found throughout the country. Visitors from around the world come to enjoy these historic sites. Japanese cuisine, like sushi and ramen, is enjoyed globally. Many tourists visit Japan just to enjoy the food. Traveling beyond Tokyo, rural areas offer a different experience. Traditional Japanese art and crafts draw many visitors to these regions. Sightseeing tours often include trips to famous landmarks and scenic spots. Anime has become a global phenomenon, attracting many fans to Japan.

During a trip to Japan, language can be a challenge. However, many signs are written in English to help tourists. Tokyo is full of modern attractions, while Kyoto is rich in traditional culture. The country has a mix of bustling cities and peaceful countryside. Ocean views are common on many islands, providing stunning scenery. Japan has both historical and modern attractions, making it a great place to visit. Tourism in Japan continues to grow, and new facilities are constantly being developed to accommodate visitors.

Work-life balance in Japan can be demanding, with long working hours being common. Many people have reported experiencing stress due to job pressures. However, efforts are being made to improve working conditions. Rural areas offer a slower pace of life compared to the busy cities. Jobs in the cities often involve high levels of dedication and commitment. Conversely, rural areas are known for their relaxed lifestyle and close-knit communities. Traveling between rural and urban areas offers a comprehensive view of Japanese life. Exploring both can give a better understanding of the country's diverse culture and environment.

Art in Japan includes both traditional and modern forms, each valued highly. Cultural preservation is a priority, with many initiatives being done to protect heritage sites. Notably, efforts are being made to keep traditional crafts alive. Visiting a traditional art museum can provide insight into Japan's rich history. While there, observing craftsmen at work is an engaging experience.

In conclusion, Japan offers a unique blend of tradition and modernity. Each visitor's experience can be quite different, depending on what they choose to explore.

Wordlist

blend NOUN

Definition:

- n. an occurrence of thorough mixing
- n. a new word formed by joining two others and combining their meanings
- n. the act of blending components together thoroughly
- v. combine into one

close-knit ADJECTIVE

Definition:

held together as by social or cultural ties

craftsman NOUN

Definition:

- n. a professional whose work is consistently of high quality
- n. a creator of great skill in the manual arts
- n. a skilled worker who practices some trade or handicraft

dedication NOUN

Definition:

- n. complete and wholehearted fidelity
- n. a ceremony in which something (as a building) is dedicated to some goal or purpose
- n. a short message (as in a book or musical work or on a photograph) dedicating it to someone or something

heritage NOUN

Definition:

- n. practices that are handed down from the past by tradition

notably ADVERB

Definition:

especially; in particular

preservation NOUN

Definition:

n. the activity of protecting something from loss or danger

n. the condition of being (well or ill) preserved

n. a process that saves organic substances from decay

scenic ADJECTIVE

Definition:

used to describe Locations; having beautiful natural scenery

relating to scenery

shrine NOUN

Definition:

n. a place of worship hallowed by association with some sacred thing or person

Reading Comprehension Exercises

True / False / Not Given

1. Tokyo is known for its serene and peaceful countryside.
2. Japanese education system incorporates traditional arts into the curriculum.
3. International tourists in Japan are required to learn Japanese language.
4. Kyoto is famous for maintaining Japan's traditional culture.
5. Japan's economy benefits from tourism, especially from people interested in anime.
6. English signs in Japan are mainly found in rural areas.
7. Japan's rural areas have been modernized to match the cities.

8. Tourists visiting Japan are often interested in its historical landmarks.
9. Japan has implemented many initiatives to promote contemporary art over traditional crafts.
10. Visitors can experience both the past and present culture of Japan.

Multiple Choice

- 1) What makes Japanese culture unique?
 - a) Adoption of Western holidays
 - b) Ancient Shinto traditions and modern influences
 - c) Predominantly rural lifestyle
 - d) Exclusive focus on modern technology

- 2) Why do many tourists visit Japan?
 - a) Solely for its ancient weapons
 - b) Primarily for business transactions
 - c) To only see anime
 - d) For the exquisite sushi and ramen

- 3) What makes rural areas in Japan attractive to visitors?
 - a) They do not welcome tourists
 - b) They are centres of high technology
 - c) They house many modern skyscrapers
 - d) They offer traditional Japanese art and crafts

- 4) What language-related challenge might tourists face in Japan?
 - a) Limited English signage
 - b) Language barriers despite many signs being in English
 - c) Many signs are written in Latin
 - d) Lack of Japanese translators

5) How does work-life balance in Japan compare to rural areas?

- a) Rural areas have a slower pace of life
- b) Cities have relaxed lifestyles
- c) Neither have close-knit communities
- d) Both are equally demanding

6) What is a notable feature of Tokyo?

- a) Lack of tourist attractions
- b) Rich ancient traditions
- c) Modern city life
- d) Predominantly agricultural landscape

7) Why might travellers find Japan's ocean views appealing?

- a) Provide stunning scenery
- b) Restricted to certain seasons
- c) Only visible from the top of skyscrapers
- d) They are rare and hard to find

8) What efforts are being made in Japan regarding traditional crafts?

- a) Protecting and keeping traditional crafts alive
- b) Eliminating traditional crafts
- c) Modernizing all crafts
- d) Disregarding craftsmen's skills

9) How are Japan's cities described in terms of work culture?

- a) Offer abundant free time
- b) Characterized by high levels of dedication
- c) Have a relaxed approach to work

d) Known for low dedication

10) What does the text suggest about the tourism trend in Japan?

a) Decreasing rapidly

b) Growing, with new facilities developing

c) Remaining stagnant

d) Declining in urban areas

Short Answer

1. What aspects make Japanese culture unique?

2. Why do many tourists visit Japan?

3. What can be challenging during a trip to Japan?

4. What does Tokyo offer compared to Kyoto?

5. How are Japanese rural areas described?

6. What type of lifestyle is common in Japanese cities?

7. What is a major cultural priority in Japan?

8. How is visiting a traditional art museum in Japan described?

9. What attracts many fans to Japan?

10. Why is Japan considered a great place to visit?

Christianity in Japan

Japan is often known for its rich culture, unique food, and advanced technology. But one aspect that is often overlooked is the religious landscape of the country. While the majority of Japanese people do not identify with any specific religion, there are still many who do. In fact, there are several religions that are commonly practiced in Japan today, including Shintoism, Buddhism, and Christianity.

According to a 2019 survey, approximately 69.8% of Japanese people do not consider themselves to be affiliated with any specific religion. However, among those who do, Shintoism is the most common, followed by Buddhism and Christianity. While Christianity is a minority religion in Japan, with only 1% identifying as Christian, it still has a significant presence and impact on the country's culture.

Shintoism

Shintoism is considered to be the indigenous religion of Japan and is deeply ingrained in Japanese culture. It has the largest number of followers. Shintoism is a *polytheistic* religion that involves the worship of various gods, spirits, and ancestors. Shinto shrines can be found throughout Japan and are often visited during important life events, such as weddings and births.

Buddhism

Buddhism was introduced to Japan from India, in the 6th century. It is the second largest religion. Buddhism is based on the teachings of Siddhartha Gautama, also known as the Buddha. There are various Buddhist sects in Japan, each with their own practices and beliefs. Buddhists believe that the way to God is through your own efforts, good morals and training of the mind through meditation. Buddhists believe that if they intentionally do good deeds, then good will come to them sooner or later. If they intentionally do bad deeds, then bad will come to them sooner or later. This is called *Karma*.

Difficulties for Christians

Despite being a highly modern and progressive country, Japan can be a difficult place for Christians to practice their faith. One of the main challenges is the lack of understanding and awareness of Christianity in Japan. The majority of the population follows Shintoism and Buddhism, so Christianity is often seen as a foreign and unfamiliar religion.

Another challenge is the social pressure to conform and avoid standing out. Japan is known for its collectivist culture, and individuals who choose to practice a religion that is different from the norm can face discrimination and exclusion. Additionally, the language barrier can be a significant obstacle for non-Japanese speaking Christians.

Religious Education in Schools

In Japan, schools are required to teach both Shintoism and Buddhism as part of the mandatory religious education curriculum. However, Christianity is not included in the curriculum, which can contribute to the lack of awareness and understanding of the religion. Furthermore, students who do choose to study Christianity can face discrimination and isolation from their peers and teachers.

Christianity and traditional Japanese religions, such as Shinto and Buddhism, are often seen as complementary rather than mutually exclusive. Some Japanese people practice elements of both Christianity and traditional Japanese religions.

Christianity and Japanese Culture

Christianity is also having an impact on Japanese culture. While Japan has a spiritual heritage, many young people are turning to Christianity as a way to find meaning and purpose in their lives. This has led to an increased interest in Christian-themed media, such as books, movies, and music.

Despite the challenges Christianity has faced in Japan, the faith is growing and making a difference in Japanese society. As more young people turn to Christianity and churches become more involved in social justice issues, the future looks bright for the faith in Japan.

Christian organizations are working to raise awareness about social justice issues, such as poverty and human trafficking, and are actively engaging with policymakers to bring about change.

The number of Christian churches in Japan is on the rise, with many new churches being established in urban areas. Many young people today are looking for meaning and purpose in life, and young street evangelists are having a good response.

Questions

1. Name the 3 religions practiced in Japan.
2. What are the main features of Shintoism?
3. What are the main features of Buddhism?
4. What percentage of Japanese people are not affiliated with any religion at all.
5. What is the percentage of Christians in Japan?
6. Give three challenges to Christianity in Japan.
7. What would be the problem with practicing both Shintoism and Christianity at the same time?
8. How have Christian organizations helped in the area of social justice?
9. Why do you think Christianity is growing amongst young people?

English Usage: Prepositions

A preposition is used in front of a noun or pronoun to form a phrase, a group of words forming a unit. Prepositions often describe the position of something in relation to something else.

The main prepositions are:

about above across after against along among around already as at

before behind beside between by

down during except

for from in

inside into like

near of off

on outside over

past round since

through to towards

under underneath until up with without yet

Activities

A. Use good prepositions to complete the sentences below, choosing from the list above.

1. The shark moved steadily _____ the pig that was standing in the lagoon.
2. When it began to rain, the wedding guests hurried to get _____ the big tent.
3. The girl stood _____ the minister, waiting for her turn to come forward and read.
4. The boy chopped the tree _____, then cut it for firewood.
5. _____ the evening the stars come out, looking _____ diamonds in the sky.

B. Make up 4 sentences of your own. Use 2 prepositions in each sentence. Underline the prepositions.

for, since, just, already, yet

Write these sentences and fill in the correct word above.

1. My son went to the supermarket but he hasn't come back
2. Leo has made his bed but he hasn't put his clothes away
3. Miriam has lived in Australia she was ten years old.
4. We have met the new teacher at the high school.
5. The waiter has brought me some coffee and biscuits.
6. Have they visited New Zealand? No, they haven't gone there.
7. That man has come late again. His boss is very angry with him.
8. Has the girl lived in Fiji five years? Yes, she arrived five years ago.
9. The plane has flown twelve hours.
10. The businessman has worked in the same office he was twenty-five years old.
11. There have been many accidents on this road last year.
12. John has performed the same play a long time.
13. The woman hasn't sold her car, but she wants to sell it.
- 14.- I have known my boyfriend we were at primary school.

Parts of Speech

Fijian women spend long hours creating hand woven mats made from the tightly plaited leaves of the pandanus plant. The work is very hard. The long leaves are first cut, then stripped, soaked in sea water, washed and laid on the ground to dry in the sun. After this process is completed the curling leaves are sliced into thin strips and woven into the mats, which are used for a range of purposes. They may be presented as gifts on special occasions such as weddings, funerals or when a village member is made a chief. The fine mats will last for many years.

From the passage above, select and write:

5 nouns

5 adjectives

5 verbs

5 prepositions

The Magnificent Maldives

The Maldives are a group of very small Island in the Indian Ocean, near Sri Lanka. It has the smallest population of any Asian countries. There are about 1200 islands and there are people living on 200 of them. About 400,000 people live in the Maldives and 75,000 of them are on the capital island, Malè. Malè is different from the other islands In the Maldives, because it doesn't have any beaches. In fact, there is a small wall that goes around the whole island.

Eighty-seven of the islands in the Maldives have different types of hotels on them, so tourists can go and enjoy their holidays. They can even stay in a small cabin right over the water.

It is very easy to get around the islands. When you arrive on the airport island, you can take a dhoni and go to Malè. This is a small boat used for transportation around the islands. Dhoni taxis go from the airport island to the capital island every fifteen minutes and after midnight every half an hour. You can use these boats to visit other islands, too.



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The Maldives are a popular place for scuba diving, because there are many wonderful fish in the water to see. Also, the water is very clear so when you are underwater, you can see for more than 50 metres! There are many professional diving schools with instructors. They speak many languages, so you can find someone to help you. Of course, that's not all you can do on these beautiful islands. You can go whale and dolphin watching, fishing, surfing, snorkelling, hiking or explore the towns.



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1. In which continent would you find the Maldives?
2. How many islands are there in the Maldives?
3. What is the population of the Maldives?
4. What is the capital of the Maldives?
5. What is different about Malè compared to the other islands?
6. How can you go from one island to another?
7. How many metres can you see underwater?
8. What sports can you do in the Maldives?
9. List as many similarities as you can, between the Maldives and Fiji.
10. List some differences between the Maldives and Fiji.

Protecting Antarctica from tourism

For people who really want to get away from it all, a new holiday **destination** has sprung up – Antarctica. However, this new **hotspot** might only be for those with the deepest pockets if a new **policy** gets under way. Tourism on Antarctica has been increasing **dramatically** in the past twenty years, from a few thousand people in 1985 to more than 30,000 in 2011. The growing numbers are having a negative effect on the **pristine** environment of the South Pole. Many researchers agree that the frozen wilderness must be protected from **modern** tourism. Antarctica is the last **unspoiled** place on Earth. It has a very delicate ecosystem that could be easily upset by **hordes** of tourists landing in airplanes and using snowmobiles.

However, It is difficult to protect Antarctica because it is not a country and therefore has no government to make laws or **guidelines** to control the number of visitors.

What do you think we should do to protect Antarctic?

1) Vocabulary

Match the word on the left with the correct meaning on the right.

- | | |
|-------------------|---|
| 1. Destination - | a. in a very impressive way or manner |
| 2. Hotspot - | b. extremely fresh or clean, not spoiled or damaged |
| 3. Policy - | c. belonging to the present time or most recent time |
| 4. Dramatically - | d. large area of land that has never been developed |
| 5. Pristine - | e. unchanged for a long time, does not have a lot of new buildings |
| 6. Wilderness - | f. a place that is currently popular or famous |
| 7. Modern - | g. the relationship between animals and plants in an environment |
| 8. Unspoiled - | h. the place that someone going to |
| 9. Ecosystem - | i. a large crowd moving in a noisy uncontrolled way |
| 10. Hordes - | j. rules or instructions about the best way to do so |
| 11 Guidelines - | k. something officially agreed on by a political party, business, or other organization |

2) Questions

1. What is this article about?
2. Why is Antarctica becoming a popular place to visit? Would you go there?
3. How could tourism hurt Antarctica's environment?
4. Why is it difficult to protect Antarctica?
5. What do you think we should do to protect Antarctica and other places that are being damaged by tourism?

3) What do you like to do on holiday? Rank these activities from 1(enjoy it the most) - 8 (no thank you). Use each number once.

<input type="text"/> go to the beach	<input type="text"/> have an adventure
<input type="text"/> go shopping	<input type="text"/> volunteer
<input type="text"/> go hiking and camping	<input type="text"/> do sports (skiing, surfing, etc...)
<input type="text"/> see cities and culture	<input type="text"/> stay in a resort

Now answer the questions:

1. "What do you like to do on vacation the most and why?"
2. "What do you dislike doing on a holiday and why?"

4) If you could go anywhere in the world ...

1. Where would you like to go the most? Why?
1. Where would you like to go the least? Why?
3. Write about the best holiday you have experiences.

At the Airport

A Departures

This is the usual sequence of activities when you get to the airport.

First you go to the **check-in desk** where they weigh **your luggage**. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay **excess baggage** (= you pay extra). The airline representative checks your ticket and gives you a **boarding card** for the plane with your seat number on it. Then you go through **passport control** where an official checks [NOT controls] your passport, and into the **departure lounge**. Here, you can also buy things in the **duty-free**, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before **take-off**, you are told to go to a gate number, e.g. gate 14, where you wait before you **get on** the plane. When you **board** (= get on) the plane, you find your seat. If you have **hand luggage**, you can put it under your seat or in the **overhead locker** above your seat.

The plane then **taxis** (= moves slowly) towards the **runway**, and when it has permission to **take off**, it accelerates along the runway and takes off.

Note: The verb to **taxi** is generally only used in this context.



B The flight

You may want or need to understand certain announcements; these come from the **captain** (= the pilot) or from an **air steward** or **stewardess** / **cabin crew** / **flight attendants** (= people who look after the passengers):

Please **fasten your seat belt** and put your seat in the **upright position**.



We are now **cruising** (= flying comfortably) at an **altitude** (= height) of 10,000 metres.

May we **remind** passengers (= ask passengers to remember) that there is no smoking until you are inside the **terminal building** (= where passengers arrive and depart).

The **cabin crew** (= air stewards) are now coming round with **landing cards**. (These are cards you sometimes have to fill in when you enter certain countries.)

C Arrival

When the plane **lands** (= arrives on the ground), you have to wait for it to stop / come to a halt. When the doors are open, you **get off** the plane and walk through the **terminal building** and go to the **baggage reclaim** where you collect your luggage. You then **pass through customs** (green = nothing to declare; red = goods to declare; blue = European Union citizens). If you are lucky, you can then get a bus, taxi or train to the centre of town without waiting too long. You can also **hire** a car (= **rent** a car) at most airports.

Note: In British English you normally **hire** something for a short period, e.g. hire a room for a party, and **rent** something for a long period, e.g. a flat; for a car, you can use both words.

Exercises

1 Complete the words or phrases below using words from the box.

off	control	free	card	baggage
in	lounge	luggage	reclaim	locker

- | | |
|------------------|-------------------|
| 1 boarding | 6 duty |
| 2 baggage | 7 overhead |
| 3 excess | 8 take-..... |
| 4 passport | 9 departure |
| 5 hand | 10 check-..... |

2 What do you call:

- 1 The place where you go when you arrive at the airport with your luggage?
- 2 The card they give you with the seat number on it?
- 3 The money you have to pay if your luggage is very heavy?
- 4 The place where you sit and have a drink when you are waiting for your flight to be called?
- 5 The bags you carry onto the plane with you?
- 6 The place above your head where you can put your hand luggage?
- 7 The part of the airport where the plane accelerates and takes off?
- 8 The people who look after you on the plane?
- 9 The part of the airport you walk through when you arrive or depart?
- 10 The place where you collect your luggage after you land?

Play Reading: At the Airport

Take roles and read this play aloud.

Roles:

Penny

Woman

Check-in girl

Security man

Air stewardess

Scene 1: IN THE QUEUE

Penny: Oh, I am so excited. I've never flown before!

Woman: Where are you travelling to?

Penny: I'm going to Australia to see my cousin.

Woman: That is nice. How long is the flight?

Penny: I think it's about 20 hours.

Scene 2: AT THE CHECK-IN DESK

Check-in girl: Good morning - can I see your ticket please?

Penny: Yes here you are.

Check-in girl: And can I take your passport?

Penny: Here it is.

Check-in girl: That's fine. Please put your luggage on here to be weighed. How many suitcases do you have?

Penny: Only the two.

Check-in girl: Sorry but your luggage is 3 kilos over the allowed weight.

Penny: Oh no! What happens now?

Check-in girl: You have to pay \$20 for each kilo.

Penny: \$60! Oh, I'll have to pay, as I don't want to miss the plane.

Scene 3: AT SECURITY

Security man: Is this your hand luggage Madam?

Penny: Yes, why is there a problem?

Security man: Can you open the bag please?

Penny: Just a minute. I have to find the key.

Security man: You do know that you are not allowed to take any sharp objects on the aircraft.

Penny: But I haven't got anything sharp!

Security man: You have some nail scissors and these are not permitted. I will have to confiscate them.

Penny: It seems that everything I do is wrong!

Security man: Well, you should have read the regulations beforehand. There are notices displayed everywhere in the airport on what you can take on-board. Please proceed to your gate number now Madam.

Penny: Gate number? I don't know it.

Security man: If you look at the departure board, you will find the information about your flight.

Penny: Thanks.

Scene 4: AT GATE NUMBER 8

Air stewardess: We are ready for boarding now. Please have your boarding passes ready. Please proceed to the aircraft when we call your seat number.

Penny: Excuse me, where can I find my seat number?

Air stewardess: It's on your boarding pass Madam. Ah, your seat number is 68J. You will one of the last passengers we call.

Penny: Oh dear – am I ever going to get to Australia?

English Usage

First person, Second person, Third person

First person sentences are spoken **by the speaker**, using the pronoun “I” for singular and “we” for plural.

Example: I will live buy an island when I get rich.

Second person sentences are **spoken to the listener**, using the pronoun “you” (singluair and plural)

Example: You had beter tidy your room before you go to school.

Third person sentences are spoken **about someone else** using “he”, “she” or “it” in the singular, and “they” in the plural. The third person can also be shown by the use of people’s names, showing that we are speaking about them.

Example: He broke his leg when he fell off his bike.

Activities

A. State the following are first peron, second person or third person:

1. Get out of your house, with your muddy feet!
2. She is so lazy. She will never do well at school.
3. We went on a picnic yesterday and a dog chased us.
4. Tina is in Year 7 and she catches the bus to school.
5. You should go to the movies more often.
6. He is a bully at school and no one likes him.
7. It was the most beautiful sunset that I had ever seen.
8. Dan and his sister were both born in America.

B. Rewrite this passage, changing it from first person to third person.

My name is Joeli Bulu. I was born on the island of Vavau, one of the friendly islands of Tonga. I had a loving mother and a happy childhood. Island life was good. I had good friends and there was always plenty to eat.

When I was 23, I heard a report that the Lotu had come to my land. The “Lotu” is the word that we used to describe the faith of the Christian missionaries. When I first heard that the Lotu had come, I firmly declared that I would never forsake the gods of my own ancestors

How to start:

Joeli Bulu was born on the island of Vavau, one of the friendly islands of Tunga. He had a loving mother

Finding the subject in a sentence

First find the verb.

For example, in the first sentence below, the verb is **left**.

Then say "Who left?" The answer is "the lady". So "the lady" is the subject.

In some cases, we need to use "what" to ask the question.

Write the following sentences. Circle the verb and underline the subject in each.

1. The lady **left** her laptop in the coffee shop.
2. The cats get noisy at night.
3. Jani, please go away.
4. The pretty woman was wearing my dream dress.
5. Switzerland has one of the best education systems worldwide.
6. My friend and I didn't attend the party because we were sick.
7. The shelf has to be placed in this area.
8. The primary students and their parents are in the hall.
9. He practiced for the tennis match.
10. Jamie, meet me in the hallway please.
11. We went to the sports field and watched the game.
12. Everyone enjoys going out, but I prefer staying at home.
13. I love to eat ice-cream.
14. My brother fixed my bike, then I thanked him.
15. My friends and I love to talk after classes.
16. She may be responsible for the broken window.
17. Alex, Anton, and Aria watched a movie last weekend.
18. Get me a glass of water please.
19. The lady behind me kept pushing me.
20. I played the guitar in front of the crowd for the first time

Sentences

What is a sentence?

A sentence is a group of words that makes sense. It has a subject and a verb.

Write the sentences below that are proper sentences. Do not write the ones that are not sentences.

1. Nicholas is only six.
2. Jumping through the hoop, the lion.
3. Looking through the door she saw the burglar climb out of the window.
4. When we were away.
5. Crying like a baby.
6. Ninety-two people with hats.
7. Ninety-two people have hats.
8. James cried