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MINISTRY OF EDUCATION



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Bridge to Success

Coursebook - Level EN 6.1

Book

9

Advanced

Bridge to Success

Coursebook

CAMBRIDGE

Dom Luis Bridge, Portugal



Grade
09
Advanced

Bridge to Success

English Language

Coursebook

Grade 9

Advanced

Volume 1

Welcome to Bridge to Success

Bridge to Success is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

Bridge to Success Grade 9 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by **Bridge to Success** strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** **Bridge to Success** engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, **Bridge to Success** addresses both these competencies. **Bridge to Success** presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:



pre-recorded listening activity



links to 21st Century Themes and/or Skills

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The **Bridge to Success** team

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Review Project	Review of Unit 1 My ideal home				
Unit 2 Habitat interactions Pages 28–45	Tropical rainforests; deforestation; photosynthesis and aerobic respiration; farming in Kenya; food chains; human and animal interactions; the effect of habitat changes; endangered animals Reading: Photosynthesis Richard Turere: inventor The food chain Extracts from a Maori story Endangered animals	Listening: A TV commentary about rainforests Deforestation Photosynthesis and aerobic respiration Richard Turere: inventor A radio programme about the food chain A Maori story Effects of habitat changes Speaking: Discussing rainforests Preventing deforestation Discussing the meaning of words from context Eating habits and the food chain Protecting animal habitats Discussing regional wildlife A speech about endangered animals A project presentation	The present passive The present perfect active and passive	The food chain Types of animal Expressing opinions	A summary about the food chain Write a short play A piece of writing about man's relationship with animals: an extract from a leaflet; an information text
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	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
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Unit 4 Design and shapes Pages 63–80	Shopping for food; three-dimensional shapes; classic designs; building designs; designs for the future; reasons for shapes; shapes in poetry Reading: Descriptions of shapes A description of a classic design An innovative new design Shapes in our cities An essay about life in the future A 'shape' poem	Listening: A conversation about shopping for food A radio programme about the shapes of everyday objects Descriptions of classic designs Facts about the Burj Khalifa Shapes and designs for the future Speaking: A role play about food shopping A Maths quiz Discussing a new design Discussing tall buildings Making predictions about life in the future A presentation about a product design	Quantifiers with countable and uncountable nouns Present and past passive Making predictions with <i>will/won't</i> ; <i>may</i> ; <i>might</i> Second conditional	Containers, units and groups Shapes Adjectives to describe everyday objects	A shopping list Describing household objects Write questions about everyday objects Predictions about the future Design a new product
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Unit 5 Personality types Pages 81–97	Aspects of personality; presenting yourself well; talented children; competitions Reading: A description of a personality A personality text Making a good first impression A teenage millionaire Young inventors Talented children A child prodigy The Clever Teens competition A prize-winning story	Listening: First impressions A TV game show for talented children Listen to classmates' presentations and take notes Speaking: Future changes Making a good first impression Advice about how to behave in different situations Taking part in the <i>Clever Teens</i> competition A presentation about an app design	Adjectives + prepositions Use of so + adjective / adverb and <i>such</i> + <i>a(n)</i> + adjective + noun Prepositions + nouns Adjectives ending in <i>-ing</i> and <i>-ed</i>	Adjectives to describe a friend Phrases to organise opinions and points, eg. <i>First of all ...</i> , <i>in addition ...</i> , <i>for example</i> Deducing meaning of words from context	A paragraph to describe your personality Describe abilities Design an app Make notes about classmates' presentations
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LITERATURE		
LESSONS		
Lesson Title	Reading Objective	Literature Focus
1-2 Genre, setting and narration style (p.101-102)	To read and identify specific information about the author of <i>The Jungle Book</i> .	To explore genre, setting and narration style in <i>The Jungle Book</i> .
3-4 Plot elements and character relationships (p.103-104)	To read and identify the relationships between characters.	To explore how literary techniques are used to build a story.
5-6 Loyalty, family and friendship (p.105-106)	To read and identify how language is used to show thematic styles in a story.	To explore how loyalty, family and friendship are presented in <i>The Jungle Book</i> .
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Term 1 Chapters of Study 1 Mowgli joins the wolf pack (p.111-114) 2 The pack council (p.115-117) 3 Learning laws of the jungle (p.118-122) 4 Monkey business Part 1 (p.123-126) 4 Monkey business Part 2 (p.127-130)		
EXTRA READING		
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Household routines

- **Topics** Kitchen appliances and equipment; routines; talking about your room; planning and describing a room; jobs at home; home life in the past; home life in the future; house robots
- **Use of English** Phrasal verbs (kitchen, home, routine); comparative forms with *much ... than*, *far ... than*, *a lot less ... than*, *just as ... as*, *nowhere near as ... as*



Lessons 1–2 In the kitchen

- Look at the picture. Which things did people not have 50 years ago?

Vocabulary

- 1 Look at the picture. Match the words to the kitchen appliances and equipment. Which ones do you have in your house?

- a bin
- b blender
- c dishwasher
- d freezer
- e fridge
- f hob
- g iron
- h wok
- i microwave
- j oven
- k saucepan
- l scales
- m teapot
- n toaster



- 2 Use the words below to make compound nouns for kitchen appliances and equipment.

- | | | | |
|-------------|-----------|----------------|-----------|
| 1 coffee | 6 remote | a fan | f opener |
| 2 washing | 7 fire | b extinguisher | g board |
| 3 extractor | 8 food | c processor | h switch |
| 4 tin | 9 ironing | d pan | i machine |
| 5 frying | 10 light | e control | j machine |



Speaking 21st

- 3 In groups, debate which appliances you think are the most essential and why. Then come up with five appliances you all agree are the most important.

Listening 2

- 4 Listen and identify the appliances that are mentioned. Link each one to an item in the picture on page 6.
- fridge
 - dishwasher
 - iron
 - scales
 - light switch
 - toaster
 - extractor fan
 - microwave
 - oven
 - remote control
- 5 Listen again. Which conversations take place in a formal situation (where the people don't know each other very well)?

Use of English

- 6 Choose the correct word to complete the phrasal verbs in the sentences below.
- 1 Would you mind putting **on / up** the kettle to make some tea?
 - 2 Please put **out / away** your bike and help me make dinner.
 - 3 Could you chop **up / down** an onion for me?
 - 4 Turn **down / out** the radio – it's too loud!
 - 5 Leave **off / out** the iron – I'm still using it.
 - 6 You've been reading all afternoon. I need you to wash **out / up** now.

Speaking

- 7 Work with a partner. Take turns to be a guest and a host. Make up conversations using *Would you mind ...?* and the items in the picture in Activity 1.

Guest: *Would you mind if I put the fan on?*

Host: *Not at all. Go ahead.*

Language tip

When you are being polite, or when you don't know someone very well, to ask if you can do something, use *Would you mind if I + verb in the past tense*.

Would you mind if I switched the TV off?

To ask someone else to do something, use *Would you mind followed by verb + -ing*.

Would you mind switching the TV off?

Use of English: Phrasal verbs – part 1

Phrasal verbs are verbs made up of two or more words: verb + preposition, for example *turn down*, *switch off*.

They are very common in English. Using them correctly shows that you have a good command of the language. Try to learn them in context. Here the context is the kitchen and life at home.

<i>chop up</i>	<i>put on</i>
<i>clean up</i>	<i>switch off / on</i>
<i>cool down</i>	<i>throw away</i>
<i>heat up</i>	<i>tidy up</i>
<i>leave out</i>	<i>turn down / up</i>
<i>plug in</i>	<i>turn off / on</i>
<i>put away</i>	<i>wash up</i>

Lessons 3–4 **Doing things right and getting things wrong**

- Do you read the instructions before you use a new appliance? If so, why? If not, why not?

Reading

- 1** The following two sets of instructions are in the wrong order. What is the correct order? What appliances are these instructions for?

A

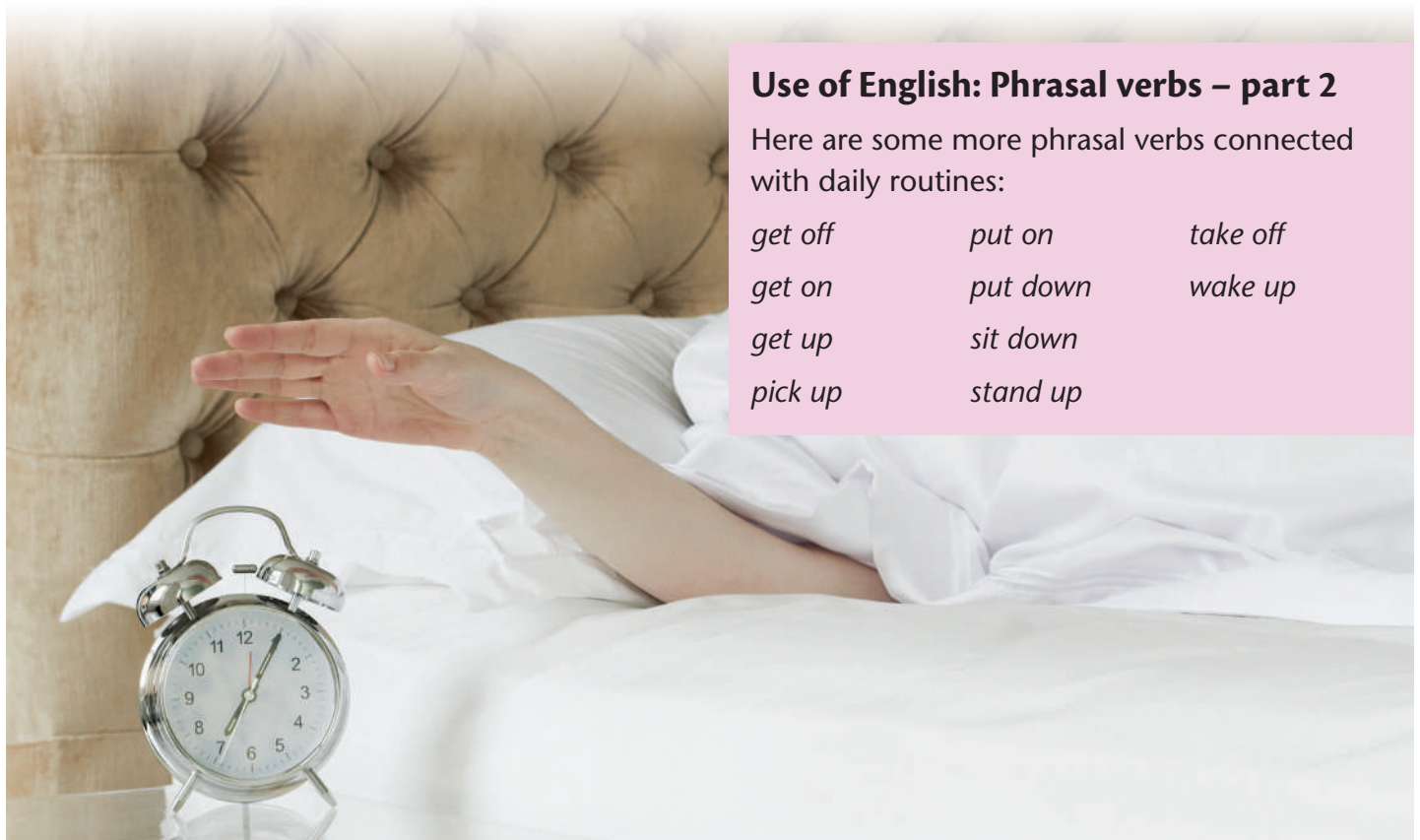
- 1 Press the appliance over your clothes.
- 2 First, make sure the appliance is plugged in.
- 3 Then, select the heat you want.
- 4 Next, pour some water into the appliance.

B

- 1 Select the cycle you want.
- 2 Press the start button.
- 3 First, put your clothes inside.
- 4 Take the wet clothes out of the machine.

Writing

- 2** Make notes of all the things you have done since you woke up this morning. Now write them in the wrong order and swap with your partner. Can you work out the right order of each other's routine?



Use of English: Phrasal verbs – part 2

Here are some more phrasal verbs connected with daily routines:

<i>get off</i>	<i>put on</i>	<i>take off</i>
<i>get on</i>	<i>put down</i>	<i>wake up</i>
<i>get up</i>	<i>sit down</i>	
<i>pick up</i>	<i>stand up</i>	



Speaking 21st

3 Choose one of the following and discuss with your partner:

- 1 your ideal day
- 2 how your routine is different at the weekend or in the holidays

Listening 3

4 Listen to Alice talking about a bad day. What were the two things that went wrong?

5 Listen again and follow the text below. Then listen and complete the gaps.

Yesterday, I *woke up*¹ late! I _____² quickly and had a shower. I _____³ my school clothes and _____⁴ the first bus. But it was the wrong bus! I _____⁵ at the next bus stop and ran all the way to school. My teacher wasn't happy and _____ me _____⁶!

After school, I walked home with my friends. We sat on a bench in the park. I _____ my mobile phone _____⁷ on the bench next to me. When we left, we were so busy chatting that I forgot to _____ it _____⁸. It was only when I got home, that I realised I had left it in the park. I ran back to find it. Luckily, it was still there!

Use of English

6 Match these phrasal verbs with their opposites.

- | | |
|------------|------------|
| 1 stand up | a get off |
| 2 put on | b put down |
| 3 get on | c sit down |
| 4 pick up | d lie down |
| 5 get up | e take off |

Speaking

7 Tell your partner about a time when things have gone wrong in your day. What were the consequences? Use the sentence prompts.

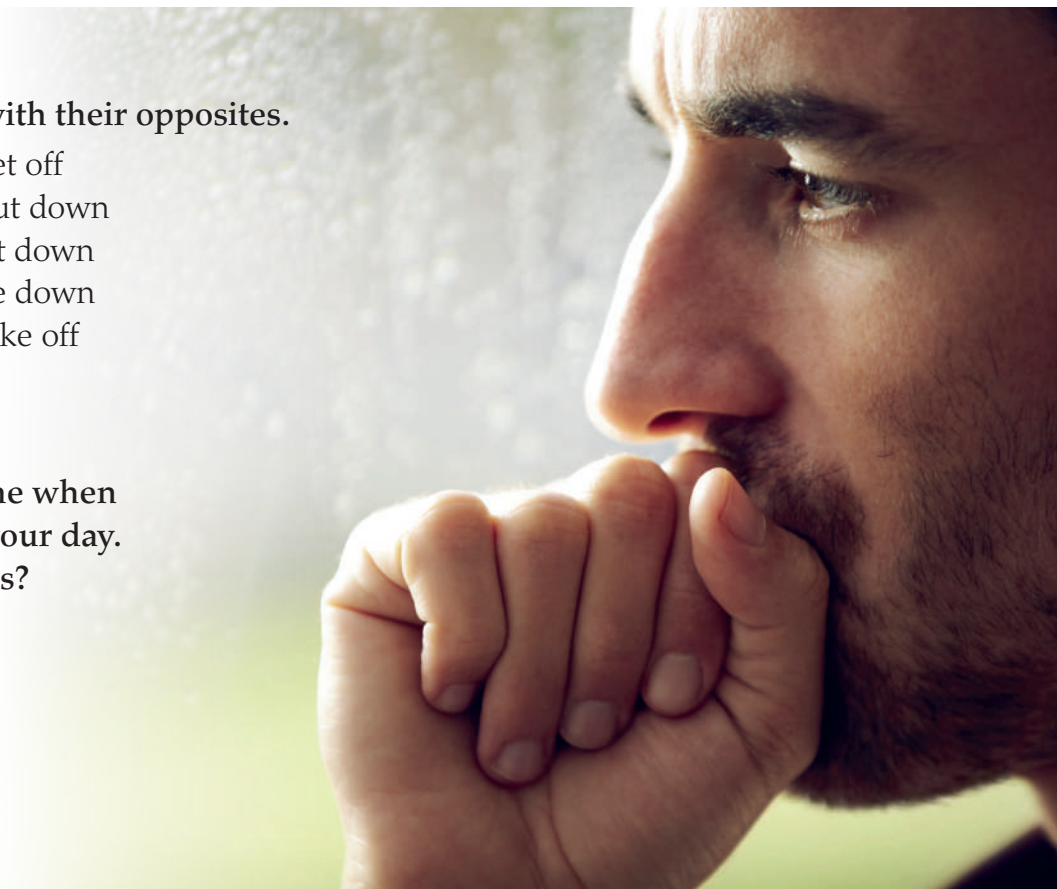
First ...

When ...

Then suddenly ...

I was about to ... when ...

I couldn't believe it!



Lessons 5–6 **In my room**

- How much time do you spend in your room at home?

1 Read about Reem's room. What do you like about it? Is there anything you don't like?

Inside teenagers' rooms

Reem's room is at the top of the house. It's pale blue. There isn't much on the walls, apart from a noticeboard where she puts photos, pictures and the certificates she got for her exams. Her mother isn't keen on her putting up pictures on the walls. If Reem had her way, the room would have pictures on all the walls. It would be **painted** lime green, with one wall papered in a different colour, and it would have a **balcony**. But for now, to add colour and interest, she has a pink and white **bedspread**, some purple cushions in the shape of hearts and some bright pink cushions in the shape of flowers, and lights around the bed. There's an alarm



Reem's room

clock and a lamp next to her bed and she's got four storage baskets under the bed, for shoes and for the soft **toys** she has kept from **childhood**. There's a **wardrobe** for her clothes and there are **bookshelves** next to the wardrobe. 'I've got quite a lot in my room,' she says, 'and it sometimes gets **messy**, but I don't care. I always know where everything is!'

Speaking

2 Work in pairs. Ask and answer these questions about Reem's room.

- 1 What does her room tell you about her?
- 2 Is there anything that your room has in common with Reem's?
- 3 *If Reem had her way, the room would have pictures on all the walls.* What does this mean?
- 4 Do you think Reem is satisfied with her room? If so, why? If not, why not?
- 5 Does a room always tell you about the person who lives there?

3 In pairs, you are going to try to remember what is in Reem's room, giving details of colour and position. Look at the picture of her room for ten seconds. Then close your books. Now tell your partner how much you can remember.



Listening

4 Listen to someone talking about Hamad's room. Then think about Reem's room. Read these questions. Who ...

- 1 ... lives in a flat?
- 2 ... has got a noticeboard on the wall?
- 3 ... would like a balcony?
- 4 ... sleeps on the top bunk?
- 5 ... is keen on football?
- 6 ... has an alarm clock next to the bed?
- 7 ... storage baskets under the bed?
- 8 ... a collection of toy cars?



Hamad's room

Speaking

5 Interview your partner about their room. Make notes of their answers. Ask your partner to check that the notes you've written are correct.

- 1 Is your room neat and tidy, or messy?
- 2 What colour is it?
- 3 What have you got on the walls?
- 4 What else is there in your room?
- 5 Is your room how you like it?
What would you change?

Writing

6 Write a description of your partner's room. Use the descriptions in Activities 1 and 4 as a model. Include some quotes from your partner – remember to use speech marks ('...').

Language tip

To give a precise description of a colour, you can use compound adjectives:

adjective + adjective

It's **pale blue**.
some **bright pink**
cushions

noun + adjective

It would be painted
lime green.



Lesson 7 Practise and prepare

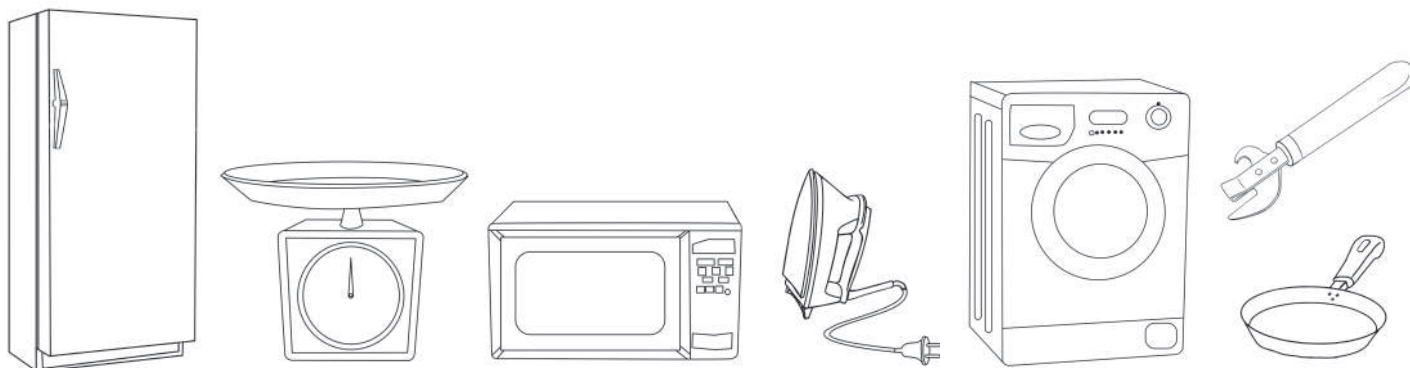
Reading

- 1 Read these instructions. What kitchen item do you think is being used?

Listening 5

- 2 Listen to Ali and Jamal discussing what to prepare for lunch. Which two appliances below are not mentioned? Which appliance is mentioned but not pictured?

*Pour some oil in the ... and then put it on the hob.
Turn the hot plate on to heat up the oil.
Lift the  up and gently move it so that the oil is evenly distributed.
Then put some garlic in the .
Stir gently with a wooden spoon.*



Speaking

- 3 Look at the following activity. Think about what to say and then tell your partner.

Describe your ideal day. You should say:

- What you did
- When you did it
- Who you did it with

Writing

- 4 Now write a short description of your ideal day. Include all the information from your discussion in Activity 3.



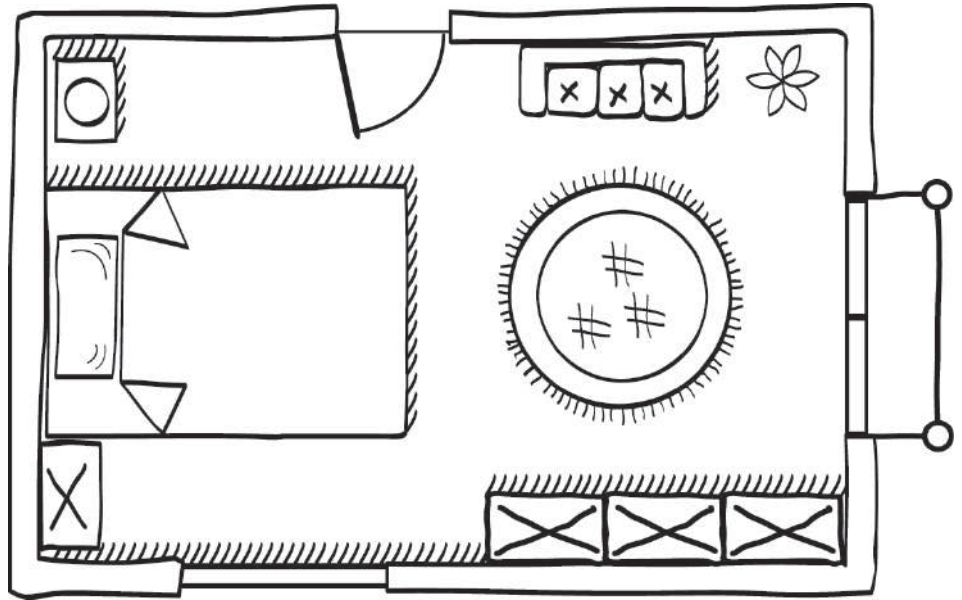
Lesson 8 **My ideal room**

- How much choice do you get in the design and decoration of your room at home?
What changes would you make if you could?

Vocabulary

- 1 Imagine you could design your own room. What would it look like?
What would it have in it? Draw a plan of your room in your notebook
and label it. Think about:

- furniture
- location of door
- location of windows
- lighting
- colour scheme
- decorative features



Speaking **21st**

- 2 Describe the room you have designed to a partner.
Explain what you have done and give reasons for
your choices.

Writing

- 3 You are going to write a description of your
ideal room to feature in a magazine. Before you
write, plan your writing in your notebook.
Use the checklist below for ideas.

- What style is it?
- Is it light/dark?
- What is the floor /ceiling like?
- What furniture is there and where is it?
- What is on the walls?
- What does the room feel like? Does it reflect
your interests and personality?

Writing tip

When writing descriptions, try to
include a variety of adjectives.

This makes the text more interesting
and helps the reader visualise what
is being described. Compare the
sentences below. Which gives you a
better picture?

*There are some photos on the wall in
my room.*

*My room is blue. There are some old
photos on the wall.*

*The walls of my room are painted pale
blue. There are some old family photos
on the wall.*

Lessons 9–10 **Jobs at home**

- What are the jobs that you do regularly at home?

Listening

1 Listen to Juliet and Tina doing a quiz. Are these statements true or false?

- 1 Juliet likes her room to be tidy.
- 2 Juliet never makes her bed.
- 3 Tina's room is always tidy.
- 4 Juliet's favourite job is putting the rubbish out.
- 5 Juliet's mum sets the table.
- 6 Juliet loads the dishwasher.
- 7 Juliet gets paid to clean the bathroom.
- 8 Juliet loves cooking.
- 9 Juliet has never ironed a shirt.
- 10 Tina is more practical than Juliet.

Speaking

2 Work with a partner and discuss these questions about yourselves.
Give reasons why.

- Who is tidier?
- Who is more helpful at home?
- Who is more practical?

You're far tidier
than I am.

Maybe. But I'm
nowhere near as
practical as you are.

Use of English: Comparisons

To make comparisons stronger, you can use phrases such as:

<i>much</i>	<i>much tidier than, much more practical than</i>
<i>far ... than</i>	<i>far tidier than, far more practical than</i>
<i>a lot less ... than</i>	<i>a lot less tidy than, a lot less practical than</i>
<i>nowhere near as ... as</i>	<i>nowhere near as tidy as, nowhere near as practical as</i>

Notice that some adjectives take *-(i)er* in the comparative form, and others need *more* or *less*.

You're *far* tidier *than* me.

I'm *a lot less* helpful *than* you.

I'm *nowhere near as* practical *as* you.

To make comparisons stronger between things that are equal, use *just as ... as*.

You're *just as* untidy *as* me!



- 3 Use the following phrases and adjectives to compare Reem's room with Hamad's room (pages 10 and 11).

far ... than

a lot less ... than

nowhere near as ... as

just as ... as

colourful

plain

tidy

interesting

Reem's room is ... than / as Hamad's room.

Speaking

- 4 Look at the pictures. Compare and contrast them using the phrases above.



Lesson 11 Household routines in the past

- Who used to do the jobs at home in your grandparents' and great-grandparents' house? Which jobs are the same as today's jobs? Which ones are different?

Vocabulary

- 1 Complete the sentences using one of the words below.

pick ... up turn on chop up pick hang out put ... on

- 1 In the past, we used to _____ wood to make the fire every morning.
- 2 Then we would _____ the kettle _____ the fire to boil the water.
- 3 We didn't use to buy milk from the supermarket. We had to _____ it _____ from the corner shop.
- 4 On Mondays, I used to help my mother _____ the washing to dry.
- 5 Then we used to _____ fresh vegetables from the garden for dinner.
- 6 In the evening, we used to _____ the gas fire as there wasn't any central heating.

Listening 7

- 2 Listen to Emily talking about life when she was a child. Then discuss the questions in pairs.

- 1 What does Emily say about modern appliances?
- 2 Who did all the work when Emily was a child?
- 3 What was the first job of the day?
- 4 Where did the food for breakfast come from?
- 5 Who did the washing up?
- 6 What did Emily like doing on windy days? Why?



Speaking 21st

- 3 Look at this list of jobs from the past. Then discuss the questions with your partner.

- making or mending clothes
- hanging out the washing
- growing and picking vegetables
- lighting a fire

- 1 Do you think life was harder in the past? If so, why? If not, why not?
- 2 Do you think it would be useful to learn to do any of the jobs on the list? Which ones? Why?

Language tip

We use *used to* when we talk about something we did regularly in the past.

*We always **used to** cook on an open fire.*

*We **didn't use to** have electric kettles.*

Notice that positive sentences have *used to*, and negative sentences have *didn't use to*.

Look at the sentences in Activity 1 and find some examples of *used to* and *didn't use to*.

Listening strategy

When listening for the first time, remember to listen for the general idea. Then read any questions for key words which will give you clues to what you need to listen out for. When you listen again, pay special attention for those key words.



Lessons 12–13 Household routines – what does the future hold?

- What will household routines be like in the future? How similar or different will they be? Will they be much easier to do, or more complicated?

Reading

- 1 Read the following text about houses in the future.
How does the author think household routines will change?

It's hard to think of what homes will be like in the future. Over the last 30 years there has already been so much change – who would have believed back in the 1970s that we would be living in such a technological world? So, imagining the future is really hard, given how quickly things change.

Personally, I'd like to see household routines becoming far better for the environment. I think we'll be using more clean energy at home in the future. For example, we'll be using far more **solar energy** than now and using solar panels instead of replacing batteries.

Hopefully, there will be a lot less rubbish in the future compared to now, so putting out the rubbish will be a thing of the past. There will be nowhere near as much **non-biodegradable** rubbish as today because companies will be rewarded for making their products out of **biodegradable** and **sustainable** materials. We will see far more recycling done at home – using **composting** bins.

Maybe there will be a lot more robots being used around the house. All we will have to do is set up a program and push a button! That's what many people predict. But I'm not sure I'd want a robot to do everything. What would we do? There is a lot of pleasure in a job done well. Even though household routines can be hard work and really boring, they can also be very relaxing.

Reading strategy

When you scan a text, read it quickly to find specific information. Look out for key words, for example names, nouns, numbers. You don't need to read and understand every word.

Vocabulary

solar energy: energy we get from the sun

non-biodegradable: unable to decompose naturally

biodegradable: able to decompose naturally without damaging the environment

sustainable: able to be produced without damaging the environment

compost: to let organic matter decay naturally

- 2 Read the text again. Are these statements true or false?

- 1 In the 1970s there was already a lot of technology.
- 2 Things change quickly.
- 3 The author wants to live in a society which uses clean energy.
- 4 More recycling will be done by composting.
- 5 Robots will take over our lives.
- 6 The author likes the idea of a robot doing everything for her.

Speaking

- 3 In pairs, discuss the article above. How much do you agree with the author? Do you think the routines we have at home can be more energy-saving? What are your predictions?

Language tip

We often use *will* or *'ll* to talk about the future and to make predictions. Look at these examples and notice how we form the negative:

*I think robots **will do** everything in the future. We **'ll** just relax.
We **won't** have to do anything!*

Reading

- 4 Read the text. What kind of text is it?

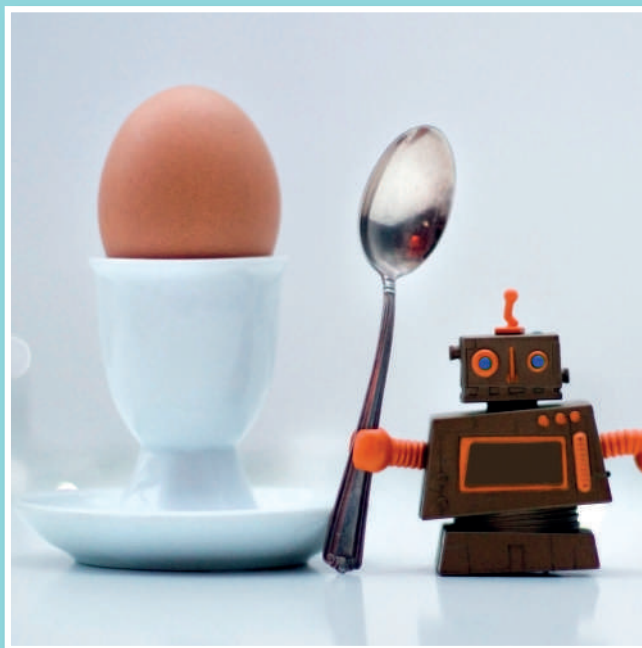
Your new housemate!

Running on renewable energy and meeting your every need, this is the robot of the future!

This robot will make your preferred breakfast in the morning and have dinner waiting for you in the evening. It can even predict the weather and choose suitable clothes for the next day.

Before you leave the house in the morning, just tell your robot what you want to do in the evening and everything will be set up by the time you get home from school or work. If you want tickets for a football match or the cinema, a reservation at a restaurant or a flight to London – nothing is too much trouble.

In time, it will even predict what you want to do!



- 5 Which of the following is not mentioned in the text?

make a reservation
choose clothes
predict the weather
do your homework
make breakfast

Speaking

- 6 Imagine you are going to get a robot for your school. Discuss the following questions.
- 1 What activities would you like the robot to do?
 - 2 What special abilities would it have?
 - 3 What would your robot look like?
 - 4 Where would it 'live'?

Writing

- 7 Create an advert for your robot. Make notes in your notebook. Think about the questions in Activity 6.

Writing tip

When writing an advert, keep the sentences short. Think about the key information about the item you are writing about, and highlight it in some way (in bold, in capitals, by using a different font).

Language tip

We often use *would* to talk about imaginary situations:

*I **would** like the robot to make my breakfast and do my homework.*



Lesson 14 Practise and prepare

Reading

- 1 Read this text. What type of text is it? What practical thing does it encourage you to do? Why?
- 2 Do these statements agree with the information given in the article? Write *True*, *False* or *Not given* (if there is no information).
 - 1 The text is about household routines.
 - 2 The article suggests that you create a routine.
 - 3 Household routines make life much harder.
 - 4 Getting things ready the night before gives you more time in the morning.
 - 5 Families always have arguments.



Have you got a routine for your household jobs? If not, then why not create one?

First of all, make a list of all the household jobs you need to do each week. Then write down all the jobs you have to do on certain days, such as taking the rubbish out on Mondays.

Maybe you have sports on Wednesdays, so on Tuesdays you need to get your sports kit ready for the next day. Tuesday evenings the sports kit needs washing – so that can go on the timetable too, and so on.

Do you make your bed as soon as you get up? Why not? It takes a lot less time than you think and it looks much better.

And, what about your school bags? Do you get them ready for the next day after you finish your homework? If not, why not get everything you need for the next day as soon as you finish your homework? Then put your bag by the door. In the morning, all you have to do is to pick it up when you leave for school. You'll have more time for breakfast and maybe a little more time in bed!

Having a routine helps make life so much easier. Start now and make your day a great one – and make those family arguments a thing of the past!

Listening

- 3 Listen to two boys discussing their weekly routines. Which jobs do they both do?
 - Tidy their rooms.
 - Wash their football kits.
 - Get their school bags ready the night before.
 - Put the rubbish out.
 - Help with the shopping.
 - Make their beds.

Speaking

- 4 Discuss with your partner.
 - 1 How do you remember what to do and when?
 - 2 Do you have a system in your family to remind you when you do different activities during the week?
 - 3 If you do, how does it work? If not, what would you include?

Lesson 15 Review

Vocabulary

1 Match the words with their meanings.

- 1 extractor fan
- 2 scales
- 3 oven
- 4 fridge
- 5 switch
- 6 iron
- a you use this to press clothes after they have dried
- b you use these to weigh ingredients
- c this helps to remove any cooking smells in the air
- d this is used to turn on a light or an electrical appliance
- e we use this to bake bread in
- f this is used to keep food fresh and cold

2 Complete the sentences. Choose suitable phrasal verbs from the box.

turn up chop up put away plug in
heat up wash up

- 1 Could you help _____ the potatoes into small pieces?
- 2 The radio is too quiet. Could you _____ it _____ a little, please?
- 3 Where can I _____ the coffee machine?
I can't find a socket anywhere.
- 4 Could you help me to _____ when you've finished your homework?
- 5 I'll need to _____ some milk in a saucepan to make the sauce.
- 6 Please _____ the scales when you've finished using them.

3 Complete the text using words from the box.

furniture wardrobe bookshelves pale
walls desk

My room isn't very big, but I love it. It's _____¹ blue and is covered in pictures. My parents said that I can have pictures on the _____² as long as I don't damage the paint. There isn't much _____³ in the room. I've got a bed and a small _____⁴ and chair where I do my homework. My dad made some great _____⁵ which are big enough to put all my files on. There is also a _____⁶ – but most of my clothes are on the floor because I'm not very tidy!

Speaking

4 In small groups, share your ideas about these topics.

- What the colour of a room tells us about someone
- The pros and cons of doing homework in your room or in the living room
- Whether it is important to keep your room tidy and why / why not





Lessons 16–17 **Project: My ideal home**

Preparation **21st**

1 Your class has been asked to design your ideal modern home for a competition. Work in groups. First choose the type of home you are going to design:

- Type of home: house, flat, villa, farm
- Location: centre of town, outskirts, village, countryside
- Outside: garden, patio, courtyard, swimming pool, tennis court, green roof, balcony
- Other buildings: garages, shed, conservatory



2 Discuss what you want to include in your home. Each group member is responsible for designing one of the rooms. Share ideas and make notes and drawings of what you want to include:

- Number and type of rooms: kitchen, living room, dining room, games room, study, bedrooms
- Furniture in each room: tables, chairs, sofas
- Appliances in each room: washing machine, dishwasher, TV

3 Design your ideal home. You need to show the whole class what your design looks like. Think about how you will do this.

- Will you use paper or card or use technology and project your design onto a screen?

4 Prepare your competition entry to present to the class.

- To win the competition, you need to make sure your entry is very clear and your home is practical and comfortable.
- Discuss how you will present your entry. Who will say what? Who will show what?
- Practise your presentation to make sure it is clear and coherent.

Presentation

- 5** Ask questions about the other groups' presentations. Use some of the phrases below.

Why have you put the ...?

What made you decide to include a ... in the ...?

How easy will your ideal home be to construct?

How expensive will your ideal home be to construct?

- 6** Copy and complete this grid in your notebook for each design that is presented.

- Make notes about what you like about each design, and what you don't like.
- Make a list of any questions you would like to ask about the different designs.

Design	What I like	What I don't like	Questions
1			
2			
3			
4			
5			
6			

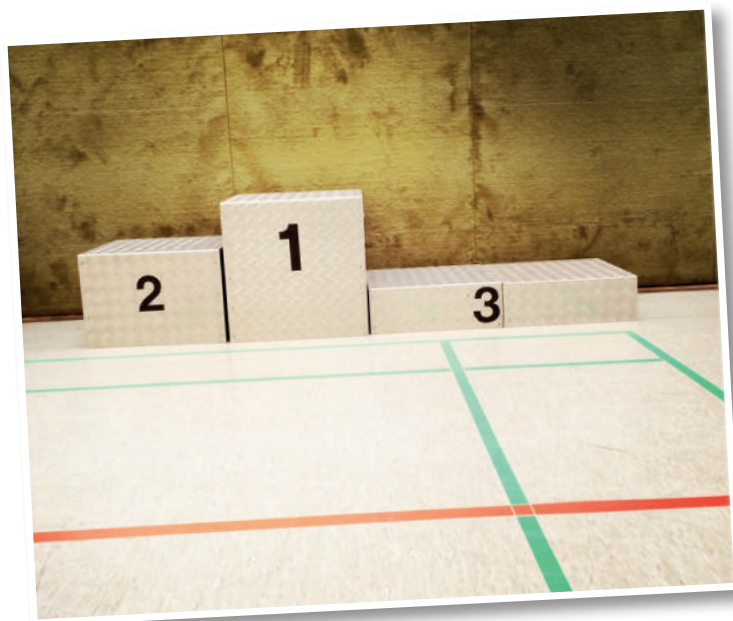
- 7** Present your competition entry to the class.

- Remember that only the best entries will be in with a chance of winning.
- Be prepared to answer questions about your design by your classmates and teacher.

- 8** Discuss the different designs as a class. Decide which are the best entries – practical, comfortable, a clear and logical design.

I think the first group's design is the best.

It is very simple and practical. There is a lot of light and it is easy to move around. There is furniture but not too much.



- **Topics** Tropical rainforests; deforestation; photosynthesis and aerobic respiration; farming in Kenya; food chains; human and animal interactions; the effect of habitat changes; endangered animals
- **Use of English** Present passive; present perfect active and passive



Lessons 1–2 Rainforests and deforestation

- What is a rainforest?

Listening

- 1 Listen. What sort of TV programme is this?
- 2 Listen and complete the fact file.

Tropical Rainforests

- 1 Tropical rainforests cover _____% of the world's land surface.
- 2 The largest rainforest is the _____.
- 3 Rainforests are home to _____ of the earth's wildlife and _____ of its plants.
- 4 _____% of our modern medicines come from the rainforests.
- 5 Food from the rainforest includes: nuts, bananas, spices, coffee and _____.
- 6 The Amazon rainforest holds more than _____ of the earth's rainwater.
- 7 The trees in the rainforests keep the air clean by taking in _____ and producing the _____ we need to breathe.



- 3 Listen again and answer the questions.
 - 1 How many countries in South America have rainforest areas?
 - 2 Why are plants important for the animals who live in the rainforest?
 - 3 Where does the anti-malaria drug quinine come from?
 - 4 Why is the rainforest important for medical research?
 - 5 Why do we often see mist and clouds above the rainforest?

Speaking

- 4 Work with a partner. Discuss these questions.
 - 1 Why are rainforests called 'the lungs of the earth'?
 - 2 Why do we need parks and gardens in a city?

Listening 10

- 5 Listen to a programme about deforestation. Tick the activities that cause deforestation.

- ☐ mining
☐ harvesting palm oil
☐ growing soya
☐ drilling for oil
☐ rainwater



- 6 Listen to the the programme again. Are these statements true or false? Correct any false statements in your notebook.

- 1 Rainforests will disappear in one hundred years if we don't act now.
- 2 Over one-third of rainforests have disappeared in the last 50 years.
- 3 Deforestation is the cutting down and burning of forests.
- 4 Deforestation doesn't affect plants and animals that live in the forests.
- 5 Rainforests take in carbon dioxide and give out oxygen.
- 6 Deforestation is not caused by farming.
- 7 Cattle farming is one of the main reasons for deforestation.
- 8 Deforestation helps to protect the soil.

Speaking 21st

- 7 Why should we try to prevent deforestation? What can we do to prevent it? Discuss in your group. Use the grid to help you plan your discussion, and use the sentence prompts below.

	Reason	Supporting information
1	<i>loss of natural habitats</i>	
2		
3		

I think that ...

In this situation, it is ...

If we ..., we ...

We need / have to ...

We can / can't ...

On the other hand ...

I (completely) disagree! I think ...

I have to disagree with you ...



Lessons 3–4 Photosynthesis

- What happens when we breathe in and out?

Reading

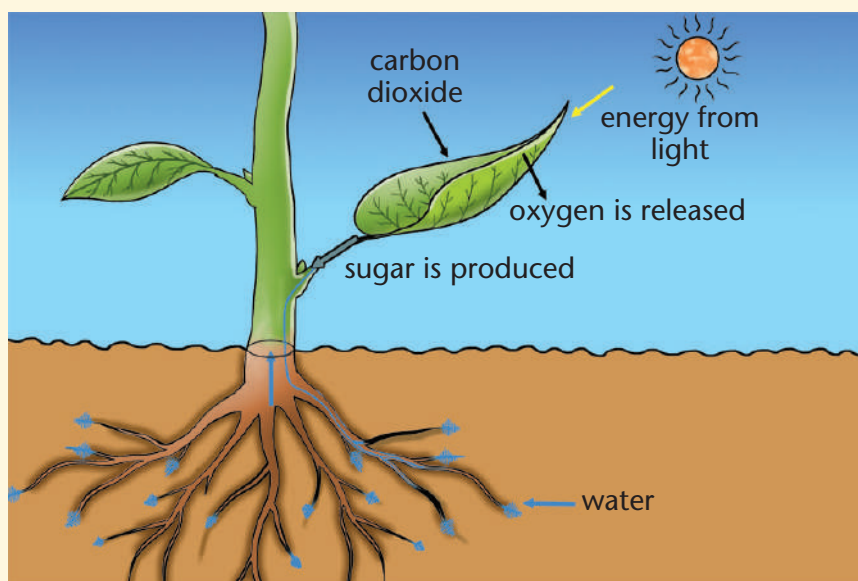
- 1 Read about how plants help the balance of carbon dioxide and oxygen in the air. Use the information to complete the equation.

Photosynthesis

Photosynthesis is how plants make their own food to get energy. This is how they do it:

Plants take in carbon dioxide from the air through their leaves. They take up water from the ground through their roots. Energy from sunlight works together with the carbon dioxide and water to produce sugar (glucose) and oxygen. The plant uses the sugar for food and the oxygen is released into the air through the leaves of the plant.

carbon dioxide + _____ (+ sunlight energy) \longrightarrow sugar + _____



- 3 Imagine you are explaining photosynthesis to a classmate. What would you say? Use some present passive sentences.

First of all, plants ...

Then, they ...

This ...

Oxygen is ...

Sugar and oxygen are ...



Speaking

- 2 Why are the following important for plants? Discuss with your partner.
 - 1 leaves
 - 2 roots
 - 3 sunlight
 - 4 sugar (glucose)

Use of English: Present passive

In scientific and technical writing, the passive is often used. This is because we focus on the action, not the person or the thing that does the action.

be present tense **past participle**

Oxygen *is released* into the air through the leaves.

Listening

- 4 Listen to Alia and Zahra doing their Science homework. Help them to complete the worksheet their teacher has given them.

Vocabulary

respiration: process involving intake of oxygen and release of carbon dioxide to produce energy

Photosynthesis and aerobic respiration

When there is bright light ...

There is more photosynthesis than respiration. So carbon dioxide is taken in¹ and oxygen _____². More oxygen than carbon dioxide _____³.

When there is dim light ...

There is equal photosynthesis and respiration. No gases _____⁴. In other words, oxygen and carbon dioxide _____⁵ or _____⁶.

When it's dark ...

There is respiration, but there is no photosynthesis. Oxygen _____⁷ and carbon dioxide _____⁸. More carbon dioxide than oxygen _____⁹.

Use of English

- 5 Complete the sentences below using the present passive.

- 1 When plants respire, carbon dioxide _____ (*take in*).
- 2 When plants respire, oxygen _____ (*release*) into the air.
- 3 Energy _____ (*made*) by the plant.
- 4 Water _____ (*take up*) by plant roots.
- 5 Sugar _____ (*produce*) in the plant.
- 6 Sunlight _____ (*need*) for photosynthesis to take place.

Speaking

- 6 How much do you remember? Write a mini-quiz and ask and answer questions with your partner.

What do all plants and animals need to stay alive?

Energy.

Correct!



Lessons 5–6 **Live and let live**

- What sort of problems do you think farmers in Africa have?

Reading and listening

- 1** **21st** Listen to an article about Richard Turere and then put the texts in order.
What problem did Richard's parents have on their farm?

Richard Turere: inventor

A **1** Richard Turere has always enjoyed making things using old **household appliances** and machines. For example, when he was quite young, he made fans for his parents' house from car parts and things he found in a **junkyard**.

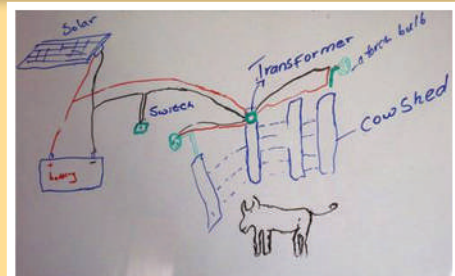
B ☐ Richard's lion lights cost just ten dollars to make. They have not only helped the farmers, but also the lions. Many lions have been killed by farmers trying to protect their animals. Now, across Kenya, Richard's idea has been adopted by farmers to protect their animals from **predators** and to protect their **crops** from elephants.

C ☐ Then one night, as he was walking around with a **torch**, he noticed something. "I discovered that the lions were scared of the moving light." Lions are naturally afraid of people. Richard realised that the lions linked the moving torchlight with people, so they stayed away. Using some bulbs and wires, Richard set up a series of flashing lights to give the impression that people were walking around the land where the animals were kept. The lions didn't come near. Soon other families were using his 'lion lights'.

D ☐ Richard lives on the **edge** of the Nairobi National Park in Kenya. The park is full of rhino, giraffe, buffalo and lions.

E ☐ Richard has been offered a scholarship at one of Kenya's top schools. "One year ago, I was just a boy **herding** my father's cows. Now I want to be an **engineer** and a **pilot**."

F ☐ Since he was nine, Richard has had the job of looking after his family's cows, goats and sheep. The big problem has been the lions. "I grew up hating lions," says Richard. "They used to come at night and feed on our cattle when we were sleeping."



This is Richard's diagram showing how the lion lights work.



Sources: www.edition.cnn.com and www.nationalgeographic.com

Reading and speaking

- 2** Look at the words in bold in the text. Do you know what they mean?
If not, can you work out what they mean? Discuss with your partner.

3 Work in small groups. Discuss these questions.

- 1 What are the advantages of Richard's invention?
- 2 Are there any disadvantages?
- 3 Is Richard's invention better for man or for nature? Why?
- 4 How has Richard's invention changed his life?

4 Are these statements true or false? Ask and answer with your partner.

Correct any false answers in your notebook.

- 1 Richard lives in the centre of Nairobi National Park in Kenya.
- 2 Richard has been looking after his family's cows since he was five.
- 3 Richard grew up hating lions.
- 4 Lions are scared of moving lights.
- 5 Richard's lion lights cost nine dollars to make.
- 6 Richard wants to herd cows like his father.

Use of English

5 Complete the sentences using the verbs in brackets.

Remember to use the present perfect passive.

- 1 All Richard's inventions *have been made* from simple things and old appliances. (*make*)
- 2 Richard _____ to speak about his invention at a conference in California. (*invite*)
- 3 Richard _____ a place at a top high school in Kenya. (*give*)
- 4 The lion lights _____ by environmentalists because they are powered by solar energy and they protect wildlife. (*welcome*)
- 5 The lives of both the farm animals and the lions _____, thanks to Richard's invention. (*save*)
- 6 Crops _____ from elephants by Richard's lion lights. (*protect*)

- 6 You've just heard about Richard's invention. Write a tweet (maximum 140 letters and spaces) describing it to a friend.

Use of English: Present perfect active and passive

Use the Present Perfect for situations continuing up to now and for things that have happened, but are not linked to a specific past time.

Active

have Present tense

past participle

*The big problem **has been** the lions.*

*Richard Turere **has** always **enjoyed** making things using old household appliances and machines.*

Passive

have / has been

past participle

*Richard's idea **has been adopted** by farmers to protect their animals from predators.*

*Many lions **have been killed** by farmers trying to protect their animals.*



Lesson 7 Practise and prepare

Reading

- 1 Read the following text. What kind of text is it? Choose from the options below.

story science article travel brochure

Deforestation is the planet's most serious problem.

Replacing original forest with oil palms is causing the soil to get poorer. And this is leading to more land being cleared.

Rivers in these areas are being polluted because of the use of agricultural chemicals on crops.

Air pollution, caused by the burning of enormous areas of trees, is leading to climate change.

It's also leading to the extinction of many species of plants and animals - species that will never be replaced.

- 5 Listen again. Listen for details – are these statements true or false?

- 1 Wild animals know where village boundaries are.
- 2 Conflicts are caused between farm animals and humans.
- 3 People want to protect their homes and livestock.
- 4 Fencing has worked really well in the past.
- 5 The lions kill the cattle and villagers kill the lions.
- 6 Villagers have just started to use moving torchlights to scare lions.



Listening 13

- 2 When you listen for gist, what are you listening for?
 - key details
 - general meaning
- 3 When you listen for *specific information*, what are you listening for?
 - key details
 - general meaning
- 4 Listen to a farmer talking about farms in his village. Listen for gist – what is the main problem?

Speaking

- 6 Look at the following activity. Think about what you would say and tell your partner.

Think about deforestation. You should say:

- how big a problem you think it is
- what the main causes are
- what we can do to prevent further destruction of forests.

Lessons 8–9 The food chain

- What does a food chain describe? Can you give an example of a food chain?

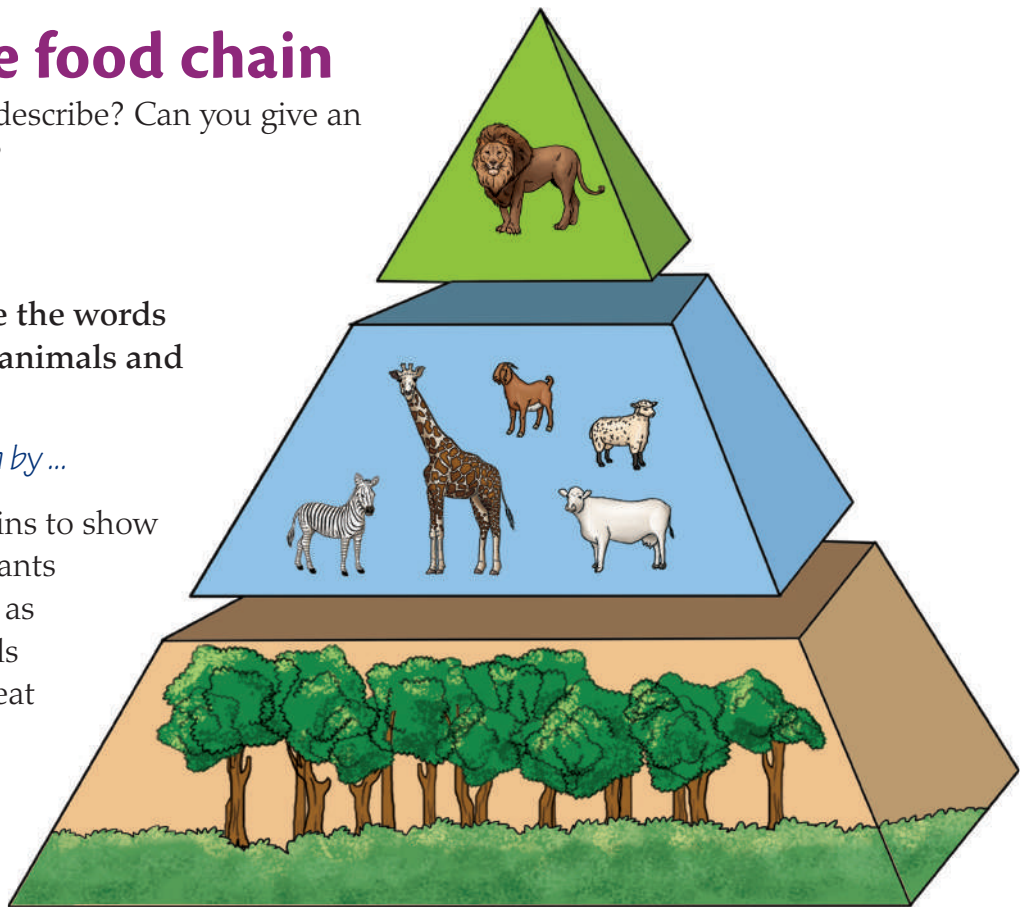
Reading

- 1 Read this text. Then use the words in **bold** to describe the animals and plants in the pyramid.

Grass is a producer. It is eaten by ...

We use diagrams of food chains to show how different animals and plants are dependent on each other as sources of food. Some animals are **predators**. They kill and eat other animals. The animals that predators hunt and kill are called **prey**. Some animals only eat plants. These are called **herbivores**.

And some animals only eat other animals. These are called **carnivores**. Both herbivores and carnivores are **consumers**. Consumers are animals that eat plants or another animal. A plant that makes its own food by photosynthesis is called a **producer**.



This pyramid shows part of the food chain in Kenya. Grass is eaten by cows, sheep, goats, zebras and similar animals. Leaves are eaten by giraffes. All these animals are eaten by lions.

Speaking

- 2 Look at the photos. Talk about them with your partner. What parts of the food chain do they represent?



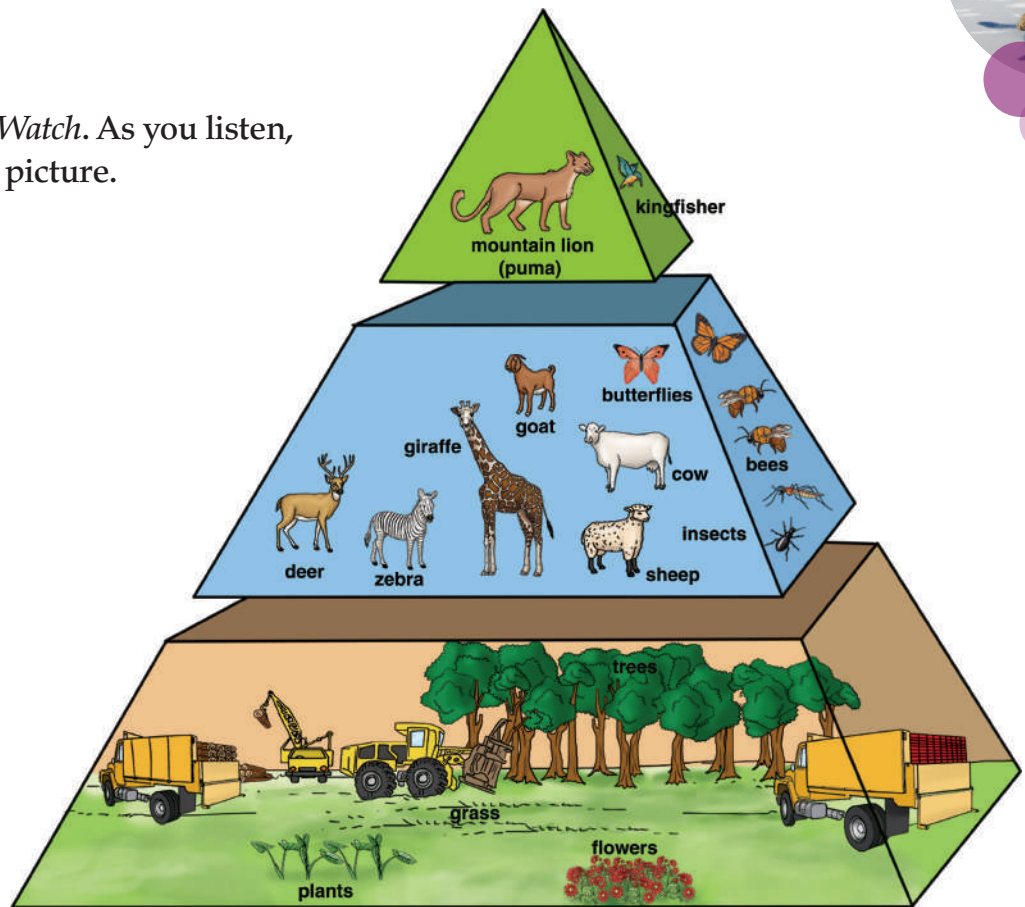
Speaking tip

When exchanging ideas, you need to listen carefully to the other speaker and then respond. Before responding, you need to think about your ideas and check they are relevant.



Listening 14

- 3 Listen to *Junior Science Watch*. As you listen, find the animals in the picture.



Writing

- 4 What can you remember from the radio programme about what can go wrong with the food chain? Make notes in your notebook. Use the diagram and the words in the box to help you.

balance plants flowers buildings predators
insects birds bees

- 5 Work in small groups. Compare the notes you wrote for Activity 4. Put them together to complete a summary of how human activity can affect the food chain. Read out your summaries to the class and compare them.

Writing tip

When writing notes about a text you have listened to, first write any content words that you hear. Write these in the order you hear them. Then add notes around the content words. You can then use these notes to write a coherent text.

Speaking 21st

- 6 Think about the food you eat. In small groups, discuss the food you eat and decide which levels of the food chain it comes from. Then decide if you are more herbivore than carnivore, more carnivore than herbivore or definitely an omnivore?

Vocabulary

omnivore: an animal that eats plants and other animals

Lessons 10–11 **Man in harmony with nature**

- What do you know about the Maori people? Where do they live?

Listening

- 1 Listen to the summary of this Maori story so far. Answer the questions.
- 1 What is the story about?
- 2 What can the boys not find?
- 3 What does Kahu do and why?

Did you know?

Witi Ihimaera is a Maori writer from New Zealand. Most of his stories are based on facts. He wrote *The Whale Rider* in three weeks.

Glossary

leadership: ability to lead

hereditary: passed from parents to their children

community: group sharing similar attitudes and culture

disappointed: sad that something didn't happen

dive: jump into water head-first

rowboat: small wooden boat with oars



Reading

- 2 Now read this extract from the story. How many people are in the boat?

Kahu said simply, "I'll get it." Before we could stop her she stood up and dived **overboard**. Until that moment I had never even known that she could swim.

Nani's mouth made a big 'O'. Then the **breath** rushed into her **lungs** and she screamed, "Oh, no!" She **jabbed** me hard and said, "**Go after** her, Rawiri, **Go**." She virtually pushed me over the side of the **rowboat**.

"Give me the **diving mask**," I yelled. Nani Flowers threw it at me and quickly I put it on. I took three deep breaths and did a **duck dive**.



- 3 Read the final extract from the story. How are the characters feeling? Why is Nani Flowers sobbing?

Nani Flowers and I were **treading water** when Kahu appeared between us, **smoothing** her hair back from her face and **blinking** away the sea water. Nani Flowers, **sobbing**, **hugged** her close in the water.

"I'm all right, Nani," Kahu laughed.

She showed the **crayfish** to us. "This is for Paka's tea," she said.

"And you can give him back his stone."

She placed the stone in Nani Flowers' hands.



Writing

- 4 Work in groups. Take different sections of the story and rewrite the section as a short play. See the example below, based on the section in Activity 2. Then act it out.

Rawiri: Kahu said simply:

Kahu: I'll get it.

Rawiri: Before we could stop her ...

- 5 Read the extract in Activity 3 again. What do you think happens next? Write a conclusion to the story in your notebook.

Lessons 12–13 **Man in conflict with nature**

- What does *extinction* mean? What animals do you know that are threatened with extinction? Why are they threatened? Are there any animals protected by law in your country? If so, what are they?



Listening strategy

When listening to a longer audio remember to:

- listen for the general idea on the first listening
- note down any key or content words you hear – these are usually stressed
- focus on the information you are specifically listening for.

Listening

- 1 Listen. Does Dr Al Mansouri think there are problems between humans and wild animals in new settlements?
- 2 Copy the table in your notebook. Listen again and complete the table.

Threat 1:	Reasons for threat:
	1
	2
	3
	4
Threat 2:	Reasons for threat:
	1
	2

- 3 Listen again. Are these statements true or false?
 - 1 The human population is growing slowly.
 - 2 New towns and villages are being built on wild animal territory.
 - 3 Farmers always put fences around their animals.
 - 4 Habitat loss is one reason why wild animals come closer to human settlements.
 - 5 Elephants are hunted for ivory.
 - 6 Rhino horns are used for food.

Speaking

- 4 What can we do to protect both animal habitats and people living in animal territory? Discuss your ideas in small groups.



Reading and speaking

- 5 Read this short article about two animals in the UAE. What activity was threatening them with extinction?

The UAE is well known for its enormous variety of wildlife – **mammals**, **birds**, **reptiles** and **amphibians**. And this is mainly because the region is very concerned about nature and the natural environment.

Some of the animals that are found in the region include the **Arabian oryx** and the **Arabian leopard**. Forty years ago, both of these animals were almost **extinct** in the wild as a result of hunting activities.

Thanks to important and urgent **conservation** work, successful **breeding** programmes were introduced. Now, both these animals are growing in numbers in the wild.

To ensure that the Arabian oryx and Arabian leopard remain part of the Emirati landscape and culture, both animals have now been protected by law.



Arabian oryx



Arabian leopard

- 6 Read the text again and discuss the questions.

- 1 Why is there still an enormous variety of wildlife in the Emirates?
- 2 What are the two animals mentioned in the article?
- 3 Was the situation the same 40 years ago? If not, what was the situation?
- 4 Today the number of these animals is growing. How did this happen?
- 5 What additional action was done to help protect these two animals in the future?
- 6 What other animals do you know that are typical of your region?

Vocabulary

mammal: warm-blooded animal which has hair and feeds milk to its young

bird: animal which has feathers and wings and lays eggs

reptile: cold-blooded animal

amphibian: animal which can live on land and in water

Reading strategy

When answering questions about a text it is a good idea to skim read the text first. Then read the questions that you need to answer. Finally, read the text several times to find the answers.

Speaking 21st

- 7 Talk about the wildlife that lives in your region. Answer the questions and use the sentence prompts.

- 1 What is their habitat?
- 2 Are there any threats to their survival? If so, what are they?
- 3 What can we do to help protect wildlife from extinction?

I think ...

I agree ...

I disagree ...

On the one hand ...

On the other hand ...

We need to ...

We should ...

Lesson 14 Practise and prepare

Reading

- 1 Complete the text with the words from the box.

animals (x2) chains prey producers
predators food consumers

What is a food chain?

A food chain shows how plants and animals are all connected. It shows what plants and animals eat, usually in the same habitat.

Food _____¹ usually start with plants. Plants are called _____². That means they make their own _____³. Plants then get eaten by _____⁴. Animals are called _____⁵. That is because they eat plants and other animals. Some _____⁶ only eat other animals. They are called _____⁷. The animals they eat are called their _____⁸.

Speaking

- 2 Look at the following activity. Think about what you would say and tell your partner.

What is a food chain? You should say:

- where the food chain can be found (habitat)
- what some of the plants and animals in the food chain are
- what the relationship is between each plant/animal in the food chain and the next plant/animal.

Use of English

- 3 Rewrite these sentences in the passive form.

1 Habitat loss has threatened many animals with extinction.

Many animals have been threatened with extinction by habitat loss.

2 Hunters have hunted tigers and leopards for their fur.

3 Poachers have killed elephants for their tusks.

4 Governments have protected these animals.

5 Hunters have killed animals illegally.

- 4 We use passives to change the focus in a text. Look at the sentences below. Which are the passive forms?

- Human activity has threatened animals with extinction. / Many animals have been threatened with extinction.
- Humans have built new communities in animal territory. / New communities have been built on animal territory.

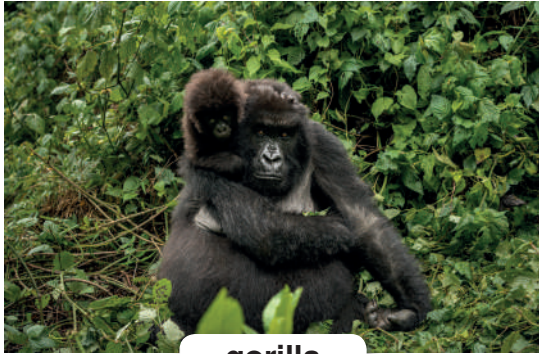


Lesson 15 **Animals in crisis!**

- What does it mean if an animal is endangered?

Reading

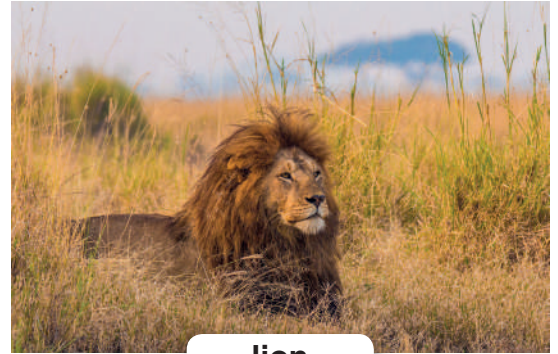
- 1 Read the fact files. Which two animals in the photos are they about?



gorilla



elephant



lion

Name of animal	Animal: _____	Animal: _____
Where they live and habitat	Grasslands and savanna areas of Sub-Saharan Africa	Forest areas on the sides of mountains in Africa
Place in food chain	Predator and carnivore	Herbivore
What they eat	They eat zebras, baby elephants, antelopes and other large and small prey	Plants, roots, shoots and leaves
Social habits	They live in groups of around 30	They are very social animals and live in groups of up to thirty
Reason they are in danger of extinction	Loss of habitat Poached by humans for hunting trophies or killed by farmers protecting their livestock	Poached by humans and loss of habitat

Speaking **21st**

- 2 You are going to speak on the radio in defence of an animal in crisis. Prepare a short persuasive speech. Use the sentence prompts.

I think the...

One reason for... is..

A further reason is...

If we don't ... will happen

Speaking tip

Remember that when you're speaking, you need to:

- speak slowly and clearly
- use intonation to emphasise important information
- use pauses to separate different pieces of information
- always practise what you are going to say before the presentation.

Lesson 16 Review

Use of English

- 1 Complete this text about glucose using the verbs in brackets. Remember to use the present passive.

Glucose

- Glucose *is produced*¹ by carbon dioxide, water and sunlight. (*produce*)
- It _____² by cells for aerobic respiration. (*need*)
- In this process, glucose and oxygen _____³ into carbon dioxide and water. (*change*)
- Glucose _____⁴ at night. (*not produce*)

- 2 Change these active sentences into passive sentences without *by*.

- 1 Someone has found my watch.
- 2 Someone has left a bag in the classroom.
- 3 Someone hasn't turned the lights off.
- 4 Someone has tidied my room!
- 5 People have told me that I look like my father.

- 3 Change these active sentences into passive sentences with *by*.

- 1 My sports teacher has asked me to play for the team.
I've been asked to play for the team by my sports teacher.
- 2 My aunt has given me a gold necklace.
I ...
- 3 People all over the world have watched the Olympic Games.
The Olympic Games ...
- 4 A famous director has made the book into a film.
The book ...

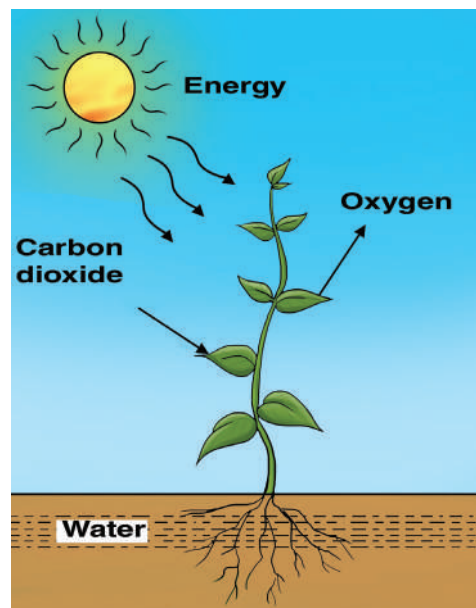
- 5 The headteacher has asked us to sing in assembly.
We ...

Speaking

General knowledge quiz

- 4 Work with a partner. Ask and answer the questions.

- 1 Which is the largest rainforest in the world?
- 2 Name four things from the rainforests that we eat and drink.
- 3 Why are trees good for the environment?
- 4 Look at the diagram. What is this process called?



- 5 In which country is Nairobi National Park?
- 6 Name three animals that live in Nairobi National Park.
- 7 What is a predator? Give an example.
- 8 What do you call an animal that is hunted and eaten by another animal?
- 9 What is a herbivore? Give an example.
- 10 What do you call an animal that eats other animals?

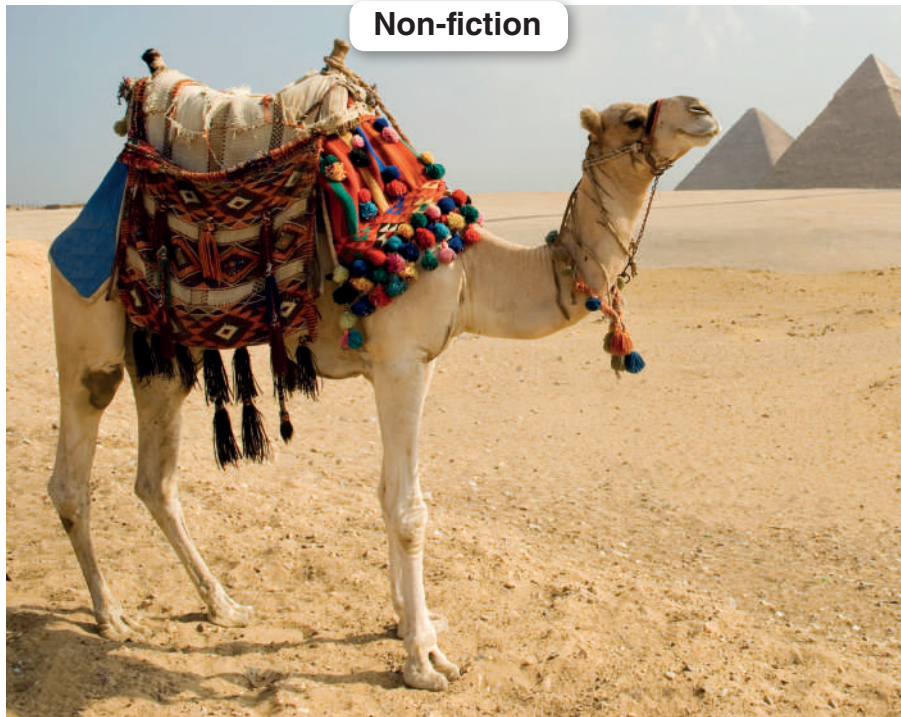


Lessons 17–18 **Literacy project: Man's relationship with animals**

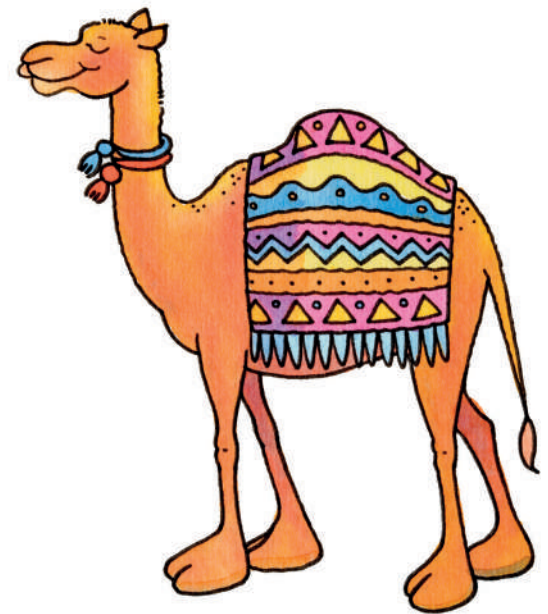
Preparation **21st**

1 In groups, answer the following questions.

- 1** What are the main features of fiction writing?
- 2** What are the main features of non-fiction writing?
- 3** How important is it to understand every word in a fiction text?
- 4** How important is it to get the facts right when you are writing about a real animal?



Non-fiction



Fiction

2 Your project will be to create a piece of writing about man's relationship with animals.

Group A

You need to create:

- an extract from a leaflet written by a conservation/ environmental organisation that is trying to protect an animal that is endangered by man.

Group B

You need to create:

- an information text of an animal that lives in harmony with man.

3 With your group, decide how you are going to present the text. Here are some possibilities.

- On A4 paper
- As a poster
- As a leaflet
- As a PowerPoint presentation

4 In groups, work collaboratively to prepare your project.

Presentation

Presentation checklist. (✓) Have you...

- given a short introduction to the project saying what type of text you have chosen?
- specified what animal the text is about?
- explained where the information comes from?

5 Groups take turns to read the text they have created to the rest of the class. Then display the text in the room or on the wall for other learners to look at.



Buildings and structures



- **Topics** Unusual homes; famous buildings; climate and building materials; being an engineer; a famous bridge; a design for a school; a design for a shopping centre
- **Use of English** Questions beginning with prepositions; past continuous active and passive

Lessons 1–2 **Living on top of the world**

- What is a typical home like in your local area?
- Do you know anyone who lives in an unusual home? What is unusual about it?

Reading

- 1 Read the article. What is unusual about Yassir's home?

**Living the high life**

Like a lot of people, Yassir lives in an apartment. It has all of the things you usually find in a **single-storey** home. There are three bedrooms, a living room and dining area, an **open-plan** kitchen and, of course, there is a bathroom. Yassir and his family take a lift to get to their floor, and Yassir's parents park their cars in a car park beneath the building. Just like normal.

However, there is one detail which makes Yassir's home very different from most others: it is on the 100th floor.

Yassir and his family live near the top of one of **downtown** Dubai's tallest **high-rise** apartment buildings. From his bedroom, Yassir can see the beach, the harbour and one of the most famous city **skylines** in the world.

So what's it like living 100 floors up? "I love it!" says Yassir. "It's so

cool to be able to see such a long way – especially at night. I love the city lights. All of the people and the cars on the ground look so small from my window."

Have you ever had any problems living so far away from the ground?

"Sometimes, when it's very windy, the building moves a little bit. It was quite scary at first, but I'm used to it now."

Do you ever wish you could live closer to the ground?

"Not really. We used to live in a house in a **suburb**. It was okay, but now when I look out of my window, I feel on top of the world!"

Language tip

Notice the difference between *used to* and *be used to*.

We use *used to* + **infinitive** to describe a repeated action or state that happened in the past, and is now finished:

We *used to live* in a house in a suburb.

We use the verb **to be** + *used to* + noun to talk about something that was unusual for us in the past, but now it is usual:

It was quite scary at first, but *I'm used to it now*.

- 2 Read the article again. Find the words in **bold** that match these definitions.

- 1 in the central part of a city
- 2 an area on the edge of a city where many people live
- 3 being on one floor of a building
- 4 the pattern against the sky that is made by buildings
- 5 not divided into different rooms or areas
- 6 used to describe a very tall building, with many floors

Speaking

- 3 Discuss with a partner.
Would you like to live in a home like Yassir's? If so, why?
If not, why not?

Listening 17

- 4 You're going to listen to an advert for apartments like Yassir's. Work with a partner. Discuss what you think the advert will say. Then listen and compare your ideas.



- 5 Listen to the advert again. Are these statements true or false?
- 1 Dream High Apartments have thousands of apartments for sale.
 - 2 You don't hear much noise from the city streets in these apartments.
 - 3 All of the apartments have three bedrooms.
 - 4 The kitchens in the apartments are not separate from the living / dining areas.
 - 5 All of the apartments have large windows.
 - 6 You don't have to pay to use the Internet in these apartments.
 - 7 Every apartment building has a swimming pool.
 - 8 It is easy to get to a train station from the apartment buildings.

Writing

- 6 Think about your own home. Make notes about how you could describe it to someone who wants to buy a similar home.
- 7 Write the text of a radio advert for your home.

Have you ever wanted to live in a ...

This beautiful home has ... and ...

It includes a ...



Lessons 3–4 Brilliant buildings

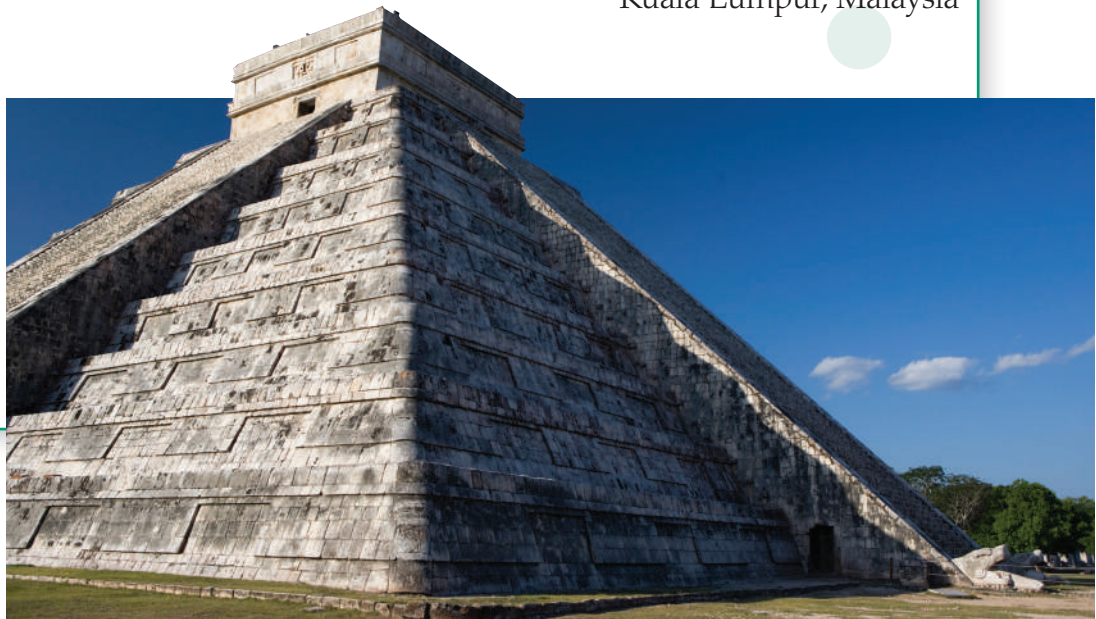
- How many famous buildings can you think of? Do they have anything in common?

Listening and reading 18 21st

- Listen. Take turns to ask and answer the questions in the quiz with your partner.

General knowledge quiz

- In which **ancient ruined** city are you standing if you can see the Andes mountains?
 - Ur, in Iraq
 - Machu Picchu, in Peru
 - Petra, in Jordan
- From which building can you see the Eiffel Tower?
 - the Colosseum, in Rome
 - the Kremlin, in Moscow
 - the Louvre **Museum**, in Paris
- For whom was the Taj Mahal built? It was built ...
 - for Shah Jahan, in memory of his third wife.
 - for Shah Jahan, to celebrate his wedding.
 - for Genghis Khan, as a **palace**.
- In which country is the ancient city of Petra?
 - Italy
 - Jordan
 - Malaysia
- In which city is Al-Masjid al-Haram, the biggest **mosque** in the world?
 - Istanbul
 - Mecca
 - Cairo
- For which purpose was Qasr al-Hosn in Abu Dhabi built?
 - a hospital
 - a school
 - a home for the ruling family
- From which building can you watch the sun **set** twice in less than a minute?
 - the Eiffel Tower in Paris
 - the Burj Khalifa building in Dubai
 - the CN Tower in Toronto, Canada
- On which building is there a roof designed to look like the **sails** on a ship?
 - the Sydney **Opera House** in Sydney, Australia
 - the Shard building in London, UK
 - the Petronas **Towers** in Kuala Lumpur, Malaysia



- Listen and check your answers.

- 3 Listen again. Write down one more piece of information about each place.
- 4 Compare your answers to Activity 3 with your partner's answers.
Did you write down the same piece of information?

Use of English

- 5 Rewrite the following questions, putting the preposition first. Then ask and answer them with a partner.
 - 1 Which city is the Empire State Building in?
 - 2 Which country did Marco Polo set sail from on his travels to Asia?
 - 3 Which Spanish island is Mount Teide on?
 - 4 Which country did the Portuguese explorer, Vasco da Gama, sail to in 1498?
 - 5 Who did the French give the Statue of Liberty to in 1886?

Use of English: Questions beginning with prepositions

It's sometimes clearer to put the preposition at the beginning of a question.

In which country is the ancient city of Petra?
sounds better than
Which country is the ancient city of Petra in?

From which building can you watch the sun set twice in less than a minute?
sounds better than
Which building can you watch the sun set twice in less than a minute from?

Over which city are you flying if you can see Burj Khalifa?
sounds better than
Which city are you flying over if you can see Burj Khalifa?

To which city do people go when they do the Hajj?
sounds better than
Which city do people go to when they do the Hajj?

Of which country is Doha the capital?
sounds better than
Which country is Doha the capital of?

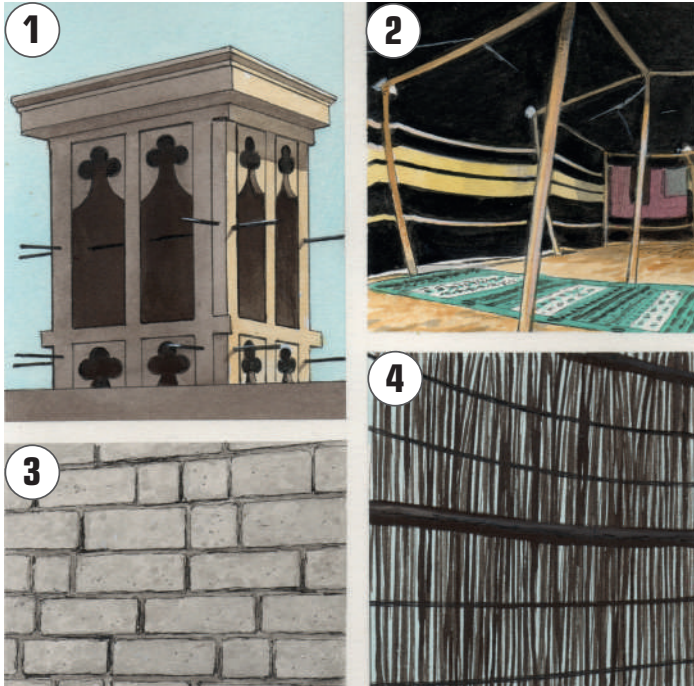


Lessons 5–6 Living comfortably

- What features does your home have to make sure you are comfortable, whatever the weather?

Reading 21st

- 1 Read the article. Match the underlined words and phrases to the pictures.



Vocabulary

climate: the usual weather conditions in a particular place
ventilation: movement of air

- 2 Read the article again. Find the following:

- 1 a modern method of keeping the indoors cool *air conditioning*
- 2 two good things about tents made with camel or goat hair
- 3 two qualities of homes made with palm fronds
- 4 three materials used to make walls in traditional homes by the sea
- 5 the reason why many traditional buildings had windtowers.

Everyday life in the UAE has changed a lot over the years, but one thing has stayed the same: the climate. People living in the UAE have had to find ways to live comfortably in very hot and dry conditions. These days, we use air conditioning to keep cool, but in the past people used natural materials, and some clever building methods, to keep the heat out.

Traditional homes in the UAE were perfectly suited to the climate. People who moved with the seasons made their winter tents with camel or goat hair. These tents were cool on the inside, and easy to transport from place to place. In the summer months, the same people often moved to the coast, and their homes were made with palm fronds. This made the homes both light and airy – perfect for summer.

Other people who lived in coastal areas made the walls of their homes with a mixture of coral or seashells, chalk and water paste. People who lived further inland made the walls of their homes with mud blocks. In both cases, the walls could stay cool in hot temperatures.

Ventilation was another important thing for keeping a home cool, and many traditional buildings in the UAE had a windtower, which helped cool air to move around the home.

Reading strategy

Scanning a text is good way to find information fast.

Pick *key words* from the question:

1 a modern method of keeping the indoors cool

Then look over, or 'scan', the whole text to find the same, or similar, words. These will lead you to the *answer*.

These days, we can rely on air conditioning to keep us cool

Vocabulary

- 3 Match the adjectives from the text (1–8) to their opposites (a–h).

- | | |
|---------------|-----------------|
| 1 airy | a modern |
| 2 natural | b dark |
| 3 clever | c man-made |
| 4 light | d stuffy |
| 5 coastal | e unintelligent |
| 6 dry | f warm |
| 7 cool | g humid |
| 8 traditional | h inland |

Language tip

Sometimes, the opposite of an adjective can be created by adding the prefix *un-*:

intelligent > *unintelligent*

usual > *unusual*

comfortable > *uncomfortable*

natural > *unnatural*

Depending on the context, the most commonly used opposite may be an unrelated word:

natural > *man-made*

- 4 Work with a partner. Think of things that you could describe using each of the pairs of adjectives in Activity 3.

An airy/stuffy room.

A natural ...

Writing

- 5 Look at this picture of a traditional tent in the desert. Make notes about what you can see.

Think about:

- the climate
- the materials
- why it was made this way

- 6 Write a paragraph about the tent. Mention all of the things you made notes about in Activity 5, and include at least four adjectives from Activity 3.





Lesson 7 Practise and prepare

- What features does your home have to make sure you are comfortable, whatever the weather?

Use of English

- Complete the questions with the words in the box.

For In (x2) With

Imagine you are going to build your own 'dream home'.

- _____ which style would you build your home: modern or traditional?
- _____ which type of material would you build it: natural or man-made?
- _____ how many people would you build it?
- _____ what kind of area would you build it: in the city, in the suburbs or in the countryside?

- Match the questions in Activity 1 (1–4) to the answers (a–d).

A I live outside the city now, and it's nice, but I think my dream home would be downtown – where there are lots of people, and there are lots of different things to do.

B We're quite a big family. There are seven of us! So the house would need to have lots of rooms. It would be a very big house, and it would have a swimming pool. A really big one.

C I think I prefer new buildings, so I wouldn't build an old-style home. I would want it to look new and really cool!

D I'd want to build the house with a mixture of materials. It would need to have some new materials, of course. But I would also want the home to use something more traditional, like palm fronds and things like that.

Speaking

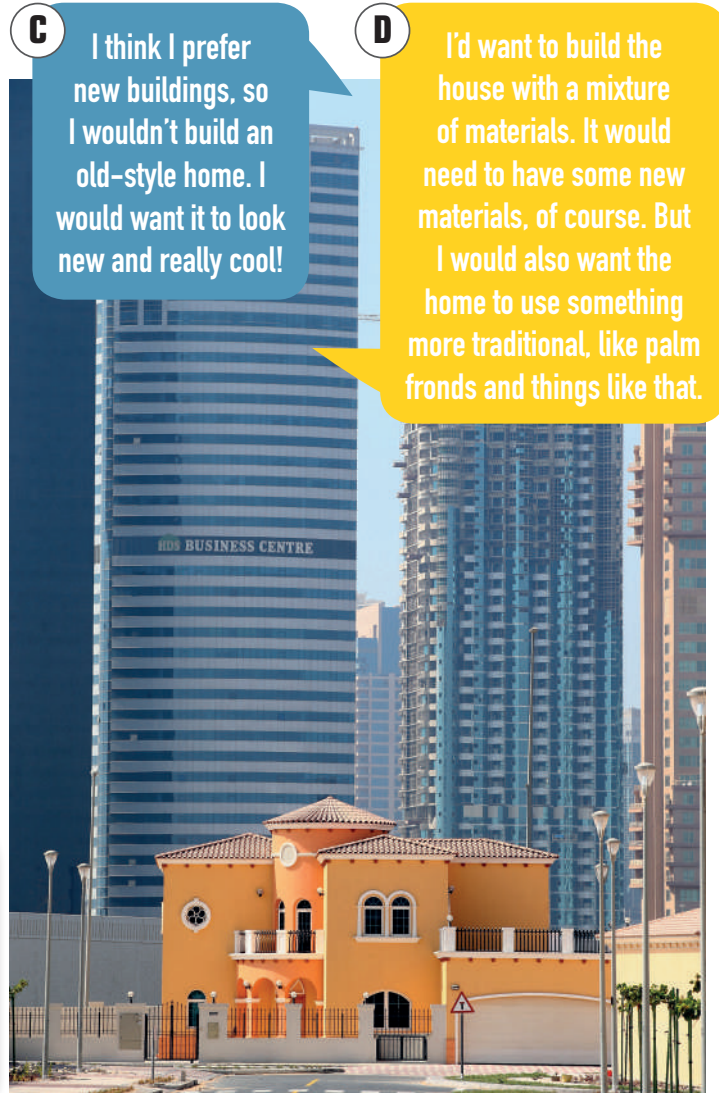
- Look at Activity 1. Think about what you would say, and tell your partner.

Writing

- Write a description of your 'dream home'. Include all of the information from your answers in Activity 3.

Describe your dream home. You should say:

- what style you would choose
- what materials you would use
- how many people you would build it for
- what kind of area you would build it in



Lesson 8 What do engineers do?

- Are you good at fixing things? What things have you fixed?

Listening 19

- 1 Listen to an engineer answer four questions about his work. Identify one thing in each answer that he does not talk about.

Answer 1: problems, machines, vehicles, technologies

Answer 2: shops, building sites, factories, offices, laboratories

Answer 3: chemicals, machines, boats, bridges, tunnels

Answer 4: high school, university, company, training

- 2 Listen again. Choose the correct option to complete the sentences.

- 1 The work that engineers do helps to ...
a improve everyday life. **b** make problems.
- 2 Keith helps to make bridges and tunnels ...
a bigger. **b** safer.
- 3 Engineers work ...
a in only one kind of place. **b** in lots of different kinds of place.
- 4 Keith has been an engineer ...
a since he left university. **b** for four years.

Speaking

- 3 Work in small groups. Discuss these questions:

- 1 Is engineering important? Give reasons.
- 2 Imagine you are going to become an engineer. In which area do you want to work? Why?
- 3 Would you like to be an engineer? If so, why? If not, why not?

Vocabulary

engineer: a person whose job is to design, build or fix machines, engines, computers or computer programs, or things like roads, railways, or bridges

Listening strategy

Always listen carefully for nouns. They are key words that you need to catch so that you can understand the sentence:

We make machines, or structures like bridges ...



Lessons 9–10 Art meets engineering

- How many bridges can you think of within ten kilometres of where you are now? What are they made of? Why are they there?

Vocabulary

curve: a line that is not straight
sloping: at an angle so one end is higher than the other end

Vocabulary

- 1 Match the types of bridge with their definitions.



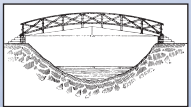
1 suspension bridge *b*



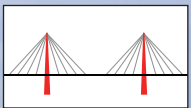
2 viaduct



3 aqueduct



4 footbridge



5 cable-stayed bridge

- a** It has towers and cables are hung to support the road.
- b** It is supported by strong steel cables hung from a tower at each end of the bridge.
- c** It carries vehicles, such as trains and cars, over a valley.
- d** It carries water.
- e** It's a narrow bridge for pedestrians.

Reading

- 2 Read the text. What makes the Millau Viaduct different from other bridges?

The Millau Viaduct in France is a cable-stayed bridge. It is Europe's highest bridge, 270 metres above the River Tarn at its highest point and 2,460 metres long. The tallest tower is 343 metres above the ground.

The bridge is unusual because it is not straight: it has a slight curve and it is gently sloping. The road on the bridge has four lanes for traffic, two in each direction.

While the towers were being built across the valley, the road part of the bridge was being made on the land. The road was then rolled across from one tower to the next. In total, the bridge took three years to build. It was finished ahead of time and they didn't have to spend too much money building it.

Building bridges can be dangerous. When the Sydney Harbour Bridge was being built, for example, 16 workers died. When the Millau Viaduct was being built, no one was killed.

Soon after the bridge opened to traffic, cars were stopping in the safety lane so that the drivers and passengers could see the view from the bridge. This was dangerous, so now people have to use the viewing points before or after crossing.

3 Read the text again. Decide if these statements about the Millau Viaduct are true or false.

- 1 It's a footbridge.
- 2 You could go under it if you were going down the River Tarn.
- 3 There aren't many bridges like it.
- 4 The towers of the bridge were completed before the road was built.
- 5 It took longer to build than people had expected.
- 6 It cost more to build than people had expected.
- 7 It had a better safety record than the Sydney Harbour Bridge.
- 8 There are places on the bridge where you can stop and see the view.

Use of English

4 Complete the sentences using the verbs in brackets. Remember to use the past continuous passive.

- 1 We couldn't use our classroom last week because it was being repainted. (repaint)
- 2 I couldn't get my emails because my computer was _____. (repair)
- 3 We couldn't go swimming because the pool was _____ for a competition. (use)
- 4 We arrived at the match just as the names of the players _____. (announce)
- 5 I felt really nervous on stage when I realised I _____ by so many people! (watch)
- 6 You played really well in the concert. You didn't know you _____, did you? (record)

Use of English: Past continuous, active and passive

Use the past continuous to say that something was happening around a particular time in the past.

Past continuous active

was / were verb + -ing

Soon after the bridge opened to traffic, cars **were stopping** in the safety lane so that the drivers and passengers could see the view from the bridge.

Past continuous passive

was / were being past participle

While the towers **were being built** across the valley, the road part of the bridge was being made on the land.

When the Millau Viaduct **was being built**, no one was killed.

Writing

5 Write six sentences. Think of three things that you can describe as *tall*, and three things you can describe as *high*.

My cousin lives in a tall apartment building.

It has 20 floors, and lots of stairs.

The highest mountain in our region is ...

Writing tip

Don't forget to use a comma (,) when you want to add extra information in a sentence:

The bridge near our house isn't very high, but it's very long.

Language tip

Use *tall* for people, trees, buildings and for things that are higher than they are wide.

How **tall** are you?

The **tallest** tower is 343 metres above the valley.

Use *high* for other things, such as mountains and bridges.

How **high** is Kilimanjaro?

It's the **highest** bridge in the world.

Lessons 11–12 A new look at school design

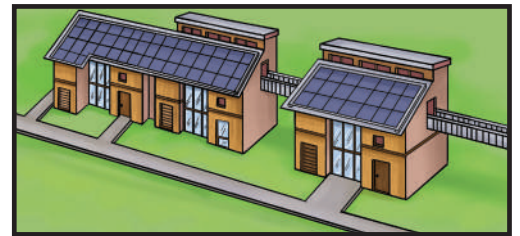
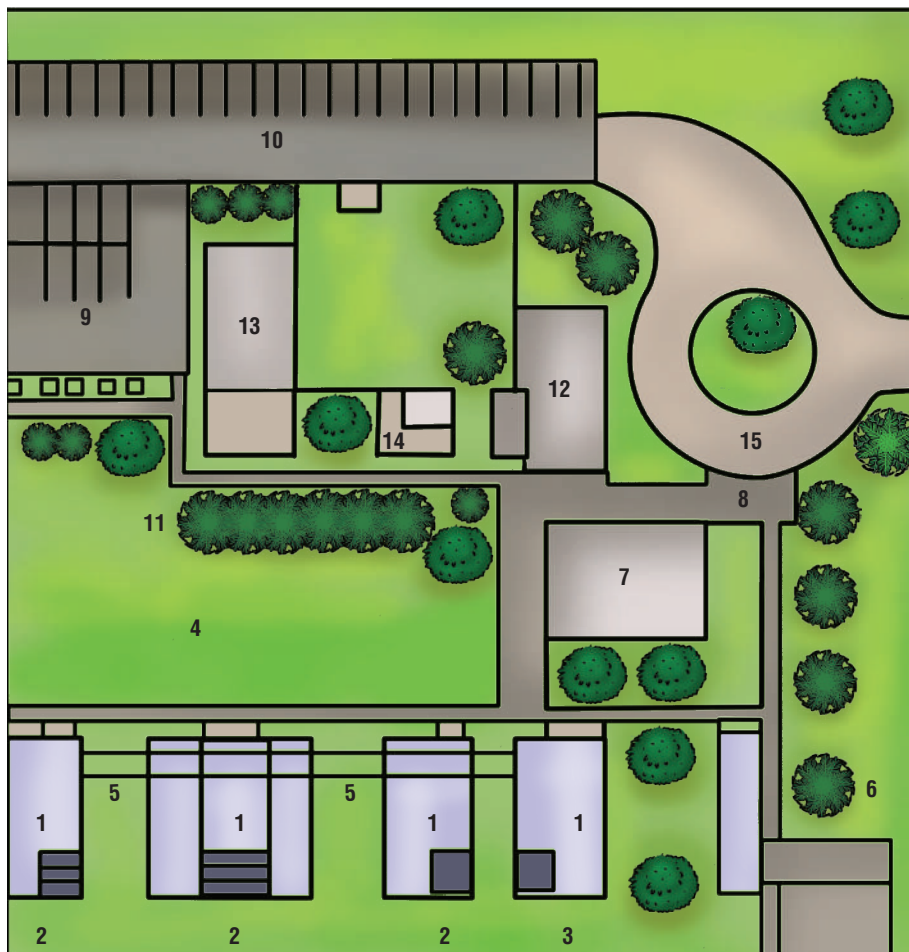
- How big is your school? Is it a modern or a traditional building?
What do you think of its design?

Speaking

1 With a partner, ask and answer the following questions in relation to your own school.

- Is there enough space in and around the school?
- What are the noise levels like?
- Does it fit in with the local environment?
- Are there good views from the classrooms?
- Is there enough natural light?
- What safety features are there?

2 The plan below shows the design for a new school. Work with a partner. Look at it carefully. What do you think of it?



- | | |
|------------------------------|------------------------|
| 1 Classroom | 9 Solar farm |
| 2 Outdoor classroom | 10 Parking area |
| 3 Outdoor theatre | 11 Apple orchard |
| 4 Play area | 12 Pre-school building |
| 5 Bridges between classrooms | 13 Goat barn |
| 6 Garden | 14 Chicken coop |
| 7 Open-air classroom | 15 Drop-off area |
| 8 Bike rack | |

Reading

- 3 Complete the text using the words from the box and referring to the school plan in Activity 2.

open-air classroom parking bridges ~~classrooms~~ goat barn outdoor classrooms solar farm

The school buildings have two **storeys**. The classrooms¹ are all on the ground floor. There are **lofts** above each classroom where teachers and students can store equipment, books, materials and their work. **Staircases** lead to the loft, from which students can look down to their classrooms. Students go from one classroom to another by walking across the _____² between the buildings. There are views from the windows across the **surrounding** countryside.

All the indoor classrooms have access to the _____³, which are used when the weather is fine. There is also an _____⁴ near the garden. The school is heated by solar energy provided by its own _____⁵.

Other features include a vegetable garden, an apple **orchard**, a _____⁶ and a chicken coop. The school is **convenient** for parents who can drop off their children outside the **pre-school** building. There is also a large _____⁷ area.

- 4 Answer the questions based on the text above.

- 1 How many floors does the school have?
- 2 What are the rooms above each classroom used for?
- 3 How can you get from one classroom to another?
- 4 When are the outdoor classrooms used?
- 5 Which types of food are grown at the school?
- 6 Where can parents stop to let their children get out of the car?



Lesson 13 The shopping centre of tomorrow

- What is your local shopping centre like? What is your favourite thing about it? Why?

Vocabulary

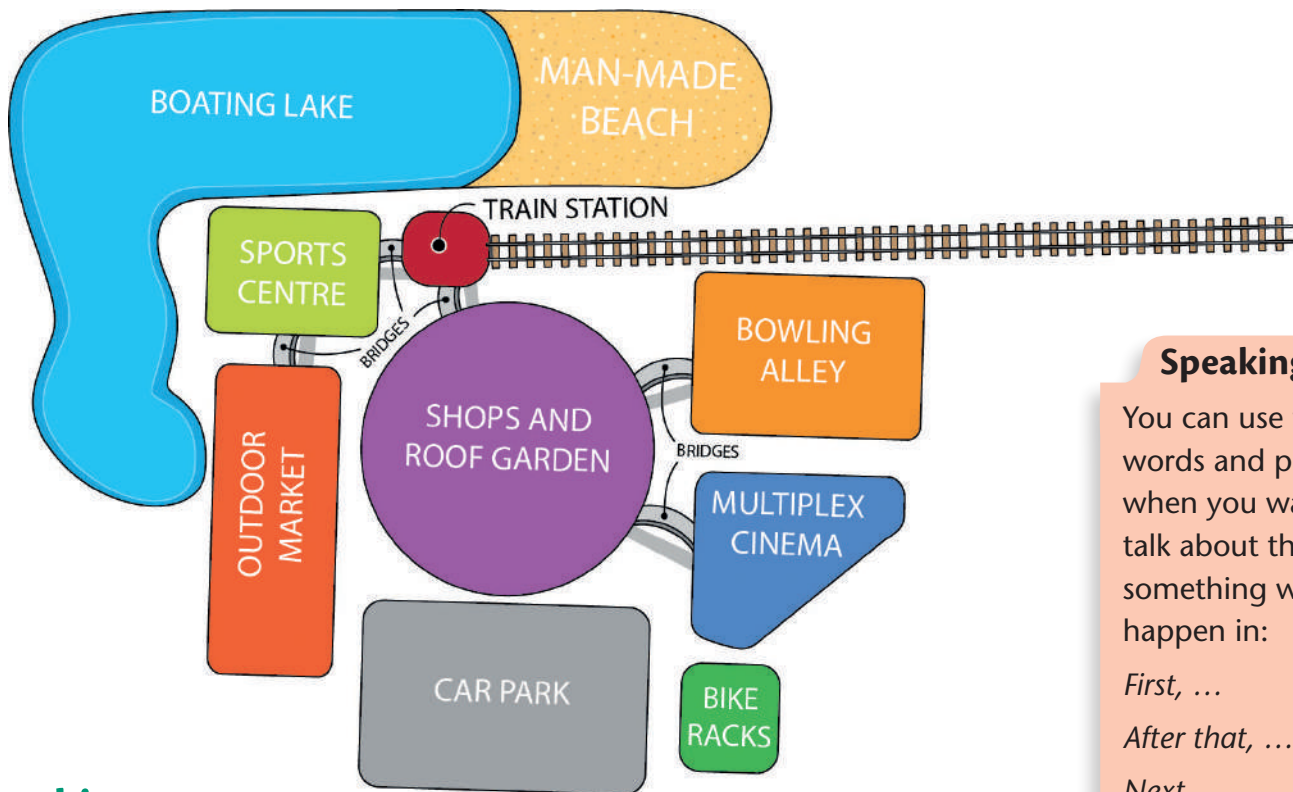
- Look at the design for a future shopping centre and read the sentences below. Match the sentences to the places in the plan.

- There will be a gym and a swimming pool in here. *sports centre*
- It will have ten lanes.
- It will have a department store, a supermarket and space on the roof where people can relax.
- This is where people will leave their cars.
- This is where people will buy fresh fruit and vegetables.
- It will have fifteen screens, showing lots of different kinds of film.
- People will hire rowing boats here.
- The railway line will connect with the city centre.
- This is where people will leave their bicycles.
- These will connect the main buildings.
- This will be the perfect place for relaxing and kite-flying.

Language tip

Remember to use *will* for future predictions:

This is where people will buy fresh fruit and vegetables.



Speaking tip

You can use these words and phrases when you want to talk about the order something will happen in:

First, ...

After that, ...

Next, ...

After lunch, ...

Then, ...

Finally, ...

Speaking

- Work a partner. Imagine you are going to spend a day together at this shopping centre. Plan your day. What will you do? Where will you go?

First, we'll go to the beach. Then, I think we'll ...

Lesson 14 Practise and prepare

Speaking 21st

- 1 Read the list of predictions about buildings in the year 2050.
Do you think they are possible? If so, why? If not, why not?
 - All buildings will be made with natural materials.
 - Houses will be much larger.
 - More people will live in cities than the countryside.
 - Most people will live under the ground.
 - Homes will have gardens on their roofs.
 - High-rise apartment buildings will be much taller.

Listening 20

- 2 Listen to the recording. Identify the predictions from Activity 1 that you hear.
- 3 In your notebook, complete the sentences from the recording with the correct form of the verb in brackets. Listen again to check your answers.
 - "Fifty years ago, we _____¹ (*not use*) air conditioning, and 100 years ago most homes _____ still _____² (*make*) with natural materials."
 - "In fact, some people think that by 2050, 75 per cent of the world's population _____³ (*live*) in a town or city."
 - "The gardens _____⁴ (*use*) for growing fruit and vegetables, so that people will have enough to eat."

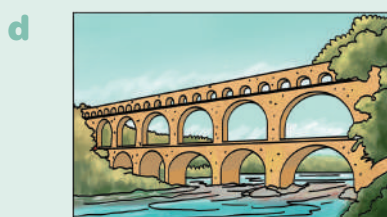
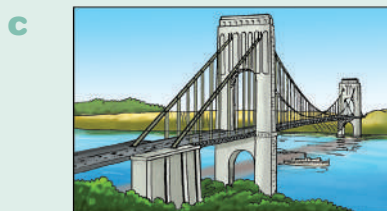
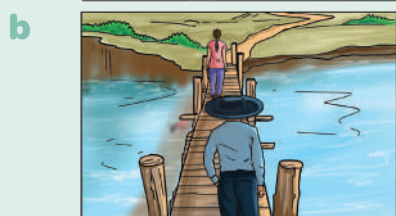
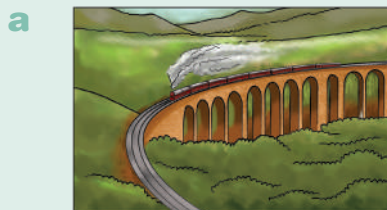


Lesson 15 Review

Vocabulary

1 Label the bridges.

suspension bridge viaduct
aqueduct footbridge



2 Read the definitions and complete the words.

- 1 someone who makes, fixes and designs structures or machines: e _ _ _ _ _
- 2 the amount of sound that you can hear in a place: n _ _ _ _ l _ _ _ _
- 3 a natural material; it was sometimes used to make traditional tents: c _ _ _ _ h _ _ _
- 4 something you can use in an emergency, like a fire extinguisher: s _ _ _ _ _ f _ _ _ _ _

- 5 If a material is not natural, it is m _ _ - m _ _ _
- 6 A building where you can see lots of different films: m _ _ _ _ _ _ _ c _ _ _ _ _

Use of English

3 Use the prompts to write questions for these answers. Start each one with a preposition.

- 1 Q: city / the White House / ? *In which city is the White House?*
A: It's in Washington DC.
- 2 Q: island / Mount Fuji / ?
A: It's on Honshu Island.
- 3 Q: river / Tower Bridge / ?
A: It's over the Thames in London.
- 4 Q: city / the volcano Popocatepetl / ?
A: You can see it from Mexico City.
- 5 Q: Italian city / Marco Polo / in 1271 / ?
A: He sailed from Venice.
- 6 Q: ocean / the Amazon river / ?
A: It flows into the Atlantic.

4 Rewrite the underlined part of each sentence using the passive. Add *by* + noun if you need to say who was doing the action.

- 1 We couldn't go over the bridge because they were repairing it.
it was being repaired
- 2 We couldn't use the swimming pool because they were cleaning it.
- 3 I woke up because someone was calling me.
- 4 The traffic had to go through the town while they were building the bridge.
- 5 You didn't look nervous during the performance even though everyone was watching you.
- 6 My brother didn't realise that the cat was following him.

Lessons 16–17 **Project: Building challenge**

Preparation

1 Your class has been asked to design a new building or structure for your school. Work in groups, and think about the kind of building or structure you want to design.

- a new bridge (from one part of the school to another)
- a new gymnasium
- a new building for classrooms
- your own suggestion

2 Make plans for what your new building or structure will look like.

Think about:

- Location: Where will it go?
- Size: How big will it be?
- Shape and design: How will it look, modern or traditional?
- Purpose: Who will use it? What will they use it for?
- Materials: Natural or man-made?
- Any extra features or details: Does it need to have any safety features?

3 Research images of buildings or structures that look similar to your ideas.

You could:

- look for pictures in books or magazines
- find images on the Internet
- take (or find) photos of other buildings or structures in your local area
- use your imaginations to draw pictures
- draw a floor plan for your building.

4 Make decisions as a group about your building or structure.

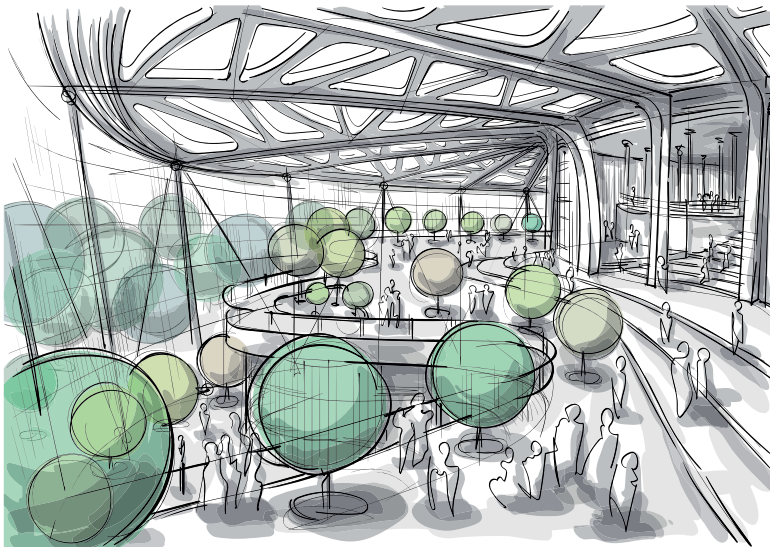
Prepare to present your design to the rest of the class.

Think about:

- how you can describe your design ideas to the rest of the class
- how you can illustrate your presentation.

5 Decide how you will divide your presentation and assign roles.

- Who will introduce the design?
- Who will talk about: location, size, shape, purpose, materials, other details?
- Which pictures will you use to illustrate the presentation?
- Who will answer questions from the rest of the class?



Presentation 21st

6 Present your design to the class.

Make sure:

- everyone has a turn at presenting
- you speak clearly and slowly
- you are prepared to answer your classmates' questions.

Watch the other groups present their designs.
Think about questions you can ask them at the end of their presentations.

Why did you choose to design a bridge?

How long will it take to build?

7 Have a class discussion about all of the groups' designs. Decide which designs were the most interesting. Why?

8 Think about your group's presentation. For each item in the checklist, choose a number from 1 to 5.

- 1 = strongly disagree
2 = disagree
3 = not sure
4 = agree
5 = strongly agree

Checklist

- ☐ We introduced the design clearly.
- ☐ We explained all of the design's main features (for example, location, size, shape, purpose).
- ☐ We spoke clearly and our presentation was easy to follow.
- ☐ We used illustrations in our presentation.
- ☐ We were able to answer our classmates' questions about our design.



Unit 4

Design and shape

- **Topics** Shopping for food; three-dimensional shapes; classic designs; building designs; designs of the future; reasons for shapes; shapes in poetry
- **Use of English** Quantifiers with countable and uncountable nouns

Lessons 1–2 A bar of chocolate

- Do you enjoy shopping for food? If so, why? If not, why not?

Listening 21

- 1 Listen. Where is Waleed going and why?
- 2 Listen again. Write the shopping list. Write down the items but not the quantities.

bread, cold meat, biscuits, ...

Use of English

- 3 Look at the pictures below. Which of them can you find in the *Use of English* box?



- 4 Look at the *Use of English* box. Which of the phrases in red ...

- 1 ... mean 'a container of'?
- 2 ... contain a unit noun meaning 'a piece of'?
- 3 ... contain a group noun meaning 'a set of'?

Use of English: Quantifiers with countable and uncountable nouns

You can use the expressions below when you want to specify a certain amount of something.

a bar of chocolate
 a loaf of bread
 a slice of cake, cheese, meat
 a packet of biscuits, noodles, rice
 a bunch of flowers, bananas
 a box of matches
 a jar of jam, olives
 a carton of juice, milk, eggs
 a pot of yoghurt
 a bottle of water
 a can of cola
 a tin of soup, tomatoes
 a bag of crisps



5 Use the quantifiers in the *Use of English* box to describe each of the following.

1 a slice of toast



Listening 21

6 Listen again. Write down exactly what Waleed had to buy at the supermarket. Use the correct quantifiers.

two loaves of bread, ...

Language tip

Singular	Plural
one loaf	two loaves

Speaking 21st

7 Work with a partner. Roleplay the conversation between Waleed and his mother. Use the list you wrote in Activity 6 to help you.

A *Here's the shopping list.*

B *Right. Bread, how much bread?*

8 Play this chain game around the class.

A *I went to the supermarket and I bought a packet of rice.*

B *I went to the supermarket and I bought a packet of rice and a loaf of bread.*

C *I went to the supermarket and I bought a packet of rice, a loaf of bread and a ...*

Lessons 3–4 What shape is it?

- How many shapes can you see around you now?

Vocabulary

- 1 Match the words to the 3D (three-dimensional) shapes.

sphere

cube

cylinder

triangular prism

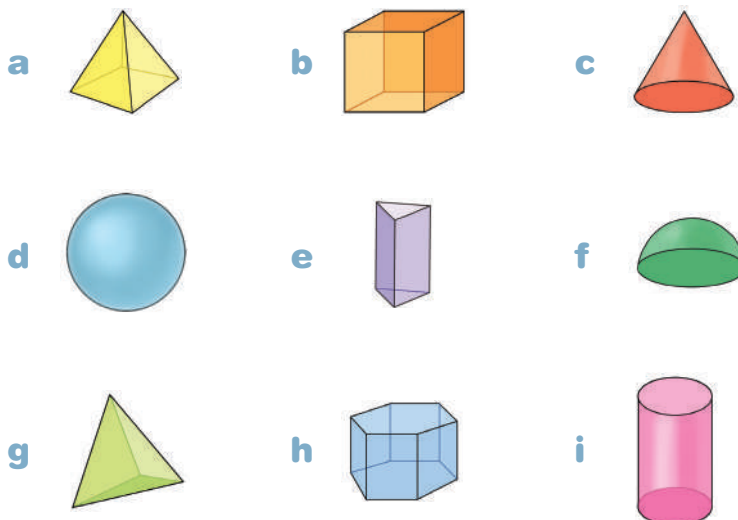
hexagonal prism

square-based pyramid

triangular pyramid

hemisphere

cone



- 2 Read the text and match the descriptions to the shapes in Activity 1.

3D shapes

3D (three-dimensional) shapes are solid shapes which have depth, height and width. They are based on some 2D (two-dimensional) shapes you already know.

CIRCLE – A **cone**¹ has a circle at one end and a point at the other. A **cylinder**² has a circle at each end – both circles are the same size. A **sphere**³ is completely round and looks like a ball. A **hemisphere**⁴ is half a sphere – it has a circle at the bottom and is round on top.

SQUARE – A **cube**⁵ has six sides. Each side is a square and all the squares are the same size. A **square-based pyramid**⁶ has a square as its base and four triangular sides which meet at a point.

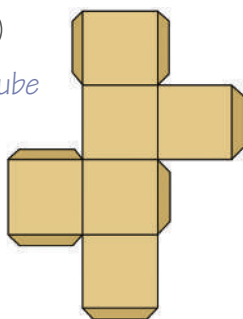
TRIANGLE – A **triangular pyramid**⁷ has a triangle as its base and three triangular sides which meet at a point. A **triangular prism**⁸ has a triangle at each end – both triangles are the same size.

HEXAGON – Do you know what a hexagon is? It's a 2D shape with six sides and six angles. A **hexagonal prism**⁹ has a hexagon at each end – both hexagons are the same size.

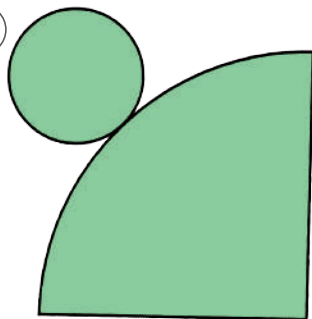
- 3 A 'net' is a pattern that you can cut and fold to make a 3D shape. Match these nets to the shapes in Activity 1.

1

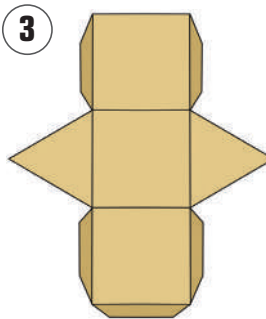
a cube



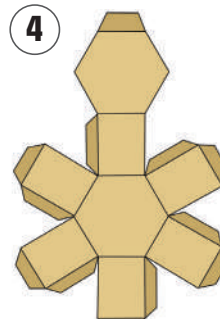
2



3



4



Listening 22

- 4 Listen to an extract from a radio programme. What is it about?
Who is it for?
- 5 Listen again. The presenters give examples to illustrate what they're talking about. Write them in a list.
cube: an ice cube, ...
- 6 How many of the items on your list can you see in the mystery photos?



Speaking 21st

- 7 Complete this Maths quiz alone. Then ask and answer with your partner.
Were you right?

Shape up! A Maths quiz

- 1 How many sides does a triangle have?
- 2 A triangle always has sides of equal length. True or false?
- 3 What's the difference between a rectangle and a square?
- 4 How many sides does a hexagon have?
- 5 How many sides does an octagon have?
- 6 Why is this building called 'The Pentagon'?



Lessons 5–6 Classic designs

- Give an example of an everyday object which you think is well designed. What's good about its design?

Reading

- 1 Look at the pictures. To which two objects do these descriptions refer?

This piece of furniture takes its name from a city in Mexico. It was first produced in the 1950s. It was designed to keep you cool while you're sitting down. It's usually made of vinyl cords on a metal, pear-shaped frame. It is very comfortable.

This was designed in Germany in the 1930s by Ferdinand Porsche. It was very popular because it was practical and it wasn't expensive. It gets its nickname, the Beetle, from its unusual shape. It has been manufactured and used around the world for 80 years. It's been everything from a taxi to a fashion icon!



desk lamp



sandals

Listening 23

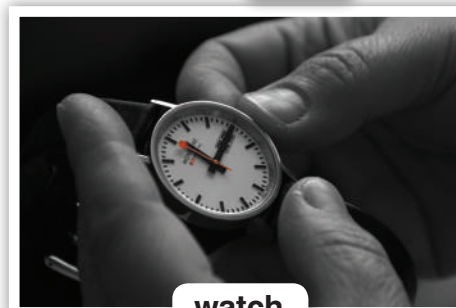
- 2 Listen to four more descriptions. Match them to the photos.
- 3 Listen again. What are the reasons for the success of the objects described?

Listening strategy

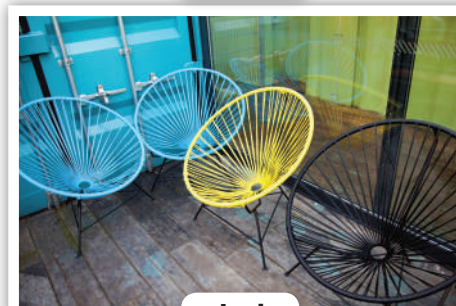
Before you listen, predict words that might be used. This will help you recognise them when you hear them.



car



watch



chair

Speaking

- 4 Work in pairs. Say what you like or don't like about each of the objects in the photos. Use the words below.

- comfortable
- practical
- (not) expensive
- unusual
- simple
- beautiful
- attractive
- popular



lantern

Reading

- 5 Read about Eva Valicsek's design. What materials did she use?



Eva's egg carton is environmentally friendly because it can be reused many times.

Hungarian design student Eva Valicsek, has designed the egg carton of the future. It's made of cardboard and a rubber band.

"As a starting point, I wanted to design a flexible box to fit different egg sizes," she says. She made a lot of models to find the right design. Then she found the perfect solution by using a simple rubber band. Unlike existing egg boxes, Eva's carton can hold either small eggs or large eggs equally well. The eggs are held firmly in the carton, thanks to the flexible rubber band and the cut-out holes. It is also open at the top, which means you can see what you're buying.

Source: www.bbc.com

Reading strategy

Before you read, look at the question. What kind of information are you looking for, for example a name, a number, a thing? Then focus on finding just this information in the text.

Speaking 21st

- 6 List the good things about Eva's design.

It's simple to make.

- 7 What about these objects? What do you like/don't you like about their designs? Discuss your ideas with your partner.



Lesson 7 Practise and prepare

Vocabulary

1 Match the words that mean the same.

- | | |
|----------------|-----------------|
| 1 couple | a six |
| 2 dozen | b three or four |
| 3 few | c twenty-four |
| 4 half a dozen | d two |
| 5 two dozen | e twelve |

2 Complete the sentences with a word from each box and *of*.

loaf slice piece bunch can

furniture flowers cake bread cola

- 1 I like sweet things so I always have a _____ with my tea.
- 2 We gave my mother a _____ for her birthday.
- 3 If we want to make sandwiches, we need a _____.
- 4 A chair is a _____.
- 5 I'm so thirsty. Could you get me a _____, please?

Speaking

3 Do you know your quantifiers?
Play a game.

A bar of ...

... chocolate.

Writing

4 Think about an object in your house.
Write a short description of this object,
but don't say what it is. Think about:

- The shape
- The colour
- Why you like it / don't like it

Self-assessment

5 Make sentences with the following words:

- design
- pyramid
- practical

6 Name three cylindrical objects.

7 What's a 'Beetle'? Where does it get its name?



Lessons 8–9 Shapes in our cities

- Do you know any famous buildings in the UAE? What do you know about them?

Reading

- Look at the pictures. Match the buildings to their descriptions. What are the main differences between the buildings?
- This building is very famous because it's the tallest skyscraper in the world. This building is designed to look like a flower called the spider lily, and it was named after the president of the UAE.
- This 7-star hotel is shaped like a sail. It's one of the tallest hotels in the world and one of the most expensive to stay in. It was built on an artificial island, and it was opened in 1999.
- This is an Etisalat building and the home of one of the national telephone companies. It has a spherical shape at the top, like a golf ball, which is known all over the UAE.

Reading strategy

Before you read, look at the pictures and describe the buildings to yourself. Then look for the words you thought of to match a picture to its description.



Use of English

- Read the descriptions in Activity 1 again. Find examples of the present and past passive.

Language tip

Remember, to form the present passive we combine:
subject + present tense of *to be* + past participle
*This building **is designed** to look like a flower.*

To form the past passive we combine:
subject + past tense of *to be* + past participle
*It **was named** after the ruler of Abu Dhabi.*

Listening 24

3 You are going to listen to facts about the Burj Khalifa. Before you listen, guess if the statements are true or false. Then listen and check your guesses.

- 1** Everyone knew the height of the world's tallest building before it opened.
- 2** The Burj Khalifa is three times the height of the Empire State Building.
- 3** The building's name was changed.
- 4** Between 90 and 100 per cent of space in the Burj has been sold.
- 5** The Burj contains the world's tallest mosque.
- 6** Around 20 000 people live and work in the Burj.

Speaking 21st

4 Think about the questions below. Discuss your answers in groups.

- 1** Do you like tall buildings?
- 2** Would you like to live on the top floor of the Burj Khalifa?
- 3** Would you like to have the world's tallest building in your city?

Speaking tip

When you express your opinion, always give a reason. For example,
I wouldn't like to have the world's tallest building in my city because it would hide the sky.

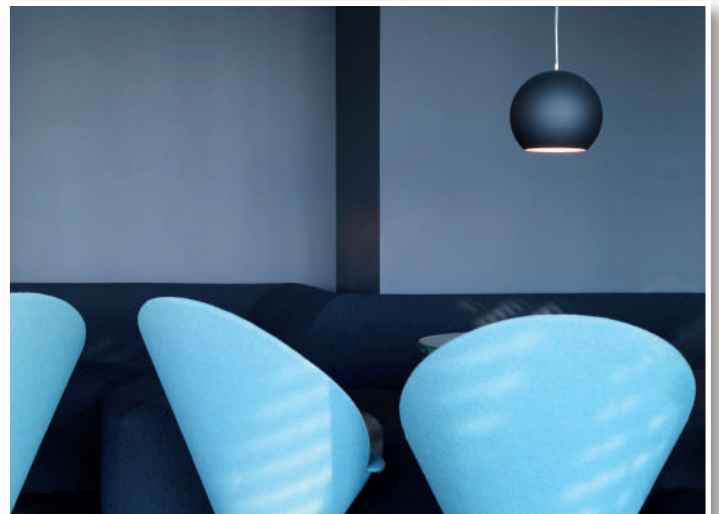
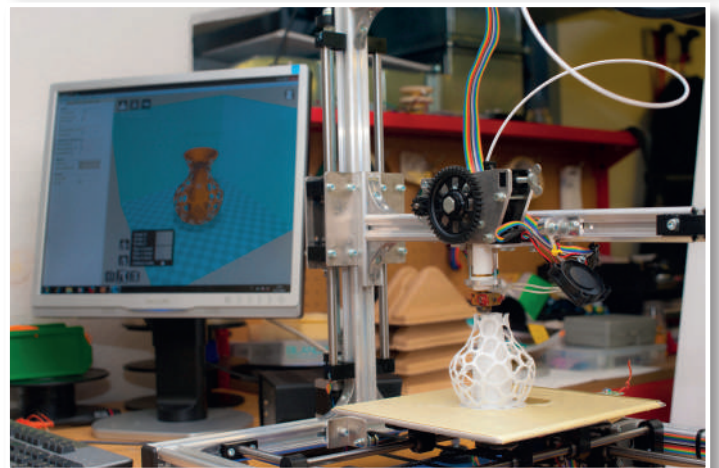
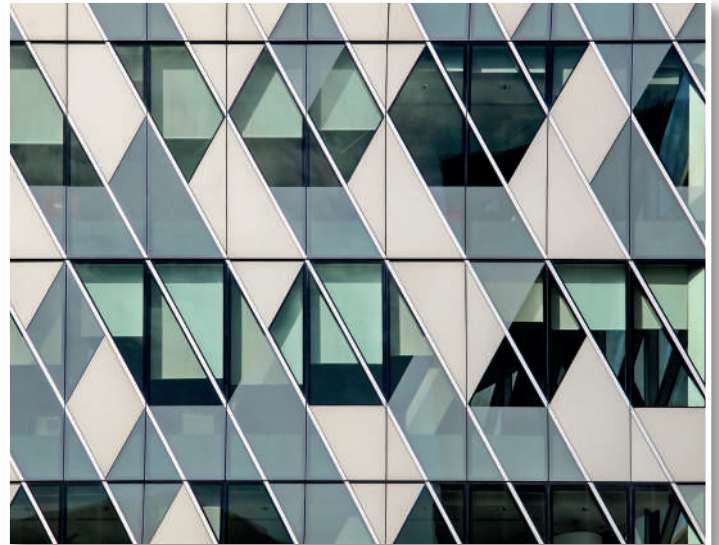


Lessons 10–11 Shapes and designs of the future

- What do you think life will be like 100 years from now? What will be different? What will be the same?

Listening 25

- 1 Look at these photos. What are they?
- 2 Listen and say whether the speaker thinks the future will be better or worse.
- 3 Listen again and answer the questions in your notebook with no more than five words.
 - 1 Where will the bubble cities be?
 - 2 How many people did the researchers question?
 - 3 What kind of meetings will we have at work in the future?
 - 4 Who will people need to visit less in the future?
 - 5 Where will we be going for holidays?
 - 6 What language did people not make a prediction about?



Reading

- 4 Read this essay about the future. Choose a heading from the box for each paragraph. Then find the topic sentence in each paragraph.

Good things about the future
Conclusion
Introduction
Bad things about the future

Vocabulary

A **topic sentence** is a sentence or phrase in a paragraph that tells us the main idea of that paragraph.

- a What will life be like in the future? Some people say it will be better, while others think it will be worse. No one knows for sure, but we can make some predictions by looking at life today and imagining what will happen many years from now.
- b The people who think life won't be better say that there are already too many people on this planet, so in the future we'll run out of food, water and other resources. Also, these people say that there will be new illnesses that we don't know about today, and which we won't be able to cure.
- c However, not everyone is so negative about the future. Many people think that researchers are doing great work nowadays and that they'll find new sources of energy and food on our planet, or even on other planets. The same thing will happen in medicine and doctors will find new treatments for illnesses which are a serious problem today.
- d As I have said, no one can know for sure what will happen, but I believe it's always better to be positive and think that we will have a good life, thanks to progress in science and technology.

Language tip

Remember, to make a prediction, we use:

Subject + *will* / *won't* + base form

may / *may not*

might / *might not*

*Skyscrapers **will** be much taller than today's buildings.*

*People **won't** go to an office.*

When you make a negative prediction about the future, you can say *won't* or *mightn't* but you cannot say *mayn't*. You can only say *may not*.

Speaking 21st

- 5 In pairs, make predictions about these things.
How will they be different from today?

- Skyscrapers
- Food
- Smartphones
- Houses
- Furniture
- Cars

Skyscrapers will be much taller.

Skyscrapers might move with the sunlight.



Lessons 12–13 **Why is it shaped this way?**

- Look at the objects below. Why do you think they are shaped this way?

Reading

1 Read the article and then answer the questions.

- What is the scientists' explanation for the shape of an egg?
- What do eggs and domes have in common?
- Why does the writer say: *If the egg wasn't shaped the way it is, we'd have a lot of broken eggs to clean up!?*

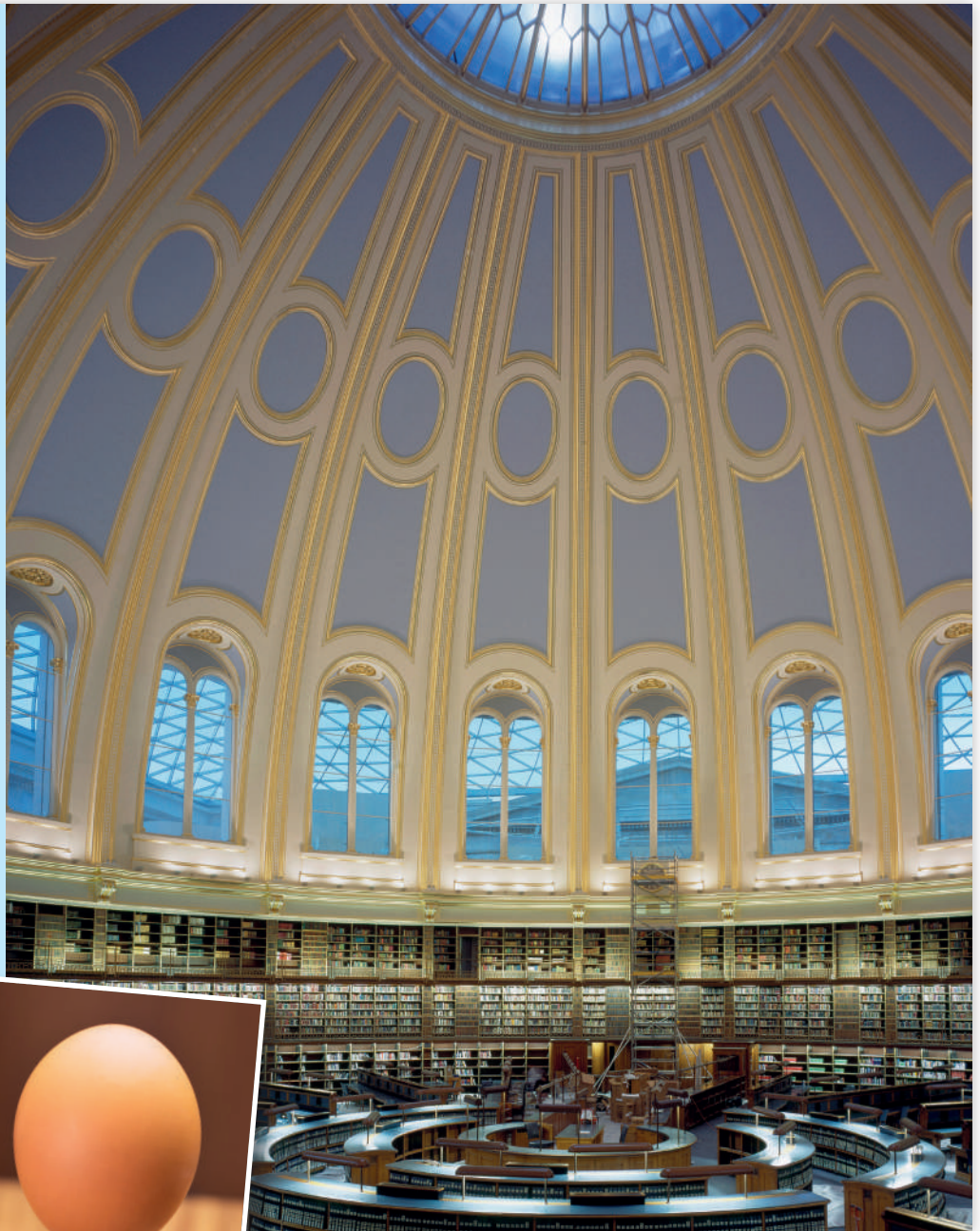
Why are eggs egg-shaped?

This seems like a **tough** question to crack, but scientists have one very sensible answer: the egg shape gives an egg its incredible **strength**! You can see this amazing power with a simple experiment.

First, remove any rings on your fingers and put on a rubber glove. Then wrap your fingers around an egg and **squeeze** hard while applying equal **pressure** to all sides of the egg. Even if you tried this demonstration with a very, very strong person, they couldn't crack it. Why? Because of something the egg has in common with some famous works of architecture.

When an object is placed on top of it, no single point in the **dome** holds the entire **weight**; instead, the object's heaviness is carried down along the **curved** walls to the dome's wide base. This makes a dome one of the strongest architectural designs in the world.

So, if the egg wasn't shaped the way it is, we'd have a lot of broken eggs to clean up!




Use of English

- 2 Look at the sentence in the box and then answer the questions about it.

If the egg wasn't shaped the way it is, we'd have a lot of broken eggs to clean up.

- 1 Is this sentence about a real or imagined situation?
- 2 Can we change the order of the clauses within this sentence?

Listening

- 3  26 You are going to listen to a radio programme called *Tell me why*. Listen and write the questions you hear in your notebook.

Language tip

Remember, every conditional sentence has two parts (clauses):

(If + past simple), (would(n't)/could(n't) + base form).

The clauses in conditional sentences can come in any order. For example, you can say:

If the egg wasn't shaped the way it is, we'd have a lot of broken eggs to clean up!

You can also say:

We'd have a lot of broken eggs to clean up if the egg wasn't shaped the way it is!



- 4 Listen again and complete these sentences in your notebook.

- 1 If pizza boxes were round, ...
- 2 If cans were spherical, ...
- 3 Elephants would have smaller ears if ...
- 4 Traffic cones would fall over if ...
- 5 If ouds were square, ...



Writing and speaking 21st

- 5 Write your own *Tell me why* questions, and then test your friends. Remember: you must have the answer ready so look in your books or use the Internet!



Lesson 14 Practise and prepare

Vocabulary

- 1 Complete the sentences with the correct word(s) from the box.

advanced commonly luxury sensible use up

- 1 If you're ill, it's _____ to see a doctor and rest.
- 2 Cell phones and computers today use _____ technology.
- 3 Some scientists say that we will _____ all of Earth's natural resources soon.
- 4 The Burj al Arab is the full name of the hotel, but it is _____ known as the 'Burj'.
- 5 Porsche, Jaguar and Ferrari are examples of _____ cars.

Speaking

- 2 Look at the following activity. Think about what you would say, and tell your partner.

Make predictions about the year 2116.

You should say:

- what will be better
- what will be the same
- what will be worse

Remember to give reasons for your predictions!

Writing

- 3 Now choose three of the things from Activity 2 and write one paragraph saying why you think they will / won't be better.

Self-assessment

- 4 Think about what you have done in your English lessons this week.
- 1 What did you enjoy most?
 - 2 What did you learn?
 - 3 Which lesson did you find the most interesting? Why?
 - 4 If you found anything difficult, what can you do to get help?

Lesson 15 Shape poetry

- Do you like poetry? What poems do you know?

Reading

1 Read the poem and then answer the questions.

- 1 What is this poem about?
- 2 Poems often have rhyming words. Can you find them in this poem?
- 3 Why do you think the rhyming words are not at the end of each line?

Did you know?

Concrete poetry (or shape poetry) is poetry that is put in the **form** (or **shape**) of its subject. The shape of the poem is very important. If you remove the shape, you destroy the poem!

Language tip

When two words sound the same, we say they *rhyme*.

For example:

can – man

mouse – house

good – should – would

cake – lake – shake



*I
have
three sides,
as you can see:
up, down and across,
it's so easy! I also have
three angles and, if you turn
me upside down, I become an ice-
cream cone when you go strolling in town.
My friends are the circle, rectangle and square
and other fun shapes you study in Geometry – we're all
there! So just look at the shape of this poem and you'll realise
that words, lines and rhymes can become magic ... right before your eyes!*

Lesson 16 Review

Vocabulary

1 Complete the words. Then match them to the diagrams.

1 c o n e

2 c _ b _

3 cyl _ nd _ r

4 sph _ r _

5 h _ m _ sph _ r _

6 squ _ r _ -based pyramid



2 Write the missing words.

1 a  of chocolate

2 a  of bread


3 a  of cheese

4 a  of eggs

5 a  of rice

6 a  of grapes

7 a  of tissues

8 a  of honey

9 a  of water

10 a  of cola

General knowledge quiz

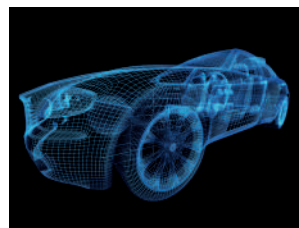
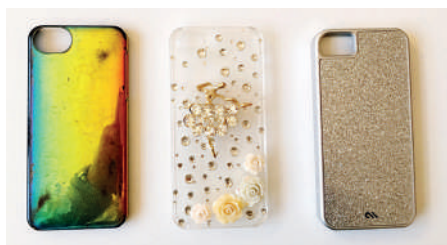
3 Work in teams to answer the questions.

- 1 How many sides does a hexagon have?
- 2 What is this car called, and who designed it?
- 3 The Acapulco chair takes its name from a city in Mexico. What is it made of?
- 4 What's special about a *concrete poem*?
- 5 What does a prism do?
- 6 What's a 'net'?
- 7 What shape is at the top of Etisalat buildings?
- 8 What was the Burj Khalifa's first name?
- 9 What shape are African elephants' ears?
- 10 Why are traffic cones cone-shaped?



Lessons 17–18 **Project: Design a product**

Preparation **21st**



- 1 You're going to work in groups to design a new product. You will then present this product to the rest of the class. The first thing you should do is decide on the product.

In your group, choose one of the following:

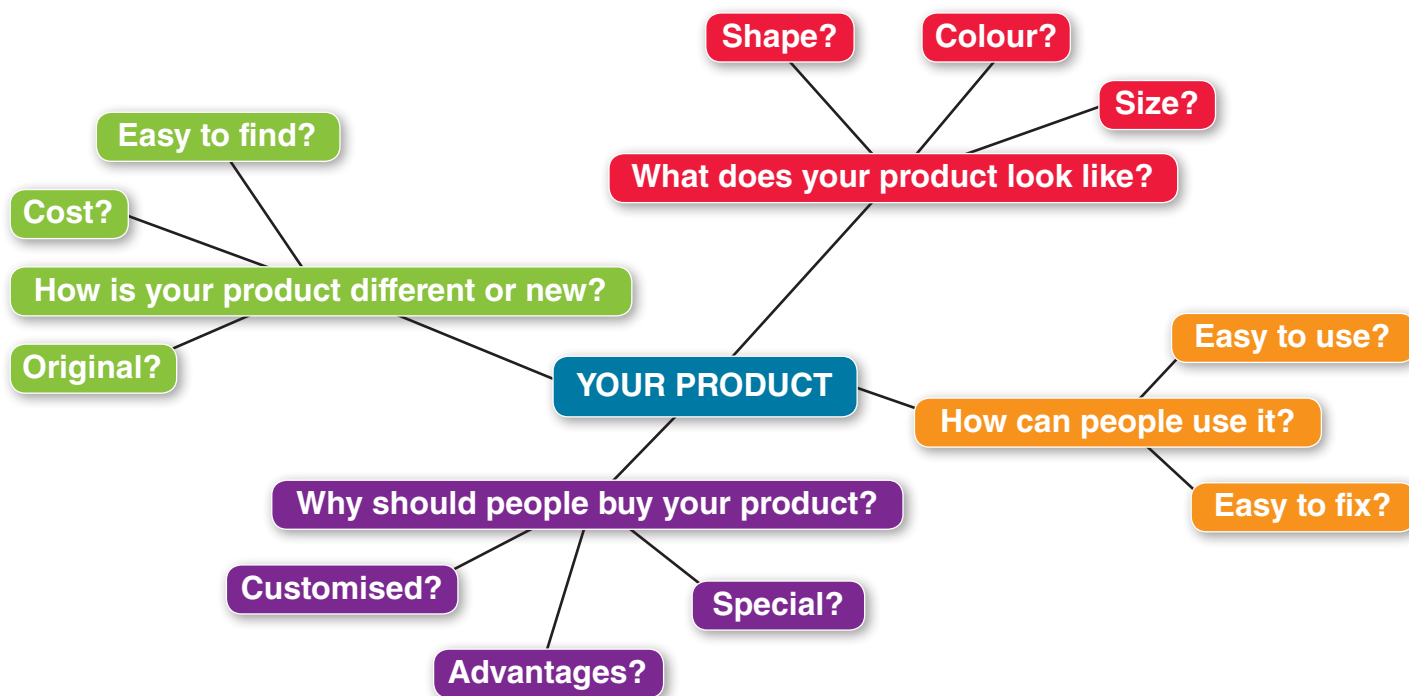
- a new type of cover to protect your mobile phone
- a new type of footwear
- a new type of car
- a new product of your choice!

- 2 Next discuss and decide what will make your product new and special. In your group, decide on your product's name and brainstorm a list of your product's special features. Use the questions below to help you.

Vocabulary

brainstorm: to sit together with other people and write down as many ideas as possible about a certain subject/problem

customise: to change a product according to a client's need or request



- 3 Now you should plan who does what in your group. Look at the list of tasks in the table below and decide who will be in charge of each task.

TASK	NAME
Who will draw a picture of the product?	
Who will write the description of the product?	
Who will prepare the presentation of the product?	
Who will present?	

Think about:

- Will you make a poster or use a large sheet of paper or card? Will you use videos? Will you use technology such as PowerPoint, or any other software?

Writing tip

An interesting description gets the audience's attention. Use exciting words and adjectives that make people want to buy your product. Also, give your product a special name that people will remember!

*This is our exciting new product called xxx.
It's really special because*

- 4 When you think you're ready, look at the picture, description and presentation as a group and ask yourselves: 'Is our presentation interesting? Would we want to buy this product?' If the answer is 'no', make any changes that are necessary. When you finish writing, give your text to another group to check for spelling and grammar mistakes.

- 5 Remember to practise your presentation to get it right before you speak to the rest of the class. Discuss how to present your work. Who will talk about what? Who will show what?

Presentation

- 6 Present your product to the class.

- Remember, only the best presentations will sell their products!
- Be prepared to answer questions at the end.

- 7 Copy and complete this form for each presentation you listen to.

- Make notes about what you like (✓) or don't like (✗) about the product, and what you are unsure about (?).
- Make notes of any questions you want to ask.

(✓)
(✗)
(?)

- 8 Ask questions to the presenters, for example:

- Why is your product better than the others?
- Why should I buy your product?
- Is your product easy to find?

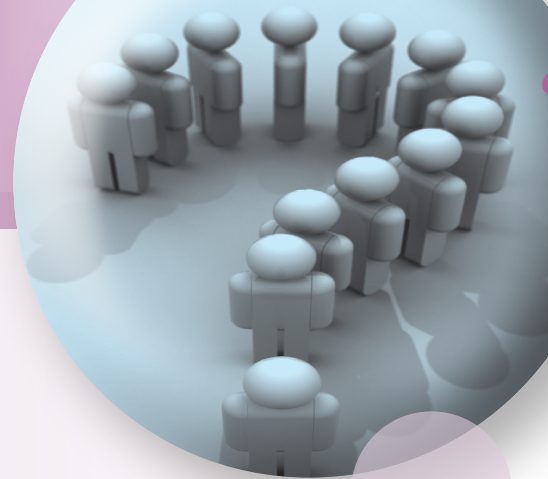
- 9 Discuss with the class which presentation and product you think is best and why.

I think Jamal's group gave the best presentation because it was very easy to understand and the product seems very interesting.

Unit 5

Personality types

- **Topics** Aspects of personality; presenting yourself well; profile of a young inventor; clever children; child prodigies; entering a competition; winning a competition
- **Use of English** Adjectives followed by prepositions; prepositions followed by nouns



Lessons 1–2 What are you really like?

- Describe yourself using three adjectives.

Vocabulary

- 1 Choose the adjectives from the list to describe a good friend.

adventurous generous logical pessimistic
 calm hard-working loyal quick-tempered
 cautious honest modest shy sociable
 decisive impatient optimistic organised spontaneous
 determined independent patient sympathetic
 easy-going kind

Reading and speaking

- 2 Read Charlie's description of his personality. What personality traits do you have in common with him? Discuss in pairs.

Use of English: Adjectives followed by prepositions – part 1

Adjectives are sometimes followed by prepositions. It's helpful to learn them as whole phrases.

*I'm **good at** freestyle sports.*

*Subjects like Chemistry and Maths are really **difficult for** me.*

*I'm more **interested in** computers.*

What am I like? Well, I'd say I'm quite shy when I first meet people, but when I'm with friends I'm really chatty and fun to be with. I don't like playing team sports, but I'm really good at freestyle sports such as skateboarding and rollerblading. I love trying new things and being spontaneous. Last week, I registered for a computer programming course. It's online and for free, and it starts tomorrow. I'm so excited! Although I'm a hard-working and organised student, subjects like Chemistry and Maths are still really difficult for me. I'm more interested in computers and I'm determined to become a computer programmer one day.

Charlie

Writing

- 3 Write a short paragraph (80–100 words) in your notebook describing your personality. Then read your paragraphs out in groups. What similarities/differences are there between you and your partners?

Reading 21st

- 4 Do the personality test opposite. Read the statements and give points from 1–5 depending on how much you agree/disagree with each statement. Then add up your score and find out what type of person you are. Compare with a partner.
- 5 Which sentences from the *Use of English* box are true for you? In your notebook, write two more sentences about yourself using adjectives and prepositions.

Use of English: Adjectives followed by prepositions – part 2

I'm **popular with** people of my own age.

I'm **aware of** what I can and can't do.

I get **annoyed with** people who aren't sensible and practical.

I get **upset by** last-minute changes to plans.

I'm **careful about** who I tell secrets to.

Honesty is very **important to** me.

Speaking

- 6 How would you like to change in the future? Think about your answer, and then discuss in small groups.

I'd like to become more ...

I think I ought to be more/less ...

I wish I was more/less ...

Personality Test

Part A

- 1 I like being with people.
- 2 I'm more interested in people than in their ideas.
- 3 I'm very sociable and I have a lot of friends.
- 4 I'm popular with people of my own age.
- 5 Being with other people cheers me up when I'm feeling sad.

Score for Part A: _____

Part B

- 1 I'm a logical person.
- 2 I'm good at practical things.
- 3 I'm aware of what I can and can't do.
- 4 I like dealing with facts.
- 5 I need to see the evidence before I believe something is true.

Score for Part B: _____

Part C

- 1 Before I make a decision, I think carefully about it.
- 2 I think you should always speak the truth, even if it's difficult for someone to hear.
- 3 I get annoyed with people who aren't sensible and practical.
- 4 I like people who can make decisions.
- 5 I like to be in control of what I'm doing.

Score for Part C: _____

Part D

- 1 I always know where everything is.
- 2 It's important to me to be on time with my work.
- 3 I like to know exactly what I'm doing and when.
- 4 I get upset about last-minute changes to plans.
- 5 I'm always on time.

Score for Part D: _____

Key

I strongly disagree = **1 point**

I disagree = **2 points**

I'm not sure = **3 points**

I agree = **4 points**

I strongly agree = **5 points**

Analysis

Score	Part A	Part B	Part C	Part D
5–14	Cautious	Creative	Sympathetic	Spontaneous
15–25	Sociable	Realistic	Decisive	Organised

Lessons 3–4 **First impressions**

- ‘Don’t judge a book by its cover.’ What do you think this expression means?
Is there a similar expression in your language?

Speaking

- 1** Think about a person you have met recently and answer the questions below. Then discuss in groups.

- 1 Who did you meet and when?
- 2 Where did you meet and how? Did you introduce yourself? Were you introduced by someone else?
- 3 How did you feel? Comfortable, awkward, bored? Why?
- 4 What was your first impression of this person?
Did it change?

Listening 27

- 2** Listen to four speakers talking about first impressions. Match each person with a statement (A–E). There is one statement you don’t need to use.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

- A Making a positive first impression is easier than most people think.
- B Your physical appearance is the most important factor if you want to make a good first impression.
- C Despite a good first impression, I didn’t get what I wanted.
- D I realised the importance of first impressions through someone else’s experience.
- E My cooking skills helped me make a good first impression on a group of people.

Language tip

Remember to use **so** + **adjective/adverb** (for example *so easy-going*) and **such** + **a(n)** + **adjective** + **noun** (for example *such a delicious cake*) to make the adjective/adverb/noun stronger.

- 3** Listen again and tick the ideas that the speakers mention. Listen again and check your answers.

To make a good first impression, you must ...

- a ☐ wear appropriate clothes.
- b ☐ look clean and tidy.
- c ☐ be friendly and confident.
- d ☐ keep eye contact with people.
- e ☐ speak loudly and clearly.
- f ☐ be on time.

Speaking

- 4** Order the tips a–f in Activity 3 from most important (1) to least important (6).
Compare with a partner.



5 Read the task below. Discuss your ideas in pairs.

"Making a good first impression on others is really important for people my age." Do you agree?

Reading

6 Read a student's ideas for the task in Activity 5 and complete with words and phrases from the box. Which of your ideas do they mention?

for example first of all in my opinion secondly also

People form an opinion about you from the first moment they *see* you. In addition to what you say, they notice your clothes and behaviour.

We need to make a small effort to create a good impression on the new people we meet.

____¹, if you go to a new school, you will want to make friends. So, ____² looking nice and being friendly is helpful. ____³, it's a good idea to make a positive impression on your teachers early on. If you are noisy on the first day, they might think you are trouble.

____⁴, you must try to make a good impression if you want to get a good job. Maybe you have a good degree and experience, but the interviewers won't like it if you arrive late.

____⁵, everyone should try to make a good first impression no matter how old they are. It's important in everyday life and for your future.



Speaking 21st

7 Read the situations below and discuss your ideas in small groups.

What advice would you give to a friend who ...

- 1 is going to be interviewed for a summer job?
- 2 is new at your school?
- 3 wants to join a sports team?
- 4 is coming to visit your home for the first time?
- 5 is going to visit your country on holiday?
- 6 is going to the party of one of your classmates?

Language tip

In an opinion text, use words and phrases like *First of all ...*, *Secondly ...*, *Lastly ...*, to introduce ideas; *Also ...*, *In addition ...*, *Moreover ...*, to add arguments; *For example ...*, *For instance* to give examples. They all help to organise ideas and make the text easier to read.

Lessons 5–6 A teenage millionaire

- What's the latest app you downloaded? What's the most useful app you use on your phone?

Reading

- 1 Read this news story. Why is the title 'App-solutely amazing!'?

App-solutely amazing!

Nick D'Aloisio got his first laptop when he was nine. He started designing apps when he was 12 and at 15 he launched an iPhone app called 'Summly'. It was an app which **summarised** stories in the **news** and it was **downloaded** by nearly a million people. His app has recently been bought by an Internet **giant** for \$30 million.

"The **proudest** moment for me has been seeing these tweets coming through from teenagers saying, 'You've **inspired** me.' I'm so excited about that," says Nick.

His mother says she was never **worried** about the amount of time he was spending on the computer, "because he would always show us what he was doing. I remember him creating 3D **models** on his computer as a 10-year-old."



Nick isn't **arrogant** and self-centred, which you might expect of a boy who has been described as a '**genius**'. He is **polite**, likeable, enthusiastic and self-aware.

He enjoys the **humanities**, cricket and rugby. "I want to do Philosophy at university and I'm studying Chinese and Russian at school," he says. He doesn't want to work in computer programming. He's more interested in product design.

What's he going to do with the money from his app? He might buy some clothes, he says, and maybe a new computer. One thing he'd like to do is to **invest in** small companies. "That's what is exciting, and if you are **lucky** to have a bit of money, you can take those **risks**. That's what I would do if I was going to go and spend it."

What is Summly?

"It helps publishers reach out to a younger audience," Nick says. He feels that young people are interested in the news, but they don't want to spend a lot of time reading long stories if they're not relevant to their lives. With Summly, you quickly find out whether a story might be interesting.

Source: Adapted from *The Guardian*

Vocabulary

- 2 Look at the words in bold in the text. With a partner, try to work out what they mean from the context.
- 3 Read the article again and make a list of all the personality adjectives. Which qualities are positive (+) and which are negative (-)?

Speaking

4 Work with a partner. Ask and answer the questions.

- 1 What did Nick do when he was 15?
- 2 What is Summly?
- 3 Has Summly been successful? How do you know?
- 4 What is Nick most pleased about?
- 5 What's he like as a person?
- 6 What are his plans?

Use of English: Prepositions followed by nouns

Nouns sometimes have prepositions before them. It's helpful to learn them as whole phrases.

Use of English

5 Find these expressions in the newspaper story about Nick D'Aloisio.

- at 15 • at university • at school • in the news • on his computer

6 Complete these questions by choosing the correct preposition.

- 1 What languages did Nick D'Aloisio study **in / on / at** school?
- 2 Has Nick ever been **in / on / at** TV?
- 3 Was Nick still **in / on / at** school when he created Summly?
- 4 Were Nick's parents worried about the time he spent **in / on / at** the computer?
- 5 Does Summly allow you to read news stories **in / on / at** your phone?
- 6 **In / On / At** your opinion, is Summly a useful app?
- 7 Do you read the news **in / on / at** the Internet?
- 8 Would you like a job **in / on / at** computer programming?
(If so, why? If not, why not?)



Speaking

7 In pairs, ask the questions in Activity 6 and answer in your own words.

8 ^{21st} Find out about one of the people in the box. Use the questions to help you. Present the information you find in small groups.

Aisha Mustafa
Adeeb Al Blooshi
Thomas Suarez
Azza Abdel Hamid Faiad

- 1 What did this person invent/discover?
- 2 How old were they when they made their invention/discovery?
- 3 Did they win a prize for their work?
- 4 What are they doing now?

Lesson 7 Practise and prepare

- What do you remember about Nick D'Aloisio's personality?

Vocabulary

- 1 Complete what each teenager says about their personality. Use appropriate adjectives from Lesson 1, Activity 1.

Speaking

- 2 Look at the following activity. Think about what you would say, and tell your partner.

Read the personality descriptions in Activity 1 again. You should say:

- which person you think is most fun and why
- what similarities you can find between yourself and each teenager

Use of English

- 3 Fit these prepositions into the sentences below.

at (x2) in (x2) with on

- 1 I've got a copy of that article _____ my iPad.
- 2 I'm good _____ Physics.
- 3 She's interested _____ conservation.
- 4 He's popular _____ his cousins.
- 5 I want to study Engineering _____ university.
- 6 I read _____ the news that there's a new satellite.

What are you like? What do people think of you?
Tell us about your personality.



Fatima: I like to think that I'm a g_____¹ person. If, for example, someone in class doesn't have a pencil or a book, then I share mine. I always do my homework and I study for exams, so I guess I'm h____-w_____² and o_____³. One thing I don't like is that I'm s____⁴. When I am at school, I don't talk to people I don't know. I wait for them to talk to me.



Freddie: When my friends ask me something like, "What do you think of my new shoes?" I always tell the truth even if they don't like it. My parents say I shouldn't be so h____⁵ but I can't help it. I'm q____-t_____⁶ too. If my sister takes my things without asking I get upset. But I'm also k____⁷ and s_____⁸. I always say "please" and "thank you", and I make new friends easily.



Susannah: Everyone says I'm c____⁹ and p_____¹⁰, and it's true. I don't get angry easily and I can wait for things to happen, but sometimes I lose my temper. I like trying new things and visiting new places so I'm a_____¹¹, but c_____¹². I don't do crazy or dangerous things. For example, I've ridden a camel in the desert but there was a guide looking after me.

Lessons 8–9 Who's the cleverest?

- What does IQ mean?

Reading

- 1 Read the text. What does the winner of *Genius of the Year* have to spend the prize money on?

Vocabulary

season: a group of TV episodes

episode: one programme in a TV series

air: to show a programme on TV

Genius of the Year

The second season of *Genius of the Year* is going to be aired on Friday, January 10th at 8 pm. It features the UK's most intelligent and talented children all aged between 7 and 12 years old. The series is 20 episodes long, and the 20 participants test their skills at Maths, Spelling, Geography, Memory, Astronomy, Culture and many other categories. In the final episode, they name the winner, who goes home with £100 000. The prize money must be used to pay university or college fees.

The children who take part in the TV show must have very high IQs and they should train to answer lots of difficult questions. For instance, in the first season, one of the Maths questions was, "What comes next in the sequence 1, 3, 4, 15, 17?" and one of the Geography questions was, "What are the currencies in Mozambique and Papua New Guinea?"

- 2 Read the text again. Are these statements true or false?

- 1 The winner of *Genius of the Year* doesn't have to spend the prize money on their education.
- 2 This is the second time that you can watch *Genius of the Year*.
- 3 The writer gives two example questions to show how difficult the competition is.
- 4 You can watch *Genius of the Year* at the cinema.
- 5 Children who are younger than seven can't play on *Genius of the Year*.

Language tip

Remember, we use *must/mustn't* for obligation and *should/shouldn't* for advice. *Must/ Mustn't* is stronger than *should/ shouldn't*:

A: You **should** do your homework before you watch TV.

B: I'll think about it ...

A: You **must** do your homework before you watch TV.

B: Okay, Mum.

Listening 28

- 3 Listen to a man introducing two of the contestants in *Genius of the Year*. Make notes about each contestant in your notebook.
- 4 Listen again. For each question, choose the correct answer a, b or c.
 - 1 Alex thinks he could win the category of ...
 - a Maths.
 - b reading.
 - c spelling.
 - 2 What's most important for Alex is ...
 - a to show his friends he's the cleverest.
 - b to enjoy himself on the show.
 - c to win one of the prizes.
 - 3 Who or what helps Alex to relax?
 - a his books
 - b his parents
 - c his friends
 - 4 What happened to May when she was six?
 - a She started to read books.
 - b She stopped going to school.
 - c She began studying at university.
 - 5 How many languages can May speak?
 - a four
 - b two
 - c three
 - 6 What does May say about her brother?
 - a He's going to be in the final with her.
 - b He will probably win the show.
 - c He's less intelligent than she is.

Listening strategy

Find key words in the questions and options. Don't forget to listen for synonyms of the key words.

Vocabulary

fluent: able to speak a language well
home school: to educate a child at home



Alex



May

Speaking 21st

- 5 Work in groups of four. Have a debate about the statement below. Discuss your ideas and note down your conclusion.

"Children are too stressed with school exams and other competitions. This is bad for them."

Speaking tip

In a debate, two or more people discuss a topic. They have different opinions and they try to convince each other of their opinion. To win a debate, you must have strong arguments and give examples. Also, it's important to listen to other speakers and respect their opinions, even if you disagree with them.

Here are some useful phrases for debate:

I think/believe that ...

In my opinion, ...

What do you think?

Do you agree?

Yes, but ...

You may be right, but ...

Lesson 10 A child prodigy

- If you could be the best at something, what would that be?

Reading

- 1 You're going to read an interview with the young artist Melanie Williams. First read the interviewer's questions and predict Melanie's answers. Then read and check your answers.

Interviewer: Melanie, you've been called 'USA's most talented artist', 'child prodigy' and 'best painter of the decade'. You're only 12 years old. How do you feel about all this?

Melanie: I'm really proud of it. I never thought about becoming a famous painter. I started painting when I was six because I liked it as a hobby. And I had my first exhibition at my dad's gallery for fun. I was more surprised than anyone when people were interested in buying my paintings.

Interviewer: Yes, you sold all 30 paintings of your first exhibition within an hour and you made \$60 000! Did you spend it all?

Melanie: Some of it. I bought paints and paintbrushes, and a new doll that I'd wanted for ages. I was too young to know what to do with the rest, so my parents put it in a bank. I'll use it to go to Art college one day.

Interviewer: You have to sell your paintings. Are you in charge of this company?

Melanie: No, I haven't got much time because I have to go to school. My parents look after the company for me. They're really organised and they know how to invest the money we make. We're thinking of buying a holiday house somewhere in Italy, maybe Florence, so that I can paint there during my summer holidays.

Interviewer: That sounds interesting. Are you enjoying your life as 'child prodigy'?

Melanie: I'm really happy and it's great to have so many opportunities open up for me. Right now, I'm working on the illustrations for *Alice's Diary*, a new novel by James Banks. He's my favourite author so I couldn't believe it when he emailed me about it!

- 2 Read the interview again. Are the statements true or false?

Melanie ...

- 1 didn't take her first exhibition seriously.
- 2 expected that she would sell her art.
- 3 is saving money for her future education.
- 4 isn't responsible for running her company.
- 5 would like to spend time painting abroad.
- 6 helped James Banks write his new book.

Language tip

Adjectives ending in *-ed* describe people's feelings, whereas adjectives ending in *-ing* describe what causes those feelings:

*I was more **surprised** than anyone ...
That sounds **interesting**.*

Vocabulary

- 3 Look at the underlined words and phrases in the interview and match them to the definitions.

- 1 for a long time
- 2 a period of ten years
- 3 an event at which paintings are shown to people
- 4 responsible for something
- 5 a place where paintings are shown to people
- 6 situations when you can do something that you want to do

- 4 Read the article again and find all the adjectives ending in *-ed* and *-ing*. Can you use them in sentences of your own?

Lesson 11 Tough competition

- Do you prefer working alone or in a team? Why?

Reading

- 1 Read the information on the website. Make brief notes (20 words) and explain what *Clever Teens* is.



What is the *Clever Teens* Competition?

Clever Teens is a competition for secondary students in the Middle East region. It is organised by the Science and Education Foundation every year. There are three main prizes: 5000 AED for third place, 8000 AED for second place and 10 000 AED for first place.

What categories are there?

Business: This category is about new business ideas for any type of industry. It could be a new car, a new piece of furniture or a new shampoo. Students must show they're creative and that they have thought about where to sell their product and who to sell it to.

Environment: Projects in this category must present a scientific solution to an environmental problem such as global warming, lack of water or ocean pollution. Students must present information, diagrams, photos and/or drawings of their design.

Writing: Students can write a short story or up to five poems in the genre of their choice. The judges will look for beautiful language, interesting characters and a strong storyline. Short stories should be up to 2000 words and poems should be up to five pages long.

Art: This category covers photography, film and painting. Students can present a set of photos or paintings, but they can also choose to make a short film or documentary.

How can I apply?

To participate, you must be 13–17 years old and you need to send in your application by the end of December. You can work on your project on your own or as a team. You will be asked to present your project the first week of June. This year, the event will be held in *Dubai Hotel*.

- 2 Answer the questions. Then read the information on the website again and check your answers.

- 1 How many categories are there in the *Clever Teens* competition? What are they?
- 2 What's the smallest prize and who gets it?
- 3 How long should a short story be in the Writing category?
- 4 In which category can students present a video?
- 5 When will the presentations take place?
- 6 When is the last day for applications?

Speaking ^{21st}

- 3 Do the following in pairs or small groups:
 - Choose one category from the *Clever Teens* competition.
 - Brainstorm ideas for the project you would present in *Clever Teens*.
 - Make brief notes about your project.
 - Present your project to the class.
- 4 Listen to your classmates' presentations and make notes in your notebook. Vote for the best idea.

Lessons 12–13 **We won first prize!**

- What would you do if you won first prize in *Clever Teens*?

Listening

- 1 You will hear a conversation between a girl called Dalal and her brother Ibrahim, who came third in the *Clever Teens* competition. Which category did they win a prize for? What did each of them do?

Language tip

Remember that we use the second conditional to describe imaginary situations. We form the second conditional like this:

if + Past Simple, would/could/might + infinitive

If they decided to do it, they would have help from the teachers.



- 2 Listen to the conversation again. Are the statements true or false?
 - 1 Ibrahim was confident that they would win a prize.
 - 2 Dalal agrees that the project that came first was the best.
 - 3 Ibrahim is keen on taking part in the competition again.
 - 4 Dalal is looking forward to showing their project in class.
 - 5 Dalal thinks that her classmates should also compete in *Clever Teens*.
 - 6 Ibrahim wouldn't mind helping others with their projects.

Speaking

- 3 Think about your answers to the questions below. Discuss in pairs.
 - 1 Who would you like to work with if you took part in *Clever Teens*?
 - 2 If you had a private jet, where would you travel to?
 - 3 If you could meet an important person from the past, who would you like to meet? What would you ask him/her?
 - 4 If you could speak another language, which would you choose?

Reading

- 4 You are going to read part of Ibrahim and Dalal's story, which won third prize. Look at one of Ibrahim's drawings below. What do you think the story will be about?



- 5 Read the story extract your teacher gives you, and answer the questions.

- 1 Where is the story set?
- 2 What information is there about Duha?
- 3 Why is Duha happy at the end of paragraph 1?
- 4 What do you think Duha wants to tell his brother?
- 5 How does Duha feel in paragraph 3?

Language tip

When we want to **report an order or command**, we use *told* + (not) infinitive:

He told him to wait until daylight.

Speaking

- 6 Work in pairs or small groups. Give a title to Ibrahim and Dalal's story. Then discuss how it might continue.

Lesson 14 Practise and prepare

Use of English

- 1 Choose the correct words to complete the text. In one case, both options are correct.

My family is special

I come from a very **talented/talent**¹ family. My father Rashid has many talents. When all the family get together, he sometimes plays the ney. He can also tell really good stories. My father's sister Noura is such a **create/creative**² cook that we think she **shouldn't/should**³ make a book with her recipes. Every time we go to her house, she prepares **amazed/amazing**⁴ dishes for us. They're all **so/such**⁵ delicious! She's my favourite aunt. My younger brother is called Omar.

We all think he's a genius. He's only six years old, but he's really good **at/in**⁶ Maths. Last year, he took part in a Maths competition and he won first **price/prize**⁷. He came first out of 100 children! What about me? Well, I get good **marks/skills**⁸ at school so I think I'm quite **intelligent/organised**⁹. My teachers say I should become **an author/a judge**¹⁰ one day because I write lovely essays and poems. I think I get that from my father! What about you? Who's special in your family and why?



Speaking

- 2 Work in pairs. Answer the question at the end of the text in Activity 1.

Writing

- 3 In your notebook, complete the sentences with your own ideas. Then compare in small groups.

- | | |
|---|--|
| 1 If I was better at ... | 4 I won't be able to relax unless ... |
| 2 You'll get higher marks if ... | 5 It would be such a shame if ... |
| 3 I'd like to make my parents proud so I must ... | 6 I don't want to get stressed so I should ... |

Lesson 15 Review

Vocabulary

- 1 Match the words from the box to their definitions. Choose three words and use them in sentences.

cautious invest genius sympathetic
logical quick-tempered inspire arrogant

- 1 someone who is practical and thinks in a reasonable way
- 2 someone who is careful and thinks carefully before making decisions or acting
- 3 make someone feel they can do something
- 4 unusually intelligent or gifted person
- 5 someone who thinks they are better than other people
- 6 someone who gets angry/upset easily
- 7 someone who understands other people's problems and cares about them
- 8 put money in something to make more money

- 2 Complete the sentences with the missing words.

- 1 I'm so proud _____ you, Sultan! You always try so hard to get good marks.
- 2 Asma always looks worried. What is she stressed _____ now?
- 3 It's OK if children are more interested _____ playing games than doing homework.
- 4 Jamila has so many skills. _____ example, she can write beautiful poems and she can make clothes.
- 5 First _____ all, you must complete your application and send it to the following address.
- 6 My phone isn't working again. I'll ask Khaled to look at it. He's so good _____ fixing phones and computers.

Use of English

- 3 Rewrite each sentence using the word in brackets without changing it. You will need three words in each gap.
- 1 You won't get enough rest if you don't go to bed early. (*unless*)
You won't get enough rest _____ to bed early.
 - 2 Mansour is great at playing basketball! (*such*)
Mansour is _____ basketball player.
 - 3 I find wildlife documentaries boring. (*interested*)
I'm _____ wildlife documentaries.
 - 4 Asking questions during the exam isn't allowed. (*mustn't*)
You _____ during the exam.
 - 5 "Don't use my computer, please," Maitha told me. (*to*)
Maitha asked me _____ her computer.
 - 6 I'd like to travel to India, but it's too expensive. (*if*)
_____ too expensive, I'd travel to India.

Speaking

- 4 Work in small groups. Take turns to choose one of the words. What do you think about when you hear this word? Compare your ideas.

- prize
- competition
- exams
- talented
- marks
- creative
- desert

Lessons 16–17 Project: A winning app

Preparation

- 1 You are going to design an app for a competition. Read the information opposite about the *App Challenge* competition and identify the important facts.
- 2 Read one of the ideas that was sent to the *App Challenge* competition. Would you use this app? If so, why? If not, why not?

Problem

High school students have a very busy schedule! Especially when they have projects to work on and exams to revise for. Sometimes, it's hard to be organised. "Where shall I start?" a lot of students think. Should they first study for the Maths exam? Or maybe work on their History project? It's tough work!

Our App

TeenOrganiser is just the app for this. First of all, it asks you to save important dates. For example, the date of a test or an exam, or the date when you have to hand in a project. Then, it asks you to highlight the dates that are really important. For instance, your Biology project might be more important or difficult for you than your English test. After that, *TeenOrganiser* comes up with a plan for you. It tells you when to do each task and how much time to spend on it. Thanks to *TeenOrganiser* you don't get stressed and everything's in control.

- 3 Work in pairs or small groups. Think of a problem and an app for it. Look at the *App Challenge* information again, and prepare your presentation.

APP CHALLENGE

Are you 12–18 years old and can't imagine your life without apps? Have you got an idea for a useful app? Then the *App Challenge* is looking for you! Keep reading!

The competition

The *App Challenge* is a competition for high school students who would like to develop a new app. Here's what you need to do to participate:

- 1 Find a problem and write a short paragraph about it (80 words max).
- 3 Think of an app that would solve this problem and explain how it works (150 words max).
- 4 Present a poster with what your app would look like.
- 5 Send your idea to us by 10th November and wait to hear from us!

Results

Winners will be announced on 10th December. Prizes include money awards, mobile phones, tablets and IT courses.

- 4 Practise for the presentation that you are going to give to your class, following the order described below.

Project: Idea for an app

- 1 Introduce yourself to your classmates and explain why mobile phone apps are useful/important to you.
- 2 Present the problem to your classmates.
- 3 Show your poster in class and describe your app and how it works. Encourage your classmates to ask you any questions.

Speaking tip

To convince your audience about a new idea, try to sound enthusiastic about it. Speak in an excited tone and stress important words. Pause to make sure your audience is paying attention.

Presentation 21st

- 5 Give a presentation about your app to the class, and listen carefully to the presentations of others.
- 6 While you listen to the presentations of your classmates, make notes in your notebook using the headings below.

Name of app:
Problem:
How it works:
Like? Why? / Why not?:
Questions:

- 7 When the presentations are over, compare your notes in your pairs/groups. Which do you vote as 'best app'?
- 8 Think about the presentations of your classmates. Who convinced you the most? Why? Make recommendations for improvement. Use the following language:

We really liked ...

We think that you should ...

It would be better if you ...

Try to ...

Think about ...





LITERATURE

The Jungle Book

by Rudyard Kipling

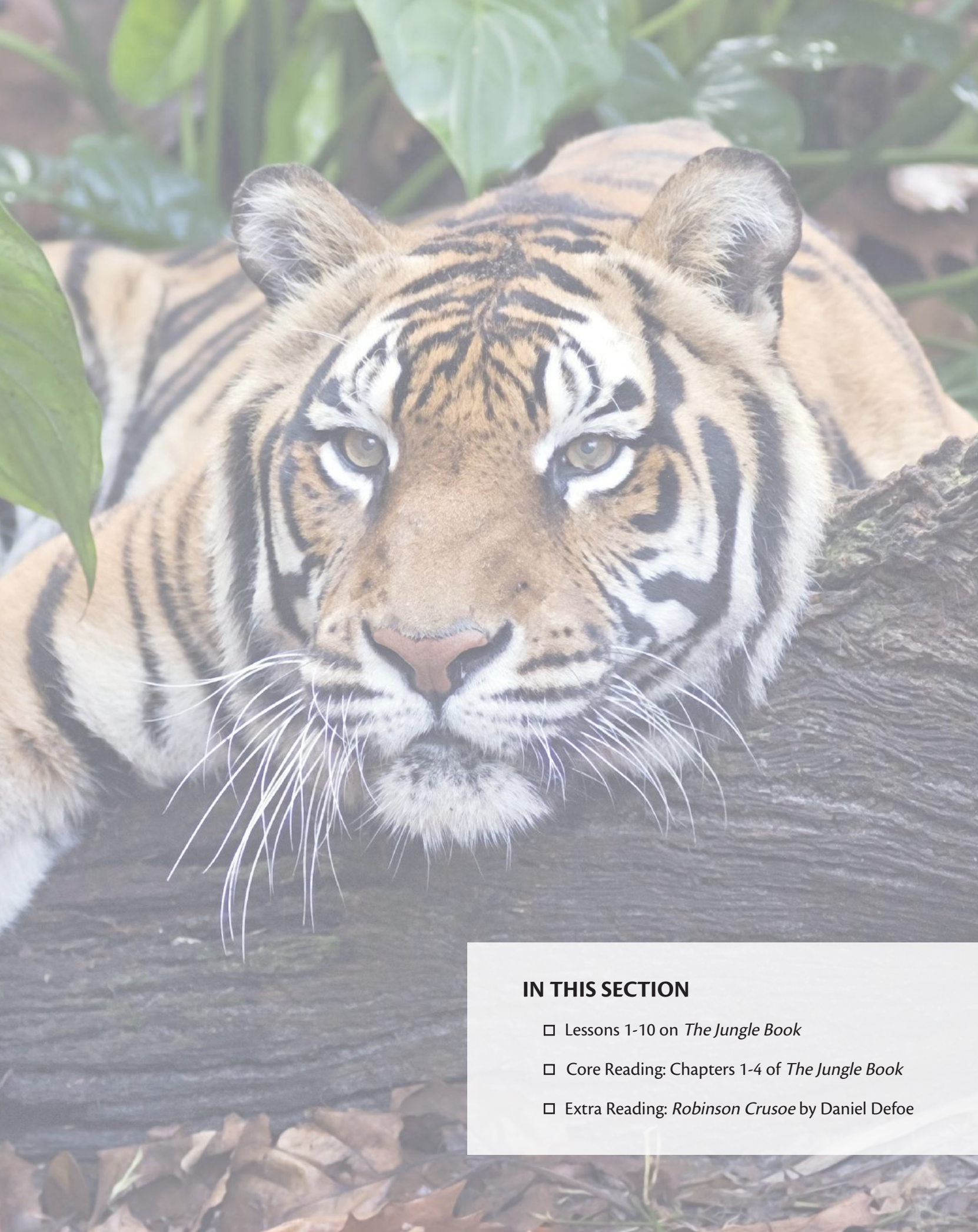
LEARNING OBJECTIVES:

READING

- ☐ To read and identify specific information.
- ☐ To read and identify the relationships between characters.
- ☐ To read and identify how language is used to show thematic styles.
- ☐ To read and identify the importance of laws and rules in a society.
- ☐ To read and identify mood and tone.

LITERATURE

- ☐ To explore genre, setting and narration style.
- ☐ To explore how literary techniques are used to build a story.
- ☐ To explore the themes of loyalty, family and friendship.
- ☐ To explore the theme of law.
- ☐ To explore how tone and mood are used in a story.



IN THIS SECTION

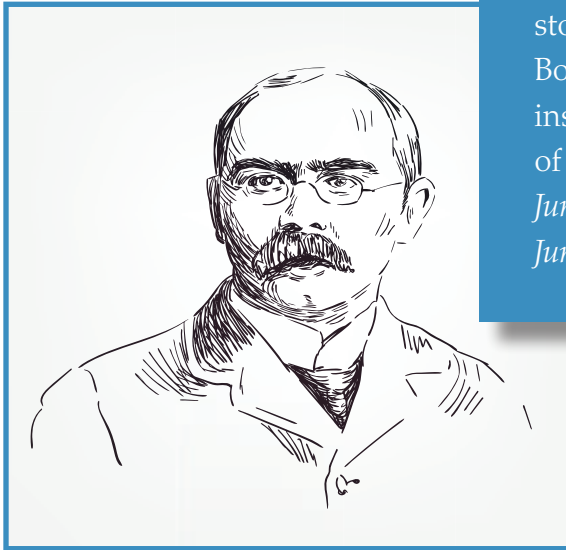
- ❑ Lessons 1-10 on *The Jungle Book*
- ❑ Core Reading: Chapters 1-4 of *The Jungle Book*
- ❑ Extra Reading: *Robinson Crusoe* by Daniel Defoe

Lessons 1–2 **Genre, Setting and Narration style in *The Jungle Book***

- To read and identify specific information about the author of *The Jungle Book*.
- To explore genre, setting and narration style in *The Jungle Book*.

Reading

- 1 Read the short biography about the author of *The Jungle Book*.



Rudyard Kipling was an English journalist, short-story writer, poet and *novelist*. He was born in Bombay, India on 30th December 1865. He became inspired to write children's books after the birth of his first child, Josephine. He began writing *The Jungle Book* in 1892, it was published in 1894. *The Jungle Book* is inspired by Kipling's time in India.

Speaking

- 2 Look at the images below. In groups, discuss what you think the story is about and answer questions.



- 1 What does *adventure* mean?
- 2 Where can you find jungles? Name some countries.
- 3 Have you ever been to a jungle?

- 3 In your groups, discuss and complete the spider diagram of the animals that can be found in a jungle.



Reading tip

When we are looking for specific information, we scan the text quickly to find key words

Reading

- 4 Using the biography and images, complete the sentences.

- 1 _____ wrote *The Jungle Book*.
- 2 *The Jungle Book* is set in _____.
- 3 It was written in _____.
- 4 The genre of the story is _____.

Speaking

- 5 Read the extract from Chapter 1 and discuss the questions with a partner.

It was seven o'clock on a very warm evening in the Seenee Hills when Father Wolf woke up from his day rest. Mother Wolf was laying with her crying **cubs**. The moon shone into the cave where they all lived.

5 "Augrh!" said Father Wolf. "It is time to hunt again." He was going to hunt down the hill when a little shadow with a **bushy** tail appeared and whined, "Good luck."

Focus

The **narrator** is the person who tells the story. There are three types of narration styles. First person is the point of view of a character in the story, they will use pronouns such as 'I', 'me' or 'my'. Second person will use pronouns such as 'you' or 'yours' and third person is when the narrator knows the feeling of more than one character in the story, and they will use pronouns such as 'he', 'she', 'they' or 'it'.

- 1 What type of narration style is being used?
 - 2 How do you know?
- 6 Complete the spider diagram by adding the key elements of the third person narration style.



Lessons 3–4 **Plot Elements and Character Relationships in *The Jungle Book***

- Prior reading: Chapter 1
- To read and identify the relationships between characters.
- To explore how literary techniques are used to build a story.



Speaking

1 In your groups, discuss Shere Khan's character. Use the questions below to help focus the discussion.

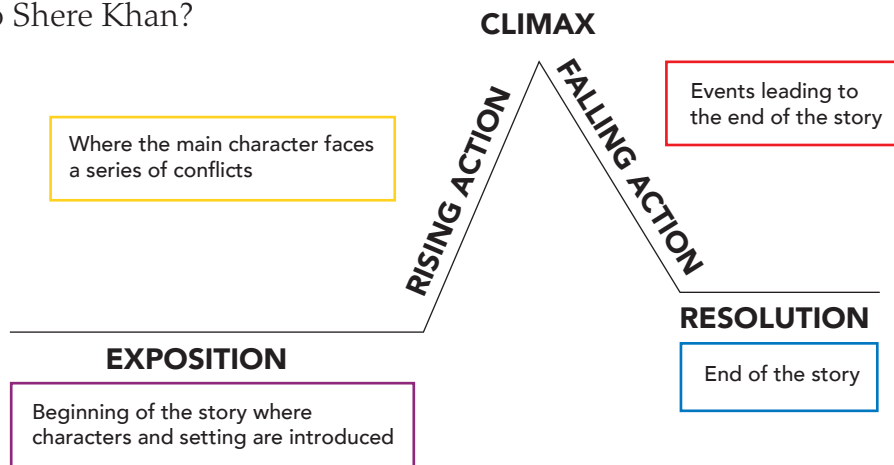
- 1 Do you like Shere Khan? Why or why not?
- 2 Do you think he is a good character in the story? Explain your reasons.
- 3 What do you think will happen to Shere Khan?

Focus

When an author writes a story, they set the scene by introducing characters, settings and make hints at a **conflict** that will happen in the story, this is called **exposition**.

PLOT DIAGRAM

The most exciting part of the story; when we learn the outcome



2 Using a dictionary or what you know, write the definition of **conflict**.

Reading

3 Read the two extracts and answer the questions in groups.

- 1 Which two characters are introduced in the extracts?
- 2 How does Father Wolf feel about Shere Khan? How do you know?

Reading tip

When we *infer meaning*, we analyse the information in the text for clues and draw conclusions.

- 3 How does Shere Khan react to Father Wolf when he tells him “The man’s cub is ours” in line 6?
- 4 As used in line 9 “thunder” means
- a a loud noise.
 - b weather.
 - c a season.
- 5 How does the author make hints of **conflict**?

5 “A man’s **cub** came this way,” said Shere Khan. “Its parents have run away. Give it to me.” Father Wolf knew Shere Khan was too big to come into the cave. “The man’s cub is ours to kill if we choose.” The tiger’s roar filled the cave with thunder.

5 Shere Khan was the tiger who lived near the Waingunga River, twenty miles away. “He has no right!” Father Wolf began angrily. “By the Law of the Jungle he has no right to change where he hunts without any warning. He will scare all the animals within ten miles and I have to kill for two, these days.” Father Wolf listened, and below in the valley he heard the angry, singsong **whine** of a tiger who has caught nothing and does not care if all the jungle knows it.

10 “The fool!” said Father Wolf. “To begin a night’s work of hunting with that noise!”

- 4 Work together in groups and underline the main action from the points of view of Shere Khan and Father Wolf in Chapter 1.
- 5 Choose one character, either Father Wolf or Shere Khan, and complete the graphic organiser to note down the main points of action.

Character:

Main idea:

Circle the 3 most important words in the main idea, and write them in the space

Important details of Chapter 1

Beginning:

Middle:

End:

Writing

- 6 Imagine you are Shere Khan or Father Wolf in *The Jungle Book*. Write a summary of the events you experience in Chapter 1. Use your graphic organiser to help you.

Lessons 5–6 **Loyalty, Family and Friendship in *The Jungle Book***

- Prior reading: Chapter 2
- To read and identify how language is used to show thematic styles in a story.
- To explore how loyalty, family and friendship are presented in *The Jungle Book*.

Speaking

- 1 In groups, discuss your feelings about the characters you have met so far in the story. Think about:
 - Who is your favourite? Why?
 - Who do you least like? Why?

Speaking tip

When we talk about our feelings and opinions, we use phrases such as:

I think...

In my opinion...

I believe...

When we give reasons for our opinions, we use words such as:

because...

as...

Reading

- 2 Read the extracts and answer the questions.
 - 1 In line 4-5, “speak up for him” means
 - a protect him.
 - b support him.
 - c talk for him.
 - 2 In line 7-8, what is meant by “she knew would be her last fight, if it came to it.”?
 - 3 Which two characters support Mowgli to stay with the Wolf-Pack?
 - 4 How do they show their support?
 - 5 What makes these characters *unique*?

Reading tip

Use clues like words and pictures to help you understand what the author means when it is not clear to you.

Now, the Law of the Jungle says that if there is any disagreement for a cub to be accepted by the Pack, two members of the pack who are not the cub’s Mother or Father must speak up for him. “Who speaks for this cub?” said Akela. There was no answer and Mother Wolf got ready for what she knew would be her last fight, if it came to it. Baloo, the sleepy brown bear who teaches the wolf cubs the Law of the Jungle, got up and mumbled. “I speak for the man’s cub. Let him run with the Pack, and be joined with the others. I will teach him myself.”

A black shadow dropped down into the circle. It was Bagheera the Black Panther. “Akela, The Law of the Jungle says that the life of a cub can be bought at a price. And the Law does not say who must pay that price. Am I right? “To kill a cub is **dishonour** and Baloo has spoken on his behalf,” said Bagheera. “So, I will pay for his life with a bull I have killed.”

- 3 Using a dictionary, find the definition of *loyalty* and re-write in your own words.

- 4 How are Baloo and Bagheera described? Underline their descriptions in the extracts. Do you think they are protagonists or antagonists? Why?

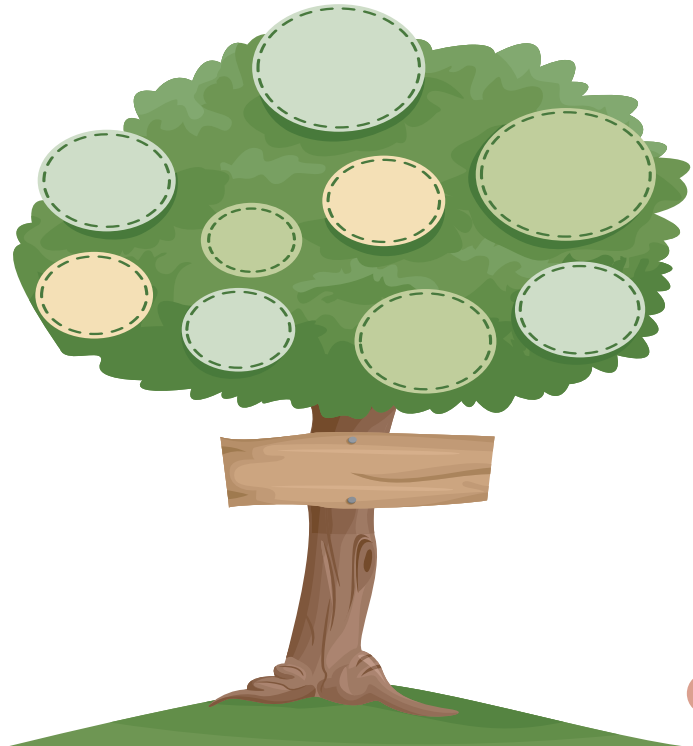
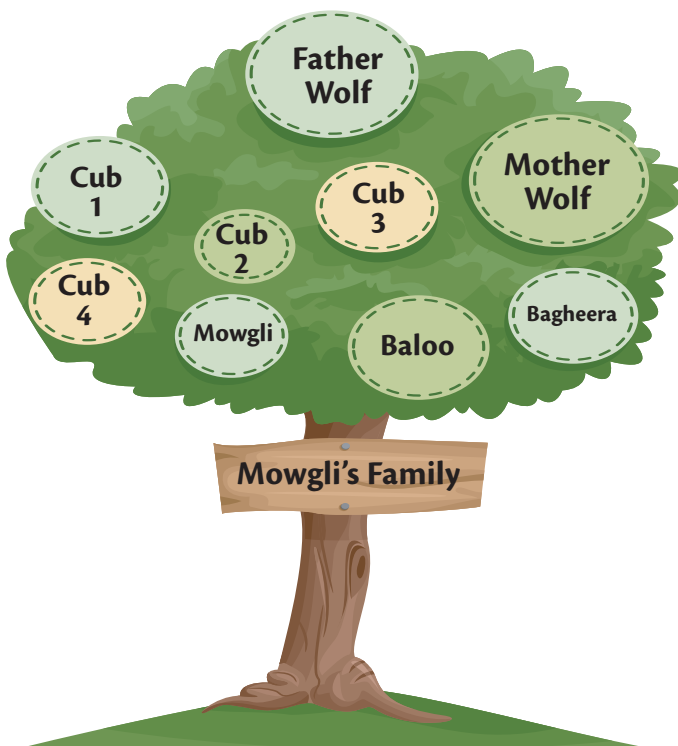
Writing

- 5 Look at the pictures of the characters below, name them from the descriptions you have read about them.

Shere Khan Baloo Tabagui Akeela Mowgli Bagheera



- 6 Look at Mowgli's family tree. Complete your own family tree, add spaces for more names if you need to.



Lessons 7–8 **The importance of Laws and Rules in *The Jungle Book***

- Prior reading: Chapter 3
- To read and identify the importance of laws and rules in a society.
- To explore how the theme of law is presented in *The Jungle Book*.



Writing

- 1** Look at the words in the word cloud. Do you know any of them? Write the definitions of the following words.

- 1 law _____
- 2 rules _____
- 3 justice _____
- 4 crime _____
- 5 society _____

Speaking

- 2** In groups, look at the title “Learning the Laws of the Jungle.” Discuss the following questions.

- 1 Why is it important to have laws and rules?
- 2 What happens if laws and rules are not followed?
- 3 How could this **impact** a society?

Reading

- 3** Look at the extracts on the next page, they are from Chapters 1-3, highlight them in the text. Then, answer the questions.
- 1** Which character says Law number 1, and who are they talking about?

Reading tip

We can *scan* through text to identify key words, phrases and sentences quickly. We do not need to read every word.

- 2 What is meant by “forbids” in Law number 2?
- 3 Why is Law number 3 important in the jungle?
- 4 What does rule number 4 tell us about **responsibility**?
- 5 What is meant by “price” in Law number 5?

“By the Law of the Jungle he has no right to change where he hunts without any warning.”

Focus

It is important that rules are followed both in the jungle and in society. By following rules, we can protect everyone’s safety and create an environment that is **fair, equal** and safe. If rules are broken, then there are **consequences**.

The Law of the Jungle, **forbids** every beast from eating Man. The only exception is when he is killing to teach his children how to kill.

The Law of the Jungle says that once a cub is old enough to stand on his feet, he must be shown to the Pack council.

...the Law of the Jungle says that if there is any disagreement for a cub to be accepted by the Pack, two members of the pack who are not the cubs Mother or Father must speak up for him.

Speaking

- 4 In groups, discuss what could happen if rules are broken in society. Add your ideas to the spider diagram.



“The Law of the Jungle says that the life of a cub can be bought at a price. And the Law does not say who must pay that price.”

Writing

- 5 In groups, create a poster with class rules that you will use in the classroom.



Speaking

- 6 Present your poster to the class.

Speaking tip

Before we give a presentation, we should organise what everyone will say. Then, when we give a presentation, we need to make sure we are facing the audience, and our voices are loud and clear for everyone to hear.

Lessons 9–10 **Tone and Mood in *The Jungle Book***

- Prior reading: Chapter 4 Part 1
- To read and identify mood and tone in *The Jungle Book*.
- To explore how tone and mood are used in a story.



Speaking

1 In groups discuss what has happened so far in the story. Use the following questions to help you:

- 1 What characters have you met so far?
- 2 Who are Mowgli's friends? Who are his enemies?
- 3 What has been the most interesting chapter? Why?

Focus

Mood is the feeling you get when you read a story. This can be happiness, sadness, anger or excitement. Setting can help understand the mood. You can think of mood as the **atmosphere** in the story.

Tone is the author's **attitude** towards a subject. You can understand tone by looking at the words and phrases the author uses.

Reading tip

When we want to understand the mood and tone in a text, we can look for key words to help us, for example, adjectives like *cold* and *big* or verbs like *shouting* and *running*.

Reading

2 Read each of the following extracts and answer the questions.

- 1 How does it make you feel?
- 2 Underline the adjectives and verbs used.
- 3 Do the mood and tone change?

It was seven o'clock of a very warm evening in the Seonee hills.

But he had a voice as soft as wild honey dripping from a tree.

Jumping and crashing and whooping and yelling.

They found him stretched out in the afternoon sun. He was admiring his beautiful new coat.

Cold Lairs was an old **deserted** city, lost and **buried** in the jungle

Writing

3 Complete the time line by filling in the gaps

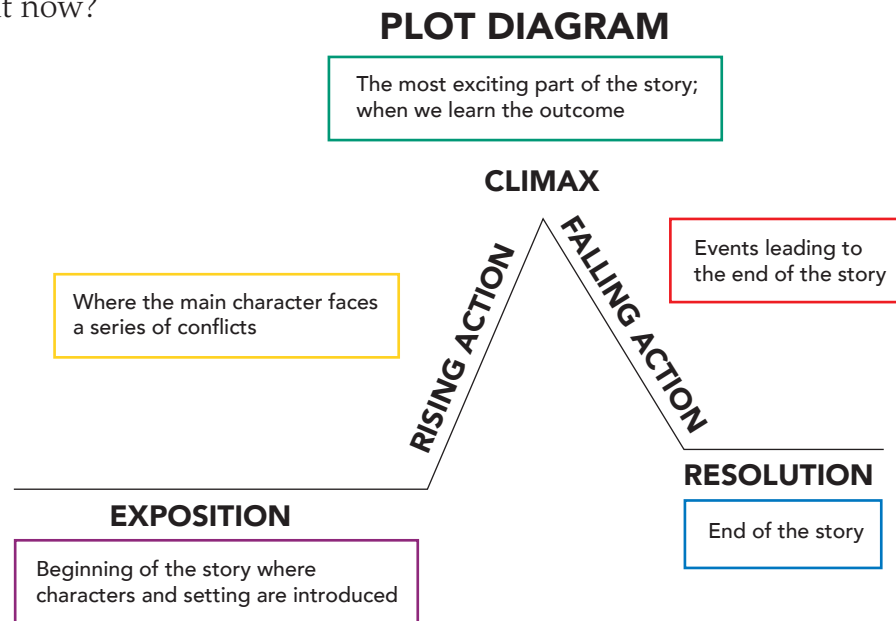
- 1 ____ find Mowgli.
- 2 ____ wants Mowgli for himself.
- 3 Mowgli is taken to the ____.
- 4 ____ and ____ support him to join the Wolf Pack. He is accepted in.
- 5 Bagheera and Baloo teach Mowgli the ____.
- 6 ____ plan on taking Mowgli away.
- 7 Monkey people take Mowgli to ____.
- 8 _____.

Speaking

4 In groups, discuss what you think will happen next. Write your ideas in the blank space on the timeline.

5 Look at the Plot Diagram. In groups discuss the questions:

- 1 What part is the story at now?
- 2 How do you know?



Writing

6 Using the plot diagram and words from the box, choose one word to describe the mood of each part of the timeline and write in the box.

scary loving exciting lonely fun *scheming* serious

--	--	--	--	--	--	--

Chapter 1 Mowgli Joins the Wolf Pack

It was seven o'clock of a very warm evening in the Seeonee Hills when Father Wolf woke up from his day's rest. Mother Wolf was laying with her crying **cubs**. The moon shone into the cave where they all lived. "Augrh!" said Father Wolf. "It is time to hunt again." He was going to hunt down the hill when a little shadow with a **bushy** tail whined: "Good luck."

- 5 It was the **jackal** — Tabaqui. The wolves of India do not like Tabaqui because he runs about making **mischief**, and telling tales, and eating rags and pieces of leather from the village rubbish. But they are afraid of him too, because Tabaqui has a bad temper and is not scared of anyone.

"Shere Khan, the Big One, will hunt here on the hills for the next moon," said Tabaqui.

Shere Khan was the tiger who lived near the Waingunga River, twenty miles away.

- 10 "He has no right!" Father Wolf began angrily. "By the Law of the Jungle, he has no right to change where he hunts without any warning. He will scare all the animals within ten miles and these days I have to kill for two."

Father Wolf listened, and below in the valley he heard the angry, singsong **whine** of a tiger who has caught nothing and does not care if all the jungle knows it.

- 15 "The fool!" said Father Wolf. "To begin a night's work of hunting with that noise!"

"He is not hunting deer," said Mother Wolf. "He is hunting Man."

The whine had changed to a sort of **humming** purr. It was the kind of noise that confuses

Vocabulary

cubs: a young animal, such as a lion, bear or wolf

bushy: hair or fur that is very thick

jackal: a wild animal like a dog that eats dead animals

mischief: children's bad behaviour which

does not cause serious harm or damage

whine: a long, high, sad sound

humming: a sound that is continuous and low

forbid: to tell someone they are not allowed to do something

woodcutters who sleep in the open, and makes them run into the mouth of the tiger.

20 “Man!” said Father Wolf, showing all his white teeth. “Are there not enough beetles and frogs in the waters that he must eat Man, and on our ground too!”

The Law of the Jungle, **forbids** every beast from eating Man. The only exception is when he is killing to teach his children how to kill. But still, he must hunt outside the hunting grounds of his pack or tribe.

25 The purr grew louder. “Aaarh!” Then there was a **howl** from Shere Khan. “He has missed,” said Mother Wolf.

Father Wolf ran out and heard Shere Khan talking to himself angrily as he fell into the bush.

“The fool has jumped at a woodcutter’s campfire, and has burned his feet,” said Father Wolf. “Tabaqui is with him.”

“Something is coming,” said Mother Wolf, **twitching** one ear. “Get ready.”

30 The bushes rustled a little. “Man!” he said. “A man’s cub. Look!”

In front of him, holding onto a low branch, stood a brown baby who could just about walk. He looked up into Father Wolf’s face, and laughed.

“Is that a man’s cub?” said Mother Wolf. “I have never seen one. Bring it here.”

35 Father Wolf’s jaws closed right on the child’s back. He was gentle and not even a tooth scratched the baby’s skin. He laid the boy down with the cubs.

“How little!” said Mother Wolf softly. The baby was pushing his way between the cubs to get warm.

“I could kill him with a touch of my foot. But see, he looks up and is not afraid,” said Father Wolf.

A shadow came over the cave. “My Lord, My Lord, it went in here!” said Tabaqui, following behind Shere Khan.

40 “What do you want Shere Khan?” said Father Wolf, but his eyes were very angry.

“A man’s cub came this way,” said Shere Khan. “Its parents have run away. Give it to me.”

Father Wolf knew Shere Khan was too big to come into the cave. “The man’s cub is ours to kill if we

Vocabulary

howl: a loud sound made by an animal to express pain, sadness or a strong emotion

twitching: to make a small movement with a part of the body, generally without doing so

on purpose

blazing: bright, powerful and impressive

choose.”

The tiger’s roar filled the cave with thunder. Mother Wolf stood up quickly and jumped forward.
45 Her eyes were like two green moons in the darkness, facing the **blazing** eyes of Shere Khan.

“The man’s cub is mine. He will not be killed. He will live, run and hunt with the Pack! Now go away!” said Mother wolf angrily.

Father Wolf looked on amazed. Shere Khan might have faced Father Wolf, but he could not stand up against Mother Wolf. He knew that she would fight to the death. So, he backed out of the cave
50 growling. When he was out he shouted:

“In the end, the cub will be mine!”

Mother Wolf threw herself down **panting** next to the cubs. Father Wolf said to her in a serious voice “The cub must be shown to the Pack. Will you keep him, Mother?”

“Yes! I will keep him. Lie still, little frog. I will call him Mowgli. The time will come when you will
55 hunt Shere Khan.”

“But what will our Pack say?” said Father Wolf.

The Law of the Jungle says that that once a cub is old enough to stand on his feet, he must be shown to the Pack council. After that inspection, the cubs are free to run where they please.

Vocabulary

panting: to breathe quickly and loudly through your mouth, generally because you are out of breath

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 1.

- ___ Mother Wolf and Father Wolf decide to keep the man-cub and name him Mowgli.
- ___ Shere Khan threatens Mother Wolf and Father Wolf that Mowgli will be his one day.
- ___ Father Wolf and Tabaqui discuss Shere Khan's plans to hunt and Father Wolf gets angry.
- ___ Father Wolf finds Mowgli in a bush holding onto a branch.
- ___ Shere Khan burns his feet in a fire and cries.
- ___ Father Wolf wakes up to go hunting when he sees Tabaqui.
- ___ Shere Khan comes to Father Wolf and Mother Wolf's cave to see and take Mowgli.

2 Write the three Laws of the Jungle presented in Chapter 1.

3 Write the names of the characters in the order they are introduced in Chapter 1.

4 Where is the action taking place in Chapter 1? Underline in the text.

Chapter 2

The Pack Council

Father Wolf waited until his cubs could run a little, and then on the night of the Pack meeting he took them and Mowgli and Mother Wolf to the Council Rock. The Council Rock is a hilltop covered with stones and rocks. There is enough space for a hundred wolves to hide. Akela, the great gray **Lone** Wolf, who led all the Pack by strength and intelligence, was laying down on his rock, and
5 below him sat forty or more wolves of every size and colour.

At last, Father Wolf pushed Mowgli, into the center. He sat there laughing and playing with some pebbles that **glistened** in the moonlight.

Akela didn't raise his head from his **paws**. "Well, look here!" A roar came up from behind the rocks. It was the voice of Shere Khan crying: "The cub is mine. Give him to me."

10 Now, the Law of the Jungle says that if there is any disagreement for a cub to be accepted by the Pack, two members of the pack who are not the cubs' Mother or Father must speak up for him.

"Who speaks for this cub?" said Akela. There was no answer and Mother Wolf got ready for what she knew would be her last fight, if it came to it.

Baloo, the sleepy brown bear who teaches the wolf cubs the Law of the Jungle, got up and
15 mumbled. "I speak for the man's cub. Let him run with the Pack, and be joined with the others. I will teach him myself."

"We need another member," said Akela. Who speaks besides Baloo?"

A black shadow dropped down into the circle. It was Bagheera the Black Panther. Everybody knew Bagheera, and nobody wanted to cross his path, for he was as clever as Tabaqui, knew how to get
20 what he wanted, as brave as the wild buffalo, and as careless as a wounded elephant. But he had a voice as soft as wild honey dripping from a tree.

"Akela, The Law of the Jungle says that the life of a cub can be bought at a price. And the Law does not say who must pay that price. Am I right?"

Vocabulary

lone: solitary; alone

glisten: to shine by reflecting light

paws: the foot of an animal that has claws or nails, such as a wolf, bear or tiger

“Good! Good!” said the young wolves, who are always hungry. “Listen to Bagheera. The cub can be
25 bought for a price. It is the Law.”

“To kill a cub is **dishonour** and Baloo has spoken on his behalf,” said Bagheera. “So, I will pay for his life with a bull I have killed.”

There was a cry of voices, saying: “What harm can a boy do us? Let him run with the Pack. Where is the bull, Bagheera? Let him be accepted.”

30 Mowgli was still interested in the pebbles, and he did not notice when the wolves came and looked at him one by one.

At last they all went down the hill. Only Akela, Bagheera, Baloo, and Mowgli’s own wolves were left. Shere Khan roared through the night, he was very angry that Mowgli had not been given to him.

35 “Men and their cubs are very **wise**. He may help us,” said Akela.

“He could truly be a help in time of need. No one can hope to lead the Pack forever,” said Bagheera.

Akela said nothing. He was thinking of the time that comes to every leader of every pack when he is no longer strong enough and is killed and replaced by a new leader.

“Take him away,” he said to Father Wolf, “and train him as one of us.”

40 And that is how Mowgli joined the Seeonee Wolf Pack for the price of a bull and on Baloo’s good word.

Vocabulary

dishonour: a feeling of embarrassment or loss of people’s respect

wise: having or showing the ability to make good judgments, based on life experiences

Check your Understanding

1 Which new characters are we introduced to in Chapter 2?

2 Put the sentences in the correct order to make a summary of Chapter 2.

- ___ Bagheera says he will pay for Mowgli to join the Wolf pack with a bull.
- ___ Mowgli is accepted in the Wolf Pack.
- ___ Mowgli is taken to the Council Rock and shown to the Wolf pack.
- ___ Baloo says he will teach Mowgli along with the other cubs the Laws of the Jungle.
- ___ Shere Khan tells the Wolf Pack that Mowgli belongs to him.

3 Write the two Laws of the Jungle presented in Chapter 2.

4 What is the name of the Wolf Pack Mowgli joins?

Chapter 3

Learning Laws of the Jungle

During the next eleven years, Baloo taught Mowgli all the Laws of the Jungle. He was a very fast learner, and as a man-cub, he had to learn more than his wolf brothers. Sometimes Bagheera, the Black Panther would come to see Mowgli **recite** the day's lesson to Baloo. Mowgli learned how to climb a tree, swim through the lakes and run through the jungle. He learned about the Wood and

5 Water Laws: how to tell the difference between a good branch and a **rotten** one; how to speak politely to the wild bees; what to say to Mang the bat when he disturbed him in the branches at midday; and how to warn the water-snakes in the pools before he splashed into them.

None of the Jungle-People liked being disturbed, and were always ready to attack an **intruder**. Mowgli was taught the Strangers' Hunting Call; this call was for when the Jungle-People would

10 hunt outside of their grounds. Mowgli would repeat "Give me permission to hunt here because I am hungry." Until he got the answer "Hunt then for food, but not for pleasure."

Mowgli had to learn a lot of things by heart, and he got very tired of saying the same thing over a hundred times. But, as Baloo said to Bagheera, one day when Mowgli had run off in anger, "A man's cub is a man's cub, and he must learn all the Law of the Jungle."

15 "But he is small," said the Black Panther, who would have **spoiled** Mowgli if he had his own way. "How can his little head remember all of this?"

"Is there anything in the jungle that is too little to be killed? No. That is why I teach him these things, and that is why I hit him, very softly, when he forgets."

"Softly! What do you know of softness," Bagheera **grunted**. "His face is **bruised** today by this

20 'softness'."

"It is better that he is bruised by me, someone who loves him, than to be harmed by someone who does not understand him," Baloo answered.

"I am now teaching him the Master Words of the Jungle. These words will protect him from the birds and the Snake People, and all the animals who have four feet. He is protected now, but only if

Vocabulary

recite: to repeat a piece of writing aloud from memory for an audience

rotten: decayed

intruder: someone who enters a place without permission or where they are not wanted

spoiled: a child who is allowed to do or have anything that it wants

grunt: to make a short, low sound, usually because of anger or pain

bruised: having dark marks on the skin from being hit

25 he can remember the words from all the jungle. Is not that worth a little beating?"

"What are the words he must remember? I can help him" said Bagheera as he stretched out one paw.

"I will call Mowgli and he will say them to you, if he comes. Come, Little Brother!"

30 "My head is ringing like a bee tree," said an angry little voice above their heads. Mowgli slid down a tree trunk, "I come for Bagheera and not for fat old Baloo!"

"Tell Bagheera, then, the Words of the Jungle that I have taught you today," said Baloo.

"Master Words for which people?" said Mowgli, happy to show off. "The jungle has many languages and I know them all."

35 "You know a little, but not much. See, Bagheera, they never thank their teacher. Not one small wolfling has ever come back to thank old Baloo for his teachings. Say the word for the Hunting-People then, great teacher," said Baloo.

"We be of one blood, you and I," said Mowgli.

"Good. Now for the birds."

Mowgli repeated the same words but this time with the birds whistle at the end of the sentence.

40 "Now for the Snake-People," said Bagheera.

The answer was a long hiss. Mowgli kicked up his feet and clapped his hands. He jumped on to Bagheera's back, making bad faces at Baloo.

Baloo congratulated Mowgli for what he had learned. He began to tell Bagheera how he had asked for the Master Words from Hathi the Wild Elephant, who knows about all these things. How Hathi
45 had taken Mowgli down to a pool to get the Snake Word from a water-snake, because Baloo could not say it properly, and how Mowgli was now safe against all accidents in the jungle. Neither snake, bird, or beast would hurt him now.

"There is no one to fear," Baloo said touching his big furry stomach with pride.

50 "Except his own tribe," said Bagheera, under his breath. Then Mowgli said aloud, "I will have a tribe of my own, and lead them through the jungle all day long, and throw branches and dirt at old Baloo," Mowgli went on.

"Whoof!" Baloo's big paw picked Mowgli off Bagheera's back, and as the boy lay between the big paws he could see the Bear was angry.

"Mowgli," said Baloo, "Have you been talking with the Monkey People?"

55 Mowgli looked at Bagheera to see if the Panther was angry too, and Bagheera's eyes were as hard as green stones.

"When Baloo hurt my head," said Mowgli (he was still on his back), "I went away, and the gray apes came down from the trees and had **pity** on me. No one else cared." He snuffled a little.

"The pity of the Monkey People!" Baloo snorted.

60 "And then, they gave me nuts and nice things to eat. They carried me in their arms up to the top of the trees and said I was their blood brother except that I had no tail, and that I should be their leader someday."

"They have no leader," said Bagheera. "They lie. They have always lied."

65 "They were very kind and told me to come again. Why have I never been taken to the Monkey People? They stand on their feet just like me. They do not hit me with their hard paws. They just play all day."

"Listen, Man-Cub," said the Bear, and his voice rumbled like thunder on a hot night. "I have taught you all the Law of the Jungle for all the people of the jungle, except the Monkey-People who live in the trees. They have no law. They are **outcasts**. They have no language of their own, but use the
70 stolen words which they hear when they are waiting above in the branches. Their way is not our way. They are without leaders. They have no memory. We have nothing to do with them. We do not drink where the monkeys drink; we do not go where the monkeys go; we do not hunt where they hunt; we do not die where they die. Have you ever heard of me speak about them?"

"No," said Mowgli in a whisper, the forest was very still now that Baloo had finished.

75 "The Monkey-People are forbidden," said Baloo, "forbidden to the Jungle-People. Remember that!"

"Forbidden," said Bagheera,

Nuts and branches were thrown at them by the Monkey-People. They walked away, taking Mowgli with them. What Baloo had said about the monkeys was true. They were always going to have a leader, and laws of their own. But they never did, because they had bad memories and couldn't

Vocabulary

pity: a feeling of sympathy for someone else's unhappiness

outcast: a person who has no place in their society or in a particular group

80 remember their ideas. None of the other animals would take notice of them, and that was why they were so pleased when Mowgli came to play with them and they heard how angry Baloo was.

One of them came up with an idea, and he told all the others that Mowgli would be a useful person to keep in the tribe. He could do things that animals could not, like weave sticks together for protection from the wind. If they caught him, they could make him teach them.

85 The Monkey-People thought it was a brilliant idea. This time, they said, they were really going to have a leader and become the wisest people in the jungle, so wise that everyone else would notice and **envy** them. So, they followed Baloo and Bagheera and Mowgli through the jungle very quietly until it was time for the midday sleep. Mowgli, who was very much **ashamed** of himself, slept between the Panther and the Bear. He decided that he would never play with the Monkey-People
90 again.

Vocabulary

envy: a negative feeling when you wish that you had something that another person has

ashamed: feeling guilty or embarrassed about something you have done

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 3.

- ___ Mowgli runs away because he is angry at Baloo and having to repeat what he has learned.
- ___ The Monkey-People make a plan to take Mowgli and make him their leader.
- ___ Mowgli knows how to climb, swim and run through the jungle.
- ___ Mowgli feels bad for playing with the Monkey-People and promises not to play with them again.
- ___ Bagheera and Baloo are angry at Mowgli for going to play with the Monkey-People.
- ___ Mowgli shows Bagheera he knows the words for the birds and whistles at the end of the call.

2 What are the words of the Hunting-People?

3 Why are Bagheera and Baloo angry with Mowgli?

4 List the reasons why the Jungle-People do not like the Monkey-People.

5 What do you think will happen next? And why?

Chapter 4

Monkey Business

Part 1

The next thing he remembered was feeling hard, strong little hands on his legs and arms. Then a **swash** of branches in his face. He was looking down through the swaying branches. Baloo woke the jungle with his deep cries and Bagheera climbed up the trunk with his sharp teeth showing. The Monkey-People were so pleased with themselves and climbed away to the upper branches
 5 where Bagheera could not reach. They shouted "He has noticed us! Bagheera has noticed us. All the Jungle-People admire us for our skill and our tricks." Then they began their flight. Mowgli could not help but enjoy the wild rush. Jumping and crashing and whooping and yelling, the whole Monkey-People tribe swept along the tree-roads with Mowgli as their **prisoner**.

The first thing Mowgli thought of was to send a message back to Baloo and Bagheera. He knew
 10 that at the speed the monkeys were going, his friends would not be able to catch up. He saw Rann the big blue bird (who works as a messenger), and gave him the bird call, "We be of one blood, you and I." The branches closed over the boy, but Rann flew to the next tree in time to see the little brown face come up again. "Mark my trail!" Mowgli shouted. "Tell Baloo of the Seeonee Pack and Bagheera of the Council Rock."

15 "In whose name, Brother?" Rann had never seen Mowgli before, but of course he had heard of him. "Mowgli. Man-Cub they call me! Mark my trail!"

Rann nodded his head and closed his wings, his feet gathered up under him, and waited.

Meantime, Baloo and Bagheera were **furious**. Bagheera climbed as he had never climbed before, but the thin branches broke as he was too heavy. He slipped down and his claws were full of bark.

20 "Why did you not warn the man-cub?" he roared to poor Baloo.

"We may catch them yet!" Baloo panted.

Vocabulary

swash: a group of tree branches that seem to move like water when they hit against something

prisoner: to catch and keep someone so that they cannot escape

furious: extremely angry

“Not at that speed! Sit still and think! Make a plan. This is no time for chasing. They may drop him if we follow too close.”

25 “Mowgli, Mowgli! Why did I not warn you about the Monkey-People?! Now, he will be alone in the jungle without the Master Words.”

Baloo placed his paws over his ears and rolled over complaining.

“Baloo, what would the jungle think if I, the Black Panther, **curled** myself up like Ikki the Porcupine, and cried?”

“Why would I care what the jungle thinks? He may be dead by now.”

30 “I have no fear for the man-cub. He is wise and well-taught.” Bagheera licked one paw thoughtfully.

“The Monkey-People, fear Kaa the Rock Snake. He can climb as well as they can. Just the whisper of his name makes them scared. Let’s go to Kaa.”

“What will he do for us? He is not in our tribe” said Bagheera.

35 “He is very old and very clever. Above all, he is always hungry,” said Baloo hopefully. “We can promise him that we will give him food.”

Baloo rubbed his brown shoulder against the Panther, and they went off to look for Kaa the Rock Python.

They found him stretched out in the afternoon sun. He was admiring his beautiful new coat. He had been resting for the last ten days changing his skin.

40 “He has not eaten,” said Baloo, with relief. “Be careful, Bagheera! He is always a little blind after he has changed his skin, and very quick to strike.”

Kaa was not a **poisonous** snake but he was very strong. He only needed to wrap his huge coil around a body to kill them.

“Good hunting!” cried Baloo.

45 “Baloo, what are you doing here? Said Kaa. “Good hunting, Bagheera. I need some food.”

“We are hunting,” said Baloo carelessly. He knew that Kaa could not be hurried. He is too big.

“Can I come with you?” asked Kaa. I came very near to falling on my last hunt, and the noise of my tail slipping woke the Monkey-People.”

Vocabulary

curl (up): to sit or lie in a position with your arms or legs close to your body

poisonous: a substance that can make you sick or kill you if you eat or drink it

“The Monkey-People have moved,” he said quietly. “When I came up into the sun today I heard
50 them shouting among the tree-tops.”

“It is the Monkey-People that we are following,” said Baloo.

“Why?” he said with **curiosity**.

“Those nut-stealers have stolen away our man-cub. You may have heard of him.” “The best and wisest and boldest of man-cubs—my own pupil, I...we love him and we need your help.”

55 “My help? How? I take them when they come in my way, but I do not hunt them.”

“Up, Up! Up, Up! Hillo! Illo! Illo, look up, Baloo of the Seeonee Wolf Pack!”

Baloo looked up to see where the voice came from, and there was Rann the bird, sweeping down with the sun shining on his wings. It was near Rann’s bedtime, but he had flown all over the jungle looking for the Bear.

60 “What is it?” said Baloo.

“I have seen Mowgli with the Monkey-People. He told me tell you. They have taken him beyond the river to the monkey city, to the Cold Lairs. I have told the bats to watch through the night time. That is my message. Good hunting!”

“Thank you Rann!” cried Bagheera.

65 “It is nothing. It is nothing. The boy sang the Master Word. I had to respond,” and Rann flew away.

“He has not forgotten to use the words,” said Baloo with a laugh of pride.

“I am proud of him, but now we must go to the Cold Lairs,” said Bagheera.

They all knew where that place was, but not many of the Jungle-People ever went there. Cold Lairs was an old **deserted** city, lost and **buried** in the jungle. It was a long journey to the place Mowgli
70 had been taken.

Vocabulary

curiosity: a strong desire to know or learn about something

deserted: a place where there are no longer any people

buried: when something is completely covered by something else and difficult or impossible to see

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 4.

- ___ Kaa agrees to help get Mowgli back from the Monkey-People.
- ___ Mowgli tells Rann the bird to send a message back to Baloo and Bagheera.
- ___ Baloo, Bagheera and Kaa start their journey to Cold Lairs.
- ___ Bagheera and Baloo make a plan to get Mowgli back, and go to find Kaa.
- ___ The Monkey-People take Mowgli high into the trees whilst Baloo and Bagheera are asleep.
- ___ Rann gives Bagheera, Baloo and Kaa Mowgli's message and tells them the Monkey-People have taken Mowgli to the monkey city.

2 Which new characters are introduced in Chapter 4?

3 Who is Rann? What is his job in the jungle?

4 What time of day is it when Bagheera and Baloo find Kaa?

5 Underline in the text where you got the evidence for the answer to the previous question.

Chapter 4

Monkey Business

Part 2

In the Cold Lairs the Monkey-People were not thinking of Mowgli's friends at all. Mowgli had never seen an Indian city before, and even though it was mostly a heap of ruins it seemed very wonderful.

Mowgli was sore and angry as well as hungry. He walked through the empty city giving the
5 Strangers' Hunting Call from time to time, but no one answered him. Mowgli felt that he was in a very bad place. "All that Baloo has said about the Monkey-People is true," he thought to himself.

"There is a cloud coming to cover the moon. If only it was big enough I could try to run away in the darkness. But I am tired."

That same cloud was being watched by two good friends in the ditch below the city wall. Bagheera
10 and Kaa, knew how dangerous the Monkey-People were in large numbers so they did not want to take any risks.

"I will go to the west wall," Kaa whispered, "and will come down the slope quickly."

"When that cloud covers the moon, I will go to the walkway. They hold some sort of council meeting there," said Bagheera.

15 "Good hunting," said Kaa, and **slithered** away to the west wall.

Mowgli heard Bagheera's light feet on the terrace. The Black Panther had raced up the slope almost without a sound and was hitting the monkeys. He knew not to waste time.

There was a scary howl. As Bagheera tripped on the rolling kicking bodies of the Monkey-People beneath him, a monkey shouted, "There is only one here! Get him!"

20 A group of monkeys started biting, scratching, tearing, and pulling Bagheera, while five or six held

Vocabulary

slither: to move easily across a surface like a snake

Mowgli and pulled him up the wall of the summerhouse. They pushed him through the hole of the broken dome. Mowgli fell in the way that Baloo had taught him to fall, and landed on his feet.

"Stay there," shouted the monkeys, "after we have killed your friends, we will play with you, if you are still alive."

25 "We be of one blood, you and I," said Mowgli, quickly giving the Snake's Call. He could hear hissing in the rubbish all round him. He gave the Call a second time, to make sure they heard him.

The old summerhouse was alive with cobras. "Stand still, Little Brother, your feet may do us harm."

Mowgli stood as still as he could. He looked through the open walls and heard the furious noise of the fight around the Black Panther. For the first time since he was born, Bagheera was fighting for
30 his life.

"Baloo must be at hand; Bagheera would not have come alone," Mowgli thought. And then he called aloud: "To the tank, Bagheera. Roll to the water tanks. Roll and plunge! Get to the water!"

Bagheera heard, and the cry that told him Mowgli was safe gave him new courage. A crash and a splash told Mowgli that Bagheera had fought his way to the tank where the monkeys could not
35 follow.

Kaa had only just worked his way over the west wall. The monkeys ran away with cries of, "Kaa! It is Kaa! Run! Run!"

"Get the man-cub out of that trap; I can't do anymore," Bagheera said tiredly. "Let's take the man-cub and go. They may attack again."

40 "They will not move until I order them to." Kaa hissed, and the city was silent again.

"Where is the manling?"

"Here, in a trap. I cannot climb out," cried Mowgli.

Kaa looked carefully until he found a crack in the marble design showing a weak spot. Then lifting six feet of his body he smashed the wall down. Mowgli jumped through the opening and threw
45 himself between Baloo and Bagheera, an arm around each big neck.

"Are you hurt?" said Baloo, hugging him softly.

"I am sore, hungry, and a little bruised."



"Kaa saved all of our lives, thank him Mowgli" said Bagheera.

Mowgli turned and saw the great Python's head swaying a foot above his own.

50 "We be one blood, you and I," Mowgli answered. "I owe you my life. If you are ever hungry I will bring you food."

"Go quickly my friends. Go and sleep as the moon is setting. We do not know what will happen next." said Kaa.

"Now," said Bagheera, "jump on my back, Little Brother, and we will go home."

55 One of the beauties of Jungle Law is that punishment settles all scores. There is no talking about it afterward."

Mowgli laid his head down on Bagheera's back and slept so deeply.

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 4 (Part 2).

- ___ Kaa smashes the wall of the dome down to free Mowgli.
- ___ The Monkey-People notice Kaa and run away because they are scared of him.
- ___ The Monkey-People push Mowgli through the dome.
- ___ Mowgli walks through the deserted city giving the Stranger's Hunting call, to no response.
- ___ Bagheera starts attacking the Monkey-People.
- ___ Bagheera, Baloo and Kaa rescue Mowgli.

2 How does Kaa free Mowgli from the trap?

3 Underline in the text where you got the evidence for your answer to the previous question.

4 What does Mowgli say he will do for Kaa to thank him for rescuing him?

5 Underline in the text where you got the evidence for your answer to the previous question.

6 Write down the Law of the Jungle mentioned in Part 2 of Chapter 4.

Extra Reading

Robinson Crusoe by Daniel Defoe

Chapter 1

Young Robinson Crusoe

My name is Robinson Crusoe. I was born in 1632, in the city of York, England. I lived there with my mother and father; my father had made his **fortune** as a successful merchant.

I had two older brothers, one of which was killed in battle against the Spaniards. I never knew my second brother, as he disappeared suddenly and my parents never found out what happened to him.

My father was **desperate** for me to join the family business and become successful. However, I wanted nothing more than to go to sea and explore the world; this led me strongly against the will of my father. Nothing my family or friends said could change my mind.

My father was a knowledgeable and serious man and he warned me that leaving England would be dangerous. He explained that my brothers' adventures had cost them their lives and he did not want this for me, I could make a fortune in the family merchant business and live an easy and happy life. Tears ran down his face as he remembered my brothers.

I promised my father and my mother I would do as they wished and never think of leaving home again. For a year I worked hard to become a merchant, but I could not give up my dream and soon forgot all about my promise. Every day I thought about the ships at the harbour and about traveling across the seas.

I felt I had no choice but to leave home; I decided to leave without telling my parents and taking all the money I had saved, I went to the harbour. I was fortunate enough to meet the captain of a trading ship that was sailing to London, and then on to America. After some discussion, I paid the captain and he agreed to take me with him. We would leave on the

Vocabulary

fortune: a very large amount of money

desperate: needing or wanting something very much

1st of September 1651 and, although I was nervous for the first time, I was excited about my future. I knew It was wrong to disobey my mother and father, but my need for adventure carried me on to that ship.

We were not long at sea before the wind began to blow and the sea began to rise. I had never been at sea before and the movement of the waves made me feel sick and terrified. Whilst the storm raged, I thought of my mother and father and wished I had never left my comfortable life as a merchant.

The storm grew stronger and stronger. Every angry wave **threatened** to swallow the ship up. As the ship rose up and fell down I thought of my parents and swore to return home, work hard and never go to sea again.

The storm continued for eight more days, and now I could see **terror** and **amazement** on the faces of the bravest of the sailors. I had never been so frightened in all my life; as I looked out of my cabin window I saw waves the size of mountains crashing around the ship. Suddenly, one of the crew cried out that water was flooding the ship.

The captain fired a shot into the air, hoping that another ship would hear and help us; and soon we could see a boat coming towards us. With great difficulty, their boat came near and the men in it **risked** their lives to row close enough for us to climb down a rope to safety.

We had not rowed far before I could see our ship sink. I finally understood the dangers of being at sea; my heart lay dead within me, partly with fright, partly with horror of what could have happened.

The men who saved us worked hard to get us to shore. When we landed on the beach, people from the town ran to help us. They fed us, gave us dry clothes, a warm place to sleep and enough money to travel to London.

At this time I should have recognized the dangers of a life at sea and returned to my father. But I was **stubborn** and **foolish** and followed the rest of the crew to London. During our journey the ship's captain spoke to me.

"Young man," says he, "you should never go to sea again; you must return to your family immediately. If you do not go back you will find nothing but **disasters** and disappointments."

I would not listen to the ship captain. I believed I should decide my future and that if I returned home I would be laughed at by my friends and neighbours. With the money I had left from working with my father, I decided to stay in London and find a ship for my next **voyage**.

Vocabulary

threaten: to tell someone you will kill or hurt them

terror: extreme fear

amazement: extreme surprise

risk: to do something although something bad happened

stubborn: someone who refuses to change

plans or to stop doing something

foolish: silly or stupid doing something

disaster: something that causes a lot of damage

voyage: a very long journey

Chapter 2

Capture and Escape

Finally, I found a ship going to the northern coast of Africa and I was determined to join her crew on their voyage.

I know now that I should have traveled on that ship as a sailor and learned all the skills of a sailor, but I had money in my pocket and I was dressed in good clothes, so I traveled as a **gentleman**. I slept in the captain's rooms and we became good friends. He was a good and honest man.

At first, the voyage went very well. My friend the captain taught me about the mathematics and the rules of **navigation**, how to keep records of the ship's course, and to do the things a sailor needs to understand. He enjoyed teaching me and I enjoyed learning from him.

Our good fortune did not last. On the way to the Canary Islands we were attacked; sixty men climbed aboard our ship – once they were on board they started to cut at our sails with their swords. We fought with all we had, but with three of our men killed, and more **wounded**, we had to **surrender**. We were taken as prisoners into a port called Sallee, in northern Africa.

The captain of the ship that attacked us kept me as his **servant**, because I was young and fit. I had changed from a gentleman to a servant. I thought about my father and mother and how much I wanted to be with them, safe at home.

I was taken to my new **master's** house. There I had to look after his garden, and to do housework and at night he ordered me to take care of his ship. The ship is where I was ordered to sleep.

For two years, I cared for my master's garden, house and his ship. During this time, I could think of nothing but my escape.

An opportunity for my escape came when my master was expecting many guests to his house and required many fish for an important **feast**. I was an excellent fisherman and he would often send me fishing with two of his other servants, a man and a young boy called Xury.

We were ordered to take a boat, and go out to sea to catch enough fish to feed all the guests. We filled

Vocabulary

gentleman: a man with a high social position

navigation: the act of traveling in the right direction

wound: to injure or hurt using a knife or gun

surrender: to stop fighting because you know you can't win

servant: a person who has a job working in someone else's home

master: someone who has control and power

feast: a special meal with a lot of food and drink

the little boat with enough food and water and other **supplies** for our trip. I was even able to **smuggle** some guns and **ammunition** from my master's house.

We sailed out of the port to fish, and after we had fished some time and caught nothing - when I had fish on my hook I would not pull them up - I said to the other servants, "This will not do; our master will be angry; we must sail further from the shore to catch fish for him."

They agreed, and set the sails; I took the man by surprise and threw him into the sea. He rose to the top of the sea immediately and begged me to help him on to the boat. I shouted, "You are a strong swimmer, and the sea is calm; if you come near the boat I'll shoot you through the head, for I have a gun and I am going to escape!" He saw the gun and scared, he swam for the shore.

I turned to the servant boy and said, 'Xury, will you come escape with me?' The boy smiled, and promised he would go all over the world with me.

For five days, we sailed along the shore and we saw no other people or boats. We needed fresh water to drink, so we decided to swim to shore as soon as it was dark; but as the sun set, we heard the barking, roaring, and howling of wild creatures. Terrified, we huddled together in the boat. Two or three hours later; we saw huge, strange creatures come down to the shore and run into the water, wallowing and washing themselves; they made terrible howlings and yellings, sounds that I never heard the like of before.

We were very scared, but we had no water left on the boat and without water we would die of thirst. Xury bravely suggested, "We will both go and if the wild animals come, we will kill them, they shall not eat me and they shall not eat you." So we sailed the boat as close to the beach as we could and waded on shore, carrying nothing but our guns and two empty jars for water.

We walked carefully along a creek and after some time, where were happy to find that there was fresh water when the **tide** was out; so we filled our jars, and prepared to go on our way, we searched but could not find any signs of other people living in this part of the world. We saw no footprints of any human creature.

We journeyed slowly along the coast, always looking at the shoreline for people who could help us. Behind the beach we could see dark jungle, thick with strange trees and plants. This land seemed to be uninhabited, except for the monsters we heard cry out every night. We sailed for nearly a hundred miles along this coast and we saw nothing but a waste, **uninhabited** country by day, and heard nothing but the howling and roaring of wild beasts by night.

I wanted to sail far away from this place, but the winds were strong and the sea was too high for our little boat, making us to keep close to the shore.

Vocabulary

supplies: things that are needed to do something

ammunition: a supply of bullets and bombs that are fired from guns

smuggle: to move something secretly from one place to another

tide: the regular rise and fall of sea level

uninhabited: a place where no one lives

Chapter 3

Saved and Shipwrecked

We continued sailing south for ten or twelve days, eating very little, and only going to the shore to collect fresh water. I hoped we would meet with some ship or people or we would soon die.

About ten days later, I began to see that the land was changing; finally we saw people, they were standing on the shore looking and waving at us; as we watched they ran along smiling and calling to us. I could see that they had no weapons in their hands; Xury and I were **starving** and thought it safe enough to make signs for something to eat. They understood us, and soon two of them swam to our boat and brought with them some dried meat and corn.

We made signs of thanks to them, and decided there was no danger and we could join them on the shore. The people were interested in how we looked and dressed, they were kind and brought us more food for our journey, I accepted and made more signs of thanks. I then made signs to them for fresh water; we fetched the jars from the boat and they took Xury to fill them all. When he returned, we said goodbye and returned to the boat with fresh supplies.

Now we had food and fresh water we could continue on our journey along the coast. We had been sailing for another eleven days, when suddenly I heard Xury point and cry out, "Master, master, a ship with a sail!" I saw the ship and fired a gun to **signal** to them. They saw my signal and fired a shot in return. It took us three hours to sail close enough to the ship to climb on board. The ship's crew very kindly helped lift us and all our supplies from our boat and onto their ship.

The captain of the ship was a kind and happy man. "Mr. Englishman" he said, laughing, "I have saved your life and will gladly take you and the boy to the Brazils on my ship."

He gave me money for our boat and asked Xury whether he would like to join his crew and live and work on his ship, and Xury said he would be happy to join his crew. I was sad to end my travels with Xury, he had been a **loyal** and brave friend, but I was happy to know he would be looked after by the kind captain.

We had a very good voyage to the Brazils, and arrived twenty-two days later. In Brazil, I was able to buy a small **plot** of land with the money the captain had given me, and formed a plan to grow sugar

Vocabulary

starving: dying because of not having enough food

signal: a movement, light or sound used to communicate

loyal: to be someone's friend no matter what happens

plot: a small piece of land

cane and make myself a home.

For about two years I planted sugar cane, with the money I made I bought more land to grow more sugar cane. I went on the next year with great success; my **wealth** continued to grow, and I realized I could become very rich in this business. But I could not stop thinking about traveling to other countries and lands.

I could not be happy staying in one place. I had become a rich and successful man in my new sugar cane plantation, but still felt I had to leave to continue a life of adventure.

I had been living in Brazil for almost four years and had made great friends among the other land owners and merchants visiting from other countries.

One morning, three of my merchant friends told me that they had a plan to build a ship, fill it with supplies and to go to Guinea, in western Africa; I, who was born to take risks and make bad decisions, told them I wanted to join on their journey. I wanted it with all my heart. I decided to make a will, and I asked a dear friend to look after my plantation and money until I returned. I made him my legal partner and **guardian** of all my land and belongings. For doing this I would pay him well.

I went on board on the 1st September 1659, the date being the same date I left my mother and father eight years ago.

Our ship weighed about one hundred and twenty **tonnes**, it carried six canons and fourteen men, besides the captain, his servant, and myself.

We had been sailing for twelve days' when a violent tornado, or hurricane, took us by surprise. The wind blew with such strength and the waves beat the ship with such force, that for the next twelve days, I expected every day to be swallowed up by the ocean.

During the storm, one of our men died of fever, and one man and the captain's servant were washed overboard by the waves. On the twelfth day, the weather started to calm, but by now the ship was too damaged. We needed to go back to the coast of Brazil. But this was not going to happen, our troubles were not over; a second storm came upon us, which carried the ship and threw us into huge, violent waves.

During this second storm, our ship struck sand, and the sea continued to break over the ship with such force that we all believed we would die. We all tried to get to our rooms, to **shelter** from the foam and spray of the sea and hope to **survive** until the storm passed.

We didn't know where we were – we could see land in the distance, but did not know whether it was an island or the mainland, whether the land was inhabited or not inhabited. The wind was still strong,

Vocabulary

wealth: a large amount of money

guardian: a person who is legally responsible for someone else

tonne: a unit to measure weight (equal to about 1000kg)

shelter: a building that protects you from bad weather or danger

survive: to continue to live

and soon the ship would break into pieces. We huddled together in our rooms expecting death to come at any moment.

There was another boat on board, and the captain decided we would only survive the storm if we boarded this boat and rowed out of the storm and away from the ship. The men were brave and worked together to get the boat over the ship's side.

The men climbed into the boat with great difficulty; the sea was so high that there was no way the boat could stay afloat, and we would all be **drowned**. We worked the oars and tried to row towards the land, though with heavy hearts, like men going to their deaths; we all knew that when the boat came near the shore it would be smashed into a thousand pieces.

We did not know whether we were fighting our way towards rocks or sand. As we came closer and closer to the shore, we were more afraid of the land than the sea.

Suddenly, a **raging** wave, the size of a mountain, came rolling into us. The boat overturned and we were all thrown into the sea.

I lost the other men and swam against waves high as hills, I tried to get above the water to take a breath. Then, a wave carried me and left me upon the land, I was half dead with all the water I had swallowed. Before I could get on my feet, the sea came again to drag me away from the shore. Twice more I was lifted up and dropped by the waves.

The last time this happened it almost killed me, the sea threw me against the rock. I reached out and grabbed a piece of the rock. I held on with all my strength, till the wave went back. Then, I climbed up the cliffs of the shore and sat upon the grass, finally free from danger.

As soon as I had the strength, I walked along the shore searching for the rest of the crew. I could not help thinking about all the men must have drowned.

I never saw them again, or any sign of them, except I found three of their hats, one cap, and a lonely shoe.

I was in a terrible situation; I was wet, had no clothes, nothing to eat or drink. I had no weapon to hunt or kill any creature, nor to defend myself against any creature that might want to kill me.

I found a tree, climbed it, and fell fast asleep.

Vocabulary

drown: to die by being unable to breathe underwater

struggle: to try very hard to do something that is difficult

Chapter 4

Starting a Life on the Island

The weather was clear when I woke up, when I looked out I could see our ship stuck on a rock not far from shore. I looked further along the coast, and I could see the boat we had used to escape the storm washed up on the beach.

I decided to use the boat to row out to the ship. The sea was very calm and I was able to climb aboard using a piece of rope I found on the beach.

When I was inside the ship, I worked to collect as many dry supplies as possible and take them back to the island.

I used broken pieces of the ship to make a **raft**, I had to make the raft strong enough to carry the supplies. I found three of the men's **chests**, and filled them with all the clothes, bread, rice, cheese and meat I could find. The most important thing I found was the carpenter's chest, which was, much more valuable to me than a shipload of gold.

I needed to find the guns and as much ammunition as possible. Luckily I found them, as well as two old, **rusty** swords. Now I had to think how I could carry everything to shore.

Fortunately, the sea was smooth and calm. I could see a little cove on the right shore of the creek, and with great difficulty I **steered** my raft and all my **cargo** safe on to the shore.

The next thing I had to do was find a place to live, and somewhere to safely store all the supplies I had brought from the ship. I climbed a very steep, high hill; at the top, I saw that I was on an island completely surrounded by sea: and I could see no other land in the distance.

I looked carefully and found that the island was uninhabited, I could not hear or see any wild beasts. I only saw many strange and colourful birds.

I spent the rest of the day bringing my cargo on shore, I thought about what else might be on the ship and decided to get as many things out of the ship as I could.

Vocabulary

raft: a small, flat boat made by tying pieces of wood together

chest: a strong, wooden container with a lid

rusty: a dark, orange substance that appears on damaged, old metal

steer: to control the direction of a vehicle

cargo: goods that are carried in a vehicle

I got on board the ship as before, and made a second raft; I found bags full of **nails**, many axes, and, above all, the most useful - a **grindstone**! I also took all the men's clothes that I could find, and a spare sail, a **hammock**, and some bedding; and with this I loaded my second raft, and brought everything safely to shore.

When we were aboard the ship we had a dog and two cats; I was happy to find them alive and carried both the cats with me on to the raft. The dog had also survived the storm, when he saw me he immediately jumped out of the ship and swam to shore next to my raft. He was a trusty friend and **companion** to me for many years.

I made myself a little tent with the sail and some wooden poles from the ship: and into this tent I brought everything that I knew could be damaged by either the rain or the sun. I used all the empty chests and barrels up to make a circle around my tent, to protect it from any sudden attack, either from man or beast.

I blocked the opening to the tent and made a bed on the ground, I kept my guns close to the bed and went to sleep. I was so tired that I slept deeply. It must have been a stormy night – when I woke and looked out, I could not see the ship!

I now had to think how I would survive on this island: I needed fresh water, shelter from the heat of the sun, safety from any attack and a view to the sea so I could see any ship that came close enough to the island. I searched and I found a little plain on the side of a rising hill, next to the plain was a small cave.

This is where I would set up my tent. From here I could easily get to the beach and because it was next to a hill it was sheltered from the heat most of the day. I could also view the ocean to look for any passing ships.

I set up my tent and two rows of strong, pointed wooden poles around the tent for **protection**. I used cable from the ship to tie the stakes together; making a strong **fence** that no animal or man could climb over.

To get to my tent I made a short ladder to climb over the fence; I carried all my **provisions** to the tent and began to feel completely safe in my new home.

Vocabulary

grindstone: a large, round stone used to make tools sharper

hammock: a bed made out of a piece of cloth that is tied between two poles

companion: a person or animal that you enjoy being with

protection: the act of keeping something safe from danger

fence: a wall made out of wood or wire

provisions: supplies of food and other things

I began to work at the rock to make my cave larger. I used the earth and stones that I dug out to strengthen my fence.

I went out at least once a day with my gun to hunt animals for food. There were many goats on the island, but they were quick and difficult to shoot.

I was alone and there was no one to help me, but I thought "Well, it is true you are in a terrible situation; but remember, where are the other men? You have been saved, is it better to be here or where they are?" I looked to sea and thought of my good fortune.

I did not want to lose count of the days, so I decided to use my knife to cut days on a large post. The first thing I wrote on the post was "I came on shore here on the 30th September 1659." On this post I kept a calendar by cutting every day, month and year.

I looked through the things I had brought from the ship and amongst them I found a pen, ink and paper. I decided to write my good and bad thoughts on a piece of paper;

Bad: I am on a horrible, island. All the other men have drowned.

Good: But I am the only man to survive.

Bad: I am all alone.

Good: But I will not starve, I can find food and water on the island.

Bad: I have no clothes.

Good: But it is too hot for clothes.

Bad: I have no defense, against an attack from man or beast.

Good: But I see no wild beasts to hurt me.

Bad: I have no one to talk to.

Good: But I have taken enough provisions from the ship to last me as long as I live.

For every negative thought, there was something positive to be thankful for. I needed to work hard to make myself a home and to learn how to survive on this island.

Chapter 5

Building a House – The Journal

30th SEPTEMBER, 1659 – My name is Robinson Crusoe, I've have been shipwrecked on an island. All the other men drowned. I had nothing. I was scared of being eaten by wild beasts, so I slept in a tree.

1st OCTOBER - In the morning I saw the ship again, much nearer the island. I hoped, if the wind stopped, I could get on board, and get some food and other supplies. I went upon the sand as near as I could, and then swam on board. It rained all day, but there was no wind.

1st – 24th OCTOBER – All these days were spent getting everything I could from the ship. Every day it rains heavily; it seems this was the rainy season.

20th OCTOBER – A wave hit my raft, and all the goods on it fell into the sea; but the water was **shallow**, and I was able to save most of them.

25th OCTOBER - It rained all night and all day, with strong winds; I could see the ship had been broken to pieces. I spent this day covering the goods which I had saved, so they would be protected from the rain.

26th OCTOBER - I walked along the shore all day, to find a safe place to live. I found a place under a rock, and marked out a semicircle for my camp; I would make a wall along the mark made of **stakes** lined within with **cables**.

26th – 30th OCTOBER - I worked very hard in carrying all my supplies to my new camp.

1st NOVEMBER - I set up my tent under a rock, and used stakes to swing my hammock upon.

2nd NOVEMBER - I used the pieces of wood which made my rafts, to make a fence around my tent.

3rd NOVEMBER - I went out with my gun, and killed two birds like ducks, they tasted very good. In the afternoon, I worked to make a table.

Vocabulary

shallow: having only a short distance from top to bottom

stake: a pointed stick or post

cable: a thick, strong rope made of metal

4th NOVEMBER – Today, I decided to **schedule** my time. Every morning I walked out with my gun for two or three hours; then I worked until about eleven o'clock; then I would eat; and from twelve to two o'clock I slept, the weather being very hot; and then, in the evening, I went to work again.

5th NOVEMBER - I went hunting with my gun and my dog, and killed a wild cat; every creature that I killed I took the skins and **preserved** them. Coming back by the sea-shore, I saw many sorts of sea-birds and two or three seals.

6th NOVEMBER - After my morning walk I made a table.

7th NOVEMBER – The weather is good! The 7th, 8th, 9th, 10th, and part of the 12th (for the 11th was Sunday) I made myself a chair.

13th NOVEMBER - There was terrible thunder and lightning, which frightened me a lot. I was scared the lightning would hit my ammunition.

14th – 16th NOVEMBER – During these three days I made boxes, to hold the gun powder. On one of the days I killed a large bird that was good to eat.

17th NOVEMBER. - This day I began to dig behind my tent into the rock, to make my new home bigger.

23rd NOVEMBER – I have been working hard every day to make my cave bigger, so that I can store all my things safely in it.

10th DECEMBER - I had almost finished my cave, when suddenly a great amount of earth fell down into my cave. I now had a lot of work to do, I had to carry the loose earth out again.

11th DECEMBER - I worked using boards to make a roof for my home.

17th DECEMBER - From this day to the 20th I made shelves for my things. I also put nails on the posts, so I could hang everything up; there is now some order within my new home.

20th DECEMBER - I carried everything into my cave, and began to furnish my house, and set up some pieces of boards to put things on, I also made another table.

24th DECEMBER – A lot of rain all night and all day.

Vocabulary

schedule: a plan of things that need to be done and when

preserve: to keep something in good condition

25th DECEMBER - Rain all day.

26th DECEMBER - No rain, and the earth much cooler than before.

27th DECEMBER - Killed a young goat, and hurt another, so I caught it and took it home. I looked after it and it got better. It became tame and would not go away. This was the first time I thought of keeping my own goats.

28th – 31st DECEMBER - Very hot, and no breeze, I stayed indoors.

1st JANUARY - Very hot still: this evening, walked to the centre of the island, I found plenty of goats; I must bring my dog to hunt them down.

2nd JANUARY - Went out with my dog, and set him on the goats, but the dog was scared and would not hunt them

3rd JANUARY - I began my fence or wall; I'm still scared of attack, so I want to make it very strong.

NOTE - I stopped writing in my journal; from the 2nd of January to the 14th of April. I'm busy working, finishing, and perfecting this wall. I worked hard for weeks, I would not feel safe until the wall was finished.

Before the great rains arrived, I noticed some green stalks shooting from the ground next to the wall. They continued to grow and I recognized it to be barley! I remember shaking the pieces of corn from food sacks from the ship in that very place.

Stalks continued to grow. Watching them grow touched my heart and brought tears to my eyes, and I began to thank nature for helping me! Soon after I saw some different stalks, and I was happy to see they were stalks of rice.

I must grow corn and carefully look after the crops, so one day I would be able to make bread.

Besides this barley, there were, as above, twenty or thirty stalks of rice, which I carefully looked after - to make me bread; I found ways to cook it without baking, though I did that also after some time.

But to return to my **journal**.

16th APRIL - I finished the ladder; so I went up the ladder to the top of the wall, and then pulled it up

Vocabulary

journal: a written record of what you have done each day

after me, and let it down in the inside. I was completely safe and enclosed.

The day after I finished the wall, I was terribly frightened with a most dreadful, surprising thing indeed; suddenly, I found the earth shake underneath me! I was scared that the cave would fall down upon my head. I ran and climbed the ladder and got over the wall. As soon as I was on the ground, I saw it was a terrible earthquake. I saw the sea moving violently; I think the shocks were stronger under the water than on the island.

The moving of the earth made my stomach sick, like I was being shaken about at sea. It was not long before the shocks stopped. The earthquake itself was over, but the rain was very heavy and I was forced to go into my cave, even though I was scared it would fall on my head if the earth began to shake again. I was scared but had to stay in my cave because the rains continued on the 19th, 20th and 21st of April.

22nd APRIL - The next morning, I begin to clear up the damage caused by the earthquake to the wall. It was more than a full week's work to fix the wall.

30th APRIL – The bread I took from the ship is running out, I must only eat one biscuit cake a day, this makes me very sad.

1st MAY - In the morning, looking towards the sea, I saw the shipwreck again. It had been driven closer to shore by the earthquake; I walked along the sands, as near as I could to the wreck of the ship, to look for more supplies. Maybe I will find some more bread.

Chapter 6

Sick and Alone – The Journal

When I came down to the ship I could see it had been broken by the earthquake. I decided to pull what was left of the ship apart, and carry everything I could back to the island. Everything I could get would be of some use.

3rd MAY - I used my **tools** to cut parts of the ship into smaller parts.

4th MAY - I went fishing, and caught a young dolphin. I could always catch enough fish to eat. I always dried the fish in the sun, and ate them dry.

5th MAY - Worked on the **wreck**; brought three great **planks** of wood from the **decks**, which I tied together, and floated to shore.

6th MAY - Worked on the wreck; got several iron bolts out of her and other pieces of ironwork. Worked very hard, and came home very tired, and I had thoughts of giving up.

7th MAY - Went to the wreck again. Now, it was almost full of water and sand.

8th MAY - Went to the wreck, and carried an iron bar to pull up the deck, and brought the pieces of wood on shore.

9th MAY - Went to the wreck, carried away more decking.

10th – 14th MAY - Went every day to the wreck; and got many pieces of timber, and boards, or planks, and iron.

15th – 17th MAY – The wind is blowing so hard I could not get to the wreck. I stayed in the woods, to shoot pigeons for food.

24th MAY - Every day, to this day, I worked on the wreck; I continued this work every day until the 15th of June, except the time spent to hunt or make food; and by this time, I had got enough **timber** and plank and iron to build a good boat.

Vocabulary

tool: a piece of equipment you use with your hands to make or repair something

plank: a long, narrow, flat piece of wood

wreck: what is left of a ship after it is destroyed

deck: the top floor of a ship where you walk and that is not covered

timber: wood used for building

16th JUNE - I found a large turtle on the beach.

17th JUNE - I spent the day in my home cooking the turtle. Inside the turtle I found many eggs, and the meat was the most delicious I had ever tasted in my life. I had only had goat and bird meat since I landed in this awful place.

18th JUNE - Rained all day, and I stayed inside. I thought at this time the rain felt cold, and I felt chilly; which I knew was unusual.

19th JUNE - Very ill, and **shivering**, as if the weather had been cold.

20th JUNE - No rest all night; very bad pains in my head, and feverish.

21st JUNE - Very ill; very frightened and there is no one to help me - to be sick, and no help.

22nd JUNE - A little better; but still very scared.

23rd JUNE - Very bad again; cold and shivering, and then a violent headache.

24th JUNE - Much better.

25th JUNE - A very violent fever; the fit held me for seven hours; felt very cold and then very hot.

26th JUNE - Feel better; took my gun, felt weak but killed a goat, and carried it home with much difficulty.

27th JUNE - All day I lay in bed with a violent sickness, unable to eat or drink anything. I was ready to die of thirst. I fell asleep, and did not wake up until late in the night. When I woke up, I felt much better, but still weak, and very thirsty.

28th JUNE - A little better, I filled a large bottle with water. I walked about, but was very weak. At night, I ate three of the turtle's eggs for my supper, which I roasted in the fire.

I felt better on the 30th, but I did not want to travel too far. The next day, I felt sick again.

2nd JULY - I ate three turtle's eggs; even though I had no **appetite**, and forced myself to drink a lot of water.

4th JULY - I have decided to use the books I saved from the ship; I will read every morning and every night; to keep my thoughts active.

My health and strength returned, from the 4th of July to the 14th I spent all my time collecting food. I still had **convulsions** in my nerves and arms and legs for some time. I learned that the rainy season was a danger to my health.

Vocabulary

shiver: to shake because you are cold or scared

appetite: the feeling that you are hungry

convulsion: a sudden movement in your muscles or body, that you cannot control

Chapter 7

Learning to Farm

I had now been on this unhappy island for more than ten months, and I had stopped hoping to be rescued.

It was on the 15th of July that I began to explore the whole island. First, I went up the creek, and on the banks of this river I found beautiful **meadows**. They were plain, smooth, and covered with grass and strange plants.

The next day, I walked further than the meadows, and here there were many more trees. Here, I found many different fruits; there were melons on the ground, and **ripe**, rich grapes in the trees. I found an excellent use for these grapes; to cure or dry them in the sun, and keep them as dried grapes or raisins.

I decided to spend the night in this place, I climbed a tree and slept well there. The next morning, I continued to explore; the country appeared so fresh and so green that it looked like a planted garden. I saw here many cocoa, orange, lemon, and citron trees. I had to find a way to **gather** a lot of fruit and carry it home; I travelled homewards; **resolving** to come again.

The next day, I walked back to the fruit trees with two small bags to carry home fruit; when I got there I found the melons spread all over the ground, trodden to pieces, and dragged about. There must be some wild creatures in this area. I was able to gather many of the grapes, and I hung them in trees to dry in the sun; I carried as many limes and lemons back as I could.

I liked this place, and spent the rest of July there. I built a shelter; so now I had my country house and my sea-shore house; and this work took me up to the beginning of August.

The 3rd of August, I found the grapes I had hung up had dried perfectly and I carried most of them home to my cave. Then it began to rain; and it rained, more or less, every day from August until the middle of October. Sometimes it rained so much, I could not leave my cave for several days.

From the 14th to the 26th, the rain never stopped. I killed a goat; and the last day, which was the 26th, I found a very large tortoise. I managed my food like this: I ate a bunch of raisins for my

Vocabulary

meadow: a field with grass and flowers

ripe: ready to be eaten

gather: to collect things

resolve: to decide that you will do something

breakfast, a piece of the goat or turtle meat cooked over the fire for my dinner (I had no pot to boil or **stew** anything) and two or three of the turtle's eggs for my supper.

30th SEPTEMBER. - I counted the marks on my post, and found I had been on the island for one year. My ink supply is getting low, so I must use it carefully, and write down only the most important events of my life, without continuing a daily journal.

I now know when the rainy season and the dry season came. I learned the right time to plant crops. I sowed the rice and barley seed in February, and this having the rainy months of March and April to water the crops, they grew well, and yielded a very good crop.

I found now that the seasons of the year were not like in England, where we had Spring, Summer, Autumn and Winter. Here there were rainy seasons and dry seasons.

Vocabulary

stew: vegetables and meat or fish cooked slowly together in liquid

Chapter 8

Exploring the Island

I was **determined** to explore the whole island. I took my gun, an axe, my dog and some food and started my journey. I passed the meadows and found a great view to the west, it was such a clear day that I could see land in the distance! I could not tell whether this land was another island or a continent.

I did not know whether the land I could see was inhabited by dangerous **tribes**, who would murder any other humans.

This side of the island was beautiful – there were open fields, flowers and grass, and large trees. I saw many parrots and with great difficulty, I caught a young parrot and brought it home so I could teach it to speak.

I came to the sea-shore, I was surprised to see it covered with countless turtles. There was also an **infinite** number of birds of many kinds, some which I had never seen before.

Even though this side of my island was much more beautiful; I had already made a safe home and I would not move.

I took a different **route** home; on the way my dog surprised a young goat. I made a collar for this little creature, and with a string, I led him along until I arrived home. By now the goat had become a tame and loving creature. I would keep it as another companion.

I cannot tell you how happy I was to return to my cave home, and lie on my hammock. I had now been on the island two years and I had become quite happy and content.

From this moment, I realized it was possible for me to be more happy in this forgotten, lonely place than it was anywhere else in the world.

I began my third year dividing my time between daily **tasks**; going hunting with my gun, the cutting, preserving, and cooking of what meat I caught during my hunts. I had to do this in the mornings and afternoons, as the middle of the day was too hot to go out in the sun.

Vocabulary

determined: wanting to do something and not letting anything stop you

tribe: a group of people who have the same language, customs and beliefs

infinite: endless, without limits

route: a particular way to get from one place to another

task: a piece of work that has been given to someone

It was now November, and I was expecting to harvest my crop of barley and rice. The crop looked very good, but I had to beware of the goats and rabbits who were always trying to eat the sweet, fresh **blades**. At night, I tied my dog to a stake to keep guard, and he would stand and bark all night long; this worked well and the corn grew fast and strong.

Now the birds became a problem. One day, I saw my little crop surrounded with them. I immediately ran at them with my gun. As soon as I shot, a little cloud of birds rose up from among the corn itself.

I saw they had done a lot of damage, but what was left would still make a good crop if I could save it.

I was so angry, that I waited for the birds to return and then shot and killed three of them. I hung the dead birds from the trees to scare away others who would come to steal my corn. This worked very well, and in December, I had a good harvest.

I had to use my sword to cut the corn. I cut off the ears, and carried them away in a big basket which I had made. Then, I rubbed out the **grains** with my hands; and at the end of all my harvesting, I found that I had plenty of rice and barley.

Next, I had to learn how to make bread, which I knew would be very difficult.

Vocabulary

blade: a long, narrow piece of grass or plant

grain: a seed or seeds of a plant used for food

Chapter 9

Building a Boat

I sowed my seed in two large, flat pieces of ground. This land was near to my house and I fenced around it with a good **hedge**. The rain was still heavy and kept me in my cave, I kept busy talking to my parrot, and teaching him to speak. I quickly taught him to know his own name, and at last to speak it out loud. He would squawk, “Poll,” which was the first word I ever heard spoken on my island by any mouth but my own.

I needed large jars to store corn, I studied how to make them. I was lucky to find a type of clay that I thought I could use. I had to dig the **clay** and bring it to my cave to work it into the correct shapes.

It would make the reader laugh at me, to see how many ugly misshapen things I made out of the clay! It took me two months to make two large jars. The sun baked them dry and hard; and they stored my corn well.

Making the large pots was very difficult, but I made several smaller things with much more success; such as little round pots, flat dishes, **pitchers** and pans.

Finally, I had made an earthen pot that would sit on the fire without breaking; I set it on the fire with some water in it to boil some meat, which it did very well; and with a piece of a young goat I made some very good broth.

Next, I had to think about how I could bake bread. I made some special pots to bake loaves of bread and a large fire. When the firewood was burned into **embers** or live coals, I placed them all around the outside of the pots, to keep in and add to the heat. This method worked as well as the best oven in the world, and I baked my barley-loaves.

While I worked, I thought about escaping the island. I thought of crossing the ocean and finding the mainland. I knew this could be dangerous; I could fall into the hands of murderous tribes or dangerous animals. Yet, my head was filled with thoughts of escaping the island and getting to the mainland.

Vocabulary

hedge: a line of small trees or plants that make a wall

clay: wet, heavy earth that is used to make things

pitcher: a container used to carry liquids

ember: a very hot piece of wood or coal that keeps burning for a long time

Now I wished that my boy Xury was still with me, and we had the long-boat we had used to sail along the coast of Africa. My **desire** to get to the mainland increased, rather than decreased, even though finding a way to travel there seemed impossible.

I began to think whether I could make a canoe, out of the **trunk** of a great tree.

I chose and chopped down a large cedar-tree. I was twenty days chopping the tree down; it took fourteen more to cut off the branches. It took me one month to shape it and nearly three months more to clear the inside. It was big enough to carry twenty six men, so it would be big enough to carry me and all of my cargo.

When I had finished making the boat I was extremely happy with it. The boat was bigger than any canoe, and it was made from one tree.

The boat was one hundred yards from the water. It was too heavy to push to the water; so I needed to bring the water up to the canoe. I decided to dig a **canal** from the sea to the canoe, but to do this alone would take me at least ten years!

There was no way I could get my boat to the water, and this made me more sad than I could ever say. The experience taught me a lesson, though too late, it is foolish to begin a task before planning properly, and before we know if we have the strength to finish it.

While making the boat, I finished my fourth year in this place. I now realized that I was completely separate from the world and I would be forever.

I learned to look more upon the bright side of my situation, and less upon the dark side, and to think about what I enjoyed rather than what I wanted. Another thought that was of great use to me, and would be to any one that should be in the same situation; and this was, to compare how my life was now with what I at first expected it would be.

I was king of this whole country. I had no enemies; and although my ink was almost gone, I had somewhere safe to sleep and plenty of corn, grapes, meat, clothes and wood.

I lived comfortably and I was safe.

Vocabulary

trunk: the thick, main part of a tree

canal: a man-made channel for water made for moving boats

Chapter 10

Catching Goats

For another five years, nothing unusual happened. I spent all my time making a small canoe, learning from the mistakes I made with my first attempt.

This boat was smaller and lighter, I dug a canal and successfully floated the canoe to the creek.

I made a little **mast** for my boat, and made a sail too out of some of the pieces of the wrecked ship's sails. I made an umbrella out of animal skins and stood it over my head, to keep the heat of the sun off me. At last, I was able to sail around my **kingdom**.

It was the 6th of November, in the sixth year of my **reign** - or my imprisonment - that I set out on a voyage, I took plenty of food and water and a gun for hunting.

I sailed to the other side of the island. When I came to the east side, I found a **ledge** of rocks reaching out far into the ocean, and beyond this was a **strip** of sand. I had to sail far out to move around the sand bar. Suddenly, I found myself in deep, rough waters. The **current** was strong and I thought it was going to carry me out to sea.

I was scared and I looked back upon my island as the best place in the world, and I wished to be there again. I was being carried away from the island by the water and I worked with all my strength to get out of the current. I kept steering directly for the island and I was helped by a fresh wind, it took me about an hour to sail a **mile** off the shore, where, it being smooth water, I soon got to land.

When I was on shore, I decided to stop trying to escape by boat. I brought my boat to a little cove, climbed out and being tired from the journey, fell asleep under some trees.

The next morning it was very hot, I took my gun and umbrella and I began the long walk home. I reached my old country shelter in the evening. I laid down to rest, and immediately fell asleep. I woke suddenly, shocked I heard a voice calling, "Robin, Robin, Robin Crusoe: poor Robin Crusoe! Where are you, Robin Crusoe? Where are you? Where have you been?"

Vocabulary

mast: a tall pole that holds up the sails on a boat

kingdom: a country ruled by a king or queen

reign: a period of time when a person, usually a king or queen, rules a country

ledge: a shelf of rock coming out of a cliff or wall

strip: a long, narrow area

current: a movement of water in a particular direction

mile: a unit of distance (equal to 1.6 km)

I saw my parrot, Poll, sitting on the top of the hedge. Holding out my hand, I called him by his name and the bird came to me, and sat on my thumb and continued talking to me, "Poor Robin Crusoe! and how did I come here? and where had I been?" Poll was very happy to see me; and so I carried him home along with me.

I thought about the danger I had been in at sea and decided to stay on the island. For a year I lived a very calm, quiet life; even though I was lonely I lived very happily during this time.

I had now been on the island for eleven years, and because my ammunition supplies were getting low, I needed to make a trap to catch goats and keep my own **flock**.

One night I set three traps, and going the next morning I found three young goats, a male and two females. I tied the young goats together with string and brought them home.

To tame the goats, I needed to enclose a piece of land where there was enough food for them to eat, water for them to drink, and cover to protect them from the sun. I found an open piece of meadow with fresh water and a wood at one end.

In about a year and a half I had a flock of about twelve goats; and in two years more I had forty-three.

Now I had as much goat's meat and milk as I wanted. I had seen butter and cheese made as a child and with a lot of practice was able to make it. When I first arrived on the island I thought I would die from hunger, now there was more than enough delicious food to eat!

Vocabulary

flock: a group of sheep, goats or birds

Chapter 11

Finds a Footprint

You would smile if you could have seen me and my little family sit down to dinner. Poll, would **perch** close to me, and was the only one of my companions allowed to talk to me. My dog, who was now old and crazy, sat always at my right hand; and two tame cats, one on either side of the table.

If another man was to see me; he would either be frightened or would laugh a lot. I was dressed strangely, I will write a description of my appearance.

I had a great high ugly cap, made of a goat's skin, with a flap hanging down behind, to keep the sun and rain off my neck. I had a short jacket made of goat's skin. My trousers were made of the skin of an old goat, whose long hair hung down to my knees. I also had made a pair of misshapen boots.

Around my **waist** I had on a wide belt of goat's skin. I hung a little saw and an axe from this belt, one on either side. I carried a basket on my back, my gun on my shoulder, and held a great, ugly, goat's-skin umbrella over my head. My beard had grown long and I had a large moustache.

I prepared and went on a new journey, and was gone for about five or six days. I travelled first along the sea-shore, then I walked over the land, as I looked forward I was surprised to see the sea all smooth and quiet – there was no rippling, no **motion** and no **current**.

I now had two grain fields which I sowed and harvested every year. I grew and stored raisins and looked after my goats. I lived between my cave house and my shelter, or 'country house'. I had made a wall of stakes around my country house also, making it a safe place to stay.

One day, about noon, I was walking along the shore. I looked down and was shocked to find the print of a man's foot on the sand. I could not believe my eyes! I listened and looked around, but I couldn't see or hear anything. I searched everywhere, but couldn't find any other prints. I walked on, terrified, looking behind me at every two or three steps taken, thinking every **distant bush** and tree was a man. I was very afraid and ran back to my cave, which I now called my 'castle'.

Vocabulary

perch: to sit on the edge of something

waist: the part of the human body between the chest and the hips

motion: the act of moving

distant: very far away

bush: a low plant with many branches

That night I could not sleep; I could not stop thinking about the **footprint**. It must have been a tribesman from the mainland; they must have arrived in canoes and gone back out to sea.

I was scared that they had found my boat or any other sign that I was living on the island. I had been so lonely, but now I was terrified that another man was on the island. I stayed in my cave for three days, too scared to leave. In time, I convinced myself that it had been a mistake and that I had seen my own footprint.

This thought made me feel better and I felt brave enough to leave my cave. I went to the shore and found the foot print. I measured the print against my own foot, the foot print in the sand was much larger than mine. Now I knew for sure that another man had been on my island and I and ran back to my cave.

I was terrified and stayed awake all that night; and in the morning, I fell into a deep sleep and woke up feeling much better. I thought about making my castle safer – in case tribes should land on the island, find and attack me.

I decided to make a second wall around my castle. Twelve years before, I had already grown a row of trees around the wall. These trees stood close together, between them I put posts in the ground to make a strong fence. I now had a double wall; and my outer wall was thickened with pieces of timber and old cables. I made seven holes, as big as my arm, in the second wall. I put guns in these holes, so that if I was attacked I would be able to fire at my enemy without leaving the castle walls.

In two years' time I had a thick hedge; and in five or six years' time I had a thick wood of trees surrounding my home. No man could break through and I used ladders to get in and out. I had done everything I could to protect myself.

Vocabulary

footprint: a mark made by a foot on a ground

Chapter 12

A Cave Retreat

While I was securing the walls around my castle, I thought about how to keep my flock of goats safe. I decided to make two or three enclosures for the goats. The **enclosures** had to be far away from each other, so that if something were to happen to one group of goats, I would have two others. This plan required a lot of work.

I searched the island for the best places to build these enclosures. I found a place in the middle of the woods. It took me one month to build the enclosure, when the fence was finished I moved twelve goats to their new home.

I went about the whole island looking for another hidden place to keep a small flock of goats. I wandered to the west of the island and climbed a hill to look about the island and out to sea; and there in the distance, I could see a boat!

I rushed down the hill to the shore, what I saw at the beach confused and shocked me! I cannot describe the horror I saw on the shore; the sand was spread with skulls, hands, feet, and other bones of human bodies. There was also a place where a fire had been made.

I turned my face away from the terrible sight; I was just about to **faint**, when my stomach **cramped** and I vomited on the sand. I turned and ran up the hill as fast I could and rushed to the safety of my castle. I was so scared of what I had seen on the beach, I stayed in my wooded enclosure for almost two years.

Over time my uneasiness began to wear off. I felt that my home was well hidden and I would never be discovered. I only left my home to care for the goats, and when I did I always carried guns and a sword.

My fear turned to anger, night and day I could think of nothing else but how I could destroy the murderers who had visited my island. I imagined flying at those men with my sword and guns loaded and killing them all. I went to watch out for them, and found a place on the side of the hill where I

Vocabulary

enclosure: a place that is surrounded by a wall or fence

faint: the act of suddenly becoming unconscious

cramp: a sudden, sharp muscle pain

could keep watch for their boats without being seen.

For three months, every morning I went to the top of the hill to look out to sea for any approaching boats. No boats came to the island and my thoughts began to calm. I thought about what I was doing; what right did I have to judge and kill these men? These men had done nothing to me.

It could see that these people were violent towards each other, but this was nothing to me: they had not hurt me. If they attacked me, then I would protect myself. But they did not know I was on the island, therefore they no plans to hurt me. It would be wrong for me to attack them.

It was more important to stay hidden. I should not hurt them, unless in defense of my own life.

For one year I stopped climbing the hill to look out for boats. I hid my boat and was careful to remove everything I had left from the shore, so there was no sign of human habitation on the island.

I walked everywhere, peeping and peering about the island, scared of who I might find. The thoughts of this sometimes sank my very soul.

I believe the reader will understand my **anxieties**. I always thought of my safety. I was too scared to hit a nail, chop wood or fire a gun in fear of being heard. I worried about making fire, as smoke could be seen from a great distance.

It was with great **relief** I found a cave in the earth. The mouth of this hole was at the bottom of a great rock; it was difficult to climb in, but it was large enough for me to stand in. The cave was very dark, and in the darkness I saw two broad shining eyes of some creature, which twinkled like two stars. I was frightened, but I took up a stick of burning wood: I used all my **courage** and moved towards the eyes; suddenly I heard a very loud sigh, like a man in pain, and it was followed by a noise, like words half spoke. I stepped closer, and by the light of the firebrand, I saw a monstrous old goat dying of old age.

The next day I brought candles and began exploring the cave. The cave was very large, but at the back was a small **passage**. I had to crawl through the passage on my hands and knees. When I got to the end of the passage the roof rose very high; it was the most glorious sight I'd ever seen! The walls and ceilings **reflected** a hundred thousand lights from my candles. It looked like the rocks were made of diamonds and gold.

This cave was a safe place. If five hundred tribesman tried to find and hunt me, they would never find me here. The cave was dry and hidden and the perfect place to store my spare guns and ammunition. When I left the cave, I found the old goat had died. I dragged him out of the cave and buried him in the ground.

Vocabulary

anxiety: a feeling of nervousness or worry
relief: a feeling of being freed from pain or worry
pitcher: a container used to carry liquids

ember: a very hot piece of wood or coal that keeps burning for a long time
passage: a long, narrow path that connects two places
reflect: to send light back from a surface

Chapter 13

A Spanish Shipwreck

I had now been on the island for twenty three years, and I was happy. I had Poll, my parrot, to speak to; he lived with me for twenty six years. My dog was a loyal friend to me for sixteen years. I always kept a few tame cats, goats and birds within the castle walls for company. I was **content** and soon forgot about the murderous men who had visited my island.

It was December; I went out before sunrise, and was surprised to see the light of a fire on the shore. I was terrified and ran back to my castle, climbed the ladder and pulled it up after me.

I stayed for about two hours, and began to wonder what was happening on the beach. So setting up my ladder, I left my castle and climbed to the top of the hill. When I reached the top I laid on the ground, and began to look. I could see nine tribesmen sitting around a small fire.

They had two canoes, that they had pulled up on to the sand. To my relief, I soon saw them drag their canoes into the water and start to row away from the island.

As soon as I saw them shipped and gone, I took two guns upon my shoulders, and two pistols in my belt, and a sword. I ran to their fire. Going down to the shore, I could see the horror they had left behind; blood and bones.

After this **discovery** I spent my days worried and afraid of these men. I could not sleep, and if I did I had frightful dreams. If I ever left my castle, I took the great care and **caution**.

One day in the middle of May, I was surprised to hear the noise of a gun fired at sea. I rushed to the top of the hill, thinking this must be a ship in **distress**! I collected as much dry wood as I could find and set it on fire at the top of the hill. If there was a ship, they would see my fire and help me! Soon I heard another gun; the ship had heard my signal and they were replying!

Vocabulary

content: happy and satisfied

discovery: the act of finding something new

caution: great care and attention

distress: a strong feeling of sadness, worry or pain

I had no choice but to wait until sunrise, early in the morning I ran to the top of the hill and looked out for the ship. I could see something very far out to sea, as I looked closer I saw it was the wreck of a ship caught on the rocks.

I could do no more than **pity** the ship's crew, I knew they must have been killed in the wreck. I wished just one man had made it to the island to be my companion and save me from my loneliness. I repeated the words, "Oh if only one had lived!" a thousand times. But it was not to be; I never knew whether any men were saved out of that ship or not, but I did find the body of a drowned boy come on shore near the shipwreck.

When the sea was calm, I decided to sail my boat to the wreck – hoping to find someone alive. I had to plan my journey, and sail very carefully, avoiding the rocks and currents.

It took me two hours to get to the wreck. Now I was closer, I could see it was a Spanish ship, it was stuck fast, jammed in between two rocks. The ship had been beaten to pieces. As I came closer, a dog appeared; seeing me the dog barked, jumped in the sea and swam to my boat. I pulled him up and gave him some bread and fresh water.

I could find no one else alive, or any food supplies that had not been ruined by the sea water. I found and took two chests back to the island to open.

There were several guns in the ship's cabin, two little **brass** kettles, a **copper** pot, and a **gridiron**; I took these things and the dog back to my island. I slept that night in the boat and in the morning I opened the chests. In the first chest, I found several useful things. I found in one a fine case of bottles, filled with **cordial** waters. I found two pots of very good sweetmeats, undamaged by the salt-water. I found some good shirts, and many white handkerchiefs which I could use to wipe my face on a hot day.

The second chest held three great bags of coins, and some small bars or wedges of gold. Even though I had no use for money, I carried it back to my cave. The ship must have carried a great deal of money and treasure before the storm had ruined it.

Vocabulary

pity: a feeling of sadness for someone else's situation

brass: a bright yellow metal

copper: a red / brown metal

cordial: a sweet drink made from fruit

Chapter 14

A Dream Realised

I began to relax again. For two years life carried on and was easy, but my head was filled with projects and designs how, if it were possible, I might get away from this island.

It was a rainy March night. I had now been alone on my island for twenty-four years and I was lying in my hammock awake. My mind raced and I ran over the whole history of my life. I reflected on how happy I was during the first years on the island, and then the years of fear and anxiety after seeing the foot print in the sand.

I thought seriously about the real danger I had been in for so many years on this very island, and how I had walked about not knowing that danger could have been anywhere and come at any time.

What would happen if these wild men caught me? How could I escape if I was attacked? If I was to escape the island and reach the mainland, how would I know they would not be there waiting for me? Even though I was scared, I had as it were no power to stop my mind from escaping the island to the mainland on my boat.

Exhausted with these thoughts, I fell into a deep sleep. I dreamed I saw angry tribesmen arrive on the shore. They had another man they brought to kill. All of a sudden, this man broke free and ran for his life. He ran to my castle and I gave him my ladder to climb and helped him to my cave. Finally I was no longer alone! I woke suddenly; sad that it was just a dream.

For another year and a half I waited, keeping watch over the shores of my kingdom.

One morning, I was surprised to see five canoes on the beach. Immediately, I took my guns and climbed to the top of the hill. I looked down to the shore and saw thirty tribesmen dancing around a fire.

Then, I saw some of the men drag two people from the boats. The first of the men was knocked down and beaten to death by wooden clubs. While this was happening, the second of the men broke free and ran quickly in my direction! Three of the murderous **gang** began to chase him, but they could not run as fast.

The man continued running until he reached the creek, he **plunged** in and swam with great speed

Vocabulary

exhausted: extremely tired

gang: a group of criminals

plunge: to fall down suddenly into something

and landed on the other side. Two of his **pursuers** jumped into the water to follow him, the third must have been unable to swim. Suddenly, it occurred to me that if I helped this man he could become my companion!

I ran down to the creek towards the attackers. As I came nearer, I saw one of these wild men with a bow and arrow, getting ready to shoot me. I took my gun, aimed and killed him with one shot.

The poor man who had escaped came closer to me, I smiled at him: then he kneeled down, kissed the ground, and laid his head upon the ground, and taking me by the foot, he put my foot on his head; this, it seems, was a sign of his **gratitude** in his culture.

I looked up and saw the other attacker running towards us. My new friend jumped up and pointed at my sword. I gave it to him immediately. As soon as he had it, he ran to his enemy, and killed him with one blow. He then made signs to me that he should bury them with sand, so that the rest of the tribe would not see the bodies.

We quickly buried them in the sand. Then, I helped and guided him to my cave, on the farther part of the island. Here I gave him bread and a bunch of raisins to eat, and some fresh water.

He was a handsome man, perfectly made, with straight, strong **limbs**; he was tall, and I thought about twenty-six years old. He had a friendly face. His hair was long and black, and his eyes sparkled. His face was round and plump; a very good mouth, thin lips, and his fine set of white teeth.

After some time had passed I began to speak to him, and teach him to speak to me. I called him Friday, which was the day I saved his life. I taught him to say Yes and No and to know the meaning of these words. I gave him some clothes, which he was very happy with.

I gave Friday a sword and a gun. He also had a bow and arrows at his back; I carried two guns and together we marched to the place where the murderers had been. When I came to the place my very blood ran cold in my veins, the place was covered with human bones, the ground dyed red with their blood, and great pieces of human flesh left here and there.

Friday, by his signs, told me there had been a battle between this tribe and his. The winning tribe had taken prisoners to the island to violently kill them, in what I thought must be a tribal **ritual**.

We left the bloody scene and returned to our castle; and here I made Friday some clothes out of goat skin. He was very pleased.

The next day, I made a little tent for him between the two walls of the castle. I did not need to think of my own safety; Friday was a faithful, loving friend. He was like a son to me; and I think he would have sacrificed his life to save mine. I was so happy to have a companion and I taught him about life on the island, so he would be able to help me in every task.

Vocabulary

pursuer: someone who is chasing someone or something

gratitude: the feeling of being thankful

limb: an arm or leg of a person or animal

ritual: a set of actions that are part of a ceremony

Chapter 15

Teaching Friday

After two or three days, one morning I took Friday out to the woods to teach him to shoot. I shot a young goat that was resting under a tree, Friday was at first surprised and scared of the sound the gun made. I pointed to the gun and to the dead goat and signed to Friday to run and fetch the animal. We took it back to the cave and boiled the **flesh** to make a stew. Friday liked the food very much.

The next day I taught him how to make bread; and soon Friday could do all the work as well as I could do it.

Now there were two people to feed we worked together to prepare more land for harvest. Friday worked hard and I was happier than I had ever been on my island. Friday began to talk very well, and understand the names of almost everything.

I asked him questions about his own country, and about the battles he had fought in. Friday told me he had landed on my island before.

I asked him how far was it from our island to the shore, and whether the canoes often got lost at sea. He told me there was no danger; the current and wind was always one way in the morning, the other in the afternoon.

He told me that in a place **beyond** the setting of the moon, there was a place where white bearded men lived. I asked if we could get to this place, and he told me "Yes, yes, you may go in two canoe." He meant we must take a large boat, as big as two canoes.

Friday soon began to understand all I said to him. I told him my own history, how I had come to the island and how long I had been there.

I described to him my home country of England. I told him about the ship wrecks and showed him where the boats had sunk. I told him about the other men who had drowned.

Vocabulary

flesh: the soft part of the body between the skin and the bone

beyond: further away in the distance

Friday excitedly added, "We save the white mans from drown, the boat full of white mans." I asked him how many. He told me counting on his fingers up to seventeen. I asked him what had happened to the men. He told me, "They live, they live in my country."

He told me the men had been living with his people for about four years; that the tribes did not hurt them. I asked him why they did not kill them. He said, "No, they make brother with them."

It was some time after this conversation, that we were on top of the hill. The weather was very clear and the air was still, and because of this we could see land far off in the distance. Friday, looked towards the land, and started jumping and dancing, he called out "Oh, joy!" says he; "Oh, glad! There see my country, there my **nation!**" He looked so happy, I could see he missed his own country a lot.

I called to him, and said, "Friday, do you want to be back in your own country, your own nation?"

"Yes," he said, "I be much glad to be at my own nation."

"What would you do there?" said I. "Would you turn wild again? Would you kill men?"

He looked very serious, and shaking his head, said, "No, no, Friday tell them to live good; no kill man, they willing love learn."

Then I asked him if he would go back to them. He smiled, and told me that he could not swim so far. I told him I would make a canoe for him and he said that he would go if I would go with him.

"I go!" says I, "Why, they will kill me if I come there."

"No, no," says he, "me make they no kill you; me make they much love you." He meant, he would tell them how I had killed his enemies, and saved his life, and so he would make them love me.

After this conversation, I felt it would be safe to go to the mainland with Friday and I wanted to make the journey. So, I told Friday I would make a boat to carry us to his nation.

Vocabulary

nation: a country or group of people living in one area with their own laws and language

Chapter 16

The Rescue

I went with Friday to find a large tree to chop down, so we could make a canoe big enough to take us to the mainland. It took a month's hard work to finish the boat, two months to fit the masts and the sails and two weeks to carry it on **rollers** to the water. The canoe was big enough to carry twenty men.

When the large canoe was in the water, it amazed me to see how well Friday could turn and **paddle** the boat along.

We spent every day preparing for our voyage, we had to make sure we had enough supplies. I asked Friday to go to the shore to find a turtle, for the eggs and the meat. Soon, I heard Friday shout, "O master! O master! O bad! O bad!"

"What's the matter, Friday?" says I.

"Over there," says he, "one, two, three canoes!"

"Well, Friday," said I, "do not be frightened. Can you fight, Friday?"

"Me shoot," says he, "but there come many great number, me die when you die."

So I got our guns and my great sword, and I gave Friday an axe.

I looked and saw a group of men on the beach, they had two prisoners with them and they were here to kill these men. I decided that we must go to the beach and fight to save the prisoners. I told Friday to stay close to me, and to stay quiet.

As we marched towards them, I thought about whether this was the right thing to do. These people had done nothing wrong to me. It was none of my business – Friday had reason, these people were his enemy and the enemy of his nation. But this was not true for me; I decided to just to see what was happening – but not to attack.

I told Friday to climb a tree to get a better view of the beach. He told me the men were dancing around the fire; they had killed one of their prisoners, the other lay tied up on the sand. He told me the

Vocabulary

roller: a long tube that turns over and over to carry things along

paddle: to push poles through the water to move a boat along

remaining: continue to stay behind after other people have left the bone

prisoner was still alive, and he looked like a white bearded man.

I decided we had to help the **remaining** prisoner. We both aimed our guns and shot at the murderers. Friday killed two men with one shot and wounded three more, I killed one and hurt two. The rest of the attackers ran around **yelling** and screaming like wild animals.

“Now, Friday,” says I, “follow me,” we marched towards the prisoner, shooting at our attackers. Friday continued to fire at them while I took my knife and cut the ropes that **bound** the prisoner. I asked him where he was from, and I understood that he was from Spain. I gave him a pistol and my sword. He took them very thankfully; and flew upon his murderers, he cut two of them to pieces in an instant.

Friday pursued the rest of the men, with no weapon in his hand but his axe: and with that he killed three. The young prisoner chased some of the men, and hurt them badly; Friday jumped to help and killed them all, only one was too quick; he ran and jumped into the sea, then he swam to a canoe and joined two others who were escaping. We had killed them all, except for the three who now were quickly paddling away.

I was worried the men who escaped would go and fetch more of their tribe to come back and attack us. I jumped in one of the canoes they had left on the beach to chase them, and I was surprised to see a man, bound and afraid, lying at the bottom of the boat. We had found another prisoner, but he seemed almost dead.

I cut the ropes that tied him, and called Friday to help me. As soon as Friday saw the man’s face he began to cry and hug and kiss him; he then told me that the man was his father.

This put an end to our pursuit of the canoe carrying the other attackers, who we hoped would be lost at sea.

Friday ran to fetch fresh water, and two loaves of bread for his father and the Spaniard, so they could regain some strength.

Friday, a strong man, carried the Spaniard on his back to our castle. He then returned for his father. They were too weak to climb the ladder, so we made them a comfortable tent just outside the walls.

As soon as the two weak, rescued prisoners were resting, I told Friday to boil and stew a goat. When the food was ready we carried it to them, we set up a table in their tent and ate our dinner together.

After we had dined, Friday went to fetch our guns from the place of battle, and the next day he buried the dead bodies of the tribesmen, which were lying in the sun.

Now, there were four people on my island and this made me very happy.

Vocabulary

yell: to shout or scream loudly

bound: tied with rope

Chapter 17

Visitors

I spoke a little Spanish and I was able to talk to the Spaniard about how he came to be **captured**. He told me that he had been living peacefully with a tribe along with sixteen of his countrymen. Their ship had been wrecked and they had been lucky to make it alive to the coast.

He told me they were all very honest men, but they didn't have any weapons, or enough clothes and food. The Spaniard wanted me to help bring them to the island and he promised me that if I could help them, they would live and die by me.

If we saved these men, we would need a lot of provisions. So for six months we worked very hard to have enough corn, rice, dried fruit and meat for everyone.

The Spaniard and Friday's father took our large canoe and filled it with bread, dried grapes and water. I gave them each a gun and told them only to fire if necessary. They set sail and aimed to be back in eight days.

On the morning of the ninth day, Friday woke me shouting, "Master, master, they are come, they are come!" I jumped up, and ran to the shore. I soon saw that this was not the boat carrying out friends. It was an English boat carrying men from my own country! Further in the distance I could see a **grand** ship, an English ship!

I was still unsure if these men were dangerous or not, so I told Friday to stay hidden while I moved to the beach to take a closer look. I could see that there were eleven men in the boat, and I could now see for certain that they were English.

I could see no prisoners or weapons which was a great relief. Friday joined me and we continued to watch from behind a tree; we watched as the men landed on the beach, left their boat on the shore and began exploring the island.

It was clear to see which of these men was the captain; as he directed his crew and gave them orders. I decided it was safe to approach him, after all he could help transport me away from the island and back to my home in England.

Vocabulary

capture: to take someone as prisoner

grand: important and large

As we walked down the shore towards these welcome visitors, I could see they were surprised and shocked to see anyone on the island at all, especially two men who looked like myself and Friday. As I approached them, I said “Gentlemen, do not be scared; perhaps you can help me. I am an Englishman, I have been deserted on this island for twenty-eight years.”

The ship’s captain called me to him, we sat on the sand and shared our stories. I told him my whole history and it affected him deeply. I told them how I came to be here, and how I had survived all these years on the island. I asked him whether he would be able to save myself and Friday by taking us away with him on his ship. He quickly agreed to helping us leave the island and ordered seven of his men to return to the ship and prepare it for the journey.

I invited the rest of the men to my home, I gave them food and water and showed them how I had been living for twenty-eight years. The captain admired my castle, and how perfectly I had hidden and protected it with a **grove** of trees.

The captain told me that his ship was on course to sail back to England, and with it I would finally be able to return to my own country and see the family I had **abandoned** so long ago.

Suddenly, as I viewed and thought about all that I had **accomplished** and built; my castle, my flocks of goats, tame birds and cats, my fields full of corn and barley, I felt sad to leave it all behind.

Vocabulary

grove: a group of trees planted together
abandoned: left behind for a long time or forever
accomplished: able to do or finish something successfully

Chapter 18

Leaving my Island

I now realized that it was time to leave the island. I led the captain, his men and Friday as we climbed to the top of the hill to take a final view of my island, my kingdom. The captain hugged me, "My dear friend," says he, "there's your ship; after so many difficult years, she will carry you home to England – where you belong."

I looked at the ship, it was about half a mile from the shore; we could see the crew had weighed her **anchor** as soon as they had received the orders from the men who had returned from the island. The weather was good, and they were able to bring the ship close to the mouth of the little creek. When I could see the ship clearly I was ready to fall down with the surprise; now I could see and believe that I was saved!

I tried to thank the captain for finding and saving us, but I could find no words and was unable to speak; he took me in his arms and I had to hold on to him tightly, or I would have fallen to the ground. After some time I sat on the ground and **stared** at the ship, and it was a long time before I could speak another word. During all this time the poor man said a thousand kind things to me, to help me recover from the shock, but such was the flood of joy in my heart, I broke down in tears.

The captain and his men were here to save me and Friday and I could not **express** how grateful I was to him and his men for finding and helping us.

I told the captain I needed to stay that night on the island to prepare my things, and that he should go on board and make everything was ready on the ship. He agreed and said he would send the boat on shore next day to collect us.

Some of his men decided to stay and live on the island. So that night I told them my story and how I had lived on the island all these years. I showed them my **fortifications**, the way I made my bread, planted my corn, and dried my grapes; and anything else that would help them live an easy and pleasant life.

Vocabulary

anchor: a heavy object on a strong rope or chain that is dropped from a boat to stop it from moving

stare: to look directly at something for a long time

express: to show a feeling or opinion

fortification: strong walls that protect a place

I told them about Friday's father and the Spaniard who would be returning to the island soon with more men. I wrote a letter for them when they arrived, the letter told them to live and work with these men in peace.

I left them guns and ammunition and three swords. I gave them a description of the way I managed the goats, and directions to milk and fatten them, and to make both butter and cheese. I prepared them as much as I could for life on my island.

The next morning, we could see the men rowing the smaller boat from the ship to the shore, and we rushed down to meet it. The captain called aloud to the boat, and ordered his men bring us all to the ship.

Chapter 19

Return to England

The next day, we prepared to sail. Finally, I was leaving my island behind and returning to **society**.

I took with me the great goat-skin cap I had made, my umbrella, and one of my parrots; also, all the money I had found on the wreck of the Spanish ship. We left the island on the 19th of December, in the year 1686, after I had been on the island twenty-eight years, two months, and nineteen days.

I arrived in England the 11th of June, in the year 1687, having been gone for thirty-five years. Friday was excited and amazed by everything he saw.

England had changed a lot while I had been gone and there was a lot to understand. We traveled to Yorkshire to find my family; when we arrived I discovered my father and mother had died. I found my two sisters, and two of the children of one of my brothers alive and well. My family had thought that I had died and my parents had not left me any money. I realized that I needed money to live in this world.

I decided to go to Lisbon to find the family of my old business partner in Brazil. I wanted to find information about the **state** of my **plantation** in the Brazils, and of what had happened to my partner, who I thought may have died years ago. My man Friday came with me and was a most faithful companion.

We found his family and they told me my partner was still alive. He believed I had been lost and drowned long ago but had kept the plantation working in case any of my family should need it. His family informed me that the plantation was doing very well, and that my partner had become very rich managing it, and that he would be very happy to hear that I was alive. They told me that even though he thought I had died, every year my partner had saved my share of the plantation **profits**.

They were very fair, honest people, and very wealthy; they were happy to help me contact my partner and have the money I was owed transferred to me.

Vocabulary

society: a large group of people who live together in an organised way

plantation: a large farm that grows crops

profit: money made through a business

There were ships in the river of Lisbon just ready to go away to Brazil. I entered my name in a public register, confirming that I was alive, and that I was the same person that owned the plantation land. In less than seven months I received a large packet from my partner in Brazil.

There was a letter for me from my old friend and loyal business partner. He congratulated me on being alive, gave me an account how the **estate** was improved, and what it produced a year, with the particulars of the number of squares, or acres that it contained. He invited me very passionately to come back to Brazil and take over the running of the plantation. He wrote about our friendship and how pleased he was that I was able to find his family in Lisbon.

He also sent me also five chests of excellent sweetmeats, and a hundred pieces of gold. Another ship in the same fleet brought me one thousand two hundred chests of sugar, eight hundred rolls of tobacco, and the rest of the whole account in gold.

It is impossible to express the happiness in my heart when I found all my wealth about me; I now had more than five thousand pounds in money, and an estate in the Brazil that earned more than a thousand pounds a year. This was more than enough money to care for my family and Friday.

Now I had to decide what to do with my new life and fortune. I prepared to go to England with all my wealth.

I thanked those people in Lisbon who had helped me and I wrote to my partner to thank him for looking after my plantation and told him I would write again soon.

Having settled my business in Lisbon, I sold the cargo I had received from Brazil and I set sail for England with Friday.

Vocabulary

estate: a large area of land owned by a family

Chapter 20

Adventure Again

I thought that my travels were now over and I bought land and an estate in England, where I thought I could **settle** and grow old.

I decided to sell my plantation in Brazil, and wrote to my partner and offered to sell the business to him. He paid me thirty-three thousand pieces of eight and in return, I signed the instrument of sale in the form his family sent from Lisbon.

I have now shared the first part of a life of fortune and adventure – it is a story that the world has never seen the like of before, beginning with **disaster**, but closing much more happily than I could ever have hoped for.

Anyone would think that in this state of good fortune I was past adventure and travel, but I was born to a wandering life.

I especially thought about going to see my island. I needed to know what became of the Spaniard and his friends, and Friday often talked about his father and wondered what happened to him.

During my time in England I looked after my two nephews, the children of one of my brothers. The eldest, I raised as a gentleman and provided him with an estate. The other worked with the captain of a ship; and after five years, he had become a sensible and bold young man. I bought him a good ship, and sent him to sea.

For years I tried to settle in England. But when my nephew returned after a successful voyage to Spain telling stories of adventure, I realized I was bored of England and **eager** to return to the seas. I decided to join him on his next adventure; this was in the year 1694.

During this voyage I visited my island, and saw my **successors** the Spaniards, and heard the story of their lives and their time on my island. The stories they told me were full of wonderful experiences and unfortunate accidents - they also told me about their battles with the tribesmen, who landed several times upon the island.

Vocabulary

settle: to find a place and make a home

disaster: a sudden event that causes a lot of damage

eager: wanting very much to have something

successor: someone or something that comes after someone or something else

Friday asked about his father, they informed him that he had made it safely back to his people on the mainland. This news made Friday so happy tears ran down his face.

The population of the island had now increased. Five of the Spaniards had made the dangerous journey to the mainland and brought back eleven men and five women, and there were now about twenty young children on the island.

We stayed on the island for twenty days, and left them supplies of guns, ammunition, clothes, tools, and two workmen, a carpenter and a blacksmith I had brought from England. I brought, also, five cows, three of them being big with calf and some sheep.

Everyone on the island seemed content and happy, they had no plans to return to life on the mainland. As our ship sailed away, I looked back at the kingdom I had built, and was grateful to see it **thriving**.

As we set sail, I knew I would have more adventures with Friday, which I shall write about in the Second Part of my Story.

Vocabulary

thriving: doing well and becoming successful

Wordlists

Unit 1

always	adverb
appliance	noun
balcony	noun
bedspread	noun
bin	noun
biodegradable	adjective
blender	noun
bookshelf (-ves)	noun
bright pink	adjective
bunk beds	noun
childhood	noun
choose (clothes)	verb
chop up	verb
coffee machine	noun
collection	noun
compost	verb
cupboard	noun
desk	noun
dishwasher	noun
do homework	verb
every (day)	adverb
extractor fan	noun
fire extinguisher	noun
food processor	noun
freezer	noun
fridge	noun
frying pan	noun
furniture	noun
get on	verb
get off	verb
get up	verb
hang out	verb
heat up	verb
hob	noun
iron	noun

ironing board	noun
leave out	verb
lie down	verb
light switch	noun
lime green	adjective
make (a reservation)	verb
make breakfast	verb
medal	noun
messy	adjective
microwave	noun
never	adverb
non-biodegradable	adjective
often	adverb
oven	noun
painted	adjective
pale blue	adjective
pick up	verb
predict (the weather)	verb
put away	verb
put on	verb
put down	verb
remote control	noun
saucepan	noun
scales	noun
sit down	verb
solar energy	noun
sometimes	adverb
stand up	verb
sustainable	adjective
switch on	verb
switch off	verb
take off	verb
teapot	noun
tell off	verb
tidy	adjective
tin opener	noun

toaster	noun
toy	noun
trophy	noun
turn down	verb
turn off	verb
turn on	verb
turn up	verb
usually	adverb
wake up	verb
wall	noun
wardrobe	noun
wash	verb
wash up	verb
washing machine	noun
wok	noun

Phrases

a lot less ... than
 at the weekend
 far ... than
 First ...
 How easy will ... be to ...?
 How expensive will ... be to ...?
 I couldn't believe it!
 I was about to ..., when ...
 just as ... as
 much ... than
 nowhere near as ... as
 Then suddenly ...
 Twice a (week)
 What does the ... feel / look like?
 What is the ... like?
 What made you decide to ...?
 What style is it?
 When ...
 Why have you ...?
 Would you mind ...

Unit 2

advertisement	noun
amphibian	noun
animal	noun
balance	noun
bee	noun
bird	noun
building	noun
butterfly	noun
carbon dioxide	noun
carnivore	noun
cattle	noun
conservation	noun
consumer	noun
crop	noun
deer	noun
deforestation	noun
edge	noun
elephant	noun
endangered	adjective
energy	noun
engineer	noun
extinct	adjective
extinction	noun
flower	noun
food chain	noun
forest	noun
giraffe	noun
goat	noun
gorilla	noun
habitat	noun
herbivore	noun
herding	noun
household appliance	noun
insect	noun
junkyard	noun

kingfisher	noun
land	noun
leaf/leaves	noun
lion	noun
mammal	noun
mining	noun
mountain lion	noun
oil	noun
omnivore	noun
oxygen	noun
palm oil	noun
photosynthesis	noun
pilot	noun
plant	noun
population	noun
predator	noun
prey	noun
producer	noun
puma	noun
pyramid	noun
rainforest	noun
rainwater	noun
reptile	noun
respiration	noun
root	noun
science article	noun
settlement	noun
sheep	noun
story	noun
sunlight	noun
territory	noun
threat	noun
torch	noun
water	noun
zebra	noun

Phrases

A further reason is ...
 I agree ...
 I (completely) disagree! I think ...
 I disagree ...
 I have to disagree with you ...
 I think (that) ...
 If we ..., we ...
 If we don't ...
 In this situation it is ...
 On the one hand ...
 On the other hand ...
 One reason is ...
 We can ...
 We can't ...
 We have to ...
 We need to ...
 We should ...

Unit 3

access	noun
air conditioning	noun
airy	adjective
aqueduct	noun
attractive	adjective
bathroom	noun
beach	noun
bedroom	noun
bike rack	noun
boating lake	noun
bowling alley	noun
bridge	noun
cable-stayed bridge	noun
camel hair	noun
car park	noun

central heating	noun	sports centre	noun
clever	noun	stuffy	adjective
climate	noun	stunning	adjective
coastal	adjective	suburb	noun
cool	adjective	suspension bridge	noun
curve	noun	tall	adjective
dark	adjective	tent	noun
downtown	noun, adjective	traditional	adjective
dry	adjective	traffic	noun
engineer	noun	train station	noun
footbridge	noun	unintelligent	adjective
ground floor	noun	ventilation	noun
high	adjective	viaduct	noun
high-rise	adjective	warm	adjective
humid	adjective	window	noun
inland	adjective		
light	adjective	Phrases	
local environment	noun	After lunch ...	
man-made	adjective	After that ...	
modern	adjective	Finally ...	
multiplex cinema	noun	First ...	
natural	adjective	Next ...	
natural light	noun	Then ...	
noise level	noun		
office	noun	Unit 4	
open-air	adjective	attractive	adjective
open-air classroom	noun	bag	noun
open-plan	adjective	bar	noun
outdoor	adjective	beautiful	adjective
outdoor market	noun	bottle	noun
play area	noun	box	noun
safety feature	noun	brainstorm	verb
shopping centre	noun	bunch	noun
single-storey	adjective	can	noun
skyline	noun	carton	noun
sloping	adjective	classic	adjective

comfortable	adjective
cone	noun
cube	noun
customise	verb
cylinder	noun
expensive	adjective
form	noun
hemisphere	noun
hexagonal prism	noun
jar	noun
loaf	noun
net	noun
packet	noun
poem	noun
poetry	noun
popular	adjective
pot	noun
practical	adjective
rhyme	verb
shape	noun
simple	adjective
slice	noun
sphere	noun
square-based pyramid	noun
tin	noun
topic sentence	noun
triangular prism	noun
triangular pyramid	noun
unusual	adjective

Phrase list

a bar of ...
a bag of ...
a bottle of ...
a box of ...
a bunch of ...

a can of
a carton of
a jar of
a loaf of...
a packet of ...
a slice of ...
a tin of ...
half a dozen

Unit 5

adventurous	adjective
air	verb
also	adverb
amazing	adjective
annoyed with	adjective
arrogant	adjective
author	noun
aware of	adjective
calm	adjective
careful about	adjective
cautious	adjective
creative	adjective
decade	noun
decisive	adjective
determined	adjective
difficult for	adjective
download	verb
easy-going	adjective
enthusiastic	adjective
episode	noun
excited	adjective
exhibition	noun
fluent	adjective
gallery	noun
generous	adjective
genius	noun

giant
good at
hard-working
home school
honest
humanities
impatient
important to
independent
intelligent
interested (in)
invest (in)
judge
kind
lastly
likeable
logical
loyal
lucky
mark
model
modest
moreover
news
opportunity/ies
optimistic
organised
patient
pessimistic
polite
popular with
prize
proud
quick-tempered
realistic
risk

noun
 adjective
 adjective
 verb
 adjective
 noun
 adjective
 adjective
 adjective
 adjective
 verb
 noun
 adjective
 adverb
 adjective
 adjective
 adjective
 adjective
 noun
 adjective
 adjective
 adjective
 adjective
 adjective
 adjective
 adjective
 noun
 adjective
 adjective
 adjective
 noun

season
secondly
self-aware
self-centred
shy
skill
so
sociable
spontaneous
such
summarise
sympathetic
talented
upset by
winner
worried

noun
 adverb
 adjective
 adjective
 adjective
 noun
 conjunction
 adjective
 adjective
 determiner
 verb
 adjective
 adjective
 adjective
 noun
 adjective

Phrases

Do you agree?
 First of all, ...
 for ages
 For example ...
 I believe that ...
 I'd like to become more ...
 I think I ought to be less ...
 I think that ...
 I wish I was more/less ...
 In addition, ...
 in charge of
 In my opinion, ...
 It would be better if you ...
 Think about ...
 Try to ...
 We really liked ...
 We think that you should ...
 What do you think?
 You may be right, but ...

Audioscript

Unit 1

Track 2

Narrator: One

Girl 1: It's really dark in here. Can I put the light on?

Mum: Yes, OK.

Narrator: Two

Girl 2: Would you mind if I heated this up in the microwave?

Woman: Not at all. Go ahead.

Girl 2: Thanks.

Narrator: Three

Woman: Would you mind emptying the dishwasher and putting the things away?

Boy 1: Of course not. That's fine.

Woman: Thank you.

Narrator: Four

Dad: Turn the extractor fan off. I can't hear myself speak!

Boy 2: All right.

Narrator: Five

Boy 1: Would you mind if I turned the TV up? It's really useful for me to listen to the news.

Mum: Please do. The remote control is over there.

Boy 1: Thank you.

Narrator: Six

Boy 2: Leave the scales out. I'm going to make a cake.

Mum: Oh good. But don't make too much mess and remember to wash up afterwards.

Boy 2: OK.

Track 3

Alice: Yesterday, I woke up late! I got up quickly and had a shower. I put on my school clothes and got on the first bus. But it was the wrong bus! I got off at the next bus stop and ran all the way to school. My teacher wasn't happy and told me off!

After school, I walked home with my friends. We sat on a bench in the park. I put down my mobile phone on the bench next to me. When we left, we were so busy chatting that I forgot to pick it up. It was only when I got home, that I realised I had left it in the park. I ran back to find it. Luckily, it was still there!

Track 4

Speaker: Hamad lives in a flat. His room is quite plain, with blue walls and a pale grey carpet. However, he's got a lot of pictures on the walls, so they add interest to the room. He keeps his room tidy. His clothes are hung neatly in the cupboard next to the bunk beds. He sleeps on the top bunk; the bottom bunk turns into a sofa, which is great for chilling out. Some of his books are on the bookshelves; the rest are carefully stacked in piles in one corner of the room.

Hamad is keen on football. Next to the bunk beds, there's a small table which holds the football trophies and medals he has won. Above the table are two shelves where he keeps his collection of toy cars. "I'd always keep those," he says. "I was crazy about cars from a very early age. I knew every car on the road!"

Track 5

Ali: What shall we have for lunch, Jamal?

Jamal: What's in the fridge? Have we got any lemons?

Ali: I'll have a look. Yes. Here.

Jamal: Okay. So what else do we need to make hummus?

Ali: We need some olive oil, chickpeas, garlic, salt and pepper and tahini.

Jamal: Okay. Olive oil, a clove of garlic, tahini and salt and pepper.

Ali: And chickpeas. There's a tin of chickpeas in the cupboard. Where's the tin opener?

Jamal: It should be in the drawer under the kitchen table.

Ali: Okay. Got it. Have we got a blender?

Jamal: Yes, I think there's one over there somewhere.

Ali: Over here?

Jamal: No. Over there! On the other side of the washing machine.

Ali: On the surface next to the scales and microwave?

Jamal: Yes. It's right in front of your nose!

Ali: Ah yes. I can see it now.

Track 6

Tina: So, Juliet, how tidy are you?

Juliet: What? What do you mean?

Tina: There's a quiz in this magazine about what you're like at home. Do you want to try it?

Juliet: Well, um, I don't know, um ...

Tina: Right, well, Part 1, question 1. How often do you tidy your room?

Juliet: Well, I don't like it to be messy, so maybe twice a week.

Tina: Question 2: How would you describe your room? Is it always neat and tidy?

Juliet: I suppose it is.

Tina: OK. Question 3. How often do you make your own bed?

Juliet: Every day, as soon as I get up.

Tina: Wow! You're far tidier than me. I'm terrible. My room's usually a complete mess. OK. Part 2: How helpful are you?

Juliet: You mean, around the house?

Tina: Yes. Question 4. Do you ever put the rubbish out?

Juliet: I do it when I'm asked to do it. It's not my favourite job.

Tina: Next question ... Who sets the table? Who clears the table? Do you ever help?

Juliet: My mum sets the table and I usually help to clear it.

Tina: Question 6. Who does the washing up? Do you ever help?

Juliet: Um, I often load the dishwasher after dinner, but my dad usually empties it.

Tina: Do you ever clean the bathroom?

Juliet: Only when I'm paid to do it!

Tina: So you're quite helpful around the house. I'm a lot less helpful than you. OK, Part 3. How practical are you? Question 8: Could you prepare dinner, for example? What would you make?

Juliet: I'd get a takeaway. I've never cooked a meal.

Tina: Really? Question 9: Do you know how to iron a shirt? Which part of the shirt do you start with?

Juliet: I haven't a clue.

Tina: Well, you start with the collar. Then you do the sleeves. Anyway, I'll show you sometime. Last question: What would you do if a button had come off your school shirt?

Juliet: I'd ask you to sew it on!

Tina: Well, I could do it, but I'd rather show you how to do it.

Juliet: Hmm, I'm nowhere near as practical as you.

Track 7

Emily: When I was a little girl, everything was so different to today. None of your modern appliances that save you time and energy! No ... none of that. We had to work hard and everyone had to help. We all had a job to do.

First thing in the morning, I used to collect wood to make the fire. Then I used to help make breakfast – usually eggs from the hens and some bread that my mother had baked.

After breakfast I used to do the washing up with my brother. We used to take ages as we were always playing with the water.

Every Monday was washing day. Mum used to wash the clothes and the children used to help her hang it out. I used to love hanging out the washing on windy days. We used to get tangled up in the sheets – it was so much fun!

Another routine I remember that is different from today ... we used to spend a lot of time sewing. Mum was always making new clothes for us or mending holes in our socks! Today we just buy new ones from the shop! But then, you either made them yourself or asked someone else to make them for you. Those were very different times!

Track 8

Waleed: Have you made a timetable of your daily routines, Omran? I think it's a really good idea as I'm always forgetting things.

Omran: No, not yet. I might do, but my mum is really good at remembering what I have to do!

Waleed: Mine too, but there are some jobs that I am expected to remember. Some are every day, like making my bed, others are only once a week.

Omran: Oh yes. I have to make my bed every morning before going to school. My parents refuse to make it! And I have to take out the rubbish every Wednesday. That's my job.

Waleed: My brother takes out the rubbish so I help with the shopping instead.

Omran: I help with the shopping too. I like to go because I get to add things to the list that I want so it's not really a job at all!

Waleed: One thing I'm not good at though is being organised about my school bag. I know I should get it ready the night before, but somehow, it never happens. After doing my homework, it's either time for dinner or there's something on TV I want to watch ... and my bag just gets left ... until five minutes before it's time to go to school!

Omran: Hah! That's one little routine I do all the time. I find it's really helpful to get all my stuff ready for the next day. I've worked out that it gives me another five minutes in bed in the morning! That has to be worth it!

Unit 2

Track 9

Presenter: Some students are studying tropical rainforests. Listen to them asking questions for their research.

Student 1: Okay, first of all, we need to know about size. How big are the tropical rainforests?

Presenter: Tropical rainforests cover about eight per cent of the world's land surface.

Student 2: Which is the largest tropical rainforest?

Presenter: The largest of the tropical rainforests is the Amazon. There are rainforest areas in nine countries in South America.

Student 1: Why are tropical rainforests so important for life on Earth?

Presenter: Tropical rainforests are home to over 30 million types of plants and animals.

Student 2: Thirty million! Just imagine!

Presenter: Yes. Amazing, isn't it? That's half of the earth's wildlife and two thirds of its plants. The plants provide food and shelter for the animals.

Student 1: Apart from wildlife, is there another reason tropical rainforests are important?

Presenter: Well ... more than 25 per cent of our modern medicines come from tropical forest plants. And there are probably many more medicines we still haven't discovered yet. And that's not all the rainforests give us ...

Student 2: Oh? What other things?

Presenter: A lot of the things we eat and drink every day come from the rainforest.

Student 1: Really? Can you give some examples?

Presenter: Hmmm ... nuts ... bananas ... spices ... coffee ... and chocolate!

Student 2: Is there anything else that makes the rainforests so important?

Presenter: The rainforest also helps to control our climate. We think the Amazon rainforests contain more than half the earth's rainwater. The forest trees take up water from the forest floor. Then the water is released back into the atmosphere where it turns into mist and clouds.

The trees help us to keep the air clean. Trees take in carbon dioxide. And they give out the oxygen we need to breathe. And there are a lot more interesting facts about rainforests. For example did you know that ...

Track 10

Interviewer: We have already talked a little about the importance of rainforests, but there are many threats to the rainforests. What are these threats and what can we do about them?

Environmentalist: Yes, yes. There are many threats to the rainforests. And, if we don't get governments to act now, within 40 years there won't be any rainforests – and it doesn't take much to understand the implications of that! Now ... can you imagine the size of two football pitches?

Interviewer: Yes. Just about.

Environmentalist: Well, that's about one hectare of land. Over the past 50 years, over one-third of tropical rainforests have been destroyed. Today, an area of about 6 million hectares is cleared every year – that's an incredible number of football pitches! So, the main threat to rainforests is deforestation.

Interviewer: What is deforestation?

Environmentalist: Deforestation is the clearing of rainforests by cutting down trees or by burning the forest. This is done to make space for something else. As you can imagine, clearing areas of rainforest has an immediate effect on plant and animal lives and their habitats. But it also threatens all the other important things that rainforests do for life on Earth, such as, giving off oxygen and taking in carbon dioxide, absorbing rainwater, cleaning the air, to name but a few.

Interviewer: So who are these people clearing rainforest and why?

Environmentalist: Large companies and farming are the main problems. They clear the biggest areas of rainforest. And, sadly, they are often more interested in money than the future of life on Earth.

Interviewer: So what do they use the cleared the rainforest for?

Environmentalist: Many things. For example, logging for furniture, building roads, mining for precious stones, drilling for oil and growing different crops, such as soya beans and palm oil. An enormous amount of deforestation in the Amazon, especially in Brazil, is for cattle. There is a very big world market for meat, and Brazil has large areas of land that people think they can use for this reason. The problem is that when trees are cut down, the soil becomes very poor and rainwater just washes it away. Also, the cows eat all the grass in one area very quickly. So after two or three years more forest is destroyed because the soil is too poor to grow more grass.

Interviewer: Maybe we all need to become vegetarians!

Environmentalist: Ha! Yes ... that could be the answer, but then the farmers would need more and more land to grow crops!

Track 11

Alia: Do you get this stuff about photosynthesis and respiration?

Zahra: I think so.

Alia: OK, well, what happens when there's bright light?

Zahra: You mean when the sun's out?

Alia: Yes.

Zahra: Well, there's more photosynthesis than respiration.

Alia: OK, so that means that carbon dioxide is taken in, right?

Zahra: Yes, that's right. And oxygen is given out.

Alia: Right. So more oxygen than carbon dioxide is produced.

Zahra: Yes, that's right.

Alia: What about when there's dim light?

Zahra: Well, when there's not much light there is equal photosynthesis and respiration.

Alia: So what does that mean?

Zahra: It means no gases are given out. In other words, oxygen and carbon dioxide aren't taken in or given out.

Alia: OK, I think I get that. What about when it's dark?

Zahra: That's the opposite of when it's light. So there is respiration, but there's no photosynthesis. Oxygen is taken in and carbon dioxide is given out.

Alia: Oh, I see, so at night, when it's dark more carbon dioxide than oxygen is produced?

Zahra: Yes, that's it.

Alia: OK, I think I'm beginning to understand it.

Track 12

Speaker: Richard Turere has always enjoyed making things using old household appliances and machines. For example, when he was quite young, he made fans for his parents' house from car parts and things he found in a junkyard.

Richard lives on the edge of the Nairobi National Park in Kenya. The park is full of rhino, giraffe, buffalo and lions.

Since he was nine, Richard has had the job of looking after his family's cows, goats and sheep. The big problem has been the lions. "I grew up hating lions," says Richard. "They used to come at night and feed on our cattle when we were sleeping."

Then one night, as he was walking around with a torch, he noticed something. "I discovered that the lions were scared of the moving light." Lions are naturally afraid of people.

Richard realised that the lions linked the moving torchlight with people, so they stayed away. Using some bulbs and wires, Richard set up a series of flashing lights to give the impression that people were walking around the land where the animals were kept. The lions didn't come near. Soon other families were using his 'lion lights'.

Richard's lion lights cost just ten dollars to make. They have not only helped the farmers, but also the lions. Many lions have been killed by farmers trying to protect their animals. Now, across Kenya, Richard's idea has been adopted by farmers to protect their animals from predators and to protect their crops from elephants.

Richard has been offered a scholarship at one of Kenya's top schools. "One year ago, I was just a boy herding my father's cows. Now I want to be an engineer and a pilot."

Track 13

Interviewer: Wild animals such as lions and elephants do not understand how humans live. They are unaware that villages have boundaries and unaware that the animals being farmed are for the villagers.

Farmer: Yes. That's true. Many of the wild animal territories go right through areas where our communities are being built because they don't understand how we live. And, this causes conflicts between the animals wanting to get to their drinking and feeding grounds and people trying to protect their homes and livestock. Sometimes the wild animals cross the village boundary and either kill livestock for food or cause damage to fences and buildings.

Interviewer: What are farmers doing about the problem?

Farmer: We are working with village elders and looking into ways that will help protect both the villagers and the wildlife, but it isn't easy. For example, we've put up fencing around areas where the farm animals graze but these don't last for very long and wildlife still gets in.

Interviewer: So ... I guess the lions kill the cattle for food and in turn you kill the lions.

Farmer: Exactly. It's a no-win situation.

Interviewer: What about this invention using moving torchlights? Have you tried that?

Farmer: Yes. Using moving torchlights is something new in the local villages and we have just started to use them.

Interviewer: Have they been effective at keeping the lions away?

Farmer: So far they have been used in one or two areas of livestock and, yes, they have been very effective. The lions have kept away from the livestock. They seem to be scared of the moving lights.

Interviewer: So, this could be the way forward. It could lead to a win-win situation for both cattle and lions.

Farmer: Let's hope so.

Track 14

Interviewer: Today in *Junior Science Watch*, we're talking about the food chain. We've asked a top scientist to explain what happens when the food chain goes wrong. Professor King, we know that grass is eaten by animals and they're eaten by other animals. But can the food chain go wrong?

Scientist: Yes, that can happen. Keeping the balance right in the food chain is very important. In some parts of the world, the number of plants, trees and flowers has been dramatically reduced by human activity.

Interviewer: What do you mean exactly?

Scientist: Forests have been cut down for wood. Buildings have been put on land where there was once grass and flowers ...

Interviewer: And what's the effect of that?

Scientist: It means that there aren't as many plants for animals, such as deer, to eat. So the deer find it hard to get food. And their numbers go down. In turn, the predators at the top of the food chain, like mountain lions, have fewer deer to eat, so their numbers go down as well.

Interviewer: Does this have an effect on the smaller animals like butterflies and insects?

Scientist: Yes, it does. It means that there aren't as many plants and flowers for butterflies, bees and other insects. So birds, like kingfishers, have fewer insects to eat, and their numbers go down.

Track 15

Narrator: The story so far ...

Speaker: Maoris believe that leadership is hereditary: it passes to the first-born son and then to his son. In *The Whale Rider* by Witi Ihimaera, Kahu's great-grandfather is the chief of his community and he was disappointed when Kahu was born and she wasn't a boy. He looks for possible future leaders among the boys of the community. He teaches them Maori skills and sets them special tasks. In one of these tasks, he takes the boys out on the sea in a rowboat and throws a special stone into the water. The boys have to dive down, find the stone and bring it back. None of them can do it. Kahu's great-grandfather is very disappointed and sad about this. Kahu loves her great-grandfather, who she calls 'Paka', and she wants to make him happy. So the next morning, when

Kahu's uncle Rawiri is taking his rowboat out, she asks if she can go with him. Kahu's great-grandmother, Nani Flowers, goes with them too. She knows the place where the stone was thrown into the water.

Track 16

Presenter: In our programme today, we are going to talk to Dr Al Mansouri, an expert looking at the problems between humans and wild animals.

Dr Al Mansouri: Hello. And thank you for inviting me. My work involves studying threats to wild animals.

Presenter: Okay.

Dr Al Mansouri: I'll start by talking a little about the threat of animals that come into contact with human settlements. As we know, human populations are growing very quickly. We need more land for our homes and livestock. Much of the land we develop is the territory of many wild animals. And to build our new homes, animal habitats are destroyed. These animals have to find new homes and find food.

Presenter: So they come onto the land where the new villages have been built?

Dr Al Mansouri: Yes. That's right. And when wild animals come close to human settlements looking for food, the villagers think they are pests.

Villagers often let their animals eat grass in the land around their villages without fences. They don't know that the land is also the habitat of many wild animals. The villagers' animals are domestic animals. They are usually herbivores. The wild animals are often carnivores and may kill domestic animals for food. Then the villagers kill the wild animals in return.

And, when wild animals come close to human settlements, people might get hurt or killed. If this happens, the wild animals may be killed as a result.

Presenter: That's very interesting. And not an easy problem to solve, I imagine.

Dr Al Mansouri: No. Not at all.

Presenter: So what is the second main threat to wild animals?

Dr Al Mansouri: Trade. For example, elephants may be extinct in less than 20 years because of the ivory trade. Today trading in ivory is illegal but poachers still hunt elephants illegally. And rhino horn is used in traditional medicine in some countries. This trade has been banned, but illegal poaching still continues.

Presenter: What can we do? This is all very worrying.

Dr Al Mansouri: There are people who are working to protect both people and wildlife. But we may be too late for many

animals. We all need to change our attitudes about animals if we want to see them in the wild. Otherwise it's a no-win situation – we lose the animals and the animals become extinct ...

Unit 3

Track 17

Speaker: Have you ever wondered what it is like to live on top of the world? Would you like to have a home that is high above the ground and far away from the noise of the city streets? Thanks to Dream High Apartments, your dream can come true.

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In one of our new luxury apartments, you too can experience the joy of living on top of the world. Find us online at www...

Track 18

Narrator: One

Speaker: In which ancient ruined city are you standing if you can see the Andes mountains?

You're standing in Machu Picchu, in Peru. Machu Picchu was built by the Incas. It's high in the Andes mountains, at 2430 metres above sea level.

Narrator: Two

Speaker: From which building can you see the Eiffel Tower?

The Eiffel Tower is in Paris. You can see it from the Louvre Museum. It was designed by Gustave Eiffel. Until 1930, it was the tallest building in the world.

Narrator: Three

Speaker: For whom was the Taj Mahal built?

It was built in memory of the third wife of Shah Jahan. He was the emperor at that time. He was so sad when his wife died that he built the Taj Mahal in her memory.

Narrator: Four

Speaker: In which country is the ancient city of Petra?

It's in Jordan. It's famous for its buildings which are half cut out of rock and half built. Another name for Petra is the Rose City because of the colour of the rock.

Narrator: Five

Speaker: In which city is Al-Masjid al-Haram, the biggest mosque in the world?

It's in Mecca, in Saudi Arabia. Four million people go there every year, on their pilgrimage to Mecca. It's the largest mosque in the world.

Narrator: Six

Speaker: For what purpose was Qasr al-Hosn in Abu Dhabi built?

It was built for the Al Nahyan family, from the Bani Yas tribe. They were Abu Dhabi's rulers when the Qasr al-Hosn was built in 1793. Today the building holds an exhibition about the story of Abu Dhabi and its people.

Narrator: Seven

Speaker: From which building can you watch the sun set twice in less than a minute?

You can see the sun set twice from the Burj Khalifa building in Dubai. You need to travel in the glass lift so that you see the sun set when you are at the bottom and again when you are at the top. There are 124 floors in the building.

Narrator: Eight

Speaker: On which building is there a roof designed to look like the sails on a ship?

The Sydney Opera House, in Sydney, Australia has a roof which is designed to look like the sails on a ship. The Opera House is in Sydney Harbour, close to Sydney Harbour Bridge. The building is not just for opera. You can go to concerts there too.

Track 19

Presenter: Today on 'What do you do?', we are talking to Keith Nicholas, who is an engineer. Welcome to the show Keith.

Keith: Hi. It's good to be here.

Presenter: As you know Keith, in this part of the show, we ask a professional four questions about what they do. You have to answer each question in under 30 seconds. Are you ready?

Keith: Ready.

Presenter: Good. Question 1: What do engineers do?

Keith: Okay, right ... well, engineers solve problems that are important to society. We make machines, or structures like bridges and things, and we use technology, and everything we do helps to make everyday life easier and better.

Presenter: Question 2: Where do engineers work?

Keith: We work in many different places. Some engineers work in factories, others work in offices or research laboratories or on building sites. I work at all of these places. Every day, I seem to be working in a different place.

Presenter: Thank you. Question 3: What areas do engineers work in?

Keith: Oh well, almost every area in life has some connection to engineering. Some engineers work with chemicals, or medicines. Others work with machines, and engines, of course. My area is structures like bridges and tunnels. I help to design them, and I make sure that they are safe for people to use.

Presenter: And finally, question 4: How do you become an engineer?

Keith: There are different ways to become an engineer. I studied engineering at university for four years, and after that I joined a company. I was working for the company, but I was also still training and learning about the job. Engineers never stop learning. I have been an engineer for 20 years now, and I still learn new things all the time.

Presenter: Thank you, Keith. That was very interesting. If you want to learn more about being an engineer, you can check out our website ...

Track 20

Speaker: Have you ever wondered what buildings will be like in the future? Fifty years ago, we weren't using air conditioning, and 100 years ago most homes were still being made with natural materials. Imagine how different our buildings will be in another 50 or 100 years.

It's impossible to know for sure what changes will happen, but there are some things that we do know. For example, it seems that more and more people will move out of the countryside and into the cities. In fact, some people think that by 2050, 75 per cent of the world's population will live in a town or city. This means that cities will be even busier than they are now, and this will have a big effect on the buildings we live in.

With so many people living in the same area, there won't be enough space for everyone to have a house with a garden. There will be even more high-rise apartment buildings, and the buildings' roofs will become gardens. The gardens will be used for growing fruit and vegetables, so that people will have enough to eat.

Unit 4

Track 21

Mum: Waleed, I need a few more things for the picnic.

Waleed: OK, Mum. What do you want me to get?

Mum: Here's the shopping list.

Waleed: Right. Bread, right, how much bread?

Mum: A couple of loaves.

Waleed: Two loaves of bread. And meat?

Mum: Oh, just get a few slices of cold meat.

Waleed: What sort of meat?

Mum: Whatever you like.

Waleed: OK, well there are four of us, so I'll get four slices. Biscuits?

Mum: Yes, a packet of biscuits. A packet of those nice almond biscuits.

Waleed: OK. And a bunch of bananas?

Mum: Yes, please.

Waleed: A bar of chocolate?

Mum: Yes, I think one will be enough.

Waleed: Olives? Do you mean a jar of olives?

Mum: Yes, and get a big bag of crisps.

Waleed: OK. And shall I get two bottles of water and four cans of cola?

Mum: Yes. Oh, and don't forget the yoghurt. Get a pot of strawberry yoghurt.

Waleed: A box of matches? Why do we need a box of matches?

Mum: Well, I've got some nice candles and I thought we could put them in lanterns for when it gets dark.

Waleed: OK, that's fine. Shall I get everything from the supermarket?

Mum: Yes, I think you should be able to get everything there.

Track 22

Presenter 1: We learn about shapes in Maths at school, but we don't think about how many of these shapes are around us all the time. For example think of the shape of a cube. What everyday objects are in the shape of a cube? [...] Think of something you put in your drink to make it cold. [...] An ice cube. Exactly! And there's something sweet that sometimes comes in the shape of a cube. [...] Yes, a sugar cube.

Presenter 2: What about a cone? [...] Well, think of ice cream. [...] An ice cream cone! And when you're in the car and the road is blocked, what do you see? [...] Traffic cones!

Presenter 1: Let's think about a sphere. What's the first thing you think of? [...] The planet we live on. The earth is a sphere and so are the other planets. Think of sport. What can you throw and catch? [...] A ball, exactly.

Presenter 2: Now, objects that are cylindrical; that is in the shape of a cylinder. [...] Perhaps there aren't so many of these. A can of cola, for example, is cylindrical. But so are a lot of candles. In fact, candles come in lots of shapes. Can you think of any more?

Track 23

Presenter 1: The original of these were a type of sandal worn in ancient Egypt. But the modern version originated in Japan, where they're called 'zori'. They're very simple, they're practical and they aren't expensive. You can wear them indoors or outdoors. They can be worn by adults and children. Just don't try running in them!

Presenter 2: This was designed and made in Britain in 1932. Since then, it has become popular all over the world with students, artists, people who work in offices and anybody who needs a good light to see what they're doing. It's very practical because you can put it in almost any position.

Presenter 1: It's a classic design that was first used for the clocks on railway stations in Switzerland. Its simple design is the reason for its success.

Presenter 2: This is made of metal and you can put candles inside it. Its shape, combining straight lines and curves, and its beautiful, intricate metalwork, make it a very attractive and practical object which would look good in any home.

Track 24

Speaker: The world's tallest building was officially opened in Dubai on January the fourth, 2010. The height of the Burj Khalifa was kept a secret until the opening ceremony. It is twice the height of New York's Empire State Building. At first, the construction was called Burj Dubai. However, it was announced it would be called Burj Khalifa after the president of the UAE. Now, it's commonly known as 'The Burj'. More than 90 per cent of the space has been sold. It cost 22 billion dollars to build and has broken many records. The opening celebrations included the world's highest fireworks and it also has the world's tallest fountain. The world's highest swimming pool is located on floor 76. The world's highest mosque is located on floor 158. Luxury apartments, shops, offices and the 160 room Armani hotel are all housed in the Burj. Around 12000 people live and work in the building.

Track 25

Speaker: A new report shows what life might be like 100 years from now, and they have some incredible news! Skyscrapers will be much taller than today's buildings. We'll live in underwater 'bubble' cities, and have holidays in space. Doesn't that sound exciting? Researchers questioned 2000 adults about their predictions for the future. They predicted that in the future, people won't go to an office but will work from home and have virtual work meetings. People will have advanced 3D printers that will let you download a design for furniture or a food recipe and then 'print' the sofa, table or pizza at home. There will also be less need for visits to the doctor. We will all have a home health capsule that will tell us what the problem is, and give us treatment. That will certainly make life easier! We will also be going into space for holidays, and to get resources that we have used up on Earth. A prediction that was missing was whether people would still need to study English. I can't wait for the future! What about you?

Track 26

Presenter: Welcome to today's programme. We have lots of interesting questions from our listeners. The first question is from Ahmed, who asks:

Boy 1: Why is a pizza box square if the pizza is round?

Presenter: Well Ahmed, you must know that pizza boxes are designed to be stored easily. If the boxes were round, it would be difficult to fold the boxes and keep them in piles. Next, Amina asks:

Girl 1: Why are cans shaped like cylinders and not like spheres?

Presenter: That's an easy one. If cans were spherical they wouldn't stay still on a shelf and it would be difficult to hold the can! Now, Haifa asks us:

Girl 2: Why are African elephants' ears shaped like Africa?

Presenter: That's a great question, Haifa! African elephants have large ears, shaped like the continent of Africa itself, to help the elephants stay cool in the hot African sun. If these elephants lived in Asia, they would have smaller ears. And, Mohamed wants to know:

Boy 2: Why are traffic cones cone-shaped?

Presenter: Think about it, Mohamed. Cones must be stable and stay standing in the roads for people to see them. If traffic cones didn't have a wide bottom and were shaped like cylinders they would fall over. And finally Fatma asks:

Girl 3: Why is an oud shaped like it is?

Presenter: Easy! Because people are shaped the way they are so ouds are shaped to be comfortable and playable. If ouds were square, they would be difficult to hold.

Unit 5

Track 27

Girl: My grandma always told me that making a good impression on people is such an important thing in life. I didn't understand what she meant until recently. A new student, Jamila, came to class and on her first day, she didn't arrive on time. She was only five minutes late, but on top of that she had mixed up her books and didn't have the right ones. So, everyone's first impression of Jamila was that she was disorganised and irresponsible even though she was a really good, hard-working student. She had to work extra hard to make up for the wrong first impression.

Man: I'll never forget my first job interview. I'd read about how to make a positive impression on future employers so I bought myself a new suit and had a haircut before the big day. Normally, I'm a calm and confident person, but I felt really nervous walking into the interview room. The owners of the company who interviewed me were so easy-going that I felt relaxed straight away. Although I made a great first impression, I didn't get the job because there was someone more qualified than me. Oh well. It was still a useful experience.

Woman: I've been married to my husband for 12 years now but it feels like yesterday when I first met his family. After we

were married, he organised a big dinner at his parents' house and everyone was going to come and meet me: aunts, uncles, cousins ... I really wanted to make a good first impression so I made a big cake to show them how generous I am. It was a great idea! It was such a delicious cake that they all loved it and my mother-in-law wanted the recipe. Thanks to that cake, we got along from the very first day.

Boy: My friends say that I'm one of the most popular people at school. They're probably right because I know how to make a good impression on others. I make sure my clothes and shoes are always clean, but it's not just that. I try to look confident so I always have a smile on my face and stand up straight. I also look people in the eyes when we're talking and ask them questions to show that I'm interested in them. It's not such a difficult thing to do. Even if you're shy, try smiling a bit more. It'll make a big difference.

Track 28

Presenter: Let's meet two of this season's competitors ...

Alex is seven and when he's not solving algebra problems, he loves reading books. He hardly ever makes a mistake at spelling and he hopes to come first in this category. Alex doesn't mind if he doesn't win first prize. "I just want to have fun and make friends," he says. His mother disagrees. "You should try hard to win. You're the cleverest!" she tells him. Alex never gets stressed before an episode – he reads to relax.

When May was two years old she could read and answer questions about books. At the age of six she got so bored at school that her parents decided to home school her. Now she is eight and she is fluent in three languages (English, Chinese and Arabic) and is learning Russian. She's very good at Maths, but finds Geography more interesting. May's parents didn't make her appear on *Genius of the Year*, but she insisted. "I really want to win!" she says. May also wants to be a doctor like her mum and grandma. Her brother Stephen is also a contestant so this season is going to be really interesting. Are both May and her brother going to be in the final? "I think I'm smarter than Stephen and now I get a chance to prove it," May says and laughs.

Track 29

Dalal: I still can't believe we won third prize! I mean, I knew ours was a good one but there were so many great short stories in the competition.

Ibrahim: Well, you write really well and my drawings weren't too bad either. I was sure we'd win something. I just didn't know which prize.

Dalal: I'm so happy! And I thought those two boys who came first deserved it. What a great idea they had with that weather app!

Ibrahim: I know! I could think of a good app as well.

Dalal: I'm sure you could. Maybe you should take part in the Business category next year?

Ibrahim: Erm ... no, thanks. I'll be too busy. So, when are you presenting our story to your class? Is it next week?

Dalal: Yes. At first I thought maybe my classmates wouldn't be interested. But they're all looking forward to it and so am I!

Ibrahim: Don't you think that more people should take part in *Clever Teens*?

Dalal: Well, it's a tough competition. You have to work really hard on your project and our friends already have a lot to do for school.

Ibrahim: You may be right. But if they decided to do it, they'd have help from the teachers.

Dalal: For sure. And we could help them as well with their application and presentation, right?

Ibrahim: Of course. I think it's important to give others a hand. So maybe you could suggest this to the girls in your class next week, and I'll tell the boys in mine? Tell them we'd love to help out if they want to apply for the competition.

Dalal: Good idea. Let's do that!

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