



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Bridge to Success 11

Coursebook

Sheikh Zayed Bridge, UAE



Bridge to Success

English Language

Book 11 Coursebook

Grade 10 Advanced

Grade 11 General

Volume 1

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 11 Coursebook

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Welcome to *Bridge to Success*

Bridge to Success is a course for learners of English as a second language (ESL).

Bridge to Success 11 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:

-  pre-recorded listening activity
-  links to 21st Century Themes and/or Skills

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Looking back Pages 1–13	History of the UAE Sheikh Zayed Traditions Storytelling Changes in landscape	Listening: Listen to a lecture on the history of the UAE Understand numbers and dates Understand information about becoming a teacher Listen to someone talking about life in the UAE Speaking: Describe Union Day using the past simple Discuss a timeline Discuss stories Talk about life in the past and present	Past simple Past simple versus past continuous Past perfect <i>used to</i> for past habits Reporting verbs in the past <i>as many/much</i> (noun) <i>as</i>	History and the past Dates and numbers Storytelling and reporting verbs	Write about Sheikh Zayed Create a spidergram and then write a story
Unit 2 Our country today Pages 14–25	The seven Emirates Population Education Work Transport Nature	Listening: Listen to a documentary about the UAE Understand an interview Listen to a radio interview about work Speaking: Do a presentation about an Emirate Talk about a recruitment fair Talk about actions taken Talk about transport	Comparatives Superlatives Prepositions Adverbs of manner Sequencers Present perfect Gerunds Word class	Population Education Work Transport	Describe graphs Write a summary about education in the UAE Complete a mind map about transport
Unit 3 Tomorrow calling! Pages 26–38	Our future cities Star Wars Houses of the future Tomorrow's food Communication Technology	Listening: Understand a talk Listen to a conversation about <i>Star Wars</i> Listen to an interview with an architect Speaking: Make predictions about your city Talk about the future of architecture Roleplay about the future of food Discuss social media use Talk about future possibilities	<i>Will</i> for predictions Reported speech with past perfect Adverbs of probability The passive Cohesive devices <i>May</i> and <i>might</i> for future possibilities Future perfect	Films and the future Future homes Food	Look at, plan and write a report Look at keywords in an essay
Unit 4 The world of work Pages 39–50	Different jobs Just another day at work Jobs of the future Currencies of the world Finding a job Teenage business wonders	Listening: Understand people describing different jobs Listen to a financial report Understand a conversation about finding a job Speaking: Describe jobs	Modal verbs of obligation Present simple inversion Future passive Questions Signalling Phrasal verbs Imperatives Present perfect continuous	Jobs School Countries and currencies Phrasal verbs	Predict what jobs will exist in the future Write a description of young businesspeople

LITERATURE		
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3-4 Narrative Voice (p.55-56)	To read and explore the relationship between Sherlock Holmes and Dr. Watson.	To explore narrative voice in <i>The Sign of the Four</i> .
5-6 Genre and Dialogue (p.57-58)	To read and identify the structure and features of a detective story.	To explore the use of dialogue in the detective story genre.
7-8 Imagery and Atmosphere (p.59-60)	To read and infer meaning from Sir Arthur Conan Doyle's use of imagery.	To explore the literary devices an author can use to build atmosphere in a text.
9-10 Wealth and Justice (p.61-62)	To read and understand detailed descriptions in Chapter 4 of <i>The Sign of the Four</i> .	To analyse an author's use of literary devices to present themes.
CORE READER		
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3 In Search of a Solution (p.73-77)		
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5 The Tragedy of Pondicherry Lodge (p.84-88)		
EXTRA READING		
<i>The Jungle Book</i> (p.89-129)		



Looking back

- **Topics** History of the UAE; Sheikh Zayed; traditions; storytelling; changes in landscape
- **Use of English** Past simple; past simple versus past continuous; past perfect; *used to* for past habits; reporting verbs in the past; *as many/much* (noun) *as*



Lessons 1–2 Days gone by

- What do you know about the history of the UAE?
- What was life like 50 years ago?

Listening 1

- 1 Listen to a lecture on the history of the UAE and answer the questions.

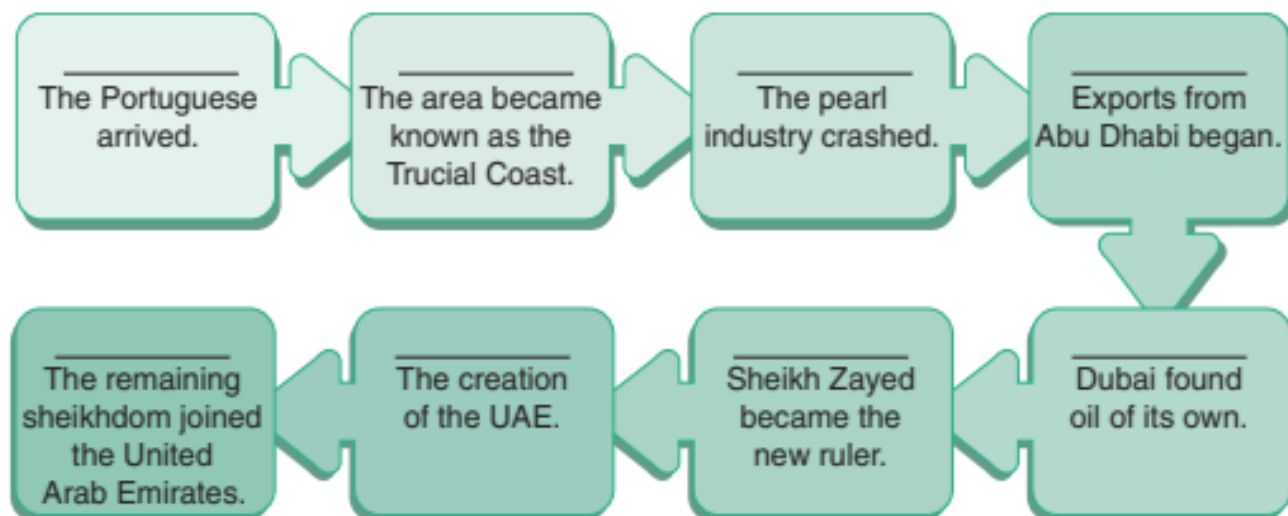
- 1 Where did Bedouins live? Name three areas.
- 2 When did the Portuguese arrive in the UAE?
- 3 What was the area known as before 1971?
- 4 In the early 1900s, which emirate had the largest population?
- 5 Why did the pearl industry crash in the 1930s?
- 6 When did Abu Dhabi start exporting oil?
- 7 Which was the last sheikhdom to join the UAE?

Listening strategy

Read the questions carefully before you listen and decide what kind of information you are listening for. For example, if the question starts with *When*, you know you are listening for a day, a date or a time.

- 2 Listen again to the lecture. Make a timeline of important dates in the history of the UAE.

1498 1930s 1820s 1971 mid-1960s 6th August 1966 1972 1962



Speaking

3 Imagine you were present on Union Day.

- What do you think happened?
- How did people feel?
- How did Sheikh Zayed feel?

Speaking tip

Before discussing a topic, write short notes to help you organise your ideas.

Vocabulary

4 Use the words below to replace the words in bold in the sentences. There are more words than you need.

ancient	generations	previous
nomads	tribes	values before

- 1 The Portuguese forts are **very old**.
- 2 The Bedouin were **people who lived in different places**.
- 3 There was no UAE ruler **prior to** Sheikh Zayed.
- 4 My parents and grandparents come from different **groups of people who were born and lived around the same time**.
- 5 Sheikh Zayed shared the **beliefs** of the Bedouins.



Speaking

5 Use the words from Activity 4 to make sentences of your own. Describe the UAE in the past. For example:
Many tribes lived in the desert.

Vocabulary

A *belief* is something that you or a group of people think is true.



Lessons 3–4 **Sheikh Zayed: our father**

- Imagine you could meet Sheikh Zayed.
 - What would you ask him?
 - What do you think he would say?

Reading strategy

A topic sentence introduces a paragraph and tells you what the paragraph is about.

Reading ^{21st}

- Read the article about Sheikh Zayed. Match the topic sentences (1–8) to the gaps (a–h). The first one is done as an example.



- 1 His religious faith, his determination and hard work, his generosity at home and abroad, and the way he served his people helped to create a great nation and a better world.
- _____ At the time Sheikh Zayed was born, the emirate was poor and undeveloped, with an economy based on fishing, pearl diving and simple farming.
- _____ He spent time with Bedouin tribesmen to learn about their way of life. He later recalled with pleasure his experience of desert life and his discovery of falconry, which became a lifelong passion.
- _____ He was responsible for six villages and a nearby desert region. In the late 1940s and early 1950s, Sheikh Zayed did great things for the people of Al Ain, and became an example for everyone.
- _____ He used the money from selling oil to build schools, housing, hospitals and roads for the people.
- _____ Sheikh Zayed and the ruler of Dubai, Sheikh Rashid Bin Saeed Al Maktoum, called for a new federation. Eventually, the UAE became a nation on 2nd December 1971. Sheikh Zayed's enthusiasm and values were key to the union of the UAE, and many of his fellow rulers respected him for this.
- _____ He believed that the character of the Emirati people came from their fight to survive in the harsh desert, so he wanted to protect animals like the Arabian oryx and the sand gazelle.
- _____ In an interview in 2002, he spoke about how Muslims stand against any person of Muslim faith who commits a wrong act against a fellow human being. He said that 'a true Muslim is friendly to all human beings and a brother to other Muslims and non-Muslims alike. This is because Islam is a religion of mercy and tolerance.'

Sheikh Zayed died in 2004, in his late eighties.

- 1 Understanding the UAE is impossible without understanding the life of Sheikh Zayed.
 - 2 Sheikh Zayed spoke out against those who hurt their fellow human beings.
 - 3 Protecting the natural environment and wildlife was important to Sheikh Zayed.
 - 4 During the late 1920s and the 1930s, Sheikh Zayed lived in the desert.
 - 5 In August 1966, Sheikh Zayed became ruler of Abu Dhabi, and tried to develop the emirate as quickly as possible.
 - 6 In 1968, the British said they would leave the Gulf by the end of 1971.
 - 7 In 1946, Sheikh Zayed became Ruler's Representative in the Eastern Region of Abu Dhabi, centred on the oasis in Al Ain.
 - 8 Born in 1918 in Abu Dhabi, Sheikh Zayed was the youngest of the four sons of Sheikh Sultan Bin Zayed Al Nahyan, ruler of Abu Dhabi from 1922 to 1926.
- 2 Read the text again. Are the statements true (T), false (F) or not given (NG)?
 - 1 Sheikh Zayed helped to raise his younger brothers. _____
 - 2 Sheikh Zayed's first important post was Ruler of Al Ain. _____
 - 3 Oil money was spent on improving life in the emirate of Abu Dhabi. _____
 - 4 Sheikh Zayed had nature reserves built to protect the animals of the region. _____

Writing

- 3 What have you learned about Sheikh Zayed? Write a short paragraph. You should write at least 80 words.

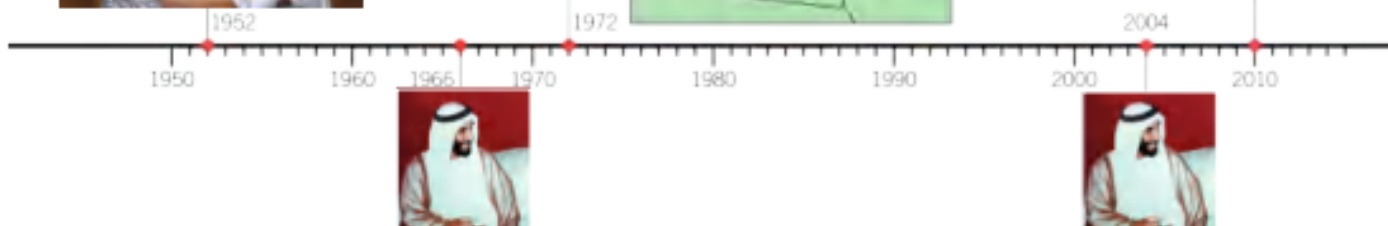


Lessons 5–6 A great nation is born

- What is a timeline?
- What questions could you ask to complete a timeline?
 - What happened in 1971?
 - Who was the first ruler of Sharjah?

Language tip

Remember: when you ask a question using *did*, the main verb does not change.



Speaking

- 1 With a partner, write two questions about the timeline, then take turns answering them.
- 2 Student A and Student B: work together to complete the timelines.

STUDENT A

1952: The _____ emirates formed a Trucial Council.

August **1966:** Sheikh Zayed took over as Ruler of Abu Dhabi.

_____: Six of the emirates came together as the United Arab Emirates (UAE).

1972: Ras Al Khaimah joined the federation.

October **1986:** Sheikh Zayed was re-elected for his _____ term.

October **1990:** Sheikh Rashid Bin Saeed Al Maktoum died and was succeeded by his son as ruler of Dubai and UAE vice president.

June **2001:** President Sheikh Zayed pardoned _____ prisoners. (number)

November **2004:** UAE President Sheikh Zayed died and was succeeded by his son, **Sheikh Khalifa**.

January **2010:** Burj Khalifa opened in Dubai as the world's _____ and man-made structure.

July **2014:** The UAE announced plans to send an unmanned spacecraft to **Mars**.

STUDENT B

1952: The **seven** emirates formed a Trucial Council.

_____ : Sheikh Zayed took over as Ruler of Abu Dhabi.

December 1971: Six of the emirates came together as the United Arab Emirates (UAE).

1972: _____ joined the federation.

October 1986: Sheikh Zayed was re-elected for his **fourth** term.

October 1990: Sheikh Rashid Bin Saeed Al Maktoum died and was succeeded by his _____ as ruler of Dubai and UAE vice president.

June 2001: President Sheikh Zayed pardoned **6000** prisoners.

November 2004: UAE President Sheikh Zayed died and was succeeded by his son, _____

January 2010: Burj Khalifa opened in Dubai as the world's **tallest building** and man-made structure.

July 2014: The UAE announced plans to send an unmanned spacecraft to _____



3 How do you say the numbers and dates below?

- | | | | | | |
|---|------------------|----------------|-----|------|--------|
| a | 1 | 10 | 100 | 1000 | 10 000 |
| b | 1st | 2nd | 3rd | 4th | |
| c | 5th January 1999 | 20th July 2014 | | | |

Listening

4 Listen to your teacher. Circle what you hear.

- | | | | |
|---|--------------|---------------|--------------|
| a | 4 | 4th | 40 |
| b | 1st | 3rd | 30 |
| c | 15 | 50 | 55 |
| d | 1000 | 10 000 | 100 000 |
| e | 2nd December | 22nd December | 7th December |

Listening and speaking

5 Write five numbers or dates. Dictate them to your partner. Then, swap roles.

Lessons 7–8 Our traditions

- Can you think of any examples of Emirati traditions? In groups, make a list. Which traditions do you practise in your life?

Vocabulary

1 Match the words in bold in sentences 1–5 with the definitions (a–e).

- | | |
|---|--|
| 1 Hospitality in the UAE is shown through welcoming guests and offering big feasts. | a the friendly, generous reception and entertainment of guests and visitors |
| 2 Emirati folklore includes dance, poetry and music. | b principles or standards of behaviour |
| 3 Dhaya Fort is an ancient building in Ras Al Khaimah. | c the action of giving a sign of welcome |
| 4 Emirati values include keeping strong family ties. | d the traditional customs and stories of communities passed through generations by word of mouth |
| 5 In the UAE, people welcome their guests with a long, warm greeting . | e very old: having existed for a very long time |



Reading

2 Scan the article. How many of the traditions on your list are mentioned?

UAE culture is full of fascinating stories, crafts and traditions. Hospitality is a very important tradition in Emirati culture. The way Emiratis greet each other stems from the religious and cultural make-up of the Gulf region. Long, genuinely warm greetings with handshakes, embraces and generous praise can be expected for male-to-male and female-to-female greetings.

Majlis is an Arabic word for a meeting place. The traditional Majlis was a tented meeting place where businessmen used to meet regularly.

The UAE also has many traditional games, although some of them are not played any more. An example is Al Boom, which was a popular game where children used to build wooden toy boats and then compete against each other in the

sea. They used to play this game very often.

On special occasions, such as Eid and for bridal showers, henna is used to decorate women's hands, feet and hair. During Eid holidays, families gather in their new clothes, usually starting with a visit to the grandparents' house. Older family members give the children traditional Eid money – known as Eidiya in Arabic.

3 Read the article again. Are the sentences true (T) or false (F)?

- 1 Emirati greetings come from the different cultures that live in the UAE. _____
- 2 Emirati greetings are very quick with little talking. _____
- 3 The Majlis was a tent where business meetings took place. _____
- 4 To play Al Boom, children have to know how to sail large fishing boats. _____
- 5 Emirati women use henna when celebrating special occasions. _____
- 6 At Eid, Emiratis give Eidiya money to poor families as a donation. _____

Use of English

4 Look at the sentences, then match them with the questions on the right.

- | | |
|---|---|
| a The seven emirates formed the Trucial States. | • Which sentence talks about a finished action in the past? |
| b Different tribes were living across the Emirates before the unity. | • Which sentence talks about an action in the past that continued for a period of time? |
| c The traditional Majlis was a tented meeting place where businessmen used to meet regularly. | • Which sentence talks about a habit in the past? |

Writing

- 5 In pairs, look at the article above. What information does it give about a tradition? For example, *where it comes from*. Add other types of information you can find out about a tradition to the spidergram.

- 6 In your notebook, write a paragraph about your favourite Emirati tradition.



Writing tip

Don't forget: names of emirates, rulers and cities all start with a capital letter.

Lessons 9–10 Fables

- What stories do you remember from your childhood?
- Do you think there are any messages in them?

Vocabulary

1 Match the words and phrases we use in storytelling with the correct definition.

- | | |
|----------------------------------|---|
| 1 <i>Once upon a time ...</i> | a a person or thing in a novel, film or play |
| 2 <i>There once lived ...</i> | b the person who is telling the story |
| 3 narrator | c we use this to introduce someone in a story |
| 4 moral of the story | d we use these words to retell what someone said in a story |
| 5 character | e we use this phrase to start telling a story |
| 6 <i>said – told – whispered</i> | f the lesson learned from the story |

Reading

2 You are going to read about a book called *Kalila and Dimna*. Look at the picture and *Did you know?* box. What sort of book do you think it is?

- a a series of short stories which give an important message
- b a novel about a crab and a crane
- c an adventure book about animals

Language tip

Said, told and whispered are all reporting verbs.

Did you know?

A fable always has a moral, which is often explicitly stated at the end of the story.



- 3 Read and check your ideas. In your opinion, what is the moral of *The Crab and the Crane*?

Kalila and Dimna is one of the first books to have drawings in it. The book contains many stories called fables. These are short stories, typically with animals as characters, which convey a moral. The book was translated into over 60 languages. Many years ago it was taught in schools for students to learn from the lessons in it. *Kalila and Dimna* is narrated by two foxes named Kalila and Dimna, and each story has a moral to learn from.

One fable is *The Crab and the Crane*. In this story, a hungry crane told a group of fish living in a pond that fishermen were going to come and empty their pond and take them away. He told them he would move them to another pond, one by one, and he started with their leader. But, instead of taking them to another pond, he ate them on the way.

However, there was also a crab in the pond who discovered what the crane was doing. The crab asked the crane to help him too, and when the crane picked him up, the crab put his strong claws around the crane's neck. Immediately, the crane understood that he was in danger. He dropped the crab, flew away and was never seen again.

Writing 21st

- 4 In groups, think of a story or fable that you all know. Make notes on each story aspect in the spidergram.



- 5 In your group, use your notes to write the story. Remember to work together!

Speaking

- 6 Discuss other groups' stories.
- 1 Are any stories similar to yours?
 - 2 What techniques have you learned about writing a story?
 - 3 What is the moral of the story?
 - 4 Is there anything you would add to your story after reading the other stories?

Lessons 11–12 A changing landscape

- What can you see in the pictures?
- How are they different?

Reading

- 1 Read the article and answer the questions below.
- 1 What sort of place was Dubai in the past?
- 2 What can you find on Sheikh Zayed Road today?
- 3 The word *luxurious* (paragraph 1) means:
 - a hard
 - b deluxe
 - c big
- 4 The word *astonishingly* (paragraph 3) means:
 - a amazingly
 - b terribly
 - c sadly



Amazing changes

The incredible growth and development of Dubai can be best seen by comparing images of the city 30 years ago and now. Nowadays, Dubai is a mixture of beautiful homes, **luxurious** living and entertainment, and it has become a popular – and safe – Middle East destination for travellers.

The city was a humble pearl-fishing village until the discovery of oil in 1966, which saw the arrival of many foreign workers and the formation of the United Arab Emirates in the 1970s, leading the city to boom.

Astonishingly, the earlier photo shows Sheikh Zayed Road some time in the 1980s. It is one of the longest roads in the UAE, starting in the heart of Dubai and stretching to the border of Abu Dhabi. The road was named after former president Sheikh Zayed Bin Sultan Al Nahyan, who was the driving force behind the formation of the UAE.

Today, three decades later, the same road is lined with flashy skyscrapers and outstanding buildings. New developments have sprung up along the the Gulf coast, such as the world-renowned Palm Jumeirah, Dubai Marina and Dubai Waterfront. With seven-star properties, the world's tallest tower, underwater hotels and man-made islands, Dubai is an intriguing mix of Middle Eastern traditions and a modern way of life.

Dubai has exploded onto the travel scene as an incredible, must-see city. And, with daily flights from many world capitals, Dubai has now become the place to be.

Listening

- 2 Listen to a man talking about life in the UAE. Does he prefer the UAE in the past or the present? Why?
- 3 Listen again and complete the sentences.
 - 1 Many years ago, people didn't have _____ they do now.
 - 2 Houses in the past were _____.
 - 3 They didn't have oil, so they were _____ today.
 - 4 People used traditional medicines because there weren't _____ now.



Speaking

- 4 In pairs, discuss what you think city life was like 30 years ago. How was it different from city life today?
 - People are *richer* today.
 - There weren't *as many schools as* there are now.

Writing

- 5 Compare life in the past and life now. Use the ideas you discussed in Activity 4 to help you.

Use of English

You can use *as many/much* [+ noun] *as* when you compare two situations.





- **Topics** The seven Emirates; population; education; work; transport; nature
- **Use of English** Comparatives; superlatives; prepositions; adverbs of manner; sequencers; present perfect; gerunds; word class



Lessons 1–2 The seven Emirates

- Can you list the seven Emirates by size?
- Can you list the countries bordering the UAE?

Listening

1 Listen to part of a documentary about the UAE. Choose the correct answer.

1 The population in the UAE is around ...

- a 8.3 million.
- b 9.2 million.
- c 7.8 million.

2 The number of non-Emiratis in the UAE is ...

- a 8.3 million.
- b 7.8 million.
- c 9.2 million.

3 The three reasons that the documentary gives for the UAE being popular with tourists are ...

- a shopping, hospitality and safety.
- b shopping, resorts and restaurants.
- c shopping, events and nature.

4 The total area of the seven Emirates is ...

- a 83 600 km².
- b 8360 km².
- c 83 600 m².

5 The Emirate with the highest population is ...

- a Dubai.
- b Abu Dhabi.
- c Ajman.

6 Abu Dhabi is the wealthiest Emirate with regard to ...

- a tourism.
- b natural resources.
- c Gross Domestic Product.

Listening strategy

Before listening to a text that may contain a lot of numbers, try to predict what the numbers will describe. For example, a documentary about a country will have numbers to describe area, population and temperature.

Use of English

- 2 Look at these sentences from the documentary. Then answer the questions.

Comparative

- a Abu Dhabi is a highly populated city, but Dubai is even more highly populated.
- b Residents of the UAE still believe that, compared to Dubai, Abu Dhabi is quieter.

Superlative

- c The largest Emirate is Abu Dhabi, and Ajman is the smallest.
- d There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular.

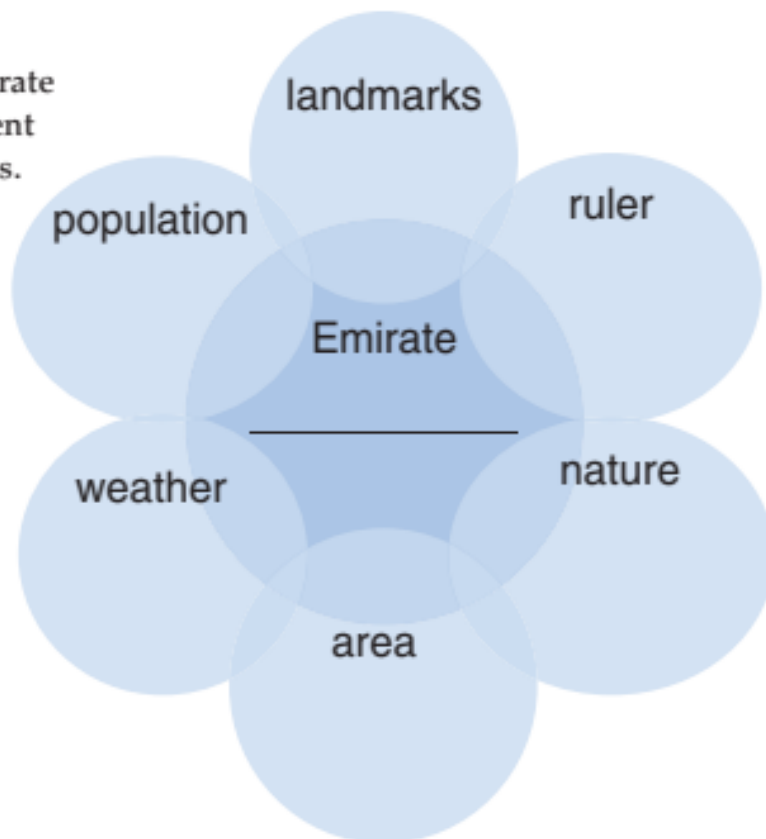
- Which sentences compare two things and which sentences compare more than two?
- What is the difference between the underlined part of sentence **a** and the following: *Dubai is more highly populated than Abu Dhabi?*
- Is *than* used in any of the sentences?
- Why do speakers drop *than* in comparative and superlative forms sometimes?

Language tip

When we use *most* followed by an adjective, we usually don't pronounce the final /t/ sound.

Speaking

- 3 In groups, research the Emirate assigned to you. Then, present your information to the class. Think about the following categories:

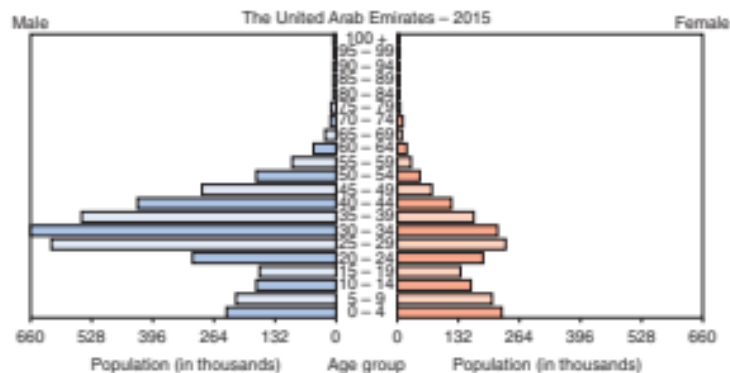


Lessons 3–4 Our population

- Do you know how many people live in your Emirate?
- What do you know about the population of the United Arab Emirates?

Reading 21st

- Look at the table and charts. What information do they show?
- Read the text and match a table or chart to each paragraph.

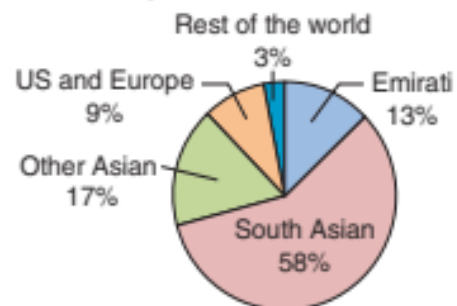


Population growth in the United Arab Emirates is among the highest in the world, mostly due to immigration. Until the 1960s the population of the UAE grew steadily, but between 1960 and 1970 the number of inhabitants increased dramatically from just under 100,000 to over 200,000. From 1980 until the turn of the century the population continued to rise steadily, but between 2000 and 2010 the population more than doubled with a significant increase in the number of males. From 2015 to 2016 the population rose slightly by 110,000 to just over 9.2 million.

Official data released in 2014 showed that the largest group of people living in the UAE are migrants. In fact, only 11.5 per cent of residents are Emirati. The majority of people living and working in the UAE are from South Asia, making up over 50 per cent of the total population. However, people of many nationalities, such as Omanis, Americans and Filipinos, live in the UAE. Many of these expatriates are single men under the age of 60.

The large number of expatriates has led to a significant gender gap in the UAE population of working age. There are far more males than females over the age of 20, and this difference increases dramatically in the 30 to 34 age group. In this category, there are more than 60 per cent more males than females. By the age of 65, the gender gap has narrowed to levels similar to other countries, although only 1 per cent of the population is over the age of 65.

Population of the UAE 2014



The UAE			
Year	Population	Male Population	Female Population
1950	69,590	35,269	34,321
1960	92,612	46,336	46,276
1970	235,434	149,031	86,403
1980	1,016,789	709,310	307,479
1990	1,811,457	1,191,560	619,898
2000	3,050,127	2,066,257	983,871
2010	8,329,453	6,231,995	2,097,458
2015	9,156,963	6,708,256	2,448,707
2016	9,266,971	6,754,143	2,512,828

- Use the text, table and charts to answer the questions.
 - Where do the majority of expatriates come from?
 - Which age group has the largest difference between the number of men and women?
 - What percentage of the UAE population is from Europe and America?
 - In which decade did the population of the Emirates reach one million?
 - What was the largest female age group in 2015?

Reading strategy

When you read for detail, look out for capital letters, numbers and synonyms to help you find the correct answers.

Use of English

- 4 Match the words and phrases below with the correct graphs.

increase
fall dramatically
remain stable
rise slightly
decrease
level off
grow steadily

Writing

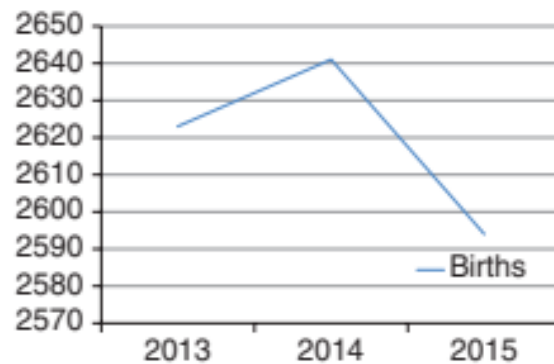
- 5 Complete the sentences to describe the graphs in Activity 4.

- 1 Since 2006, the population of the Emirate of Fujairah ...
- 2 The birth rate ... 2014 and 2015.
- 3 The number of deaths at birth ...

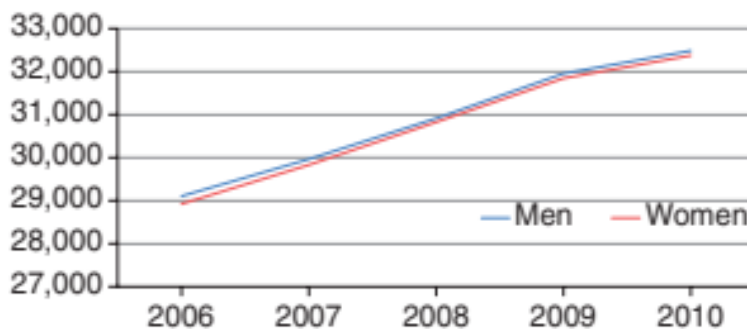
Language tip

When describing trends, use adverbs such as *steadily*, *sharply*, etc. to show how important the changes are.

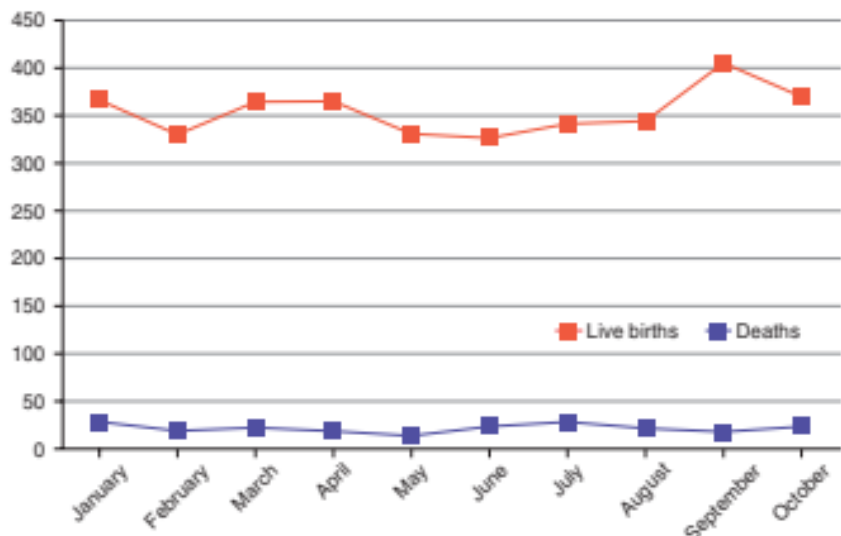
1. Emirati births in the Emirate of Fujairah



2. Population growth in the Emirate of Fujairah



3. Births in the Emirate of Fujairah 2015



The information on these pages is from: www.fcsa.gov.ae

Lessons 5–6 Education in the UAE

- Which elementary school did you attend? Did you like your school?
- What do you plan to study when you finish school? Do you already have a university in mind?

Listening

1  Listen to an interview. Which of the following is the topic?

- a The development of education in the UAE
- b Top schools in the UAE
- c Elementary education in the UAE

2 Listen to the interview again. Make notes on the key points of each topic.

Topic	Key points
When and how education development started	
Education stages	
The curriculum	
Universities	



Use of English

- 3 Look at the underlined words in the extracts below. Then answer the questions.

Initially, it all started with only 20 schools and in 1971 elementary education was compulsory for both boys and girls.

- a What do we use these words for?
- b Are these words nouns, verbs or adverbs?
- c Can you think of any other similar words?

The UAE has four stages; first there is kindergarten which includes 4 to 5 year olds, then Elementary for 6 to 11 year olds. The Middle School stage welcomes 12 to 14 year olds and, finally, Secondary, the final stage of schooling with ages between 15 and 17.

Writing

- 4 In groups, use your notes from Activity 2 to write a 100-word summary about education in the UAE.

Speaking

- 5 In groups, research information on one educational stage of another country. Choose primary, secondary, tertiary or postgraduate. Categorise the information and add as many topics as you like.
- 6 With your group, prepare a short oral summary of your research. Use transitional words, like those from Activity 3, to order your presentation.

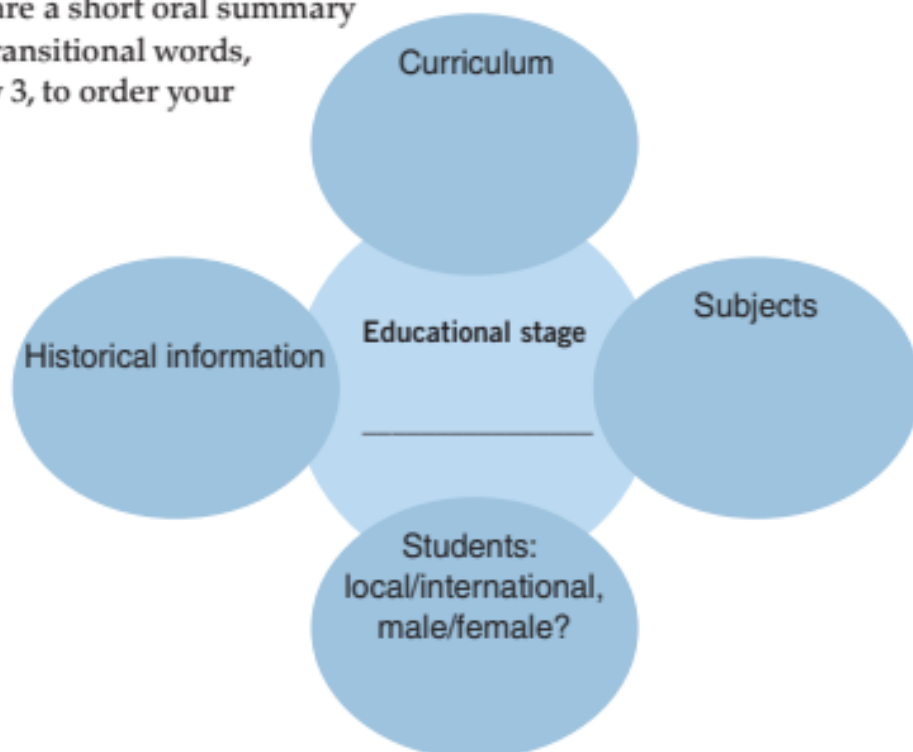
Language tip

Transition words don't always come in the same place in a sentence; it depends on the sentence.

For example:

In the end, she passed the exam.

She passed the exam in the end.



Lessons 7–8 Working in the UAE

- Look at the advert from a recruitment website.
- Which things do you think a professional would find most attractive about working in the UAE?
- Rank the items from the advert in order of importance for you.

Come and work in the UAE

- Tax-free salary
- Perks: free flights and accommodation
- Attractive lifestyle
- Great opportunities for promotion

Listening 5

- 1 Listen to a radio show about working in the UAE. Match the people to the industry they work in. Which features from the recruitment advert did they mention?

agriculture hospitality oil



Sheena



Ruben



Vivian

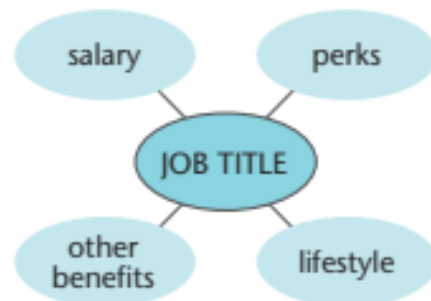
- 2 Listen again and answer the questions. Write S for Sheena, R for Ruben and V for Vivian.

Which person:

- 1 moved to the UAE for better pay?
- 2 appreciates the level of investment into research?
- 3 enjoys extras such as accommodation and children's education?
- 4 was bored in their previous job?
- 5 enjoyed the training opportunities that working in the UAE has offered?
- 6 feels tired but happy after a long day at work?
- 7 recognises the effort people at work make?
- 8 has recently been given a new role in the company?

Speaking

- 3 Imagine you work for a recruitment company. You are giving a presentation at an international recruitment fair for ambitious professionals. Think of a job and provide details of the attractive features to convince them to work in the UAE.



You will find that working in an international team is an exciting challenge.

You should keep in mind that our company is expanding rapidly and offers excellent opportunities for promotion.

Introducing the idea:

One reason why ...
 One thing to remember is that ...
 You should bear in mind that ...
 Don't forget that ...
 If you are looking for ...
 If you are concerned about ...

Saying what is possible:

You can ...
 You will be able to ...
 You'll find that ...
 You will ...

Powerful adjectives

fantastic, amazing, brilliant, exciting, incredible, world-class

While you are listening to another group, think of questions to ask at the end.

Speaking 21st

- 4 Look at the statistics below. Work with your partner and take turns in explaining what you think caused the improvements. Explain what action has been taken to improve the hotel.

Orynx Hotel, Fujairah	Two years ago	Today
Customer satisfaction	58%	95%
Employee turnover	39%	12%
Room occupancy rate	35%	65%
Number of international conferences a year	3	12
Profit (million dirhams)	4.2 million AED	15.4 million AED

Example:

'Over the last two years, we have redecorated all the rooms in a fresh, modern style. We have installed free wifi in all areas of the hotel to meet the needs of our guests.'

Speaking tip

Correct sentence stress is important to sounding natural when speaking English. Remember to give the content words more emphasis.

Listening and pronunciation

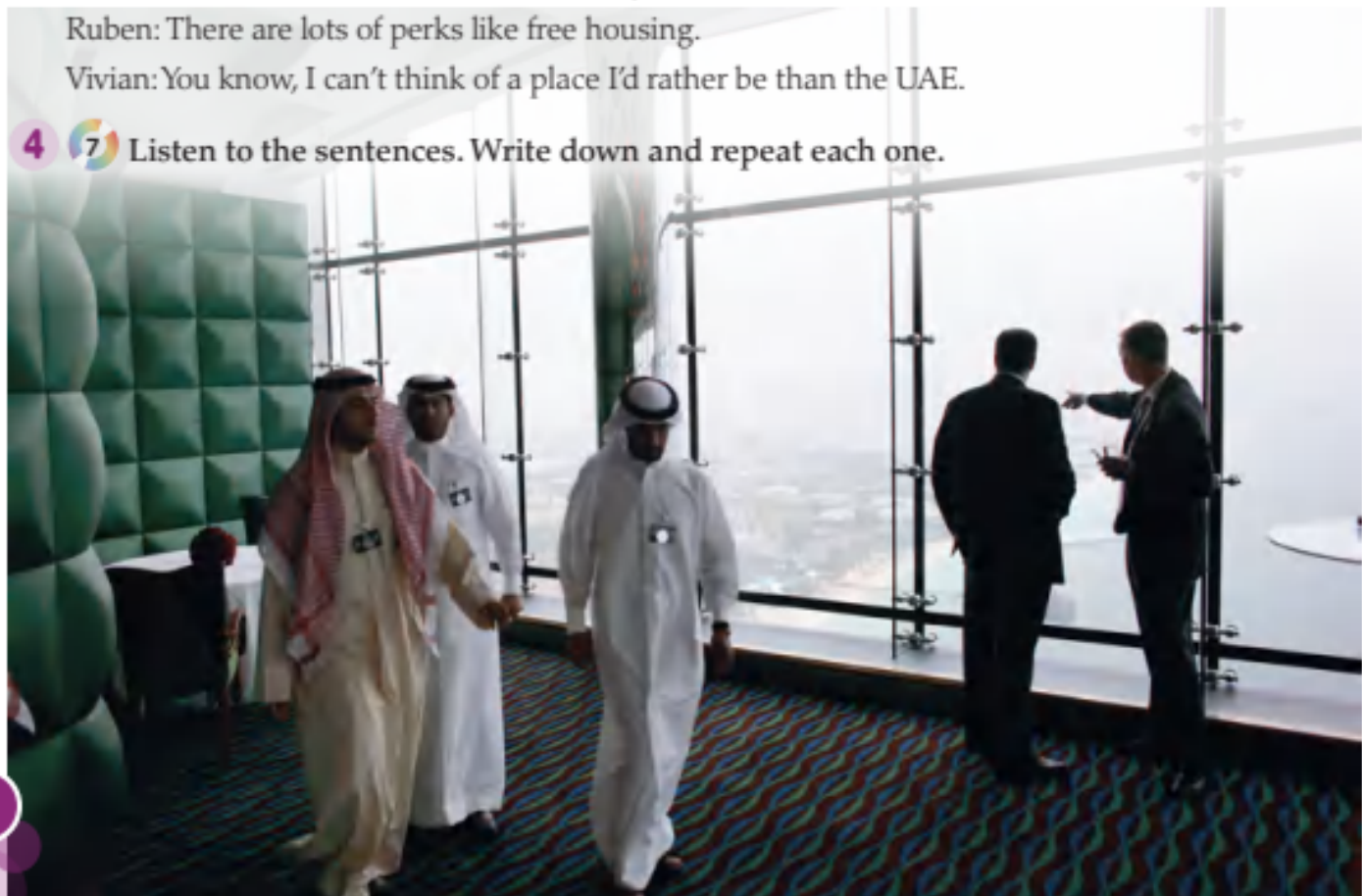
- 5 6 Underline the words that are stressed by each speaker.

Sheena: I wanted to do more than routine jobs.

Ruben: There are lots of perks like free housing.

Vivian: You know, I can't think of a place I'd rather be than the UAE.

- 4 7 Listen to the sentences. Write down and repeat each one.



Lessons 9–10 **Getting around**

- What different types of transport are there in the UAE?
- What's your favourite way to travel?

Reading

- 1 Scan the article. How many different ways of travelling around Dubai are mentioned?

Travelling in Dubai

Driving in Dubai is the usual way of getting around the Emirate. There are good quality motorways and an efficient, modern network of roads in the city. However, with increased traffic congestion, many Dubai residents are looking for other means of transport. The most common form of public transport is the taxi. They are found all over Dubai and are safe, quite inexpensive and convenient, except during the rush hour when you are likely to be stuck in a traffic jam.

For a less stressful journey, using Dubai's fast and efficient network of public transport is a sensible option. There is the fully automated metro rail network, which has been a great success since it opened in 2009, with tens of thousands of residents using it for their daily commute. Connecting the metro to the Jumeirah tram route in 2014 was one of the first steps to the expansion and integration of the public transport system. There are also plans to link the metro with the new UAE's national railway network, Etihad Rail, which will carry both passengers and freight throughout the Emirates.

Then there are the buses that run frequently throughout Dubai and connect it with the six other Emirates. Travelling by bus is becoming increasingly popular as routes and schedules are improved. They are clean, comfortable, air conditioned and cheap.

Away from land there are water buses, taxis and the traditional *abra*. Crossing the Dubai Creek in a wooden *abra* or a new electric water bus is a safe and relaxing way to travel. And if you want to navigate the Arabian Sea or would just prefer to travel without other people, then an air-conditioned water taxi is perfect.

Choosing the best way to travel in Dubai is becoming easier every year as the government continues to improve the public transport system.



2

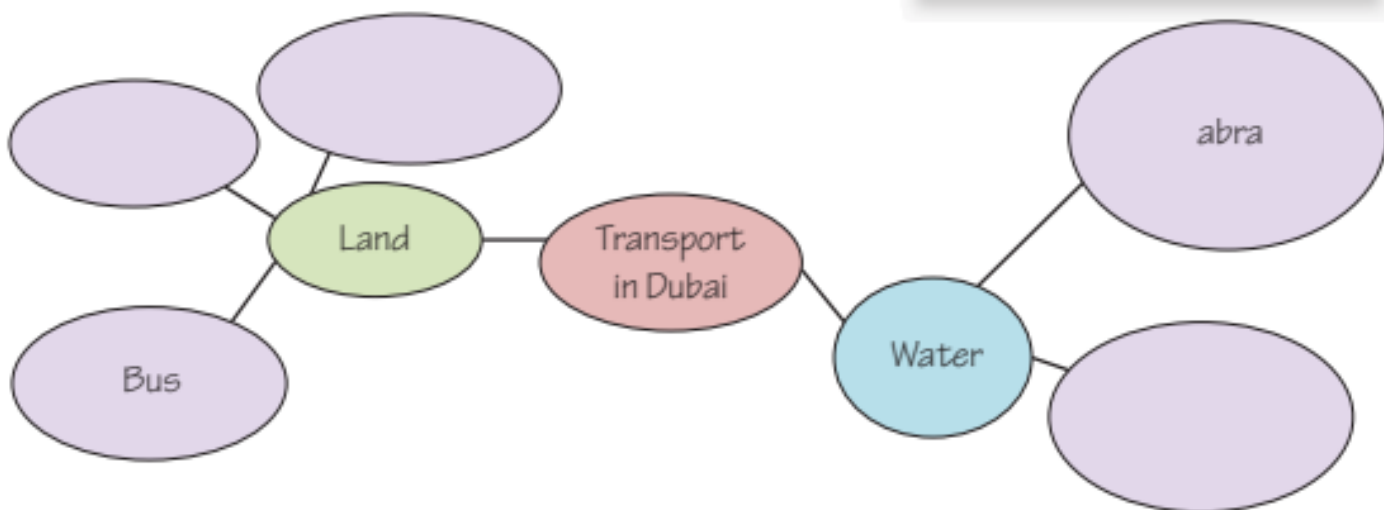
- 1

Use of English

- 3

Writing

- 4



Language tip

A gerund is a verb with an *-ing* ending. It acts like a noun. Gerunds are usually used to talk about actions rather than people or objects. For example: *Driving in Dubai is the usual way of getting around the Emirate.*

Writing tip

When you make notes, don't write complete sentences. Use:

- bullet points
- abbreviations
- mind maps.

Lessons 11–12 **A land of natural beauty**

- What locations in the UAE are good for taking photographs?
- What can you photograph there?

Reading

- 1 Read the article about landscape photographer Reem Al Shamsi. Choose the best heading for each paragraph.

- a Animals add interest
- b Feel the mood
- c Think about light
- d Use space and perspective



Reem Al Shamsi is a landscape photographer based in Fujairah. She takes us to a few of her favourite places around the country to get some great shots. 'There's so much natural beauty in this land of ours. You just need to take your camera and get out there!'

1

Rock climbers love mountain ranges like Jebel Hafeet and Wadi Ghalilah because of the challenging climbs, but from a photographer's point of view, it is the light and shade contrast that are really interesting. The contrasts between the amazing peaks and valleys are a photographer's dream. The sunlight over the deep gorges and the shadows in the rocky canyons are just beautiful. At a height of up to 1200 metres, you get the chance for some brilliant panoramic views. There are a number of caves that can add an interesting frame to any shot. Absolutely amazing places!

2

Trees, flowers and bushes can create a rich background for a good photo. There are lots of beautiful things to be seen in Wadi Al Bih in Ras Al Khaimah – the rocky moors and the flowers in bloom, however, good landscape photography is really all about recreating the atmosphere of a place. I love this area for the incredible silence, which is broken only by the sound of the wind blowing through the shrubs and bushes. Another

excellent location further south is the Al Hayer forest, with the unique sight of the ghaf trees standing like natural statues in the dusty earth – a spellbinding view!

3

Looking over the dunes of Liwa, there's an overwhelming sense of emptiness in this huge stretch of desert. The best view is from a hot-air balloon – an unforgettable experience. Even if you can't get up in the air, deserts are great locations for taking photos. The colour of the sand seems to change all the time, and the way the wind has shaped the dunes is a spectacular sight. The sense of open space and the sky contrasting with the sandy dunes is simply breathtaking!

4

Any good photographer will tell you that animals in their natural habitat will add a focal point to your photo. Here in the UAE, we've created some wonderful nature reserves along the coast. Thanks to conservation work, marshes, like those at the Wasit Nature Reserve in Sharjah, are now rich with wild birds. It's not just birds which have benefitted from protecting our natural heritage, but land animals too. The Arabian oryx, with its distinctive horns, is now safe and growing in numbers in places like Sir Bani Yas Island. In the UAE, we've got some awesome animals which will transform any landscape.

2 Read the article again and answer the questions.

- 1 Why is Reem Al Shamsi interested in the Jebel Hafeet and Wadi Ghalilah mountain areas?
- 2 What kind of photo can be taken from the top of mountains?
- 3 What does Reem Al Shamsi particularly like about the Wadi Al Bih area?
- 4 What does she compare ghaf trees to?
- 5 According to Reem Al Shamsi, what is the best way to see the desert?
- 6 How often do the colours of the desert appear to change?
- 7 Why do landscape photographers often use animals in their shots?
- 8 According to Reem Al Shamsi, what has been the main benefit of creating nature reserves?

Use of English **21st**

3 Look at sentences 1–4 from the article. Tick the statement that describes the function of the words in bold.

- ☐ They provide extra details to support an idea.
- ☐ They introduce a second idea which contrasts with the first idea.

- 1 Rock climbers love mountain ranges like Jebel Hafeet and Wadi Ghalilah because of the challenging climbs, **but** from a photographer's point of view, it is the light and shade contrast that are really interesting.
- 2 There are lots of beautiful things to be seen in Wadi Al Bih in Ras Al Khaimah – the rocky moors and the flowers in bloom, **however** good landscape photography is really all about recreating the atmosphere of a place.
- 3 The best view is from a hot-air balloon which is an unforgettable experience. **Even if** you can't get up in the sky, deserts are great locations for taking photos.
- 4 **It's not just** birds which have benefitted from protecting our natural heritage, **but** land animals too.

4 Re-read sentences 1–4 and complete the chart to identify contrasting ideas.

	Idea 1	Idea 2
Paragraph 1: <i>but</i>	Rock climbers like the mountains for the challenging climbs.	Photographers like the mountains for the contrasts in _____.
Paragraph 2: <i>however</i>	Wadi Al Bih has lots of beautiful things to see.	Good landscape photography is also about the _____ of a place.
Paragraph 3: <i>even if</i>	The best view is from the sky.	You can still enjoy the desert from _____.
Paragraph 4: <i>it's not just, but ... too</i>	The wild birds have benefitted from conservation work.	And so have _____.

- **Topics** Our future cities; *Star Wars*; houses of the future; tomorrow's food; communication; technology
- **Use of English** *Will* for predictions; reported speech with past perfect; adverbs of probability; the passive; cohesive devices; *may* and *might* for future possibilities; future perfect



Lessons 1–2 Our future cities

- What do you think cities in the UAE looked like fifty or even a hundred years ago?
- How do you think they will change in the future?

Listening 21st

- 1 Listen to a talk. Which phrase below best describes the topic?
 - 1 The future of the UAE
 - 2 Predictions about cities in the future
 - 3 Cities in the past and now
- 2 Listen again. Are the statements true (T), false (F) or not given (NG)?
 - 1 More than 50% of the world's population live in cities.
 - 2 In the next 15 years, large numbers of people in China will move to big cities.
 - 3 New York City is developing projects now to deal with future housing issues.
 - 4 Some countries are already using driverless cars.
 - 5 According to the talk, driverless cars will reduce the effects of accidents.
 - 6 City buses will be more energy-efficient and free to users.

Listening strategy

Always read the questions before listening. This will help you to focus on the relevant details instead of being distracted by unimportant words.

Use of English

- 3 Look at these sentences from the talk and answer the questions.
 - 1 This, of course, will create a housing problem.
 - 2 Will we finally use the flying cars we have seen in films?
 - 3 Experts believe that driverless vehicles will be one of the principal means of transport.
- a Do these sentences talk about the past, the present or the future?
 b Are we sure that these events will happen?
 c Which word is used in all three sentences?
 d Which verb form follows *will*?

Language tip

The negative form of *will* is *won't* (*will* + *not*). For example, *there won't be any pollution in the future.*

Speaking

- 4** In groups, make predictions about the place you live in. How will it be different in a hundred years?

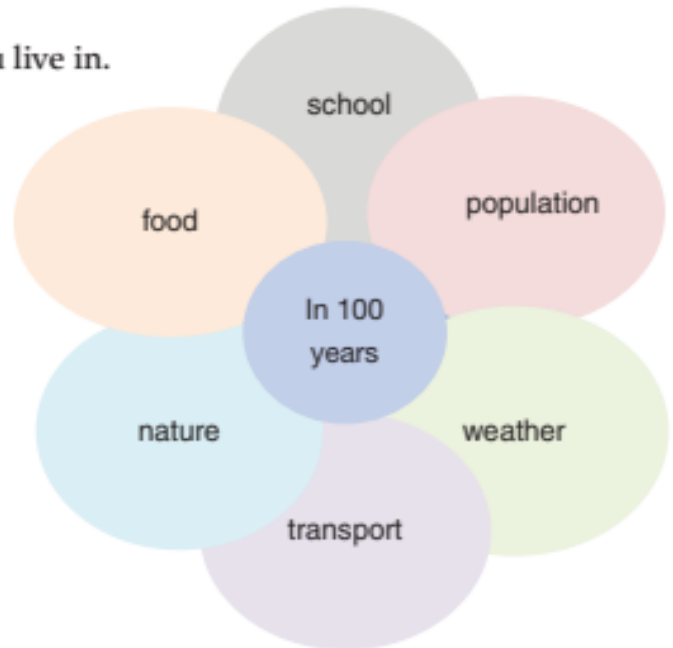
Organise your ideas by adding notes to the diagram opposite. You may add more topics.

- 5** Decide whether the phrases below are used to ask for an opinion (A) or to give an opinion (G).

- 1 What do you think about ... ?
- 2 In my opinion ...
- 3 Don't you agree that ... ?
- 4 What are your views on ... ?
- 5 In my honest opinion ...
- 6 I really think that ...
- 7 It seems to me that ...
- 8 You probably won't agree but ...
- 9 I'd definitely say that ...
- 10 Do you have any thoughts on ... ?

- 6** With another group, discuss and compare the predictions you made in Activity 4. Use the phrases from Activity 5. Choose five predictions you all agree on and tell the class about them.

Example: *In a hundred years, the schools in our city won't use paper. Instead, every student will use a tablet or a laptop.*



Lessons 3–4 *Star Wars*

- How much do you know about the *Star Wars* films?
- Have you seen any of them? Which ones?

Listening

- 1 Read and listen to the dialogue between Marwan and Fahad. Who is the *Star Wars* geek?



- 2 Listen to the dialogue again and answer the questions.
 - 1 Who watched the *Star Wars* film last night?
 - 2 Which film was made first?
 - 3 What does Marwan think of the prequels?
 - 4 How many different characters do the boys talk about?
 - 5 When the series is finished, how many films will there be in total?



Vocabulary

- 3 Read the audioscript and find words which mean:
 - 1 muddled or unclear
 - 2 a film or book that tells you what happened before the events in the first film or book
 - 3 a series of three
 - 4 very, very bad
 - 5 to make someone believe something by constantly telling them that something is true
 - 6 a type of robot
 - 7 a group of countries (or planets) ruled by a single government
 - 8 a film or book that continues the story of another film or book
 - 9 a report in a newspaper about a film or book

Use of English

- 4 Read how Fahad reports his conversation with Marwan to his sister, Aysha. What verbs does he use to report Marwan's words?

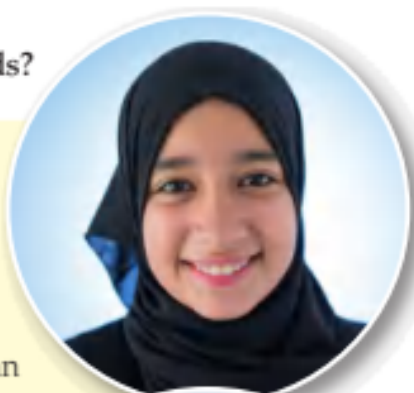
Fahad: Aysha, Marwan said the *Star Wars* film we saw last night wasn't the first film. He said it had come out before the first three episodes.

Aysha: Really? Why did they make the fourth film first?

Fahad: I think it was because the first film was so successful. Marwan explained that the director had always wanted to make a series of films. Oh, and he told me that Darth Vader had defeated Luke in a fight in *The Empire Strikes Back* and he'd tried to make him change to the dark side. He didn't, of course.

Aysha: What about the latest *Star Wars* film?

Fahad: I asked him if he'd seen it, but he said that he hadn't yet. He told me that it had received brilliant reviews though.



- 5 Look at the underlined phrases below. Identify where, in the conversation between Fahad and Aysha, this information appears.

1 How does the tense change in the underlined verbs?

2 Why does this happen?

He said it had come out in 1977 before the first three episodes.

... he explained that the director had always wanted to make a series of films.

... he told me that Darth Vader had defeated Luke in a fight in *The Empire Strikes Back* and he'd tried to make him change to the dark side.

I asked him if he'd seen it. ...

He told me that it had received brilliant reviews.


Reading strategy

When people tell a story, they don't always talk about it in the correct order. Look out for words like *before* or *after* followed by the past perfect to help you to follow the sequence correctly.

Lessons 5–6 Houses of the future

- How does the house you live in today compare to the type of house your great grandparents lived in?
- What do you think houses will be like in a hundred years?
Think of three ways that our future homes might be different.

Listening 21st

-  Listen to an interview with an architect.
How many of your ideas for future homes are mentioned?
- Listen again and answer the questions.

According to Dan:

- Why haven't home developers been using organic material?
- Why will it take longer for technology to be a part of our homes?
- What is an example of smart home automation?
- What do people currently use robots at home for?
- How will the houses of the future be energy efficient?



Use of English

- Look at the words below from the interview.
Answer the questions.

definitely probably perhaps possibly certainly

- What are the words used for?
- Are they nouns, adjectives or adverbs?
- What type of words usually come before and after them in a sentence?
- Order the words from 1 to 6, where 1 is least likely to happen and 6 is most likely to happen.
- Can you think of any other similar words?

Language tip

We use adverbs of probability to show the chances of something happening.

For example:

Houses will definitely be more affordable in the future.

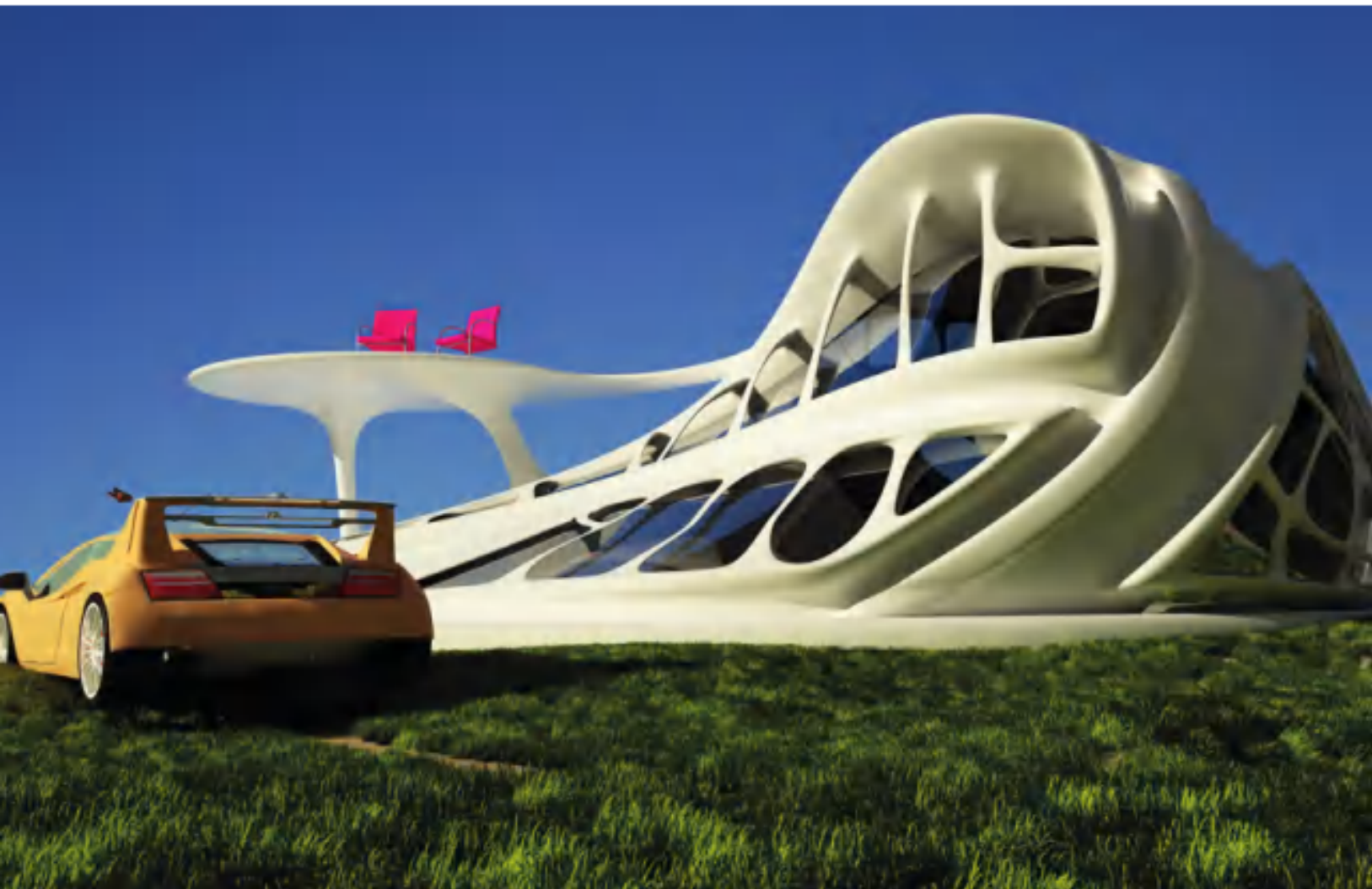
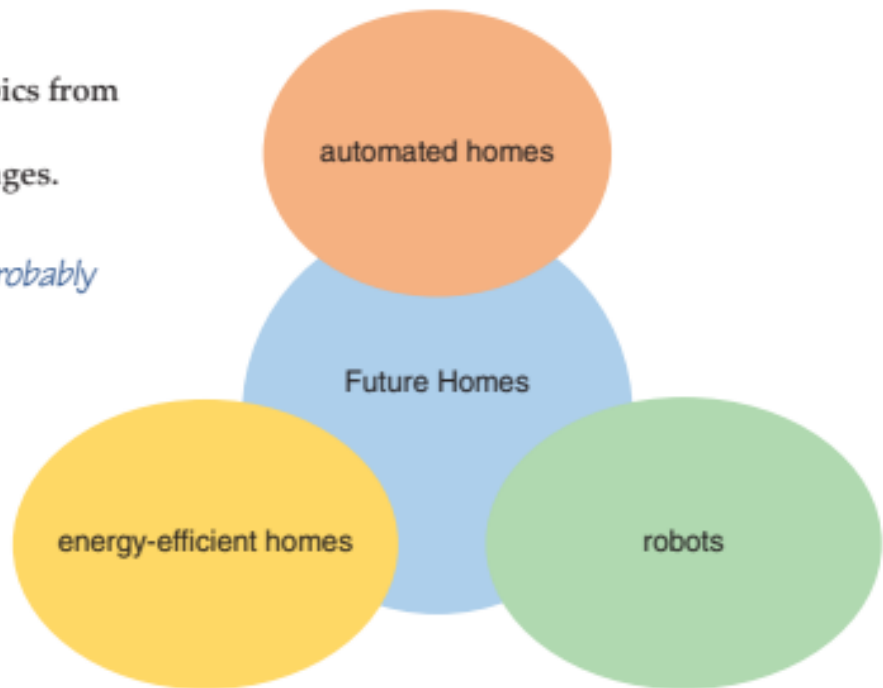
Speaking

- 4 In pairs, choose one of the topics from the interview and discuss its advantages and disadvantages.

Example:

Having automated homes will probably make people lazier.

- 5 Work with another pair. Compare and discuss your ideas from Activity 4. Use the adverbs from Activity 3 to express how certain you are.



Lessons 7–8 Tomorrow's food

- Do you eat a lot of natural foods?
- Do you think the way people eat today is healthy?
- Do you think people will eat more healthily in the future?

Reading 21st

1 Read the article. Are the statements below true (T), false (F) or not given (NG)?

- 1 According to the article, the food industry will use a lot of new inventions in the future.
- 2 Chef Jean Francois thinks using old ways of cooking is better for our health.
- 3 According to the article, canned foods do not contain all natural ingredients.
- 4 Super foods are made by humans adding different chemicals to the food.
- 5 According to the article, traditional Western dishes are less healthy.

What will we be eating?

People wonder what the future of food is going to look like. Will we take pills instead of food? Will we buy our meals from vending machines? Will we all have a robot chef at home? Food and agriculture experts think no is the answer to all of these questions.

Experts in the field predict that the food industry will actually go back to more traditional ways. More and more people around the world **may** go back to old cooking methods such as using wood-burning stoves and pressure cookers. According to chef Jean Francois, this **might** happen because traditional ways of cooking produce more flavourful dishes that are healthier for us. Environmentalists are also in favour of this since it will help to save energy.

In terms of the produce we use in cooking, the expectations are that a large percentage of people will go back to natural plant-based diets away from processed foods and large amounts of meat. Nutritionists are researching the side effects of all the chemicals we consume through canned foods and meals high in preservatives. This **may** change the way people think about food and encourage them to make their own meals and plant their own fruit and vegetables. Scientists now are all talking about 'super foods' that provide near-complete nutrition for humans and these are all available in nature without human intervention.

It is thought that old traditions **might** become more popular. For example, families **may** go back to cooking together. The time invested in creating detailed traditional dishes (such as dishes made in Middle Eastern and Asian cuisines) will provide more wholesome nutrition.



Use of English

- 2 Look at the words in bold in the text.
- What are the words used for?
 - What type of words are they?
 - Are they used to describe things we are sure about?
 - Can we change the form of these words?
 - What type of word comes after them?

Language tip

We use *may* and *might* to talk about the possibility of something happening. *May* can express a higher degree of certainty, but the two are most often interchangeable. *Might* is more common in spoken English. For example:

The school **might/may** change the snacks given to students.

The way we order food **may/might** become easier in the future.



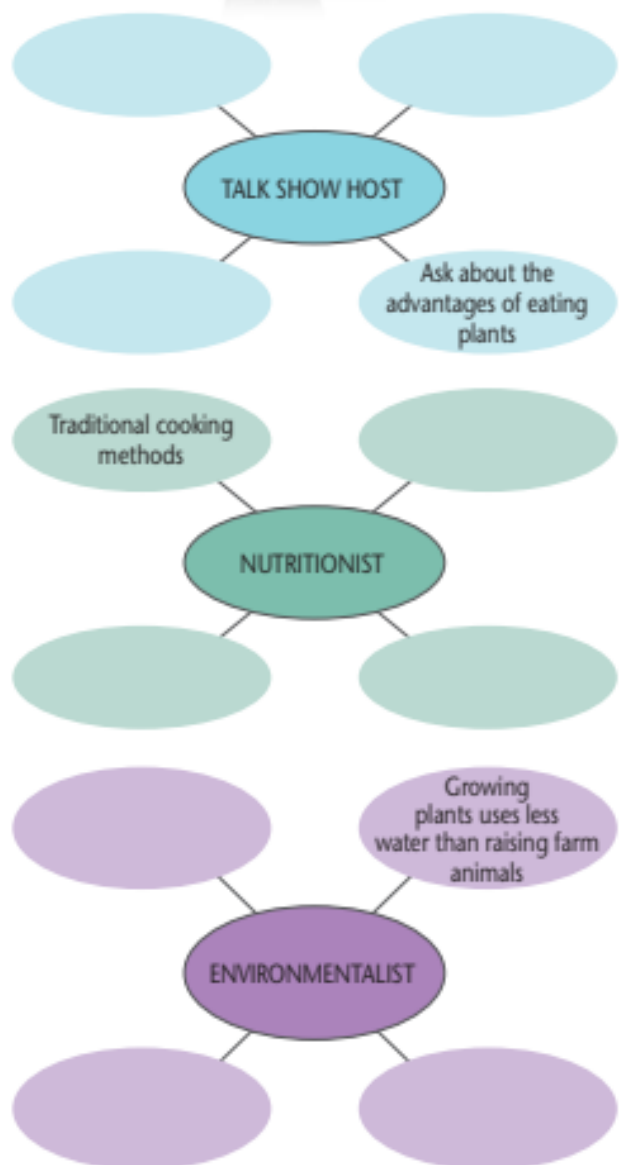
Speaking

- 3 Imagine you are on a health talk show and you are asked to give your opinion about the future of food. In groups of three, make predictions about the topic and prepare a role-play. There are three roles:

- 1 Talk show host
- 2 Nutritionist
- 3 Environmentalist

Make notes, using the mind maps opposite to help you.

- 4 Perform your role-play for another group, and then watch theirs. Did you have similar ideas?



Lessons 9–10 Communication

- How do you usually communicate with your friends and family?
- Do you communicate in different ways with different people?

Reading

- 1 Look at the headlines. What do you think the articles are about?

A Meeting in progress – no coffee required!

B Information overload!

C The future of communication?

- 2 Match the headlines to the correct article. One headline is not needed.

1

The Museum of the Future in Dubai now has an exhibition about communication changes in the coming decades. The three main themes are how robots, AI (Artificial Intelligence) and technology will improve human physical capabilities, business relations and communication.

Du, the UAE telecommunications company, has already developed a new technology called EyeShare which allows people to fully share, in real time, their experiences with friends and family. So, for instance, if your friends are having a great day out, instead of looking at their tweets and uploaded photos on a social media site, you will be able to see, feel and hear what they are *doing* simultaneously.

Exhibits at the museum also include Moodview, a form of technology which promises to help us understand how the people we are with are feeling. Then, according to the designers, it will tell us what to say and how to act. Since so many arguments are caused by people not understanding each other, maybe this will help people to stay calm and not fight.

Share your dreams! Sound like something from a science fiction movie? Well, the makers of DreamStream claim that one day we will be able to design and share our dreams with others via a global dreaming network. As we don't all have exciting dreams, why not link up with a friend's dreams! As with Twitter, you will be able to attract followers and share dreams with celebrities, your family or even random strangers.

2

It's hard to imagine that less than a century ago most communication was done either face-to-face or by handwritten letters. Since then, the world of communication has changed enormously, from telephones and fax machines to emails. Next came mobiles, then smartphones, which

combined speaking, texting and emails all on one small handheld machine. So what's next?

According to some IT experts we are moving rapidly towards the next stage in immersive media. High-tech goggles will allow films, live shows and video games to be beamed into our brains without the need to go

anywhere. In addition, virtual reality (VR) won't just be about leisure time, but may become the future of business communication, too. Imagine that instead of everyone going to the same room for a meeting, you will be able to hold a virtual meeting. Everyone stays in their own office but, through VR, they appear to be in the same room

wherever they are in the world, whilst all looking at the same virtual whiteboard and sharing ideas and images. As a result, business may be completed more efficiently and cheaply as workers won't need to travel around the world to meet.

3 Read the two articles again. Are the statements below true (T), false (F) or not given (NG)?

- 1 The Museum of the Future is only about changes in communication.
- 2 Understanding how a person is feeling could help prevent disagreements.
- 3 The author thinks that other people's dreams are boring.
- 4 The world of communication is changing all the time.
- 5 People will be able to watch concerts in their living rooms.
- 6 Companies will no longer need meeting rooms.

Use of English

4 Look at these extracts from the articles. Then answer the questions.

... many arguments are caused because people don't understand each other ...

In addition, virtual reality (VR) won't just be about leisure time, ...

So, for instance, if your friends are having a great day out ...

- 1 Which word or phrase is used to give a reason for an opinion?
- 2 Which word or phrase is used to give an example to support an opinion?
- 3 Which word or phrase is used to add extra information?

Can you find any other words or phrases in the articles that support or give a reason for an opinion?

Writing tip

In an argumentative essay, you need to make it clear if you are stating a fact or expressing an opinion. You need to give reasons for your opinions.



Lessons 11–12 Technology

- What technology do you use every day?
- Do you know what the World Expo is? Use the Internet to find out.

Reading

- 1 Match the headings (1–5) with the paragraphs (a–d). There is one extra heading.

- a Tiny and cheap!
- b Just tell your computer, phone or TV what to do!
- c Don't ever leave home; have a printer? Easy!
- d Online anytime, anywhere!
- e Shopping has never been easier!



The future wonders of technology

In the 90s everyone was making predictions about the new millennium, the year 2000. Today, research agencies have chosen 2050 as the year to look towards. Countless official predictions are set for 2050, as many World Expos will have happened by then. We all expect a lot of new inventions! Will artificial intelligence and robotics have taken over the world?

1

Internet experts think that by 2050, we will have provided Internet to every corner of the world. Currently, only about 40% of the globe has Internet access, with 78% of users in developed countries and 32% in developing countries. That's about 2.85 billion people. Online expansion will expose the world to one of the most important innovations of modern history, opening possibilities for global communication and commerce.

2

Over the last 25 years or so, information technology has become 1,000 times better. By 2050, computer engineers will have invented a computer that fits in your jacket as a small chip. We will say goodbye to big hard disks and this will all be done through nanotechnology. The good news is that it won't cost tons of money to own one of these tiny computers. By then, the price of electronic devices will have dropped by more than 50%.

3

We've got used to the idea that computers are machines that we operate with our hands. Just as we became comfortable with keyboards and mice, today's generation has learned to text at high speed. Each new technology has required new skills to use it. The next step is no-touch interfaces, devices adapt to us rather than the opposite. There is already evidence of this through voice command; by even earlier than 2050, electronic developers will have produced devices that users can completely control in this way.

4

With 3D printers, not only will we be able to print objects in three dimensions, we will be able to print them in practically any material: not just plastics, but also metal, concrete, fabrics and even food. By 2050, we will have created websites that allow you to buy and download product designs, and then you will just be able to print them at home.

2 Read the article again and answer the questions.

- 1 Why does the writer think there will be a lot of new inventions by 2050?
- 2 Which types of countries around the world hold the lower percentage of Internet access?
- 3 What technology will help us to build smaller computers?
- 4 How will people in 2050 control their devices?
- 5 According to the article, what kinds of material will we be able to print with in the future?

Use of English

3 Look at the sentence below from the article and answer the questions.

By 2050, we will have provided Internet to every corner of the world.

- 1 Does the sentence talk about the past, the present or the future?
- 2 Will Internet be provided everywhere **before** or **after** 2050?
- 3 Look at the underlined words. What do we call this form?
- 4 Look at the underlined sentences in the article. Which words come after *will*?

Speaking 21st

4 In groups, choose one of the topics below. Discuss what technology you think will have been invented for this field by 2050.

- a medicine
- b education
- c entertainment
- d travel

Create a presentation poster with interesting visuals.

Language tip

The future perfect describes an action that will be completed by a specified time in the future.

By 2050, computer engineers will have invented a computer that fits in your jacket.

In this example, the invention of a tiny computer is going to happen before 2050.





Unit 4

The world of work

- **Topics** Different jobs; just another day at work; jobs of the future; currencies of the world; finding a job; teenage business wonders
- **Use of English** Modal verbs of obligation; present simple inversion; future passive; questions; signalling; phrasal verbs; imperatives; present perfect continuous



Lessons 1–2 What's your line?

- In groups, write down the names of as many jobs as you can think of. Which group has the largest number of jobs?
- Look at your lists. Is it possible to do all these jobs in the UAE?

Listening

Listening strategy

Don't try to understand every word. Listen for keywords, for example *court, judge*.

- 1 Listen to four people describing different jobs. Match the speaker with a job. There are two extra jobs.

- | | |
|-------------|------------------------|
| 1 Speaker 1 | a police officer |
| 2 Speaker 2 | b lawyer |
| 3 Speaker 3 | c architect |
| 4 Speaker 4 | d designer |
| | e university professor |
| | f gym trainer |

- 2 Listen again. Are the statements below true (T) or false (F)?

- 1 In the United States, you can study law as soon as you finish high school.
- 2 Lawyers never have to work outside their office.
- 3 It can take more than four years to get a degree in architecture.
- 4 When you become an architect you have to build a lot of models.
- 5 Being a university professor is a very prestigious job.
- 6 If you have a science qualification, you can't work as a police officer.

Did any of the information above surprise you?
Is it the same in the UAE?



Use of English

3 Look at the sentences (a and b) below from the listening. Answer the questions.

a To begin studying in this field in the United States, you must have a first degree.

- 1 According to the sentence, is it a problem if you don't have a first degree?
- 2 What verb form comes after *must*?
- 3 Can you use *to* after *must*?

b You don't have to have a science qualification to join this field.

- 1 According to the sentence, is it a problem if you have a science qualification?
- 2 If you don't have a science qualification, can you still become a police officer?
- 3 What verb form comes after *don't have to*?

Speaking

4 In groups, take turns to choose a card and describe the job. The others have to guess the job. If they guess correctly, they keep the card. The winner is the person with the most cards. Remember to use *don't have to* and *must*.

Example:

You must
have a good plot!

You don't
have to travel to
do this job.

Language tip

Remember, *have to* is used to talk about something you are obliged to do, whereas *don't have to* means you are not obliged to do something, but you can if you want.

5 In groups, rank the jobs below from best to worst, in your opinion. Use the suggested categories to help you think about the different aspects of the job.

journalist doctor computer programmer
aeroplane pilot school teacher

Salary

Workplace

Hours

Type of work

Lessons 3–4 Just another day at work

- Do you think most people have the same daily routine at work?
- How important is it for a job to have variety?

Reading

1 What do you think the relationship is between the two men in the photographs on this page and on page 42?

2 Scan the article. What is this man's job?

3 Read the article again and choose the correct answer.

1 The government is trying to encourage teachers to work in ____ schools.

- a rural
- b city

2 The teachers work in ____.

- a one room
- b offices

3 The teachers think the training sessions are ____.

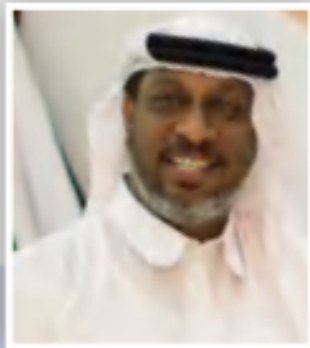
- a difficult
- b helpful

4 Dr Malik wants teachers to ____.

- a work together
- b study English

5 Dr Malik usually has a ____-hour working day.

- a ten
- b nine and a half



A day in the life of ...

My name is Dr Malik and I'm the principal of a boys' secondary school in Al Gharbia. I've been principal of this school for five years and, although it's a difficult job at times, I'm very proud of what my staff and I have achieved so far.

Being the head of a rural school can be quite a challenge. Not only do we have fewer facilities than city schools but we have a bit of a problem recruiting and keeping teachers. Understandably, many young people prefer to stay and work in the cities, but the government has provided some good incentives for teachers who are willing to work in Al Gharbia, including new accommodation and improved leisure facilities, so things are getting better.

I want my staff to stay for a long time so I run training and personal development sessions on a regular basis. I believe my colleagues appreciate this and work hard to make sure the boys achieve their goals. Seldom do you see a teacher leaving the school before 3 o'clock in the afternoon and many stay in the workplace until much later.

The teachers work in an open plan room near my office and I encourage experienced teachers to help their less-experienced peers with lesson planning. We have one teacher from Britain who works in the languages department teaching English. It's useful having a native English speaking teacher but I think he finds it hard at times as he doesn't always understand our way of life.

Classes start at 7.30 am but I seldom arrive after 7 o'clock as I have so much work to do. Fortunately, I live quite near the school so I don't have far to commute, but some teachers have a long way to travel, so every morning I need to make sure that they have all arrived. A lot of my time is spent doing administrative tasks, especially during the exam period and, fortunately, I have a good manager who deals with the exams for me.

Most days I have meetings with parents to discuss their son's progress and then I have to make telephone calls to the education department, new teachers, suppliers, etc. I also spend a lot of time talking to the parents of young boys who are going to start at our school the following year. I show them around the school and tell them about the timetable and the facilities. Once my meetings are finished, I have meetings with the staff to talk about any issues they have with classes or pupils. At about 4.30 my meetings are finished and I can leave, but I rarely get home before 5 o'clock. It's a long and tiring day.



4 Read what one of the teachers thinks of the school. Are the statements below true (T), false (F) or not given (NG)?

- 1 British schools begin earlier than schools in Al Gharbia.
- 2 This is the first time Josh has worked in a school without any girls.
- 3 Josh is finding Arabic difficult to learn.
- 4 Josh lives in the city.

I'm Josh Hardy and I'm an English teacher here in Al Gharbia. I arrived three months ago and I have to admit it's been quite a culture shock for many reasons. In Britain we start school at 9 o'clock and usually finish around 3.30 but here everything starts much earlier – mainly because of the heat. I usually get to school at 7.15 and finish at 2 o'clock. I teach for about four hours every day, and then I have to do a lot of preparation and marking but I try and do that at home. I've never worked in a school just for boys, and I have to admit that I'm finding some of the behaviour of the boys quite challenging.

Not only am I the only non-Arabic speaker but I'm also the only foreigner, so it can be quite lonely at times. My boss is very understanding and my colleagues are very friendly, but most of them don't speak English, although I try and practise my Arabic with them in our coffee breaks.

Rarely do I stay in Al Gharbia at the weekends but I head for the city and other expats.



5 Read these statements. Find the words or phrases in the texts that support these ideas.

- 1 Dr Malik enjoys his job.
- 2 Dr Malik believes that it is easier to be a principal in a city school.
- 3 Young teachers think working in a rural school is boring.
- 4 Dr Malik wants a stable workforce.
- 5 Dr Malik is unsure about having a native teacher.
- 6 Dr Malik doesn't need to organise the exams in his school.
- 7 Josh sometimes feels very alone.

Reading strategy

We use inversion to change the emphasis in a sentence or to make a text sound more dramatic. It's a good way to make your written work sound more interesting, but don't use it too often.

Use of English

6 Look at the sentence pairs and underline the differences. Then answer the questions.

- | | |
|---|--|
| <p>a We have fewer facilities than the city schools and we have a bit of a problem recruiting and keeping teachers.</p> <p>b Not only do we have fewer facilities than the city schools but we have a bit of a problem recruiting and keeping teachers.</p> | <p>a You seldom see a teacher leaving the school before 3 o'clock in the afternoon.</p> <p>b Seldom do you see a teacher leaving the school before 3 o'clock in the afternoon.</p> |
|---|--|

- 1 How do the sentences change?
- 2 Why do we do this in English?

Lessons 5–6 **Jobs of the future**

- Do you know of any jobs today that didn't exist 30 years ago?
- What new jobs do you think might exist in the future?

Reading

- 1 Read the article and answer the questions below.



What the future holds for jobs

Ever wondered about the future of jobs? Which jobs will still be here and what new jobs might emerge? A street lamp lighter used to be a job not long ago but now it's obsolete and is only seen as part of tourist heritage attractions. Here's what experts think:

Disappearing jobs

Fast food cooks – Fast food cooks are slowly being replaced by machines. Not very long from now, burgers and chips will be fried and packed by machines. Experts also hope that the demand for fast food will diminish for health reasons, causing many fast food chains to close down.

Agricultural workers – Harvesting machinery is becoming more advanced every day. It's predicted that in the near future, fields filled with crops will be harvested by large machines. Agricultural workers won't be needed anymore.

Postmen – When is the last time you sent a letter? Yes, it's very rare to write and send a letter these days; people use email. Experts think that in the next decade, the number of postmen will drop by 28%. Messages will almost all be delivered electronically.

Librarians – If you've recently studied on a course that involves research, you've probably used an online library. Yes, librarians are very helpful at recommending books and articles

quickly, but the Internet is much faster. For the next generation, almost all library needs will be fulfilled using the Internet.

Growing jobs

Registered nurses – Experts predict a growth of 21.9% in the number of nurses. Why? As people live longer there will be a great demand for healthcare services. Nurses are very important in any hospital or healthcare establishment, as they carry out minor procedures and support patients in their recovery. It is also expected that new career paths will rise for nurses, such as travel nurses, flight nurses and most importantly research nurses who will contribute to the science and discovery of new medication and treatment.

New jobs

Productivity consultants – In the future, people will need to multitask even more than they do now in order to survive in the workplace. Analysts think that productivity consultants will be needed to help people organise their time and tasks.

Space workers – Many missions to Mars and the moon have already been successfully completed. Space travel for humans is becoming more efficient. Why not send workers to help the astronauts by doing mechanical and clerical tasks? Some people think non-specialist jobs in space will be taken on by space workers.

- 1 What three groups of jobs does the article mention?
- 2 For what reason do experts hope that fast food will become less popular?
- 3 What does 28% represent for postmen?
- 4 What kind of work could space workers do?

Use of English

- 2 Look at the underlined sentences in the article and answer the questions below.
- 1 Do the sentences talk about the past, present or future?
 - 2 Is the person or thing doing the action mentioned at the beginning of the sentence?
 - 3 What do you notice about the verbs which follow *will*?
 - 4 What type of language structure is this?

Writing

- 3 What jobs do you think there will be in the future in the UAE? In pairs, make predictions for the following groups:

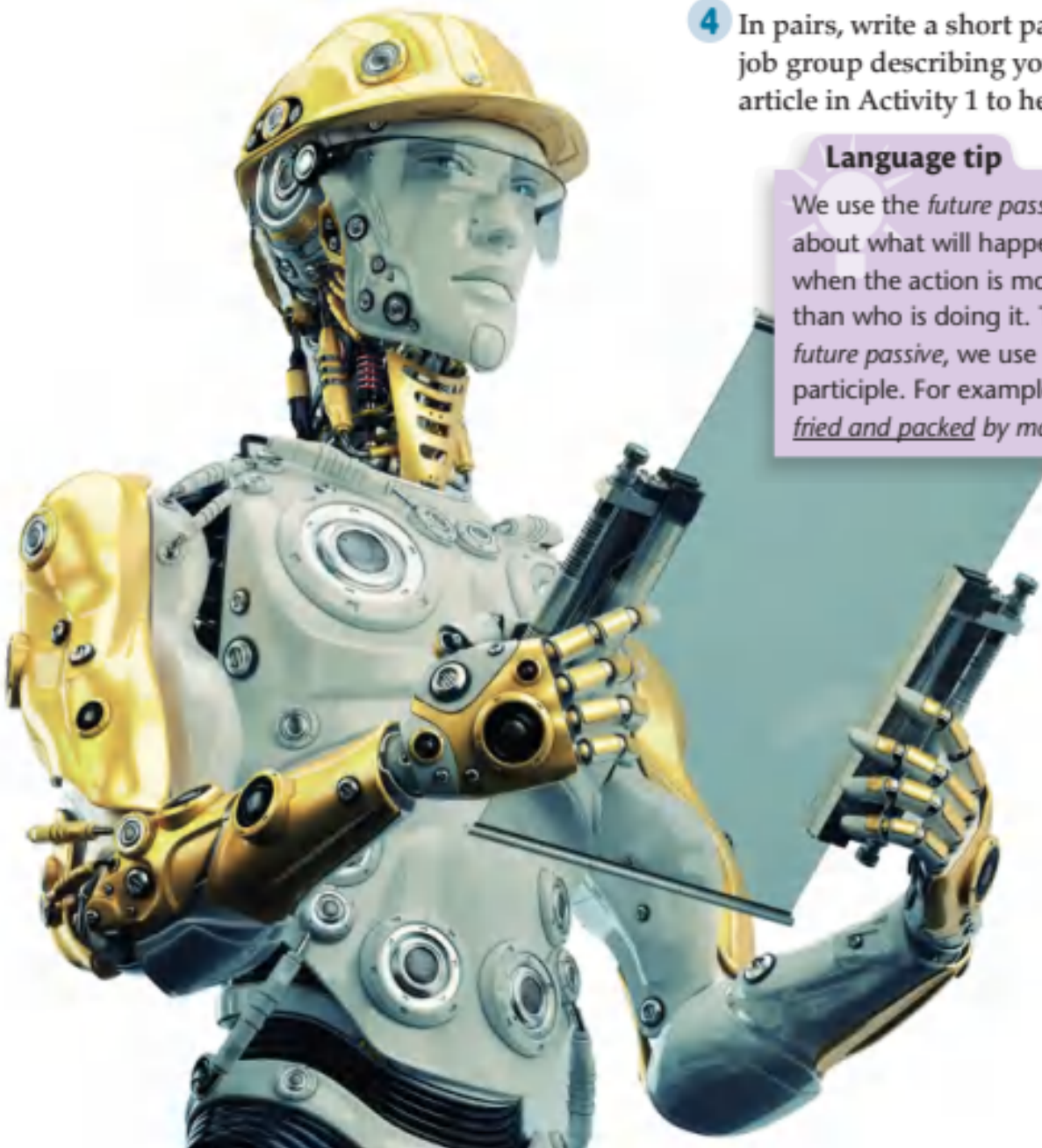
- disappearing jobs
- growing jobs
- new jobs

Make some notes on your ideas and the reasons why.

- 4 In pairs, write a short paragraph for each job group describing your ideas. Use the article in Activity 1 to help you.

Language tip

We use the *future passive* form to talk about what will happen in the future when the action is more important than who is doing it. To form the *future passive*, we use *will + be + past participle*. For example, *chips will be fried and packed by machines*.



Lessons 7–8 Currencies of the world

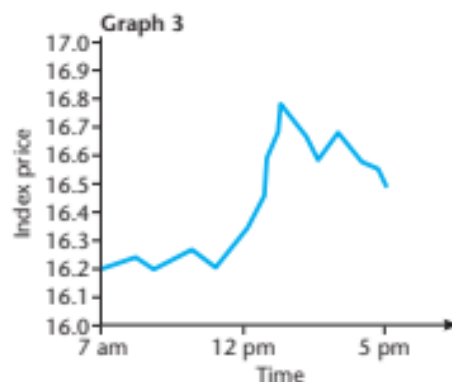
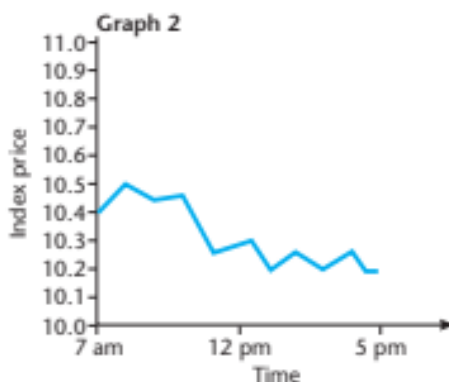
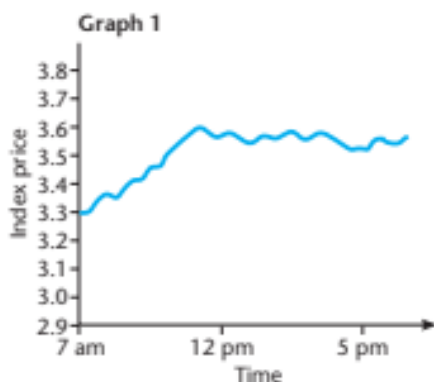
- Which currencies of the world do you know?
- Write the name of the country next to the correct currency in the chart.

Japan	Great Britain	China	Mexico
India	United States	Turkey	Germany

Country	Currency
Brazil	Real
	Yuan Renminbi
	Euro
	Rupee
	Pound Sterling
	Yen
	Peso
	Lira
	Dollar

Listening 21st 12

- 1 Listen to *Financial Report*. For each graph, name the financial market being described.



Reading

- 2 Read the article on the next page and answer the questions.

- 1 Which countries are considered the most important for the future of the Dubai Financial Market?
- American
 - European
 - Asian
- 2 Is the outlook for the future of the Dubai International Financial Centre ...
- positive?
 - negative?
 - uncertain?

- 3 Look at the numbers below. Find them in the reading text and write a sentence describing their significance.

Example: 42 – There are companies from 42 countries present at the DIFC.

- 18%
- 20 000
- 1.5 trillion
- 350 AED million
- 11%
- 2024
- 12%

The Dubai International Finance Centre

The Dubai International Financial Centre (DIFC) is famous for its distinctive gate design. But more than just an iconic building, it's part of the success story that is turning the UAE into a global hub for finance and commerce. We talked to two people who work at the Dubai Stock Exchange to find out what goes on behind the glass facades of the offices and retail spaces.

Toshihiko Matsui, Senior Manager at Mizo Bank

The first thing that you notice about the financial market in Dubai is just how international it has become. There are now over 1500 registered companies in DIFC from over 42 countries. Around 20 000 people work here in sectors such as banking, financial services, real estate and telecommunications. Because it is a place of international business, we are able to make deals in all the major currencies of the world: the US dollar, the Euro, the Japanese Yen and the Chinese Yuan. In 2015, there was an 18% rise in companies registered at DIFC and, increasingly, it's Chinese businesses who want a piece of a market that's worth 1.5 trillion dollars. In fact, there's actually a waiting list of companies from the Far East who want to set up here. People sometimes ask me: what's the secret of Dubai's success as a financial market?

I'd say that it's perfectly positioned between New York, London and Frankfurt in the West and Singapore, Tokyo and Shanghai in the East. It's just a great place to do business!

Mariam Haza, Arabian Gulf Correspondent for the *Financial Times*

As a journalist, I have been covering the rapid growth of the UAE as a financial capital for the last ten years, but I think that the real story is still to be told. Even though oil prices have dipped, in Dubai we are gearing up for an exciting future. The next phase of expansion of DIFC has already started. It's called The Spine and is a AED 350 million development which will link to the Gate complex. The DIFC has established what it has called its 'South-South strategy' which will focus on linking financial business in the Middle East to South Asia. Currently, Asian business represents only about 11% of the DIFC total. If we can pull this off, it means that by 2024, there will be over 50 000 people employed in the financial sector in the UAE. When you think that financial services account for around 12% of the UAE's economy today, you can understand why the Dubai International Financial Centre is so important to ensuring future growth.

Listening 13

- 4 Listen and complete the sentences with the numbers below. There are two extra numbers.

350 62.5 2020 2024 50 000 4000 4300 1445 $\frac{1}{4}$ 40% 18%

- At the moment, _____ international businesses are registered at DIFC.
- DIFC towers are powered by more than _____ solar panels.
- The Spine is set to cost _____ AED million.
- Nearly _____ of transactions are done in Dirhams.
- By _____, the number of employees is set to reach up to _____ workers.
- High quality _____ micrometre optical fibres are used for communications.
- There was a(n) _____ increase in companies registered in 2015.
- There are over _____ parking spaces under the complex.
- By _____, water consumption will have gone down by _____.

Speaking tip

When talking about graphs, it is best to describe the trends using adjectives and adverbs: *a sharp rise, to decline steadily*, as well as using some figures to clarify what you mean to say.

Lessons 9–10 Finding a job

- How do most people look for a job nowadays? Is it different from the past?
- What do you think is the best way to find a job?

Reading

- 1 Scan the article. What kind of advice is it giving?

Trying to find a job is never easy, especially in today's job market. Yet according to HR experts there are some important mistakes you can easily avoid making if you want to increase your chances of getting that all-important interview.

Take your time

Think about the kind of organisation you want to work for and check out the specific job requirements needed. Many prospective candidates send out hundreds of CVs in the hope that some will land on the right desk. Be selective and only send out applications for jobs which closely match your qualifications and experience.

Focus your CV

Don't just list the jobs you've done but mention your achievements. If you've managed a project well, then say so, but be brief and to the point and use key words which relate to your experience. Words like *time management*, *team player* and *communication* are all relevant but they must relate to your achievements. Make sure your CV is up to date and emphasises the pertinent skills required for the job you're applying for. You don't need to include references but be prepared to produce them if asked. Check your spelling and grammar. This sounds obvious but it's amazing how many people send in CVs with grammar and spelling mistakes.

Write a focused cover letter

Don't write one cover letter and hope it will be suitable for all jobs. Take time to write each cover letter focusing on the requirements of the specific job and why you are suitable for it. It shows commitment and a genuine desire to get ahead.

Network

In today's competitive job market networking is essential. If you want to improve your chances of getting a good job, don't just go to traditional job sites, but tap into your social and work networks. Ask friends about possible opportunities and make sure you sign up to social networking sites such as LinkedIn.

Follow up

Applying for a job is only the first step and the only one many applicants do. After you've sent your application contact the company to see how your application is going. It shows you are serious about the job and raises your profile in the HR department which improves your chances of getting an interview. But don't pester – follow up your application, but not every day. HR managers are busy people and will get annoyed if you contact them too often. There's a fine line between pestering and following up so make sure you stay on the right side of it.

- 2 Read the article again and answer the questions.

- 1 Why is it important to be selective when you look for a job?
- 2 What is surprising about some people's CVs?
- 3 Why should you change your cover letter for each job application?
- 4 What new ways of finding jobs do the experts suggest?
- 5 What should you not do once you've sent in your application form?

Vocabulary

- 3** Find words or phrasal verbs in the text which mean:
- 1 to look for information about something
 - 2 using available time in a useful way
 - 3 directly related to something being considered
 - 4 letters written by people who know you, to say if you are suitable for a job
 - 5 to be successful in your work or life
 - 6 to use something to get good results
 - 7 to take part in something
 - 8 to annoy somebody by asking over and over again

Listening

- 4** Listen to David and Ali talking about finding work. In which part of the world is David trying to find a job?
- Tick the mistakes David has made in his search for a job.
- Sent unfocused CVs
 - No cover letter
 - No photo
 - No mention of achievements
 - No social media presence
 - Not enough personal details



Language tip

An imperative can be both positive and negative. It can be used to give instructions and to make invitations, for example, *Come in and sit down*. Be careful how you use an imperative as it may sound a little rude.

Use of English

- 5** An imperative is an instruction or a direct order which can be used to give advice. Read these examples from the article in Activity 1, then answer the question.
- Check your spelling.*
Don't write one cover letter.
- How is the imperative made? Find and underline other imperatives in the article.

Writing

- 6** Look at David's cover letter. Match the details of the letter to the advice. What mistake has David made?

Writing strategy

When writing any business letter make sure you only include relevant information. It should not include personal information, only details related to business. It should be formal but not too formal – so no long sentences or unusual words. Be clear and concise. Make sure there are no grammar or spelling mistakes.

Lessons 11–12 **Teenage business wonders**

- Have any of your relatives started their own business?
Was it successful?

Reading

- 1 Read the article. Which is the best summary?
 - 1 You don't need to have a business degree to start a business.
 - 2 The most important aspect of a successful business is a good idea.
 - 3 Without education, you can't achieve anything.



Young and Successful

Young people around the world are making a go of it in the business world. Here are just a few of them.

Facebook

One of the most visited websites in the world was started by Mark Zuckerberg in 2004 from his dormitory room at university. Mark has been programming since his childhood – his parents thought he was a genius from his early years. He was always interested in communication and connecting people together. Only days after he launched Facebook, the website was already very popular at his university, where only his fellow students could join.

Zeven Media's Photo-booth

Every big event these days, whether it's a graduation, wedding or business promotion party, has a photo-booth instead of a photographer. Young brothers Josh and Hyrum Cook started their photo-booth business when they had the idea in their kitchen in 2013. Since the business started, people around the world attending social events have been taking photos and sharing them instantly over social media or email. The brothers have been working in business since their teenage years, when they used to sell biscuits at school.

Subway

Young Fred DeLuca started his simple sandwich business when he was 17. DeLuca had very little money, so he borrowed \$1,000 from a family friend to start the business and pay for his university degree. The first shop opened in 1965 and by 2013 there were 39,500 shops around the world. The business has been growing successfully ever since the start.

Sail Magazine

Young Emirati businesswoman, Iman Ben Chaibah, has been writing since she was a young girl. Despite not having a degree in writing or publishing, her monthly online magazine has been proving its success over the years. The magazine now has over thirty contributing writers who have all been discussing topics relevant to young Emirati men and women.

So one of the keys to a successful business is to keep looking around for ideas and to think of what the market needs, then try to create it! One great idea can change your future no matter how young or old!

2 Read the article again. Are the following statements true (T), false (F) or not given (NG)?

- 1 Mark Zuckerberg started Facebook during his childhood days.
- 2 At first, Facebook could only be used by people at Mark's university.
- 3 The common thing between all big events is that there's always a professional photographer.
- 4 Fred DeLuca started his business from his savings.
- 5 Iman Ben Chaibah has a degree in computer science.
- 6 According to the article, you have to be very young to have great business ideas.

Use of English

3 Look at the underlined sentences in the text and answer the questions below.

- a Did the actions start in the past, present or future?
- b Do the actions continue now?
- c Complete the tense form:
Subject + have/has (not) + _____ + _____.
- d Look at this sentence: Mark has been programming since his childhood.

Put a cross to show the start of the action on the timeline and draw an arrow to show the progress of the action.

PAST _____ NOW _____ FUTURE

Language tip

We use the present perfect continuous to talk about actions that started in the past and have continued until just recently, or are still continuing.

Example:

I've been working in IT for ten years.

Writing

4 In groups, use the Internet to research other young business people. Write a short description. Think about the following:

- age
- background
- the idea
- the beginning
- the achievement

LITERATURE

The Sign of the Four

by Sir Arthur Conan Doyle

LEARNING OBJECTIVES:

READING

- ☐ To read and infer meaning.
- ☐ To read and explore the relationship between characters.
- ☐ To read and identify the structure and features of a detective story.
- ☐ To read and infer meaning in imagery.
- ☐ To read and understand detailed descriptions.

LITERATURE

- ☐ To explore how literary techniques can be used to present characters.
- ☐ To explore narrative voice.
- ☐ To explore the use of dialogue in the detective story genre.
- ☐ To explore the literary devices an author can use to build atmosphere in a text.
- ☐ To analyse an author's use of literary devices to present themes.



IN THIS SECTION

- ❑ Lessons 1-10 on *The Sign of the Four*
- ❑ Core Reading: Chapters 1-5 of *The Sign of the Four*
- ❑ Extra Reading: *The Jungle Book* by Rudyard Kipling

Lessons 1–2 Imagery and Characterisation in *The Sign of the Four*

- To read and infer meaning in *The Sign of the Four*.
- To explore how literary techniques can be used to present characters.



Speaking

- 1 Read the information box about *The Sign of the Four* and discuss the questions in small groups.
- 1 What does *detective* mean?
- 2 Have you read any detective stories or watched any films or TV programmes about detectives? What can you remember about them?
- 3 What do you think London looked like at the end of the 19th century? What did people wear? How did they travel around? Do you think people communicated with each other in the same way people do today?

Reading tip

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



The Sign of the Four is a detective story that was written by Sir Arthur Conan Doyle in 1890. It is one of a number of short stories that follow the detective Sherlock Holmes and his partner Dr. Watson as they work to solve mysteries and crimes. The stories are usually set in London around the end of the 19th century.

Reading

- 2 Read both extracts from Chapter 1 and answer the questions.
- 1 Which character is being described in the first extract?
- 2 Is Sherlock Holmes working at the moment? How do you know?
- 3 Underline the details in the extracts that help you *visualise* the scene.
- 4 How does Sherlock Holmes feel about not working? How do you know?

Sherlock Holmes had a cool, calm air which could make you uncomfortable. His great powers, his masterly manner, and the experience which I had had of his many extraordinary qualities, all made me careful in how I spoke to him. He put his long, white finger-tips together and rested his elbows on the arms of his chair, like one who particularly enjoys conversation.

"My mind," he said, "hates inactivity. Give me problems, Watson, give me work, and I am in my proper atmosphere."

"May I ask if you have any cases to work on at the moment?"

"None. I cannot live without brainwork. What else is there to live for?

Stand at the window here. Was there ever such a grey, gloomy

world? See how the yellow fog swirls down the street and moves

5 slowly across the dull houses. What is the use of having powers,
doctor, when one cannot use them?"

Focus

We often see **imagery** (how scenes or people are presented visually in a text) used as a way to show how a character is feeling at a particular moment in a story.

3 Read lines 3-5 again in the second extract from "Stand at the window..." to "... the dull houses" and answer the questions.

1 What can Sherlock Holmes see outside the window?

2 As used in line 5, "dull" most nearly means

a simple.

b dark.

c slow.

3 How do you think what he sees is connected to how he feels?

4 Read the lines out loud and circle the g sounds in the second sentence and the s sounds in the third sentence. What do you notice? Are the sounds repeated? Why do you think the author does this?

Vocabulary

Authors often use *alliteration* in their writing. Alliteration is a literary device where consonant sounds are repeated, especially at the beginning of word.

Writing

4 Imagine Sherlock Holmes is happy when he looks out of his window. Rewrite the text to match his mood.

Stand at the window here. Was there ever such a _____ world? See how the _____ the street and _____ the _____ houses.

5 How are you feeling today? Are you in a positive or a negative mood? Imagine you are looking out of a window in your home. What can you see? Describe what you can see in a way that reflects your mood. Use the infographic to help you.

How do you feel?

- Think of adjectives and descriptive words for how you feel

What can I see?

- Physical details, e.g. objects, buildings, weather, people

Physical details + emotive language

- Match adjectives and descriptions to physical details
- Think about alliteration

Lessons 3–4 Narrative Voice in *The Sign of the Four*

- Prior reading: Chapter 1
- To read and explore the friendship between Sherlock Holmes and Dr. Watson.
- To explore narrative voice in *The Sign of the Four*.

Speaking

- 1** Look at the word cloud from Chapter 1. Which words do you think describe Sherlock Holmes' character? Discuss with a partner giving reasons for your choices.



Speaking tip

When you discuss and share opinions, use phrases like the ones below.

Asking about others' opinions:

What do you think?

What's your opinion?

Giving your opinion:

I think ... because ...

I believe ... because ...

- 2** How would you describe Dr. Watson? Do you think he has the same character as Sherlock Holmes? Which one do you think you are most like? Discuss with a partner and note your ideas in a Venn diagram.

Reading

- 3** Read from line 11 “The work itself ...” to line 27 “... every change of the weather” in Chapter 1 and answer the questions on the passage.

- 1 Who is speaking? *Annotate* the conversation with the names of the speakers.
- 2 Which choice best describes Dr. Watson's opinion of Sherlock Holmes' work methods?

a He admires them.

Reading tip

Authors often give us clues in a text of how a character feels. This can be through the language they choose, how they visualise a scene, or through their descriptions of other actions that happen at the same time.

- b** He is frightened by them.
 - c** He finds them exciting.
 - d** He is fascinated by them.
- 3** The author includes the description of Dr. Watson's wounded leg primarily to
- a** suggest that Holmes' opinion of his leaflet hurt his feelings.
 - b** highlight his past experience in the army.
 - c** show his weakness in comparison to Holmes' strength.
 - d** suggest that Watson is bored and restless.
- 4** The description in the last paragraph of the passage indicates that Dr. Watson believes Sherlock Holmes
- a** is trying to hurt his feelings.
 - b** secretly likes the leaflet he wrote.
 - c** is jealous of his abilities.
 - d** has a high opinion of himself.

Speaking

- 4** In groups, discuss the following questions about Chapter 1.
- 1** In Chapter 1, there are two examples of Sherlock Holmes reaching a conclusion that surprises Dr. Watson. Tick the conclusions that Holmes reaches in Chapter 1.
- a** Holmes deduces that Dr. Watson sent a telegram that morning.
 - b** Holmes deduces that Dr. Watson went to visit his father.
 - c** Holmes deduces that Dr. Watson inherited his watch from his brother.
 - d** Holmes deduces that Dr. Watson wrote a leaflet that day.
- 2** Why is Dr. Watson surprised by Holmes' deductions?
Are we, as readers, surprised too?
- 3** What does Sherlock Holmes do when Dr. Watson does not understand how he reached a certain conclusion?
- 4** Read the **Focus** box. Why do you think the author chose to use Dr. Watson as the narrator and tell the story from his point of view? Think about the following points:
- Sherlock Holmes' character
 - Dr. Watson's character
 - Dr. Watson's surprise at Holmes' deductions
 - Holmes' explanations of his thinking

Focus

Fiction stories have different narrative styles. *The Sign of the Four* uses a **first person narrative** with Dr. Watson as the *narrator* and the story being told from his **point of view**.

Writing

- 5** Write a post for an online discussion forum giving your opinion about Sherlock Holmes and Dr. Watson's friendship in *The Sign of the Four*.
- 6** Share your post with a partner. Read their post and write a response.

Lessons 5–6 Genre and Dialogue in *The Sign of the Four*

- Prior reading: Chapter 2
- To read and identify the structure and features of a detective story.
- To explore the use of dialogue in the detective story genre.



Speaking

1 Read the quote and discuss the questions

- 1 Which chapter is the quote from?
- 2 Can you remember who is speaking?
- 3 Who is he speaking to?
- 4 What is the speaker's "profession"?
- 5 What is the speaker unhappy about?

"My mind," he said, "hates inactivity. Give me problems, Watson, give me work, and I am in my proper atmosphere. That is why I have chosen my own particular profession — or rather created it — for I am the only one in the world."

- 2 Read the information in the Reading Tip box about the conventions of the detective story genre. Discuss in your groups and tick the ones that you agree are present in chapters 1 and 2. Give details and evidence where possible.
- 3 The title of Chapter 2 is *The Statement of the Case*. Why is this? What is the main focus of the chapter? Discuss in your groups.

Reading tip

There are certain features of a text when it belongs to a particular **genre**. Detective stories often follow the following **conventions**:

- ☐ A logical and intelligent detective
- ☐ A companion for the detective
- ☐ A mystery
- ☐ Clues for the reader to try solve the mystery
- ☐ The building of *tension*
- ☐ A *resolution* to the mystery

Reading

- 4 Questions 1–5 are based on the passage in Chapter 2 from line 14 "Holmes rubbed his hands..." to line 44 "'An interesting case' commented Holmes."
- 1 The main purpose of the passage is to
 - a explain the relationship between Mary Morstan and her father.
 - b give the details of the disappearance of Mary Morstan's father.
 - c discuss the details of Mary Morstan's family connections.
 - d describe Mary Morstan's current social position.

- 2 Whose “eyes” are we seeing Holmes through in the first paragraph of the passage?
- a Mary Morstan’s
 - b Dr. Watson’s
 - c The landlady’s
- 3 As used in line 16, “brisk” most nearly means
- a quick.
 - b dry.
 - c busy.
- 4 From line 22 “Briefly ...” to line 44 “An interesting case.” Which characters are speaking?
- a Sherlock Holmes and Dr. Watson
 - b Sherlock Holmes and Mary Morstan
 - c Mary Morstan and Dr. Watson
- 5 Who is listening to the conversation in question 3?
- a Sherlock Holmes
 - b Dr. Watson
 - c Mary Morstan

Speaking

- 5 In pairs or small groups, act out the conversation in Chapter 2. Do not read out loud any text that is not speech.

Focus

Sir Arthur Conan Doyle uses a lot of **dialogue** throughout *The Sign of the Four*, which is reported to the reader through Dr. John Watson as the **narrator** of the story. A dialogue is the conversation between two or more characters in a book, play or film.

Reading

- 6 Read the questions and discuss your answers in groups. Note down your group’s ideas.
- 1 What did you notice when you only read the speech in Chapter 2? Was there a lot of information missing or did you still have the main facts?
 - 2 Do you think the author’s use of dialogue makes the story more or less interesting, exciting, understandable, or realistic?
 - 3 Why do you think the author chose to use so much dialogue in the story?

Writing

- 7 Think about what has happened so far in the story and what you know about the detective story genre. What do you think is going to happen next? Write down your predictions.

Lessons 7–8 Imagery and Atmosphere in *The Sign of the Four*

- Prior reading: Chapter 3
- To read and infer meaning from Sir Arthur Conan Doyle's use of imagery.
- To explore the literary devices an author can use to build atmosphere in a text.

Speaking

- 1 Review your predictions from last lesson and discuss the questions in groups.
 - What happened at the end of Chapter 2? What did you predict was going to happen next in Chapter 3?
 - What happened in Chapter 3? How accurate were your predictions?
- 2 Think about the conventions of a detective story that you studied last lesson. What do you think might be the purpose of Chapter 3 in light of these conventions? Discuss in your groups.

Reading

- 3 Read the beginning of Chapter 3 from line 1 "It was half-past five..." to line 4 "...one explanation" and answer the questions.

- 1 Which option best describes how Sherlock Holmes is feeling?

- a playful
- b depressed
- c confident
- d nervous

- 2 How do you know he feels this way? Underline the evidence in the text.

- 4 Later in the chapter, Mary Morstan gives Sherlock Holmes a paper that was in her father's desk. Questions 1-3 are based on the passage in Chapter 3 from line 31 "By the way ..." to line 47 "... until the end of our journey." Read the questions and note down your answers.

- 1 Mary states that she is "not sure it will be of any importance". What do you think? Why?
- 2 In line 40, Sherlock Holmes mentions that the document has "The sign of the four" written on it. What might this indicate to you as a reader?
- 3 How do you think Sherlock Holmes is feeling now in comparison to the extract in Activity 3? Underline the evidence in the text. What might this indicate to you as a reader?

- 5 The characters Sherlock Holmes, Dr. Watson and Mary Morstan travel to the Lyceum Theatre. Questions 1-4 are based on the passage in Chapter 3 from line 48 "It was a September evening ..." to line 56 "... notes in the light of his pocket-light."

Reading tip

When we read to infer meaning, we need to look further than the facts on the page. To do this, we need to look for clues that give a text more meaning and question why an author may be doing something.

- 1 The main purpose of the passage is to
 - a describe the setting of the London streets.
 - b give readers an understanding of the current mood of the characters.
 - c explain the relationship between Dr. Watson, Mary Morstan and Sherlock Holmes.
 - d provide readers with a viewpoint on the lives of men and women.
- 2 The narrator indicates that what he and Mary can see from the carriage results in them feeling
 - a cheerful and optimistic.
 - b sleepy and sad.
 - c lucky and bright.
 - d uneasy and down.
- 3 How does Sherlock Holmes seem to feel at this time?
- 4 How bright is the scene being described by the narrator?
Can Dr. Watson see the people walking on the street clearly? Why or why not? Underline the evidence in the text.
- 5 Read the Focus tip box. What do you think could be the significance of this scene? How do you think the “dull, heavy evening” could be connected to what the characters are doing?

Focus

An author can build **atmosphere** in a text through the use of imagery. The way an author describes a scene or an experience can tell a reader a lot about the current mood or atmosphere of a text. Similarly, authors can use images to represent other ideas. When an image represents a single idea or object, it is called a **symbol**. When an idea is compared to a different situation, it is called a **metaphor**.

Writing

- 6 Read the online forum post from another student also studying *The Sign of the Four*. Do you agree with the student? Why or why not? Note down your ideas.

EduChat

Search for questions, people, and topics

Arthur Conan Doyle (author)

Sherlock Holmes books

detective fiction

What is the role of Chapter 3 of *The Sign of the Four* in the context of detective fiction?

Meera Hassan, 10th Grade student, in Fujairah (2019)

I'm studying *The Sign of the Four* at school this year and we're looking at the role of Chapter 3 in the story. I have an assignment to complete where I am supposed to discuss the conventions of detective fiction, and how this chapter fits into the structure of this type of narrative. However, I don't understand why there's a whole chapter on the three main characters: Sherlock Holmes, Dr. Watson and Mary Morstan just travelling through the streets of London. What's the point? In my opinion, it slows down the narrative because nothing actually happens. I think the author made a mistake here and is in danger of losing the interest of his readers.

- 7 Write your own forum post responding to the student.

Lessons 9–10 **Wealth and Justice in *The Sign of the Four***

- Prior reading: Chapter 4
- To read and understand detailed descriptions in Chapter 4 of *The Sign of the Four*.
- To analyse an author's use of literary devices to present themes.

Speaking

- 1 Look at the images. What can you see? What do they all show?



- 2 Can you remember where Sherlock Holmes, Dr. Watson and Mary Morstan were at the end of Chapter 3? Discuss the questions in groups and note down your answers.
- What did the street look like? What did the house look like?
 - What did you think the inside of the house would look like?

Reading

- 3 Read the beginning of Chapter 4 from line 1 "We followed the Indian man..." to line 17 "... a light and aromatic odour." Questions 1-4 are based on this passage.
- 1 Does the inside of the house look like what you thought it would? Do you think the narrator expected the inside of the house to look like this? Why or why not?
 - 2 Read the Focus tip box. How does the author use **juxtaposition** to emphasise the appearance of the apartment? Underline the examples of juxtaposition in the passage.
 - 3 Why do you think there are "tiger-skins" on the floor and a lamp filling the air with a "light and aromatic odour"? Do you think that a living room in 19th century London would look like this? Why or why not?
 - 4 Would you infer that the man standing in the apartment is rich or poor? Why?

Focus

Juxtaposition is where two different things are placed next to each other for contrast. Authors often use juxtaposition for a literary purpose.

- 4 How has the mysterious treasure affected the characters mentioned in Chapter 4? Read the extracts to help you remember the key details.

Reading tip

When you read to analyse a text, it is important to read key information closely, paying particular attention to details. These details will give you an insight into an author's presentation of certain themes.

Thaddeus Sholto: The little man waved his hand. "We had plenty of money ourselves," he said. "I did not need more. However, Brother Bartholomew thought differently. So, I thought it best to move to a different home and left Pondicherry Lodge."

Bartholomew Sholto: "My brother Bartholomew and I discussed this necklace. The pearls were clearly very expensive, and he wanted to keep them, for my brother was greedy like my father. He thought, too, that if we gave Morstan's orphan the necklace, people might talk of the treasure. So, I could only persuade him to let me find Miss Morstan's address and send her a pearl each year."

Captain Morstan: "Morstan and I did not agree on how the treasure should be split, and we argued. Morstan had jumped out of his chair in anger, when he suddenly pressed his hand to his side. His face turned red and he fell backwards, cutting his head against the corner of the treasure chest. When I looked down at him, I found, to my horror, that he was dead."

Major Sholto: "We did know, however, that some mystery — some danger — was hanging over our father. He was very fearful of going out alone, and he always employed two prize-fighters to work at Pondicherry Lodge. Our father would never tell us what he was scared of, but he was definitely frightened of men with wooden legs."

Mary Morstan: At the short account of her father's death, Miss Morstan had turned deadly white, and for a moment I thought that she was about to faint.

- 5 Considering these details, what do you think is the author's opinion on *wealth*?

Speaking

- 6 Thaddeus Sholto tells Sherlock Holmes, Dr. Watson and Mary Morstan that his father wanted him and his brother to "right a wrong" and give Mary her "fair" share of the treasure. Discuss the questions in groups.
- 1 Does Thaddeus' brother agree that Mary should receive her share? Why or why not?
 - 2 Do you think Mary has been treated fairly or unfairly by Major Sholto, Thaddeus Sholto and Bartholomew Sholto? Give reasons for your answers.
 - 3 Considering the author's use of juxtaposition and descriptions of Thaddeus and his home, what do you think is the author's opinion of Mary's treatment?

Chapter 1

The Science of Deduction

Sherlock Holmes had a cool, calm air which could make you uncomfortable. His great powers, his masterly **manner**, and the experience which I had had of his many extraordinary qualities, all made me careful in how I spoke to him. He put his long, white finger-tips together and rested his elbows on the arms of his chair, like one who particularly enjoys conversation.

- 5 "My mind," he said, "hates inactivity. Give me problems, Watson, give me work, and I am in my proper atmosphere. That is why I have chosen my own particular profession — or rather created it — for I am the only one in the world."

"The only unofficial detective?" I said, raising my eyebrows.

- 10 "The only unofficial advising detective," he answered. "When police detectives are lost and out of their depths, the matter is put before me. I examine the data, as an expert, and give a specialist's opinion. I claim no credit in such cases. My name does not appear in newspapers. The work itself, the pleasure of using my unusual powers, is my highest reward. But you have had some experience of my work methods in the Jefferson Hope case."

- 15 "Yes, indeed," said I, with respect. "I was never so **impressed** by anything in my life. I even wrote about it in a small leaflet with the title of 'A Study in Scarlet.'"

He shook his head sadly. "I glanced over it," said he. "Honestly, I cannot congratulate you upon it. **Detection** is, or ought to be, an exact science, and should be treated in the same cold and unemotional manner. You have added fantasy to the case."

"But the fantastic was there," I argued. "I did not change the facts."

- 20 "Some facts should be hidden, or at least not focused on. The only point in the case which deserved to be written about was the analysis I used to solve it."

I was annoyed at this criticism of a work which had been specially designed to please him. I admit,

Vocabulary

manner: the way someone talks or acts with others

impressed: feeling or showing that you admire or respect someone or something

detection: the process of discovering something, or the discovery of information about a crime by the police

too, that I was irritated by his attitude that seemed to demand every word of my writing be about him and his actions alone. More than once during the years that I had lived with him in Baker Street, I had observed this **vanity** in my quiet **companion**. I made no comment, however, but sat nursing my wounded leg. I had a bullet through it some time before, and, though it did not prevent me from walking, it ached at every change of the weather.

"My work has extended recently to Europe," said Holmes, after a while, filling up his old pipe. "I was contacted last week by Francois Le Villard, who, as you probably know, has risen to the top lately in the French detective service. Here is the letter which I had this morning thanking me for my help." He threw over, as he spoke, a crumpled sheet of foreign notepaper. I glanced my eyes down it, and saw many notes of admiration from the Frenchman.

"He speaks as a student to his teacher," said I.

"Oh, he rates my assistance too highly," said Sherlock Holmes, lightly. "He has great gifts himself. He has two out of the three qualities needed for the ideal detective. He has the power of observation and that of deduction. He only needs more knowledge; and that may come in time."

"You speak of observation and deduction. Surely the one suggests the other."

"Why, hardly," he answered, sitting back in his arm-chair, and sending up thick blue clouds from his pipe. "For example, observation shows me that you have been to the Wigmore Street Post-Office this morning, but deduction lets me know that when there, you sent a **telegram**."

"Right!" said I. "Right on both points! But I don't see how you arrived at it. It was a sudden decision upon my part, and I have told no one."

"It is very simple," he replied, laughing at my surprise,— "so simple that an explanation is not needed; and yet it may help in defining the difference between observation and deduction.

Observation tells me that you have a little reddish dust on your shoe. Just opposite the Seymour Street Office, they have taken up the pavement and thrown up some earth. The earth is this reddish colour which is found, as far as I know, nowhere else in the neighborhood. This is observation. The rest is deduction."

"How, then, did you deduce the telegram?"

"Why, of course I knew that you had not written a letter, since I sat opposite to you all morning. I see also in your open desk there that you have a sheet of stamps and a thick pile of postcards. What could you go into the post office for, then, but to send a telegram? Remove all other options, and the one that is left must be the truth."

Vocabulary

vanity: behaviour that shows someone is too interested in their own appearance or abilities
companion: someone you spend a lot of time with or go places with

telegram: a message that was sent in the past by radio, written on a card and delivered

"In this case, it certainly is so," I replied, after a little thought. "The thing, however, is, as you say, a simple example. What if I were to put your theories to a more difficult test?"

"I should be delighted to look into any problem which you might give me."

"I have heard you say that it is difficult for a man to have any object without leaving his personality upon it. Now, I have here a watch which I have recently received. Could you give me your opinion upon the character or habits of the previous owner?"

I handed him the watch with some **amusement**, for the test was, I thought, an impossible one, and I wanted to teach him a lesson. He held the watch in his hand, looked hard at the dial, opened the back, and examined the works, first with his naked eyes and then with a powerful **lens**. I could hardly keep from smiling at his disappointed face when he finally closed the case and handed it back.

"There is hardly any data," he said. "The watch has recently been cleaned."

"You are right," I answered. "It was cleaned before being sent to me." In my heart, I accused my companion of giving a poor excuse to cover his failure. What data could he expect from an uncleaned watch?

"Though unsatisfactory, my research has not been completely without result," he observed, looking up at the ceiling with dreamy eyes. "I should judge that the watch belonged to your elder brother, who **inherited** it from your father."

"That you understand, no doubt, from the H. W. on the back?"

"Quite so. The W. suggests your own name. The date of the watch is nearly fifty years back, and the initials are as old as the watch. Jewellery usually goes to the eldest son, and he is most likely to have the same name as the father. Your father has, if I remember right, been dead many years. It has, therefore, been in the hands of your eldest brother."

"Right, so far," said I. "Anything else?"

"He was a man of untidy habits — very untidy and careless. He was born into a family with money, but he threw away his chances, he was poor for some time, with occasional short periods of wealth, and finally, he died. That is all I can gather."

I sprang from my chair and walked impatiently about the room with anger in my heart.

"I cannot believe this of you, Holmes," I said. "You have researched the history of my unhappy

Vocabulary

amusement: a feeling you have when something makes you smile or laugh

lens: a curved piece of glass used for looking at things more closely

inherit: when you receive money or possessions from someone who has died

brother, and you now pretend to deduce this knowledge. You cannot expect me to believe that you have read all this from his old watch! It is an unkind trick."

- 85 "My dear doctor," said he, kindly, "please accept my apologies. Looking at the watch as just a problem to be solved, I had forgotten how personal and painful a thing it might be to you. I promise you, however, that I never knew you had a brother until you gave me the watch."

"Then how did you get these facts? They are absolutely correct in every detail."

"Ah, that is good luck. I did not expect to be so accurate."

- 90 "But it was not just guess-work?"

"No, no: I never guess. It is a terrible habit. It only seems strange to you because you do not follow my train of thought. For example, I began by saying that your brother was careless. When you look at the lower part of that watch-case you notice that it is cut and marked all over from the habit of keeping other hard objects, such as coins or keys, in the same pocket. So, a man who treats
95 an expensive watch in this way must be a careless man. Also, a man who inherits one object of this value must come from a fairly wealthy family."

I nodded, to show that I followed his explanation.

"It is usual for **pawnbrokers** in England, when they take a watch, to scratch the number of the ticket with a pin on the inside of the case. I can see four numbers on the inside of this case.

- 100 Therefore, I can first deduce that your brother was often low of money. Secondly, that he had occasional periods of wealth, or he could not have paid the money to get the watch back. Where is the mystery in all this?"

"It is as clear as daylight," I answered. "I am sorry for what I said to you. I should have had more confidence in your amazing abilities. May I ask if you have any cases to work on at the moment?"

- 105 "None. I cannot live without brainwork. What else is there to live for? Stand at the window here. Was there ever such a grey, gloomy world? See how the yellow fog swirls down the street and moves slowly across the dull houses. What is the use of having powers, doctor, when one cannot use them?"

- I had opened my mouth to reply, when with a crisp knock our landlady entered with a card upon
110 the metal tray.

"A young lady for you, sir," she said, speaking to my companion.

"Miss Mary Morstan," he read. "Hum! I have no memory of the name. Ask the young lady to come in, Mrs. Hudson. Don't go, doctor. I should prefer that you stay."

Vocabulary

pawnbroker: someone who will lend you money in exchange for an item that they will sell if you do not pay them back

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 1.

- ___ Holmes tells Dr. Watson that he has received a letter from a French detective requesting his help.
- ___ Holmes apologises to Dr. Watson and explains how he knew about his brother.
- ___ Dr. Watson mentions that he has recently written about one of Holmes' past cases.
- ___ Sherlock Holmes and Dr. Watson talk of Holmes' job as an unofficial detective.
- ___ Holmes examines Dr. Watson's watch and tells him its history.
- ___ Dr. Watson is upset by Holmes' description of the watch's history.

2 Which choice best describes the relationship between Sherlock Holmes and Dr. Watson?

- 1** They are men who both work as unofficial detectives to help people.
- 2** Sherlock Holmes works as an unofficial detective and Dr. Watson helps him.
- 3** Dr. Watson works as an unofficial detective and Sherlock Holmes helps him.

3 Where do you think the action of Chapter 1 is taking place?

4 Underline in the text where you got the evidence for your answer to the previous question.

5 Why do you think Mary Morstan arrives at the end of the chapter? What do you think she wants?

Chapter 2

The Statement of the Case

Miss Morstan entered the room with a firm step and a calm manner. She was a blonde young lady, small and dressed in the most perfect taste. However, her clothes were a little plain and simple, which suggested she was not particularly wealthy. The dress was a greyish beige, and she wore a small hat in the same dull colour, with a small, white feather in the side. Her face had
 5 no particular beauty, but her **expression** was sweet and friendly, and her large blue eyes were kind. I observed that as she took the seat which Sherlock Holmes placed for her, her lip **trembled**, her hand shook, and she showed every sign of strong inner nervousness.

"I have come to you, Mr. Holmes," she said, "because you once helped my employer, Mrs. Cecil Forrester. She was much impressed by your kindness and ability."

10 "Mrs. Cecil Forrester," he repeated thoughtfully. "I believe that I was of some small service to her. The case, however, as I remember it, was a very simple one."

"She did not think so. But at least you cannot say the same of mine. I can hardly imagine anything more strange than my situation."

Holmes rubbed his hands, and his eyes shone. He leaned forward in his chair with an expression
 15 of extraordinary concentration upon his clear-cut, hawklike face. "State your case," said he, in **brisk**, business **tones**.

I felt that my position was an embarrassing one. "You will, I am sure, excuse me," I said, rising from my chair.

To my surprise, the young lady held up her gloved hand to stop me. "If your friend," she said,
 20 "would be good enough to stay, he might be of help to me."

I returned to my chair.

"Briefly," she continued, "the facts are these. My father was an officer in an Indian regiment who

Vocabulary

expression: the look on someone's face that shows what they are thinking or feeling
tremble: to shake a little because you are cold, scared, nervous or excited

brisk: quick and with energy
tone: the quality, general feeling or style of a sound

sent me home when I was a child. My mother was dead, and I had no family in England. I was placed, however, in a comfortable boarding school in Edinburgh, and there I stayed until I was
25 seventeen years of age. In the year 1878, my father received twelve months' leave and came home. He sent me a message from London that he had arrived safe, and asked me to come down at once, giving the Langham Hotel as his address. His message, as I remember, was full of kindness and love. On reaching London, I drove to the Langham, and was told that Captain Morstan was staying there, but that he had gone out the night before and had not yet returned. I waited all day without
30 news of him. That night, on the advice of the manager of the hotel, I communicated with the police, and the next morning, we advertised in all the papers. However, from that day to this, no word has ever been heard of my father. He came home with his heart full of hope, to find some peace, some comfort, and instead—" She put her hand to her throat, and a choking cry cut short the sentence.

"The date?" asked Holmes, opening his notebook.

35 "He disappeared upon the 3rd of December, 1878 — nearly ten years ago."

"His luggage?"

"Remained at the hotel. There was nothing in it to suggest a **clue** — some clothes, some books, and a large number of items from the Andaman Islands. He had been one of the officers in charge of the men there."

40 "Had he any friends in town?"

"Only one that we know of — Major Sholto — of his own military unit. The major had retired some little time before, and lived at Upper Norwood. We communicated with him, of course, but he did not even know that his brother officer was in England."

"An interesting case," commented Holmes.

45 "I have not yet described to you the most interesting part. About six years ago—to be exact, upon the 4th of May, 1882 — an advertisement appeared in the Times asking for the address of Miss Mary Morstan and stating that it would be to her advantage to come forward. There was no name or address. I had, at that time, just entered the family of Mrs. Cecil Forrester as a tutor. By her advice, I published my address in the advertisement column. The same day, there arrived
50 through the post a small cardboard box addressed to me, which I found to contain a very large pearl. There was no letter. Since then, every year upon the same date, there has always appeared a similar box, containing a similar pearl, without any clue as to the sender. You can see for yourselves that they are very handsome." She opened a flat box as she spoke, and showed me six

Vocabulary

clue: a piece of information that helps solve a problem or answer a problem

of the finest pearls that I had ever seen.

55 "Your statement is most interesting," said Sherlock Holmes. "Has anything else happened?"

"Yes, and no later than today. That is why I have come to you. This morning, I received this letter, which you will perhaps read for yourself."

"Thank you," said Holmes. "The envelope too, please. Postmark, London, S.W. Date, July 7. Hum! Man's thumb-mark on corner — probably postman. Best quality paper. Envelopes at six pence

60 a packet. Particular man in his stationary. No address. 'Be at the third door from the left outside the Lyceum Theatre tonight at seven o'clock. If you are distrustful, bring two friends. You are a wronged woman, and shall have **justice**. Do not bring police. Your unknown friend.' Well, really, this is a very pretty little mystery. What will you do, Miss Morstan?"

"That is exactly what I want to ask you."

65 "Then we shall most certainly go. You and I and — yes, why, Dr. Watson is the very man. The writer says two friends. He and I have worked together before."

"But will you come?" she asked me.

"I should be proud and happy," said I, **eagerly**, "if I can be of any service."

70 "You are both very kind," she answered. "I have led a quiet life, and have no friends whom I could ask for help. Should I come here at 6 o'clock?"

"You must not be later," said Holmes. "There is one other point, however. Is this handwriting the same as that upon the pearl-box addresses?"

"I have them here," she answered, producing half a dozen pieces of paper.

75 "You are certainly a model **client**. Let us see, now." He spread out the papers upon the table, and glanced quickly from one to the other. "The person who wrote these papers tried to hide their true hand, except in the letter," he said, "but there can be no question as to the author. See the twirl of the final 's'. They are undoubtedly by the same person. I should not like to suggest false hopes, Miss Morstan, but is there any similarity between this handwriting and your father's?"

"Nothing could be more unlike."

80 "I expected to hear you say so. We shall look out for you, then, at six. Please let me keep the papers. *Au revoir*, then."

Vocabulary

justice: behaviour or treatment that is fair

eager: wanting to do something very much

client: someone who pays another for their services or help

"*Au revoir*," said our visitor, and, with a bright, kindly glance from one to the other of us, she picked up her pearl-box and hurried away. Standing at the window, I watched her walking quickly down the street, until the grey hat and white feather were but a speck in the sombre crowd.

85 "What a very nice woman!" I said, turning to my companion.

He had lit his pipe again, and was leaning back with his eyelids low over his eyes. "Is she?" he said, sleepily. "I did not observe."

"You really are a robot — a calculating-machine!" I cried. "There is something positively inhuman in you at times."

90 He smiled gently. "It is of the first importance," he said, "not to allow your judgment to be affected by personal qualities. A client is to me only a unit — a factor in a problem. The emotional qualities do not help one think clearly."

"In this case, however—"

"I never make exceptions. An **exception** disproves the rule. Have you ever studied character in
95 handwriting? What do you make of this person's writing?"

"It is clear and regular," I answered. "A man of business habits and strong character."

Holmes shook his head. "Look at his long letters," he said. "That 'd' might be an 'a', and that 'l' an 'e'. Men of business always **differentiate** their long letters, however badly they may write. I am going out now. I shall be back in an hour."

Vocabulary

exception: something that is not included in a set of rules

differentiate: to understand or see how two things are different from each other

Check your Understanding

- 1 What do we know about Miss Mary Morstan? Underline the details in Chapter 2 that help you visualise her appearance.
- 2 What can we infer about Mary's character? Complete the graphic organiser with information from the text about Mary and describe what it tells you about her character.

Information from Text	My Experience	Inference

- 3 Put the sentences in the correct order to make a summary of Chapter 2.
 - ___ Mary confirms that the handwriting in the letter and the notes is not her father's.
 - ___ Holmes and Watson agree to go with Mary to the Lyceum theatre that evening.
 - ___ Miss Mary Morstan comes to visit Sherlock Holmes and Dr. Watson.
 - ___ Mary tells Holmes and Watson that she began receiving pearls in the post about six years ago from an unknown person.
 - ___ Mary tells Holmes and Watson that her father disappeared nearly ten years ago
 - ___ Mary tells Holmes and Watson that her father had a friend called Major Sholto who lived near London.
 - ___ Holmes compares the handwriting in the letter Mary received today with that of the notes she received with the pearls and deduces that they are from the same person.
 - ___ Mary tells Holmes and Watson that she has received a letter today asking her to meet an unknown person at the Lyceum Theatre tonight at seven o'clock.

Chapter 3

In Search of a Solution

It was half-past five before Holmes returned. He was bright, eager, and full of energy — a mood which in his case could easily change to the blackest **depression**.

"There is no great mystery in this matter," he said, taking the cup of tea which I had poured for him. "There is only one explanation."

5 "What! you have solved it already?"

"Well, that would be too much to say. I have discovered a suggestive fact, that is all. It is, however, very suggestive. The details are still to be added. I have just found that Major Sholto, of Upper Norwood died upon the 28th of April, 1882."

"I may be very slow, Holmes, but I can't see what this suggests."

10 "No? You surprise me. Look at it in this way, then. Captain Morstan disappears. The only person in London who he could have visited is Major Sholto. Major Sholto says that he didn't know that he was in London. Four years later Sholto dies. Within a week of his death Captain Morstan's daughter receives a valuable present, which is repeated from year to year, and now she receives a letter which describes her as a wronged woman. What wrong can it mean
15 except this loss of her father? And why should the presents begin immediately after Sholto's death, unless it is that Sholto's son or **heir** knows something about the mystery and wants to make it right? Do you have another explanation?"

"But it's all so strange! And why pearls? Why, too, should he write a letter now, rather than six years ago? Again, the letter speaks of giving her justice. What justice can she have? It is very

20 unlikely that her father is still alive. There is no other injustice in her case that you know of."
"There are difficulties; there are certainly difficulties," said Sherlock Holmes, thoughtfully. "But our meeting tonight will solve them all. Ah, here is a **carriage**, and Miss Morstan is inside. Are you all ready? Then we had better go down, for it is a little past six."

Vocabulary

depression: a state of feeling very unhappy, worried and nervous

heir: someone who legally receives property, money or titles when someone dies

carriage: a vehicle with four wheels that is pulled by animals, such as horses and was used more in the past

I picked up my hat and my heaviest stick, but I observed that Holmes took his gun from his drawer and slipped it into his pocket. It was clear that he thought that our night's work might be a serious one.

Miss Morstan was wearing a dark **cloak**, and her gentle face was calm, but pale. She must have been worried about tonight's meeting, yet her self-control was perfect, and she answered the few extra questions which Sherlock Holmes asked her.

"Major Sholto was a very particular friend of papa's," she said. "He and papa were in **command** of the men at the Andaman Islands, so they were together a lot. By the way, a paper was found in papa's desk which no one could understand. I'm not sure it will be of any importance, but I thought you might like to see it, so I brought it with me. It is here."

Holmes unfolded the paper carefully and smoothed it out upon his knee. He then very methodically studied it all over with his magnifying glass.

"The paper is from India," he commented. "It has at some time been pinned to a board. The diagram looks like a plan of part of a large building with halls and **passages**. At one point is a small cross in red ink, and above it is '3.37 from left,' written in pencil. In the left-hand corner is a strange **symbol** like four crosses in a line with their arms touching. Beside it is written, in very rough letters, 'The sign of the four, — Jonathan Small, Mahomet Singh, Abdullah Khan, Dost Akbar.' No, I do not see how this connects to the mystery. Yet it is clearly a document of importance. It has been kept carefully in a pocket-book; for the one side is as clean as the other."

We found it in his pocket-book."

"Keep it safe, then, Miss Morstan, for it may be useful to us. I begin to think that this case may be much deeper than I first thought." He leaned back in the cab, and I could see that he was thinking carefully. Miss Morstan and I chatted quietly about our coming meeting and its possible result, but our friend was quiet and thoughtful until the end of our journey.

It was a September evening, and not yet seven o'clock, but a thick fog lay low upon the great city. Dirt-coloured clouds drooped sadly over the wet, brown streets. Down the Strand, the lamps threw misty spots of light upon the wet pavement and across the crowded streets. There was, to my mind, something ghost-like in the faces which moved across these narrow bars of light — sad faces and glad, tired and happy. Like all human kind, they moved from the **gloom** into the light, and so back into the gloom once more. The dull, heavy evening, with the strange business we were going out to

Vocabulary

cloak: an outer piece of clothing that is like a coat without sleeves

command: to give an order; to have control over someone or something

passages: a long, narrow part of a building

that has rooms on either side

symbol: a sign, shape or object that is used to represent something else

gloom: nearly dark or difficult to see well

do, made me nervous and depressed. I could see from Miss Morstan's face that she felt the same.

- 55 Holmes alone seemed unaffected by the atmosphere. He held his open notebook upon his knee, and from time to time he wrote down figures and notes in the light of his pocket-light.

At the Lyceum Theatre, the crowds were already thick at the side-entrances. In front, a continuous stream of cabs and carriages were rattling up, with men and women in evening dress. We had hardly reached the third door, which was the meeting point, before a small, dark, man

- 60 dressed as a coachman spoke to us.

"Are you the people who come with Miss Morstan?" he asked.

"I am Miss Morstan, and these two gentlemen are my friends," said she.

He focused his questioning eyes upon us. "You will excuse me, miss," he said, "but I was to ask you to give me your word that neither of your companions is a police-officer."

- 65 "I give you my word on that," she answered.

He gave a sharp whistle, on which a cab approached. The man who had spoken to us climbed up to the box, while we took our places inside. We had hardly done so before the driver whipped up his horse, and we drove off at a furious **pace** through the foggy streets.

The situation was a strange one. We were driving to an unknown place, on an unknown mission.

- 70 Yet our invitation was either a trick, or something very important. Miss Morstan was as calm and collected as ever. I tried to cheer and amuse her by stories of my adventures in Afghanistan; but, to tell the truth, I was myself so excited at our situation and so curious as to our destination that my stories were slightly mixed up. To this day, she tells me that I told her one story as to how a gun looked into my tent in the dead of night, and how I fired a tiger cub at it. At first, I had some idea
75 of the direction in which we were driving; but soon, I knew nothing, except that we seemed to be going a very long way. Sherlock Holmes; however, quietly named the streets as the cab rattled through squares and in and out of by-streets.

"Rochester Row," said he. "Now, Vincent Square. Now, we come out on the Vauxhall Bridge Road.

- 80 We are going to the Surrey side, it seems. Yes, I thought so. Now, we are on the bridge. You can catch **glimpses** of the river."

We did indeed get a quick view of a part of the Thames with the lamps shining upon the broad, silent water; but our cab drove on, and was soon in a maze of streets upon the other side.

Vocabulary

pace: the speed at which something moves

glimpse: to see something for a short time or see only a part of it

"Wordsworth Road," said my companion. "Priory Road. Lark Hall Lane. Stockwell Place. Robert Street. Cold Harbor Lane. Our mission does not seem to take us to very fashionable areas."

- 85 We had, indeed, reached an interesting neighborhood. Long lines of dull brick houses followed by rows of two-storied villas each with a small garden at the front, and then again lines of new plain, brick buildings — the monster arms which the giant city was throwing out into the country. At last, the cab drew up at the third house in a new row. No-one seemed to live in any of the other houses, and the house we stopped at was as dark as its neighbors, except for a single light
- 90 in the kitchen window. On our knocking, however, the door was immediately opened by a **servant** wearing white loose-fitting clothes and a yellow belt. There was something strange in this figure framed in the commonplace doorway of a third-rate house.

"The **master** is waiting for you," said he, and even as he spoke there came a high piping voice from some inner room. "Show them in to me," it cried. "Show them straight in to me."

Vocabulary

servant: a person who is employed in another person's house

master: a person who employs a servant

Check your Understanding

1 Tick the locations where the action takes place in Chapter 3.

- | | |
|---|---|
| <input type="checkbox"/> Sherlock Holmes' living room | <input type="checkbox"/> The Lyceum Theatre |
| <input type="checkbox"/> The Andaman Islands | <input type="checkbox"/> a cab |
| <input type="checkbox"/> a carriage | <input type="checkbox"/> The River Thames |
| <input type="checkbox"/> Mary Morstan's home | <input type="checkbox"/> a third-rate house |
| <input type="checkbox"/> India | |

2 Put the sentences in the correct order to make a summary of Chapter 3.

- ___ Sherlock Holmes, Dr. Watson and Mary Morstan get into the coachman's cab and travel to a different part of London.
- ___ Sherlock Holmes explains why he believes there is a connection between Captain Morstan's disappearance and Major Sholto.
- ___ Sherlock Holmes returns home and speaks to Dr. Watson about his theory.
- ___ Sherlock Holmes, Dr. Watson and Mary Morstan arrive at a third-rate house in a dark neighbourhood.
- ___ Sherlock Holmes states that he believes the mystery will be solved in the meeting this evening.
- ___ Miss Mary Morstan gives Sherlock Holmes a paper from her father's desk.
- ___ Sherlock Holmes, Dr. Watson and Mary Morstan drive to the Lyceum Theatre.
- ___ A coachman meets Holmes, Watson and Mary at the theatre.

3 Which characters are lost as the cab travels from the Lyceum Theatre through London? Circle yes (Y), no (N) or not given (NG) for each character.

Sherlock Holmes	Y / N / NG
Dr. Watson	Y / N / NG
Mary Morstan	Y / N / NG

4 Where appropriate, underline in the text where you got the evidence for your answer to the previous question.

5 Are you surprised by the answer to question 3? Why or why not?

Chapter 4

The Story of the Bald-Headed Man

We followed the Indian man down a common hallway, poorly lit and badly **furnished**, until he came to a door upon the right, which he opened. Bright yellow light streamed out upon us, and in the centre of the room there stood a small man with a very high head, short, stiff red hair all round the edge of it, and bald and shining skin in the middle. He rubbed his hands together as he stood,
 5 and his face was always changing, now smiling, now **scowling**, but never for a moment was it relaxed. Nature had given him yellow and irregular teeth, which he tried to cover by passing his hand over the lower part of his face. Although he was bald, he seemed to be young. In fact, he had just turned thirty years old.

"Your servant, Miss Morstan," he kept repeating, in a thin, high voice. "Your servant, gentlemen.
 10 Please step inside. A small place, miss, but furnished to my own liking. An **oasis** of art in the desert of South London."

We were all surprised by the appearance of the apartment into which he invited us. In that sorry house, it looked as out of place as a diamond in a setting of iron. The richest of curtains hung on the walls, there were paintings and vases. The carpet was a rich orange and black, so soft and so thick
 15 that the foot sank pleasantly into it. Two great tiger-skins thrown across it increased the suggestion of luxury. A lamp shaped like a silver dove was hung from an almost invisible golden wire in the centre of the room. As it burned it filled the air with a light and aromatic **odour**.

"Mr. Thaddeus Sholto," said the little man. "That is my name. You are Miss Morstan, of course. And these gentlemen—"

20 "This is Mr. Sherlock Holmes, and this is Dr. Watson."

"A doctor, eh?" he cried excitedly. "Do you have your **stethoscope**? I have doubts about my heart; I should value your opinion. You will excuse me, Miss Morstan, I have long been worried about my heart. Had your father, Miss Morstan, taken more care with his heart, he might have

Vocabulary

furnished: a place that has furniture in it or furniture of a particular type
scowl: to look at someone or something with a very annoyed or angry expression on your face

oasis: a calm, pleasant place in the middle of somewhere that is not calm or pleasant
odour: a smell
stethoscope: a piece of medical equipment that doctors use to listen to your heart or lungs

been alive now."

- 25 I could have hit the man across the face, so angry was I at this unfeeling way of mentioning such an upsetting matter. Miss Morstan sat down, and her face grew white to the lips. "I knew in my heart that he was dead," said she.

"I can give you all the information," said he. "It must take some time, however, for we shall certainly have to go to Norwood and see Brother Bartholomew. He is very angry with me for doing
30 this. You cannot imagine what a terrible man he is when he is angry."

"If we are to go to Norwood, it would perhaps be better to go at once," I suggested.

"That would hardly do," he cried. "I must prepare you first. In the first place, I must tell you that there are several facts in the story of which I do not know. I can only tell you what I know myself.

- "My father was, as you may have guessed, Major John Sholto, once of the Indian Army. He retired
35 about eleven years ago, and came to live at Pondicherry Lodge in Upper Norwood. He had brought back with him a large sum of money, a collection of valuable items, and a staff of servants. With these advantages, he bought himself a house, and lived in great luxury. My twin-brother Bartholomew and I were the only children.

- "I remember the disappearance of Captain Morstan very well. We read the details in the papers,
40 and, knowing that he had been a friend of our father's, we discussed the case freely around him. He used to join in our discussions about what could have happened. We never thought that he knew the whole secret — that he alone knew what happened to Arthur Morstan.

- "We did know, however, that some mystery — some danger — was hanging over our father. He was very fearful of going out alone, and he always employed two prize-fighters to work at
45 Pondicherry Lodge. Our father would never tell us what he was scared of, but he was definitely frightened of men with wooden legs, and events have since explained why.

- "Early in 1882, my father received a letter from India which was a great shock to him. He nearly **fainted** at the breakfast table when he opened it, and from that day he sickened to his death. What was in the letter we could never find out. At the end of April, we were told that he was going to die,
50 and that he wished to speak to us.

"When we entered his room, he was in bed and breathing heavily. He asked us to lock the door and to come stand by the bed. Then, holding our hands, he told us an amazing story, in a voice which was broken by emotion and pain. I shall try to repeat it to you in his own words.

Vocabulary

faint: to feel weak and fall unconscious

"I have only one thing," he said, "which weighs upon my mind at this moment. It is poor Morstan's orphan. My **greed** has made me keep the **treasure**, half of which should have been hers. Look at that necklace with pearls on the table. I got it out to send it to her, and I still could not do it. You, my sons, will give her a fair share of the treasure. But send her nothing—not even the necklace—until I am gone.

"I will tell you how Morstan died," he continued. "He had suffered for years from a weak heart, but he hid it from everyone. I alone knew it. When in India, he and I came into possession of a large treasure. I brought it over to England, and on the night of Morstan's arrival, he came straight over here for his share. Morstan and I did not agree on how the treasure should be split, and we argued. Morstan had jumped out of his chair in anger, when he suddenly pressed his hand to his side. His face turned red and he fell backwards, cutting his head against the corner of the treasure chest. When I looked down at him, I found, to my horror, that he was dead.

"For a long time, I didn't know what to do. My first thought was, of course, to call for help; but I knew that people would think I killed him. His death at the moment of an argument, and the cut in his head, would be black against me. Again, an official inquiry would bring out some facts about the treasure, which I wanted to keep secret. He had told me that no one else knew where he had gone. There seemed to be no reason why anyone should ever know.

"I was still thinking over the matter, when, looking up, I saw my servant, Lal Chowdar, in the doorway. He came in and locked the door behind him. "Do not fear," he said. "No one needs to know that you have killed him. I heard your argument, and I heard the blow. But I will not say a word about it. Everyone is asleep in the house. Let us hide him away together." That was enough for me to decide what to do. If my own servant could not believe I was **innocent**, how could I hope to persuade anyone else? Lal Chowdar and I moved the body that night, and within a few days the London papers reported the mysterious disappearance of Captain Morstan. You will see from what I say that I cannot be blamed in the matter. My only mistake is that I hid the body and treasure, and that I have kept Morstan's share. Therefore, I want you to give the orphan her share. Put your ears to my mouth. The treasure is hidden in—" At this moment a horrible change came over his face; his eyes stared wildly, his mouth dropped open, and he yelled, in a voice which I can never forget, "Keep him out! Keep him out!" We both stared round at the window behind us which was where he was looking. A face was looking in at us out of the darkness. We could see the whitening of the nose where it was pressed against the glass. It was a bearded, hairy face, with wild cruel eyes. My brother and I ran towards the window, but the man was gone. When we returned to

Vocabulary

orphan: a child whose parents are both dead

greed: a very strong wish to get more of something, usually money

treasure: very valuable or expensive things,

especially precious stones, metals and money

innocent: to not be guilty of a particular crime

my father, his head had dropped and his heart had stopped beating.

"We searched the garden that night, but did not find the man. We did, however, find a single footprint in the flower-bed just under the window. Then, the window of my father's room was found open in the morning, his cupboards and boxes had been searched through, and upon his chest was fixed a torn piece of paper, with the words 'The sign of the four' written across it. What those words meant, or who our secret visitor may have been, we never knew. As far as we can guess, none of my father's property had actually been stolen. The reason for this is still a complete mystery to us."

The little man stopped and looked at us thoughtfully for a few moments. We had all sat listening to his extraordinary story. At the short account of her father's death, Miss Morstan had turned deadly white, and for a moment I thought that she was about to faint. She was better however, after drinking a glass of water which I quietly poured out for her. Sherlock Holmes leaned back in his chair with his lids low over his thoughtful eyes. Mr. Thaddeus Sholto seemed proud of the effect his story had had on us.

"My brother and I," said he, "were very excited about the treasure which my father had spoken of. For weeks and for months, we dug in every part of the garden, without finding it. It was **frustrating** to think that the hiding-place was on our father's lips at the moment he died. We could guess the value of the missing riches by the necklace he had taken out. My brother Bartholomew and I discussed this necklace. The pearls were clearly very expensive, and he wanted to keep them, for my brother was greedy like my father. He thought, too, that if we gave Morstan's orphan the necklace, people might talk of the treasure. So, I could only persuade him to let me find Miss Morstan's address and send her a pearl each year."

"It was a kind thought," said our companion. "It was extremely good of you."

The little man waved his hand. "We had plenty of money ourselves," he said. "I did not need more. However, Brother Bartholomew thought differently. So, I thought it best to move to a different home and left Pondicherry Lodge. Yesterday, however, I learned that the treasure had been discovered. I immediately sent my letter to Miss Morstan, and now, we only need to drive out to Norwood and demand our share. I explained my views last night to Brother Bartholomew: so we shall be expected, if not welcome, visitors."

Mr. Thaddeus Sholto stopped, and sat trembling on his **luxurious** sofa. We all remained silent, with

Vocabulary

frustrating: feeling annoyed because you can't achieve what you want to

our thoughts upon this new development in the mysterious business. Holmes was the first to spring to his feet.

"You have done well, sir, from first to last," said he. "It is possible that we may be able to help you in return by throwing some light upon that which is still dark to you. But, as Miss Morstan
120 commented just now, it is late, and we had better begin our journey to Norwood without delay."

Our cab was waiting for us outside, and our programme was clearly prearranged, for the driver started off at once at a fast pace. Thaddeus Sholto talked continuously, in a voice which rose high above the rattle of the wheels.

"Bartholomew is a clever man," said he. "How do you think he found out where the treasure was?
125 He had come to the conclusion that it was somewhere indoors: so he made measurements everywhere. He found that the height of the building was seventy-four feet, but on adding together the heights of all the separate rooms, the total was no more than seventy feet. There were four feet missing. These could only be at the top of the building. He knocked a hole, therefore, in the ceiling of the highest room, and there he found another little room above it. In the centre stood the
130 treasure-chest. He moved it through the hole, and there it lies. He has calculated the value of the jewels at not less than half a million."

At the mention of this huge sum we all stared at one another open-eyed. Miss Morstan would change from a poor tutor to the richest woman in England. We sat listening to our companion until we arrived at our destination.

135 "This, Miss Morstan, is Pondicherry Lodge," said Mr. Thaddeus Sholto, as the driver opened the door.

Vocabulary

luxurious: very comfortable and expensive



Check your Understanding

- 1 Who do Sherlock Holmes, Dr. Watson and Mary Morstan meet in the house at the beginning of the chapter?

- 2 What role does this person have in relation to the mystery of Captain Morstan's disappearance? What do they know?

- 3 Do you like the character of Thaddeus Sholto? Why or why not?

- 4 Put the sentences in the correct order to make a summary of Chapter 4.

- ___ Thaddeus says that his father died after seeing "a bearded, hairy face, with wild cruel eyes" at the window before he could tell them where the treasure was hidden.
- ___ Sherlock Holmes, Dr. Watson, Mary Morstan and Thaddeus Sholto travel to Pondicherry Lodge, the Sholto's family home.
- ___ Thaddeus says that Major Sholto told him and his brother that Captain Morstan died when they argued about the treasure.
- ___ Thaddeus tells Holmes, Dr. Watson and Mary that his father received a letter from India that made him very ill.
- ___ Thaddeus says that he persuaded his brother Bartholomew to send Mary a pearl each year from the necklace their father wanted to give to her.
- ___ Sherlock Holmes, Dr. Watson and Mary Morstan meet Thaddeus Sholto, one of two sons of Major Sholto's.
- ___ Thaddeus tells Holmes, Dr. Watson and Mary that his father retired eleven years ago and was very wealthy, but lived in fear.
- ___ Thaddeus tells Holmes, Dr. Watson and Mary that his father told him and his brother that half of the treasure should go to Mary Morstan.
- ___ Thaddeus tells Holmes, Dr. Watson and Mary that his brother Bartholomew has found the treasure.

Chapter 5

The Tragedy of Pondicherry Lodge

It was nearly eleven o'clock when we reached this final stage of our night's adventures. We had left the damp fog of the great city behind us, and the night was fairly fine. A warm wind blew and heavy clouds moved slowly across the sky. It was clear enough to see for some distance, but Thaddeus Sholto took down one of the side-lamps from the carriage to give us a better light upon our way.

- 5 Pondicherry Lodge stood in its own grounds, and had a very high stone wall with broken glass along the top. A single narrow iron door was the only way to enter. On this, our guide knocked.

"Who is there?" cried a deep voice from within.

"It is I, McMurdo. You must know my knock by this time."

- 10 There was a **grumbling** sound and a clanking and jarring of keys. The door swung heavily back, and a short, strong-looking man stood in the opening, with the yellow light of the **lantern** shining upon his face and twinkling distrustful eyes.

"That you, Mr. Thaddeus? But who are the others? I had no orders about them from the master."

"No, McMurdo? You surprise me! I told my brother last night that I should bring some friends."

- 15 "He hasn't been out of his room today, Mr. Thaddeus, and I have no orders. I can let you in, but your friends must just stop where they are. They may be friends of yours, and yet no friends of the master's. He pays me well to do my duty, and my duty I'll do. I don't know none of your friends."

"Oh, yes you do, McMurdo," cried Sherlock Holmes, stepping forward.

- 20 "Not Mr. Sherlock Holmes!" shouted the prize-fighter. "How did I not recognise you? In you come, sir, in you come — you and your friends," he answered. "Very sorry, Mr. Thaddeus, but orders are very strict. Had to be certain of your friends before I let them in."

Inside, there was a stone path that snaked around the gardens and led to a huge, square house, all in shadow except for a moonbeam that shone on one high window. The huge size of the building,

Vocabulary

grumble: to complain in an annoyed way

lantern: a light inside a container with a handle

with its gloom and its deathly silence, sent a cold chill to the heart. Even Thaddeus Sholto seemed nervous, and the lantern shook and rattled in his hand.

- 25 "I cannot understand it," he said. "There must be some mistake. I told Bartholomew that we should be here, and yet there is no light in his window. That is Bartholomew's window up there where the moonshine strikes. It is quite bright, but there is no light from within, I think."

"None," said Holmes. "But I see the glint of a light in that little window beside the door."

- 30 "Ah, that is the **housekeeper's** room. That is where old Mrs. Bernstone sits. She can tell us all about it. But perhaps you could wait here for a minute or two, for if we all go in together and she has no word of our coming she may be alarmed." He hurried for the door, and knocked. We could see a tall old woman open the door and seem very pleased to see him.

"Oh, Mr. Thaddeus, sir, I am so glad you have come! I am so glad you have come, Mr. Thaddeus, sir!" We heard her repeating until the door was closed and her voice died away.

- 35 Our guide had left us the lantern. Holmes swung it slowly round, and looked keenly at the house, and at the great piles of rubbish which littered the gardens.

"These are the results of the treasure seekers," said Holmes. "You must remember that they were six years looking for it. No wonder that the grounds look like a **gravel pit**."

- 40 At that moment, the door of the house burst open, and Thaddeus Sholto came running out, with his hands thrown forward and fear in his eyes.

"There is something wrong with Bartholomew!" he cried. "I am frightened!" He was half crying with fear, and his twitching face **peeping** out from his great top-coat with the helpless expression of a terrified child.

"Come into the house," said Holmes, in his crisp, firm way.

- 45 "Yes, do!" begged Thaddeus Sholto. "I really do not feel able to give instructions."

We all followed him into the housekeeper's room. The old woman was walking up and down with a scared look. "Master has locked himself in and will not answer me," she explained. "All day I have waited to hear from him, for he often likes to be alone; but an hour ago, I feared that something was wrong, so I went up and peeped through the keyhole. You must go up, Mr.

- 50 Thaddeus — you must go up and look for yourself. I have seen Mr. Bartholomew Sholto in joy and in sadness for ten long years, but I never saw him with such a face on him as that."

Vocabulary

housekeeper: someone who is employed to look after someone's home
gravel pit: a place where gravel (small stones usually mixed with sand) are dug out of the

ground
peep: to look through, over or around something for a short time, often secretly

Sherlock Holmes took the lamp and led the way. Miss Morstan remained behind with the frightened housekeeper. The third flight of stairs ended in a straight passage and three doors upon the left. Holmes knocked on the third door without receiving any answer, and then tried to turn
 55 the handle and force it open. It was locked on the inside, however. Sherlock Holmes bent down to the keyhole, and immediately rose again with a sharp intake of the breath.

"There is something awful in this, Watson," said he, with more feeling than I had ever before seen in him. "What do you make of it?"

I bent down to the hole, and looked away in horror. Looking straight at me, lit by the moonlight
 60 streaming through the window, there was a face — the very face of our companion Thaddeus. There was the same high, shining head, the same circle of red hair, the same pale face. But, there was a horrible smile fixed upon it. So like was the face to that of our little friend that I looked round at him to make sure that he was indeed with us. Then I remembered that he had mentioned to us that his brother and he were twins.

65 "This is terrible!" I said to Holmes. "What is to be done?"

"The door must come down," he answered, and, jumping against it, he put all his weight upon the lock. It creaked and **groaned**, but did not give. Together we threw ourselves upon it once more, and this time the door opened with a sudden snap, and we found ourselves within Bartholomew Sholto's room.

70 Inside, it looked like a chemical laboratory. A double line of glass bottles was upon the wall opposite the door, and the table was covered with Bunsen burners and test tubes. One of the bottles had leaked a stream of dark-coloured liquid on to the floor, and the air was heavy with a strong, unpleasant odour. A ladder stood at one side of the room, and above it there was an opening in the ceiling large enough for a man to pass through. At the foot of the steps was a long rope.

75 By the table, in a wooden armchair, the master of the house was seated with his head upon his left shoulder, and that horrible smile upon his face. He was stiff and cold, and had clearly been dead many hours. By his hand upon the table, there was a strange instrument — a brown stick, with a stone head like a hammer. Beside it was a torn sheet of notepaper with some words **scribbled** upon it. Holmes glanced at it, and then passed it to me.

80 "You see," he said, raising his eyebrows.

In the light of the lantern I read, with horror, "The sign of the four."

Vocabulary

groan: a deep, long sound showing great pain or unhappiness

scribble: to write something carelessly or quickly

"What does it all mean?" I asked.

"It means murder," said he, leaning over the dead man. "Ah, I expected it. Look here!" He pointed to what looked like a long, dark thorn stuck in the skin just above the ear.

85 "It looks like a **thorn**," said I.

"It is a thorn. You may pick it out. But be careful, for it is **poisoned**."

I picked it up between my finger and thumb. It came away from the skin leaving hardly any mark behind. One tiny spot of blood showed where the thorn had been.

"This is all a mystery to me," said I. "It grows darker instead of clearer."

90 "On the contrary," he answered, "it clears every instant. I only require a few missing links to have a completely connected case."

We had almost forgotten our companion's presence since we entered the room. He was still standing in the doorway, the very picture of terror, **wringing** his hands and **moaning** to himself. Suddenly, however, he broke out into a sharp cry.

95 "The treasure is gone!" he said. "They have robbed him of the treasure! There is the hole through which we lowered it. I helped him to do it! I was the last person who saw him! I left him here last night, and I heard him lock the door as I came downstairs."

"What time was that?"

100 "It was ten o'clock. And now he is dead, and the police will be called in, and they will think it was me. Oh, yes, I am sure they will. But you don't think so, gentlemen? Surely you don't think that it was I? Is it likely that I would have brought you here if it were I? Oh, dear! oh, dear! I know that I shall go mad!" He threw up his arms and stamped his feet.

"You have no reason for fear, Mr. Sholto," said Holmes, kindly, putting his hand upon his shoulder.

105 "Take my advice, and drive down to the station to report this matter to the police. Offer to assist them in every way. We shall wait here until your return."

The little man obeyed and we heard him **stumbling** down the stairs in the dark.

Vocabulary

thorn: a short, sharp point on the stem or part of a plant

poison: to give a person or an animal a chemical or substance that kills or harms them

wring: to hold something tightly and twist

it with both hands by turning your hands in opposite directions

moan: to make a long, low sound of pain

stumble: to walk in a way that does not seem controlled or as if you are about to fall down

Check your Understanding

1 Where is the action of Chapter 5 taking place?

2 What time of day is it?

3 Why is Thaddeus Sholto scared at the end of the chapter?

4 Underline in the text where you got the evidence for your answer to the previous question.

5 Write a short summary of the events of Chapter 5.

Extra 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."

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.

"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.

"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 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 waters that he must eat Man, and on our ground too!"

Vocabulary

cubs: a young animal, such as a lion, bear or wolf

bushy: said of 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 you can't win

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

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 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."

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 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.

"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 choose."

The tiger's roar filled the cave with thunder. Mother Wolf stood up quickly and jumped forward. 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

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

up against Mother Wolf. He knew that she would fight to the death. So, he backed out of the cave 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 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.

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 grey **Lone** Wolf, who led all the Pack by strength and intelligence, was laying down on his rock, and 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."

Now, the Law of the Jungle says that if there is any disagreement for a cub to be accepted by the Pack,

Vocabulary

panting: to breathe quickly and loudly through your mouth, generally because you are out of breath

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

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 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 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?"

"Good! Good!" said the young wolves, who are always hungry. "Listen to Bagheera. The cub can be 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."

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.

"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."

And that is how Mowgli joined the Seeonee Wolf Pack for the price of a bull and on Baloo's good word.

Vocabulary

dishonor: a feeling of embarrassment or loss of people's respect

wise: said of someone who is able to make good judgments, usually based on life experience

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 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 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."

"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 '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 he can

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

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!"

"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."

"You know a little, but not much. See, Bagheera, they never thank their teacher. Not one small wolfing 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.

"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 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.

"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?"

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 grey 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.

"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."

"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 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.

"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 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

Vocabulary

pity: a feeling of sympathy for someone else's unhappiness

outcasts: people who are not accepted in their society because the society will not accept them

from the wind. If they caught him, they could make him teach them.

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 again.

Vocabulary

envy: a negative feeling when you wish that you had something that another person has

ashamed: feeling guilty or embarrassed about one's actions

Chapter 4

Monkey Business

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 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 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."

"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.

"Why did you not warn the man-cub?" he roared to poor Baloo.

"We may catch them yet!" Baloo panted.

"Not at that speed! Sit still and think! Make a plan. This is no time for chasing. They may drop him if

Vocabulary

swash: a feeling of embarrassment or loss of people's respect

prisoner: to catch and keep someone so that they

furious: extremely angry

we follow too close.”

“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.”

“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.

“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.

“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.

“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.”

“The Monkey-People have moved,” he said quietly. “When I came up into the sun today I heard them

Vocabulary

curl (up): to sit or lie on the ground with one’s arms and legs close to one’s body

poisonous: a substance that can cause illness or death if taken into the body

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."

"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.

"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.

"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 had been taken.

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 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.

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

"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 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.

"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!"

A group of monkeys started biting, scratching, tearing, and pulling Bagheera, while five or six held 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."

"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 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 follow.

Vocabulary

slither: to move easily across a surface like a snake

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."

"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 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.

"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."

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.

Chapter 5

Red Flower

Part 1

Eleven whole years passed and Mowgli lived a wonderful life among the wolves. He grew up with the cubs, and Father Wolf taught him his business, and the meaning of things in the jungle. When he was not learning, he sat out in the sun and slept, and ate and went to sleep again. When he felt dirty or hot he swam in the forest pools; and when he wanted honey (Baloo told him that honey and nuts were just as pleasant to eat as raw meat) he climbed up for it. Bagheera showed him how.

He took his place at the Council Rock, too, when the Pack met. It was there he discovered that if he stared at any wolf, the wolf would drop his eyes, and so he used to stare for fun. At other times, he would pick the long **thorns** out of the furs of his friends. The wolves **suffer** terribly from thorns in their coats. He would go down the hillside into the lands by night, and look very curiously at the villagers in their huts. He did not trust humans because once Bagheera had showed him a square box with a drop gate so cleverly hidden in the jungle that he nearly walked into it. He told him that it was a trap.

He loved to go with Bagheera into the dark warm heart of the forest, to sleep all through the **drowsy** day, and at night see how Bagheera did his hunting. Bagheera hunted right and left, whenever he felt hungry. So did Mowgli, with one exception. As soon as he was old enough to understand things, Bagheera told him that he must never touch cattle because he had been bought into the Pack at the price of a bull's life. "All the jungle is yours," said Bagheera, "but for the sake of the bull that bought you, you must never kill or eat any cattle. That is the Law of the Jungle." Mowgli **obeyed** this law.

He grew strong as a boy must grow who does not know that he is learning any lessons, and who has nothing in the world to think about except things to eat.

Mother Wolf told him once or twice that Shere Khan was not a creature to be trusted, and that someday he must kill Shere Khan. Although a young wolf would have remembered that advice every hour, Mowgli forgot it because he was only a boy.

Vocabulary

thorns: a small, sharp pointed growth on the stem of a plant or flower

suffer: to experience pain or something unpleasant

drowsy: feeling sleepy and not being entirely awake or alert

obey: to follow laws or rules

Shere Khan was always crossing his path in the jungle. As Akela grew older and weaker the tiger had become great friends with the younger wolves of the Pack. They followed him for everywhere looking for **scraps**. Then Shere Khan would talk to them about how they were being led by a dying wolf, Akela, and a man cub, Mowgli. "They tell me," Shere Khan would say, "that at Council you are scared to look him between the eyes." And the young wolves would growl. They began to dislike Mowgli because of the horrible things Shere Khan would say.

Bagheera, who had eyes and ears everywhere, knew about this. He told Mowgli that Shere Khan would kill him some day. Mowgli would laugh and answer: "I have the Pack and I have you; and Baloo, even though he is so lazy, he will fight for me. Why should I be afraid?"

It was a very warm day when something came to Bagheera's mind from something that he had heard. Perhaps Ikki the Porcupine had told him. He said to Mowgli when they were deep in the jungle and Mowgli was laying his head on his beautiful black fur, "Little Brother, how many times have I told you that Shere Khan is the **enemy**?"

"As many times, as there are nuts on that tree," said Mowgli, who, naturally, could not count. "Why do you ask? I am sleepy, Bagheera, and Shere Khan is all talk, like Mao the Peacock."

"But this is no time for sleeping. Baloo knows it; I know it; the Pack know it; and even the foolish, **foolish** deer know. Tabaqui has told you too."

"Ho! Ho!" said Mowgli. "Tabaqui came to me the other day saying that I am just a man's cub and not good enough to do jungle work. But I caught Tabaqui by the tail and swung him twice against a palm-tree to teach him better **manners**."

"That was not a good idea. Even though Tabaqui is a mischief-maker, he would have told you something important. Open those eyes, Little Brother. Shere Khan will not kill you in the jungle. Remember, Akela is very old, and soon the day will come where he cannot hunt any longer and will not be the leader anymore. Many of the wolves that agreed to keep you in the Council are old too. The young wolves believe, as Shere Khan has taught them, that a man-cub has no place with the Pack. You will be a man soon."

"And what kind of man does not run with his brothers?" said Mowgli. "I was born in the jungle. I have obeyed the Law of the Jungle, and there is no wolf from whose paws I have not pulled a thorn. Surely they are my brothers!"

Bagheera stretched himself at full length and half shut his eyes. "Little Brother, feel under my jaw."

Mowgli put up his strong brown hand, and just under Bagheera's silky chin, where the giant muscles were all hidden by the glossy hair, he found a little bald spot.

"There is no one in the jungle who knows that I, Bagheera, carry that mark. The mark of the **collar**; and yet, Little

Vocabulary

scraps: small pieces of food that are left over and are usually thrown away
enemy: someone who is not a friend and tries to do bad things
foolish: not wise, stupid or silly; showing bad

judgment
manners: polite behaviour that is respectful to others in social situations
collar: a leather or metal strap around the neck of an animal

Brother, I was born among men, and it was among men that my mother died, in the cages of the king's palace at Oodeypore. It was because of this that I paid the price for you at the Council when you were a little cub. I had never seen the jungle. They fed me behind bars from an iron pan. One night I felt that I was Bagheera the Panther. I am not a man's toy. So I broke the silly lock with one knock of my paw and ran away. And because I had learned the ways of humans, I became more feared in the jungle than Shere Khan."

"Yes," said Mowgli, "all the jungle fear Bagheera, all except Mowgli."

"Oh, you are a man's cub," said the Black Panther very softly. "Even I returned to my jungle, you must also go back to the humans, if you are not killed in the Council."

"But why...but why should anyone want to kill me?" said Mowgli.

"Look at me," said Bagheera. And Mowgli looked at him firmly between the eyes. The big panther turned his head away for half a minute.

"That is why," he said. "Not even I can look at you between the eyes, and I was born among men, and I love you, Little Brother. The others hate you because their eyes cannot meet yours. You are wise, you can pull out thorns from their feet, because you are a man."

"I did not know these things," said Mowgli sadly.

"It is in my heart that when Akela misses his next kill, the Pack will turn against him and against you. They will hold a jungle Council at the Rock, and then...and then...I have it!" said Bagheera, leaping up. "Go down quickly to the human's huts in the valley, and take some of the Red Flower that they grow there. So that when the time comes you may have an even stronger friend than Baloo or me and those in the Pack that love you. Get the Red Flower."

By Red Flower Bagheera meant fire. No creature in the jungle will call fire by its proper name. Every beast fears it, and invents a hundred ways of describing it.

"The Red Flower?" said Mowgli. "That grows outside their huts at night time? I will get some."

"Remember that it grows in little pots. Get one quickly, and keep it by you for your time of need." Said Bagheera.

"Good!" said Mowgli. "I will go. But are you sure. Oh my Bagheera", he slipped his arm around his neck and looked deep into the big eyes. "Are you sure that all this is Shere Khan's doing?"

"By the Broken Lock that freed me, I am sure, Little Brother."

"Then, by the bull that bought me, I will make sure Shere Khan pays for this," said Mowgli as he made his way to the village.

"That is a man. That is all man," said Bagheera to himself, lying down again.

Part 2

Mowgli was far into the forest, running hard, and his heart was beating fast. He came to the cave as the evening began, and took a deep breath. He looked down the valley and saw that the cubs were out. Mother Wolf was at the back of the cave. She knew by his breathing that something was troubling her 'frog'.

"What is it, Son?" she said.

"Some talk about Shere Khan wanting to kill me," he called back. "I will hunt in the village tonight," and he jumped down through the bushes, to the river at the bottom of the **valley**. He heard the yell of the Pack hunting and heard the roar of a hunted deer. Then there were unpleasant howls from the young wolves: "Akela! Akela! Let the Lone Wolf show his strength. Attack, Akela!"

Akela tried to attack and missed. Mowgli heard the bite of his teeth and then a cry as the deer knocked him over with his foot.

He did not wait and continued. The yells grew quieter behind him as he ran into the fields where the villagers lived.

"Bagheera was telling the truth," he panted, as he settled down in some cow food by the window of a hut. "Tomorrow is going to be a bad day for Akela and for me."

Then he put his face close to the window and watched the fire. He saw the man's wife get up and feed it with black pieces in the night. When the foggy morning came, he saw the man's child pick up a **wicker** pot filled with dirt. The boy started filling the pot with lumps of red-hot **charcoal**. He put it under his blanket, and went to the cows in the shed.

"Is that all?" said Mowgli. "If a cub can do it, there is nothing to fear." So he stepped around the corner and met the boy. He took the pot from his hand, and disappeared into the fog while the boy cried with fear.

"They are very much like me," said Mowgli, blowing into the pot as he had seen the woman do. "This thing will die if I do not give it things to eat" so he dropped twigs and dried bark on the red stuff.

Vocabulary

valley: an area of low land between hills or mountains that often has a river running through it

wicker: a material made of very thin pieces of wood twisted together, generally used to

make furniture

charcoal: a hard, black substance that is generally burned for cooking or heat

Halfway up the hill he met Bagheera.

"Akela has missed," said the Panther. "They would have killed him last night, but they needed you also. They were looking for you on the hill."

"I was in the fields. I am ready. See!" Mowgli held up the fire-pot.

"Good! I have seen how the humans push a dry branch into that stuff, and soon after the Red Flower grew at the end of it. Are you not afraid?" said Bagheera.

"No. Why should I be scared? I remember now, or maybe it was a dream. Before I was a wolf, I used to lay next to the Red Flower. It was warm and pleasant."

That day Mowgli sat in the cave managing his fire pot by dipping dry branches into it to see how they looked. He found a good branch to use for his plan. In the evening when Tabaqui came to the cave and told him rudely that he was wanted at the Council Rock, he laughed until Tabaqui ran away. Mowgli went to the Council, still laughing.

Akela the Lone Wolf was laying by the side of his rock. The job to lead the Pack was now open. Shere Khan with his following of scrap-fed wolves walked backward and forward. Bagheera lay close to Mowgli, and the fire pot was between Mowgli's knees. When they were all gathered together, Shere Khan began to speak. He would never have dared to do that when Akela was in his **prime**.

"He has no right," whispered Bagheera. "He is a dog's son."

Mowgli sprang to his feet. "Free People," he cried, "does Shere Khan lead the Pack? What has a tiger to do with our leadership?"

"Seeing that the leadership is yet open, and being asked to speak—" Shere Khan began.

"By who?" said Mowgli. "Are we all dogs that need to **grovel** to this cattle killer?"

There were yells of "Silence, you man's cub!" "Let him speak. He has kept our Law."

The elders of the Pack shouted, "Let the Dead Wolf speak." When a leader of the Pack has missed his kill, he is called the Dead Wolf for as long as he lives, which is not long.

Akela raised his old head tiredly and said "Free People, and you too, dogs of Shere Khan. For twelve seasons, I have led you to and from the kill, and in all that time not one of you has been trapped or injured. Now I have missed my kill, your right is to kill me here on the Council Rock. So, I ask, who is going to kill me? It is my right, by the Law of the Jungle, that you come one by one."

Vocabulary

prime: the time in one's life when he/she is most active or successful

grovel: to act towards someone in a way that shows they are powerful and more important than oneself

There was a long silence, no wolf wanted to fight Akela to the death. Then Shere Khan roared, "Bah! He is **doomed** to die! It is the man-cub who has lived too long. Free People, he was my meat from the beginning. Give him to me. I am tired of this man-wolf foolishness. He has been in the jungle for ten seasons. Give me the man-cub, or I will always hunt here and not even give you one bone. He is a man, a man's child, and from the **core** of my bones I hate him!"

Then more than half the Pack yelled: "A man! A man! What has a man to do with us? Send him back to his own place."

"And turn all the people of the villages against us?" screamed Shere Khan. "No, give him to me."

Akela lifted his head again and said, "He has eaten our food. He has slept with us. He has helped us to catch our food. He has not broken any of the Laws of the Jungle."

"Also, I paid for him with a bull when he was accepted. The bull is worth only a little, but my honor is worth a lot more," said Bagheera in his gentlest voice.

"A bull that was paid ten years ago!" the Pack **scowled**.

"What about the honor of a **pledge**?" said Bagheera with his white teeth showing under his lip. "You are called the Free People!"

"A man's cub cannot run with the people of the jungle," howled Shere Khan. "Give him to me!"

"He is our brother in all but blood," Akela went on, "and you would kill him here! In truth, I have lived too long. Some of you eat cattle, and others I have heard that, under Shere Khan's teaching, you go by the dark night and snatch children from the villager's doorstep. So I know you are cowards. I will die and my life is of no worth, or I would offer that in the man-cub's place. But for the sake of the Honor of the Pack, I promise that if you let the man-cub go to his own place, I will not fight you when it is my time to die. I will die without fighting. That will save at least three lives."

"He is a man! A man!" scowled the Pack. Most of the wolves began to gather around Shere Khan, whose tail was beginning to twitch.

Part 3

"Its time..." said Bagheera to Mowgli. "... to fight."

Mowgli stood up with the fire pot in his hands. Then he stretched out his arms, he was furious with rage and sadness "Listen you!" he cried. "There is no need for this. You have told me so many times that I am a man and do not belong here. So I do not call you my brothers any more, but dogs, as a man would."

Vocabulary

doomed: certain to meet a bad end

core: the center of something

scowl: to look at someone with a very annoyed expression

pledge: a formal promise

He flung the fire pot on the ground, and some of the red coals lit a pile of dried **moss** that **flared** up. The Council jumped back in terror as the flames grew.

Mowgli pushed his dead branch into the fire until the twigs lit and crackled, and **whirled** it above his head near the trembling wolves.

"You are the master," said Bagheera. "Save Akela. He is your friend."

Akela, the unwell old wolf who had never asked for **mercy** in his life, gave one sad look at Mowgli.

"Good!" said Mowgli, looking around slowly. "I see that you are dogs. I will go to my own people. The jungle is shut to me, and I will forget you and your friendship. I will be more forgiving than you are. Because I was all but your brother in blood, I promise that when I am a man among humans I will not **betray** you as you have betrayed me." He kicked the fire with his foot, and the sparks flew up. "There will be no war between any of us in the Pack. But there is a **debt** to pay before I go." He walked towards Shere Khan who sat blinking stupidly at the flames, and caught him by his chin. Bagheera followed in case of any fight. "Up, dog!" Mowgli cried. "Up, when a man speaks, or I will set your coat on fire!"

Shere Khan's ears went flat back on his head, and he shut his eyes as the blazing branch was very close to him.

"This cattle-killer said he would kill me in the Council because he had not killed me when I was a cub." He beat Shere Khan over the head with the branch, and the tiger cried and whined in pain and fear.

"Remember when I come to the Council Rock again, it will be with Shere Khan's skin on my head. For the rest of you, Akela goes free to live as he pleases. You will not kill him, because that is not my will. Go now!" The fire was burning furiously at the end of the branch. Mowgli struck right and left around the circle, and the wolves ran away howling with the fire burning their fur.

Only Akela, Bagheera, and the ten wolves that had taken Mowgli's side were left. Something began to hurt Mowgli inside him. He had never been hurt in his life before. He caught his breath and **sobbed**, the tears running down his face.

"What is this feeling?" he said. "I do not wish to leave the jungle, and I do not know what this is. Am I dying, Bagheera?"

"No, Little Brother. These are only tears, what humans use when they are sad," said Bagheera. "You are a man which means the jungle is shut to you. Let them fall, Mowgli. They are only tears." So, Mowgli sat and cried as though his heart was breaking.

Vocabulary

moss: a small, green or yellow-coloured plant that grows on rocks, walls and trees

flared: something that is wider at one end

whirl: to turn around or make turn around in circles

mercy: kindness that results in forgiveness

betray: to be disloyal to someone

debt: something that is owed to someone else as payment

sob: to cry noisily while taking in deep breaths

"Now," he said, "I will go to the humans. But first I must say goodbye to my mother." He went to the cave where she lived with Father Wolf, and he cried on her coat, while the four cubs howled miserably.

"You will not forget me?" said Mowgli.

"Never, we will follow your trail" said the cubs. "Come to the foot of the hill when you are a man, and we will talk to you, and we will come to the fields at night to play with you."

"Come soon!" said Father Wolf. "Oh, wise little frog, come again soon. We will be old, your mother and I."

"Come soon," said Mother Wolf, "little son of mine. Listen, child of man, I loved you more than I loved my cubs."

"I will come back," said Mowgli. "And when I come it will be to lay out Shere Khan's skin upon the Council Rock. Do not forget me! Tell them in the jungle never to forget me!"

The dawn was beginning to break when Mowgli went down the hillside alone, to meet those **mysterious** things, called humans.

Vocabulary

mysterious: strange or unknown

Chapter 6

Lives with the Humans

After the fight with the Pack at the Council Rock, Mowgli went down to the fields where the villagers lived. He did not stop there because it was too near to the jungle, and he knew that he had made at least one bad enemy at the Council. So, he carried on, keeping to the rough road that ran down the valley, and followed it at a steady jog for nearly twenty miles. He came to a farmland that he did not know. He saw a little village where cattle and buffaloes were eating. The little boys in charge of the **herds** saw Mowgli, they shouted out and ran away. Mowgli walked on, he was feeling hungry, he came to the village gate and pushed it open.

"So men are afraid of the People of the Jungle here also." He sat down by the gate. A man came out so Mowgli stood up, opened his mouth, and pointed down it to show that he wanted food. The man stared, and ran back up the street of the village shouting. Then a man who was big and fat dressed in white came to the gate followed by at least a hundred people, who stared, shouted and pointed at Mowgli.

"They have no manners, these humans," said Mowgli to himself. "Only the grey ape would behave as they do." So, he threw back his long hair and looked at the crowd confused.

"What is there to be afraid of?" said the man dressed in white. "Look at the marks on his arms and legs. They are the bites of wolves. He is a wolf-child who has ran away from the jungle."

Of course, when playing together, the cubs had often **nipped** Mowgli harder than they meant to. There were white scars all over his arms and legs. But Mowgli knew these were not bites because he knew what real biting meant.

"Bitten by wolves? Poor child! He is a handsome boy. He has eyes like red fire. Messua, he looks like the boy that was taken by the tiger."

"Let me look," said a woman with heavy **copper** rings on her wrists and ankles, "Yes, he does. He is

Vocabulary

herds: a large group of animals that live together, such as cows or goats

nip: to bite softly

copper: a metal that is a reddish-brown colour, used to make wire, coins, jewellery and other things

thinner, but he does look like my boy."

The man dressed in white was a clever man, and he knew that Messua was the wife to the richest villager in the place. So, he looked up at the sky for a minute and said: "What the jungle has taken the jungle has given back. Take the boy into the house, my sister."

"By the Bull that bought me," said Mowgli to himself. "Well, if I am a man, a man I must become."

The crowd parted as the woman led Mowgli to her hut. There was a red bedframe, a great clay chest with funny raised patterns on it. There were half a dozen copper cooking pots, and on the wall a real **looking glass**.

She gave him a big cup of milk and some bread. She laid her hand on his head and looked into his eyes. She thought that he might be her real son who has come back from the jungle where the tiger had taken him. So, she said, "Nathoo, Nathoo!" Mowgli did not show that he knew the name. "Do you not remember the day when I gave you new shoes?" She touched his foot, and it was almost as hard as a horn. "No," she said sadly, "these feet have never worn shoes. But you are like my Nathoo, and you shall be my son."

Mowgli was uneasy, because he had never been under a roof before. But as he looked at the roof, he saw that he could tear it out any time if he wanted to get away. "I must talk like men, not like the jungle people." He said to himself.

So, as soon as Messua said a word Mowgli would **imitate** it almost perfectly. Before dark he had learned the names of many things in the hut.

Mowgli found bedtime difficult, he was not used to sleeping in a room. So, when they shut the door, he went out through the window. "Let him do what he is used to, remember he has never slept in a bed. He will not run away," said Messua's husband.

Mowgli stretched out on the grass at the edge of the field, but before he had closed his eyes a soft grey nose **poked** him under the chin.

"Phew!" said Grey Brother (he was the eldest of Mother Wolf's cubs). "I followed you for twenty miles. It smells like wood smoke and cattle. Wake up, Little Brother; I have some news."

"Is everything ok in the jungle?" said Mowgli, hugging him.

"Yes, except the wolves that were burned with the Red Flower. Now, listen. Shere Khan has gone away to hunt until his coat grows again, he is badly **singed**. When he returns he swears **revenge**."

Vocabulary

looking glass: a mirror

imitate: to copy something or someone

poke: to push someone with a finger or other pointed object quickly and suddenly

singed: burnt

revenge: punishment for harm someone has done to another

"There are two words to that. I have also made a little promise. I am tired tonight, but Grey Brother, always bring me the news of the jungle."

"You will not forget that you are a wolf? Being with these men will not make you forget?" said Grey Brother anxiously.

"Never. I will always remember that I love you and everyone in our cave. But I will also always remember that I have been thrown out of the Pack."

"When I come down here again, I will wait for you in the **bamboos**."

For three months after that night Mowgli hardly ever left the village gate, he was so busy learning the ways and customs of humans. First, he had to wear a cloth around him, which annoyed him. Then he had to learn about money, which he did not understand. And about working in the fields, of which he did not see as useful.

The little children in the village made him very angry. Luckily, the Law of the Jungle had taught him to keep his temper. When they made fun of him because he would not play games or fly kites, or because he mispronounced some word, he knew it was bad to hurt them, so he ignored them.

He did not know his own strength. In the jungle, he knew he was weak compared to the animals. But in the village, people said that he was as strong as a bull.

Vocabulary

bamboo: a tall, green, grass-like plant that is common in the tropics

Chapter 7

Tiger! Tiger!

Part 1

The custom of most Indian villages is for boys to take the cattle and buffaloes out to eat in the early morning, and bring them back at night. As long as the boys keep with the herds they are safe, not even the tiger will attack a **mob** of cattle.

Mowgli went through the village street in the morning, sitting on the back of Rama, the great bull. The blue buffaloes, with their long, backward-sweeping horns and **savage** eyes, rose out their sheds. One by one, they followed him. Mowgli made it very clear to the children with him that he was the Master. He told Kamya, one of the boys, to **graze** the cattle by himself, while he went on with the buffaloes, and to be very careful not to stray away from the herd.

Mowgli drove them on to the edge of the village where the Waingunga river came out of the jungle. He dropped from Rama's neck and ran off to a bamboo clump, where Grey Brother was waiting. "Ah," said Grey Brother, "I have waited here for many days. What is this cattle-herding work you are doing?"

"It is an order," said Mowgli. "I am village people for a while. Do you have any news about Shere Khan?"

"He has come back to the jungle, and was waiting for you for a long time. Now he has gone again to hunt. But he is still after you."

"Very good," said Mowgli. "While he is away you or one of the four brothers sit on that rock, so that I can see you as I come out of the village. When he comes back wait for me by the red tree in the center of the field. We do not want to walk into Shere Khan's trap."

Then Mowgli picked out a shady place, and lay down and slept while the buffaloes grazed round him.

Herding in India is one of the laziest things in the world. The cattle move and **crunch**, and lie down, and move on again. They only grunt, and the buffaloes hardly say anything. The children sleep and

Vocabulary

mob: a large, angry crowd

savage: wild

graze: to take animals to a field for them to eat grass

crunch: to crush between the teeth

wake and sleep again. They weave little baskets of dried grass and put grasshoppers in them; or catch two mantis insects and make them fight; or string a necklace of red and black jungle nuts; or watch a lizard lying on a rock, or a snake hunting a frog. Then they sing long, long songs with odd **native** sounds at the end of them. The day seems longer than most people's whole lives. Then evening comes and the children call the buffaloes and they all walk across the field back to the **twinkling** village lights.

Day after day Mowgli would lead the buffaloes out to their mud pools. Day after day he would see Grey Brother's back a mile and a half away across the field. He knew that Shere Khan had not come back. Day after day he would lie on the grass listening to the noises around him, dreaming of the old days in the jungle. If Shere Khan had made a step with his weak paw up in the jungles by the Waingunga, Mowgli would have heard him in those long, still mornings.

At last a day came when he did not see Grey Brother at the signal place. He laughed and headed the buffaloes for the red tree, which was covered with golden-red flowers. Grey Brother was sitting there, every hair on his back lifted.

"He has hidden for a month to throw you off guard. He crossed the **ranges** last night with Tabaqui," said the wolf, panting.

Mowgli answered. "I am not afraid of Shere Khan, but Tabaqui is very clever."

"Have no fear," said Grey Brother, licking his lips a little. "I met Tabaqui in the morning. He told me everything before I broke his back. Shere Khan's plan is to wait for you at the village gate this evening. He is getting ready now, in the big dry **ravine** of the Waingunga river."

"Has he eaten today, or is he hunting on an empty stomach?" said Mowgli. The answer meant life or death to him.

"He ate a goat in the morning. Remember, Shere Khan could never fast, even for the sake of revenge."

"Oh! What a Fool! He thinks that I will wait until he has slept! Now, where is he? If there were ten of us we could pull him down as he sleeps. These buffaloes will not charge unless they can smell him, and I cannot speak their language. Can we follow his trail so that they can smell it?"

"He swam far down the Waingunga to cut that off," said Grey Brother.

"Tabaqui told him that I know. He would never have thought of it alone." Mowgli stood with his finger in his mouth, thinking. "The big ravine of the Waingunga. That opens out on the field, less than half a mile from here. I can take the herd around through the jungle to the head of the ravine and then sweep

Vocabulary

native: relating to the local inhabitants of a place

twinkling: shining brightly then less brightly, almost flashing

ranges: a group of mountains

ravine: a valley that is deep and narrow, and has steep sides

down. But he can get out at the end, we must block it. Grey Brother, can you cut the herd in two for me?"

"No, but I have brought a wise helper." Grey Brother ran off. Then a huge grey head lifted up, which Mowgli recognised.

"Akela! Akela!" said Mowgli, clapping his hands. "I should have known that you would not forget me. We have a big job to do. Cut the herd in two, Akela. Keep the cows and calves together, and the bulls and the buffaloes together."

Akeela separated the heard into two clumps. In one, the cows stood with their calves in the center, ready. In the other, the bulls and the young bulls grunted and stamped. Even though they looked fiercer they were much less dangerous than the cows because they didn't have any calves to protect. Even six men could not have divided the herd so neatly.

"They are trying to join again" panted Akela.

Mowgli slipped on to Rama's back. "Drive the bulls away to the left, Akela. Grey Brother, when we are gone, hold the cattle together, and drive them into the end of the ravine."

"How far?" said Grey Brother, panting.

"Until the sides are higher than Shere Khan can jump," shouted Mowgli. "Keep them there until we come down." The bulls raced off as Akela barked, and Grey Brother stopped in front of the cows. They **charged** down on him, and he ran just before them to the end of the ravine, as Akela drove the bulls far to the left.

"Well done! Careful, now Akela. I didn't know these creatures could move so quickly" Mowgli called.

"I have hunted these in my time," said Akela in the dust. "Shall I turn them into the jungle?"

"Yes! Turn. Quickly turn them! Rama is mad with rage. If I could only tell him what I need him to do today."

The bulls were turned, to the right this time, and crashed into the standing bush. The other herd children saw that the cattle were half a mile away and hurried to the village as fast as their legs could carry them, crying that the buffaloes had gone mad and run away.

Vocabulary

charger: to run towards with the intention of hitting or running into

Part 2

Mowgli's plan was simple enough. All he wanted to do was to make a big circle at the top of the ravine. Then take the bulls down it and catch Shere Khan between the bulls and the cattle. He knew that after a meal Shere Khan would not be able to fight or climb up the sides of the ravine. He was **soothing** the buffaloes now by his voice. Akela had gone to the back, to hurry the animals at guard. It was a long, long circle, they did not want to get too close to the ravine to warn Shere Khan that they were there.

At last Mowgli got the confused herd together at the top of the ravine next to some grass. It was so high, you could see across the tops of the trees down to the field below. But what Mowgli saw was the sides of the ravine, and saw that there was no way for a tiger to get out.

"Let them breathe, Akela," he said, holding up his hand. "I must tell Shere Khan we have him in the trap."

He put his hands to his mouth and shouted down the ravine. It was almost like shouting down a tunnel, the **echoes** jumped from rock to rock.

After a long time, there came back the sleepy growl of a full-fed tiger who had just woken up.

"Who calls?" said Shere Khan.

"Me, Mowgli." He replied. "It is time to come to the Council Rock! Hurry them down, Akela! Down, Rama, down!"

The herd stopped for a moment at the edge of the slope. Then Akela gave a hunting call. They stomped over one after the other. Once they started, there was no chance of stopping them. They were in the middle of the ravine when Rama **winded** Shere Khan and roared.

"Ha! Ha!" said Mowgli. Shere Khan heard the noise of their **hoofs**. He picked himself up, and moved down the ravine. He looked from side to side for some way to escape. The walls of the ravine were straight and he had to hold on, willing to do anything rather than fight. The herd splashed through the water. Mowgli heard a roar from the bottom of the ravine, and saw Shere Khan turn. The tiger knew if the worst came to the worst it was better to meet the bulls than the cows with their calves. Both herds ran into the field, stamping and snorting. Mowgli watched his time, and jumped off Rama's neck.

"Quick, Akela! Break them up or they will be fighting each other. Drive them away, Akela. Softly now,

Vocabulary

soothe: to make a person or animal feel calm

echo: the repetition of a sound after it reflects off a surface

wind: to make it difficult for someone to

breath

hoofs: the hard part of the bottom of some animals' feet, such as horses and sheep

softly! It is all over."

Akela and Grey Brother ran back nipping at the buffaloes' legs. The herd went to run up the ravine again but Mowgli managed to turn Rama. The others followed him.

Shere Khan was dead, and the messenger birds were coming for him already.

"Brothers, that was a dog's death," said Mowgli, feeling for the knife he always carried in a cover around his neck now that he lived with men. "His skin will look good on the Council Rock. We must get to work quickly."

Mowgli knew better than anyone else how an animal's skin is fitted on, and how it can be taken off. But it was hard work. Mowgli **slashed** and tore and grunted for an hour. A hand fell on his shoulder. He looked up and saw Buldeo with a gun. The children had told the village what Mowgli was doing. Buldeo was angry at Mowgli for not taking better care of the herd. The wolves hid as soon as they saw the man coming.

"What is this?" said Buldeo angrily. "You think that you can skin a tiger? Where did the buffaloes kill him? Is this the Tiger who has a hundred **rupees** on his head? Perhaps I will give you one rupee after I have taken the skin to Khanhiwara." He went down to singe Shere Khan's **whiskers**. Most native hunters always singe a tiger's whiskers to stop his ghost from haunting them.

"Hmmm!" said Mowgli, half to himself as he ripped back the skin of a front paw. "I need the skin for my own use. Old man, take away that fire!"

"How can you talk to the chief hunter of the village like this? It is because of the buffaloes that you killed the tiger. You can't even skin him properly!"

"By the Bull that bought me," said Mowgli, who was trying to get at the shoulder. "There is an old war between this tiger and me, a very old war, and I have won."

"Great King," he said at last in a dry whisper.

"Yes," said Mowgli, without turning his head, laughing a little.

"I am an old man. I did not know that you were anything more than a herd's boy. Can I get up and go? Or will this wolf kill me?"

Vocabulary

slash: to cut with a knife, sword, or other object in one quick, strong movement off a surface

rupees: the name of the money used in some

Asian countries, such as India and Pakistan

whiskers: the long hairs that some animals, such as cats and tigers, have on their faces

"You can go in peace. Next time, do not get involved in my business. Let him go, Akela."

Buldeo ran to the village as fast as he could, looking back over his shoulder in case Mowgli changed his mind.

Mowgli carried on skinning the tiger. It was nearly sunset before he and the wolves had finished.

"Now we must hide this and take the buffaloes home! Help me to herd them, Akela."

When they got near the village Mowgli saw lights. Half the village seemed to be waiting for him by the gate. "That is because I have killed Shere Khan," he said to himself. The villagers shouted: "Evil Wolf-man! Go away! Go quickly. Shoot, Buldeo, shoot!"

Buldeo took a shot, and a young buffalo roared in pain.

"Now what is this?" said Mowgli, confused, as the shouts got louder.

"They are like the Pack, these people," said Akela, sitting down. "They want you to leave."

"Wolf! Wolf's cub! Go away!" shouted the man dressed in white, waving a twig of the tulsi plant.

"Again? Last time it was because I was a man. This time it is because I am a wolf. Let's go, Akela."

Messua ran across to the herd, and cried: "Oh, my son, my son! They say you are dangerous. I do not believe them but you need to go or they will kill you!"

"Come back, Messua!" shouted the crowd.

Mowgli laughed a little short ugly laugh when a stone hit him. "Go back, Messua. This is one of the silly tales they will tell under the big tree at sunset. I have at least paid for your son's life. Goodbye," he said to Messua.

"Now, once more, Akela," he cried. "Bring the herd in."

The buffaloes wanted to get back to the village. They ran through the gate like a whirlwind, moving the crowd right and left.

"Keep count!" shouted Mowgli **mockingly**. "I may have stolen one of them. Goodbye, children of men, and you can thank Messua that I will not come in with my wolves and hunt you up and down your street."

Vocabulary

mockingly: to laugh at someone in a way that is not nice

He turned on his heel and walked away with the Lone Wolf, and as he looked up at the stars he felt happy. "Akela. Let's take Shere Khan's skin and go. No, we will not hurt the village, Messua was kind to me."

The moon was just going down when Mowgli and the two wolves came to the hill of the Council Rock, and they stopped at Mother Wolf's cave.

"They have cast me out from the Man-Pack, Mother," shouted Mowgli, "but I come with the skin of Shere Khan and have kept my promise."

Mother Wolf walked slowly from the cave with the cubs behind her, and her eyes glowed as she saw the skin.

"I told him on that day, when he pushed his head and shoulders into this cave, looking for you, that the hunter would be the hunted. Well done."

"Little Brother, well done," said a deep voice in the cave. "We were lonely in the jungle without you." Bagheera came running to Mowgli. They climbed up the Council Rock together. Mowgli spread the tigers skin out on the flat stone where Akela used to sit. Akela called the old call to the Council, "Look, look properly, Wolves."

Ever since Akela had been removed, the Pack had been without a leader, hunting and fighting at their own pleasure. But they answered the call from **habit**. They came to the Council Rock, and saw Shere Khan's striped skin on the rock.

"Look Wolves. Have I kept my promise?" said Mowgli. And the wolves howled "Yes," and one dirty looking wolf howled, "Lead us again, Akela. Lead us again! We are tired of this life without a leader."

"No," purred Bagheera, "Once you are fed, you will change your mind again."

"Man-Pack and Wolf-Pack have cast me out," said Mowgli. "Now I will hunt alone in the jungle."

"And we will hunt with you," said the four cubs.

So Mowgli went away and hunted with the four cubs in the jungle from that day on.

Vocabulary

habit: something done regularly, often without thinking about it

Chapter 8

Letting in the Jungle

Mowgli was so tired and sad after the meeting at the Council Rock that he decided to go to Mother Wolf's cave to rest and sleep off his sadness.

After he had rested he was feeling a little better. He told Mother Wolf and Father Wolf all about his adventures with the Man-Pack, and how he, with the help of Akela and Grey Brother, had captured and killed Shere Khan.

Baloo and Bagheera also liked to come to the lair and listen to Mowgli stories. Mowgli told Mother Wolf how badly he had been treated by men. How they had thrown stones at him and **humiliated** and hurt him.

Mother Wolf comforted him, "I am glad that I didn't see them hurt you because I would have caused some damage too, my little frog. But I wouldn't have hurt that kind woman who took you in and gave you milk and bread" she said.

Father Wolf was very proud of Mowgli's adventures and told Mother Wolf, "our little frog has come back so wise and strong." Then turning to Mowgli, he said, "Listen son leave the Man-Pack for good now. Stay with us in the Jungle."

"It may not be that easy for Mowgli", said Akela, as if he knew something the others didn't.

"I think trouble is brewing in the village. After Shere Khan's skin was hung up on Council Rock, I **retraced** our trail back to the village. On the way, I met with Mang the Bat, who told me that the humans were carrying the Red Flower. Buldeo is looking for you Mowgli. He has locked up Messua and her husband."

"What do they want of me?" cried Mowgli in anguish.

He knew that he must somehow stop Buldeo from harming Messua and her husband. Suddenly Bagheera sprung to his feet. He could smell danger coming. Grey brother and Akela **sensed** something

Vocabulary

humiliate: to make someone feel extremely stupid, embarrassed or ashamed

retrace: to go back over something, such as a path or a series of events

sense: to feel or perceive something

too. It was the smell of humans.

"It is Buldeo!" said Mowgli, **clenching** his teeth.

The four cubs who had been by Mowgli's side all along were ready to jump forward but Mowgli calmed them down. He told them that they must move quietly and carefully. They reached Buldeo's path and could see the villagers searching the area. They heard Buldeo saying how he was the one who killed Shere Khan.

Buldeo then started saying how he and the villagers were going to hurt Messua and her husband to drive them out the village. And how he will divide their land and buffaloes for everyone in the village.

"What is he saying?" asked Bagheera anxiously.

When Mowgli told them what Buldeo was planning, they were surprised and said, "Does man trap man too?"

"I had better get to the village quickly before Messua gets hurt", said Mowgli. Then turning to his friends, he told them to stop Buldeo and his **gang** somehow. "You know the songs of the jungle, don't you?" he said smiling.

His friends knew what he meant and nodded knowingly. They wanted to teach Buldeo and his gang a lesson so they started to sing the most heart-rending, terrible jungle howls one could ever imagine. Buldeo and the others didn't know where the sounds were coming from, and were terrified. In fact, they were so scared that they decided to climb up the tree tops for protection.

As he reached Messua's hut, he looked through the window into the room and saw both Messua and her husband tied up. There were **rags** covering their mouths so that they could not cry out for help. There were four people guarding the room, so Mowgli went through the window and cut them both free.

"Why have they done this to you?", asked Mowgli with sadness.

"They think we are your parents and because of that we should be killed" Messua told Mowgli in a frightened voice.

"Go now", Mowgli told them. "Go to the jungle, my friends are waiting there and will look after you."

Just then he heard Buldeo's voice. He knew he had to get Messua and her husband out of the hut.

Vocabulary

clench: to close your hand or mouth very tightly

gang: a group of people who do bad things

rags: old pieces of cloth which are no longer useful for much

Mowgli suddenly felt a soft lick on his feet. He could recognise that gentle lick anywhere. "Mother!" he said happily. Mother Wolf had followed Mowgli to the village.

"I heard my cubs singing in the Jungle. So I followed the one I love best, Little frog. I wanted to see the woman who treated you so kindly."

"There she is, Mother! You must help me. They want to kill her and her husband. I need you to get them out of here through the jungle and into the next village."

"If we can manage to get to Khanhiwara, thirty miles from here, we will be safe", said Messua's husband. "We will find protection there."

They got their belongings together including a little money and raced off toward Khanhiwara led by Mother Wolf, who let out a strong howl. Messua knew that she and her husband were safe with her.

"You are the jungle, yet you are not of the jungle," said Bagheera to Mowgli, "but I love you, Little Brother, and want to help you. Come, we are ready to tackle the villagers and make them pay for what they have done to Messua and her husband."

The black panther went to the room where Messua and her husband had been kept prisoners, and he lay down on the cot in the room. The villagers unlocked the door of the room and found the black panther stretched out on the cot, they left, terrified, screaming and tumbling over one another to get away. The streets of the village were deserted in no time.

"That will give Messua and her husband enough time to reach the next village." Mowgli said to himself.

Mowgli ran off to the jungle as he was exhausted and wanted to sleep. When he finally woke up, Bagheera was by his side. He told him that Mother Wolf had sent word through Chil the Kite to say that Messua and her husband were safe and close to reaching Khanhiwara.

"Come little brothers, let's go back to our home. Our work here is done. Now we must forget the Man-pack," said Bagheera.

"Yes", said Mowgli slowly. "We will forget them soon. But first I need to speak to Hathi. Do you know where Hathi is?"

"Why do you want to see Hathi right now?" asked Bagheera quietly.

"Ask Hathi and his three sons to come and see me quickly," insisted Mowgli.

"How can you order someone like Hathi in that rude way, Little Brother?" asked Bagheera worried.

"Remember he is the Master of the Jungle. And when you were small, he taught you all the

master-words of the jungle.”

“Never mind all of that”, replied Mowgli. “I now have a master-word to give him. Tell him to come to Mowgli the frog. If he does not respond to that call, then ask him to come because of the Sack of the Fields of Bharatpore.”

Bagheera knew by the look on Mowgli’s face that something was **troubling** him and that this was not the time to argue or question him. He ran off, as the boy requested, to get Hathi.

Mowgli was angry by the way Messua had been treated and was thinking of a plan to get revenge. As he was in deep thought, he saw Hathi the elephant appear suddenly, silent as usual, with his three sons and Bagheera following behind.

“You were right Mowgli,” said Bagheera. It was a special master word you gave Hathi, which bought him here so quickly.”

Looking at Hathi, Mowgli asked “Hathi, have you heard of the tale that the hunter we hunted today has spoken about? The story is about how a wise old elephant fell into a hunter’s trap and was wounded, but the brave elephant escaped from the bottom. I remember the elephant had three sons. The story says that the elephant took revenge on the hunters by destroying their village, houses and fields so that nothing was left.”

“Yes of course,” replied Hathi quietly. “The tale is about me and my three sons. How do you know the story?”

“Buldeo the hunter in the village where I lived told me the story. I want you to do it a second time to the village of the Man-Pack that cast me out. They are **cruel** and senseless. I want you and your sons to let in the jungle so completely that they will never return.”

Bagheera now understood why Mowgli had sent for Hathi. Hathi was the only one who could do the job.

At first Hathi **hesitated** and explained that he did not have any problems with the villager. “Hathi, are you the only one living in the Jungle? What about all of us? Let’s all join together and get rid of these unwanted people.” Mowgli argued.

“All right, all right,” said Hathi finally. “Your war will be our war.”

Hathi and his sons slowly spread word to the jungle that there was better food and water to be found in a different area. The animals were quickly interested and they roamed around the edge of the village looking for the place.

Vocabulary

trouble: to make someone feel worried about something

cruel: extremely unkind and causing pain or harm

hesitate: to think twice before doing something

Soon there was almost a stampede and the animals went into the fields and trampled on the crops.

At night Hathi and his sons came and broke the **barriers**. They made loud noises and lifted up their trunks. The animals were confused by the noises and ran into the fields.

The next morning the villagers saw that their crops were completely lost and knew that they would starve if they did not move out soon. They knew that the jungle would soon move in completely and it was not safe for them to be there.

Hathi completed his job by destroying the food the villagers had stored in their houses; rain poured into the roofless houses and there were floods of water everywhere. Houseless and foodless, the village people ran down the valley as they saw their village lying in ruins. A month later new grass had started growing there by the end of the rainy season. The jungle had completely taken over.

Vocabulary

barriers: an object, natural or man-made, that prevents movement

Chapter 9

Mowgli Becomes a Man

After the letting in of the Jungle, some years passed by. Mowgli had many more adventures and many changes took place in his life. Mother Wolf and Father Wolf died due to old age. Baloo grew old and **stiff** and even Bagheera, who was strong as steel started aging.

Akela had become too weak to hunt so Mowgli would spend his days helping him. Although Mowgli won the fight with the red dogs, it was Akela's last fight. He had told Mowgli to go back to his own people as he did not belong in the jungle anymore.

"Remember that you are man," were the last words Akela said to Mowgli before he died.

It was two years that passed since Akela's death, Mowgli was now almost 17 years old. He was tall and strong with all the good food of the jungle. He could stop a young deer in the wild and throw him with his hand; he could wrestle with the big wild cows of the North. He knew every jungle animal and the Jungle feared and respected him for his strength as well as his intelligence.

Spring had arrived in the jungle. The air was light and **fragrant**. Spring was the most wonderful of all seasons in the jungle. With fresh new flowers and singing birds, Spring was Mowgli's favourite time of the year. But this spring was different, Mowgli's thoughts were far away from the jungle. As he and Bagheera were lying by the side of the hill overlooking the Waingunga, a feeling of sadness came over him.

"Listen, Little Brother," said Bagheera cheerfully, "can you hear the sounds of spring?"

"Yes, yes, I can hear them," replied Mowgli **unenthusiastically**, without looking up. "I also know it's the time of year ..." Mowgli said in a sad voice "...when you and the others run away to sing your songs and leave me alone. None of you come when I call for you during this time."

Mowgli wondered why this year, that heavy feeling had come over him so strongly. He said to Bagheera, "Although I have eaten well and drunk well, I feel empty. It is putting me in a bad mood. I feel hot, then suddenly I feel cold. I don't know what is happening to me. I think it is time I did my usual spring running. I haven't done much exercise recently because hunting has been so easy for me

Vocabulary

stiff: when someone has difficulty moving because of pain or old age

fragrant: something that smells good

unenthusiastically: doing something without interest

and the four cubs. I will call to them to run with me."

He called and called, but no one answered. The cubs like all the animals of the jungle at this time of the year were far away, singing the spring song.

"What is happening to me and everyone in the jungle?" wondered a confused Mowgli. "Why is everything suddenly so different?"

That evening he decided to eat early and prepare for his spring run. The moon was shining brightly and it was a perfect night. For a moment, Mowgli forgot his sadness because of all the beauty around him. He started running happily towards the Northern **swamps** cutting through the heart of the jungle. The smell of the flowers told him he was near the swamps. He ran to the middle and sat on a tree trunk. "At last I have left that unhappy feeling behind me."

He was about to start singing a song when suddenly the unhappiness he thought had gone, came back even stronger this time.

"Why is it following me around?" he wondered. He looked around to see if anyone was behind in the trees, but he didn't see anything. "I am going crazy like Tabaqui, I must've eaten poison."

He started feeling sorry for himself and wanted to cry. "If I die here," he thought "no one would know about it. I had better go back to the council Rock and die by Bagheera's side." As he went to get up, tears started rolling down his face. He went quiet for a moment and remembered what Akela's last words were to him- that he must go back to this own kind.

"No! No! I must get back!" he said to himself finally.

He started walking, not knowing where he was going. At a distance, there was a village, he could see a fire burning. "That is the Red Flower burning," he said to himself. "That means there is some Man-Pack nearby!"

He was strangely attracted to light of the fire. He saw a hut in the distance and started walking towards it. As he got close, the door to the hut suddenly opened and a woman stood looking out in the darkness. A child cried in the background and the woman said over her shoulder, "Go to sleep, it's just a wolf."

Mowgli recognized the voice and started **shivering** as if he had a fever, but to be sure he cried out, "Messua! Messua!"

"Who is there?" asked the woman, a **quiver** in her voice.

"Have you forgotten?" asked Mowgli.

Vocabulary

swamps: land that is wet and soft

shiver: to move one's body without wanting to because of being cold or frightened

quiver: a slight shake in one's voice due to emotion

"If it is you who I think it is- what name did I give?" she asked. She heard the name as Mowgli repeated, "Nathoo! Nathoo!" That was the name she had given Mowgli when he first came to her.

"Come, my son," she said at last, recognizing the voice as Mowgli appeared.

"My you have changed! You look so handsome and strong" she said. "What do you want to eat and drink? You can have anything. We owe our lives to you."

"When we went back to the village we saw that everything was destroyed. So we worked as hard as hard as we could to live a **modest** life. My husband died last year. This child was born two years ago. He is your brother."

"Mother!" said Mowgli suddenly "I feel as if I am burning and shivering! I don't know what is wrong with me."

Mowgli sat down and started mumbling something to himself. He felt **dizzy** and uneasy with all sorts of things running in his mind. Messua was so happy to see him she wouldn't stop talking. She even told him she would get him married to the Kings daughter because he was so handsome.

Then Mowgli heard a growling sound outside of the hut. He looked out and saw Grey Brother standing there whining.

"Wait outside!" Mowgli said a little angry. "You didn't come when I called you, why?"

He saw Messua coming and told her "I must go now, Mother." "Come back soon" she said. "I will surely come back, Mother" he said with sadness.

Turning back to Grey Brother, Mowgli asked again "Why didn't you come?"

"You only called last night. We were singing the new spring song in the jungle. But I followed your trail as soon as I could. I am here now. But what are you doing here with the Man-Pack, Little Brother?" asked Grey Brother confused.

"Bagheera was right..." continued Grey Brother.

"About what?" asked Mowgli. "He said Man goes to Man at last. Mother Wolf would say that often too."

"And what do you think I should do now, Grey Brother?" asked Mowgli.

"The Man-Pack threw you out remember? They sent Buldeo after you and were ready to throw you into the red flower. And it was you who let in the jungle..."

Vocabulary

modest: normal; without luxury

dizzy: having a spinning feeling that makes one feel sick and like one cannot stand up

"I have asked you what you think," insisted Mowgli.

Grey Brother became serious and said, "I swear that the three cubs and I will never let you down again. We will follow you and always listen to you. But what are you going to tell the rest of the Jungle, Little Brother?"

"Tell the jungle I will speak to them at the Council Rock tonight."

Grey Brother ran ahead of Mowgli shouting "The master of the jungle wants to return to his own people. Come and hear him tonight at Council Rock!"

Heavy-hearted, Mowgli appeared at the Council Rock that night. Only the four cubs, Baloo and Kaa came.

"So this is the end of the trail for you, Manling? Asked Kaa. Mowgli threw himself down crying. "There, there Little Brother! Said Kaa gently. Cry if you must, but remember, we be of one blood you and I!"

"Oh my brothers, I don't want to leave you but I seem to be drawn to go and be with my people. How can I ever leave you?" Said Mowgli.

"It is nothing to be ashamed of, Little Brother," said Baloo lovingly. "When the honey is eaten, we leave the hive, that is all."

"But Bagheera and the bull that bought me?" started Mowgli. Just then a loud crash was heard and Bagheera appeared, light, strong and fearsome.

"I did not come right away Little Brother. I have killed another bull; this bull buys you your freedom. All debts are paid now. Go in peace. Remember, Bagheera loved you."

Baloo stared out, his arms stretched out. "You heard him. Now, go! But come and give me a big hug before you go!"

Mowgli hugged the old bear, sobbing, while Baloo softly licked Mowgli's feet. Bagheera looked on sadly. "The jungle-people won't cast me out?" stammered Mowgli.

"No. Little Brother, we will always be at your call. You are the master of the jungle, remember? But now you need to go back to your own kind. We now follow new trails" said Grey Brother with sadness in his voice.

And so, Mowgli finally left the jungle to follow new trails in the world of men.

Wordlists

Unit 1

achievable	adjective
advantage	noun
boutique	noun
confident	adjective
counsellor	noun
dentist	noun
destination	noun
diagnose	verb
disadvantage	noun
forum	noun
innocent	adjective
itinerary	noun
jobseeker	noun
marketing	noun
medication	noun
nurse	noun
nutritionist	noun
optimism	noun
orthodontist	noun
physiotherapist	noun
prescribe	verb
proud	adjective
realistic	adjective
rewarding	adjective
sectors	noun
sightseeing	noun
start-up	noun
strict	adjective
symptom	noun
tourist	noun
transition	noun
treat	verb
tutoring	noun

underestimate

verb

vocation

noun

Phrase list

driving force

Once upon a time...

There once lived...

Unit 2

apply	verb
area	noun
boom	verb/noun
breakdown	verb
brehtaking	adjective
colleague	noun
community	noun
commute	verb
congestion	noun
curriculum	noun
day off	noun
desert	noun
double	adjective
dramatically	adverb
dune	noun
environment	noun
equipment	noun
estimated	verb
expatriate	noun
ferry	noun
figure	noun
freight	noun
gender	noun
geographically	adverb
gorge	noun

immigration	noun
indigenous	adjective
induction	noun
integrated	adjective
landmark	noun
majority	noun
mere	adjective
mountain	noun
mountaineering	noun
narrow	verb
nearly	adverb
overwhelming	adjective
parity	noun
peak	noun
perk	noun
photography	noun
population	noun
postgraduate	noun
primary	adjective
range	noun
rate	noun
resort	noun
sailing	noun
salary	noun
sand	noun
schedule	noun
secondary	adjective
significant	adjective
slightly	adverb
spellbinding	adjective
surge	verb/noun
target	noun
tertiary	adjective

tram	noun
valley	noun
weave	verb

Phrase list

Gross Domestic Product
 population growth
 make up
 gender gap
 distance learning
 satellite campus
 highly ranked
 water bus
 rush hour
 public transport
 traffic jam
 adventure tourism

Unit 3

agriculture	noun
anticipate	verb
architecture	noun
artificial	adjective
automation	noun
avoid	verb
brainwash	verb
confusing	adjective
contractor	noun
driverless	adjective
droid	noun
effect	noun
empire	noun
environmentalist	noun

evil	adjective
exhibition	noun
expect	verb
forecast	noun
fumes	noun
goggles	noun
immersive	adjective
innovation	noun
interface	noun
legumes	noun
nanotechnology	noun
nutritionist	noun
organic	adjective
predict	verb
prequel	noun
preservative	noun
rebel	noun
reduce	verb
review	noun/verb
rise	verb
robotics	noun
rural	adjective
sequel	noun
smart	adjective
structure	noun
study	noun
technology	noun
trilogy	noun
tweet	noun
upload	verb
urban	adjective
virtual	adjective

Phrase list

artificial intelligence
 building materials
 canned food
 developing countries
 energy-efficient
 face-to-face
 global network
 hard disk
 pressure cooker
 processed food
 urban planning
 vending machine

Unit 4

ability	noun
academy	noun
achievement	noun
action	noun
application	noun
boss	noun
career	noun
challenge	noun
clerical	adjective
colleagues	noun
communication	noun
commute	verb
conference	noun
consultant	noun
court	noun
create	verb
deadline	noun

decade	noun	steadily	adverb
department	noun	suddenly	adverb
diminish	verb	wedding	noun
dollar	noun	workload	noun
dramatically	adverb	workplace	noun
duty	noun	yen	noun
education	noun	yuan	noun
employee	noun		
event	noun	Phrase list	
experience	noun	be boosted by	
fall	verb	be self-employed	
gradually	adverb	be stuck behind a desk	
harvesting	adjective/noun	be well-paid	
judge	noun	be your own boss	
launch	verb	build up	
manager	noun	coffee break	
market	noun	dead-end job	
multitask	verb	dip further	
network	noun/verb	give an impression	
obsolete	adjective	high-powered job	
peer	noun	holiday entitlement	
post	noun	hover around	
prestigious	adjective	maternity leave	
promotion	noun	nine-to-five job	
qualification	noun	open plan	
quality	noun	perks of the job	
reference	noun	push up	
result	noun	remain steady	
retirement	noun	settle back down	
rise	verb/noun	shave off	
salary	noun	sick leave	
share	verb	slide down	
sharply	adverb	team player	
slowly	adverb	temporary work	
staff	noun	voluntary work	

COURSEBOOK

Unit 1

TRACK 1

The Story of the UAE

Not long ago, the UAE was a land of desert inhabited by Bedouin tribes, fishing villages and date farms. The city of Abu Dhabi consisted of palm huts (*barasti*), a few coral buildings and the Ruler's Fort. Situated along a creek, Dubai was a trading hub for travellers passing through.

For many generations, the Bedouin tribe was the principal building block of UAE society. Bedouins, which means desert-dwellers, were nomads, so they lived in different places, moving between the ocean, (for pearl diving and fishing), the desert (for the camels and herds) and the oases (for water and farming of dates and vegetables). They had very strong traditional values and believed in always making their guests feel welcome.

The Portuguese arrived in 1498. Ancient Portuguese forts can still be seen in and around the various emirates and nearby Oman. The British followed, and in the 1820s the area became known as the Trucial States until the creation of the UAE in 1971.

At the start of the 20th century, Abu Dhabi was one of the poorest emirates, while Sharjah was the most populated and powerful. However, in the 1930s, the pearl industry crashed because of the Japanese invention of the cultured pearl, creating problems for the local population. They lost their largest export and main source of money.

All that changed with the discovery of oil.

Exports from Abu Dhabi began in 1962, turning the poorest of the emirates into the richest. Then, in the mid 1960s, Dubai found oil of its own and, on 6th August 1966, Sheikh Zayed became the new ruler. However, Sheikh Zayed never forgot the traditions and values of the Bedouin tribes.

In July 1971, six of the Trucial States (Abu Dhabi, Dubai, Sharjah, Umm al-Qaiwain, Ajman and Fujairah) agreed on a Federal Constitution as the United Arab Emirates. The UAE became independent on 2nd December 1971, which is celebrated as Union Day. The remaining sheikhdom, Ras Al Khaimah, joined the United Arab Emirates in February 1972.

TRACK 2

The UAE has changed so much over the last 40 years. All because of the discovery of oil. Many years ago, people didn't have as much money as they do now. They did not have big houses and cars like we have today. Houses in

the past were smaller and all the family lived together with grandfathers, grandmothers, uncles, aunts and children. They used camels and donkeys to travel and carry heavy things. And they didn't have oil, so they were poorer than today. Education was very bad, there were no schools, colleges or universities. Students went to mosques to study Arabic and the Quran. People used traditional medicines if they were ill because there weren't as many hospitals as now. Today, people have a lot of money, cars and big houses. For example, my children, my grandchildren and I live in a big house. Each one of my sons has a car. Education now is very good, we have a lot of colleges, schools, and universities. We even have foreign teachers in colleges. We also have many good hospitals for medical care. Some people say we were happier in the past because life was more simple. But I think I am so lucky to live in the UAE today. I believe the UAE is one of the best countries in the world. And I hope in the future the UAE is even better!

Unit 2

TRACK 3

Speaker: The United Arab Emirates is one of the world's fastest-growing destinations for business and leisure visitors. This is not surprising since geographically, economically and culturally, it is in a unique strategic position between East and West. The population of the UAE is around 9.2 million, of which 7.8 million come from different countries around the world.

Continuous sun, endless white sand and turquoise seas have helped to attract many tourists over the years. The UAE's unbeatable shopping, fantastic resorts, excellent restaurants, spectacular events, exciting traditional culture, and safe and welcoming environment bring visitors back time and time again.

The UAE is made up of seven diverse Emirates; Abu Dhabi – the capital – Dubai, Sharjah, Ras Al Khaimah, Ajman, Fujairah and Umm Al Quwain. The total area of the Emirates is 83,600 km². The largest emirate is Abu Dhabi with 972 km² and Ajman is the smallest with 259 km². However, Abu Dhabi is a highly populated city, but Dubai is even more highly populated.

There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is by far the most popular. Each Emirate has wealth in different forms and at different levels, but Abu Dhabi is the wealthiest in terms of its Gross Domestic Product. The capital is always busy with international events, celebrations and festivals. However, residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter to live in.

residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter to live in.

TRACK 4

Speaker 1: Can you give us an overview of the education system in the UAE?

Speaker 2: Well, the UAE has worked on developing education since around 1962. Initially, it all started with only 20 schools, Emirate-wide, of mainly male students. Changes have been happening gradually ever since. The UAE has focused a lot of attention on education. His Highness Sheikh Zayed Al Nahyan considered education one of the priorities of progress. He openly said that the youth are the real wealth of the nation. Great capital was invested in an educational project to make the UAE an education-focused country.

Speaker 1: That's really interesting, to think that this only started recently; less than a century ago, but boomed very quickly.

Speaker 2: Indeed, the initial results were very promising. In less than 20 years, schooling had reached almost 40% of UAE students.

Speaker 1: Fascinating. Can you tell us more about the structure and the stages of education in the UAE?

Speaker 2: Well, it's similar to other countries in the region, and also influenced by the British education system. The UAE has four stages; first there is kindergarten, which includes four- to five-year-olds, then Elementary for six- to eleven-year-olds. The Intermediate stage welcomes 12- to 14-year-olds and, finally, there is Secondary, the final stage of schooling, with ages between 15 and 17.

Speaker 1: So, what about the curriculum? How is that developed?

Speaker 2: Well, a group of experts from the Ministry of Education works with peers across the region and even internationally. They exchange ideas and experiences to develop suitable curricula for our students.

Speaker 1: What about on the tertiary level? Is there a wide range of universities?

Speaker 2: Absolutely. Not only are there several state universities, but many highly-ranked international universities have set up satellite campuses and distance learning programmes in the UAE. You can find this in Abu Dhabi, Dubai and other Emirates, where clusters have set up hosting world-class universities.

Speaker 1: Do these universities include only basic university education or do they run postgraduate programmes, like Masters and PhD programmes?

Speaker 2: They run everything! You have to remember that the UAE is heavily focused on research and innovation, and incorporating Masters and PhD programmes has contributed greatly to this field.

TRACK 5

Radio Studio One

DJ: Hi, and welcome back to the programme. I'm your host Tariq Al Jassmi. In the next part of Career Choice UAE, we catch up with three foreign workers who have all decided that the UAE has offered them the best career path. Let's hear what they have to say.

Voiceover: Sheena Morgan, Australia

Sheena: Coming to work in the UAE was an easy career choice for me, really. I did my induction back in Australia, but after working there for four years I wanted the chance to stretch myself a bit. I mean, I wanted to do more than routine jobs and back-office administration. One day, a colleague asked me 'Have you ever thought about a job in the UAE?' and soon after, I saw an ad for a senior position in Ras Al Khaimah with a famous chain of hotels and I applied. Since then my career has developed quickly. At the moment, I work in Events Management, and the opportunities that come with it have been simply amazing. I've met a lot of famous celebrities and important business people, and I've had the privilege to work with some of the most professional colleagues in the hotel business.

I've just been promoted to General Manager, which would be unthinkable back in Australia. Even though I haven't started my new role yet, believe me when I say that opportunities in the hotel trade here in the Gulf are endless!

Voiceover: Ruben Gonzalez, Argentina

Ruben: To be honest, the UAE grabbed my attention when I saw the typical salary that a farm manager like me could earn. You know, by moving here, I've increased my salary massively and there are lots of perks, like free housing and schooling for my family, too. But you know it's more than just the financial side of things. The country is beautiful; we live near Al Ain which is surprisingly green. We've already been on some amazing trips, and the people here ... well, everyone's just so friendly.

What I like most about working here is the willingness of my staff to work hard. It's a real team effort and the spirit of

the people who work here helps us keep to our production targets. Even though I'm far away from my own country, I know that I made the right choice. I've never had a reason to regret working here.

Voiceover: Vivian Garbier, France

Vivian: I'm a geophysicist, which means I study rock formations to identify potential sources of oil. I've worked in the UAE since 2014 because no other place could give me such opportunities for research funding. We have already developed technology that can identify oil reserves buried several kilometres under the sea. The laboratory facilities and equipment we have here are incredible. We've used cutting-edge scanning technology to discover billions of barrels of oil. This helps the planet by buying time to develop green energy such as solar power.

The office hours may be long, and sometimes I am too busy to take a day off. I haven't taken a proper holiday yet, but the research work is very exciting. You know, I can't think of a place I'd rather be than the UAE!

TRACK 6

Sheena: I wanted to do more than routine jobs.

Ruben: There are lots of perks, like free housing.

Vivian: You know, I can't think of a place I'd rather be than the UAE!

TRACK 7

1

Speaker 1: I've worked as restaurant manager for five years.

2

Speaker 2: I've always thought about starting my own business.

3

Speaker 3: I haven't found an investor for my business idea yet.

Unit 3

TRACK 8

After a detailed study of cities around the world, and how their structure, economy and population have changed, we can now make some safe guesses about our future. For example, currently, more than half the people in the world live in cities and that number will continue to rise. In China

alone, 300 million people, some say 400 million people, will move to major cities over the next 15 years. Cities will account for 90% of the population growth and 75% of energy use.

This, of course, will create a housing problem and that's why urban planning will play an important role in changing the future. In big cities such as Vancouver, New York City and Abu Dhabi, there are already projects being developed to help limit the housing problem. The final results will see better effects on the environment through the creation of more green spaces, and buildings will host much greater numbers of residents than buildings today.

What about transport? Will we finally use the flying cars we have seen in films to avoid the rush hour? We're not sure about that, but there are already models of driverless cars, which aren't in use yet. Experts believe that driverless vehicles will be one of the principal means of transport in the future. This is a particularly important point for our future cities, since researchers believe that computer-driven cars will result in less serious injuries caused by car accidents.

Experts also predict that public transport will change. Fast trains between cities will become even faster and more comfortable for passengers. Even inner-city public transport will face some changes: for example, in London, there are plans to reduce the energy used on trains, making them more efficient. Overall, it would appear that whatever is going to happen, the future of our cities will be something we can all look forward to!

TRACK 9

Marwan: Hi Fahad! Did you see *Star Wars* on TV last night?

Fahad: Hi Marwan. Yes, but one thing I didn't understand was why was it called Episode 4 when it looked older than Episode 3? I mean, the special effects weren't very good, they were definitely better in Episode 3.

Marwan: That's because it was made before the first three episodes. It's all a bit confusing. The first film they made was *Star Wars*, Episode 4. That was the one you saw last night. Then, they made Episodes 1 to 3 after they'd made Episode 6.

Fahad: What? Why?

Marwan: Well, the original *Star Wars* film came out in 1977 and because it was so successful, the film studio decided to produce two more films, *The Empire Strikes Back* and *Return of the Jedi*. And the

director, George Lucas, said he always wanted to make a series of films rather than just one.

Fahad: So, Marwan, when did they film *The Phantom Menace*? That was the first film in the whole series, wasn't it?

Marwan: Yes, that was in 1999 ... 22 years after they'd made the first film. Then they made two more prequels, but I don't think they're as good as the original films.

Fahad: What are they about?

Marwan: Mainly Anakin Skywalker. At the beginning of the trilogy he's a young boy who's rescued by Obi-Wan, a knight, who wants him to help The Galactic Republic fight evil. In fact, Anakin turns out to be Luke's dad.

Fahad: But isn't Darth Vader his dad?

Marwan: Yes. In the next episodes, this nasty guy called Palpatine slowly brainwashes Anakin who then decides to change his name to Darth Vader. And at the end of the third episode, Obi-Wan fights Darth Vader and leaves him to die on a volcanic planet.

Fahad: So how does he survive?

Marwan: Palpatine saves him. He puts him in a black mask and armour which helps him to breathe. He'd have died otherwise.

Fahad: OK. So I assume Luke doesn't know Darth Vader is his dad.

Marwan: No, not until *The Empire Strikes Back*. In that film, Darth Vader defeated him in a fight and tried to make him change to the Dark Side. Then he tells Luke that he's his father.

Fahad: I haven't seen that one. So *Star Wars*, the first film made, but the fourth episode, is about Luke Skywalker who buys two droids, R2-D2 and C-3PO, and while he's cleaning them gets a message from Princess Leia to help her.

Marwan: Yes, she's fighting the Galactic Empire and has stolen the plans of the Empire's Death Star space station. She's a rebel and wants to destroy the space station. Then in Episode 3, Leia, Luke, a friend called Han Solo, and the droids fight the empire and win. They're the good guys!

Fahad: Right. So *The Force Awakens* comes after *Return of the Jedi*?

Marwan: Yes, it's the first of the sequel trilogy.

Fahad: Have you seen it?

Marwan: No, not yet. I've heard it's really good. Loads of the actors from the original films have returned and it had brilliant reviews in the papers.

TRACK 10

Adam: The housing industry is always changing and we can't help but think about what its future will look like. Can you give us your prediction, Dan?

Dan: Well Adam, I think many things will **definitely** change. What I see happening first is a shift towards natural building materials. Over the past century, home developers have been thinking so hard about creating homes with cost-efficient and long-lasting materials that they have forgotten about all the negative side effects of the chemicals and fumes in those products. I think contractors and architects will **probably** use more 'organic' building materials such as wood and brick.

Adam: That's good to hear; it will **certainly** be a positive move. What about technology? How do you see it playing a role in our future homes?

Dan: I think that's something that will **perhaps** take a little longer to spread due to its high cost. It's true that everyone uses a lot of technology now; but smart home automation will **probably** be very expensive. However, I'm sure people will be able to program their homes through their smart phones, for example to turn on the water heater while they're out.

Adam: And robots? Do you think these will ever be a reality?

Dan: Definitely, some houses today already have them. They might not look like the ones in sci-fi movies, though. For now, there are ones which look like big discs that move around the house cleaning floors. I think most homes will **possibly** own one very soon.

Adam: What about energy saving? We all know that's a big topic now raised by environmentalists. How can future homes help?

Dan: Some researchers are developing programmes to help reduce energy use and make homes energy-efficient. Sensors will be used around the house that can tell which rooms are empty and reduce the amount of electricity used in them. For example, lights will be dimmed and air conditioning will be adjusted. This will definitely have an effect on household bills.

Unit 4

TRACK 11

1

Speaker 1: To begin studying in this field in the United States, you must have a first degree. In other parts of the world, like the Middle East, you don't have to have a first degree, you can start studying towards this career straight out of high school. When you start work, you have to work very long hours and you have to read a lot about different cases, in various situations, in order to learn from different experiences. Although you work in an office most of the time, you sometimes have to attend court. An important part of the job is having strong social skills and the confidence to put across your points and opinion; you must show confidence when you're talking to the judge.

2

Speaker 2: To work in this field, you must get a degree, which usually means studying for four years. You need to stay up to date with the industry by attending workshops and following designs by others. While studying for your degree, you have to do a lot of manual work building models for projects. But once you start your career, you won't have to build physical models any more, others will be responsible for doing that. When you do this job, you create beautiful structures such as bridges and buildings.

3

Speaker 3: This is a very prestigious job to have; you will probably need to gain a lot of work experience before getting this post. It's a very demanding job; you are usually responsible for large numbers of students and you have to mark a lot of research papers. Like any other job, you must stay up to date with all the developments in your field. You don't usually have to work outside your workplace, unless you're presenting at conferences.

4

Speaker 4: People agree that this can be a dangerous job. You must be physically fit in order to fulfil the duties of the job. You don't have to have a science qualification to join this field, but you usually have to train at an academy for 1-2 years. You must be able to work as a part of team because you will normally have a partner to work with on a daily basis. People who do this job play a very important part in society by protecting and helping citizens.

TRACK 12

Good evening and welcome to *Financial Report*, your daily update on the world financial markets. I'm Khalifa Al Saadi, bringing you the latest news from the trading floors of the world's most important stock exchanges. Trading today started slowly with Tokyo's Nikkei index hovering around the 16200 mark until midday. Strong sales from the automobile industry over the last quarter pushed up shares to a monthly high of 16800 before settling back down to close the day at 16500. Still not enough to put a smile on the faces of investors there as it represents a 7% drop on the same period last year.

Better news from the markets here in the Arabian Gulf with trading in Dubai boosted by news of recent successes at Masdar City and continued investment in green technology. Shares which have been building up in anticipation of the announcement soared this morning to peak at 3600 – a six month high. Energy shares have doubled in value in the last few months and other sectors such as construction and aviation benefitted as their share prices nudged up past the 770 mark. Prices held on to the close of business and are expected to remain steady over the coming weeks.

Over in New York, shares on Wall Street slid down to a 6-year low, dropping 280 points. Traders took a hit as news broke of a government investigation into Megacorp Industries. Shares plunged after the announcement and the slump continued for the whole day, shaving off an estimated \$16 billion value in company stocks. The average share price had fallen by 5.5% by the time the bell rang to close what has been a terrible day for Wall Street. Shares are expected to dip further into a downward spiral for the next couple of days. That's it, more financial news the same time tomorrow. I'm Khalifa Al Saadi, thanks for joining us.

TRACK 13

1

At the moment, 1445 international businesses are registered at DIFC.

2

DIFC towers are powered by more than 4000 solar panels.

3

The Spine is set to cost 350 AED million.

4

Nearly ¼ of transactions are done in Dirhams.

5

By 2024, the number of employees is set to reach up to 50 000 workers.

6

High quality 62.5 micrometre optical fibres are used for communications.

7

There was an 18% increase in companies registered in 2015.

8

There are over 4300 parking spaces under the complex.

9

By 2020, water consumption will have gone down by 40%.

TRACK 14

Ali: How's the job hunting going?

David: Oh, it's hopeless. I've sent out loads of CVs and looked at websites but nothing.

Ali: Well, I've found something which might help. An article in this month's Business Connect about how to find a job.

David: Oh, yeah. What does it say?

Ali: Well, it says that instead of sending out hundreds of CVs you should research the kind of companies you want to work for and then write to them with a really focused CV and cover letter. If you know what kind of person they hire, it's easier to focus your CV so it includes the skills they want.

David: That makes sense. What else does it say?

Ali: Well your CV needs to include all the usual stuff like education, qualifications and work experience, but also your achievements.

David: Achievements? What kind of achievements?

Ali: Like the time you took over that project when your boss was ill. You showed leadership qualities there and took the initiative – they're the sort of things the HR people like to see.

David: And we finished on time.

Ali: Exactly, so you could put time management down as well. It says here that there are certain keywords that you should put in your CV. Team player, goal-oriented, time management, that sort of thing. It also says that another way of getting a job these days is to network. Ask your friends about possible jobs and keep your profile on LinkedIn up to date.

David: That's a good point. I haven't changed it for ages.

Ali: What? Employers look at it all the time and contact people to offer them work. And you must put your photo on it too – in the Middle East employers like to see who they're hiring.

David: Do I need to send a photo with my CV then?

Ali: Yes, and put your age and nationality on it too.

David: Right. We never do any of that in Australia, maybe that's where I'm going wrong.

Ali: Could be. You need to send a short covering letter too, saying why you want the job.

David: I always do that and I address the letter to the correct person.

Example texts

Please note: The texts here are to give you examples of the genres of text that you will produce in this course.

Write a report

Unit 3

The bar chart illustrates the urbanisation percentage of the world in 1950 and compares this with the percentage in 2007 and the projected percentage for 2030.

Between 1950 and 2003, the proportion of the world's population residing in cities is expected to double, growing from 20% to 60%. However, this rate is less marked in some continents than others. For example, 64% of the population of North America was urban in 1950, increasing to 79% by 2007. By contrast, just 17% of the Asian population was urban in 1950, but this rose to 41% by 2007. This represents one of the highest urbanisation rates in the world, even though the percentage of Asians in urban areas was still smaller than the world average. It is also clear from the graph that urbanization in Latin America is projected to be higher than Europe in 2030 in spite of being lower in 1950.

Overall, North America remains the continent with the highest urbanisation percentage in the past, present and future. However, the number of people living in urban areas in continents like Africa and Asia has increased and is expected to continue to increase at a higher rate.

Write a description

Unit 4

Disappearing jobs

Shop assistants: The increased presence of self-service checkouts in supermarkets will mean that shop assistants may soon no longer be needed. At the very least the amount of shop assistants required will be greatly reduced because one assistant can be used to monitor and support up to fifteen self-service checkout points.

Growing jobs

Scientists: More scientists will be needed to create and develop cures for diseases. As technology becomes more advanced, scientists will be able to investigate more and learn more about the way things work than they can now. Also, science has not been a popular industry for young people to study and work in so there has been a focus on recruiting for this area. College and university courses have been updated, so students will be attracted to enrolling with them.

Packers: The increasing popularity of online shopping means that retailers will require more people to work in their warehouses to sort and pack orders. Packers will be expected to work efficiently to manage a constant flow of orders. They will work longer hours and be paid a minimum wage.

New jobs

Technology specialists: Technology is developing all the time, but as this happens we will need more people who understand how it works. They might be involved in the creation and development of new technologies or they might be more involved in bridging the gap between the inventors of technology and the industries that use it. They will be able to teach others how to use technology and they will be able to solve problems people encounter related to the technology.

Unit 4

I've always loved reading books and often thought how much I'd enjoy writing them. Perhaps picture books for younger children or maybe even short novels for older children. You'd probably need a literature degree to have any chance of finding a job and I don't know whether there are many full time story writing jobs. I'm sure publishing houses must take on interns although it might not be well paid either, but money isn't everything. I'd get so much job satisfaction. I think it would feel very rewarding to create something that other people read and enjoy and I think I'd be good at it. So even though it might be a difficult job to get into I think it would be my ideal job.

Unit 4

Matt Mullenweg became a successful entrepreneur when he was just 21 years old. He was born and raised in Houston, Texas. On his blog he says he writes code, prose and music. It also says he loves taking photographs.

After school Matt moved to live in San Francisco where he worked at CNET Networks. He learnt how to create and develop websites. When he left in 2005 he founded a company called Automattic.

He recognised the frustrating limitations that bloggers faced each day. Millions of blogs are created with WordPress. Wordpress is a website that enables bloggers to host their blog for free.

Recently an offer was made to purchase WordPress for \$250 million. Mullenweg rejected the offer. He clearly knows something about creating remarkable software features that retain his users.







Use of English

Unit 1

Use of English

You can use *as many/much* [+ noun] *as* when you compare two situations.

Language tips

Unit 1

Language tip

Remember: when you ask a question using *did*, the main verb does not change.

Language tip

Said, *told* and *whispered* are all reporting verbs.

Unit 2

Language tip

When we use *most* followed by an adjective, we usually don't pronounce the final /t/ sound.

Language tip

When describing trends, use adverbs such as *steadily*, *sharply*, etc. to show how important the changes are.

Language tip

Transition words don't always come in the same place in a sentence; it depends on the sentence. For example:

In the end, she passed the exam.

She passed the exam *in the end*.

Language tip

A gerund is a verb with an *-ing* ending. It acts like a noun. Gerunds are usually used to talk about actions rather than people or objects.

For example: *Driving in Dubai is the usual way of getting around the Emirate.*

Unit 3

Language tip

The negative form of *will* is *won't* (*will + not*). For example, *There won't be any pollution in the future.*

Language tip

We use adverbs of probability to show the chances of something happening.

For example:

Houses will definitely be more affordable in the future.

Language tip

We use *may* and *might* to talk about the possibility of something happening. *May* can express a higher degree of certainty, but the two are most often interchangeable. *Might* is more common in spoken English. For example:

The school might/may change the snacks given to students.

The way we order food may/might become easier in the future.

Language tip

The Future Perfect describes an action that will be completed by a specified time in the future.

By 2050, computer engineers will have invented a computer that fits in your jacket.

In this example, the invention of a tiny computer is going to happen before 2050.

Unit 4**Language tip**

Remember, *have to* is used to talk about something you are obliged to do, whereas *don't have to* means you are not obliged to do something, but you can if you want.

Language tip

We use the *future passive* form to talk about what will happen in the future when the action is more important than who is doing it. To form the *future passive*, we use *will + be + past participle*. For example, *chips will be fried and packed by machines*.

Language tip

An imperative can be both positive and negative. It can be used to give instructions and to make invitations, for example, *Come in and sit down*. Be careful how you use an imperative as it may sound a little rude.

Language tip

We use the present perfect continuous to talk about actions that started in the past and have continued until just recently, or are still continuing.

Example: *I've been working in IT for ten years.*

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Unit	Lesson
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1 1



Lesson



Grammar



Functional Language

1 2



Lesson



Functional Language

1 3



Lesson



Functional Language

1 4



Lesson



Grammar



Functional Language

1 5



Lesson



Grammar



Functional Language

1 6



Lesson



Functional Language

Unit Lesson

1 7



Lesson



Functional Language

1 8



Lesson



Grammar



Functional Language

1 9



Lesson



Grammar

1 10



Lesson



Functional Language

1 11



Lesson

1 12



Lesson



Grammar



Functional Language

Unit Lesson

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Lesson

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Lesson



Grammar



Grammar



Functional Language

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Lesson

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Grammar



Functional Language

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Grammar

Unit Lesson

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Functional Language

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Lesson

Unit Lesson

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Grammar



Functional Language

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Grammar



Functional Language

Unit Lesson

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Lesson



Grammar

Unit Lesson

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4 8



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Grammar



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Grammar

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Lesson

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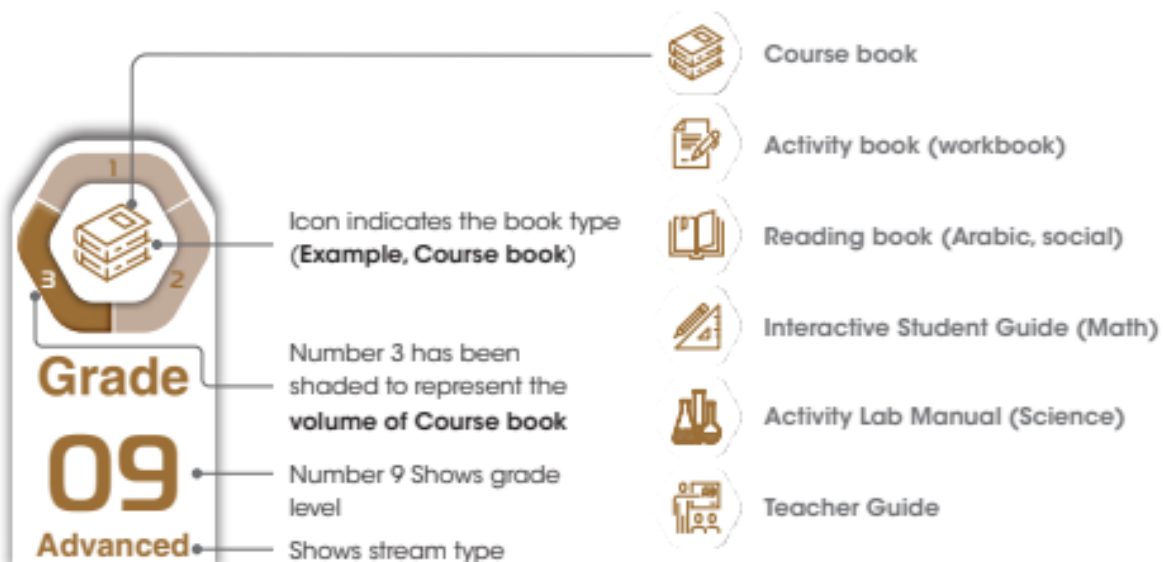
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