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Bridge to Success 9

Coursebook



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Grade
09

Bridge to Success

English Language

Coursebook

Book 9

Volume 1

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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 9 consists of nine 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:



1 pre-recorded listening activity



21st 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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content is defined on smart learning app

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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 1

- 4 Listen and identify the appliances that are mentioned. Link each one to an item in the picture on page 1.
- 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 | B |
| 1 Press the appliance over your clothes. | 1 Select the cycle you want. |
| 2 First, make sure the appliance is plugged in. | 2 Press the start button. |
| 3 Then, select the heat you want. | 3 First, put your clothes inside. |
| 4 Next, pour some water into the appliance. | 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 2

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* late! I _____¹ quickly and had a shower. I _____² my school clothes and _____³ the first bus. But it was the wrong bus! I _____⁴ at the next bus stop and ran all the way to school. My teacher wasn't happy and _____ me _____⁵!

After school, I walked home with my friends. We sat on a bench in the park. I _____ my mobile phone _____⁶ on the bench next to me. When we left, we were so busy chatting that I forgot to _____ it _____⁷. 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 went 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



Reem's room

alarm 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?

Speaking 21st

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?



Hamad's room

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.

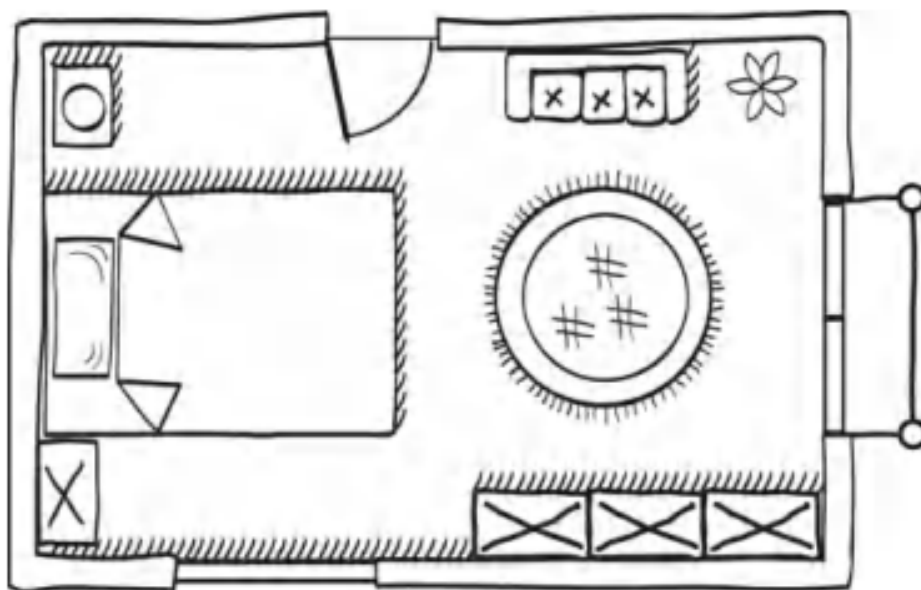
Lesson 7 **My ideal room**

- 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 8–9 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 5 and 6).

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 10 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

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

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.*

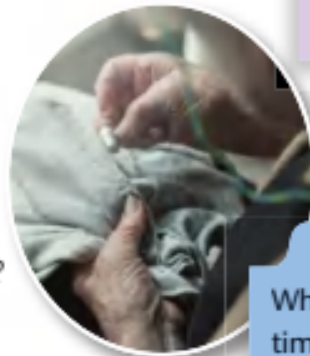
Notice that positive sentences have *used to*, and negative sentences have *didn't use to*.

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

Listening 5

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

- What does Emily say about modern appliances?
- Who did all the work when Emily was a child?
- What was the first job of the day?
- Where did the food for breakfast come from?
- Who did the washing up?
- 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

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

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 11–12 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.*



- **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?

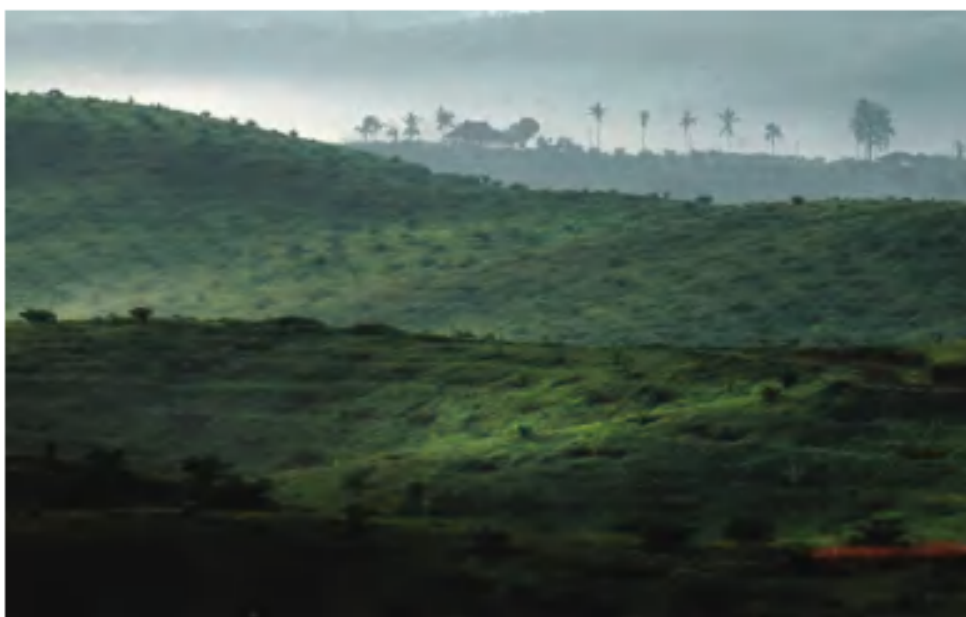
Speaking

- 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

- 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

- 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

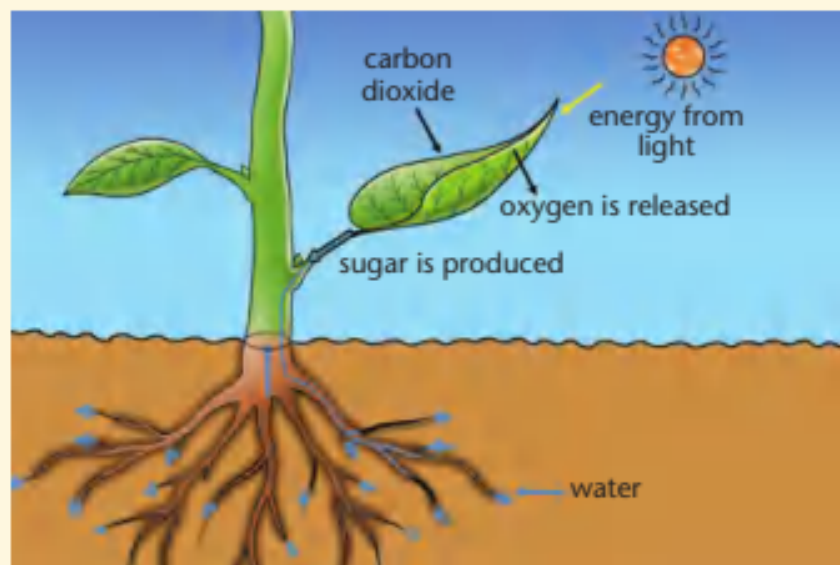
- Read about how plants help the balance of carbon dioxide and oxygen in the air. Use the information to complete the equation.

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) → sugar + _____



- 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

- Why are the following important for plants? Discuss with your partner.

1 leaves

3 sunlight

2 roots

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?

Correct!

Energy.



Lessons 5–6 Live and let live

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

Reading and listening 9

- 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**.

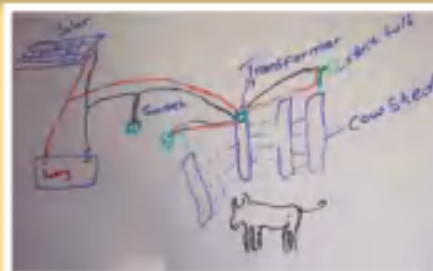
B ☐ Richard's lion lights cost just ten dollars to make. They have not only helped the farmers, but also the lions. Many lions have been killed by farmers trying to protect their animals. Now, across Kenya, Richard's idea has been adopted by farmers to protect their animals from **predators** and to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

- 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.



Lessons 7–8 The food chain

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

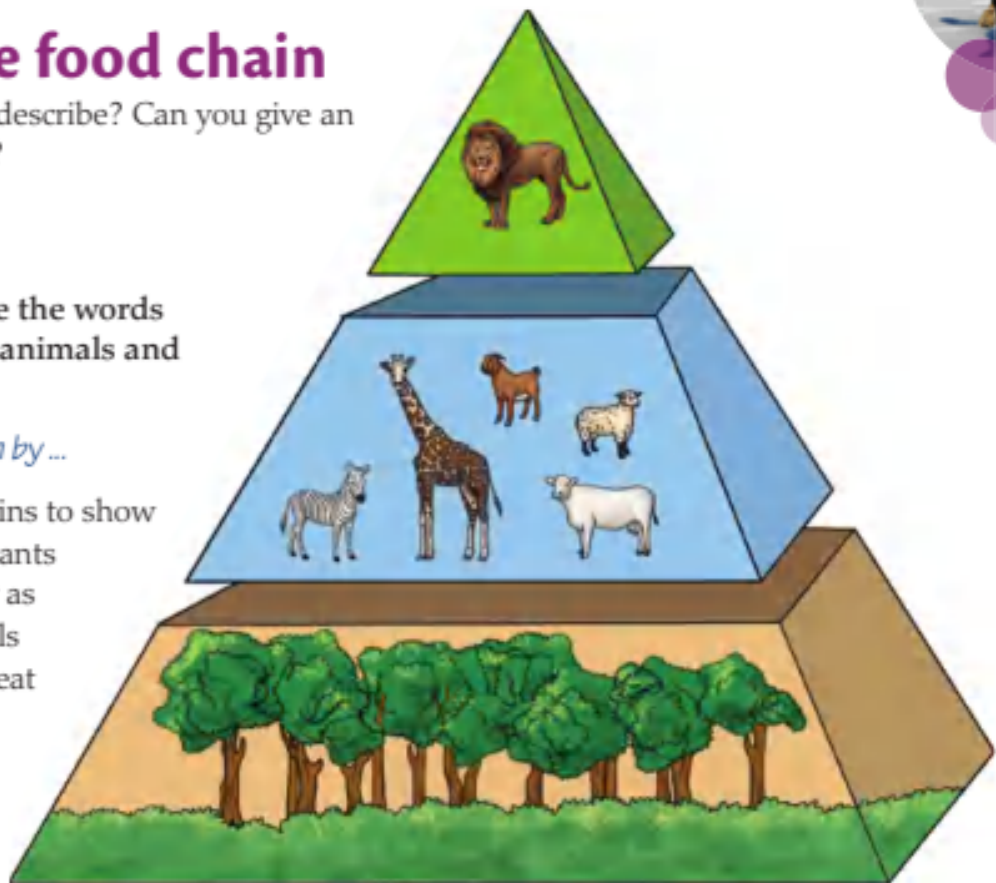
Reading

- 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

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

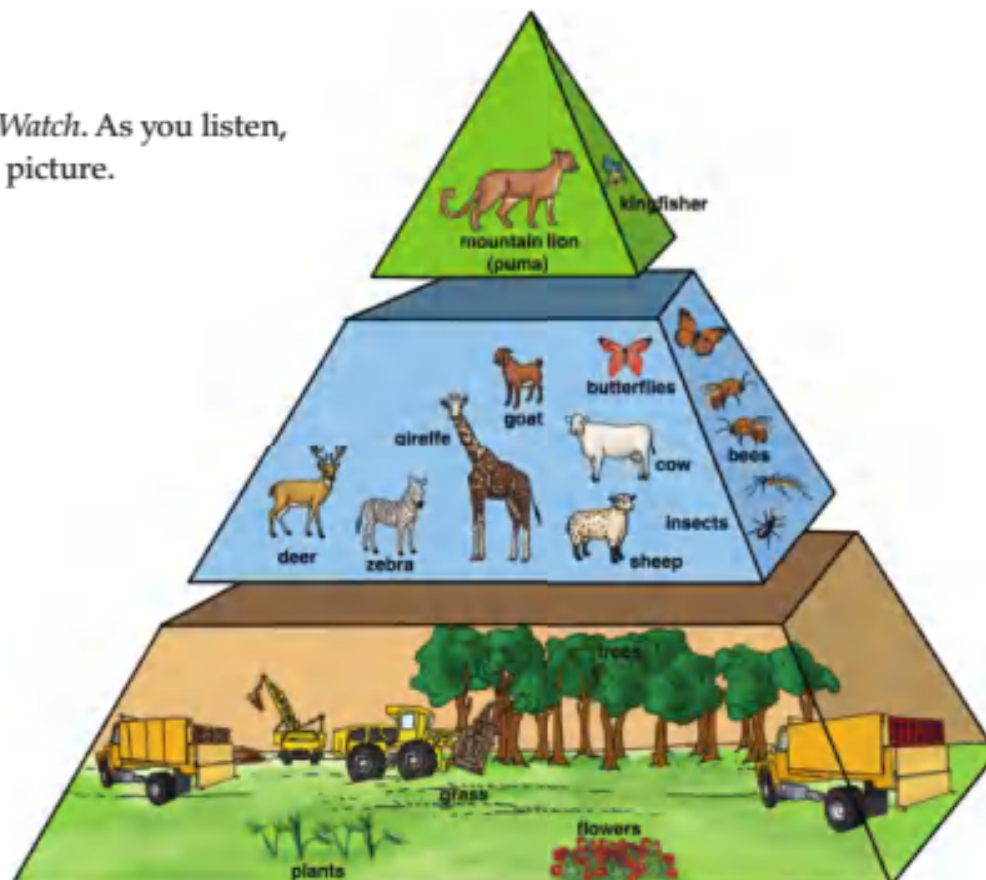


Speaking tip

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

- 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

- 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 9–10 **Man in harmony with nature**

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

Listening

- Listen to the summary of this Maori story so far. Answer the questions.
- What is the story about?
- What can the boys not find?
- 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

- 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 11–12 **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 ...

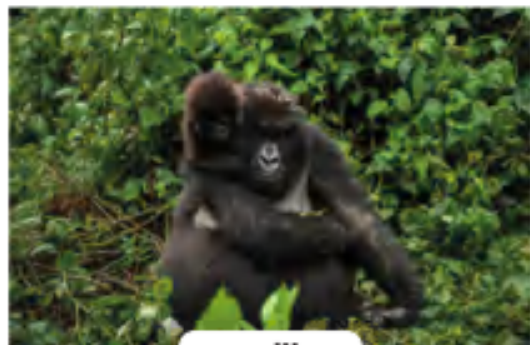


Lesson 13 Animals in crisis!

- What does it mean if an animal is endangered?

Reading

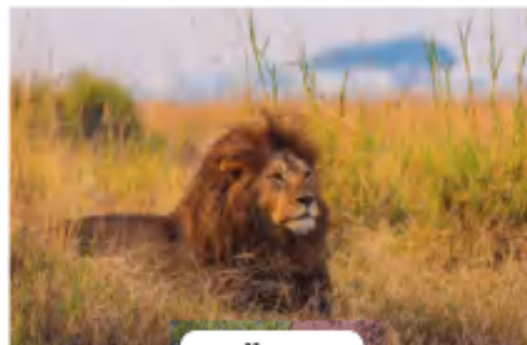
- 1 Read the fact files. Which two animals in the photos are they about?



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.



People and their jobs



- **Topics** The world of work; do you have what it takes?; a day in the life; today's jobs; what about becoming a ...?; looking for work; big fish, small fish?
- **Use of English** Suffixes for job titles; verbs followed by verb + -ing, will for future predictions

Lessons 1–2 The world of work

- What's your ideal job?

Vocabulary

- 1 Look up any unfamiliar jobs in your dictionary and write them in your vocabulary table.

accountant
assistant
flight attendant

actor
driving instructor

electrician
optician
politician

carpenter
cleaner
designer
engineer
lawyer
manager
photographer
plumber
programmer
taxi driver
waiter
writer

journalist
pharmacist
physiotherapist
receptionist

mechanic
paramedic

Language tip

Work can be used as a noun or a verb:

*She **works** hard every day.* (verb)

*He goes to **work** in the morning.* (noun)

Job is always a noun:

*You have a really interesting **job**.* (noun)

Use of English: Suffixes for job titles

A suffix is a group of letters at the end of a word.

Several job titles end in common suffixes, such as -er, -ant, -or, -ian, -ic, -ist which are added to a related word (or part of a related word):

drive	(taxi) driver
assist	(shop) assistant
instruct	(driving) instructor
electric	electrician
medical	paramedic
journal	journalist

There are no easy rules to say which suffix to use, but if you learn them in word families, that will help.

Reading

- 2 Can you guess the job?

In my job, one of the most important things is to stay calm because sometimes it's a matter of life or death. We give emergency first aid and, if necessary, we have to get patients to hospital as quickly as possible. It is important to be decisive, to be able to make the right decision at the right time.



- 3 The sentences below describe two jobs, but they are mixed up. Can you work out which ones describe which job? Which sentences could apply to either job?

- a You have to like people to do the job I do.
- b It can be tiring at times, especially if I'm on the road early in the morning ...
- c They say, "This isn't what I ordered," but you know it is what they ordered.
- d ... and it can take a long time to get to your destination.
- e I'm on my feet all day so I'm very tired when I get home ...
- f ... but you can meet some interesting people.
- g You also have to be very patient because sometimes the traffic is quite heavy ...
- h Most customers are really nice, but some are just so difficult to please.



Listening 13

- 4 Listen to three people talking about their work. What jobs do you think they do?
- 5 Listen again. Who talks about the following?
- 1 working at a football club
 - 2 working inside and outside
 - 3 having their own business

Speaking 21st

- 6 Work in groups. Talk about the people you know and the jobs they do.

My mum works
in banking.

My dad's a sales manager. He works
for an import and export company.

Language tip

When we are describing where someone works we use *work(s) in* for a specific building:

He/She works in a shop.

If you're not sure how to describe a person's job title, you can use *work(s) in* + the area of their industry:

He/She works in marketing/computing/finance/advertising/publishing, etc.

You can also use *work(s) for* + a ... company:

He/She works for a publishing company.



Lessons 3–4 Do you have what it takes?

- What is a 'skill'? What skills do you have?

Reading

- 1 Take the quiz to find out what sort of skills you have.

DO YOU HAVE 21ST CENTURY SKILLS?

When we talk about skills, we usually think about being able to use computers or work with machines and equipment, but 21st century skills are very different and also very important in today's world of work. Do you have 21st century skills? Take this quiz to find out!

Language tip

Remember to use an article before singular nouns, but not before adjectives:

I'm a team player/the leader.

I have good communication skills/problem-solving skills/leadership skills.

I'm proactive/creative.

Do you ...

- 1 have different and interesting ideas?
- 2 do things without waiting for someone to tell you what to do?
- 3 find it easy to explain what you're thinking and feeling to other people?
- 4 always find solutions to problems?
- 5 enjoy working with your friends to get a job done?
- 6 like to organise your classmates when you are working on a project?

If you answered 'yes' ...

- to question 1, this means you have a very rich imagination and show **creativity**.
- to question 2, you are **proactive** and you can make decisions by yourself.
- to question 3, you have good **communication** skills, and this also means you are a good listener!
- to question 4, you have good **problem-solving** skills and can find your way out of any difficult situation.
- to question 5, this means you are a **team player** and are an important member of any group of people.
- to question 6, you have **leadership** skills so you can make decisions for your team and show the way forward.

Speaking 21st

- 2 Think about your answers to the quiz. If you answered 'yes', give examples to show you have this 21st century skill. If you answered 'no', what you can do to improve this skill? Then, in groups, explain your ideas.

- Problem solving
- Creativity
- Leadership
- Team player
- Proactive
- Communication

I think I'm proactive because I study for the next lesson even before the teacher asks us to.

I think I can improve my communication skills by listening more carefully.

- 3 Play a game! Think of someone that you know who has a 21st century skill. Describe this person to your friends. Can they guess the skill?

- 4 Why do you think the skills in Activity 1 are called '21st Century' skills? How are they different from other skills?

- 5 Which 21st century skill do you think is the most important? Why? Have a class debate.

proactive

problem-solving

communication

creativity

leadership

team player

I agree!

I disagree!

Speaking tip

When you discuss your ideas with someone, it's important to give them a chance to talk and listen to them carefully before you speak, even if you don't agree with them.

You can use expressions like, *I'm with you on that, Absolutely; That's (not) true; You're absolutely right; You have a point, but ... ; I don't think so, because ... ; I'm sorry but that's not right ...*



Lessons 5–6 A day in the life

- What kind of person does a firefighter need to be?
What skills does a firefighter need to have?

Reading

- Read this description of a day in the life of a firefighter. Is there anything that surprises you?

Firefighters have a very difficult job. Some of the things they do are the same every day, but when there is a fire, they need to be ready to go in 90 seconds at any time. Not everyone knows that even if the work is dangerous, some firefighters do the work for free as **volunteers** because they care about the people who live in their cities. One firefighter tells us about his day.

A typical day

- 8.00–8.30** We start checking the **equipment** as soon as we arrive. You can't use equipment that doesn't work.
- 8.30–9.30** We all have to spend an hour in the gym. Sometimes I don't feel like working out, but we have to do it to keep fit and be strong.
- 10.00–12.00** Morning **duties**. These include walking out into the streets and checking **hydrants** one by one, visiting schools to talk to students, and **inspecting** buildings to make sure they are safe. When we've finished doing our morning duties, we practise cutting open cars and things like that.
- 12.00–13.00** Lunch. We all enjoy sitting down together and having a break for lunch, but we know that we might be called out to an **emergency** at any moment.
- 13.00–13.30** Station duties. This means cleaning the station. I don't mind doing this, but it's not the most exciting part of the job!
- 13.30–16.00** Training and inspections (similar to morning duties).
- 16.00–17.00** Study and/or gym. In this job, you have to keep on learning. Firefighters must keep up with new **technology**. I like finding out how things work, so that's OK. Before leaving, we write reports. For example, we might suggest changing a fire hydrant in one of the roads. Then we make sure the people working on the **shift** after us are ready to take over. When we've finished writing and talking to our colleagues, we can finally go home!



Vocabulary

2 Match the words in bold in the text to the following descriptions.

- 1 normal, routine **typical**
- 2 a period of hours of work, in a place such as a factory or a hospital
- 3 a dangerous situation that needs immediate action
- 4 things you have to do as part of your job
- 5
- 6 looking at something carefully, checking, for example, that it is working properly
- 7 objects you need to do your job
- 8 this uses science to solve practical problems
- 9 people who do a job for free



- 3 Read the text again. What does the firefighter enjoy about his job? What doesn't he like very much?
- 4 How many examples of verbs followed by the *-ing* form can you find in the text in Activity 1?

Speaking

- 5 Ask and answer these questions with a partner. Give reasons for your answers.
 - Would you enjoy doing a dangerous job?
 - Would you like working shifts?
 - Would you mind cleaning as part of your job?
 - Do you want to get a job straight after you finish studying?

Reading strategy

Before you look for the word, read the definition carefully. Do you already know the word? What kind of word are you looking for, for example a noun, an adjective, a verb?

Use of English: Verbs and prepositions followed by verb + *-ing*

After some verbs, we use the *-ing* form of the verb:

*I don't **feel like** **working** out.*

*We **start** **checking** the equipment as soon as we arrive.*

Examples of verbs followed by the *-ing* form

avoid	include	mind
enjoy	involve	practise
feel like	keep on	risk
finish	like	start
give up	mean	suggest

Lessons 7–8 Today's jobs

- Do we have the same jobs today as we did 100 years ago? Which jobs no longer exist? Which jobs did not exist in the past?

Listening 14

- Listen to these people talking about their jobs. Who is speaking?

Listening strategy

Before you listen, look at the pictures and think about what words you might hear to help you understand. Then listen for those words.



- Now listen again and make notes about the positive and negative things about each job.

Reading and speaking

- You will be told to read one of the texts below about jobs. Make notes about the positive and negative things about the job, then tell your friends about it.

Language tip

Remember, when we talk about two ideas that are very different, we can use words like *but*, *however*, *although*, *even though* to balance good and bad points:

I love working with animals. However, it's a difficult job because animals can't talk.

TODAY'S JOBS

Some jobs today are very different from traditional jobs. You don't always need high qualifications, but you should have some other special skills.

A: FOOD TASTER

Food tasters work in five-star hotels and restaurants. There are also **positions** for coffee and ice-cream tasters. To be a food taster, you should have a good sense of taste and smell. Just think, you could be paid to try lots of delicious things for free. Unfortunately, you might also get very fat!



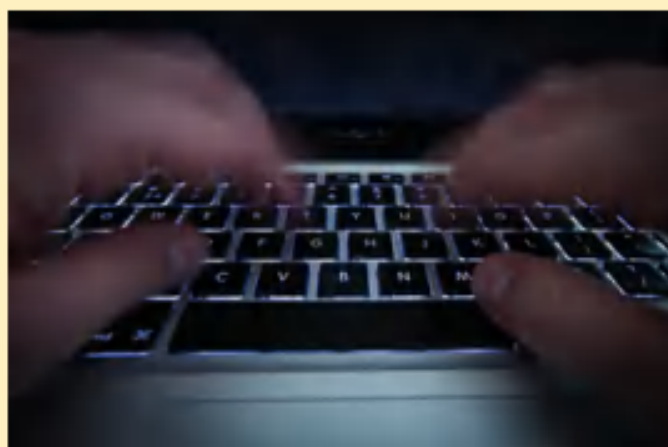
B: PROFESSIONAL SLEEPER

Although this looks like a 'do-nothing' job, it's actually possible to **make a living** from sleeping. Professional sleepers are paid to sleep by sleep labs, research hospitals or shopping companies that test hotel beds. So the great thing is that you can 'sleep on the job' while you **earn** money. It's also true that the job can get very boring because you can only lie down, you can't get up.



C: DIGITAL TREND READER

The world of technology is full of unusual jobs, like digital trend readers. Their **role** involves understanding and predicting what software, apps or video games will be popular in future trends and helping companies to be ready for those changes. So if you like surfing, this job's for you because you can spend hours and hours on the Internet. Are you prepared to stop seeing your friends and going out while you stay on the computer all day and all night?



Vocabulary

- 4 Look at the words in bold in the texts in Activity 3. Can you think of another way of saying the same thing?

Speaking 21st

- 5 Roleplay a conversation with one of the people in this lesson. Ask and answer questions about their job. Talk about the positive and negative things.

What do you like about your job?

I can eat delicious food for free!



Lessons 9–10 What about becoming a ...

- Look at the results of this survey. Would you like to do any of these jobs? Why? Why not?

What job will you have in ten years' time?

We asked a thousand 14-year-olds what their most popular job choice would be. Here are the top ten results!

- | | |
|-----------------------|---------------------------|
| 1 pilot | 6 Formula 1 driver |
| 2 writer | 7 lawyer |
| 3 footballer | 8 chef |
| 4 photographer | 9 doctor |
| 5 journalist | 10 vet |

Speaking

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

Do you prefer to **help**¹ or to **lead**² or to **persuade**³?

Are you **practical and mechanical**⁴?

Do you prefer **animals**⁵ or **plants**⁶ to people?

Are you **creative, expressive, original and independent**⁷?

Are you **orderly and organised**⁸?

Are you good at **following**⁹ and **setting**¹⁰ instructions?

Do you like **science**¹¹?

Are you good at **solving intellectual problems**¹²?

- Choose a job from the box to match the numbered words in Activity 1.

chef computer programmer doctor engineer Formula 1 driver
gardener graphic designer journalist lawyer nurse pharmacist
photographer pilot police officer politician professor writer
receptionist salesperson scientist secretary teacher vet

- Take turns to suggest a job for your partner based on his/her answers in Activity 1.

What about becoming a (journalist/teacher)?
What about working in (computing)?
What about working for a (travel company)?

That's not a
bad idea.

I don't think that would
suit me, because ...

Listening 15

- 4 Listen to three people talk about their future. Are they talking about their family life, their education or their possessions?



- 5 Listen again. What three questions does the interviewer ask?

Writing

- 6 In your notebooks, answer the questions in Activity 4. Use the prompts to write sentences that are true for you.

Start like this:

When I ... , I ...

When I finish school, I won't have to worry about homework anymore!

When I'm 30, I'll have a family.

Use of English: *will* for future predictions

Use the *will* future for predictions of what you think or guess will happen:

Do you think you will go to university?

We often use the contracted form of *will* with the subject:

I'll live in a big house.

Remember the negative form: *will + not = won't*

I won't buy a car until I'm 20.

Speaking

- 7 Now ask and answer with a friend.

have a family

drive a sports car

live in another emirate

work in ...

have a university degree

have a house/an apartment in ...

Lessons 11–12 Looking for work

- Where can you look if you want to find work?

Reading

- Read the job ads below and answer the questions.

- Which job requires special qualifications?
- Which job needs someone to start soon?
- Which job asks you to work abroad?
- Which job does not offer a high salary?
- Which job needs someone who has tried this kind of work before?



Did you know?

Curriculum vitae, or CV, comes from Latin. Another word for CV is *résumé*, which comes from French.

Job 1

HOTEL PALACE Reception Manager

Location: Abu Dhabi
Salary: Very attractive salary

As head of the Reception **staff**, you will be responsible for managing the **employees** who are involved in meeting and greeting VIP guests in our new hotel. You should have experience in management and working in hotels.

If you feel you have the right experience for this **role**, please send your CV.

Job 2

World Aid

We are looking for hard-working people to join our small but international team in an important project to help developing countries. Previous experience or qualifications are **not essential**, but getting on with **colleagues** is!

You will work outside of the U.A.E. with people from around the world to help build hospitals and schools in countries that need assistance.

Financial benefits: limited!
Opportunities to see the world: unlimited!
Curriculum Vitae to: Personnel, World Aid

Job 3

ARE YOU A GOOD SALES PERSON?

If you like dealing with people and selling, **BUY IT!** can offer you the **opportunity** to earn a very good salary.

We need Sales Representatives to join our Sales team. You will contact **potential** buyers in the UAE and Gulf region to sell our clients' products. There might be opportunities to work in our Kuwait and Bahrain offices in the future. Immediate start.

Send us your CV now. information@buyit.ae

Job 4

Graphic Designer

Location: Dubai
Salary: Very competitive + **benefits**

AdUAE, a highly successful advertising company, is looking for **Graphic Design** and **Media staff** to join our new office opening next year.

As part of team, your duties will include designing new and interesting ways to advertise our clients' products.

We prefer candidates with a degree in Media Studies.
Email your *résumé* to: recruitment@AdUAE.ae

- 21st Which 21st century skills does each job require?

Vocabulary

3 Find the words in bold in the ads which mean the same as the descriptions/words below.

- a the people who work for an organisation
- b position or specific job
- c extras you get in addition to your salary like a company car
- d very important
- e the people you work with
- f possible
- g chance
- h someone who is paid to work for a person or company

Listening 16

4 Listen to four people talking about themselves. Who is the best person for each of the jobs in Activity 1?



Reading

5 Read the email. Which of the four people wrote it?

Speaking

6 In your opinion, which of the jobs mentioned in the ads is the most interesting? Why?

To: information@buyit.ae

Dear Sirs,

I would like to apply for the position of Sales Representative. I would be the right person for this job because I enjoy talking with people, especially from other countries. I also like working with colleagues and being part of an international team so I would like the opportunity to be part of your Sales team.

I have attached my CV for your information. Please feel free to contact me at any time for an interview.

Best regards,

.....



Lesson 13 Big fish, small fish?

Reading

1 Look at the questions below and match them to one of the answers.

- 1 What are the advantages and disadvantages of working for a big company?
- 2 What are the advantages and disadvantages of having a business of your own?
- 3 Which would you prefer?

Compare working for a big company with having a business of your own.

A

You can decide your working hours and no one tells you what to do. However, you probably have to work twice as hard.

B

I'm a team player so I would enjoy working with a lot of colleagues in a large organisation.

C

You can work with some interesting people and you have a regular salary every month, but you have to do what your manager tells you.

Speaking

- 2 Now try answering the questions yourself. Then tell your friend your answers. Can they guess which question you are answering?
- 3 In groups, discuss the questions below:

What's more important, a high salary or an interesting job?

What's more important, high qualifications or a lot of experience?

- **Topics** Writing and making a speech; problems of speaking in public; how to make a good speech; jobs which involve public speaking; memorable speeches; hakawati; literary devices
- **Use of English** Reported speech: statements, questions and commands; punctuation: full stops and commas



Lessons 1–2 What shall I say?

- When was the last time you heard a speech? What was it about?

Reading

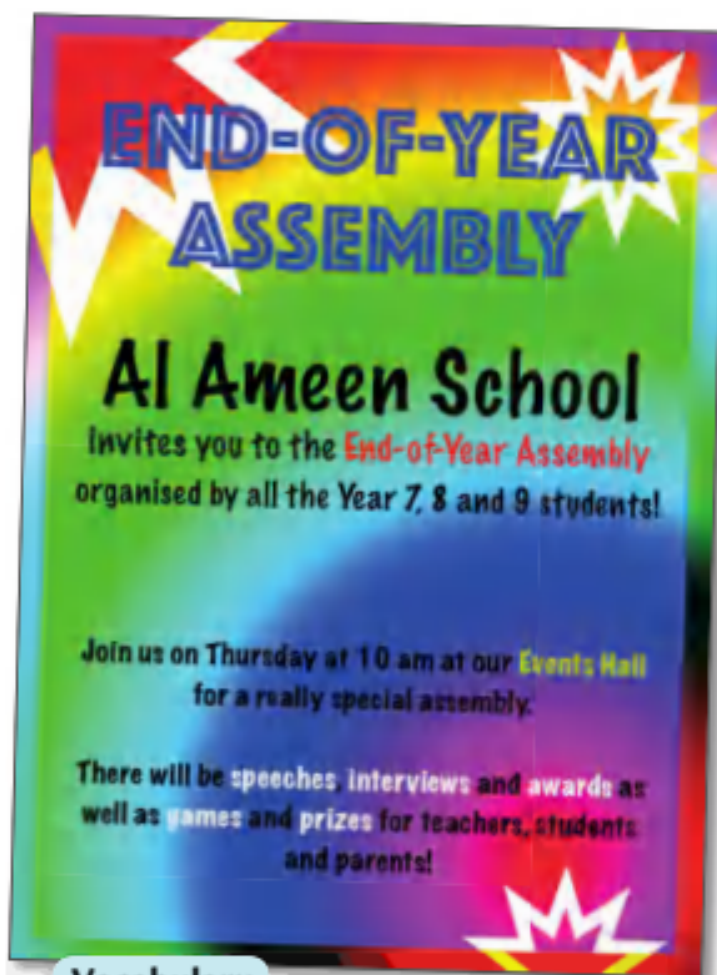
- 1 Read the poster. Who do you think will give a speech? What about?

Listening

- 2 Listen to two students from Al Ameen School practising for the end-of-year assembly. Who sounds more confident, Hessa or Moza? Why?

- 3 Read the sentences and listen again. Who said what – Hessa or Moza?

- 1 ... said she couldn't believe it was the end of the year. *Moza*
- 2 ... asked how the students were feeling.
- 3 ... said the students had worked hard all year.
- 4 ... asked whether the students had enjoyed their school year.
- 5 ... said she could see lots of excited faces.
- 6 ... asked if the students were a bit sad.
- 7 ... said that she would like to thank all of their teachers.
- 8 ... asked where the teachers found the time for everything.



Vocabulary

- be under stress: be really worried
- take a break: have a rest
- keep in touch: continue to communicate
- take part in: do something with other people
- find the time: have enough time
- get a chance: be able to



Use of English

- 4 What were the original statements and questions that Hessa and Moza said in Activity 3?

Reported speech

1 *Moza said she couldn't believe it was the end of the year.*

Direct speech (original statement/question)

1 *"I can't believe it is the end of the year."*

- 5 Report the statements and questions.

- 1 "Are you looking forward to school next year?" Mr Saeed asked the students.
- 2 "My parents can't come to the assembly," Meera said.
- 3 "What time does the assembly start tomorrow?" Ibrahim asked.
- 4 "I'll pick you up at half past eight," Majed told me.
- 5 "Did you like Moza's speech?" Hessa asked Asma.
- 6 "We had a lot of fun yesterday," the teachers said.

Speaking 21st

- 6 Work with a partner. Have a conversation about your school experiences this year using these questions.

- 1 What was the most important thing you learned at school?
- 2 What was the best moment you had with your teachers/classmates?
- 3 What was your most difficult challenge?
- 4 Who would you like to thank? What for?

Use of English: Reported speech – statements and questions

When we tell people what someone said, we usually change the tense of the verb because what they said was in the past:

"Today **is** the last day of school." → I told them it **was** the last day of school. / Hessa said it **was** the last day of school.

"I **learned** so many things." → I told them I'd **learned** so many things. / Moza said she'd **learned** so many things.

With statements using *tell* and *say*, we can add *that* or omit it:

I told them it was the last day of school.

I told them **that** it was the last day of school.

When you report questions that begin with a question word, change the tense and leave out *do/does/did*:

"Where **do they find** the time?" → Moza asked where they **found** the time.

When you report Yes/No questions, use *if* or *whether*, change the tense and leave out *do/does/did*:

"Don't you **feel** a bit sad?" → Hessa asked the students **if they felt** a bit sad.

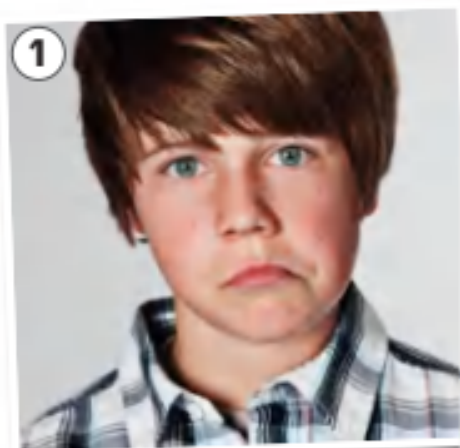
We also change time expressions: *now* → *then*, *today* → *that day*, *next year* → *the following year*, etc.

Lessons 3–4 Taking the stage

- Have you ever spoken in front of an audience? How did you feel?

Speaking

- Look at the pictures below. How do you think the boys are feeling? Why?



Reading

- Read Hamad's post and the replies. Match each reply to one of the pictures (1–3).

Fear of public speaking

My teacher has asked me to speak at the end-of-year assembly and I'd love to, but there's one small problem. I'm really scared of speaking in public. Does anyone else feel the same, or is it just me? **Hamad, 14**

You're not the only one! I have a fear of public speaking. My class won a national Science competition when I was in Year 6 and I gave a short thank-you speech at the awards ceremony in a very grand hall. I remember I couldn't read my notes because my hands were shaking so much. Don't get too nervous! Breathe deeply – it helps. **Hugo, 15**

When I was 10, I took part in a storytelling competition. There was a big audience, and I was doing really well until an insect landed on my nose and it wouldn't go away! All my attention was on the insect so I forgot what came next. But don't worry – that won't happen to you. Stay calm and you'll be fine! **Ibrahim, 15**

Last year, we had two exchange students from the USA. I offered to give a short speech in class to welcome them. I thought it would be easy so I didn't prepare at all – bad decision! I stood up and my mind went blank. My teacher helped me get started, but I was a bit embarrassed. My advice? Don't be over confident. Prepare a speech and practise it! **Robert, 14**



3 Read the replies again. Are the statements true (T), false (F) or is the information not given (NG) in the texts?

- 1 Hugo was nervous because there was a big audience.
- 2 Hugo's problem was that his notes weren't written clearly.
- 3 Ibrahim didn't finish his story.
- 4 Ibrahim never took part in another competition.
- 5 Robert offered to give the speech himself.
- 6 Robert was embarrassed because he forgot what to say.

Vocabulary

4 Look at the words from the posts and explain what they mean. Copy them into your vocabulary table in three categories: verbs, nouns, adjectives.

attention audience blank breathe calm confident forget
embarrassed fear nervous remember scared shake worry

Use of English

5 Look again at the posts on page 43 and find six commands. Report them in pairs.

- Hugo told Hamad ...
- Ibrahim told him ...
- Robert told him ...

6 **21st** Look at the command on your card and memorise it. Walk around the class, telling your command to as many of your classmates as you can. Then, sit down and report the commands you heard in pairs or groups.

Use of English: Reported speech – commands

When you report a command, use *ask/tell someone to do something*:

"Speak louder, please." → He asked me **to speak louder**.

When you report a command with *don't*, use *ask/tell someone not to do something*.

"Don't be late!" → She told me **not to be late**.

Speaking

7 Work in groups of three. Look at the photos in Activity 1 again and say what you remember about each story. What would you have done differently in each situation?

Hugo's class had won a competition. I think for a science project ... If I'd been him, I wouldn't have had any notes.

Lessons 5–6 Practice makes perfect

- What makes a good speaker and a good speech?

Speaking

- 1 You are going to read an article giving advice about public speaking. Before you read, write down four ideas of your own. Compare them in small groups.

Reading

- 2 Read the article once. Were your ideas similar to the writer's advice?

Four Little Tricks to make you a great public speaker

For many teenagers, standing up and speaking in front of an audience is their worst nightmare. You can try to avoid it, but sooner or later you'll probably be asked to do it. It could be for a school presentation, at a family get-together, to receive a prize, and so on. So what can you do to feel confident when everyone's attention is on you?



Spend time writing your presentation or speech. Think about who your audience is and what you want to communicate to them. Make sure your sentences aren't too long. If they are, they might be too complicated for your audience to follow. Remember to use full stops and commas. These show you when you need to pause and take a breath.



Remember the saying: *Practice makes perfect*. Practise your speech at home with your family and friends. Make notes to remind you what you want to say, but don't just read out what you wrote. You should try to sound natural and convince people you know what you're talking about.



On the big day, stand up straight and clear your throat before you start – you could even take some water with you. Speak loudly and clearly. Look up from your notes to your audience. If you get nervous, look for friendly, smiling faces in the audience to make you feel better.



Don't miss an opportunity to speak in public. This is an important life skill, which you will find useful on many personal and professional occasions. The first few times you might not perform so well, but every time you give a speech, you'll get better at it and you'll enjoy it more.


3 What does the writer say about the words in the box?

audience notes opportunity punctuation voice

4 Find words or phrases in the text and match them to the meanings.

- | | |
|--------------------------|---|
| 1 take in some air | 5 make someone believe |
| 2 share information | 6 give a small cough |
| 3 normal and usual | 7 chance |
| 4 stop for a short while | 8 a group of people watching or listening |

Listening

5  Look at Moza's written speech from Lesson 1 and listen to her practising it again. What advice do you think her teacher is going to give her?

I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I learned so many things and I had fun in class. I would like to thank all of our teachers. they worked so hard for us every day they prepared great lessons they organised after-school clubs and trips they took part in school activities. where do they find the time for everything I hope they get a chance to rest now and get ready for next year they deserve it.

6  Listen to Moza's teacher and make some notes of her advice.

Use of English

7 Work in pairs. Copy Moza's speech from Activity 5 into your notebooks making sure you:

- add punctuation and capital letters where necessary.
- extend it by adding at least three sentences.

Use of English: Punctuation – capital letters, full stops and commas

A sentence is a group of words that expresses a complete idea. Sentences always start with a capital letter and end with a full stop or other punctuation mark, for example a question mark (?) or exclamation mark (!):

I can't believe it's the end of the year. I really enjoyed Year 7!

Commas separate clauses within a sentence:

They prepared great lessons, organised after-school clubs and trips, and they took part in school activities.

They also show you good places to breathe when you're reading aloud.



Lessons 7–8 The King's Speech

- Which public figures give speeches in your country? What about?

Reading 21st

- 1 Read the blog post. Choose the message (a–c) you think fits best at the end of the text.
 - a All powerful people have communication problems.
 - b Face your problems and accept other people's help.
 - c Radio speeches are harder to make.

Vocabulary

speech therapist: someone whose job is to help people speak clearly

not my cup of tea: not something I like or enjoy

syllable: separate sounds that make a word, for example *sum-ma-ry* has three syllables

Fatima's Food for Thought

an Emirati teenager's thoughts, experiences, dreams

The King's Speech

Have you seen the film *The King's Speech*? I wouldn't have watched it myself, but my parents insisted. Historical dramas aren't my 'cup of tea'. Anyway, I'm not writing this post to give you a review. I just wanted to **share my thoughts** on the main idea of the film: being brave and **overcoming difficulties**. But before that, here's a quick summary of the plot:

It's a true story about King of England George VI, who had a speech problem. He stammered, which means he would repeat the same syllable. A speech therapist, Lionel Logue, worked with the king to help him give his first speech in public in 1939. He spoke on the radio and **made an important announcement** to the British people: Britain was going to fight in World War II. In the film, we see the value of **team effort** as the two men work together towards a **common goal**.

So, my thoughts: I think the king was really brave. I wonder whether other children made fun of him when he was a child – maybe. But it was wonderful to see what he achieved as an adult. He spoke clearly and softly, and I'm sure he **felt really proud of himself**. On top of that, a new friendship was born between King George VI and Lionel Logue. The message I take from the film is: _____

Now, over to you. Have you or anyone you know faced problems like this? Post your comments below.



King George VI making his speech on the radio



Vocabulary

- 2 Look at the phrases in bold in the post. In pairs, explain what they mean.

Reading strategy

Read the whole sentence to understand the meaning of words or phrases you don't know.

Writing

- 3 Work in small group. Discuss your answer to the question at the end of the blog. Then write a short comment in response to the blog post.

Listening 20

- 4 You are going to listen to three speakers talking about how speech is important in their jobs. Which of these jobs do you think you'll hear about and what will the speakers say? Listen and check.

lawyer hospital receptionist headmaster
radio presenter speech coach teacher

- 5 Listen again. What do the speakers say about the words and phrases in the box?

Speaker 1: face-to-face, speed and volume

Speaker 2: elderly, avoid doing something

Speaker 3: recognise, care

- 6 Listen again. Match each of the three speakers to one of the sentences below (a–d). There is one sentence that you don't need to use.

- a I try not to use the phone as much when I'm not working.
- b I'm good at what I do, but not because of my voice.
- c I prefer speaking to people face-to-face than on the phone.
- d I used to speak a lot faster and louder than today.



Use of English

- 7 In English, we often use *make* with other words to make fixed expressions. Look at the expressions with *make* that the speakers used. What do they mean? Can you think of any more?



Lessons 9–10 **Speeches that made history**

- How can you write a successful, interesting speech?

Speaking

- 1** Look at the statements from historic speeches. Which one do you like best? Compare in groups.

"Ask not what your country can do for you – ask what you can do for your country."

John F. Kennedy – Washington, January 20th 1961

"I have a dream."

Martin Luther King Jr. – Washington, August 8th 1963

"I raise up my voice — not so that I can shout, but so that those without a voice can be heard."

Malala Yousafzai – New York, July 12th 2013

Listening 21

- 2** You are going to listen to an interview with Robert Bruni. Speeches are very important in Robert's job. Listen once and write what his job is.

- 3** Listen to the interview again. For each question, choose the best answer (a, b or c).

- Who does Robert write most speeches for?
a actors **b** politicians **c** scientists
- Who advised Robert to become a speechwriter?
a a colleague **b** his wife **c** his parents
- What does Robert say is challenging for a speechwriter?
a finding information about the topic **b** making lots of changes to the speech **c** deciding on the main message of the speech
- According to Robert, above all, what does a powerful speech need?
a a strong opening **b** a strong statement **c** a strong conclusion





Language tip

We use *seem* in the following structures when we are almost sure about something. It has the same meaning as 'appear to be'.

seem + adjective: Robert *seems happy* with his new job.

seem + *like*: It *seems like Robert is happy* with his new job.

seem + *as if*: It *seems as if Robert is happy* with his new job.

seem + *to*: Robert *seems to be happy* with his new job.

Use of English

4 Complete the sentences with your own ideas.

- 1 (to a friend) It seems like you're ...
- 2 (to your mum/dad) It seems as if ... this year.
- 3 (to your teacher) Everybody in class seems ...
- 4 (to a new student in your class) Our class seems to be ...

Writing

5 Look at the opening and closing sentences of Hessa's speech. Think of a different way to express the same ideas. Look at the examples.

Today is the last day of school. How are you feeling?! We have worked hard all year and we have been under a lot of stress. But now it's time to take a break and enjoy our summer holidays. I can see lots of excited faces, but do you feel a bit sad – like me? I'm sad because I'm not going to see my teachers and classmates for so many weeks. We are a big family, so let's keep in touch!

School seems to be over. / Let's not lose touch because we are a family.

6 In your groups, compare your ideas and choose the best opening and closing sentences. Rewrite Hessa's speech, repeating the opening sentence three times in the speech. Make any other changes you wish.

Speaking

7 Work in different groups. Take turns to give your speech from Activity 6. Give your partners feedback by thinking about the questions below.

- Did you like the opening and closing sentences?
- Did repeating the opening sentence work?
- Were there any other changes? What did you think of them?

Lessons 11–12 **Bringing stories to life**

- What is the first story you can remember from your childhood?
Did you read this story or did someone tell it to you? Who?

Reading

- 1 You are going to read an article about a hakawati storyteller. What do you think the difference is between a hakawati storyteller and a traditional storyteller?

Did you know?

Hakawati was a leisure activity for most people in Arabic countries when there weren't any radios or TVs. The word *hakawati* comes from *hekaye* (meaning 'story') and *haki* ('to talk').

- 2 Read the article once and check your answers to Activity 1.

Not just a storyteller – a hakawati storyteller!

by Abdulla al Khaja

Saif al Zari seems really proud as he shows me his museum – a room at the back of his house in Sharjah – where he keeps old coins, documents and other items that help him with his storytelling. "My job is to keep our knowledge and traditions alive and pass them on to the next generation," Mr Al Zari tells me.

The 65-year-old storyteller spends a lot of his time travelling to schools around the country so that he can tell children and teenagers his stories. He shows me a video on his phone of a school visit in Al Ain. The volume is low so I can't really hear what he's saying, but I'm impressed by the expressions on his face, and how he uses his hands, arms and whole body to tell the story.

Mr Al Zari is not just any kind of storyteller. He's a hakawati storyteller – one of only a few that can be found in the UAE today. "It's a type of art," he explains, "where many different stories are told within one."



In most traditional storytelling, the emphasis is on the story; but in hakawati storytelling the emphasis is on the delivery – how the story is told. I use my voice and also my face and body and sometimes simple props in order to bring the story to life. Sometimes the audience gets so excited that they call out or cheer."

Mr Al Zari learned the art of hakawati from his grandfather but he also attended workshops at the Sharjah National Theatre.

"The theatre director, Mr Yousuf, taught me to change my voice, use different accents for different characters, pause at the right time, use sound effects," he remembers, "and how to act out the story, of course."

As our interview comes to an end, I ask Mr Al Zari what he enjoys most about hakawati storytelling. "The best stories are simple but have important messages about life. It makes me feel good to know that children are having fun and learning something useful."



3 Work in pairs. Answer the questions.

- 1 Why does Saif al Zari do this job?
- 2 What impresses the writer of the article?
- 3 How did Saif al Zari become a hakawati storyteller?
- 4 According to Saif al Zari, what two things make the best stories?

Language tip

In English, we often express purpose with one of these structures:

to + infinitive: *I sat at the front **to** hear the story more clearly.*

so (that) + clause: *I sat at the front **so that** I could hear the story more clearly.*

in order to + infinitive: *I sat at the front **in order to** hear the story more clearly.*

In order to is more formal than *to* + infinitive or *so that*.

4 Read the article in Activity 2 on page 51 again and find examples of these structures.

5 Read the story *The Big Race* and discuss the questions on the worksheet your teacher gives you.

6 Work in small groups. Imagine you are hakawati storytellers practising *The Big Race*. Discuss the questions below.

- 1 How and where would you change your voice?
- 2 Where would you pause?
- 3 What sound effects would you make?
- 4 How would you use your face, hands and body to bring the story to life?



Listening 22

7 Listen to Saif al Zari tell *The Big Race*. Notice how he uses his voice to bring the story to life.

Speaking 21st

8 Practise telling the story in your groups.

Lesson 13 Word power

Reading

- 1 This is the opening of Chapter 1 of *Whispering Waves*. What impression is the author trying to give?



Whispering Waves by Maitha al Falahi

Whenever Wdeema went out on the beach, the waves would whisper to her. Today, there was no one else there. She could hear them clearly. They were whispering to her as they crashed on the shore: "Don't go. Don't leave. Don't go. Don't leave," they said. "Stop it!" Wdeema cried. She felt angry at the world and looked for a flat, round pebble in the sand. She threw it out at the sea as hard as she could. It swished in the air and then bounced off the surface of the water a few times.

Why was Wdeema feeling this way? Yesterday was the last day of school. She spoke at the assembly and everyone congratulated her on her speech. She should be feeling proud and relieved, yet here she was, standing at her favourite spot, feeling down. Wdeema knew why. In a month, she'd be in her new home in Abu Dhabi getting ready for college. "What if I don't like it? What if I don't make any friends? What if I hate it? All these 'what ifs'!" she thought.

Squawk! Squawk! Squawk! Three seagulls flew above her head and Wdeema watched them flap their white wings against the orange-red sky, getting smaller and smaller like dots until they disappeared. Suddenly, she felt lighter. It seemed as if the seagulls had taken her worries away. Then she remembered her grandfather's advice: "Don't waste time worrying about the future. Take care of the present, and the future will take care of itself." Wdeema picked up a pretty pink pebble lying by her feet and held it tight as she walked off. She was smiling.

Language tip

Authors often use these literary devices:


Alliteration: words that start with the same sound are used in the same phrase or sentence.

Onomatopoeia: using a word that is similar to the sound it describes.

Repetition: repeating the same word or phrase to make the idea more powerful.

- 2 Work with a partner. What impressions do you get of Wdeema's personality, her family, and her future?
- 3 What type of literary device is used in each sentence below? Discuss in pairs. Then find more examples in the story extract.
- 1 What's that sound? Can you hear the buzzing? Is it a bee?
 - 2 The tree was too tall but the tiny frog tried to climb it.
 - 3 She smiled because she was happy. Because it was a new day. Because it would all be OK.



A tiger is lying down in a jungle setting, partially obscured by large, vibrant green leaves in the foreground. The tiger's orange and black stripes are visible on its body. The background is filled with more foliage and fallen leaves, creating a dense, natural environment.

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

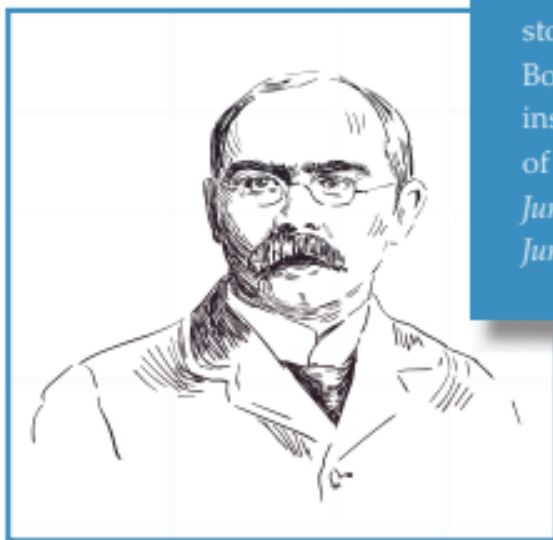
- ❑ Lessons 1-10 on *The Jungle Book*
- ❑ Core Reading: Chapters 1-4 of *The Jungle Book*
- ❑ Extra Reading: *Robinson Crusoe* by Daniel Defoe

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 Seonee 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

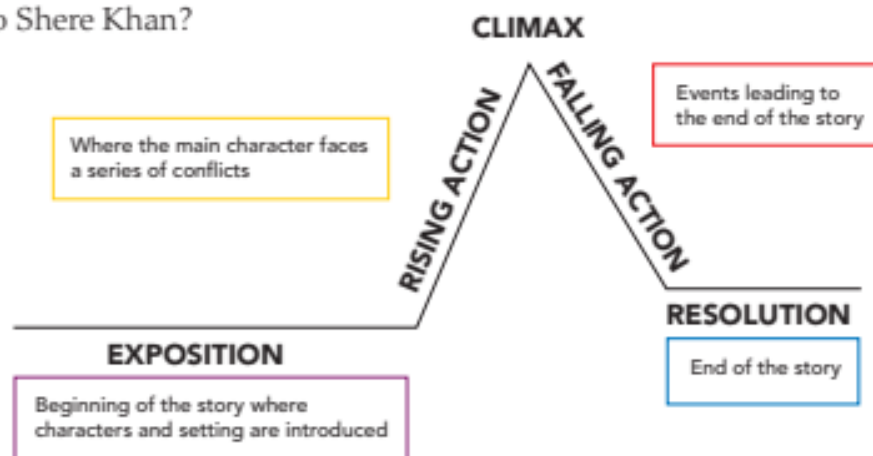
- 1 In your groups, discuss Shere Khan's character. Use the questions below to help focus the discussion.
 - 1 Do you like Shere Khan? Why or why not?
 - 2 Do you think he is a good character in the story? Explain your reasons.
 - 3 What do you think will happen to Shere Khan?

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**?

"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.

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.

"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?

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*?

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 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.”

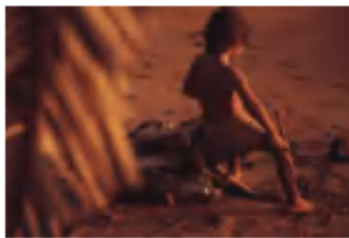
- 3 Using a dictionary, find the definition of *loyalty* and re-write in your own words.

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

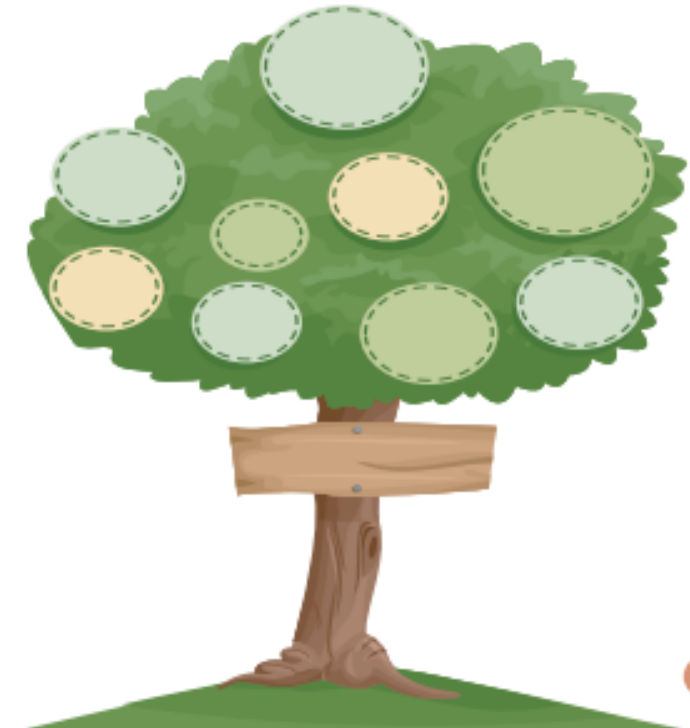
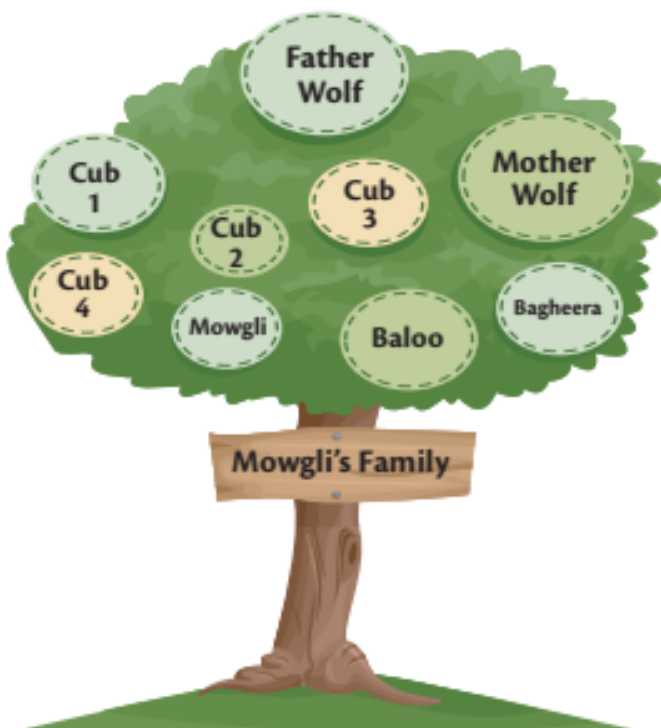
Writing

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

Shere Khan Baloo Tabaqui 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 Seeonee 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

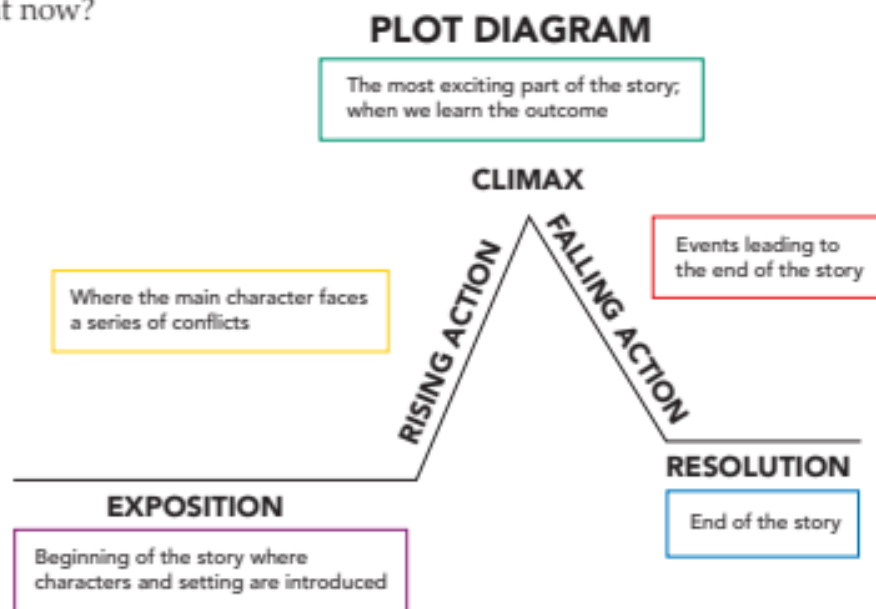
Writing

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

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

Core Reading

The Jungle Book by Rudyard Kipling

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.

“Man!” said Father Wolf, showing all his white teeth. “Are there not enough beetles and frogs in the
20 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.

The purr grew louder. “Aaarh!” Then there was a **howl** from Shere Khan. “He has missed,” said
25 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.”

Father Wolf’s jaws closed right on the child’s back. He was gentle and not even a tooth scratched
35 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, Bahgeera 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 Salée, 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 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

courage: the ability to deal with dangerous or difficult situations without being frightened

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

gridiron:

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	ironing board	noun
appliance	noun	leave out	verb
balcony	noun	lie down	verb
bedspread	noun	light switch	noun
bin	noun	lime green	adjective
biodegradable	adjective	make (a reservation)	verb
blender	noun	make breakfast	verb
bookshelf (-ves)	noun	medal	noun
bright pink	adjective	messy	adjective
bunk beds	noun	microwave	noun
childhood	noun	never	adverb
choose (clothes)	verb	non-biodegradable	adjective
chop up	verb	often	adverb
coffee machine	noun	oven	noun
collection	noun	painted	adjective
compost	verb	pale blue	adjective
cupboard	noun	pick up	verb
desk	noun	predict (the weather)	verb
dishwasher	noun	put away	verb
do homework	verb	put on	verb
every (day)	adverb	put down	verb
extractor fan	noun	remote control	noun
fire extinguisher	noun	saucepan	noun
food processor	noun	scales	noun
freezer	noun	sit down	verb
fridge	noun	solar energy	noun
frying pan	noun	sometimes	adverb
furniture	noun	stand up	verb
get on	verb	sustainable	adjective
get off	verb	switch on	verb
get up	verb	switch off	verb
hang out	verb	take off	verb
heat up	verb	teapot	noun
hob	noun	tell off	verb
iron	noun	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

accountant	noun
although	conjunction
benefit	noun
but	conjunction
carpenter	noun
century	noun
cleaner	noun
colleague	noun
communication	noun
(computer) programmer	noun
creative	adjective
creativity	noun
CV	noun
designer	noun
driving instructor	noun
duty, -ies	noun
earn	verb
electrician	noun
emergency	noun
employee	noun
engineer	noun
equipment	noun
essential	adjective
even though	conjunction
expressive	adjective
fire hydrant	noun
flight attendant	noun
follow/set instructions	verb
help	verb
however	conjunction
independent	adjective
inspect	verb
interviewee	noun
interviewer	noun

journalist	noun
lawyer	noun
lead	verb
leader	noun
leadership	noun
make a living	verb
manager	noun
mechanic	noun
mechanical	adjective
opportunity	noun
optician	noun
orderly	adjective
organised	adjective
original	adjective
paramedic	noun
persuade	verb
pilot	noun
pharmacist	noun
photographer	noun
physiotherapist	noun
plumber	noun
politician	noun
position	noun
potential	adjective
practical	adjective
proactive	adjective
problem-solving	adjective
qualification	noun
receptionist	noun
résumé	noun
role	noun
shift	noun
(shop) assistant	noun
skill	noun
solve problems	verb
staff	noun

taxi driver	noun
team player	noun
technology	noun
vet	noun
volunteer	noun
waiter	noun
window cleaner	noun
writer	noun

Phrases

Absolutely

I agree/disagree

I don't think so, because ...

I'm sorry but that's not right ...

I'm with you on that

That's not really true

That's true

You have a point, but ...

You're absolutely right

Unit 4

alliteration	noun
attention	noun
audience	noun
avoid	verb
be under stress	verb
breathe	verb
calm	adjective
care	verb
ceremony	noun
clear your throat	verb
common goal	noun
communicate	verb
confident	adjective
convince	verb
elderly	adjective
embarrassed	adjective
face (a problem)	verb
face-to-face	adverb
fear	noun
feel proud	verb
find the time	verb
forget	verb
get a chance	verb
go blank	verb
keep in touch	verb
make an announcement	verb
natural	adjective
nervous	adjective
onomatopoeia	noun
opportunity	noun
overcome (a difficulty)	verb
pause	verb
recognise	verb

remember	verb
repetition	noun
scared	adjective
shake	verb
share (my) thoughts	verb
speed	noun
take a break	verb
take a breath	verb
take part in	verb
team effort	noun
volume	noun
welcome	verb
worry	verb

Phrases

make a comment
make a difference
make a mistake
make a phone call
make a speech
make an announcement
make a noise
make sure

Unit 1

Track 1

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 2

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 3

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 4

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 5

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!

Unit 2

Track 6

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: Hmm ... 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 7

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 8

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 9

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 10

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 11

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 12

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 13

Narrator: One

Engineer: My job is both an indoor and an outdoor job. I spend quite a lot of time in the office working on plans for buildings and bridges, but I also spend a lot of time on site, working with architects and builders who actually make the buildings. I really like my job because it's about making things.

Narrator: Two

Physiotherapist: I work at the health centre, but I also do some work at the local football club because I specialised in sports injuries when I did my training. It's important to get people moving again after an injury or an operation, but you have to do it very slowly. So you have them do special exercises at home where they move different parts of the body so they can get better.

Narrator: Three

Mechanic: I was always interested in more practical things at school, but I didn't want to go to university, so I got a job in a garage. And now I've got my own business and I've got quite a lot of regular customers whose cars I look after. I've always liked cars and I've got quite a nice car of my own.

Track 14

Speaker 1: Well, I love animals and I love taking care of them. When I was a child, we had a lot of animals on our farm – camels, horses and all kinds of birds – so I have a lot experience looking after them. The best thing about my job is that I can help falcons fly again when they're hurt. However, it's also a difficult job because the animals can't talk, so even though I spend all day with them, I don't know what's wrong with them sometimes.

Speaker 2: Some people think my job is dangerous, and that's probably what I don't like about it. But actually, I'm very safe even when I'm very high up. We wear special equipment that protects us if we fall. And when I'm working, I forget about the danger because I have a beautiful view of the whole city below me.

Speaker 3: I suppose you could say my job is both an indoor and an outdoor job. Even though I don't work in an office and I spend quite a lot of time in the air, I'm actually inside a plane so I can't feel the wind or sun on my face. Flying during the day is wonderful, I can see the sky above and the buildings below, but flying at night is not so much fun because if the weather is bad, it's sometimes difficult to see where you're going.

Track 15

Male interviewer: Where do you think you'll be in ten years?

Speaker 1: Well, I know I want to continue my studies, so I'll probably be at university in ten years. Maybe I'll finish when I'm twenty-five.

Female interviewer: What do you think you'll do in the future?

Speaker 2: I'm not sure what job I'll have, but I do hope that I'll have a family. I love children so when I finish my studies, I think I'll get married and have a beautiful house near my parents.

Male interviewer: What do you think you'll have in the future that you don't have now?

Speaker 3: Uhm ... maybe I'll have a big house? No, I already live in a big house. I know, a sports car! When I get a job, I really hope I'll make lots of money so I'll be able to buy a fast sports car.

Track 16

Narrator: Hamda

Hamda: Hi, my name is Hamda. I'm looking for a job where I can use my ideas and imagination. I'm very artistic and love digital design programmes like Photoshop and Movie Maker so I can make my own videos. I've just graduated from college and I have a degree in Graphic Arts so I really hope I can find a job where I can use what I learned.

Narrator: Mohammed

Mohammed: I'm not sure what job I'd like to have in future, but for now I'd like to travel and see other countries. I like meeting people and I'd love to work with people from different places. I don't want to be a manager, I'd much rather be part of a team where we all work together.

Narrator: Fatima

Fatima: I like dealing with people and doing business. My father has a shop and I worked there last summer. He said I was the best sales person on his team! I think it's interesting to listen to what people want and then find the best product to meet their needs.

Narrator: Marwan

Marwan: I'm good at organising groups and showing others how to do their work. This is especially important when you're working with the public because teams have to be prepared to meet the clients' needs, especially when they're on holiday and want to stay in a comfortable place. It's not easy to lead a group of people, everyone has a different way of seeing things, but you have to be decisive and choose the best way for the group to work well together.

Unit 4

Track 17

Hessa: My name's Hessa and I'm in Year 8. Today is the last day of school. How are you feeling? We have worked hard all year and we have been under a lot of stress. But now it's time to take a break and enjoy our summer holidays. I can see lots of excited faces but don't you feel a bit sad – like me? I'm sad because I'm not going to see my teachers and classmates for so many weeks. We are a big family, so let's keep in touch!

Moza: I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I ... I ... learned so many things and ... erm ... I had fun in class. I would like to thank all of our teacher ... erm ... all of our teachers. They worked so hard for us every day, they prepared great lessons, they took part in, erm no ... they organised after-school clubs and trips, they took part in school activities ... Where do they find the time for everything? I hope they get a chance to rest now and get ready for next year, they deserve it. They deserve it!

Track 18

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Track 19

Teacher: Thank you, Moza. That wasn't bad – you said some nice things – but you can still make some improvements. OK, first of all, you need to sound more confident, so practise a bit more. Try to speak louder and sound more excited. Now ... let me have a look at your notes. I like what you say here about the teachers, but make this sentence shorter. And you need to add commas and full stops – they show you where to breathe – you'll find them helpful when you're practising. Remember: you can look at your notes to remember what you want to say, but don't read them out. Oh, and one more thing – it's a bit too short. Could you make it a little longer?

Track 20

Male 1 (in his 50s): As a headmaster, I make a lot of speeches, give interviews and speak to people daily. Face-to-face communication is a big part of what I do and speaking clearly is extremely important. When I started out in teaching, I was in my twenties – a young man full of energy and people would tell me: 'Slow down! You speak too fast!' or 'I can hear you – there's no need to shout!' So I realised that how you say something is as important as what you say. With time, I managed to speak at the right speed and at the right volume – that made a huge difference for my career.

Female (in her 30s): My voice is my work! I speak to people eight hours every day. The phone calls don't last long and they're usually people asking to make an appointment with a specific doctor or asking for general information about the hospital. A large number of the people phoning are elderly people so I need to make sure I speak loudly and clearly. Because I can't see who I'm talking to, I always repeat the information and ask the caller if they have understood. It's a tiring job and in my free time I avoid talking on the phone! I'd rather send messages than make phone calls.

Male 2 (in his 30s, radio voice): I've been doing this job for over 10 years and people now recognise me by my voice. When I go shopping, people make comments to me like 'You're that guy from the show Live in the Morning' or 'You've got such a great voice!'. I like that! I feel a bit like a celebrity. But I think I'd be as successful if my voice wasn't as nice. My voice is important but what's more important is that I speak to people's hearts. I can't see my listeners, but they know that I care about them and what happens in our area.

Track 21

Presenter: Welcome to another Live in the Morning! We have Robert Bruni with us today. Robert, you're a professional speechwriter. Can you tell us what you do?

Robert: I write speeches for different kinds of people and occasions. I've written for actors who have to give a speech when they receive awards – those are quite short ones and I don't get a lot of them. Most of the speeches I write are for people who work in the media – on television or on the radio. Oh, this year I also worked with a famous scientist to write his speech. I enjoyed that!

Presenter: So have you always worked as a speechwriter?

Robert: No, I used to be a journalist before. I didn't even know this job existed until someone I worked with mentioned it. He had to give a speech at a conference and he asked me to help him write it. He told me I was really good at it and I should think about becoming a speechwriter. I discussed it with my wife and parents and they thought it seemed like a good idea.

Presenter: So is it a job you would recommend for our young listeners?

Robert: Well, you have to love writing and using language. And there's a lot of research you have to do. Each person I work for has a different job, so the topic of the speech is always different. And, often, they don't know what exactly they want to say. That's tough. I have to be patient with them and change the text as many times as necessary.

Presenter: What do you think makes a great speech?

Robert: Well, it seems to me that the most memorable speeches have a strong, simple message. They've got a great opening and conclusion, and they almost always have a line that people remember. For example, Martin Luther King Junior's 'I have a dream' which he repeats several times. In my opinion, writing a line like that can make a speech really powerful.

Track 22

Deep in the rainforest, there's a big pond full of fish and hundreds of tiny frogs. Colourful tropical birds visit the pond too. The tallest tree in the rainforest grows near the pond. Monkeys, leopards and jaguars live there.

Today, everyone's gathered by the pond to watch the Big Race. All the tiny frogs must race to the top of the tallest tree. The animals are waiting for the race to start. Shhhhh! Bang! It begins! The tiny frogs are off!

"Come on! You can do it! Faster!" some monkeys shout.

"This is impossible. Frogs can't run!" says a jaguar. "Not a chance. The tree's too tall!" says another one. "You'll never make it! Just give up!" shouts a leopard.

A lot of tiny frogs are getting tired now and start to give up. "It's OK. We tried," they say. Some other frogs are doing better, but ... "It's too difficult! It's too high!" the crowd keeps shouting. ... So, they give up the race too. Now all of the tiny frogs are sitting in the pond resting. All of them, except one tiny frog that's still climbing up.

"Look at him!" says a monkey to a leopard. "He's going higher and higher. I think he's nearly there!" Most of the animals watching have gone quiet now. Only one parrot shouts, "Be careful! You'll fall!" as the tiny frog reaches the top of the tall tree. "I made it!" he shouts down to the animals, and jumps into the pond. "Hooray! Champion!" all the animals cheer as the tiny frog comes out of the water.

The jaguar walks to the champion frog with the prize and says, "Well done, little frog. That was amazing! But tell us: how did you make it to the top? Weren't you afraid of falling?" The tiny frog takes a small step closer to the jaguar and shouts, "Excuse me? Did you say something? I can't hear very well!"

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Unit Lesson

1 1



Lesson



Grammar

1 2



Lesson



Grammar



Functional Language

1 3



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Functional Language

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Grammar



Functional Language

Unit Lesson

1 7



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Functional Language

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Functional Language

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Lesson

Unit Lesson

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Functional Language



Functional Language

Unit Lesson

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Functional Language

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Functional Language

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Unit Lesson

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Grammar

Unit Lesson

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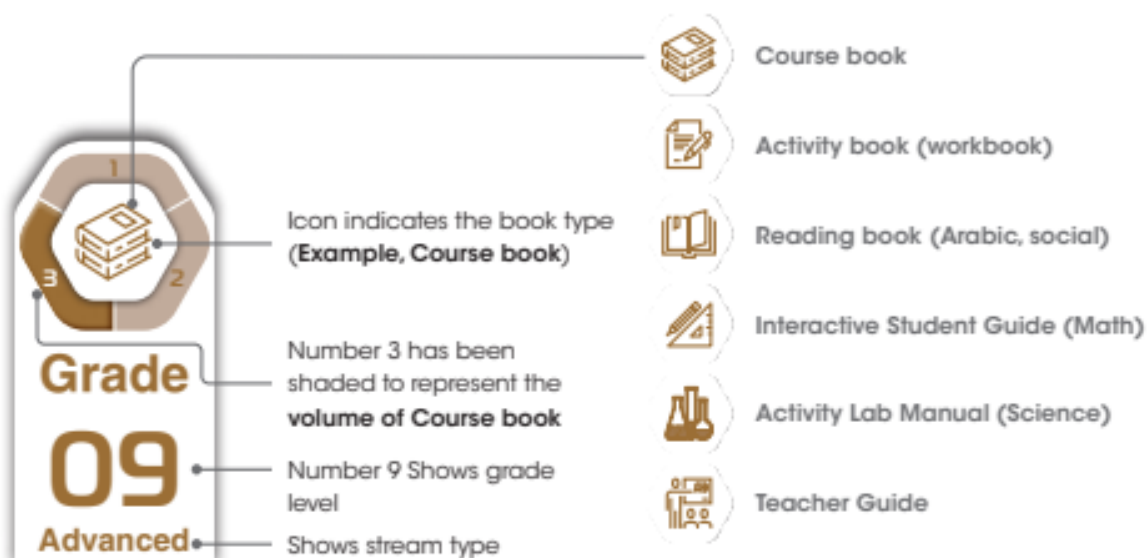
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