



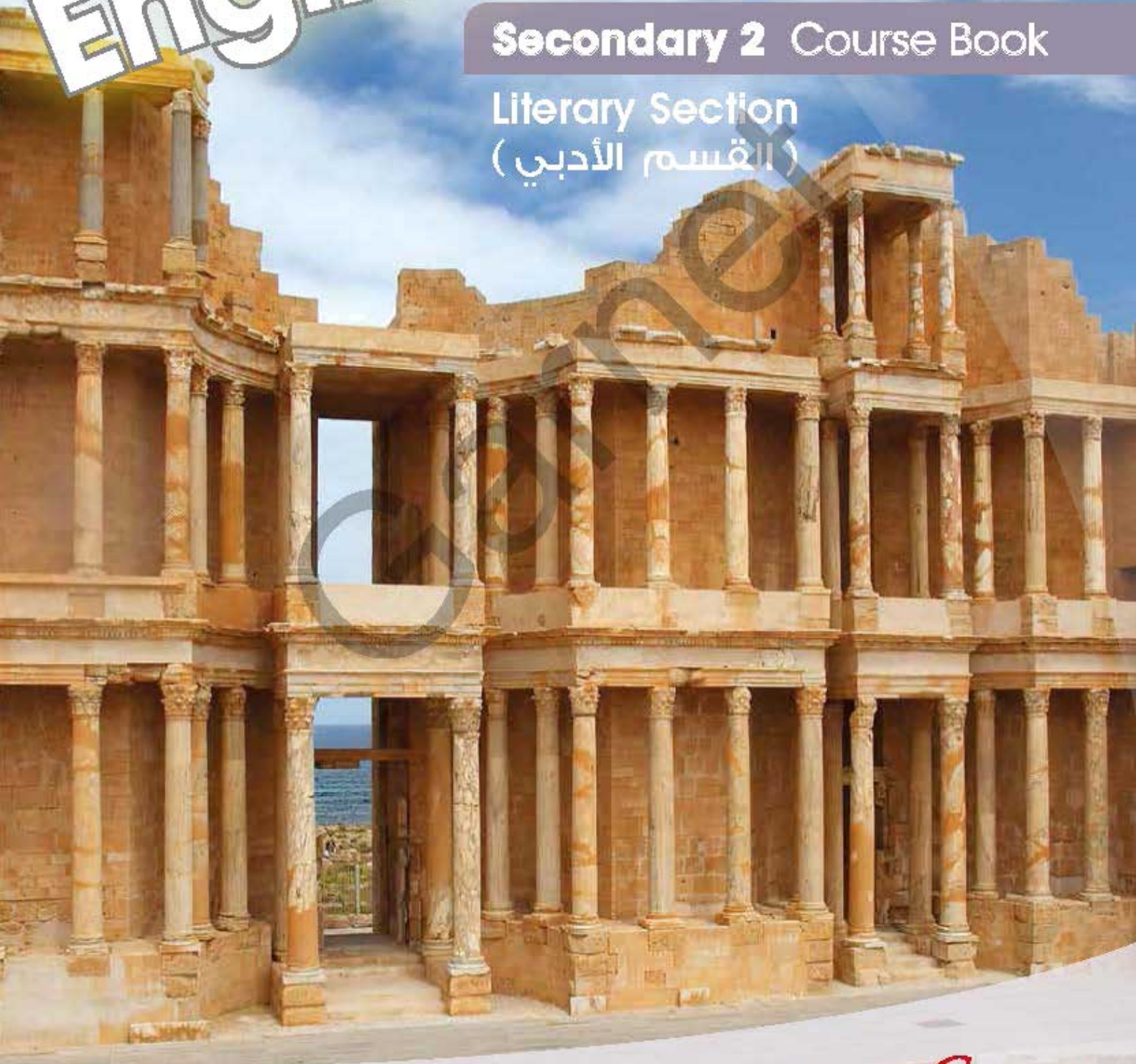
State of Libya
Ministry of Education
Curriculum and Educational Research Centre

21st CENTURY

English for Libya

Secondary 2 Course Book

Literary Section
(القسم الأدبي)



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مفوضة لـ مركز المناهج التعليمية والبحوث التربوية - ليبيا

Garnet
EDUCATION



English for Libya

Secondary 2 Course Book

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English for Libya Secondary 2 Literary Section Course Book
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ICON KEY

Throughout the Course Book and Workbook, you will find the following icons:



Pairwork activity



Group work activity



Project work



Functional grammar



21st Century Skills

Book Map

	UNIT 1 Culture and Customs Page 6	UNIT 2 Communication Page 18	UNIT 3 The Environment Page 32	UNIT 4 Fun with English 1 Page 44	
Listening and speaking					
Reading and writing					
Structure and language					
Vocabulary					



Communication Skills:

Describing yourself and others
Drawing conclusions from conversations
Inferring information from a text
Writing emails

Information Literacy:

Inferring information from context

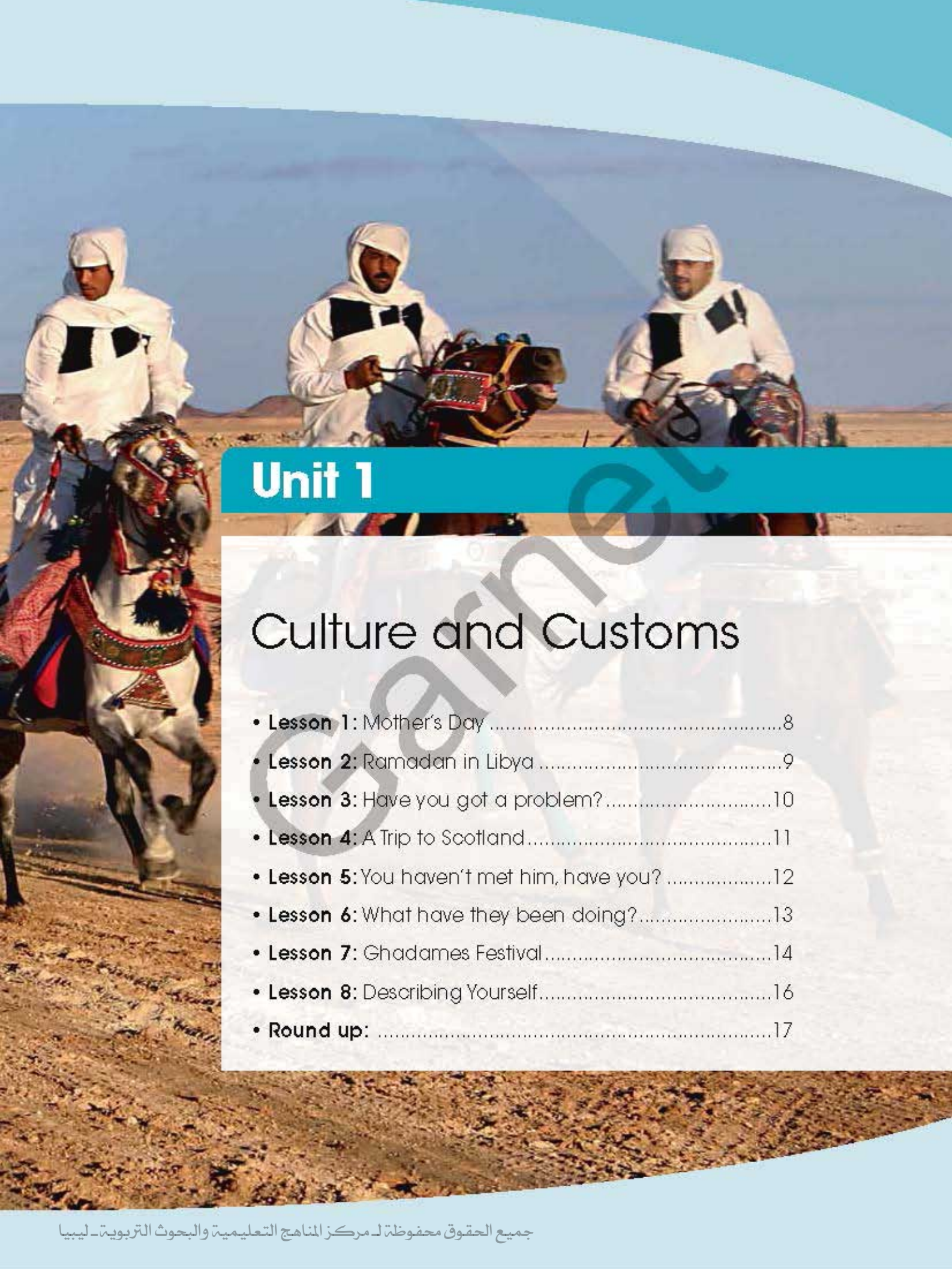


Study Skills:

Transferring information to a table

Media Literacy:

Associating images with relevant statements



Unit 1

Culture and Customs

- Lesson 1: Mother's Day8
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- Lesson 8: Describing Yourself16
- Round up:17

Unit 1

Lesson 1: Mother's Day

A Listen and read.

Fareed: Why are you writing to your mother? You live in the same house. And you see her every day.

Alex: I know, but it's Mother's Day tomorrow.

Fareed: Tell me more about it.

Alex: Well, it's a day in the spring when you say thank you to your mother for everything. **Most people give their mother a card and a present.**

Fareed: Really? What have you got for her?

Alex: Flowers and chocolates.

Fareed: Is there a poem in your Mother's Day card?

Alex: Yes. Listen to this. 'On this special day, I'm writing to say, you're the best mother in every way.'

Fareed: That's nice.

Alex: **Don't you send Mother's Day cards in Libya?**

Fareed: **Not really.** We send congratulations and birthday cards but we never send Mother's Day cards.

Alex: **Where are you going, Fareed?**

Fareed: To buy a Mother's Day card for my mum. She's also the best!



B Do Exercises A and B on page 4 of the Workbook.

C Read the Functional Grammar box then write PS (present simple) or PC (present continuous) next to each bold sentence in Exercise A. Explain what type of information each sentence is giving.




Talking about facts, habits and present situations: Present simple and continuous

- Dates **grow** on palm trees. It **is** Mother's Day tomorrow. (fact)
- We **study** every evening. Most people **give** cards. (habit)
- We **are reading** now. I'm **writing** my card now. (present situation)
- **Complete the rules.**

We use the present _____ for something happening right now.

We use the present _____ for permanent situations and things that happen regularly.

 p.98

D Now do Exercises C to E on pages 4 and 5 of the Workbook.

Lesson 2: Ramadan in Libya



A Read Samira's email and match the missing phrases to the spaces (a-f).

- | | |
|----------------------------|---|
| 1 all through the day | 4 spend a lot more time with each other |
| 2 but that's another story | 5 traditions in my country |
| 3 we have an evening meal | 6 to offer visitors in the evening |

To: Claire
Subject: Hello!

Hi Claire,

Thanks for your email. You asked me about ____^a. Well, at the moment it's Ramadan, so I'll tell you about that. Ramadan is a very special time for us. It's a thirty-day religious fast from dawn to sunset. So there's no eating, drinking or smoking ____^b. During Ramadan, Muslim people spend more time reading the Holy Quran and attending religious lessons and sermons. It's a time when we try to pray more, be extra patient with each other, and be kind and generous to people who are less fortunate than us.

At sunset, we stop fasting, and after prayers, ____^c. It's called *iftar*. My mother is a very traditional person. (She's also a little bit bossy, ____^d!) Anyway, she makes sure that iftar in our home is a very traditional meal. We have things like dates, milk, fruit juices and a traditional Libyan soup. The main course is usually a stew with meat or chicken and vegetables, served with rice. Then we have tea and cakes. During Ramadan, we always have lots of pastries in the house ____^e. One thing I really like about Ramadan here in Tripoli is that people are more sociable. Families and friends ____^f in the evenings and neighbours share food.

After iftar, people go to the mosque to take part in the Taraweeh and Tahajud night prayer.

Towards the end of the month, some people can feel quite tired. But people don't get back-tempered because Ramadan is so important for everyone. Even when people do feel hungry or tired, they are easy-going and remain calm.

Write back soon,

Samira

PS Here's a photo of you and me in Liverpool last year!



B Now do Exercises A to D on pages 6 and 7 of the Workbook.



C Work in pairs. Use the adjectives to talk about yourself, your family and your friends.

Our neighbour is very friendly, but she is shy.

A Read and choose the correct words to complete the phone conversation.

cat hand tree accident hate help serious

- Hadi:** Hello, Mum. I've got a problem.
- Mum:** What's the matter, Hadi?
- Hadi:** I've had a scooter _____¹.
- Mum:** Oh, no! Are you OK?
- Hadi:** Yes, I'm OK, Mum. Honestly!
- Mum:** Have you hurt yourself?
- Hadi:** Not really. I haven't hurt myself badly. I've only broken my glasses and cut my _____².
- Mum:** Oh, Hadi, I really _____³ that scooter of yours.
- Hadi:** Mum, please calm down. It's not very _____⁴.
- Mum:** How did it happen?
- Hadi:** A _____⁵ ran in front of the scooter. I tried to stop but the road was wet and I crashed into a _____⁶.
- Mum:** I'm coming to _____⁷ you now. Where exactly are you?



B Listen and check your answers.

C Now do Exercises A and B on page 7 of the Workbook.

D Read the Functional Grammar box then underline examples of the sentences that talk about something that happened in the past and still applies now (past perfect simple), and circle the sentences that happened and finished in the past (past simple).



Talking about past actions: Present perfect simple, past simple

Ben visited London last week. (past simple)Sarah hasn't been to London lately. (present perfect simple)

- Study the sentences then match each sentence to the statement that best describes it.

- ☐ Ben visited Tripoli last summer. **a** an action that started and finished in the past
- ☐ Ben has been to Misrata before. **b** an action that started in the past and still applies now

p.98-99

E Now do Exercises C, D and E on page 8 of the Workbook.

Lesson 4: A Trip to Scotland



A Match the sentences to the photos.

1 We listened to nice Scottish music. ☐

2 Ian's son caught a huge fish. ☐

3 The castle is about 400 years old. ☐

4 This is the loch near Ian Maclaren's castle. ☐



B Now do Exercises A and B on page 9 of the Workbook.

C Work in pairs to practise the conversations. Then use the prompts below and the words in the box to talk about things you have/have n't done.



Have you ever been to a theme park?

Yes, I have. I've been to Aladdin's Kingdom.

When did you go there?

I went last week.

What was it like?

It was fantastic.



Have you ever been to Scotland?

No, I haven't, but I'd like to. How about you?

Yes, I've been to Scotland. I went there last summer.

- go to a theme park
- go to Europe
- meet anyone famous

- act in a play
- sing in front of the school
- find a scorpion in your room

- have a strange dream
- write a poem
- break your arm/leg

boring expensive horrible scary interesting a waste of time really fun all right

D Now do Exercise C on page 9 of the Workbook.



A **8** Listen and mark the sentences true (T), false (F) or don't know (DK).

- | | | | |
|--|--------------------------|--------------------------------|--------------------------|
| 1 Khalid wants Martin to come to supper. | <input type="checkbox"/> | 4 Khalid's mother never cooks. | <input type="checkbox"/> |
| 2 Martin speaks good Arabic. | <input type="checkbox"/> | 5 Martin has never met Hasan. | <input type="checkbox"/> |
| 3 Martin is staying with Khalid. | <input type="checkbox"/> | 6 Khalid has been to England. | <input type="checkbox"/> |

B Now do Exercise A on page 10 of the Workbook.

C Look at the sentences from the conversation then read the Functional Grammar box and add more examples.

- | | |
|---|---|
| 1 But it's Ramadan, isn't it? | 4 You aren't busy, are you? |
| 2 You're fasting, aren't you? | 5 You haven't met him, have you? |
| 3 It's called <i>iftar</i> , isn't it? | |



Checking information: Question tags

Question tags are statements followed by abbreviated questions asking for confirmation.

He locks the door every evening, **doesn't he?**

You locked the door, **didn't you?**

You're coming later, **aren't you?**

She is invited to the party, **isn't she?**

Can you add more examples?

p.99

D Now do Exercises B to D on page 10 of the Workbook.

Lesson 6: What have they been doing?



A What have they all been doing? **10** Listen and complete the table.

Name	Activity
<input type="checkbox"/> Huda	She's been taking photos.
<input type="checkbox"/> Adam	
<input type="checkbox"/> Anne Marie	
<input type="checkbox"/> Rob & Mark	
<input type="checkbox"/> Issa	
<input type="checkbox"/> Nadia	

B Match the names from the table to the people in the picture.



Talking about time: *For* and *since*

Match each sentence to the statement that best describes it.

- ☐ He's been talking on the phone *for ten minutes*.
- ☐ They've been living here *since July*.
- ☐ He's been talking on the phone *since four o'clock*.
- ☐ They've been living here *for six months*.

a We use *for* when we're talking about a period of time.

b We use *since* when we talk about when something started.

p.100

C Now do Exercises A to C on pages 11 and 12 of the Workbook.

Unit 1 Lesson 7: Ghadames Festival

C21
EXERCISES

A Look at the two texts. Which one is an email and which one is an online article?

B Read the texts and find answers to these questions.

- 1 What does the city of Ghadames gain its importance from?
- 2 When is the festival held each year?
- 3 What does the festival celebrate?
- 4 How many days does the festival last?
- 5 Which key export does the festival revolve around?
- 6 What activities are hosted outside the city's walls?

GHADAMES FESTIVAL

Ghadames is one of Libya's most historically important cities. The city of Ghadames was not only a major route, but it is also home to a fresh water spring that kept the town's oasis full.

It hosts the Ghadames Festival, which is held in mid_October each year. The festival is a vibrant event where townsfolk meet to eat, drink, sing and dance. It is truly a wonderful experience for those visiting the country to witness such a celebration. Visitors are urged to join in and enjoy the festivities. The festival is a celebration of local Tuareg culture and traditions.

The festival starts with an opening ceremony on the first day, followed by exhibitions of traditional industries on the second day. The third day includes races and an introduction to Tuareg life. The third day concludes with a feast of dates, and dancing.

The Ghadames Festival revolves around the towns premier export, dates. The festival converts the whole town into a market place, holding horse and camel races outside the city walls.

The original Ghadames Festival held by the residents of Ghadames is normally held in October. The Tuareg festival occurs at the beginning of September each year, delivered by Tuaregs living outside the old city.



To: Mike
Subject: Ghadames Festival

Dear Mike,

Thanks for your email. I'm having a great time at the moment. We've got the Ghadames Festival here this month, so there's lots to see and do.

I've been to three camel races so far this week! Two of the races were won by the same camel. They were both excellent races. I have also been to the date and spice market. It has an amazing selection of the best spices.

I've also attended an interesting performance of traditional dancing and music. It was an amazing show. The festival really reflects the local culture. I now want to be a historian and professional photographer! I want to study more about the rich history of Ghadames and its people. I also want to take beautiful photographs of the local area, its festivities and nature, to share with the world.

Write to me soon,

Bilal

P.S. I'm sending you my schedule about my experiences at the Ghadames Festival.

C Now do Exercises A to H on pages 12, 13 and 14 of the Workbook.



- A** Read the quiz and underline all the words that describe people. What is each word followed by?

What are you really like?
Find out with our quiz!

- 1 Which sports are you good at?
- 2 Which school subjects are you most interested in?
- 3 What do you get angry about?
- 4 What do you get worried about?
- 5 What do you get excited about at home? At school?
- 6 What are you most afraid of?
- 7 Are you happy with your marks at school?
- 8 Do you ever feel jealous of your friends?
- 9 Do you ever get bored or annoyed with your homework?
- 10 When do you feel proud of yourself?



- B** Work in pairs. Take turns asking and answering the questions. Each time you answer a question, give one extra piece of information.

- C** Study the Functional Grammar box then do Exercises A and B on pages 14 and 15 of the Workbook.



Expressing abilities, feelings and emotions: Adjective + preposition phrases

- Some adjectives are followed by a preposition

He was interested in the quiz.

Are you annoyed with me?

Sammi is good at coding.

p.101

- D** Write a paragraph about yourself, a relation or a friend. Use at least six adjectives with prepositions. Underline the adjectives with prepositions.

My friend Ameena isn't very good at sport, but she's brilliant at art.
I like her because she's honest with everyone

Unit 1: Round up

A  Here are some of the things you practised in Unit 1. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **talk about routines and habits, using the present simple**

They **see** each other at school every day.

I always **send** her a card on her birthday.

- **talk about what is happening now, using the present continuous**

Why **are** you **staying** up late??

Please be quiet! I'm **doing** my Maths homework.

- **check information, using question tags**

You're staying in the Sheraton Hotel, **aren't** you?

We haven't met before, **have** we?

- **talk about recent experiences, using the present perfect**

He's **had** a car accident.

They've **been** to three plays so far this week.

- **talk about recent activities, using the present perfect continuous**

I've **been** studying all evening.

She's **been** talking on the phone for half an hour.

They've **been** watching TV **since** 6 p.m.

- **talk about feelings, using adjectives with prepositions**

I felt **proud** of myself when I won the writing prize.

Do you ever feel **worried** about the future?

- **keep conversations going by showing interest**

Really? That's nice. Not really.

Oh no! How about you?





Study Skills:

Identifying information in a text
Inferring information about sequence from texts
Researching and presenting information
Taking notes

Communication Skills:

Contributing to a discussion
Decoding text messages and pie charts
Summarizing a story



Media Literacy:

Associating relevant information
Identifying text types
Understanding advertising

Information Literacy:

Completing texts

Unit 2

Communication

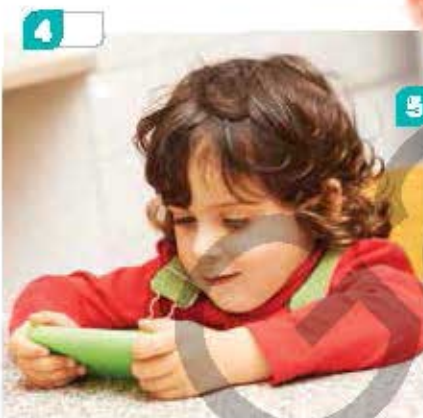
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• Lesson 2: Giving Instructions	21
• Lesson 3: The Swimmer	22
• Lesson 4: On the Phone.....	24
• Lesson 5: Time and Place	25
• Lesson 6: The Internet.....	26
• Lesson 7: They must have forgotten.....	28
• Lesson 8: Advertising.....	29
• Round up:	30

Unit 2

Lesson 1: Keeping in Touch

A Match each word or phrase from the box to each picture.

- a e-card b chatting on a mobile phone c laptop
d text message e mobile game f camera phone



C21
9011

B What do the letters and numbers in picture 2 mean?

C 13 Listen and match each speaker to a picture. You will hear these people speaking:

Simon ☐

Kamal ☐

Nadia ☐

Ameera ☐

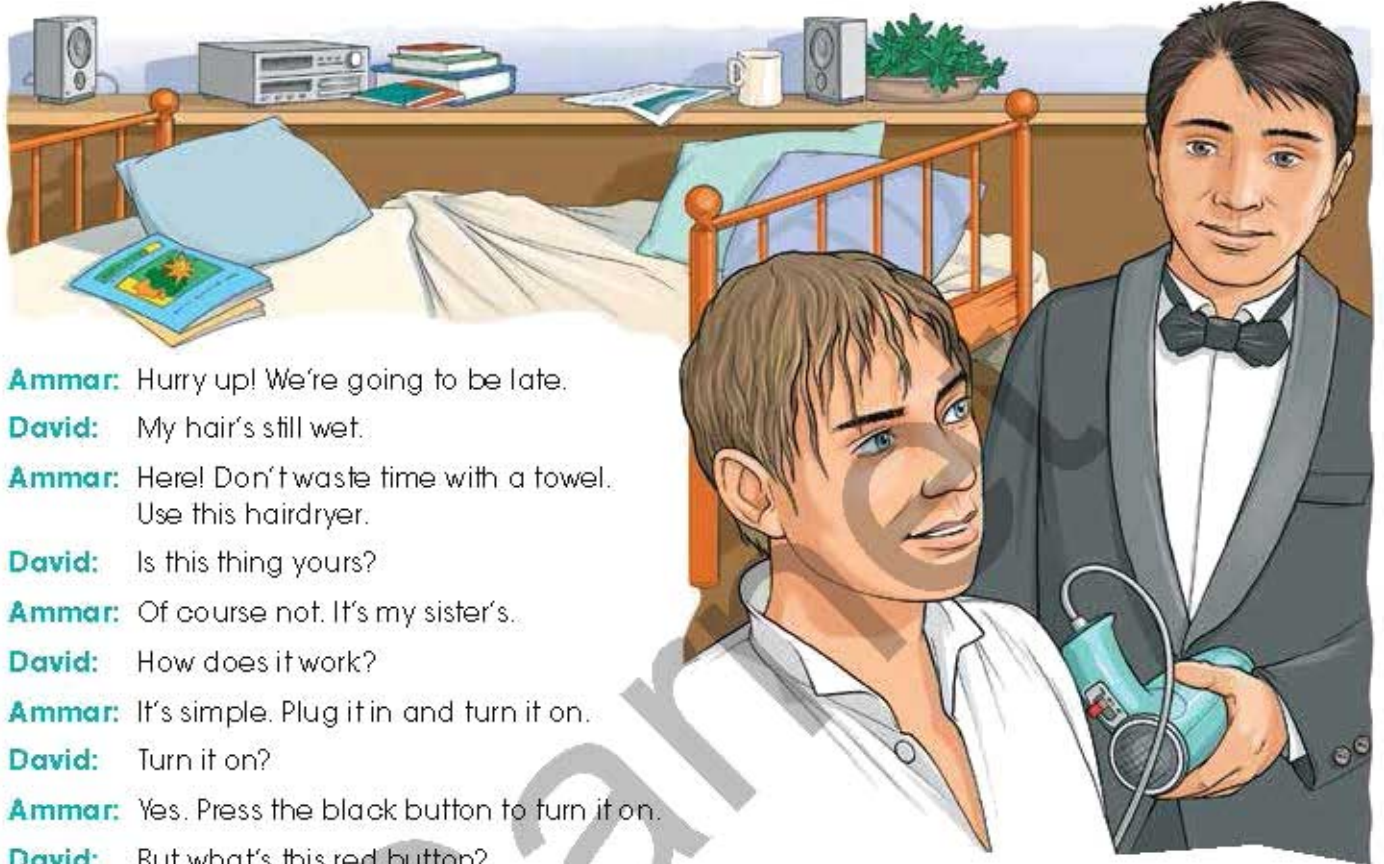
Aziz ☐

Nisrin ☐

D Now do Exercises A to E on pages 16 and 17 of the Workbook.

Lesson 2: Giving Instructions

A Listen and read.



Ammar: Hurry up! We're going to be late.

David: My hair's still wet.

Ammar: Here! Don't waste time with a towel.
Use this hairdryer.

David: Is this thing yours?

Ammar: Of course not. It's my sister's.

David: How does it work?

Ammar: It's simple. Plug it in and turn it on.

David: Turn it on?

Ammar: Yes. Press the black button to turn it on.

David: But what's this red button?

Ammar: The red button has got three positions. If you push it down, you get cool air. If you keep it in the middle, you get warm air. And you get hot air if you push it up.

David: OK. I suppose I want cool air, don't I?

Ammar: No. Don't use the cool setting. It's best to select hot if you want your hair to dry fast.

David: You really know a lot about it, don't you? Are you any good at fixing computers?

B Study the Functional Grammar box then find other examples in the conversation.




Explaining processes: Giving instructions

• When we give instructions, we can use:

imperatives – **Plug it in** and **turn it on**. **Don't use** the cool setting.

zero conditionals – **If you push it down**, you get cool air.

 p.101

C Now do Exercises A to H on pages 18 to 21 of the Workbook.

Unit 2 Lesson 3: The Swimmer



A Look at the texts and find:

- an online article ☐ an email to a friend ☐ an advertisement ☐
posts to an online forum ☐ a blog entry ☐

B Put the texts in the order they were written or are used in the story by numbering them 1 to 6.

A

Address: www.marjorysproblempage.co.uk

Marjory's Problem Page

Dear Omar,

It is not too late for you to learn to swim. Many swimming pools have classes for people who are afraid of water. Join one of these classes and say goodbye to the past. Good luck!

Marjory



B

Address: www.weeklyheronews.co.uk

SAVED BY A TEENAGE HERO

Gemma Green nearly drowned yesterday at Sennen Cove, Cornwall. Seven-year-old Gemma was playing on the beach when a huge wave pulled her out to sea. Seventeen-year-old Omar Zeid was walking on the beach with a friend when it happened.

"One minute the little girl was playing on the sand and the next minute she was far out at sea," he told reporters.

Omar's friend Justin Cartwright said, "The water was rough and we could see she was in trouble so I phoned the coastguards on my mobile. I didn't think it was a good idea to go in after her. But Omar didn't waste a minute. He dived into the water, swam out to her and brought her back. He's a real hero."

Omar, who only learnt to swim last year, said, "I didn't feel scared. I just knew I had to save her. My twin sister drowned when she was seven and it was the worst day of my life. This is the best day of my life."



C

Units: " Address: www.oasisclasses.co.uk

OASIS SPORTS CENTRE AND POOL

Swimming classes for teenagers



Are you afraid of water? Do you want to learn to swim? Why not join one of our classes?

Complete beginners: Tuesday and Thursday 6.00–8.00 p.m.
Intermediate swimmers: Wednesday and Friday 6.00–8.00 p.m.

D

Units: " Address: www.marjorysproblempage.co.uk

Marjory's Problem Page

Dear Marjory,

I am writing to you because I am 16 but I can't swim and I'm frightened of the sea. When I was seven, my twin sister drowned in an accident at the beach. After that my mother never allowed me to go swimming. But now I want to learn to swim. Is it too late?

Omar

Done

E

Units: " Address: www.mypersonalblog.co.uk

10th July

I have paid for a swimming course. My first class is next Tuesday. I am really scared. But I am going to be strong. I AM GOING TO LEARN TO SWIM. NOTHING IS GOING TO STOP ME NOW.

F


To: Justin
Subject: Hello!

Dear Justin,

You won't believe this but I have learnt to swim. In fact, I am writing to ask you to come on holiday with me in Cornwall. We'll camp near the beach and go swimming every day. I hope you can come. I know we'll have a great time.

Omar

P.S. Here are some pictures of sunny Cornwall!


C Now do Exercises A to C on pages 21 and 22 of the Workbook.

Unit 2 Lesson 4: On the Phone



A Who usually uses these phrases, the caller (C) or the person (or machine) that answers the telephone (A)? Write C or A next to each phrase.



1 Hello. Is that Ian Murphy?

2 May I ask who's calling?

3 Could I speak to ...?

4 I think you've got the wrong number.

5 I'm afraid he's out at the moment.

6 Could you tell her I called?

7 Do you know when he'll be back?

8 Can I take a message?

9 Just a moment, please.

10 I'll tell him you called.

11 Is that 0207-681-432?

12 I'd like to speak to Salwa Halabi, please.

13 Please leave a message and we'll call you back.

14 Hold on, please.

15 Please speak clearly after the tone.

16 Hello, Carol. Nice to hear from you.

B Now do Exercise A on page 23 of the Workbook.

Lesson 5: Time and Place

C21
SKILLS

A Match each sentence to a picture.

1

It's so crowded and there are such long queues.

2

It's so pretty but it takes such a long time.

3

It was such a cold day that I wore my big coat.

4

Everything's so dry. It's such a hot place.

5

It was so frightening that I couldn't watch it.

6

We had such a good time we didn't want to stop.

a



b



c



d



e



f



B Read the Functional Grammar box and complete the rule.



Describing places and experiences: Using *so* and *such*

- **so + adjective** – It's *so* crowded.
- **such (a/an) + adjective + noun** – It's *such* a hot place.
- **Expressing cause and result with *so* and *such***
It was *so* frightening *that* I couldn't watch it.
It was *such* a cold day *that* I wore my big coat.
- **We can leave out *that* in the result clause.**
We had *such* a good time we didn't want to stop.

p.101

C Now do Exercises A to F on pages 24, 25 and 26 of the Workbook.

Unit 2 Lesson 6: The Internet



A Quickly skim the texts. Make a list of five different uses of the internet mentioned in the texts.

B Scan the texts to find three negative aspects of the internet.

INVENTIONS THAT HAVE CHANGED THE WORLD

What do you do if you want to know about a high school volleyball team in Beirut? Who can your brother ask if he wants to find a language school in Scotland where he can study English this summer? Where can your sister get the latest information if she has to write an essay about world climate change? The answer is simple. You go onto the internet and look for a useful **website**.

The internet – sometimes called the World Wide Web (www) – is a huge international network of computers. It was invented in 1990 by two computer scientists – Tim Berners-Lee from Britain and Robert Cailliau, from Belgium. At the time, they were both working at a physics laboratory in Switzerland. They invented the system to help scientists to share ideas and information. In 1993 the internet became public and it grew very fast. Today it is used by millions of people all over the world and its use is still growing.

To **go online**, all you need is a computer and an internet router or wi-fi. And if you look at the statistics, most teenagers in the United States are connecting regularly. A recent survey showed that 82% of teenagers are sending and receiving email. Most of these also say they frequently **surf the net** for information. Another popular online activity among teens is **instant messaging** (IM). Over 80% have listened to music online and 50% have **downloaded** music from the internet. Only 13% of American teens are not using the internet at all.

Vocabulary tip: digital expressions

- **website** – A set of pages on the internet about a particular topic. These pages often contain colour pictures, sound and video.
- **go online** – Connect to the internet.
- **email** – Messages sent or received using the internet.
- **surf the net** – Spend time visiting a lot of websites.
- **instant message** – A written conversation between two people who are online. It's quicker than sending an email. The other person reads your message as soon as you send it and can answer instantly.
- **download** – Copy information or programs from the internet onto your computer.

COMMENT

CLAUDIA FLIGHT - UNITED KINGDOM

We've got a computer at home so I use the internet a lot for my school work. Whenever I need to find out some facts, I do a search on the internet. I needed information about sharks for a school project. I found lots of useful articles and pictures on the internet. I printed the pictures and used them in my project. It was quicker than going to the library and looking at lots of different books. I got all the information from the same place - the internet - using my computer.



COMMENT

SAMER KHOURY - LEBANON

I use the internet for homework, to send emails and to download apps. I also use it to find out what's on at the cinema and read film reviews. The only trouble with using the internet is that you sit in the same place for a long time. If I look at a computer screen for too long, my eyes sometimes hurt.

COMMENT

NADIA HASHIM - LIBYA

The internet is very useful, but you have to be careful if you don't want to waste time. Sometimes you are looking for one small piece of information and you end up spending an hour surfing the net. For example, yesterday I wanted to find out something about the River Nile. I looked at 17 different sites and it took me two hours to find what I needed.



COMMENT

MIKE ALLEN - AUSTRALIA

My business is buying and selling stamps. I do 70% of my business through the internet. I sell stamps to people in Malaysia, Japan, Europe and the Middle East. Sometimes I think it's a bit lonely. If you do business in a shop, you see people and life is more interesting. With the internet, you don't meet your customers. I also use the internet for shopping. I buy plane tickets and train tickets online. I always get my theatre and concert tickets online. I also buy books, computer programs, CDs and DVDs. It's cheaper and quicker and you don't need to go to lots of different shops looking for what you want.



C Now do Exercises A to D on pages 26 and 27 of the Workbook.



D  In groups research information to prepare a presentation on another invention that has changed the world we live in. Share your presentation with the class.

Unit 2 Lesson 7: They must have forgotten.

A Listen and read.

- Mrs Crosby:** Hello, Anna Crosby here. Who's speaking, please?
- Ammar:** Hello, Mrs Crosby. This is Ammar.
- Mrs Crosby:** Oh, hello, Ammar. How are you?
- Ammar:** I'm fine, thanks, Mrs Crosby. Is David there, please?
- Mrs Crosby:** I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.
- Ammar:** Did you say with Rob?
- Mrs Crosby:** Yes. I think they were going fishing. Rob's father was going to drive them to the lake.
- Ammar:** Oh, no! They must have forgotten about the match.
- Mrs Crosby:** No, they knew about the match. I heard them saying they had a match at three.
- Ammar:** But it's three fifteen now. And they still aren't here.
- Mrs Crosby:** They might have had a problem with the traffic.
- Ammar:** But why hasn't Dave phoned? He's got a mobile. He always has it with him.
- Mrs Crosby:** He must have left it at home this time.
- Ammar:** They can't all have forgotten to take their mobiles.
- Mrs Crosby:** They must have. Typical! When those three go fishing, they forget about everything else.



B Read the Functional Grammar box and find examples of deduction in the dialogue.



Drawing conclusions: Making deductions

- We use **must have**, **can't have**, **might have** + the past participle to make deductions about the past.

Everything is wet outside. It **must have rained** in the night.

He **can't have borrowed** my jacket. It's much too small for him.

Where's my jacket? I'm not sure, but I think your brother **might have taken** it.

 p.101-102

C Now do Exercises A, B and C on pages 28 and 29 of the Workbook.

Lesson 8: Advertising

C21
SILLS

A Complete the advertisements with the words and phrases in the box. Add capital letters where necessary.

say try worry come buy if you don't have if you join if you don't think if you want

A

NANA

so cool
so refreshing!



¹ goodbye to bad breath
with Nana mints!

² time to clean your teeth,
have a Nana mint.

Does not contain sugar. Recommended by dentists.

B

From Alpha Publishing

Movie-pedia

The biggest and best encyclopedia of film on CD-ROM. Articles, photos, facts and figures, names and dates, film music and video clips from all your favourite films. Plus thousands of Internet links.

³ Movie-pedia for one month totally free!

⁴ Movie-pedia is fantastic, you can have
your money back – immediately!

C

Are you tired of dull, lifeless hair?
Are you in hair despair?
Don't ⁵ _____
We have a solution to your problem.

shine SHAMPOO

⁶ hair that
really shines, use SHINE.

⁷ SHINE today!



D

OASIS SPORTS
CENTRE AND POOL



Do you want to exercise and get fit?

The Oasis Sports Club has a gym, pool
and tennis courts. We also offer yoga,
karate and fitness classes.

We are open every day of the week from 7 a.m. to 10 p.m.
Hurry! ⁸ the club before the end of
December, you get ten free guest passes.

Don't delay! ⁹ to the Oasis today.

B Now do Exercises A to D on pages 29 and 30 of the Workbook.

C21
SILLS

C  Work in pairs. Prepare a poster advertisement on a product
you have chosen. Use phrases from Exercise A.

Unit 2: Round up

A  Here are some of the things you practised in Unit 2. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **talk about the past, using the simple past and past continuous**

I **got** a mobile phone for my birthday.

He **was walking** along the street when he **heard** a loud noise.

- **give instructions, using the imperative and the zero conditional**

Turn it on and select a programme. **Don't press** the stop button.

If you **want** to print your document, **click** on the 'Ctrl' and 'p' keys.

- **use compound nouns relevant to the topic of communication**

text message camera phone gaming application

- **use phrasal verbs relevant to the topic of communication**

plug in turn on push down

- **express cause and result with so/such ... (that)**

I felt **so** tired **that** I stayed in bed.

It was **such** a hot day we couldn't move.

- **make deductions using must have, can't have, might have**

I can't get through to John. His battery **must have** died.

It only took you five minutes to do your homework. It **can't have** been very difficult.

He hasn't written to me. I think he **might have** lost my email address.

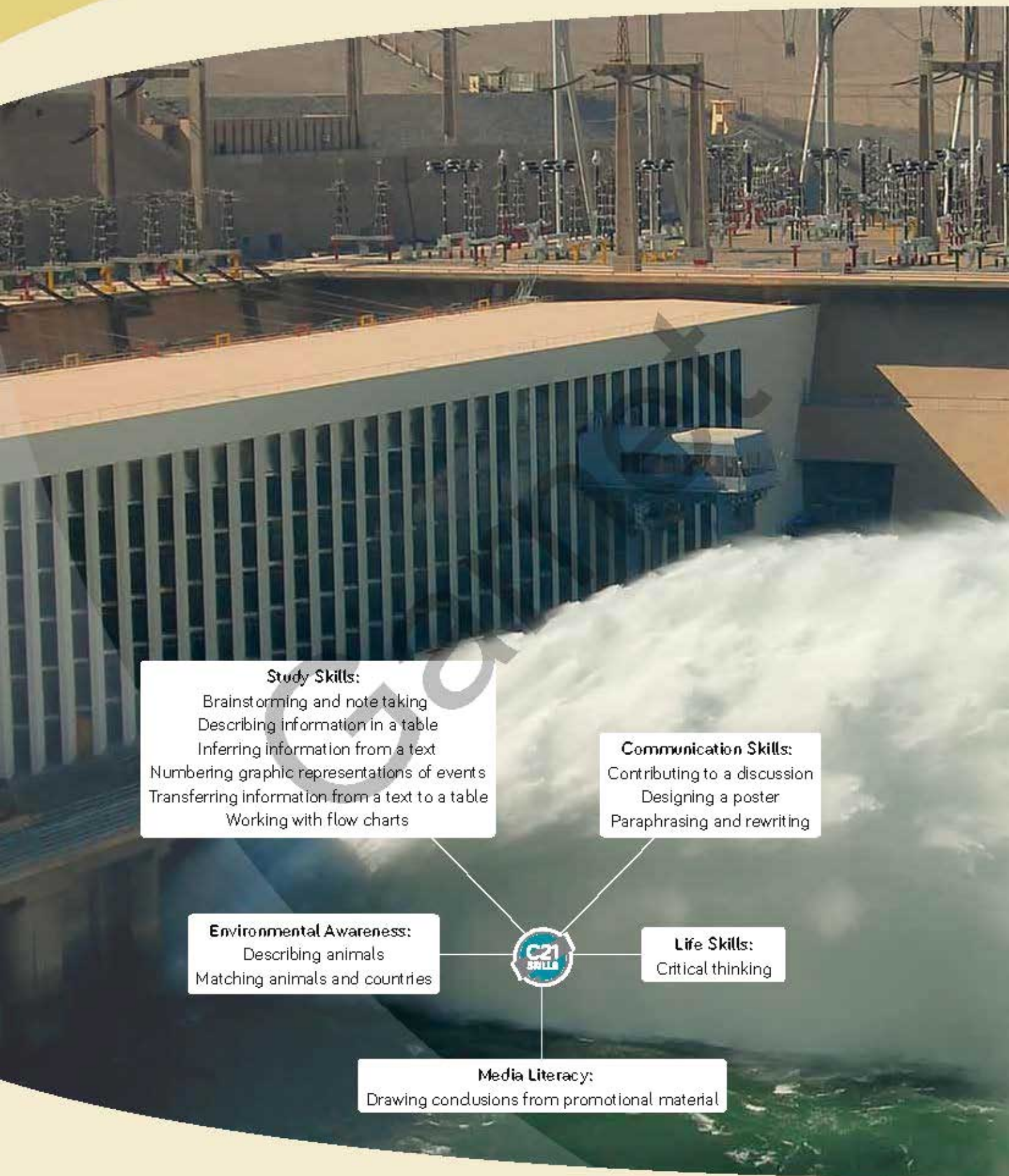


- **communicate on the telephone and leave messages**

*Latifa, this is Annabel. I'm afraid I can't come to dinner this evening.
Can you call me later?*

Hi, Julie, can you send me your notes on the project?





Study Skills:

Brainstorming and note taking
Describing information in a table
Inferring information from a text
Numbering graphic representations of events
Transferring information from a text to a table
Working with flow charts

Communication Skills:

Contributing to a discussion
Designing a poster
Paraphrasing and rewriting

Environmental Awareness:

Describing animals
Matching animals and countries

Life Skills:

Critical thinking

Media Literacy:

Drawing conclusions from promotional material





Unit 3

The Environment

- **Lesson 1:** Endangered Animals.....34
- **Lesson 2:** Almost Extinct35
- **Lesson 3:** Recycling Mobile Phones.....36
- **Lesson 4:** Now you too can be green!37
- **Lesson 5:** Offering Help38
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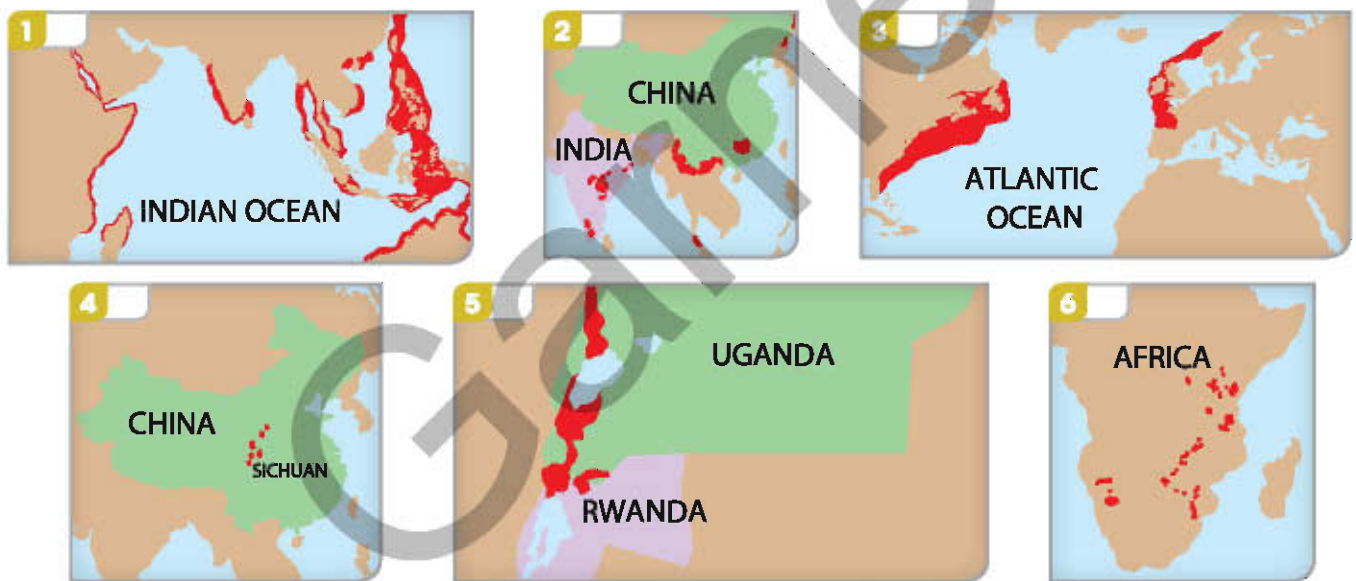
Unit 3 Lesson 1: Endangered Animals

A Write letters to match the animal names to the photos. What do you know about these animals?

giant panda ☐ tiger ☐ mountain gorilla ☐ dugong ☐ right whale ☐ black rhino ☐



B Where in the world do these animals live? Match each animal to one of the maps. Then listen and check. The language in the audio is quite difficult – but listen carefully and you will hear the place names.



C Read the Functional Grammar box and complete the rule. Then do Exercises A and B on page 31 of the Workbook.



Describing in detail: Adjective order

A **long green** snake.

A **beautiful black and yellow** bird.

A **small red** insect.

A **strange pink and grey** animal.

• What does each adjective describe?

• Is there a pattern to the order of the adjectives?

p.102

Lesson 2: Almost Extinct

C21
Skills

A Read the questions and find the answers in the fact files as quickly as you can.

- 1 Which animal is eaten by some people?
- 2 Which animal eats bamboo?
- 3 Which animal eats cows?
- 4 Which animal is used in medicine?

A NORTH ATLANTIC RIGHT WHALE



Two hundred years ago the Americans called it the "right" whale because it was the right whale to hunt. It is slow and easy to catch, and it has lots of oil in its body. Hunters killed almost all of them. Today there are only about 350 in the North Atlantic. Hunting has stopped, but the population is not increasing. One reason may be pollution in the sea. If the right whale becomes extinct, it will be very sad. But at the moment nobody knows how to help them.

C MOUNTAIN GORILLA



Gorillas live in the forest. People cut down trees and destroy the forest. So the gorillas' habitat is getting smaller. Hunting gorillas is against the law, but illegal hunters still kill them. Some people eat gorilla meat. If we do nothing, mountain gorillas will become extinct in a few years. It is possible to breed gorillas in zoos. Many zoos around the world have gorilla-breeding programmes.

B GIANT PANDA



- Pandas eat bamboo – sometimes 30 kilos per day of it! This means they can only live in places with lots of bamboo. So these beautiful animals have a problem: if people destroy their habitat, they will not be able to move to other places. And the bad news is – people are destroying their habitat. There are less than 1,000 wild pandas today. Zoos have about 60 and are trying to breed them.

D TIGER



Although it is against the law, there is still a lot of tiger hunting. There are three reasons: (1) people think that tigers are dangerous; (2) tigers sometimes eat cows and sheep, so farmers don't like them; (3) in Chinese medicine they use tiger bones and other parts of the body. There are very few wild tigers left – perhaps 5,000. In China there are only 30. Tigers will be extinct in twenty years if hunters go on killing them. We can breed tigers in zoos. But they have another problem, too – people are destroying their habitat.

B Now read the texts carefully and do Exercises A to E on pages 32 and 33 of the Workbook.

C Read the Functional Grammar box and complete the rule.



True situations: First conditional

If you **call** Mariam, she **will help** you with the homework.

If the tickets **are** too expensive, we **won't go** to the concert.

If the shops **are** shut, I'll **be** annoyed.

If' clause

main clause

If + verb in the _____ tense, will/won't + infinitive

What do you notice about the tense used in each phrase?

p.102

D Now do Exercises F to I on page 34 of the Workbook.

Unit 3 Lesson 3: Recycling Mobile Phones



A The boxes show the life cycle of a mobile phone. Put them in the correct order by numbering them 1 to 8.



After two years, the battery stops working. A new battery is expensive. So the phone is thrown away.

a



Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

b



At the shop, a customer buys a lovely new mobile phone. He is very pleased with it. It has a camera, games and great ringtones!

c



At the factory, they make the mobile phone and its battery. They use plastic and a number of different metals. Some of these metals – e.g., lead, cadmium and mercury – are toxic.

d



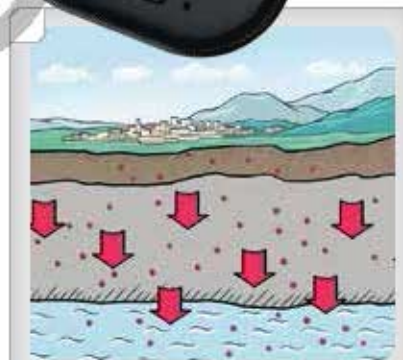
The owner uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

e



People and animals drink the water – and the toxic metals.

f



After ten years, the metals go down slowly into the earth. In the end, they get into the water.

g



The phone goes to the rubbish dump with the other rubbish.

h

B Now do Exercises A to C on pages 35 and 36 of the Workbook.

Lesson 4: Now you too can be green!

A Match the captions to the bins on the poster.



- 1 Bottles of all colours
(please remove metal tops)
- 2 Drink cans, food tins,
aerosol cans (e.g., hairspray)
- 3 Newspapers, magazines,
cardboard boxes
(no books, please)

B Now do Exercises A and B on page 36 of the Workbook.

C Read the Functional Grammar box and study the examples. Can you think of any more examples of *re-* verbs?



Expressing repeated actions: *re-* + verb

- We can put *re-* in front of a lot of verbs. It means *to do something again*.
You can **recycle** parts of the mobile phone.
I lost my project, so I will have to **redo** it at the weekend.
We **reheated** the pizza in the microwave but it wasn't very nice.

D Now do Exercises C to E on pages 37 and 38 of the Workbook.

Unit 3 Lesson 5: Offering Help



A Look at the picture of Mr Obuya in the Serengeti National Reserve in Tanzania. What kind of work do you think he does?



Mr Obuya



B These young people are volunteers. How do you think they help their boss Mr Obuya in the reserve?



Habib



David



C Listen to the volunteers talking to Mr Obuya. Who offers to do what? Does Mr Obuya accept their offers or not? Write notes for each person. Use phrases from the box.



Victoria

Victoria ~~feed the baby lion~~ X

David

Habib

clean the windows of the minibus
make a new no-smoking sign
type a list of animals
drive the Land Rover
feed the baby lion
check the fence around the camp
show people where to park
fix the broken picnic table
clean up the picnic area

D Study these ways of making offers.



Polite suggestions and offers: Offering to help

Shall I get you some batteries?

Shall we wait here?

Would you like me to write that down?

Would you like us to do the cooking?

Accepting

Yes, please.

Good idea.

Refusing

No, thanks.

I'll do it myself, thanks.

Can you think of other ways to make polite suggestions?

E Now do Exercises A to F on pages 39 and 40 of the Workbook.

Lesson 6: The Best of Both Worlds

C21
Skills

A Read the advertisement. What do you know about hybrid cars?

HYBRID CAR SALES L.A.

- Do you want all the advantages of a petrol engine PLUS all the advantages of an electric motor?
- Have fun AND protect the environment. Get a hybrid!!
- We sell Honda, Toyota, Ford & General Motors hybrid cars.

Hybrid Car Sales, 9466 Beverly Boulevard, Los Angeles, CA 90048

www.hybridcarsales.com



B Read the interview quickly. Can you find one *bad* thing about hybrid cars?

C Now do Exercise A on page 41 of the Workbook.

WHICH CAR TO BUY

A HYBRID FOR TERRY?

EVERY MONTH WE INTERVIEW A MEMBER OF THE PUBLIC. WE ASK WHICH CAR ARE YOU GOING TO BUY? WHY?



WCTB: Terry, you've been looking at the new cars on the market. What do you think?
TERRY: Well, I like the new hybrid cars – especially Ford and Toyota.
WCTB: They're pretty expensive, aren't they?
TERRY: They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.
WCTB: The smog?
TERRY: Not just the smog. There are almost four million people in Los Angeles – and everyone drives a car.

WCTB: Do you think hybrid cars will help?
TERRY: Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.
WCTB: Why not get an all-electric car, then?
TERRY: Well, the batteries are not good enough for long journeys – that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.
WCTB: And the hybrid car uses its petrol engine on the open road?
TERRY: Exactly. You get the best of both worlds.
WCTB: And can you afford the higher price?
TERRY: At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.
WCTB: Thank you for sharing your ideas with us, Terry.

D Now do Exercises B to F on pages 41 and 42 of the Workbook.

Unit 3 Lesson 7: The Arabian Oryx

A When did the oryx become extinct in the wild? Find the answer in the article as quickly as you can.

The oryx is back

The oryx is a beautiful antelope with two long horns. It is one of the few big animals that can live in the desert. It gets most of its water from plants; it eats at night when there is some water on the leaves. It walks hundreds of kilometres to find food.

In the 1960s the population of oryx in the Arabian Peninsula was very small. The animal was endangered because of hunting. It was hunted for two reasons: the local Bedouin people hunted it for meat, and city people hunted it for sport. In the past, when the hunters were on horses, the oryx survived. But hunters in big four-wheel-drive cars were able to follow the oryx everywhere – it could not get away from them. In 1972 the last wild oryx was shot.

But, happily, that was not the end of the story. Zoos around the Middle East had quite a good number of oryx. They got the animals to breed, to build up their numbers. Then in 1982 they put some oryx back into the wild in Oman. The programme was a success, and in 1990 they did the same thing in Saudi Arabia. Of course, hunting the oryx is no longer allowed. Today the wild population of these wonderful animals is about 900. Experts say it will probably soon be 1,000.



B Now do Exercises A and B on pages 42 and 43 of the Workbook.

C We use contractions when we speak more than when we write. Read the examples in the Functional Grammar box.



Contracted forms of speech: Using contractions

• We usually write:

It is one of the few big animals ...

... it could not get away.

... it will probably soon be 1,000.

• But we usually say:

It's one of the few big animals ...

... it couldn't get away.

... it'll probably soon be 1,000.

D Now do Exercises C to E on page 43 of the Workbook.

Lesson 8: The Aswan Dam

A Look at the pictures and read the captions. What do you know about the Nile and the Aswan Dam? Do you understand the headline of the article?



B Now read the article. Can you guess the meaning of the headline?

The Aswan Dam: Triumph or Tragedy?

From our Environment correspondent Natasha Ward



I am standing by the Nile in the wonderful town of Aswan in Southern Egypt. The air is clean and hot, and the cool water of the Nile is flowing silently past me. It looks beautiful. But is everything as perfect as it looks?

In the 1960s the Aswan Dam was built, and it changed the ecology of the Nile dramatically. Before then, the river used to flood in the summer every year. The water brought earth, which was very good for the farmers. The land was rich, and it was easy to grow food. Now farmers have to use chemical fertilizer on their land – that costs money, and is not as good as the earth from the river. On the other hand, farmers are happy that the river is always the same: before, there was sometimes too much water, and sometimes not enough.



The Nile at Aswan

The dam caused other problems. The river also used to carry food for fish. After the dam was built, there were fewer fish in the river and in the sea along the coast of Egypt. And of course it was terrible for the people who lived south of the dam – they lost their homes when Lake Nasser was created.

But let's not forget the best thing about the Aswan Dam: its hydroelectric power station



The Aswan Dam

produces lots of 'clean' electricity for Egyptian people and their industries. And it will continue to do so for many years.

C Now do Exercises A to E on pages 44 and 45 of the Workbook.

Unit 3: Round up

A  Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **describe things using adjectives in the correct order:**
general + colour + material

An interesting, white, concrete building

A lovely, blue and yellow cotton dress

- **make predictions about the future, using the first conditional**

If we **can't** find your house, we **will** call you on your mobile phone.



- **talk about the future, using different verb forms and adverbs**

This animal **will** **become** extinct.



My English **is** definitely **getting** better.

- **use adjectives to describe places**

The oasis **is** **quiet** and **beautiful**. A **sparkling** pool of cool water is shaded by a group of **lovely**, **tall** palm trees. Some **beautiful**, **brown** camels sit nearby.



- **make offers**

Shall I make you some coffee?

Would you **like** us to wait for you?

• use contractions in spoken English

I'm going to be a bit late.

What's wrong?





Study Skills:

Categorizing information
Transferring information to a table

Communication Skills:

Associating pictures with information
Describing a TV programme
Discussing possibility



Media Literacy:

Predicting a conversation



Unit 4

Fun with English 1

- **Lesson 1:** Bakkar's Adventure46
- **Lesson 2:** Shall I help you?.....47
- **Lesson 3:** On the Phone.....48
- **Lesson 4:** I've just won first prize!49

Unit 4 Lesson 1: Bakkar's Adventure

A Read the article quickly and answer the questions in Exercise A on page 46 of the Workbook.



HAVE YOU HEARD OF BAKKAR?

Bakkar is a young country boy in Upper Egypt. His father is dead and he lives with his mother. He loves art and drawing, and he cares for animals. He is not a hero but he is a very kind and sociable child.

You might have watched Bakkar cartoons during Ramadan. In Egypt, 40 million Egyptians turn on their TVs to watch him every day of Ramadan. The series is also very **popular** in the United Arab Emirates, Oman and Tunisia. Mona Abou El Naser, who invented and created Bakkar, explains why people of different ages and classes like watching the series during the month of Ramadan. She says it's because people can recognize Bakkar's Muslim values. She also says that he is a nice change from Western cartoon characters, and he speaks the language, even if he has got an unusual Arabic accent.

The Bakkar shows often have **serious** topics. For example, one episode is about sympathy for less **fortunate** people. Habiba, a little blind girl, saves her school friends from danger. Another episode about education shows the importance of teaching everyone in society to read and write. In a more **recent** show, the main topic is **environmental** problems. Bakkar works with a Red Sea Ranger. They want to rescue **endangered** animals from a **cruel** zookeeper. The cartoon shows children that it's a bad idea to go fishing or collect sea animals in **protected** areas.

Mona Abou El Naser believes that it's important for the Arab World to have its own cartoon characters. She opened Cairo Cartoon Studios in 1990, and she has been making Egyptian cartoons for TV since then. She started with Kani wi Mani, then made Sinbad and finally Bakkar.



B Check you know the meanings of the adjectives in red.

C Now do Exercises B to F on pages 46 to 48 of the Workbook.

Lesson 2: Shall I help you?

A Read and complete the captions with one word in each space.

1 Come on, Helen. I know you're joking. Don't _____ time.

2 Shall I help you walk _____ that seat?

Yes, please, Zeina.

3 If you put your arm around my shoulder, you'll be _____ to walk.

4 Ow! It feels really terrible if I move it.

You look very white. _____ you like me to get you a glass of water?

No, I'd prefer you to stay here with me.

5 I think I've _____ my leg, Zeina. If it is broken, I won't be able to play in the tennis competition on Saturday.

B  Listen and check your answers. Then practise the dialogue.

C Do Exercises A to F on pages 49 and 50 of the Workbook.

Unit 4 Lesson 3: On the Phone



A



37

Listen and match the phone calls to the pictures. Write the number of each phone call in the correct box. There are two extra pictures.

A



C



B



D



E



B Now do Exercises A to C on page 51 of the Workbook.

C



Work in pairs. Create and role-play conversations from these situations. Take turns being Student A and Student B.

Student A: You want to buy the laptop computer in Picture C. Student B is selling it. Find out the make, price and age of the computer, and arrange a time to go and see it.

Student B: You want to sell the laptop computer in Picture C. Answer the questions and suggest a time for Student A to visit.

Student A: You have lost the sports bag in Picture E. Phone the sports club to see if you have left it there, and arrange a time to collect it.

Student B: You are the receptionist at a sports club. Answer Student A's questions.

Lesson 4: I've just won first prize!

A   Work in pairs. Look at the pictures and discuss why one of the men is angry. Listen and check your answers. Then practise the dialogue.

Omar: You look angry.

Maher: I **am** angry.

Omar: Really? Why is that?

Maher: Some careless person has just crashed into my car.

Omar: That's so annoying!



B  Work in pairs. Make similar dialogues for the phrases below.

1 sad My grandfather has just died.

I'm so sorry. He was such a wonderful man.

2 worried My exam's tomorrow and I haven't revised for it.

You'll be OK. I know you will.

3 bored I've been sitting at home all day surfing the net.

That's so bad for your eyes.

4 tired I've been working in my uncle's shop all day.

He must have been really grateful.

5 happy I've just won first prize in a painting competition.

Fantastic! You've always been so artistic.

6 hot I've been playing tennis all morning.

You're such a sporty person. I feel a bit jealous!

C  Work in pairs. Make similar dialogues for the pictures below.



D Now do Exercises A to C on pages 52 and 53 of the Workbook.



Communication Skills:

Distinguishing between formal and informal language
Giving advice
Speculating about hypothetical situations
Summarizing a sequence of events

Study Skills:

Classifying information
Completing tables
Inferring information from context
Matching information to speakers
Transferring numbers to a pie chart



Life Skills:

Creative thinking
Problem solving

Information Literacy:

Transferring information from text to notes



Unit 5

Food and Drink

- **Lesson 1:** Food Preferences52
- **Lesson 2:** Healthy Habits.....53
- **Lesson 3:** Expressing Necessity54
- **Lesson 4:** You'd better wash it first.55
- **Lesson 5:** If I were in your shoes56
- **Lesson 6:** If I were you, I wouldn't worry.58
- **Lesson 7:** I wish I could fly.59
- **Lesson 8:** If only I'd listened.60
- **Round up:**62

Unit 5 Lesson 1: Food Preferences

A Look at the pictures. How many items of food and drink can you name?



C21
SKILLS

B



42

What do these people think of fast food? Listen and write the correct letter next to each person's name.

- 1 Latifa ☐
- 2 Adam ☐
- 3 Hanaa ☐
- 4 Nasseem ☐
- 5 Ross ☐



boring



quick



unhealthy



cheap



spicy



fresh



delicious

C



43

Listen and repeat these exchanges.



I really like chicken, especially stewed chicken with lemon and carrots.



That sounds delicious.



Do you like fish? I love it when it's really fresh.



I don't like fish because of all the little bones.



I prefer meat to fish.



Have you ever tried Indian food?
It's really hot and spicy.



D Now work in groups. Talk about your favourite food and how you like it cooked. Say which food you don't like.

E Now do Exercises A to F on pages 54, 55 and 56 of the Workbook.

Lesson 2: Healthy Habits

A Read and choose the correct words to complete the conversation.

boiled chips ~~energy~~ food glasses grilled lemonade vegetables wrong

Layla: You don't have much energy at the moment, do you, Rashid?

Rashid: You're right, Layla. I never feel very energetic.

Layla: I think perhaps you're eating the _____¹ kind of food.

Rashid: Really?

Layla: Yes. Your coach and I have decided to give you a special diet. I've written a list of _____² that you can and can't eat. Have a look at it.

Rashid: This is ridiculous, Layla. I can't eat burgers. I mustn't eat _____³. I must avoid fried food.

Layla: But there are lots of things you can eat. You can have _____⁴ chicken, for example, with _____⁵ potatoes and green _____⁶.

Rashid: Can I drink _____⁷?

Layla: No, you can't. You must drink lots of water. In fact, you should drink eight _____⁸ of water a day. And another thing, Rashid, you shouldn't go to bed late.

Rashid: How many hours' sleep should I get?

Layla: You should have eight hours of sleep a night.



B 44 Listen and check your answers.

C Read the Functional Grammar box. Complete the rules by crossing out the wrong words.



Expressing prohibition: Modals – *can/can't, must/mustn't, should/shouldn't*

• We use **can't** and **mustn't** mean someone is not allowed to do something.

Study the examples below.

Must/mustn't is stronger / weaker than *should/shouldn't*.

You **mustn't** talk loudly in the library. You **should be** quiet.

You **must** submit your assignment on time. We **should** submit all our work on time.

Which of the modal verbs is strongest in meaning?

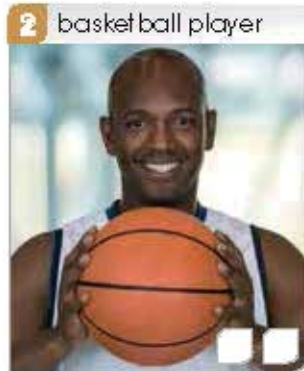
Can you think of other examples of sentences with modal verbs?

p.102-103

D Now do Exercises A to C on pages 56, 57 and 58 of the Workbook.

Unit 5 Lesson 3: Expressing Necessity

A Match two sentences to each picture.



- a She must be good with children.
- b She has to wear a uniform.
- c They don't have to wear suits and ties.
- d She doesn't have to wear a uniform.
- e He has to be very fit and healthy.
- f She doesn't have to pay for plane tickets.
- g They have to eat a lot.
- h He has to have a healthy diet.

C21
SILLS

B Who said what? Match the people above to their words below.

- 1 ☐ I have to fly to Dubai twice tomorrow.
- 2 ☐ We had to eat fourteen eggs for breakfast this morning.
- 3 ☐ Do I have to play in the match next Saturday?
- 4 ☐ I didn't have to go to work yesterday. The school was closed.

C Study the language box. Think of more examples.



Expressing necessity: *have to* + infinitive

• We use **have to** to say that something is necessary now or in the future.

What time do you **have to be** at work every day?

I **have to get up** early tomorrow. My plane leaves at six in the morning.

We **don't have to hurry**. There's plenty of time.

Did you **have to wear** a uniform at your primary school? No, I didn't.

Can you think of other examples?

p.103

D Now do Exercises A to E on pages 59, 60 and 61 of the Workbook.

Lesson 4: You'd better wash it first.

A  **45** Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.

Mariam: Oh, no! I've put too much salt in the stew. What shall I do?

Khaled: You'd better add a tin of tomatoes. That'll make it less salty.

Mariam: And perhaps I'd better add some potatoes too.

Khaled: Good idea.

Mariam: Shall I add some yoghurt as well?

Khaled: You'd better not. It'll make the stew go very white.



C21
SKILLS

B Match the problems with the responses.

Problems

- 1 This soup is a bit tasteless. ☐
- 2 The rice is cold. ☐
- 3 Shall I put some more sugar in the fruit salad? ☐
- 4 I'm afraid the coffee is boiling hot. ☐
- 5 I'm starving. Can I make a sandwich? ☐
- 6 Shall I boil the spinach? ☐

Responses

- a** I think you'd better not. It's already too sweet.
- b** You'd better add some parsley and lemon juice.
- c** You'd better leave it to cool down for a few minutes.
- d** I'd better heat it in the microwave.
- e** You'd better not. Supper will be ready in five minutes.
- f** You'd better wash it first. It might be dirty.

C  **45**  Work in pairs. Listen and repeat. Then work in pairs and practise the exchanges above. Student 1 has to add an extra sentence each time. Take turns being Student 1.



This soup is a bit tasteless.

That's a good idea. Why didn't I think of that?

OK. And perhaps I'd better add some garlic too.

You'd better add some parsley and lemon juice.



D Now do Exercises A and B on pages 62 and 63 of the Workbook.

Unit 5 Lesson 5: If I were in your shoes ...

A Read the magazine article and complete the interviewer's questions with these phrases.

- | | |
|--------------------------------------|----------------------------------|
| 1 any place in the world | 5 in your looks |
| 2 £1,000 in a competition | 6 Prime Minister of your country |
| 3 famous person | 7 some kind of serious trouble |
| 4 in an emergency | |

B Read the examples and complete the rule in the box below.



Unreal conditional situations: Second conditional

• We use the **second conditional** to talk about **unreal and imagined situations**.

If I **had** internet, I **could** **share** these photos with everyone.

What **would** you **do** if you **found** 1 million Libyan dinars in the street?

If I **didn't** **take** pictures, I **wouldn't** **remember** all the places I've been to.

If clause

main clause

If + past tense, / could + infinitive.

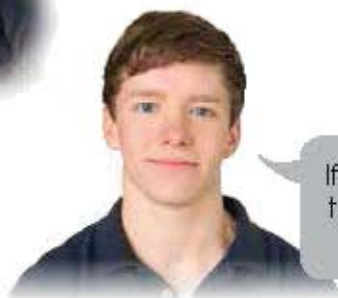
p.103-104



C Write down five things which would make your life easier or better. Take turns telling the class why.



If I had a laptop,
I could bring it to school.



If we had air-conditioning,
the house wouldn't get so
hot in summer.

If I had a tent, I'd go
camping in the holidays.



D Now do Exercises A to F on pages 64 to 67 of the Workbook.

If ...

We asked two teenagers about their ambitions, their dreams and their fears. Here are their answers.



Camilla is 17 and lives in Brighton, England.



Aziz is 18 and lives in Sabha, Libya.

If you won £1,000 in a competition, what would you buy?

Camilla: I'd spend half the money on driving lessons and the rest on a mobile phone and a digital camera.

Aziz: I'd buy a smartphone and a mountain bike.




Which would you like to meet if you could choose anyone in the world?

Camilla: I'd choose J.K. Rowling, the writer of the Harry Potter books. Her books are brilliant and they've made children all over the world happy. She's now the richest woman in Britain and she got rich all by herself.

Aziz: I'd like to meet the French football player, Zinedine Zidane. I'm crazy about football and he's amazing.

If you could visit where would you go?

Camilla: I'd like to go to Petra in Jordan. I've seen photos of all the pink stone buildings, but it's my dream to go there. Apparently tourists visiting Petra can even spend a few nights in Bedouin tents. I think it would be so romantic and exciting.

Aziz: I'd like to go to Kenya. I'd love to go on safari and see elephants, lions, giraffes and all those beautiful animals in the wild. It wouldn't be the same as seeing them in zoos. It would be really interesting. That's my dream.




What changes would you make if you were the _____?

Camilla: I'd open more nursery schools. Lots of women who want to work can't because they have to look after young children all the time.

Aziz: I'd improve sports facilities in primary and secondary schools. If children started tennis, swimming and athletics at a younger age, we'd have more champions in this country.

What would you change if you could change one thing?

Camilla: I wouldn't change anything. I'm perfect already! Only joking! Of course I'd like to change my looks. For one thing, I'd like to have bigger eyes!

Aziz: I'd like to be stronger. I think I'm a bit thin.

If you were in _____, who would you ask for help?

Camilla: I'd go to my grandmother. She always has good advice.

Aziz: I'd ask my great uncle Salem for help. I trust him completely.

If you had to leave home _____, which two things would you take with you?

Camilla: I'd take a bottle of water and my phone. Then I'd be able to use my phone to take pictures, make calls and play games.

Aziz: I'd take a photo of my family and my camera. I'm always happy when I'm taking photos.

Unit 5 Lesson 6: If I were you, I wouldn't worry.

A  Listen and read. Then practise the dialogue.



Layla: I get spots quite often. What do you think I should do?
Suha: If I were you, I'd wash my face three times a day.
Layla: OK. I'll try that.
Suha: And you should stop eating sugar and sweets.
Layla: I'm not sure about that. I tried it, but it didn't work.

C21
SKILLS

B Match the problems to the advice. Then check your answers with a partner.

Problems

- 1 You want to lose weight. ☐
- 2 You aren't sleeping well. ☐
- 3 You want to put on weight. ☐
- 4 You can't wake up in the mornings. ☐
- 5 You want to get better marks in Maths. ☐
- 6 You have a bad cold. ☐
- 7 You have a sore knee. ☐
- 8 You want to get fitter. ☐

Advice

- a** Avoid coffee at bedtime. / Read a relaxing book in bed.
- b** Eat more meat and fish. / Do weightlifting at the gym.
- c** Get extra lessons from the Maths teacher. / Do extra homework.
- d** Go for a run every day. / Join a gym.
- e** Go to bed earlier. / Buy an alarm clock.
- f** Spend the day in bed. / Drink hot lemon and honey.
- g** Stop eating bread and cakes. / Take more exercise.
- h** Stop riding your bike for a week. / Put ice on it.

C  Work in pairs. Make dialogues like the one above for each problem.

D Read the language box. Then do Exercises A to C on pages 68 and 69 of the Workbook.




Advice and opinions: Asking for and giving advice or opinions

What do you think I **should do** about my spots? How can I get rid of them?

If I **were you**, I wouldn't worry.

Why **don't you** go to the doctor?

You **should** wash your face every day. And you **shouldn't** eat chocolate or sweets.

 p.104

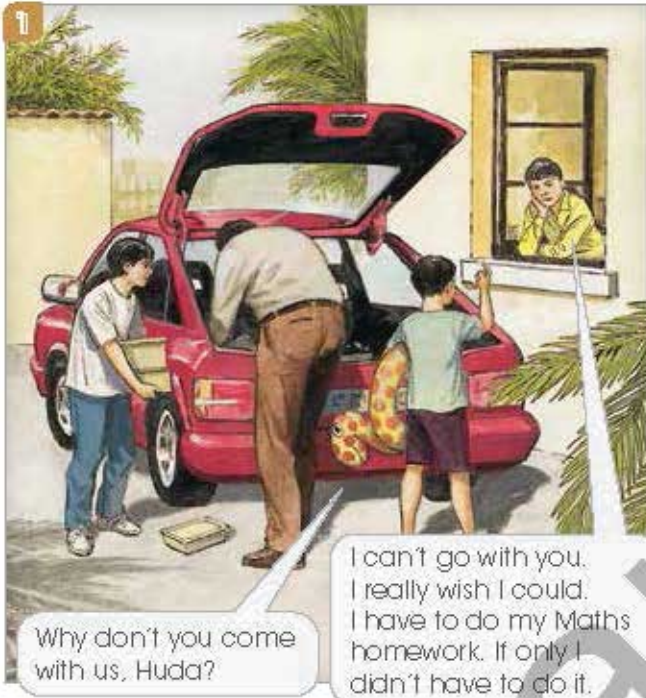
Lesson 7: I wish I could fly.

A Complete what Huda says with the words below.



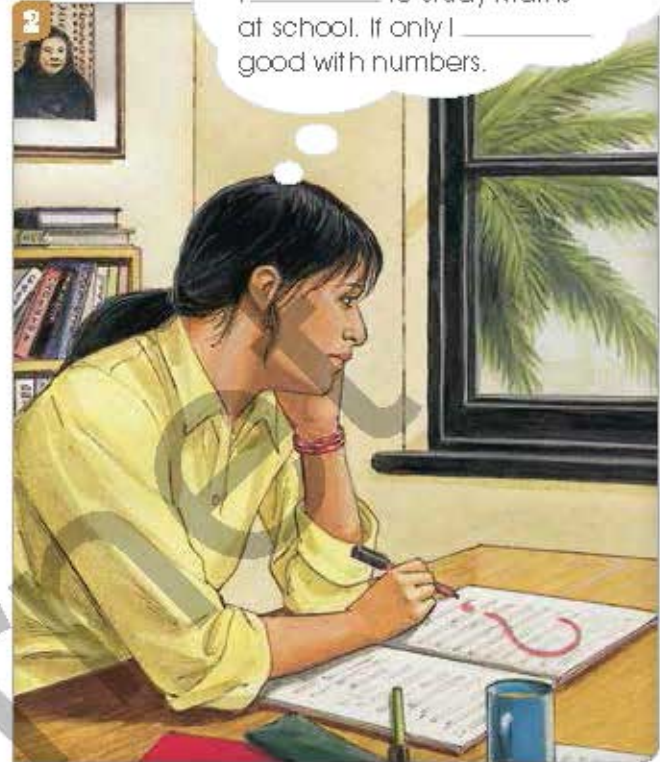
Then listen and check your answers.

was knew didn't have



Why don't you come with us, Huda?

I can't go with you. I really wish I could. I have to do my Maths homework. If only I didn't have to do it.



I wish I _____ the answer to this Maths problem. I wish I _____ to study Maths at school. If only I _____ good with numbers.

C21
BOLLS

B Imagine you are the people in these pictures. For each picture, make as many sentences as you can using *I wish* or *If only*.



I wish I could go to France for my holidays.

I wish I spoke perfect French.

I wish I didn't have to stay in England this summer.

If only I lived in Paris.

If only I didn't live in London.



C Now do Exercises A to F on pages 69 to 72 of the Workbook.



A Read the article and choose the best answers.


- 1 Dana didn't take her brother to the park because ...
 - a he had told her a lie.
 - b he had to go for a bike ride.
 - c she wanted to get away from her family for the day.
- 2 Dana thinks the accident was ...
 - a her brother's fault.
 - b her fault.
 - c Layla's fault.

Link
Address www.teenmag.net

DANA'S STORY

Dana El Nasser tells Teen Magazine about the worst day of her life and her biggest regret.

Line 4 Last month, my friend Layla El Fayed invited me to go to the park for a picnic with her family. I was really looking forward to it. I always have fun when I'm with Layla and it's always nice to get away from my own family for a change. Unfortunately, my little brother Faisal heard about the picnic and said he wanted to come too. He's only nine and he's a bit silly sometimes. For example, he likes pulling Layla's long hair and he usually tries to make Layla and me play football with him. It can be quite annoying for us when we just want to chat and spend time together. So, when he asked me to take him on the picnic with Layla, of course I said no and then I didn't think about it again.



On the day of the picnic, I got up early and got my things ready. I had made two big cakes to take with me and I'd bought fruit and some bottles of lemonade. Layla and her family had agreed to pick me up at my house at ten o'clock. At half past nine, Faisal came into the sitting room with his sports bag. 'I'm ready to go,' he said. 'When's Layla going to be here?' I was so angry I didn't answer him and he went to look for Mum. A few minutes later, my mother came into the sitting room with him. 'Why can't Faisal go with you?' she asked. 'He'll be good this time.' I said, 'Sorry, Mum, I can't

Line 29

take him. Layla and her family don't have room in the car.' I didn't know if this was true, but it stopped Faisal and my mother arguing with me. At ten o'clock, I heard the El Fayed's car and ran outside to meet them. My mother and Faisal never saw that the El Fayed's were taking two cars to the park and there was plenty of space in both of them that day.

It was fun at the park to start with. Everyone loved my cakes. Layla and I talked for ages about our plans for the future. We played on the swings and ran about, and we played cards. The weather was perfect – not too hot and with a nice breeze. Suddenly, at two o'clock, everything changed. I got a phone call on my mobile. It was my mother. She told me that Faisal was in hospital. After I'd left the house, he had gone out on his bike without telling her. A car had hit him. He was unconscious and he had a broken wrist. My mother was crying.

The El Fayed's drove me straight to the hospital. My parents were there already. Faisal was still unconscious and he looked very white. There was some blood on his forehead and a big cut on his cheek. The doctor told me that my brother was going to be OK, but I felt terrible. My first words to my mum were, 'I wish I'd taken him to the park. I wish I hadn't been so selfish. If only I had listened to you, Mum.'

Faisal was unconscious for three days. We were all sick with worry for those three days, but in the end everything was OK. On the fourth day, he woke up and asked for ice-cream, sweets and lemonade. Everyone laughed and the doctors said he could come home. Layla came to see him a few days later at home. Although his broken wrist was in a plaster cast he still managed to pull her hair!

B Study the Functional Grammar box then complete the rule and the examples with these words: *been, taken, listened, past*.



Expressing regret: Regrets

• To express regret, use *I wish* or *If only* + the _____ perfect tense.

I wish I had _____ to my mother.

I wish I hadn't _____ so selfish.

If only I had _____ my brother with me.

p.104

C Now do Exercises A to G on pages 73 to 77 of the Workbook.

Unit 5: Round up

A  Here are some of the things you practised in Unit 5. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **describe food using adjectives**

It's delicious.

It's a bit tasteless.

It's too sweet.

- **give advice**

You should clean your teeth three times a day.

You shouldn't drink coffee at night.

If I were you, I'd stop smoking.

You'd better not go swimming straight after lunch.



- **talk about obligation and necessity**

You **must** avoid sweets and chocolate.

I **have to** avoid oily food.

I **don't have to** finish my essay today. I can do it tomorrow.

- **talk about prohibition**

You **can't** park there.

You **mustn't** use your mobile in the hospital.

- **express wishes for the present and future**

I wish I had a car.

If only I had **answered** all the questions correctly.

I wish I **hadn't** left my homework at home.

If only I had **managed** to finish my work on time.

- **express regrets**

I wish I had brought my camera with me.

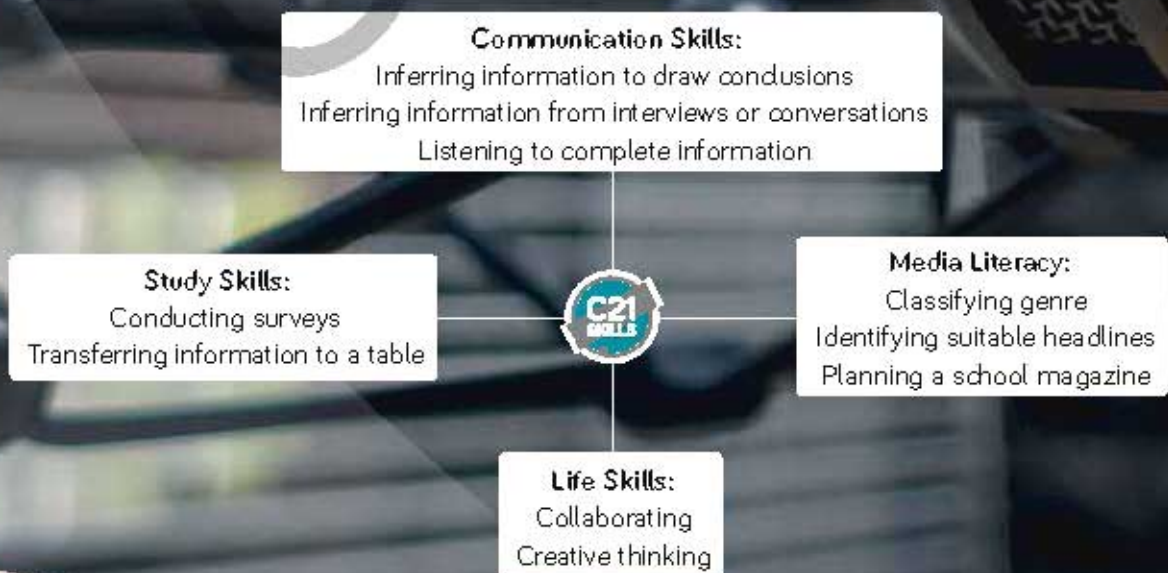
If only I **hadn't** left it at home.

- **talk about imagined situations, using the second conditional**

I'd tell you if I **knew** the answer.

If we **didn't** have fridges, our food **would go bad** very quickly.







Unit 6

The Media

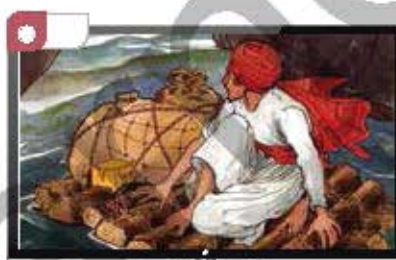
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Unit 6 Lesson 1: What's on?



A Match six of these types of programme to the TV screens.

- | | | |
|--------------|--------------|---------------------|
| 1 Animation | 5 Music | 9 Lifestyle |
| 2 Chat show | 6 News | 10 Weather forecast |
| 3 Education | 7 Soap opera | |
| 4 Film/movie | 8 Sport | |



B What do you know about each type of programme? Talk about them in groups.

On a chat show, a presenter interviews famous people. They usually sit on a sofa.



A soap opera is a drama on TV about the everyday lives of people. It may be on several times a week.

A lifestyle programme is about cooking, gardening, decorating your house, or holidays.



C Now do Exercises A and B on page 78 of the Workbook.

Lesson 2: The Language of the News

A What's happening in the picture? Have you ever seen anything like this?

B Read the article and choose the best headline.

**POLICE CLOSE
QUEEN STREET**

**FIRE DESTROYS
OFFICE BUILDING**

**OFFICE FIRE –
FIRE BRIGADE
TOO SLOW**

**EXPLOSION
DESTROYS
OFFICE
BUILDING**

Manchester, Tuesday
Reporter: Dan Williams

THE FIRE started on the ground floor of number 218 Queen Street at 10.10 a.m. and reached the fourth floor within minutes. The police and fire brigade arrived at 10.19 and they immediately began to evacuate everyone from number 218 and the buildings on either side.

Three minutes later, there was a loud explosion. The police instructed the crowd in the street to move away from the building. They placed police vehicles at the end of Queen Street and they prevented members of the public from entering the street.



The fire was brought under control around 11 o'clock, but the interior of the building had been completely destroyed by then.

Ambulances took five people to hospital, but their condition was not serious.

C Read the Speaking tip. Then do Exercises A to D on pages 79 and 80 of the Workbook.

Speaking tip: Rephrasing information – Formal and informal language

- Written English, for example in a news article, is usually formal. Spoken English is usually informal.

- There are differences in vocabulary and in grammar.

Children in many parts of the world enjoy playing computer games.

Kids in many parts of the world enjoy gaming.

It is extremely cold here *at the moment*.

It's freezing here *right now!*

Unit 6 Lesson 3: You said you were happy.

A Read a conversation from a chat show. Underline the reported speech in the conversation.

Alan: Welcome to the show. I'm Alan Jones and my first guest is William Lee. I interviewed him on this show last year. He was only 21 and he'd just had a novel published. William said he was very happy. Yesterday, that novel won this year's First Book Award. Let's find out how he feels now. William, welcome back and congratulations!

William: Thank you, Alan.

Alan: William, last year you said you were very happy that *Memories* had been published. How do you feel today?

William: Well, er, I can't really believe it! I'm stunned.

Alan: You told me last year that you didn't even expect *Memories* to be a great success.

William: That's true, I didn't. I was just pleased to see it in print.

Alan: I seem to remember you said that your next book would be better.

William: And that was true. I certainly didn't expect my first book to win a prize.

Alan: And what have you been doing since then?

William: After your show, I had a short holiday. Then I started writing again. I've nearly finished another novel.

Alan: But last year you said that writing was a very lonely occupation. You told me that you weren't sure that you'd continue.

William: Did I say that? Well, it's true. There have been a few times when I thought I should give up and find a more normal job.

Alan: But you didn't.

William: No. When I felt like that, I went to the gym and worked out really hard for an hour or two. After that, I found I could settle down again.

Alan: So now you're a famous author. Well done!

B Read the Functional Grammar box. Then do Exercises A to G on pages 81 to 84 of the Workbook.



Retelling information:

Reported speech – tense and pronoun changes

• **have → had**

I **have** a cold. → She said **she had** a cold.

• **have to/must → had to**

You **must** leave early. → He told **us we had to** leave early.

• **is going to → was going to**

I'm **going to** cry. → He said **he was going to** cry.

• **will → would**

We'll **give** you a lift. → They said **they would give me** a lift.

p.104-105

Lesson 4: Different Opinions

- A** Read the poster. We use 'key words' to describe different types of film. Choose three words from the box to describe *The Spanish Captain*.

adventure cartoon comedy historical horror police
psychological romantic science fiction thriller

Joe McGregor & Emma Knightly in

The Spanish Captain
A THRILLING STORY

Directed by **Pedro Garcia**
Music by **David Williams**

Filmed on location in Morocco, Spain and England.
A Lion Films production

'a beautiful story'
The Daily News

'fantastic special effects'
James Woss – Film Night



- B**  Listen to a trailer for *The Spanish Captain* and make notes. What information is in the poster but not in the trailer? Now do Exercise A on page 85 of the Workbook.

C21
Skills

- C** Read this review of the film. Does the reviewer agree with the trailer?

The Spanish Captain directed by Pedro Garcia



I was very disappointed in this film. They said it was a beautiful story, but in fact it is a rather ridiculous story. As his new wife Mary is English, Captain Santos is worried about going to war against the English. However, he is an officer. The king tells him to go, so he goes. Then Mary

is forgotten and we move on to ships, storms and fighting. The first ten minutes of the film are romantic. From then on, it is a war film.

The special effects are extremely good. The storm at sea is totally realistic. I have no idea how they did it. There seemed to be about 200 ships

in the sea battles. It is very clever, but these scenes are too long. After 40 minutes, I was bored.

I used to think Joe McGregor was a great actor. Now I am not so sure. He looks good, as always, but it is difficult to believe that he is a Spanish sea captain. Emma

Knightly is not bad, but we only see her for five minutes. There was one thing which I did love about the film – David Williams's music is wonderful. I have already bought the CD. Teenage boys might enjoy this film, but it is not for me.

By SARAH OSBORNE

FILM REVIEW

- D** Now do Exercises B to D on page 85 of the Workbook.

ALI OMAR ERMES

This month, Eman Ahmed profiles Ali Omar Ermes, the award-winning Libyan artist, writer and public speaker.

Ali Omar Ermes was born in Libya in 1945. After he finished school, he moved to England to continue his education. He studied Design at the Plymouth School of Art and Design and graduated with a diploma in 1970.

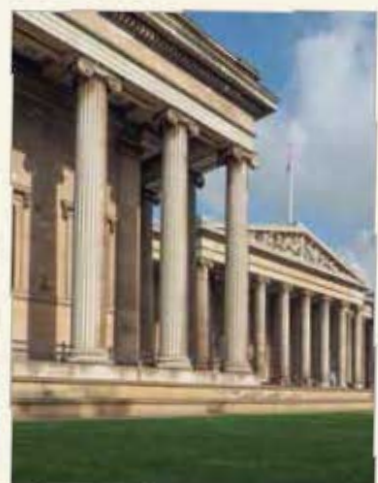
On his return to Libya, he quickly became an important figure in the arts community. He developed a style of painting that combined Arabic lettering (or 'calligraphy') with colour and texture. His bold, colourful paintings also include extracts from Arabic literature.

In the 1970s, Ermes also read widely on many subjects. As an editor for *All Arts* magazine, he wrote many articles on the Arabic language, education, art and the media and community. His work became very well known in the Muslim world, and in 1974 he worked with

the director of the World of Islam Festival. He became an important voice in the Arabic world and beyond.

His paintings are now well known and loved across the whole world. In the 21st century, his work has been exhibited in many of the world's most famous galleries, from Dubai to London. His powerful art connects both with Muslims and people from other traditions and faiths.

Today he lives in Surrey, near London, where he continues to pass on Muslim ideas and traditions to younger generations. As the chairman of the Muslim Cultural Heritage Centre, he helps to spread an important message of human responsibility, understanding and peace.



Ermes' work has been shown at the Dubai International Financial Centre, the National Museum Of African Art, Washington, the State Hermitage Museum in St. Petersburg and the British Museum.

A Before she wrote her profile on Ali Omar Ermes, Eman asked him lots of questions. Are the following questions *True (T)* or *False (F)*?

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 Eman asked Ermes where he went to school. | <input type="checkbox"/> | 7 She asked him if he preferred writing or painting. | <input type="checkbox"/> |
| 2 She asked where he studied. | <input type="checkbox"/> | 8 She asked him who liked his paintings. | <input type="checkbox"/> |
| 3 She asked him about his style of painting. | <input type="checkbox"/> | 9 She asked him who his favourite writer was. | <input type="checkbox"/> |
| 4 She asked him how much time he spent painting. | <input type="checkbox"/> | 10 She asked him whether people of other faiths enjoyed his work. | <input type="checkbox"/> |
| 5 She asked him what subjects he wrote about. | <input type="checkbox"/> | 11 She asked him where his works had been shown. | <input type="checkbox"/> |
| 6 She asked him which magazine he had worked for. | <input type="checkbox"/> | 12 She asked him how much money he had made from his paintings. | <input type="checkbox"/> |

B  Imagine you are going to interview Ali Omar Ermes about his life and work. Think of five more questions to ask. Then in pairs, ask and answer the new questions.



Retelling questions: Reported questions

'Are you interested in the job?'

They asked *if* I was interested in the job.

They asked *whether* I was interested in the job.


'Do you want to have dinner with us?'

She asked *if* we wanted to have dinner with them.

She asked *whether* we wanted to have dinner with them.

What do you notice about reported speech?

When can we use *if* or *whether*?

 p.106

C Now do Exercises A to C on pages 86 and 87 of the Workbook.

Unit 6 Lesson 6: Headlines



A Read the newspaper articles and choose the best headline for each one.

A

A little South African boy had a very lucky escape yesterday. Sitting by a river near Cape Town, Mrs Betty Paton saw her three-year-old son Max holding a snake and biting it. 'I was terrified,' she said. 'It was a poisonous snake, but Max had almost bitten the head off.' Mrs Paton took Max to hospital, but doctors said that the snake had not bitten him.



B

Some of the world's best golf players have arrived in the Gulf States for a ten-day tour. The aim of the tour is to promote the sport among local young people. The professionals will play a round or two with keen young members of golf clubs and give them tips on how to improve their game. Don't miss this fantastic opportunity!



C

Thousands of fish have died in the River Thames, near London, after a traffic accident on a bridge. A petrol tanker carrying 10,000 litres of petrol hit another lorry as they were crossing the narrow bridge in Richmond. A hole was made in the side of the tanker and at least 50% of the petrol poured onto the road and then down into the river. This is the worst case of pollution in the Thames since 1992.



D

A camel has been sold for \$150,000 in the United Arab Emirates (UAE). This is not just an ordinary camel, of course! It is top-quality, racing camel – it has already won more than fifty races. Camel racing is very popular in the UAE and high prices are often paid for the best animals. The new owner is a businessman from Dubai, Omar Abdel Hamid. He said, 'Yes, this is an expensive camel. But I'm sure that I'll make a lot of money with it.'



1 Golf professionals in the Gulf

**2 CAMEL RACING
POPULAR IN
THE UAE**

**3 5,000 litres of petrol
in river: Fish die**

4 TOP PRICE FOR TOP CAMEL

**6 PETROL
TANKER
IN RIVER
KILLS FISH**

5 BOY BITES SNAKE

**7 SNAKE
BITES
BOY**

**8 Opportunity
for young
golf players**

Writing tip: Writing headlines

- 1 Keep it simple and not too long
- 2 Understand the main idea of the text and state it clearly
- 3 Focus on key words and main points
- 4 Leave out any unnecessary words (articles, reference words, etc)

SNAKE BITE: MAN DIES

WARNING FOR GOLF PLAYERS!

NEW CANCER TREATMENT

HEALTHY EATING: NEW ADVICE

LIBYAN SCIENTIST NOBEL PRIZE WINNER

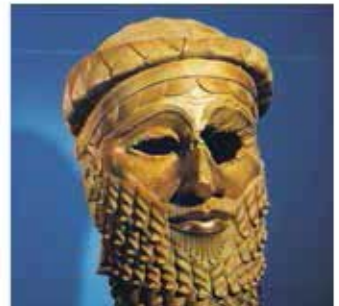
B Now do Exercises A to G on pages 88, 89 and 90 of the Workbook.

Unit 6 Lesson 7: At the Museum

A Waleed visited the National Museum in Tripoli with his teacher and a group from his school.   Listen to the museum guide. Tick the things she asked or told them to do.



- 1 She asked us to listen carefully. ☐
- 2 She told us to sit down and listen to her. ☐
- 3 She told us to leave our bags outside. ☐
- 4 She told us to stay together. ☐
- 5 She asked us not to touch the things in the museum. ☐
- 6 She asked us not to talk loudly. ☐
- 7 She asked us to sing a song. ☐
- 8 She told us to fill in our worksheets. ☐
- 9 She told us not to eat or drink in the museum. ☐
- 10 She asked us not to take photos with flash. ☐
- 11 She asked us to walk slowly in the museum. ☐
- 12 She told us to get our tickets at the ticket office. ☐



Retelling instructions: Reporting commands and requests


• Use **tell** to report commands and **ask** to report requests.

'Get out of the car.'

The policeman **told** me to get out of the car.

'Could you help with the washing-up?'

My sister **asked** me to help her with the washing-up.

 p.105

B Now do Exercises A to C on pages 91 and 92 of the Workbook.

Lesson 8: Magazine Start Up

- A** Read the beginning of two articles from a class magazine and say what types of text they could be from.

NEW BUILDING FOR SCIENCE DEPARTMENT

The Head Teacher said yesterday that the government had given her money to build a new Science Department. She was delighted with the news and said that it would make a big difference to Science teaching in the school. She added that work would begin in October.

TOP CLASS


A HOLIDAY IN MALAYSIA

Noura Hussein has told Top Class magazine all about her holiday in Malaysia earlier this year.

What is special about Malaysia?

Noura: Actually, there are lots of special things about it. First of all, there's the sea. It's fantastic! The beaches are beautiful, with white sand and tall palm trees.



- B**  To start a school magazine, you need to set up a committee of three students. Read what they will have to do. Then think of three students in the class who will do these jobs well.

The editor is the boss or manager. The editor should make a list of articles and ask different students in the class to write them. Students can also offer to contribute to the magazine. The editor chooses the best articles to use in the magazine.

The sub-editor checks the English in the articles – spelling, grammar and punctuation. The sub-editor can also change some words to improve the articles.

The designer cuts up the articles and chooses the font and the pictures to fit on the page.

NOW – Vote for your committee. Choose a title.

- C** Complete the project on page 93 of your Workbook.

Unit 6: Round up



Here are some things you practised in Unit 6. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **classify different types of TV programme and different types of film**
cartoon, chat show, lifestyle, soap opera, weather forecast, news comedy, historical, horror, romantic, science fiction, thriller, psychological
- **use words connected with newspapers**
article, headline, editor, sub-editor, designer
- **identify features of headlines**

**BIGGEST BOOK FAIR OF
THE YEAR IN TRIPOLI**

Prize-winning Authors Visit Libya

CAMEL COMPETITION ATTRACTS THOUSANDS

**SCIENTISTS DEVELOPING
NEW TREATMENTS**

- **use formal or informal English appropriately**

Words: *children/kids, enter/go in*

Full verb forms: *She has gone./She's gone.*

- **change tenses and pronouns in reported speech**

I know about it. → *He said he knew about it.*

We are having fun. → *They said they were having fun.*

You must leave. → *She said we had to leave.*

- **use the rules for reported speech to report questions**

Are you all right? → *He asked if I was all right.*

Where did you buy it? → *She asked where I had bought it.*





Communication Skills:

- Assodating relevant information with advertisements
- Communicating formally or informally
- Completing forms
- Expressing feelings
- Rephrasing or paraphrasing information
- Role-playing a conversation

Information Literacy:

- Classifying information
- Distinguishing facts from opinions
- Labelling information in application forms

Study Skills:

- Inferring meaning from context
- Preparing interview forms



Life Skills:

- Critical thinking

Media Literacy:

- Matching images and written information

Unit 7

Leisure

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Unit 7 Lesson 1: Staying at the Ice Hotel

A Read the first text in the brochure quickly and find answers to these questions.

- 1 What is the hotel made of?
- 2 Why is it rebuilt every year?
- 3 In which month is the hotel reopened every year?

ICE TOURS

Come to Sweden's Ice Hotel for a different kind of holiday! All the rooms are made of ice. All the cold drinks are served in glasses made of ice!

The Ice Hotel was opened for the first time in 1989 in the village of Jukkasjärvi, 200 kilometres north of the Arctic Circle. It is built totally from snow and ice. Thousands of tonnes of snow and ice are used to construct it and every year it is rebuilt.

Ice is brought from the River Torne and is stored until the weather is right for building to begin. In November, when there is no sunlight at all, building work is started. The hotel is ready by the middle of December and the doors are opened to guests. The last guests leave in April, the Ice Hotel melts and the water goes back to the River Torne.



HIGHLIGHTS OF YOUR 3-DAY HOLIDAY IN LAPLAND

Day 1

When you arrive, you will be served cold drinks¹ in glasses made of ice. You will be shown to your rooms and given reindeer skins and a ² sleeping bag.


Day 2

You will be taken on a reindeer sled through the cold ³ of Lapland. You will be shown how to ⁴ a reindeer with a rope. Dinner will be served to you in a ⁵ Lapland home.

Day 3

You will be driven on a dog sled to the ⁶. You will be taught how to ⁷ sled dogs yourselves. You will be served dinner at the Ice Hotel, in the coolest ⁸ in the world.




B Complete the sentences on page 80 with the words in the box.
 Then listen and check your answers.

catch desert drinks drive mountains
 restaurant traditional warm

C Underline all the passive verbs in both texts.



D  Work in pairs. Role-play a customer and a travel agent talking about the three-day holiday in Lapland.

The customer Ask these questions:

- What will happen on Day 1 when we arrive?
- How will we keep warm at night?
- Will we go on a reindeer sled?
- Will we try traditional Lapland food?
- What will we do on Day 3?
- Will we learn how to drive the sled dogs?


The travel agent Reply using the information in the brochure and your imagination. Try to use the future passive when answering.



What will happen on Day 1 when we arrive?

You will be met by the welcome team and you will be served drinks in ice glasses.



E  Read the Functional Grammar box below then make sentences of your own using passive tenses.



Emphasizing action: The passive – present simple, past simple, future

Libyans speak Arabic. → Arabic is spoken by Libyans.

We are serving dinner. → Dinner is being served.

We served dinner at 8 p.m. → Dinner was served at 8 p.m.

We will serve dinner soon. → Dinner will be served soon.

He was cleaning the car. → The car was being cleaned.

They have answered all the questions. → All the questions have been answered.

 p.105-106

F Now do Exercises A and B on pages 94 and 95 of the Workbook.

Unit 7 Lesson 2: Advertisements



A Complete the advertisements with the words in the box.

appointment clean earrings easier eyes once passport
people prices professional ready weddings

A

Dahab
GOLD

Necklaces, bracelets, rings,
_____ 1

Every girl in Tripoli has
her ears pierced here.

It's quick, _____ 2 and painless.

Special low _____ 3 for children.

B

Are you getting married soon?

Where are you going to have your hair done?
I can make your life _____ 4 !
Call me and you can have your hair cut,
washed and styled in your own home. I
am a _____ 5 hairdresser and I also
specialize in hairdressing for _____ 6.

Jameela - 55519362

C


THE SNAP SHOP

Do you need to have your _____ 7
photo taken? Then you need The Snap Shop!
Your photos will be _____ 8
in one hour.
Last year, over a million _____ 9
had passport photos taken at The Snap Shop.

D

AL HAZEM OPTICIANS

Do you wear glasses
or contact lenses?
When did you last
have your _____ 10 tested?
Did you know you should have them tested at
least _____ 11 a year?
Phone us now for an _____ 12!



B **60** Listen and check your answers. Then do Exercises A to E on pages 95 to 97 of the Workbook.

Lesson 3: A Market Where You Can Buy Spices



A Match the photos to the paragraphs.

The Best of Libya

- 1 ☐ Everyone who has been there loves Souq Al Mushir. It is full of magnificent souvenir shops that have many ornaments, swords and daggers, which artistically represent the history and ancestry of Libya.
- 2 ☐ If you're looking for a market where you can buy traditional things like incense and perfumes. Souq Al-Siagha is the place for you. Anyone who is interested in jewellery or embroidery should visit this exciting place.
- 3 ☐ Tourists who want an adventure should go to our oasis, found in the desert of South Libya. The scenes there look their best at dawn or sunset. Make sure you go with someone who knows the area well.
- 4 ☐ You probably won't want to buy an animal during your visit to Libya, but it's still worth going to the animal market. The animals which you'll see there include parrots, monkeys and falcons.
- 5 ☐ For spices, the best place to go is Bab Al-Hurya market. You'll have a wide range of shops to choose from.



B Find the answers to these questions in one minute.

- 1 Where should you go to get attractive souvenirs?
- 2 Who should visit Bab Al-Hurya?
- 3 Where can visitors go for spices?
- 4 Which animals are sold at the animal market?
- 5 Who should go to an oasis in the desert in the South of Libya?

C Read the Functional Grammar box below then make sentences of your own using relative clauses.



Relative clauses: adding information

- Study the sentences below. Do they give extra information about a place [pl], a person [pe], a possession [po], a thing [th] or non-essential information [ne]?

Make sure you go walking with a guide who knows the area. _____

The place where we met last week is being renovated. _____

The market, which sells local handicrafts, is open on Fridays. _____

This is the book that I told you about. _____

This is the boy whose father is a doctor. _____

p.106

D Now do Exercises A to E on pages 98 to 100 of the Workbook.

Unit 7 Lesson 4: Fifteen Questions



A Read the article. Find these words. If you can't work out the meanings, look them up in a dictionary and record them in your notebook.

suspense unbearable contestant audience exported round
successful increasingly guaranteed lifeline winnings
time limit version anxiety indecision educational

WHO WANTS TO BE A MILLIONAIRE?

'Is that your final answer?' Chris Tarrant asks in English.

'Jawaab nihad'ee?' asks George Kurdahi in Arabic.

'Yes, my final answer,' the contestant says weakly and waits to be told the result. There's a pause, then the music starts. The suspense is unbearable. A few seconds later, the contestant and the audience know if money has been won or lost.



Do you recognize the TV programme that is being described? It is called 'Who Wants To Be A Millionaire?' and it is the world's most popular game show. It was invented in Britain in 1998 and was taken to the United States a year later. In 1999 it was being shown six nights a week on the American channel ABC and now it has been exported to 70 other countries, including Pakistan, Indonesia and Turkey.

At the beginning of each show, ten contestants take part in a first round called 'Fastest Finger First'. They are asked to put four answers in a particular order. The successful contestant is allowed to sit in the chair and play the main game.



The contestant is asked increasingly difficult questions. Each time, the correct answer must be chosen from four possibilities. Money is won for each correct answer. If a contestant answers incorrectly, he usually loses all the money he has won. However, there are some amounts of money that are guaranteed – £1,000 and £32,000.

20

If a contestant is not sure of the answer, he is allowed to use one of three 'lifelines', but each lifeline can be used once only. He can phone a friend, ask the audience, or ask for a 50:50. When a contestant asks for a 50:50, two incorrect answers will be taken away by the computer and two answers will be left. One of these is right and one is wrong. When all three lifelines have been used, the game gets more difficult, but contestants don't have to answer a question if it is too difficult. Instead, they can keep their winnings and stop playing. To win a million, a total of fifteen questions must be answered.

30

In Britain, by 2005 the top prize of a million pounds had been won four times. The Arabic version of the game was first shown in November 2000 and already two contestants have won the top prize of one million Saudi riyals.

The last series of the British show was watched by 18 million viewers. What makes the show so popular? Firstly, there is no time limit for answering the questions. This means that a lot of suspense is built up while the contestant thinks about the answer. Another reason is that viewers always imagine they are playing the game. While they watch, they decide which of the four answers they would choose and they often share the contestant's anxiety and indecision. Finally, the show is quite educational. At the end of each show, most people watching it have learnt at least two or three new facts.

40

B Now do Exercises A to G on pages 100 to 104 of the Workbook.



C Listen to a reading of the first two paragraphs of the article. Then take turns reading the paragraphs aloud. Concentrate on reading clearly, not too fast and not too slow. Try to imitate the intonation and timing on the audio.

A  Listen and read this dialogue. Do you think Latifa's explanation is true or just an excuse?

Latifa: Hi, Muna.

Muna: You're very late, Latifa. Forty-five minutes, in fact.

Latifa: Oh, dear! I'm really sorry. But I ...

Muna: Don't tell me – you have a good excuse, Latifa. You always do!

Latifa: No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.

Muna: You had to call a plumber!

Latifa: Yes, there was only Grandmother and me at home.

Muna: And did he fix it?

Latifa: Yes, but he took ages. So you see, it isn't really my fault I'm late.

Muna: I guess not. But why didn't you call me?

Latifa: I left my mobile at my cousin's and it's got your mobile number on it.

Muna: You should know my number by heart by now.

Latifa: You're right. I promise I'll learn it.

Muna: About time!

Latifa: So, am I forgiven?

Muna: I suppose so. But you'll have to pay for lunch.

Latifa: Sure! It's a deal!



B These expressions are commonly used in informal speech. What do they mean? What would you say in a more formal situation?

- | | | | |
|---------------|-----------------------|-----------------|----------------|
| • Hi! | • I couldn't help it. | • He took ages. | • I guess not. |
| • About time! | • I suppose so. | • Sure! | • It's a deal. |

C  Practise the dialogue with a partner.

D Now do Exercises A to D on pages 105, 106 and 107 of the Workbook.

Lesson 6: Positive and Negative Vibes

A  65 Listen and read. Then practise the dialogue.

Farah: What's the matter?

Reema: My father's in hospital.

Farah: You must be **really worried**.


Reema: I am. I feel **very anxious**.

Farah: **You poor thing!**

Reema: Thank you for your kind words.



C21
SKILLS

B  Work in pairs. Make new dialogues, replacing the bold items with the words and phrases below. Then decide which dialogues have negative vibes and which ones have positive vibes.



I've passed my driving test.
delighted
really over the moon
Congratulations!



I just got full marks in my maths exam.
feeling proud of yourself
happy that my teacher is so pleased with me
Well done!



My car's been stolen.
so angry
absolutely furious
I'm so sorry.



I've had a fight with my best friend.
upset
very depressed
What a shame!

C Now do Exercises A to C on page 107 of the Workbook.

Unit 7 Lesson 7: Two Magnificent Goals

C21
GOALS

A Read the two sports blogs. Which article do you prefer?

ENGLAND TEACHES SPAIN A LESSON

From our football correspondent
Matt Bradley

In a very interesting and, at times, exciting game yesterday in Madrid, England showed that they can be the best in the world. Their defence was magic. For 89 minutes it looked impossible for a ball to get through. In fact it looked impossible for anything to get through! Sadly, late in the first half, the Spanish number 9 managed to score a rather lucky goal.

In the end, the Spanish goal was of no consequence. Wayne Rooney scored two magnificent goals early in the second half. He is always good; yesterday he was brilliant. He got a yellow card in the last few minutes of the game, after he had pushed Baraja. In my view, the referee was wrong to give it.

This performance by the England team will not be forgotten for a very long time.



England vs Spain in Madrid



England **2** *Spain* **1**

The England defence managed to keep out the Spanish attack until the forty-first minute, when Vicente scored a goal from fourteen metres. England fought back in the second half and Rooney scored twice (52nd minute and 59th minute). Then Rooney got angry. He pushed Ruben Baraja to the ground and got a yellow card. This is his fifth yellow card this season. In general, however, it was a good performance by both teams.

C21
GOALS

B Which article contains mostly facts? Which one contains mostly opinions? Underline the opinions in both articles.

C Now do Exercises A to E on pages 108 to 111 of the Workbook.

Lesson 8: Use Blue or Black Ink




A Complete the form with the correct words from the list.

- ADDRESS • DATE • GENDER • MOBILE • post • SURNAME
- attach • DATE OF BIRTH • ink • NATIONALITY • SIGNATURE • TELEPHONE
- ~~capitals~~ • EMAIL • language • OCCUPATION • STATUS • TITLE
- ~~complete~~ • FIRST NAME • MIDDLE NAME

If you are interested in being a volunteer at the Ghadames Festival, please complete¹ this form in BLOCK capitals². Use blue or black ³ and return it to the Ghadames Festival Committee by ⁴. Please ⁵ a recent photo.

Ghadames 
International Festival

	6:	ADAM	
	7:	JOHN	
	8:	MORETON	
	9:	18/09/1989	
	10:	<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male	
MARITAL	11:	Mr <input checked="" type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Dr	
	12:	Single <input checked="" type="checkbox"/> Married	
	13:	BRITISH	
	14:	STUDENT	
HOME	15:	P. O. BOX 1499, LIBYA	
	16:	434145	
	17:	553268	
	18 ADDRESS:	adamjomoreton@hotmail.com	
	19:	Adam John Moreton	
	20:	3rd January 2006	
Preferred	21	for correspondence: ENGLISH	

B Now do Exercises A to C on pages 112 to 113 of the Workbook.

Unit 7: Round up

A  Here are some of the things you practised in Unit 7. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **talk about processes using the present and past simple passive**
It is built totally from snow and ice.
The Ice Hotel was opened in 1989.
- **talk about a schedule using the future passive**
You will be taught how to drive sled dogs.
Dinner will be served in a traditional Lapland home.
- **use the present continuous, past continuous and present perfect passive**
The rooms are being cleaned at the moment.



While we were being shown around, we heard a loud noise.

This hotel has just been built.

- **apologize and make excuses**
I'm really sorry. Am I forgiven?
It wasn't my fault I was late.
I had to call a plumber.



- **label and complete forms**

Please complete this form in block capitals.

Use blue or black ink.



- **respond to good and bad news**

That's amazing news! I'm so happy for you.

You poor thing! You must be terribly worried.

What a shame! I know how you feel.

- **talk about organizing things using *have/get something done***

Do you need to have your passport photo taken?

Where did you get your hair done?

She needs to get the tap fixed.





Communication Skills:

Describing objects in detail
Reporting information
Taking notes from interviews

Study Skills:

Inferring meaning from context



Life Skills:

Critical thinking
Preparing for an interview

Information Literacy:

Preparing questions for interviews



Unit 8

Fun with English 2

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- **Lesson 3:** Travels in Arabia96
- **Lesson 4:** Interviews97

Unit 8 Lesson 1: Giving Details

A Answer Layla's question.  ⁶⁰ Then listen and check your answer.

What do you call someone who talks to guests on a TV chat show?



B Match the descriptions on the left with the words on the right.

- | | |
|---|--|
| 1 the sweet stuff that bees make | <input type="checkbox"/> a a hairdresser |
| 2 a person who cuts hair professionally | <input type="checkbox"/> b a plumber |
| 3 the place where you get your hair cut | <input type="checkbox"/> c a salon |
| 4 a thing that you sleep in when you go camping | <input type="checkbox"/> d a tent |
| 5 the black stuff you burn on barbecues | <input type="checkbox"/> e a tie |
| 6 the thing which men wear round their neck when they're wearing a suit | <input type="checkbox"/> f an audience |
| 7 someone who fixes pipes in kitchens and bathrooms | <input type="checkbox"/> g an exhibition |
| 8 people who are watching a show | <input type="checkbox"/> h charcoal |
| 9 a collection of things in a place where people can come and see them | <input type="checkbox"/> i honey |

C Ask and answer questions using both of the lists above.

What do you call the sweet stuff that bees make?

Honey.

What's honey?

It's the sweet stuff that bees make.

D Now do Exercises A and B on pages 114, 115 and 116 of the Workbook.

Lesson 2: Future Plans

A Read and choose the correct words to complete the conversation.



apply cinema comedy fun had
job motorcycle number were

Fawzi: What are your plans for this summer?

Justin: If I _____¹ lots of money,
I'd buy a _____² and drive around Europe.

Fawzi: Could I come with you and sit on the back?

Justin: Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the
_____³ unless I get a holiday job pretty soon.

Fawzi: I saw an ad for a _____⁴ that you might be interested in.

Justin: Really? What was it?

Fawzi: They're looking for 80 extras in a film. It's a _____⁵.

Justin: Wow! That would be _____⁶! How much are they paying?

Fawzi: Quite a lot. I'm going to _____⁷. Do you want the _____⁸?

Justin: Yes, please. I'd better put it straight onto my mobile. *Line 12*

Fawzi: If I _____⁹ you, I'd call them right away.

Justin: Thanks. Wouldn't it be great if we both got parts!

B Listen and check your answers.



C Answer the questions.

- 1 What does Justin mean when he says 'Very funny'?
- 2 What does 'pretty soon' mean?
- 3 What are film 'extras'?
- 4 What does 'it' in line 12 refer to?

D Now do Exercises A and B on page 117 of the Workbook.

Unit 8 Lesson 3: Travels in Arabia



A Work with a partner. You are both newspaper reporters. You have both interviewed a famous traveller who is now 90. He told you about his travels in Arabia. Did he give you the same information?

Student A: First, fill in the blanks to complete the information the traveller gave you.

Student B: Use Exercise A on page 118 of the Workbook.

The traveller said ...



- 1: I first travelled to the south of Arabia in 1945. (Say which year.)
- 2: The Wali said that _____ local men must travel with me. (Say how many.)
- 3: We had _____ to ride, but we walked most of the time. (Say what.)
- 4: Our food was mostly _____ and _____. (Say what.)
- 5: Sometimes we killed a _____. (Say what.)
- 6: After _____ days, we returned to Salalah, but I made many more journeys in the desert. (Say how many.)
- 7: Altogether, I spent _____ years exploring the Arabian desert. (Say how many.)
- 8: Of course, I could speak Arabic, and _____ other languages too. (Say how many.)
- 9: After Arabia, I travelled in _____. (Say which country.)
- 10: When I became too old to travel, I made my home in _____. (Say which country.)
- 11: I've written _____ books about my travels. (Say how many.)
- 12: My latest book will be published in _____. (Write the month.)
- 13: The best thing about travelling in unexplored places is _____. (Say what.)



B Now tell your partner what the traveller told you. Listen to what he told your partner. How many differences are there?

Example:

1

He told me he had travelled to the south of Arabia in 1945.

2

That's different. He told me he had travelled to the south of Arabia in 1946.

C Now do Exercises B to E on pages 119 and 120 of the Workbook.

Lesson 4: Interviews

A Complete the dialogue with these words.

job volunteer head teacher interview

Huda: I had my _____¹ this morning.

Ameena: What for?

Huda: You know! I applied to be a _____² at the next Olympics.

Ameena: Oh, yes. Sorry, I forgot. What did they ask you?

Huda: The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.

Ameena: Do you think you'll get the _____³?

Huda: I think so. At the end of the interview, the director asked me if he could get a reference from my _____⁴.



B 73 Listen and check. Then practise the dialogue.



C What were the interviewers' actual words? Write four questions.



D Imagine you are going to interview people applying for these jobs. Suggest two questions to ask each of them. Use your imagination or words and phrases from the box.

• receptionist • flight attendant • TV presenter • journalist • sports instructor • tour guide

able to communicate clearly
computer/computer programs
driving licence
experience of teaching/writing
confident, reliable, sociable,
calm

foreign languages
interested in local art and
history
interested in entertainment
good knowledge of local sights
enjoy travelling/sports

do research on the internet
sense of humour
good swimmer
can type
work under pressure/in a team
writing skills

Let's ask if they can use a computer.

We should also ask if they speak any foreign languages.

E Now do Exercises A and B on pages 121 and 122 of the Workbook.

Grammar and Functions Reference

UNIT 1

■ Present simple and present continuous (page 8)

Present simple

❗ In the affirmative form, the third-person singular ends in -s.

- I drive/She drives, I go/He goes, I do/It does

Use the present simple to talk about habits, routines and permanent situations.

- We take the bus to school.
- He works in a bank.
- Does your grandmother like chocolates?
- They don't stay up late during the week.
- It doesn't rain much in Libya.

Use the present simple with adverbs of frequency like *often, always, usually, sometimes, never, ever, every day, once a month, twice a year*.

- I visit my cousins twice a year.
- She usually gets up very early.
- Do children always wear a school uniform in Libya?

Use the present simple to talk about scientific and general facts.

- Water freezes at 0°C.
- Dates grow on palm trees.
- The sun doesn't go around the Earth.

Present continuous

Use the present continuous to talk about actions that are happening at the moment you are speaking.

- Ssh! My baby brother is sleeping.
- Am I disturbing you?
- Who's making that terrible noise upstairs?

You can also use the present continuous to talk about things that are happening in the current period of time.

- We're studying desert plants in Biology this term.
- Why is he wearing that silly hat today?

Some verbs are not usually used in the present continuous: *know, like, love, need, want, mean, come from*. Use the present simple instead.

- Do you know Halim?
- I don't like sad stories.
- What does this word mean?
- Where does Shakira come from?

■ Past simple and past continuous (page 8)

Past simple

We often use time adverbials with the past simple:

yesterday, last week, two weeks ago, in 2003, last summer.

- Sandra got annoyed with me yesterday.
- Abbas went to London last summer.
- I met her six months ago.

The affirmative form of the past simple always ends in -ed with regular verbs, e.g., *work/worked; live/lived; try/tried; stop/stopped; travel/travelled*.

- They played tennis for an hour.

A lot of common verbs are irregular in the past simple affirmative. There are no rules for forming them. Just learn them by heart!

Make questions with *did* and negatives with *didn't* + the base form (except with *be* and *have got*).

- Did you play football on Saturday?
- No, we didn't. We didn't have time.
- Where did they go after lunch?

Past continuous

Make the past continuous with *was/were* + present participle (-ing form).

- What were you doing at 8 o'clock last night?
- I was listening to music.

Past simple and past continuous

We often use the past continuous and the past simple in the same sentence. The past continuous is used for the background activity or situation and the past simple is used for the shorter, quicker action.

- While we were sitting at the café, somebody stole my bag.
- I was having a shower when the phone rang.

- How fast was he driving when the accident happened?
- They were playing football when they heard a scream.
- I made coffee for everyone while you were talking to Jamal.

■ Present perfect simple (page 10)

Form

	+	-
I/You	have gone	have not gone
He/She/It	has gone	has not gone
We/They	have gone	have not gone

❗ Make the present perfect simple with *have/has* + the past participle. The past participle of regular verbs is the same as the simple past of regular verbs, e.g., *I have finished. She has finished.*

A lot of common verbs have an irregular past participle.

The 's in the third-person singular short form stands for *has*

(NOT *is*). *She's eaten her supper* = *She has eaten her supper*

(NOT ~~*She is eaten her supper*~~).

Note: Contractions

- + *I've/You've/We've/They've gone; He's/She's/It's gone*
- - *I/You/We/They haven't gone; He/She/It hasn't gone*

Question

Have	I/you	gone?
Has	he/she/it	gone?
Have	we/you/they	gone?

Short answers

- Yes, *I/you/we/they have. Yes, he/she/it has.*
- No, *I/you/we/they haven't. No, he/she/it hasn't.*

Use

Use the present perfect simple to talk about actions that started in the past and have a result in the present:

- *I've lost my jacket. (= I can't find it now.)*
- *He has broken his leg. (= It's still broken now.)*
- *They've gone away. (= They aren't here now.)*

Use the present perfect simple to give news about something that has happened when you don't specify the exact time.

- *The police have found the gold.*
- *Nobody has written to me.*

❗ Don't use the present perfect simple with time phrases like *yesterday, last month, last week, on Saturday*. Use the past simple with these time phrases.

Use the present perfect simple with *just, already, never, ever* and *yet*.

- *I have just bought these jeans.*
- *She has already passed her driving test.*
- *You've never liked Ahmed, have you?*
- *It's the best ice-cream I've ever eaten.*
- *Have you ever been to Japan?*
- *It hasn't stopped raining yet.*

Use the present perfect with questions beginning with *How long/How many times*:

- *How long have you known Jenny?*
- *How many times have you been to Beirut this year?*

Use the present perfect with *for* or *since* to say how long something has lasted. Use *for* with a period of time, e.g., *for three days, for two weeks, for a long time, for an hour*.

- *I have known him for five years.*
- *She has been in England for three days.*

Use *since* with the beginning of a time period, e.g., *since Monday, since I was born, since Eid, since January, since 2004*.

- *She has lived there since 2003.*
- *The shop has been open since March.*

❗ There are two present perfect simple forms for the verb *go*: *have/has gone* and *have/has been*.

Use *have/has gone* when the person has gone away and has not returned:

- *"Where has Waleed gone?"*
"He's gone to the park."

Use *have/has been* when the person has made a visit and has now returned:

- *"Where have you been?" "We've been to Ali's house."*

■ Question tags (page 12)

Use question tags to check information:

- *Layla's sixteen, isn't she?*
- *You didn't copy my homework, did you?*

Form

With affirmative statements, use a negative question tag.

- You like chocolate ice-cream, don't you?

With negative statements, use an affirmative question tag.

- You don't like milk in your coffee, do you?

Question tags are in the same tense and person as the verb in the statement.

- You went shopping on Thursday, didn't you?
- Salwa won't remember me, will she?

Affirmative statements (with negative question tags)

Present tenses

- You know Catherine, don't you?
- She's Canadian, isn't she?
- They're working hard, aren't they?

have/has got

- Adam's got a brother, hasn't he?
- You've got four brothers, haven't you?

Past simple

- He was in the match yesterday, wasn't he?
- They were late, weren't they?
- You knew the answer, didn't you?
- They said sorry, didn't they?

Present perfect tenses

- We've never met her, have we?
- You've been working hard, haven't you?

Can

- I can run quite fast, can't I?

Will

- You'll remember, won't you?
- It'll be easy, won't it?

Negative statements (with affirmative question tags)

Present tenses

- You don't like frightening films, do you?
- He isn't very sociable, is he?
- They aren't very helpful, are they?

haven't/hasn't got

- You haven't got a sister, have you?
- She hasn't got a car, has she?

Past simple

- She wasn't at the party, was she?
- They weren't annoyed with us, were they?
- You didn't tell anyone, did you?

Present perfect tenses

- You haven't done the essay yet, have you?
- We haven't been talking about you, have we?

Can't

- Fatima can't drive, can she?

Won't

- Yousef won't know the answer, will he?
- It won't be difficult, will it?

■ Present perfect continuous (page 13)

Form

Make the present perfect continuous with *have/has been* + the present participle (-ing form).

	+	-
I/You	have been working	have not been working
He/She/It	has been working	has not been working
We/You/They	have been working	have not been working

Note: Contractions

- + I've/You've/We've/They've been working; He's/She's/It's been working
- - I/You/We/They haven't been working; He/She/It hasn't been working

Question

Have	I/you	been working?
Has	he/she/it	been working?
Have	we/you/they	been working?

Short answers

- Yes, I/you/we/they have. Yes, he/she/it has.
- No, I/you/we/they haven't. No, he/she/it hasn't.

Use

Use the present perfect continuous to talk about an action that ended recently if you can still see the results now.

- What have you been doing? Your hands are blue.
- I've been painting a chair.

You should also use it with *how long*, *since* and *for*.

- How long have you been waiting here?
- I've been waiting for an hour.
- She's been waiting since two o'clock.

■ Adjectives + prepositions (page 16)

Many adjectives can be followed by a preposition. These are usually fixed and you need to learn the combinations. Sometimes you need to use different prepositions if you are talking about people or things.

- My mother was angry about my school report.
- My mother was angry with me.

There is a list of some common adjectives and prepositions on page 106.

UNIT 2

■ Imperatives (page 21)

Form

The affirmative imperative is the same as the base form of the verb. It's the same in the singular and the plural.

- Come here, Layla. Come here, Layla and Ali.
- Plug it in and turn it on.
- Write your name at the top of every page.
- Please answer all the questions.

The negative form is *do not* or *don't* + the base form.

In spoken English, we usually use the short form, *don't*. We use the long form, *do not*, in formal notices and instructions.

- Don't waste time, Rashid.
- DANGER! DO NOT SWIM HERE.
- Don't turn the radio off. I'm listening to it.
- Don't draw pictures in your notebook.
- Please do not walk on the grass.

Use

Use the imperative to give orders, invitations and instructions.

- Pay attention, please. Don't talk.
- Please come to my party on Saturday.
- Select a programme and press the red button.

■ So and such (page 25)

Form

so + adjective

- The beach was so crowded.
- This homework is so difficult.
- He's always so kind and friendly.

so + adverb

- She works so fast.
- He was driving so dangerously.

such (a/an) + adjective + noun

- It's such a lovely day.
- It was such an exciting film.
- I had such strange dreams last night.

You can use *so* and *such* with or without *that* and a result clause.

- He was so angry that he couldn't speak.
- It was such a boring film we walked out of the cinema.

Use

Use *so* + adjective/adverb or *such* (a/an) + adjective + noun to exclaim.

- She's so good at painting!
- She draws so well.
- She's such a good artist.
- They're such beautiful paintings.

You can express cause and result with *so* and *such* ... (that)

- The bed was so hard that I couldn't sleep.
- It was such a hard bed that I couldn't sleep.
- The weather was so bad that we decided to stay at home.
- She worked so fast that she finished in an hour.
- They had such a good time they didn't want to leave.

■ Making deductions (page 28)

must have, can't have, might have

Use *must have*, *can't have*, *might have* + past participle to make deductions about the past.

Use *must have* when you are almost certain that something happened.

- Everything is fresh and green outside. It must have rained in the night.

Use *might have* when you think that perhaps something happened.

- "Where's my jacket?"
"I don't know for sure, but I think your brother might have taken it."

Use *can't have* when you are certain that something didn't happen.

- He *can't have* borrowed my jacket. It's much too small for him.

UNIT 3

■ Order of adjectives (page 34)

When you use two or more adjectives to describe something, there are rules about the order. Put the general adjective first, then the colour adjective.

You have to say: *We've bought a new black car.*

You can't say: *We've bought a black new car.*

You do not put *and* between the two adjectives:

We've bought a new and black car.

- *She was riding a beautiful white horse.*
- *Look at the calm blue water.*

When there are two colour adjectives, put *and* between them.

- *She was wearing a red and white jacket.*
- *Look at that pretty blue and yellow scarf.*

■ First conditional (page 35)

Form

'if clause'		'main clause'	
If	Present simple	,	Future (will/going to/may)
If	she is late	,	we'll go without her.
If	you don't stop that	,	I'm going to get angry.

❗ When the *if* clause comes first, it is separated from the main clause with a comma. When the main clause comes first, there isn't a comma between it and the *if* clause.

- *If she's late, we'll go without her.*
- *We'll go without her if she's late.*

You can use *unless* instead of *if ... not*.

- *I won't help you if you don't help me.*
- *I won't help you unless you help me.*

Use

Use the first conditional to talk about possible events in the future. Use it when you want to make predictions about what will happen if something else happens (or doesn't happen).

- *If you don't practise every day, you won't get better.*
- *Unless you practise every day, you won't get better.*

UNIT 4

■ Modals *can/can't, must/mustn't, should/shouldn't* + infinitive (page 53)

Use

These modal verbs can all be used in the affirmative to express permission and in the negative to express prohibition. *Must* is the strongest and is used in formal written instructions. *Should* is the weakest.

Affirmative

- *We can use the computer lab in school hours.* (We are allowed to.)
- *There must be a teacher in the lab when we use it.* (It's a rule.)
- *We should sign our names in a book in the lab.* (It's a rule, but we don't always obey it.)

Negative

- *You can't take food into the library.* (It's not allowed.)
- *You mustn't touch this machinery.* (It's a rule.)
- *We shouldn't walk on the grass.* (It's a good idea not to.)

Questions

- *Can't we take food into the library?*
Can we not take food into the library?
- *Shouldn't we walk on the grass?*
Should we not walk on the grass?

Note:

(1) Don't use *mustn't* in questions, except in question tags:

- *He must tidy his room, mustn't he?*

(2) The past tense of *can* is *could*:

- *We couldn't eat our sandwiches in the library.*

(3) *Must* has no past tense. Use *didn't have to*:

- *He didn't have to tidy his room because his sister had done it.*

■ **have to + infinitive** (page 54)

Use

Use *have to + infinitive* to say that something is necessary:

- *I have to get up early tomorrow. My plane leaves at six in the morning.*

Form

- *I have to eat more vegetables.* (Present simple)
- *My father had to go to the doctor yesterday.* (Past simple)
- *We won't have to go to school tomorrow.* (Future)
- *I didn't have to pay for my ticket.* (Past simple)
- *I have never had to go to hospital.* (Past perfect)

Questions

- *Do you have to work tonight?*
- *Did you have to wear a uniform at your primary school?*
- *Will you have to see the doctor again?*
- *Have you ever had to call an ambulance?*

Note: *must* and *have to* are very similar in meaning.

- *You have to answer all the questions in the test.*
- *You must answer all the questions in the test.*

■ **mustn't and don't have to** (Workbook, page 61)

Use

Mustn't means *not allowed*.

Don't have to means *not necessary*.

- *You mustn't leave.* (You are not allowed to leave.)

- *You don't have to leave.* (You can leave or you can stay. It's up to you.)

Note: To talk about necessity in the past, use *didn't have to*.

- *I didn't have to get up at five yesterday morning.*

■ **had better** (page 55)

Use

Use *had better* to give strong advice or to tell people (including ourselves) what to do:

- *I have to be at the airport by ten, so I'd better leave now.*
- *You'd better add some salt to this soup. It's rather tasteless.*

The negative is *had better not*:

- *"I feel terrible."*
- *"You'd better not go to work today."*

Note: *had better* is similar in meaning to *should*. Use *should* to give general advice or an opinion. Use *had better* to give advice in a particular situation:

- *We should meet more often.* (general opinion)
- *We'd better meet at 11 o'clock outside the station.* (opinion about a particular situation)

■ **Second conditional** (page 56)

Form

Make the second conditional with *if + the past simple* in the conditional clause and *would/could/might + infinitive* in the main clause:

- *If I had a lot of money, I'd buy a bigger house.*
- *I'd buy a bigger house if I had a lot of money.*

Note: There is a comma at the end of the *if* clause when it comes first, but not when it comes second in the sentence.

Use

Use the second conditional to talk about situations that are not real at the moment or situations that are not likely in the future:

- *If I had wings, I'd fly all over the world.
He'd be much fitter if he stopped smoking.*
- *If we had a swimming pool, I could learn to swim.*

■ Asking for and giving advice or opinions (page 58)

Use *should* to ask for advice or an opinion:

- *Should I go to Egypt to study?*
- *What do you think I should do?*

Use any of these to give advice:

should

- *I think you should study at home.*

Imperative

- *Go to Egypt if you think you'll enjoy it.*

Why don't you ...?

- *Why don't you study in Libya?*

If I were you, I would ...

- *If I were you, I would study at home.*

Note: *If I were you* is more common than *If I was you*.

■ Present and future wishes (page 59)

Form

To make wishes for the present, use *wish* + the past simple:

- *He wishes he knew more people in this town. (He doesn't know many.)*
- *I wish I had more friends. (I haven't many.)*
- *We all wish we were richer. (We aren't rich.)*
- *I wish I could speak lots of languages. (I can't speak any/many.)*

To make wishes for the future, use *wish* + *would/could* + infinitive.

- *I wish it would get cooler. (but it won't)*
- *Sultan wishes his brother would help him. (but he won't)*

■ Regrets (page 61)

Form

Use *wish* + the past perfect:

- *I wish I hadn't been so selfish.*
- *She wishes she had worked harder for her exams.*

Use

Regrets are wishes about the past.

- *I wish I had gone to Egypt last year.*

UNIT 6

■ Reported speech (page 68)

There are four main types of reported speech:

- Reported statements with *say/tell*
- Reported questions
- Reported commands
- Reporting with other verbs

■ Reported statements with *say/tell* (page 68)

Form

When reporting someone's actual words, change the verb tenses and the pronouns. The main reporting verbs are *say* and *tell*. In these examples, *said* can be replaced by *told (me)*. *That* can be omitted in these examples:

Present simple > Past simple

- Tariq: *'I know all about it.'*
- Tariq said (that) he knew all about it.

Present continuous > Past continuous

- Mariam: *'I am enjoying myself.'*
- Mariam said (that) she was enjoying herself.

Present perfect > Past perfect

- Sara: *'My father has bought me a new computer.'*
- Sara said (that) her father had bought her a new computer.

Present perfect continuous > Past perfect continuous

- Ahmed: 'I have been playing tennis.'
- Ahmed said (that) he had been playing tennis.

Past simple > Past perfect

- Salwa: 'You didn't phone me.'
- Salwa said (that) I had not phoned her.

Past continuous > Past perfect continuous

- Nour: 'I was waiting outside.'
- Nour said (that) she had been waiting outside.

will > would

- 'We will have to get to the match early. It will be easy for us to get there by bus.'
- They said (that) they would have to get to the match early and (that) it would be easy for them to get there by bus.

Pronoun changes

I > he or she
me > him/her
we > they
us > them
you > I or we

Note: Different pronoun changes may be necessary. It depends on the number of speakers and the situation.

■ Reported questions (page 71)

Form

Change the verb tenses and pronouns as you do when reporting statements.

Questions become statements when they are reported:

- 'Where is the stadium?'
She asked where the stadium was.
- 'What do they want?'
He asked me what they wanted.
- 'How much have you spent?'
They asked us how much we had spent.
- 'Why are you still here?'
She asked me why I was still there.

With yes/no questions, use the words *if* or *whether* after the reporting verb:

- 'Is there any bread?'
He asked if there was any bread.

- 'Do you like Indian music?'
She asked whether we liked Indian music.

■ Reported commands and requests (page 74)

Form

Use *tell/ask* + object + (not) + *to* + infinitive:

- 'Get off the grass.'
He told us to get off the grass.
- 'Do the washing-up now.'
She told him to do the washing-up.
- 'Please don't stay out too long.'
She asked me not to stay out too long.

Note: The verb *tell* is always followed by a direct object.

- You told me that you wouldn't be late.
- I told Salim that the party was on Saturday.

UNIT 7

■ The passive (page 81)

Form

Form the passive with the verb *be* + past participle:

These dates are grown in Libya.
The hotel rooms are being cleaned at the moment.
Dinner was cooked by the head chef.
Our car was being repaired an hour ago.
All the food has been eaten.
The tests will be marked by our teacher.
Hard hats have to be worn in this area.

Use

Use the passive to say who an action was done by, or when, who or what caused the action is obvious or not important.

- The teacher will give us the results.
- We will be given the results (by the teacher).
- The police have already caught the thief.
- The thief has already been caught (by the police).
- When will they serve the food?

- *When will the food be served?*
You must do this immediately.
- *This needs to be done immediately.*
They should stop smoking completely.
- *Smoking should be stopped completely.*

■ Defining relative clauses (page 83)

Use

There are two types of relative clause – defining and non-defining. A defining relative clause shows exactly which person or thing you are talking about. It 'defines' the person or thing. Without this clause, the sentence does not usually make sense:

- *That's the girl who won the Art prize at school.*
(If you just say *That's the girl*, it does not mean very much.)

A non-defining relative clause gives some extra information about a person or a thing. Without this clause, the sentence still makes sense.

- *My parents, who met at university, both work in the same office.* (My parents both work in the same office is a perfectly good sentence.)

Subject relative pronouns: *who, which, that*

Use *who, which, that* to join two clauses. Use *who* for people and *which* or *that* for animals and things. (*that* can also be used for people, but *who* is preferred.)

- *I have a friend. He speaks five languages.*
I have a friend who speaks five languages.
- *She's got a parrot. It can talk.*
She's got a parrot which/that can talk.

Object relative pronouns: *who, which, that*

When the relative pronoun is the object of the sentence, it can be left out:

- *Do you remember the beach party? We had it last summer.*
Do you remember the beach party (which/that) we had last summer?
- *I've just heard from the boy. We met him in Beirut.*
I've just heard from the boy (who) we met in Beirut.

Note: In formal English, we use the object relative pronoun *whom* instead of *who*. It is not very common in spoken English.

- *I've just heard from the boy whom we met in Beirut.*

Relative pronouns: *where, whose*

Use *where* for places and *whose* for possession:

- *We visited the town. My father was born there.*
We visited the town where my father was born.
- *What's the name of your friend? His father is a film star.*
What's the name of your friend whose father is a film star?

■ Adjectives + prepositions (page 87)

Adjectives followed by *about*:

- *angry* (angry about something)
- *annoyed* (annoyed about something)
- *excited*
- *sure*
- *worried*

Adjectives followed by *with*:

- *angry* (angry with someone)
- *annoyed* (annoyed with someone)
- *bored*
- *disappointed*
- *pleased*

Adjectives followed by *of*:

- *afraid*
- *frightened*
- *jealous*
- *proud*

Adjectives followed by *in*:

- *interested*

Adjectives followed by *from*:

- *different*

Adjectives followed by *at*:

- *good*
- *bad*

Checklist for Written Work

Planning your work

- ☐ Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- ☐ Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- ☐ Look up any vocabulary that you are unsure of.
- ☐ Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- ☐ Put your ideas into a logical order and group ideas that go together in sections.
- ☐ If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it, though.)
- ☐ Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- ☐ Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- ☐ Remember to start a new paragraph every time you move on to a new idea or topic.
- ☐ Read through your first draft and check that you have answered the question correctly.
- ☐ Decide if you want to delete, change or add any more ideas.
- ☐ Decide whether you want to change the paragraphing or the order of the ideas.
- ☐ Check that you have linked your ideas using connecting words and phrases (e.g., first, next, then, etc).
- ☐ Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- ☐ Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words and that the spelling is correct. (Check with a dictionary.)
- ☐ Show your work to your family or a friend and see if they can help you edit it.
- ☐ Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

Transcript

Unit 1

- 8 bad-tempered
- 9 easy-going
- 10 calm

🔊 Track 1

Listen and read.

- Fareed: Why are you writing to your mother? You live in the same house. And you see her every day.
- Alex: I know, but it's Mother's Day tomorrow.
- Fareed: Tell me more about it.
- Alex: Well, it's a day in the spring when you say thank you to your mother for everything. Most people give their mother a card and a present.
- Fareed: Really? What have you got for her?
- Alex: Flowers and chocolates.
- Fareed: Is there a poem in your Mother's Day card?
- Alex: Yes. Listen to this. 'On this special day, I'm writing to say, you're the best mother in every way.'
- Fareed: That's nice.
- Alex: Don't you send Mother's Day cards in Libya?
- Fareed: Are you joking? We send birthday cards and Eid cards but we never send Mother's Day cards.
- Alex: Where are you going, Fareed?
- Fareed: To buy a Mother's Day card for my mum. She's also the best!

🔊 Track 2

A Listen and repeat.

- Voice: I know, but ...
Listen to this.
Are you joking?
Really?
That's nice.

🔊 Track 3

A Listen and repeat the adjectives from Samira's email.

- Voice: 1 patient
2 kind
3 generous
4 fortunate
5 traditional
6 bossy
7 sociable

🔊 Track 4

Listen and check your answers.

- Hadi: Hello, Mum. I've got a problem.
- Mum: What's the matter, Hadi?
- Hadi: I've had a scooter accident.
- Mum: Oh no! Are you OK?
- Hadi: Yes, I'm OK, Mum. Honestly!
- Mum: Have you hurt yourself?
- Hadi: Not really. I haven't hurt myself badly. I've only broken my glasses and cut my hand.
- Mum: Oh, Hadi, I really hate that scooter of yours.
- Hadi: Mum, please calm down. It's not very serious.
- Mum: How did it happen?
- Hadi: A cat ran in front of the scooter. I tried to stop but the road was wet and I crashed into a tree.
- Mum: I'm coming to help you now. Where exactly are you?

🔊 Track 5

B Listen and repeat.

- Voice: What's the matter?
Honestly!
Are you OK?
Not really.
Please calm down.

🔊 Track 6

A Listen and tick the things Waleed and Josie talk about.

- Josie: How long have you been in Britain, Waleed?
- Waleed: Two weeks so far. Yes, I've got another week here before I go back to Libya.
- Josie: Have you had a good time?
- Waleed: Yes, it's been great, Josie. I had a brilliant time in Scotland.
- Josie: Really? Where did you stay?
- Waleed: Well, I stayed in a really old castle near Edinburgh. Look, I've got a photo of it.
- Josie: Wow! That's beautiful. I've never stayed in a castle!
- Waleed: This castle belongs to a man

called Ian Maclaren. He's a friend of my father's. The castle is about 400 years old. Oh, and people say there's a ghost in the kitchen.

Josie: OOOOH. A ghost! I've never seen a ghost. Did you see it?

Waleed: Don't be silly, Josie. I don't believe in ghosts.

Josie: So did you like Scotland?

Waleed: I really liked it. The countryside's beautiful. I love all the lakes and the mountains. It's so green.

Josie: That's because it's so wet. It rains a lot in Scotland, even in summer. Did it rain while you were there?

Waleed: Yes. It was lovely and cool and it rained almost every day. It was a nice change after the heat in Tripoli.

Josie: That's so funny. People in Britain love hot weather. We always complain about the rain.

Waleed: Look. This is the lake near Ian Maclaren's castle. In Scotland it's called a loch.

Josie: It looks beautiful there. Did you go swimming in the lake?

Waleed: Are you joking? It wasn't warm enough. But we took a boat out and went fishing. Ian's son caught a huge fish.

Josie: What else did you do in Scotland?

Waleed: The best thing was Ian's party. He invited about fifty people and we all listened to nice Scottish music. It was fun. Look, I took this photo.

Josie: It's a good photo. I see some of the men are wearing kilts.

Waleed: Kilts?

Josie: Yes, you know - er, they're like skirts. Scottish men sometimes wear them to parties.

Waleed: Oh yes! I was quite surprised at first when I saw them wearing kilts.

Josie: What do you think of Scottish music?

Waleed: I like it. In fact, I bought a CD of Scottish music. Wait a minute, I'll put it on for you.

🔊 Track 7

B Listen again and mark the sentences true or false.

[Track 7 is a repeat of the conversation in Track 6.]

🔊 Track 8

Listen and mark the sentences true, false or don't know.

Khalid: Would you like to come to supper with us tomorrow?

Martin: I'd love to, Khalid. But it's Ramadan, isn't it?

Khalid: So?

Martin: Well, you're fasting, aren't you?

Khalid: Yes, we are. But we break our fast in the evening.

Martin: Oh, yes, I forgot about that. It's called *iftar*, isn't it?

Khalid: That's right. How did you know?

Martin: The receptionist at my hotel told me about it.

Khalid: Well, why don't you come to our house and try my mother's delicious soup and cakes? You aren't busy, are you?

Martin: Me, busy? Of course not. I'm on holiday.

Khalid: Well then, please come. My brother Hasan is going to be there. You haven't met him, have you?

Martin: No, I haven't.

Khalid: His English is even better than mine.

Martin: I don't believe it.

Khalid: Really, it's true. He lived in London for a year.

🔊 Track 9

A Listen and repeat.

Voice: I'd love to.
I forgot about that.
That's right.
Of course not.
I don't believe it.

🔊 Track 10

Listen and complete the table.

Salwa: This is Cool Breeze, the programme for young people who like action. I'm Salwa Bashir

and today I'm talking to young people at Lake View Holiday camp. ... Hello, Huda. Are you enjoying yourself here at Lake View?

Huda: Yes. This place is amazing. I've been taking photos all morning. I got up at six to get the early morning light on the lake and ... er ... I took lots of pictures of birds.

Salwa: And you're Adam, aren't you? What have you been doing this morning?

Adam: I've been playing tennis. I'm really hot now and I didn't win, which is a bit annoying.

Salwa: Never mind! Better luck next time.

Anne Marie: I'm Anne Marie. I've been shopping in town all morning. I've only just got back to the camp.

Salwa: What did you buy?

Anne Marie: Tennis shoes, er ... a skirt and er ... a magazine.

Rob: I'm Rob and this is my friend Mark.

Mark: Hi.

Salwa: Hi Rob, hi Mark. I think I can guess what you've been doing this morning! You've been swimming in the lake, haven't you?

Mark: Actually, we've been windsurfing. But it's not that easy.

Rob: Yes. Well, we're just beginners and it takes a lot of practice. You stand up for a minute then you fall in and get wet.

Salwa: What have you been doing, Issa? Have you cut your hand?

Issa: No, my hand's fine. That's just red paint.

Salwa: I was worried for a minute. What have you been painting?

Issa: I've been painting a picture of the boats on the lake. There's a fabulous art studio here.

Salwa: Can you show me round the art studio later?

Issa: Sure.

Salwa: Hello, Nadia. How's your morning been?

Nadia: Busy! I've been making lunch for all this lot.

Anybody hungry?

Teenagers: Yeah! ... I'm starving.

Track 11

B Listen and circle the word you hear.

- Voice: 1 pull
2 bet
3 pour
4 boring
5 pair
6 pin
7 pack
8 bought
9 cab
10 rope

Track 12

C Listen and circle the word you hear.

- Voice: 1 cup
2 Sam
3 cut
4 ran
5 tin
6 gem
7 beg
8 bigger
9 last
10 step

Unit 2

Track 13

Listen and match each speaker to a picture.

Simon: I got a mobile from my father when I started secondary school. I use it mostly to send text messages. I like sending texts and getting texts. I always try to find new ways of using letters and numbers in my texts. It's fun ... er ... like a new language.

Kamal: I bought my mobile with my own pocket money. I don't use it to chat much but I play a lot of games on it. I like playing them when I go on long car trips with my parents. This is my favourite game. It's called 'Snake'.

Nadia: My parents gave me a mobile phone for my birthday. I use it all the time, but not at school, of course. I love chatting to my friends. My parents like me having a mobile because I can keep in touch with them wherever I am. Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late. ... I bet that's her now! Hello? ... Oh hi, Mum, I thought it would be you ...

Ameera: My parents bought me a laptop computer when I got a place at medical school. They thought it would be really useful. And they were right. I always write my essays on it. I also use it to do research on the Internet and to send and receive emails. The great thing about a laptop is that, well, you can use it anywhere – in cafés and libraries and on the train, as well as at home.

Aziz: It's my birthday today. Some of my friends sent me birthday cards in the post, but I also received a few e-cards. You know – electronic cards that come by email. This one is from my sister Nadia. It's so funny. You hear a tune and the bird does a little dance!

Nisrin: My mobile has a camera which I use all the time. It's brilliant. You can take pictures or ... er ... make tiny films with it. Yesterday I took this really nice photo of my brother Ali. He didn't like it much. He said it was too close.

🔊 Track 14

A Listen and check your answers.

Nadia: My parents gave me a mobile phone for my birthday.
1 Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late.

Simon: 2 I got a mobile from my father when I started secondary school.

Nisrin: 3 Yesterday I took this really nice photo of my brother Adel. He didn't like it much. He said it was too close.

Kamal: 4 I bought my mobile with my own pocket money.

Ameera: 5 They thought it would be really useful. And they were right.

Aziz: 6 Some of my friends sent me birthday cards in the post, but I also received a few e-cards.

🔊 Track 15

C Listen and check your answers. Then listen and repeat.

Voice: 1 video game
2 laptop computer
3 mobile phone
4 camera phone
5 text message
6 pocket money
7 birthday card

🔊 Track 16

Listen and read.

Ammar: Hurry up! We're going to be late.

David: My hair's still wet.

Ammar: Here! Don't waste time with a towel. Use this hairdryer.

David: Is this thing yours?

Ammar: Of course not. It's my sister's.

David: How does it work?

Ammar: It's simple. Plug it in and turn it on.

David: Turn it on?

Ammar: Yes. Press the black button to turn it on.

David: But what's this red button?

Ammar: The red button has got three positions. If you push it down, you get cool air. If you keep it in the middle, you get warm air. And you get hot air if you push it up.

David: OK. I suppose I want cool air, don't I?

Ammar: No. Don't use the cool setting. It's best to select hot if you want your hair to dry fast.

David: You really know a lot about it, don't you? Are you any good at fixing computers?

🔊 Track 17

A Listen and repeat.

Voice: Hurry up!
Here!
Of course not.
How does it work?
It's simple.

🔊 Track 18

Listen to three messages left on answerphones and answer the questions.

Call 1

Recorded voice: Welcome to the Zmobile voicemail service. I'm sorry but the person you called is not available. Please leave your message after the tone.

Josie: Hi, Nadia. Josie speaking. Isn't it great the exams are over? I feel so much better now. Holidays at last! Anyway, that's not what I rang to say, obviously. Um, I just wanted to invite you to come on a picnic on Saturday the 18th of May. It'll be me, my sister, my cousin Jade and you, hopefully. Um, we're going to meet at the bus stop by the cinema at eleven. Hope you can come. Well, anyway, give me a ring this evening around seven.

Call 2

Recorded voice: This is 0230-789-2213. I'm afraid Martin Atwood and Dave Gadsby are out. Please leave a message and we'll get back to you as soon as possible. Please speak after the tone.

David: Hello. This is a message for Martin Atwood. My name's David Anderson. I saw your advertisement in the paper for the ... er ... motorbike you're selling. It was in the Western Gazette on Monday, I think. Anyway, I'm interested in buying it. Is it still for sale? If it is, I'd like to come and see it this evening or ... tomorrow. When would be

the best time for you? Could you give me a ring on 0206-434-911? That's 0206 ... 434 ... 911. Thank you.

Call 3

Recorded voice: Thank you for calling International College. The office is now closed. Our working hours are Monday to Saturday, 9 a.m. to 8 p.m. If you are calling to enquire about classes, please leave your name, number and a brief message after the tone and we will get back to you as soon as possible. Please speak clearly after the tone.

Salwa: This is Salwa Halabi. Sorry to trouble you, but I'm not calling to enquire about classes. I've got a bit of a problem. I'm in the advanced English class on ... er ... Wednesdays and Fridays. My teacher is Mrs Howarth. I'm calling because I think I left my purse in ... er ... Room 45 after the lesson on Friday. It contains money and ... er ... a travel pass. If you find it, could you ring me as soon as possible? My phone number is 0787-050-527. I'll repeat that. 0787 ... 050 ... 527. Thank you.

🔊 Track 19

B Listen and check your answers.

Noor: Would you like to go for a walk to the shops?

Katie: Not really. I don't feel like it. It's so hot today.

Noor: We can walk to Abu Nawas Park. It's nice and cool there.

Katie: But that's such a long way to walk.

Noor: Don't be so lazy! You'll like it when we get there. It's so lovely and shady under the trees.

Katie: Oh, Noor, why don't we go tomorrow?

Noor: No, tomorrow's Friday and it'll be really crowded.

Katie: How do you know?

Noor: I went there last Friday with Latifa and it was so crowded that we couldn't get a seat in the shade.
 Katie: You're exaggerating a bit, aren't you?
 Noor: No, really. There were such long queues at the drinks stalls that we nearly died of thirst.
 Katie: OK. Let's go. But let's go for a drink and an ice-cream first to give us energy.
 Noor: Honestly, Katie, it's just a walk to the park, not a trip across the Sahara!
 Katie: I know. But I really feel like an ice-cream.
 Noor: OK. We can have one at the Oasis Café.
 Katie: That's a really good idea. Let's go in ten minutes.

🎧 Track 20
Listen and read.

Mrs Crosby: Hello, Anna Crosby here. Who's speaking, please?
 Ammar: Hello, Mrs Crosby. This is Ammar.
 Mrs Crosby: Oh, hello, Ammar. How are you?
 Ammar: I'm fine, thanks, Mrs Crosby. Is David there, please?
 Mrs Crosby: I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.
 Ammar: Did you say with Rob?
 Mrs Crosby: Yes. I think they were going fishing. Rob's father was going to drive them to the lake.
 Ammar: Oh no! They must have forgotten about the match.
 Mrs Crosby: No, they knew about the match. I heard them saying they had a match at three.
 Ammar: But it's three fifteen now. And they still aren't here.
 Mrs Crosby: They might have had a problem with the traffic.
 Ammar: But why hasn't Dave phoned? He's got a mobile. He always has it with him.
 Mrs Crosby: He must have left it at home this time.
 Ammar: They can't all have forgotten to take their mobiles.

Mrs Crosby: They must have. Typical! When those three go fishing, they forget about everything else.

🎧 Track 21
B Listen and match two opinions to each speaker.

Salma: Welcome to 'Talk Time', the radio programme where you tell us what you think. I'm Salma Shafiq and with me in the studio are Faris, Jade, Omar and Liam. Liam, what are your views on advertising?
 Liam: I think it makes people discontented.
 Salma: Discontented?
 Liam: Yes, discontented. People look at advertisements and they are not content with their own lives.
 Salma: What do you mean exactly?
 Liam: Well, people see beautiful people and perfect homes and ... er ... expensive things in the adverts. Then they think that their families, their homes and ... er ... they themselves aren't good enough.
 Salma: What do you think about advertising, Jade?
 Jade: I think the adverts at the cinema are often funny or clever, or even beautiful. And I enjoy watching them.
 Salma: Omar, what's your opinion?
 Omar: I think advertisements are a waste of time and money. They cost a lot to make. And ... er ... who pays the price in the end? We do, whenever we buy a product. If companies didn't spend millions on advertising a product, the product would be cheaper.
 Salma: What do you think, Faris?
 Faris: I agree with Jade that adverts can be really fun. And I also think they're useful for telling us about new products. I mean, without ads, we wouldn't know about new products, new restaurants or new cars.

- Salma: Do you think there's a bad side to advertising?
- Faris: Yes, I do. Er, I think they make people buy things they don't really need. I know someone who bought a new camera after seeing an advert. He didn't need a new camera. He never uses it.
- Salma: Omar, have you ever bought something you didn't need because of an advert?
- Omar: Yes, when I was a kid. I always bought the crisps and sweets and chocolates that were in adverts on TV. They were very bad for my teeth. They shouldn't make adverts that are specially for children. Children are easy to persuade. The government shouldn't allow advertising that is aimed at children.
- Salma: Do you want to add anything to that, Liam?
- Liam: Yes. I think all governments should ban cigarette advertising. In some countries, young people see cigarette adverts and ... er ... they think smoking is cool and attractive. Smoking is bad for your health. The cigarette adverts should show sick people in hospitals, not attractive people smiling at parties.
- Salma: Good point, Liam. Jade, have you got anything else to say?
- Jade: Yes. I don't like the way they give false information in adverts when selling products. Sometimes they say that a product will solve a problem you have, but when you order it, it is nothing like what they said. The size, material or shape is different, or it doesn't work!
- Salma: Well, that's all we have time for today. Do you want to take part in 'Talk Time?' If you want to tell us your views on something, give us a ring on 0874 ...

Track 22

C Listen again and complete these sentences.

[Track 22 is a repeat of the discussion from Track 21.]

Unit 3

Track 23

Listen and check.

A

Voice 1: The giant panda eats only bamboo. So it cannot survive if its special habitat is destroyed. The panda used to be widespread across China and neighbouring countries. But today it lives in just six small areas in the centre of China. A lot of conservation work is being done to save this wonderful animal.

B

Voice 2: After years of persecution, there are now fewer than 700 mountain gorillas left in the wild. They live in just three small areas in Rwanda and Uganda, in the centre of Africa. The recent civil war in Rwanda had a damaging effect on the gorilla population.

C

Voice 1: The black rhino used to live all over Southern Africa, except in the tropical forest of the Congo. But it has been persecuted by hunters for 150 years, and much of its habitat has been lost. As a result, it now lives only in a number of wildlife parks in Africa. It still faces many threats.

D

Voice 2: The dugong is a very quiet, gentle creature – which makes it vulnerable to all sorts of threats. It was thought to be close to extinction, though some new populations have recently been discovered. It lives along coasts around the Indian Ocean and the north of Australia. A very important area for the dugong

is the Arabian Gulf, around Bahrain, Libya and the UAE. Sadly, it is difficult to see this charming animal, as it is very shy.

E

Voice 1: The tiger often comes into conflict with man – and so has been hunted to near-extinction. At one time it had an enormous distribution. But today it lives in parts of India, Thailand, Cambodia and Vietnam, China and Russia. There are also a small number in Malaysia and Indonesia.

F

Voice 2: The right whale is a slow swimmer and it floats after it has been killed. So it was a target for hunters for hundreds of years. Very few now survive. They live in two parts of the North Atlantic: one along the coast of the USA and Canada, and the other along the coast from Norway to Spain. Unfortunately, their population is showing little sign of recovery.

Track 24

B Read and listen to this sentence.

Voice: If you call Mariam, she will help you with the homework.

Track 25

Listen and repeat the sentences.

Voice: If the tickets are too expensive, we won't go to the concert.
If the shops are shut, I'll be annoyed.

Track 26

A Listen and check. As you listen, take notes.

Voice: Can Fawzi's phone be recycled?

At the factory, they make the mobile phone and its battery. They use plastic and a number

of different metals. Some of these metals – for example, lead, cadmium and mercury – are toxic.

At the shop, Fawzi buys a lovely new mobile phone. He is very pleased with it. It has a camera, games and great ringtones!

Fawzi uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

After two years, the battery stops working. A new battery is expensive. So Fawzi takes the old phone back to the shop.

They send it to the recycling centre.

At the recycling centre, they break the phone into parts. They send the plastic to the rubbish dump.

They send the metal parts to be recycled.

At the factory, they use the recycled metal to make a new phone.

Track 27

B Listen and check your answers.

Professor: People ask, 'Why should we recycle things?' They say that recycling makes a lot of extra work – we have to take our rubbish to different bins. And things like paper and glass are cheap, so what's the problem? Well, I say to those people: there are two good reasons why we should recycle paper, glass, metal – and perhaps other things, too. The first reason is this: the rubbish dumps near

our towns and cities are getting bigger every year. These dumps are dirty and dangerous. We are destroying the beauty of our country.

The second is an economic reason: let's take paper as an example. To make paper, they cut down trees in Norway or Canada, a very long way away. They make the paper, and then they carry it thousands of miles to us – that uses a lot of oil. We use the paper once, and then we throw it away. Instead, we should use the old paper to make new paper; it is a cheap and easy process. If we do this, we will save money and protect the environment.

🔊 Track 28

Listen to the volunteers talking to Mr Obuya. Who offers to do what?

- Mr Obuya: Right, Victoria, what are you doing today?
- Victoria: Shall I feed the baby lion?
- Mr Obuya: I'm sorry, Victoria. I've done that already.
- Victoria: Oh, well. Would you like me to type the list of animals into the computer?
- Mr Obuya: Yes, please.
- Victoria: And then shall I work in the car park, showing people where to park?
- Mr Obuya: OK, that's fine. And what about you, David?
- David: Well, you know that table in the picnic area with the broken leg?
- Mr Obuya: Yes.
- David: Would you like me to fix it?
- Mr Obuya: Good idea. And after that?
- David: If you're going out, shall I drive the Land Rover for you?
- Mr Obuya: No way! I'll drive myself, thank you!
- David: OK. In that case, shall I clean the windows of the minibus?
- Mr Obuya: Yes, you do that, David. Now, Habib, what jobs shall I give you?

Habib: Well, the 'no smoking' sign has disappeared. Would you like me to make a new one?

Mr Obuya: No, thanks. I found that this morning, on the ground behind the office. Er ... What about the fence around the campsite?

Habib: Oh, yes, Mr Obuya. Shall I check it?

Mr Obuya: Yes. Check it very carefully. It's dangerous if it's broken and animals can get in.

Habib: And then shall I clear up the picnic area?

Mr Obuya: Very good idea, Habib. It's a terrible mess, isn't it?

🔊 Track 29

A Listen and repeat.

1

Voice 1: Shall I feed the baby lion?

Voice 2: I'll do it myself, thank you.

2

Voice 1: Shall I work in the car park?

Voice 2: Yes, please.

3

Voice 1: Would you like me to fix it?

Voice 2: Good idea.

4

Voice 1: Would you like me to help?

Voice 2: No, thanks.

🔊 Track 30

A Read and listen to four more conversations between Mr Obuya and Victoria.

Conversation 1

Mr Obuya: It's not acceptable for members of the public to make noise around the birds' nests.

Victoria: You mean tourists must keep quiet there.

Mr Obuya: That's right.

Conversation 2

Mr Obuya: Put all the rubbish from the car park in the bins, and take the bins away.

Victoria: Where do I put the bins?

Mr Obuya: Behind the café, OK?

Conversation 3

Mr Obuya: We need to record the number of giraffe calves in the reserve this week.

Victoria: Do you mean we need to count the baby giraffes?

Mr Obuya: Yes.

Conversation 4

Mr Obuya: The satellite tracking program isn't working properly.

Victoria: Is it switched on?

Mr Obuya: I'll check.

Track 31

Listen to Mr Obuya's sentences (A to E), and match them to Victoria's answers (1 to 5) below.

- Mr Obuya: A Take the minibus to the petrol station and fill it up.
- B The gorilla should be treated with caution – it can react badly if it is disturbed.
- C If you look after a baby lion, it becomes imprinted on humans. It prefers human society.
- D I want you to lock the gates of the car park at closing time.
- E This wildlife reserve would not be able to operate without the financial contributions made by the tourists.

Track 32

A Read and listen to the interview in the Course Book.

WCTB: Terry, you've been looking at the new cars on the market. What do you think?

Terry Garcia: Well, I like the new hybrid cars – especially Ford and Toyota.

WCTB: They're pretty expensive, aren't they?

TG: They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.

WCTB: The smog?

TG: Not just the smog. There are almost four million people in Los

Angeles – and everyone drives a car.

WCTB: Do you think hybrid cars will help?

TG: Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.

WCTB: Why not get an all-electric car, then?

TG: Well, the batteries are not good enough for long journeys, that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.

WCTB: And the hybrid car uses its petrol engine on the open road?

TG: Exactly. You get the best of both worlds.

WCTB: And can you afford the higher price?

TG: At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.

WCTB: Thank you for sharing your ideas with us, Terry.

Track 33

B Listen and repeat.

Voice: I expect I'll buy one.

Exactly.

They will definitely make things better.

I'll certainly buy a hybrid.

Track 34

Listen to sentences 1 to 8. Write them out in full (without contractions).

Voice: 1 They don't work very hard.

2 He said he'd lost his mobile phone.

3 People shouldn't get near the animals.

4 The price won't be a problem.

5 The shop doesn't open on Fridays.

6 The teacher didn't say which exercise to do.

7 They'd probably like this kind of music.

8 You'll enjoy this book very much.

🔊 Track 35

E Listen and check.

- Voice: 1 Tigers don't normally attack people.
2 I thought they'd finished their work.
3 You mustn't think about my problems.
4 The oryx don't need much water.
5 The computers in the office aren't working.
6 I'd like to take a trip to the rainforest.
7 The football games weren't very exciting.

🔊 Track 36

Listen and check your answers.

- Zeina: Come on, Helen. I know you're joking. Don't waste time.
Helen: I'm not wasting time. I've hurt my knee. It hurts so much that I can't stand up. ...
Zeina: Shall I help you walk to that seat?
Helen: Yes, please, Zeina.
Zeina: If you put your arm around my shoulder, you'll be able to walk.
Helen: Ow! It feels really terrible if I move it.
Zeina: You look very white. Would you like me to get you a glass of water?
Helen: No, I'd prefer you to stay here with me. I think I've broken my leg, Zeina. If it is broken, I won't be able to play in the tennis competition on Saturday.

🔊 Track 37

Listen and match the phone calls to the pictures.

1

- Suleiman: Hello?
Youssef: Hello, Suleiman?
Suleiman: Hi, Youssef. How are you doing?
Youssef: I'm OK, thanks. Suleiman, could you do something for me?
Suleiman: It depends. What do you want me to do?

Youssef: I was wondering if you could pick my photos up from the photo shop.

Suleiman: Do you mean the one in the Centre Mall?

Youssef: Yes.

Suleiman: OK. When will they be ready?

Youssef: Well, I took them in yesterday and they said they'd be ready today.

Suleiman: Have you got the ticket for them?

Youssef: Yes. It's on the desk in my room. It's a long white slip of paper.

Suleiman: How much is it going to be?

Youssef: It's £5. But I've already paid.

Suleiman: Fine. I'll collect them for you this afternoon.

2

Voice: Welcome to the UGC Cinema Information line. If you want to book a ticket, press one on your phone now. If you want to hear information on films showing today, please hold on.

... Here are details of today's screenings.

Screen 1: Alone in the Desert, Certificate 15, showing at 6.30 and 8.45.

Screen 2: Going Home, Certificate 12, showing at 1.30 and 3.30.

Screen 3: Dancing on Glass, Certificate 18, showing at 7.15 and 9.30.

Tickets for all shows are £6.50 for adults and £5 for children and students. Students must show a valid student card.

3

Mike: 1657 89732.

Faisal: Hello, is that Mike Holland?

Mike: Yes, it is. Who's speaking, please?

Faisal: My name's Faisal. I saw the advert in Music Monthly for an electric guitar. It's a blue Fender, isn't it?

Mike: That's right.

Faisal: And it's still for sale, isn't it?

Mike: Yes, it is. Would you like to come and see it?

Faisal: Well, er, how old is it? And how much are you asking for it?

Mike: It's only ten months old. I want three hundred pounds.

Faisal: Well, then, I'm definitely interested. Will it be OK if I come round this afternoon?

Mike: Yes. That'll be fine. Er ... would four thirty be OK for you?

Faisal: Yes, four thirty would be perfect.

Mike: And your name's Faisal, is that right?

Faisal: That's right. Faisal Al Dossari. That's Dossari with a double S and an I at the end.

Mike: OK, so my address is ...

🔊 Track 38

Listen to Phone Call 1 again and answer the questions.

[Track 38 is a repeat of Call 1 from Track 37.]

🔊 Track 39

Listen to Phone Call 2 again and complete the table.

[Track 39 is a repeat of Call 2 from Track 37]

🔊 Track 40

Listen to Phone Call 3 again and answer the questions.

[Track 40 is a repeat of Call 3 from Track 37]

🔊 Track 41

Listen and read.

Omar: You look angry.

Maher: I **am** angry.

Omar: Really? Why is that?

Maher: Some careless person has just crashed into my car.

Omar: That's so annoying!

Unit 5

🔊 Track 42

Listen to some young people talking to Rob Marsden from local radio. What do they think of fast food?

R Marsden: Hello and welcome to Speak Out. I'm Rob Marsden and our subject this week is fast food. We all know teenagers eat a lot of fast food. Sometimes it's burgers, sometimes it's pizzas, and sometimes it's fish and chips. Other favourites are kebabs, Mexican tacos and fried chicken. But do all teenagers like fast food? Let's find out what five teenagers, Latifa, Adam, Hanaa, Nasseem and Ross think. Latifa, what do you think of fast food?

Latifa: You don't have to pay very much for it. That's the best thing about it.

R Marsden: Adam?

Adam: It's always the same. You never get anything different. For example, if you get a burger in one town, it tastes exactly the same as a burger in another town.

R Marsden: Hanaa?

Hanaa: It's great if you're in a hurry because you never have to wait very long for it. You go in, order it and five minutes later you're eating it.

R Marsden: Nasseem?

Nasseem: I love it. I eat it two or three times a week. My favourites are fish and chips and kebabs. My mother says I should eat lunch at home, but I prefer to go to a fast food restaurant.

R Marsden: Ross?

Ross: I think fast food is very bad for you. Doctors say most fast food contains too much oil and fat. If you only eat fast food, you aren't eating enough vegetables.

🔊 Track 43

Listen and repeat.

Boy 1: I really like chicken, especially stewed chicken with lemon and carrots.

- Boy 2: That sounds delicious.
- Boy 3: Do you like fish? I love it when it's really fresh.
- Boy 4: I don't like fish because of all the little bones.
- Boy 5: I prefer meat to fish.
- Boy 6: Have you ever tried Indian food? It's really hot and spicy.

🔊 Track 44

Listen and check your answers.

- Layla: You don't have much energy at the moment, do you, Rashid?
- Rashid: You're right, Layla. I never feel very energetic.
- Layla: I think perhaps you're eating the wrong kind of food.
- Rashid: Really?
- Layla: Yes. Your coach and I have decided to give you a special diet. I've written a list of food that you can and can't eat. Have a look at it.
- Rashid: This is ridiculous, Layla. I can't eat burgers. I mustn't eat chips. I must avoid fried food.
- Layla: But there are lots of things you can eat. You can have grilled chicken, for example, with boiled potatoes and green vegetables.
- Rashid: Can I drink lemonade?
- Layla: No, you can't. You must drink lots of water. In fact, you should drink eight glasses of water a day. And another thing, Rashid, you shouldn't go to bed late.
- Rashid: How many hours sleep should I get?
- Layla: At least eight hours a night.

🔊 Track 45

Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.

- Mariam: Oh no! I've put too much salt in the stew. What shall I do?
- Khaled: You'd better add a tin of tomatoes. That'll make it less salty.
- Mariam: And perhaps I'd better add some potatoes too.

- Khaled: Good idea.
- Mariam: Shall I add some yoghurt as well?
- Khaled: You'd better not. It'll make the stew go very white.

🔊 Track 46

Listen and repeat.

- Mariam: This soup is a bit tasteless.
- Khaled: You'd better add some parsley and lemon juice.
- Mariam: That's a good idea. Why didn't I think of that?
- Mariam: This soup is a bit tasteless.
- Khaled: You'd better add some parsley and lemon juice.
- Mariam: OK. And perhaps I'd better add some garlic too.

🔊 Track 47

B Listen. Answer the questions and complete the advice.

1

- Mariam: Ow! Look, Khaled! I've cut my finger. I was grating cheese for the spaghetti and I cut my finger on the cheese grater!
- Khaled: Is it bad?
- Mariam: No it's not serious. But it's bleeding a little.
- Khaled: You'd better wash it and put a plaster on it.

2

- Boy: (loud sniffs)
- Mother: Are you OK, Peter?
- Peter: Yes. I think so.
- Mother: What do you mean, you think so? Why are you crying? What's the matter?
- Peter: It's because I'm chopping this onion. The smell of it makes me cry. I really hate chopping onions.
- Mother: You'd better not chop them. I'll do it for you.

3

- Woman: Shall we have lamb kebabs for supper?
- Man: Good idea! We can grill them on the barbecue outside.

Woman: OK. I'd better look for some wood and charcoal.
 Man: It's OK. There's plenty of wood and charcoal out here. But I can't find any matches to light the fire.
 Woman: We haven't got any. You'd better use this lighter.

4

Mother: Can you do the washing-up, please, Majida?
 Majida: OK.
 Mother: There's an awful lot to do, I'm afraid.
 Majida: Never mind. Where's the washing-up liquid?
 Mother: Next to the sink. And, Majida ...
 Majida: Yes?
 Mother: You'd better wear gloves. The washing-up liquid is quite strong. It could give you skin problems.
 Majida: Where are the gloves, Mum?
 Mother: In the cupboard under the sink.

5

Little boy: What's that book?
 Girl: It's a recipe book. I want to make a chocolate cake and this book has some very good recipes. First I have to mix the butter and sugar and flour. I'll use a fork for that.
 Boy: Here, you'd better use the electric mixer. It's quicker and easier.
 Girl: Good idea. It's much better than a fork.

6

Mother: Have you boiled the water, Nadia?
 Nadia: Yes, mum. And I've made the tea.
 Mother: Lovely. Pour me a cup of tea, please.
 Nadia: Ow!
 Mother: What's the matter?
 Nadia: I've burnt my finger on the teapot.

Track 48

Listen and read.

Layla: I get spots quite often. What do you think I should do?
 Suha: If I were you, I'd wash my face three times a day.
 Layla: OK. I'll try that.
 Suha: And you should stop eating sugar and sweets.
 Layla: I'm not sure about that. I tried it, but it didn't work.

Track 49

Listen and check your answers.

Boy: Why don't you come with us, Huda?
 Huda: I can't go with you. I really wish I could. I have to do my Maths homework. If only I didn't have to do it.
 Huda: I wish I knew the answer to this Maths problem. I wish I didn't have to study Maths at school. If only I was good with numbers.

Track 50

A Listen and match two wishes to each picture.

1

Girl 1: I wish I didn't live in this noisy building.

2

Man 1: I wish I could leave work early today.

3

Man 2: I wish I had a torch.

4

Girl 2: I wish I had an umbrella.

5

Man 1: If only the room wasn't so hot.

6

Man 3: I wish I knew how to fix this car.

7

Girl 3: If only you could come here next month.

8

Man 3: I wish somebody would come and help me.

9

Girl 2: I wish the bus would come.

10

Girl 1: If only I could get to sleep.

11

Man 2: If only the moon would come out.

12

Girl 3: I wish you would phone more often.

Track 51

B Listen to a talk about regrets. Write the correct percentages next to the headings.

Narrator: A recent survey of a hundred people's greatest regret has revealed some interesting statistics. The survey was of British men and women aged fifty. They were only allowed to name one regret. Thirty per cent had regrets about their family life, fifteen per cent had regrets about their careers or working life and ten per cent had regrets about their health. The good news, however, is that forty-five per cent of those interviewed had no regrets at all.

Unit 6

Track 52

A Listen to six different TV programmes and write the correct programme type.

1

It will be cloudy over much of England and Wales in the morning. If you want sun, Scotland will be the best place to look for it. In the afternoon, that cloud will clear away and it should be warm and sunny over the whole country, with temperatures around 18 or 19 degrees. The southwest will be a little cooler than the average, though.

2

Host: Rose Johnson, welcome to London.

Rose: Thank you, Alan.

Host: You've just finished a film with Tom Marconi.

Rose: Yeah.

Host: What's it like working with him?

Rose: Oh, he's just fantastic! I learnt so much from working with him.

Host: Is it true that you're coming to live in ...

3

Man: Oh, no! Hey, what are you doing?

Cat: I haven't really got time to tell you, I'm afraid.

Man: Hey! Come back here!

Cat: Oh yeah – maybe later!

Man: That's my fish!

Cat: Correction – that was your fish!

4

Man: ... will speak to a meeting of European finance ministers later today. Many questions are being asked about this morning's train crash in Scotland. Fiona Bright is in Glasgow. Fiona, can you tell us any more about the cause of this accident?

Fiona: I'm afraid not, Jeremy. The police are working hard, but they have nothing to tell us at the moment.

Man: Do we know how many people are injured?

Fiona: Yes, Jeremy. Ambulances have taken forty-one people to hospital. And, thankfully, no one has been killed.

Man: Have you spoken to anyone who saw the accident ...

5

Woman: I'm staying at the Hotel Splendid on the island of Phuket in Thailand. To get here, I flew to Bangkok and then took a short flight to Phuket. That cost £579 with British Airways. That's quite expensive, but the hotel, the food and everything else here is incredibly cheap. And

it's incredibly nice! The water is warm and clean, and full of beautiful ...

6

Man: We are looking today at the different ways in which spiders build their webs. There are thousands of species of spider around the world, and they construct their webs in many different ways. In fact, we ought to start by pointing out that some spider species do not build webs at all. On the island of St Kitts in the Caribbean, there is an interesting ...

Track 53

A Listen and complete this text about the same event as the one in your Course Book.

Witness: The fire started on the ground floor of number 218 Queen Street at 10.10 a.m. and it got up to the fourth floor in minutes. As soon as the police and fire brigade got here, they got everyone out of number 218 and the buildings on either side very quickly.

A few minutes later, there was a loud bang. The police told the crowd in the street to get away from the building. They put police cars at the end of Queen Street, and they stopped people from going into the street.

By 11 o'clock, the fire seemed to be out, but the inside of the building had been completely destroyed. Ambulances took five people to hospital, but they were OK.

Track 54

B Listen to some of William's first interview with Alan Jones. Complete the reported sentences.

1

William: I still live at home with my parents.

2

William: I lived in China until I was fifteen.

3

William: I've always liked writing stories. I'm no good at anything else.

4

William: I'm going to relax in Spain for a month.

5

William: After that, I'll get on with my next novel.

6

William: It'll probably be set in China.

7

William: I can't spell, so I have to use 'spell check' a lot.

8

William: I write in English, but I think in Mandarin.

Track 55

Listen to a trailer for The Spanish Captain and make notes.

Joe McGregor is brilliant as Captain Diego Santos. Emma Knightly is unforgettable as his lovely young bride in The Spanish Captain. He is Spanish; she is English. But the year is 1588 and the two countries are at war.

This is the beautiful story. Captain Santos has an impossible choice to make. The king of Spain tells him to go to war. His heart tells him to stay at home.

You will laugh. You will cry. You will be amazed by the fantastic special effects. You will love the wonderful music, written for this film by David Williams. You will never forget The Spanish Captain.

🔊 Track 56

A Listen to the trailer again. Write notes.

[Track 56 is a repeat of Track 55.]

🔊 Track 57

Listen and make notes of the questions Aunt Salwa asked Fawzi.

- 1 How tall are you?
- 2 Which year are you in at school?
- 3 What are you studying?
- 4 Do you still play tennis?
- 5 Did you receive a birthday present from me?
- 6 Have you learnt to drive yet?

🔊 Track 58

Listen to the museum guide. Tick the things she asked or told Waleed and his friends to do.

Good morning, boys and girls. Welcome to the National Museum of Tripoli. My name is Mrs Al-Hamza, and I'm your guide today. First of all, I must give you a few rules. These are important, so please listen carefully. This is a very big museum, and it's easy to get lost in it. So don't walk away from the group – stay together at all times. You're allowed to talk in the museum – but not loudly, please. Last year, one school group started to sing songs! Please don't do that! You have three worksheets; you must fill those in as we go round – not at the end of the tour. Eating and drinking is not allowed in the museum. You can take photos, but not with flash. I have your tickets, so you don't need to stop at the ticket office. Any questions? No? Good. Follow me, and I hope you enjoy the museum.

Unit 7

🔊 Track 59

Listen and check your answers.

Highlights of your 3-day holiday in Lapland

Day 1

When you arrive, you will be served cold drinks in glasses made of ice.
You will be shown to your rooms and given reindeer skins and a warm sleeping bag.

Day 2

You will be taken on a reindeer sled through the cold desert of Lapland.
You will be shown how to catch a reindeer with a rope.
Dinner will be served to you in a traditional Lapland home.

Day 3

You will be driven on a dog sled to the mountains.
You will be taught how to drive sled dogs yourselves.
You will be served dinner at the Ice Hotel, in the coolest restaurant in the world.

🔊 Track 60

Listen and check your answers.

Dahab Jewellers
Necklaces, bracelets, rings, earrings
Every girl in Tripoli has their ears pierced here.
It's quick, clean and painless.
Special low prices for children.

Are you getting married soon?
Where are you going to have your hair done?
I can make your life easier!
Call me and you can have your hair cut, washed and styled in your own home.
I am a professional hairdresser and I specialize in hairdressing for weddings.
Jameela – 55519362

THE SNAP SHOP

Do you need to have your passport photo taken?
Then you need The Snap Shop!
Your photos will be ready in one hour.
Last year, over a million people had passport photos taken at The Snap Shop.

AL HAZEM OPTICIANS

Do you wear glasses or contact lenses?
When did you last have your eyes tested?
Did you know you should have them tested at least once a year?
Phone us now for an appointment.

🔊 Track 61

Listen and check your answers.

Girl 1: Your kitchen looks great. Who did you have it done by?

Girl 2: I had it done by Benghazi Kitchens.
 Girl 1: Benghazi Kitchens? Who are they?
 Girl 2: They are new kitchen designers to work out the best design.
 Girl 1: Fantastic! Can I have their number?
 Girl 2: Sure. It's 5551 9362.

🔊 Track 62

Listen and read the first two paragraphs on page 72.

'Is that your final answer?' Chris Tarrant asks in English.
 'Jawaab nihaa'ee?' asks George Kurdahi in Arabic.
 'Yes, my final answer,' the contestant says weakly and waits to be told the result. There's a pause, then the music starts. The suspense is unbearable. A few seconds later, the contestant and the audience know if money has been won or lost.

Do you recognize the TV programme that is being described? It is called Who Wants To Be A Millionaire? and it is the world's most popular game show. It was invented in Britain in 1998 and was taken to the United States a year later. In 1999 it was being shown six nights a week on the American channel ABC and now it has been exported to 70 other countries, including Pakistan, Indonesia and Turkey.

🔊 Track 63

Listen and read the dialogue.

Latifa: Hi, Muna.
 Muna: You're very late, Latifa. Forty-five minutes, in fact.
 Latifa: Oh, dear! I'm really sorry. But I ...
 Muna: Don't tell me - you have a good excuse, Latifa. You always do!
 Latifa: No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.
 Muna: You had to call a plumber!
 Latifa: Yes, there was only Grandmother and me at home.
 Muna: And did he fix it?
 Latifa: Yes, but he took ages. So you see, it isn't really my fault I'm late.

Muna: I guess not. But why didn't you call me?
 Latifa: I left my mobile at my cousin's and it's got your mobile number on it.
 Muna: You should know my number by heart by now.
 Latifa: You're right. I promise I'll learn it.
 Muna: About time!
 Latifa: So, am I forgiven?
 Muna: I suppose so. But you'll have to pay for lunch.
 Latifa: Sure! It's a deal!

🔊 Track 64

Listen and match the adjectives to the speakers. Write the numbers one to seven in the boxes.

1

Girl: Huda! Huda! Hey, Huda! It's me, Angela. (girl running)
 Oh, er, I'm terribly sorry.
 I thought you were a friend of mine.

2

Girl: I've been walking all day. (Yawns.) I can't stay awake another minute. I'm going to bed.

3

Boy: I can't believe it. I've won two tickets to New York. Isn't that fantastic? And they're paying for a five-star hotel as well. It's great!

4

Boy: Thank you so much. You've been so kind. I don't know what I would have done without your help.

5

Girl: Do you think they're OK? They're two hours late. I hope they haven't had an accident. Do you think we should phone the police?

6

Boy: The view from my balcony is so beautiful. I love watching the sunset from here. It's so peaceful.

7

Girl: Do you want to come for a picnic tomorrow? It should be fun. We're going to have a barbecue on the beach. And all my cousins are coming.

Track 65

Listen and read. Then practise the dialogue.

Farah: What's the matter?
 Reema: My father's in hospital.
 Farah: You must be really worried.
 Reema: I am. I feel very anxious.
 Farah: You poor thing! Is there anything I can do to help?
 Reema: That's a kind offer. Maybe you could give me a lift to the hospital?
 Farah: Of course.

Track 66

A Listen and read. What is different in the way these two people speak?

Boy: Hi guys! Do you realize that I've finished my exams?
 Man: Hello, Mr Donaldson. I'm pleased to tell you that we've finished the job.

Track 67

B Listen and tick the speakers who are excited.

1

Girl 1: This is terrible – I've lost my mobile!

2

Man: The weather forecast isn't good. It's going to be extremely hot.

3

Woman: The food's all on the kitchen table, but the bread isn't ready yet.

4

Boy: Fuad's not coming – his car's broken down again!

5

Man 2: I can't believe it! I got an email from Alice!

6

Woman: I received an interesting email from Mr Al Dossadi yesterday.

Track 68

Listen and repeat.

[Track 68 is a repeat of Track 67.]

Unit 8

Track 69

Listen and check your answer.

Layla: What do you call someone who talks to guests on a TV chat show?

Hasan: A presenter.

Layla: Thanks.

Track 70

Listen and check your answers.

Fawzi: What are your plans for this summer?

Justin: If I had lots of money, I'd buy a motorcycle and drive around Europe.

Fawzi: Could I come with you and sit on the back?

Justin: Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the cinema unless I get a holiday job pretty soon.

Fawzi: I saw an ad for a job that you might be interested in.

Justin: Really? What was it?

Fawzi: They're looking for 80 extras in a film. It's a comedy.

Justin: Wow! That would be fun! How much are they paying?

Fawzi: Quite a lot. I'm going to apply. Do you want the number?

Justin: Yes, please. I'd better put it straight onto my mobile.

Fawzi: If I were you, I'd call them right away.

Justin: Thanks. Wouldn't it be great if we both got parts!

🎧 Track 71

A Listen to a radio advertisement and complete the newspaper advertisement.

Ahlen Productions is looking for around 80 extras to take part in 'My Crazy Desert Life', a forthcoming comedy. Filming will be all day on Tuesday the fifth of July, and on Thursday the fourteenth of July, from seven a.m. until five p.m. That's Tuesday July the fifth, and Thursday July fourteenth, from seven a.m. until five p.m. So don't apply if you are not going to be free on those days.

Extras should not be shorter than 1 metre 65 and should be between 16 and 23 years old. So, no shorter than 1 metre 65, and no older than 23. Extras will receive 90,000 Libyan dinars per day. Breakfast, lunch and other refreshments will be provided for all those taking part throughout the day.

Anyone interested in being in the film should come to an audition on Wednesday the twenty-fifth of May at 9 a.m. at the International Hotel. The International Hotel, of course, is on Abu Nawas Street. Sixteen- and seventeen-year-olds must bring a letter giving their parents' permission to take part.

For further information, please call Yusuf Mabrok or James Mill on 635770. That's six-three-five, double seven oh.

🎧 Track 72

A Listen and complete the messages, changing the tenses of the verbs.

1

Mona: Hello, this is Mona. I went to the shop and I bought some oil.

2

James: Hi, this is James. We're all going to the cinema with Faisal.

3

Nadia: Nadia here. My father wants to speak to Ahmed.

4

Tim: Tim speaking. We'll be at the bus station at 10 o'clock.

5

Sally: This is Sally. I have found the keys of the office.

6

Kamal: Hello, this is Kamal. I'm waiting in front of the supermarket.

7

Salwa: Salwa here. I'm going to be at my aunt's house until five o'clock.

8

Fawzi: Fawzi speaking. I've got two tickets for the football match.

9

Sara: This is Sara. Everybody must get to school early because of the trip.

10

Ibrahim: Hello, Ibrahim here. I did all the questions in Exercise 2.

🎧 Track 73

Listen and check.

Huda: I had my interview this morning.

Ameena: What for?

Huda: You know! I applied to be a volunteer at the next Olympics.

Ameena: Oh, yes. Sorry, I forgot. What did they ask you?

Huda: The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.

Ameena: Do you think you'll get the job?

Huda: I think so. At the end of the interview, the director asked me if he could get a reference from my head teacher.

Key Words

Unit 1

annoyed (adj)	/ə'noɪd/	quite angry
artist (n)	/'ɑː(r)tɪst/	a person who makes art (e.g., a painter, musician)
bad-tempered (adj)	/,bæd 'tempə(r)d/	often angry
bossy (adj)	/'bɒsi/	controlling
brilliant (n)	/'brɪljənt/	very good
calm down (v)	/kɑː(r)m daʊn/	to become more relaxed (e.g., after an argument)
castle (n)	/'kɑː(r)s(ə)l/	a large, historical building with thick walls and towers
celebration (n)	/,selə'breɪʃən/	a party or special event to mark an occasion (e.g., birthday, anniversary)
courage (n)	/'kʌrɪdʒ/	bravery
crash (v)	/kræʃ/	to hit something with a vehicle, leading to damage or injury
cultural (adj)	/'kʌltʃərəl/	relating to culture
culture (n)	/'kʌltʃə/	the customs and traditions of a country
disappointed (adj)	/,dɪsə'pɔɪntɪd/	unhappy that something has fallen below expectations
discovery (n)	/dɪ'skʌv(ə)ri/	something new that has been found
easy-going (adj)	/'iːzi 'gəʊɪŋ/	relaxed and calm
embarrassed (adj)	/ɪm'bærəst/	feeling awkward or shy
exhibition (n)	/,eksɪ'bɪʃ(ə)n/	a public event to display objects or skills
expect (v)	/ɪk'spekt/	to be confident that a particular thing will happen

fast (n and v) (n)	/fɑːst/	a period when people don't eat or drink, usually for religious reasons; (v) to go without food or drink, usually for religious reasons
fortunate (adj)	/'fɔː(r)tʃənət/	lucky
generous (adj)	/'dʒenərəs/	giving money or possessions away freely
ghost (n)	/gəʊst/	the spirit of someone who has died
greeting card (n)	/'griːtɪŋ kɑː(r)d/	a card with a message inside sent on a special occasion (e.g., birthday, Eid, etc.)
holiday camp (n)	/'hɒlədeɪ kæmp/	a fun holiday destination with organized activities
honest (adj)	/'ɒnɪst/	truthful
honestly (adv)	/'ɒnɪs(t)li/	in a truthful way
hurry up (v)	/'hʌrɪ ʌp/	expression, asking someone to do something more quickly
jealous (adj)	/'dʒeləs/	wanting things that other people have
kilt (n)	/kɪlt/	a piece of traditional Scottish clothing, usually in bright coloured cloth called 'tartan'
lazy (adj)	/'leɪzi/	showing a lack of energy
loch (n)	/lɒk/	the Scottish word for a lake
Mother's Day (n)	/'mʌðə(r)z deɪ/	a special day every year when mothers are celebrated around the world
musician (n)	/mjuː'zɪʃ(ə)n/	a person whose job it is to play music
negative (adj)	/'negətɪv/	bad; not positive
nosy (adj)	/'neʊzɪ/	very curious about other people
patient (adj)	/'peɪʃ(ə)nt/	able to accept delays or sort out problems
performer (n)	/pə(r)'fɔː(r)mə(r)/	a person who acts, sings, plays music, dances etc. (e.g., in films, plays etc.)

poet (n)	/ˈpəʊɪt/	a person who writes poems
point (n)	/pɔɪnt/	main part of an argument or discussion
popular (adj)	/ˈpɒpjʊlə(r)/	liked by a lot of people
pray (v)	/preɪ/	to worship
prayers (n)	/preəz/	what is said while praying
procession (n)	/prəˈseɪʃ(ə)n/	people walking together in a parade
professional (n)	/prəˈfeɪʃ(ə)nəl/	a person with a skilled job
programme (of events) (n)	/ˈprəʊgræm/	a timetable showing what is going to happen and when
proud (adj)	/praʊd/	happy about an achievement
scooter (n)	/ˈsku:tə(r)/	a two wheeled-vehicle, sometimes with a motor, sometimes without
scorpion (n)	/ˈskɔː(r)pɪən/	a small creature with a sting in its tail
Scottish music (n)	/ˈskɒtɪʃ ˈmjuːzɪk/	traditional music from Scotland
selfish (adj)	/ˈselfɪʃ/	thinking of yourself before other people
serious (adj)	/ˈsɪəriəs/	(e.g., of an accident) worrying, significant
shy (adj)	/ʃaɪ/	quiet; uncomfortable meeting new people
sociable (adj)	/ˈsəʊʃəb(ə)l/	confident; enjoys meeting new people
switch on/off (v)	/swɪtʃ ɒn/ɒf/	to turn on/off an electric device (e.g., light, oven etc.)
traditional (adj)	/trəˈdɪʃ(ə)nəl/	as part of a tradition; long-established
windsurfing (n)	/ˈwɪnd,sɜː(r)ɪŋ/	a water sport of riding a board with a sail, powered by the wind
worried (adj)	/ˈwʌrɪd/	anxious or concerned

Unit 2

adult (n)	/'ædʌlt/	a fully grown person (i.e. not a child)
advertisement (n)	/əd'vɜː(r)tɪsmənt/	an announcement to inform people about a new product, opportunity or company
advertising (n)	/'ædvə(r),taɪzɪŋ/	the business of creating advertisements
age group (n)	/eɪdʒ gruːp/	people who are of a similar age
allow (v)	/ə'laʊ/	to give permission for something to happen
by mistake (adj)	/baɪ mɪs'teɪk/	without meaning to
camera phone (n)	/'kæm(ə)rə fəʊn/	a phone that can also take photos
chat (v)	/tʃæt/	to have a friendly conversation
clearly (adv)	/'klɪə(r)li/	in a way that is simple to understand
coastguard (n)	/'kəʊs(t),gaː(r)d/	a person employed to watch the sea and help people in danger
contain (v)	/kən'teɪn/	to have inside
discontented (adj)	/,dɪskən'tentɪd/	unsatisfied or unhappy with life
download (v)	/,daʊn'ləʊd/	to collect information/data from the internet
drinks stall (n)	/drɪŋks stɔːl/	an outdoor shop where drinks can be purchased
drown (v)	/draʊn/	to die from being underwater and unable to breathe
e-card (n)	/iː-kɑː(r)d/	a celebration card that is sent on the internet instead of in the post (e.g., birthday, congratulations)
fear (n)	/fɪə(r)/	an unpleasant feeling that happens when a person is not safe
frequently (adv)	/'friːkwəntli/	regularly, often

hairdryer (n)	/'heə(r),draɪə(r)/	an electrical household object used to dry hair with hot air
hold on (v)	/həʊld ɒn/	expression meaning 'please wait'
huge (adj)	/hjuːdʒ/	very large
in trouble (n)	/ɪn 'trʌbəl/	having a problem
increase (v)	/ɪn'kriːs/	to make larger
invent (v)	/ɪn'vent/	to create something new
laptop computer (n)	/'læp,tɒp kəm'pjʊtə(r)/	a computer that has a battery and is easily transported
overcome (v)	/əʊvə(r)'kʌm/	to solve a difficulty
percentage (n)	/pə(r)'sentɪdʒ/	a number expressed as a part of 100, usually accompanied by the symbol '%'
persuade (v)	/pə(r)'sweɪd/	to make someone agree with your idea
plug in (v)	/plʌg ɪn/	to connect to electricity
pocket money (n)	/'pɒkɪt 'mʌni/	money that parents regularly give to their children
position (n)	/pə'zɪʃ(ə)n/	the way something is placed
press (v)	/pres/	to use force on an object (e.g., a button)
print (v)	/prɪnt/	(e.g., of a document) to produce a copy with ink
protection (n)	/prə'tekʃ(ə)n/	the act of keeping safe from danger or disease
public (adj)	/'pʌblɪk/	available to everybody
push (v)	/pʊʃ/	to apply pressure to something
review (n)	/rɪ'vjuː/	a summary of a person's opinion of a book, film, song, etc.

rough (for the sea) (adj)	/rʌf/	not calm
search (n)	/sɜː(r)tʃ/	the process of finding information on the internet
select (v)	/sɪ'lekt/	to choose
setting (n)	/'setɪŋ/	a way to control the action of a machine (e.g., temperature)
shade (in the ~) (n)	/ʃeɪd/	not in the sun
shady (adj)	/'ʃeɪdi/	away from the sun
share (v)	/ʃeə/	to give other people something (e.g., information, food etc)
surf the net (v)	/sɜː(r)f ðə net/	to spend time using the internet
text message (n)	/tɛkst 'mesɪdʒ/	a short message sent on a mobile phone
turn on/off (v)	/tɜː(r)n ɒn/ɒf/	to start or stop the power to an electrical device (e.g., light, oven etc)
view (n)	/vjuː/	opinion
waste (time) (v)	/weɪst/	to use too much of something (e.g., time, money)
wrong number (n)	/rɒŋ 'nʌmbə(r)/	a phone number that is incorrect
purse (n)	/pɜː(r)s/	a bag women use to hold money

Unit 3

afford (v)	/ə'fɔː(r)d/	to have enough money to buy something
against the law (adj)	/ə'ɡenst ðə lɔː/	not allowed by law
bamboo (n)	/,bæm'buː/	a fast-growing, woody plant found in China
battery (n)	/'bæt(ə)ri/	a power source for portable electronics
break down (v)	/breɪk daʊn/	to divide into smaller pieces

breed (v)	/brɪd/	to have children
carbon dioxide (n)	/ˌkɑː(r)bən daɪ'ɒksaɪd/	the gas that you breathe out and that is created by burning oil, gas, etc.
cardboard (n)	/ˈkɑː(r)d,bɔː(r)d/	a type of strong paper normally used to make boxes and other packaging
certainly (adv)	/ˈsɜː(r)t(ə)nli/	for sure
chemical (adj)	/ˈkemɪk(ə)l/	relating to materials changing at a scientific level
definitely (adv)	/ˈdefɪnətli/	certainly
destroy (v)	/dɪ'strɔɪ/	to break down completely; ruin
dump (n)	/dʌmp/	a place to put things when you want to get rid of them
earth (n)	/ɜː(r)θ/	the ground as part of the natural world
economy (n)	/ɪ'kɒnəmi/	the system involving movement of money in an area or country
editor (n)	/ˈedɪtə(r)/	the person in charge of a newspaper magazine company
endangered (adj)	/ɪn'deɪndʒə(r)d/	(of a kind of animal) in danger of dying out (e.g., rhino, panda)
extinct (adj)	/ɪk'stɪŋkt/	(of a kind of animal) none left in the wild (e.g., dodo, the dinosaurs)
fence (n)	/fens/	a small barrier made of wood used to separate areas of land
fin (n)	/fɪn/	part of a sea animal's body which helps them to swim
fish farming (n)	/fɪʃ 'faɪ(r)mɪŋ/	breeding fish for food
food chain (n)	/fuːd tʃeɪn/	the sequence in which animals prey on each other (e.g., hawks eat snakes, snakes eat frogs, frogs eat insects, insects eat plants)

fossil fuel (n)	/'fɒsəl fjuəl/	fuel burned to produce power (e.g., oil, gas, coal, etc.)
fur (n)	/fɜː(r)/	the soft hair found on some animals
global warming (n)	/'gləʊbəl 'wɔː(r)mɪŋ/	the heating of the environment through human activity
greenhouse gas (n)	/'griːnhaʊs gæs/	a gas which goes into the air and traps heat, causing global warming (e.g., carbon dioxide)
horn (n)	/hɔː(r)n/	the hard spikes on some animals' heads (e.g., Oryx, Deer, etc.) used for fighting
hunter (n)	/'hʌntə(r)/	a person who catches animals for food
hybrid (~ car) (adj)	/'haɪbrɪd/	made up of a combination of things (e.g., a hybrid car, which uses both petrol and electricity)
illegal (adj)	/ɪ'liːg(ə)l/	not legal; against the law
industrial (adj)	/ɪn'dʌstriəl/	having to do with industry and factories
industry (n)	/'ɪndəstri/	companies that make similar products out of raw materials
life cycle (n)	/laɪf 'saɪkl/	the different stages that a product or living creature goes through
LNG (n) (= liquefied natural gas)	/'el-en-dʒiː/ (/lɪkwɪfaɪd 'nætʃrəl gæs/)	the liquid form of natural gas for easy use in industry
market (on the ~) (n)	/'maː(r)kɪt/	things that are available to buy and sell
microwave (n)	/'maɪkrəweɪv/	a small oven which heats food very quickly
motor (n)	/'məʊtə(r)/	the part of car that drives it forward
Oryx (n)	/'ɒrɪks/	a type of antelope with two long horns
overfishing (n)	/,əʊvə(r)'fɪʃɪŋ/	the act of catching too many fish
ozone (n)	/'əʊzəʊn/	a layer of air and gas which protects the earth from dangerous sun rays

picnic table (n)	/ˈpɪknɪk ˈteɪbəl/	a table placed in a garden, park, etc., to allow people to eat outdoors
pollution (n)	/pəˈluːʃ(ə)n/	harmful gas or waste caused by human activity
powerful (adj)	/ˈpaʊə(r)fəl/	being in a position of power; in control
process (n)	/ˈprəʊses/	the stages through which something is made or changed
protect (v)	/prəˈtekt/	to make safe; to defend
rebuild (v)	/ˌrɪzˈbɪld/	to make something again after it has been damaged or destroyed
recharge (v)	/rɪzˈtʃɑː(r)dʒ/	to put power into an electrical product
recycle (v)	/rɪzˈsaɪk(ə)l/	to reuse a product; to make new products out of waste (e.g., plastic, glass, cardboard, etc.)
recycling bin (n)	/ˌrɪzˈsaɪklɪŋ bɪn/	a holder to collect waste to be recycled
recycling centre (n)	/ˌrɪzˈsaɪklɪŋ ˈsentə(r)/	a place where recycling takes place
redo (v)	/ˌrɪzˈduː/	to do something again
reheat (v)	/ˌrɪzˈhiːt/	to heat something up that has become cold
reorganize (v)	/rɪˈɔː(r)ɡənaɪz/	to organize in a different way
replay (v)	/ˌrɪzˈpleɪ/	to play a recorded sound or picture over again
reserve (game ~) (n)	/rɪˈzɜː(r)v/	an area of land kept especially for hunting
retake (v)	/ˌrɪzˈteɪk/	to take something again (e.g., a test, an exam)
reuse (v)	/rɪzˈjuːz/	to use something again (e.g., a plastic bag)
rewrite (v)	/ˌrɪzˈraɪt/	to write again (e.g., an essay, a letter)
ringtone (n)	/ˈrɪŋɡˌtəʊn/	the music that plays when a call is made to a phone

rubbish (n)	/'rʌbɪʃ/	waste that is thrown away
run out of (v)	/rʌn aʊt ɒv/	an expression meaning 'to no longer have enough of'
smog (n)	/smɒɡ/	pollution that appears like smoke or fog
smooth (adj)	/smuːð/	flat; not rough
stripe (n)	/straɪp/	a line of colour
technology (n)	/tek'nɒlədʒi/	man-made items or systems that make life better or easier in some way
toxic (adj)	/'tɒksɪk/	poisonous
volunteer (n)	/ˌvɒləntɪə(r)/	a person who does a job for free

Unit 4

blind (adj)	/blaɪnd/	unable to see
episode (n)	/'epɪsəʊd/	a part of a story that is broadcast on TV or radio; part of a series
hero (n)	/'hɪərəʊ/	a person who is admired for doing something brave or good
ranger (n)	/'reɪndʒə(r)/	a person who looks after a park or forest
receptionist (n)	/rɪ'sepʃ(ə)nɪst/	a person who greets visitors and answers telephone calls
sociable (adj)	/'səʊʃəb(ə)l/	enjoying being with other people
sympathy (n)	/'sɪmpəθi/	the feeling of being sorry for others; showing understanding
misfortune (n)	/mɪs'fɔːtʃən/	state of being unlucky
values (n)	/'væljuːz/	beliefs and principles that influence your way of life

Unit 5

avoid (v)	/ə'vɔɪd/	to keep away from something
bar (of chocolate) (n)	/bɑː(r)/	a piece of chocolate with straight sides
boil (v)	/bɔɪl/	to cook something in very hot water
carton (n)	/'kɑː(r)tən/	a cardboard or plastic container that holds liquid
champion (n)	/'tʃæmpɪən/	the winner of a competition
change (n)	/tʃeɪndʒ/	the coins you get back when you have paid too much for an item
cheat (v)	/tʃiːt/	to act dishonestly in order to do well
chew (v)	/tʃuː/	to bite repeatedly with the back teeth (e.g., gum, food)
chilli (n)	/'tʃɪli/	a small green or red pepper that is used to make food taste hot
chop (v)	/tʃɒp/	to cut something into pieces
coach (n)	/kəʊtʃ/	a person who trains someone in sport
complain (v)	/kəm'pleɪn/	to say that you are unhappy or dissatisfied with something
complaint (n)	/kəm'pleɪnt/	a statement that somebody makes saying they are unhappy or dissatisfied
couscous (n)	/'kuzskuz/	a type of North African food made from crushed wheat
crazy (adj)	/'kreɪzi/	very enthusiastic
electric guitar (n)	/'ɪlektɹɪk ɡɪ'taː(r)/	a guitar that you can plug in to make louder
energetic (adj)	/,enə(r)'dʒetɪk/	having a lot of energy and enthusiasm
energy (n)	/'enə(r)dʒi/	the ability to put effort into an activity

exciting (adj)	/ɪk'saɪtɪŋ/	causing great enthusiasm or interest
facilities (n)	/fə'sɪlətɪz/	equipment or services that are provided for a purpose (e.g., sports, leisure)
flavour (n)	/'fleɪvə(r)/	the taste of food or drink
furnished (adj)	/'fɜː(r)nɪʃt/	(of a flat or house) with furniture
grate (v)	/greɪt/	to reduce food into small pieces by rubbing it against a grater (e.g., cheese, carrot)
grill (v)	/ɡrɪl/	to cook food at high temperature (e.g., by barbecue or grill)
gum (n)	/ɡʌm/	a type of sweet that is chewed but not swallowed
inconvenient (adj)	/.ɪnkən'viːniənt/	not straightforward
landlord (n)	/'lænd(ɪ)bɜː(r)d/	a person who owns a property that people can rent (e.g., a room, flat, house, office)
lay (~ a table) (v)	/leɪ/	to prepare (a table) for a meal
mountain bike (n)	/'maʊntɪn baɪk/	a bicycle which is designed for riding on rough ground
nursery school (n)	/'nɜː(r)s(ə)rɪ skuːl/	a school for young children
packet (n)	/'pækt/	a small container in which food is packaged to be sold
peel (v)	/piːl/	to remove the outer layer or skin of a fruit, vegetable, etc.
rented (adj)	/'rentɪd/	used by a person who pays rent to the owner; not owned (e.g., a flat)
ridiculous (adj)	/rɪ'dɪkjʊləs/	unreasonable or silly
romantic (adj)	/rəʊ'mæntɪk/	causing feelings of love and excitement
safari (n)	/sə'fɑːrɪ/	a trip to see animals in the wild, usually in East or Southern Africa

salty (adj)	/'sɔ:lti/	containing a lot of salt
slice (n)	/slaɪs/	a flat piece of food that has been cut off something larger (e.g., a slice of bread)
spicy (adj)	/'spai:si/	having a strong, hot flavour
spinach (n)	/'spɪnɪdʒ/	a kind of vegetable with dark green leaves that can be cooked or eaten raw
sporty (adj)	/'spɔ:(r)ti/	active; good at sports
spot (n)	/spɒt/	a small mark, e.g., on someone's skin
starving (adj)	/'sta:(r)vɪŋ/	very hungry
suit (n)	/su:t/	a smart set of clothes made of the same material (e.g., jacket, trousers)
supper (n)	/'sʌpə(r)/	a meal eaten late in the evening after or instead of dinner
tasteless (adj)	/'teɪs(t)ləs/	with little or no flavour
tasty (adj)	/'teɪsti/	when food or drink has a pleasant flavour
tie (n)	/taɪ/	a long piece of cloth worn around the neck and tied in a knot
unattractive (adj)	/,ʌnə'træktɪv/	unpleasant to look at
unsatisfactory (adj)	/,ʌnsætɪs'fækt(ə)ri/	when a person believes something is not good enough
uniform (n)	/'ju:nɪfɔ:(r)m/	a set of formal clothes for work or school
wallet (n)	/'wɒlɪt/	a small folding case that is used to carry money and credit cards
weightlifter (n)	/'weɪt,lɪftə(r)/	someone who lifts weights for sport
weightlifting (n)	/'weɪt,lɪftɪŋ/	the sport of lifting heavy weights
yoghurt (n)	/'jɒgə(r)t/	a liquid food made from milk that is thick and sometimes flavoured with fruit

Yours faithfully	/jɔː(r)z 'feɪθfʊli/	an expression used at the end of a formal letter when the person receiving the letter's name is unknown
Yours sincerely	/jɔː(r)z sɪn'siə(r)li/	an expression used at the end of a formal letter when the person receiving the letter's name is known

Unit 6

adventure (n)	/əd'ventʃə(r)/	an exciting or rare experience or journey
award (n)	/ə'wɔː(r)d/	a prize; (v) to give a prize to someone
bring under control (v)	/brɪŋ 'ʌndə(r) kən'trəʊl/	to regain control over a situation
cartoon (n)	/kɑː(r)'tuːn/	a comical drawing, e.g., in a newspaper or on TV
chat show (n)	/tʃæt ʃəʊ/	a TV or radio show where famous people are asked questions and discuss their life or work
collapse (v)	/kə'ləps/	to fall down or fall apart suddenly
committee (n)	/kə'mɪti/	a chosen group of people who make decisions on a particular subject
condition (n)	/kən'dɪʃ(ə)n/	the state something is in
consequently (adv)	/'kɒnsɪkwəntli/	therefore
contribute (v)	/kən'trɪbjʊːt/	to give (e.g., money, support or advice), to help someone
decoration (n)	/.dekə'reɪʃ(ə)n/	an item or pattern added to something to improve its appearance
designer (n)	/dɪ'zaɪnə(r)/	a person who designs, e.g., clothes, furniture, websites
directed (by) (v)	/daɪ'rektɪd/	controlled or created and designed by a person
disaster (n)	/dɪ'zɑːstə(r)/	a very bad event, e.g., a flood, earthquake, that may kill people

drama (n)	/'draɪ(r)mə/	a play for the theatre, or type of programme for the TV or radio, often with more serious themes
driving licence (n)	/'draɪvɪŋ 'laɪsəns/	a legal document that allows you to drive a vehicle
evacuate (v)	/ɪ'vækjueɪt/	to move people from a dangerous area to a safer one
experiment (n)	/ɪk'sperɪmənt/	a scientific test performed to learn more about a subject; (v) to test scientifically
explosion (n)	/ɪk'spləʊʒ(ə)n/	a sudden, loud and violent burst
fire brigade (n)	/'faɪə(r) brɪ'geɪd/	the team of people responsible for putting out fires
font (n)	/fɒnt/	the size and style of letters used in printing
golf (n)	/gɒlf/	a game played over a large area of ground using sticks to hit a ball into holes
historical (adj)	/hɪ'stɒrɪkəl/	related to the past or the study of history
horror (n)	/'hɒrə(r)/	a feeling of disgust or fear; a type of story which creates these feelings in the reader/viewer
instruct (v)	/ɪn'strʌkt/	to teach or tell someone how to do something
interior (n)	/ɪn'tɪəriə(r)/	the inside (e.g., of a building)
keen (adj)	/ki:n/	excited or very happy to do something
lifeguard (n)	/'laɪf,gɑː(r)d/	a person trained to keep people safe near or in water (e.g., at the beach or a swimming pool)
lifestyle (n)	/'laɪf,staɪl/	the way a person chooses to live
miracle (n)	/'mɪrəkl(ə)l/	an unlikely, wonderful event

Nobel Prize (n)	/nəʊ,bel 'praɪz/	a very famous award given to people excellent in their area of study, e.g., literature, science, etc.
novel (n)	/'nɒvəl/	a longer book that is usually an imagined story
poisonous (adj)	/'pɔɪz(ə)nəs/	causing serious harm or death if swallowed or taken into the body
presenter (n)	/prɪ'zentə(r)/	the person who hosts or leads a TV or radio show
prevent (v)	/prɪ'vent/	to stop something from happening or stop someone from doing something
promote (v)	/prə'məʊt/	to make something more popular and widely known
psychological (adj)	/,saɪkə'lɒdʒɪk(ə)l/	related to a person's state of mind
publish (v)	/'pʌblɪʃ/	to produce a book or magazine and sell it to the public
receptionist (n)	/rɪ'sepʃənɪst/	someone who works at the front desk in, e.g., an office or hotel
remind (v)	/rɪ'maɪnd/	to prompt or help someone to remember something
reminder (n)	/rɪ'maɪndə(r)/	a prompt that helps someone remember something
science fiction	/'saɪəns 'fɪkʃən/	a type of story that is based on future inventions, space, life on other planets, etc.
seriously (adv)	/'sɪəriəsli/	extremely
soap opera (n)	/səʊp 'ɒp(ə)rə/	a TV drama about ordinary people
special effects (n)	/'speʃəl ɪ'fekts/	exciting and unusual events in films or TV created by computers or special technology
still life (n)	/stɪl laɪf/	a type of art based on painting, drawing or sculpting real objects that are carefully arranged (e.g., a bowl of fruit)

stunned (adj)	/stʌnd/	shocked or surprised
sub-editor (n)	/sʌb 'editə/	a person who checks grammar and spelling in an article before it is published
take (v) (~ a photo)	/teɪk/	to photograph someone or something with a camera
thriller (n)	/'θrɪlə(r)/	a type of story which creates a feeling of excitement in the reader/viewer
unforgettable (adj)	/,ʌnfə(r)'getəb(ə)l/	not able to be forgotten
vehicle (n)	/'viːɪk(ə)l/	an object used for transport, e.g., a car, motorbike, bus, lorry, etc.
terrified (adj)	/'terəfaɪd/	extremely frightened

Unit 7

About time!	/ə'baʊt taɪm/	an expression meaning 'at last' or 'finally'
accurate (adj)	/'ækjʊrɪt/	correct in all parts
anxious (adj)	/'æŋkʃəs/	nervous, worried
Arctic Circle (n)	/'ɑːktɪk 'sɜː(r)k(ə)l/	the most northern region of the world, surrounding the Arctic
attractive (adj)	/ə'træktɪv/	pleasing to look at
audience (n)	/'ɔːdiəns/	a group of people watching a TV show or film, or listening to music
autograph (n)	/'ɔːtə,ɡraːf/	a signature written by a famous person as a keepsake
bravely (adv)	/'breɪvli/	in a brave way
concert (n)	/'kɒnsə(r)t/	a performance of music
confidence (n)	/'kɒnfɪd(ə)ns/	the quality of believing in yourself
construct (v)	/kən'strʌkt/	to build or put together

contact lenses (n)	/'kɒntækt 'lɛnzɪz/	small plastic lenses that go directly onto the eye, sometimes used instead of glasses
contestant (n)	/'kɒntestənt/	a person taking part in a game, usually on TV
dagger (n)	/'dægə(r)/	an old fashioned weapon that looks like a small sword
decision (n)	/'dɪ'sɪʒ(ə)n/	a thing that is chosen from a number of options
decisive (adj)	/'dɪ'saɪsɪv/	good at making decisions
decorate (a house) (v)	/'dekəreɪt/	to paint the inside walls of a house
dependent (adj)	/'dɪ'pendənt/	needing the support of something or someone else
embroidery (n)	/'ɪm'brɔɪdəri/	a form of fabric decoration using a needle and coloured thread
Euro (n)	/'jʊərəʊ/	the currency used by most European countries
export (v)	/'eks'pɔː(r)t/	move to another country
fashionable (adj)	/'fæʃ(ə)nəb(ə)l/	on trend
furious (adj)	/'fjʊəriəs/	very angry
guaranteed (adj)	/'gærən'tiːd/	sure to be true; safe
harmful (adj)	/'haː(r)mfl(ə)l/	dangerous or likely to hurt
harmless (adj)	/'haː(r)mləs/	not dangerous or likely to hurt
I guess not	/aɪ ges nɒt/	an expression meaning 'I agree that this is not true.'
I suppose so	/aɪ sə'pəʊz səʊ/	an expression meaning 'I agree that this is true.'
immature (adj)	/'ɪmə'tjʊə(r)/	not like an adult
immoral (adj)	/'ɪ'mɒrəl/	against what is moral and fair

impractical (adj)	/ɪm'præktɪk(ə)l/	not useful or easy
impress (v)	/ɪm'pres/	to create a positive feeling
incense (n)	/'ɪnsens/	an oil or stick that is burned to create a pleasant smell
increasingly (adv)	/ɪn'kriːsɪŋli/	more and more
incredible (adj)	/ɪn'kredəb(ə)l/	unbelievable in a positive way
indecisive (adj)	/,ɪndɪ'saɪsɪv/	slow to make final decisions
independent (adj)	/,ɪndɪ'pendənt/	not needing help or support
inexpensive (adj)	/,ɪnɪk'spensɪv/	cheap; not costing much money
insensitive (adj)	/ɪn'sensətɪv/	not aware of other people's feelings
It's a deal	/ɪts ə diːl/	an expression meaning 'I agree to this arrangement.'
learn by heart (v)	/lɜː(r)n baɪ haː(r)t/	to memorize fully
mature (adj)	/mə'tʃʊə(r)/	behaving appropriately, like an adult
melt (v)	/melt/	to become liquid after being heated
model agency (n)	/'mɒdl 'eɪdʒənsi/	a business that manages the careers of models
moral (adj)	/'mɒrəl/	fair and careful to do the right thing
opponent (n)	/ə'pəʊnənt/	the person who competes against a player in a game or sport
optician (n)	/ɒp'tɪʃ(ə)n/	a person whose job it is to look after the health of people's eyes
plumber (n)	/'plʌmə(r)/	a person whose job it is to fix pipes and water systems
positive (adj)	/'pɒzətɪv/	thinking about what is good
powerless (adj)	/'paʊə(r)ləs/	without power

practical (adj)	/'præktɪk(ə)l/	active and problem-solving; concerned with real-life situations
relieved (adj)	/rɪ'li:vɪd/	relaxed after feeling worried
reopen (adj)	/rɪ'əʊpən/	to open again
specialize (v)	/'speʃəlaɪz/	to have particular knowledge of a subject
style (n) (v)	/staɪl/	(n) a particular way of looking or working, (v) to make appear a particular way
successful (adj)	/sək'sesf(ə)l/	good at achieving things once they are started
suspense (n)	/sə'spens/	worry that something bad is going to happen in the near future
Sweden (n)	/'swɪdən/	a country in the north of Europe, part of Scandinavia
sword (n)	/sɔ:(r)d/	a large, old-fashioned weapon made of a long blade
take ages	/teɪk 'eɪdʒɪz/	an expression meaning 'lasts a long time'
time limit (n)	/taɪm 'lɪmɪt/	the most time that something is allowed to take
tonne (n)	/tʌn/	a large measurement of weight, about the same as a car
unbearable (adj)	/ʌn'beərəb(ə)l/	very bad
unfashionable (adj)	/ʌn'fæʃənəb(ə)l/	not reflecting modern trends
version (n)	/'vɜ:(r)ʃən/	one of a number of similar things; something that might change over time
victory (n)	/'vɪkt(ə)rɪ/	the fact of winning something (e.g., a football match, a game, etc.)
What a pity!	/wʌt ə 'pɪti/	an expression used to show concern
What a shame!	/wʌt ə ʃeɪm/	as above: an expression used to show concern

winnings (n)	/'wɪnɪŋz/	money gained from from victory in a competition
You poor thing!	/juː pʊə θɪŋ/	as above: an expression used to show concern

Unit 8

professionally (adv)	/prə'feʃ(ə)nəli/	in a professional way
film extras (n)	/fɪlm 'ekstrəz/	people who act in small background roles in films
publish (v)	/'pʌblɪʃ/	to make available for people to read
snowboarding (n)	/'snəʊ,bɔː(r)dɪŋ/	the activity of sliding down a hill with both feet attached to a board
whitewater rafting (n)	/waɪt'wɔː(r)tə 'rɑː(r)ftɪŋ/	the activity of paddling a boat down a fast-moving river
quad biking (n)	/kwɒd 'baɪkɪŋ/	the activity of driving a four-wheeled bike
spectacular (adj)	/spek'tækjʊlə/	very impressive; very beautiful
dunes (n)	/djuːnz/	hills of sand found in the desert
limit (v)	/'lɪmɪt/	to allow only a small number

Phonetic Symbols

Vowels			
iː see	ɪ sit	ʊ book	uː too
e men	ə america	ɜː word	ɔː sort
æ cat	ʌ but	ɑː part	ɒ not

Diphthongs		
ɪə here	eɪ day	
ʊə tour	ɔɪ boy	əʊ go
eə wear	aɪ my	aʊ how

Consonants							
p pink	b bed	t time	d do	tʃ church	dʒ judge	k kilo	g go
f five	v very	θ think	ð the	s six	z zoo	ʃ short	ʒ casual
m milk	n no	ŋ sing	h hello	l live	r read	w window	j yes

Robinson Crusoe

Daniel Defoe

Retold by Peter Viney

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Daniel Defoe

(1660–1731)

Daniel Defoe was born in 1660 in London. Defoe had an interesting life. He worked in business, and he wrote many books. In 1685, he fought in a rebellion against King James II. Later, he was a secret agent for the new king, William III. He also went to prison after he lost all his money. He married a rich woman, and they had eight children. He travelled to Scotland, Spain and Portugal in his business. After King William died, he had problems with the new queen, and he went to prison again in 1703.

Defoe became a writer and wrote hundreds of books. Many of them were very short, but others, like *Robinson Crusoe*, were long. Defoe had read the true story of Alexander Selkirk, who lived alone on an island in the Pacific Ocean between 1704 and 1708. Selkirk was rescued by a ship and arrived in London in 1711 and told his story. Defoe wrote *Robinson Crusoe* in 1718. Defoe changed the story from the Pacific Ocean to the Atlantic Ocean, and he started *Crusoe's* adventure in 1659, the year before Defoe himself was born.

Defoe died in 1731, at the age of seventy-one. *Robinson Crusoe* is his most popular story. It was one of the first novels in English. It has been translated into many languages, and there have been films, TV programmes, children's books and theatre plays of the story.



Critical thinking

- A** Work with a partner. Prepare a timeline of events in Defoe's life. Share your timeline with the class. Are all the timelines similar?
- B** Explain in your own words how Defoe got the inspiration to write *Robinson Crusoe*.
- C** List the differences between the true narrative of Alexander Selkirk and Defoe's story.
- D** How interesting do you think Defoe's life was? Explain your answer.

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1 My early voyages

Let me tell you about my life before my real story begins. Those early years will tell you about who I was before I came to the island.

I was born in the year 1632 in the city of York, of a good family. I had two older brothers. The first was a soldier and he was killed by the Spanish. The second brother? I never knew what happened to him.

Critical thinking

What information have you learned about the narrator's childhood?

I, the third son, had always wanted to go away to sea. My father was angry. He did not want me to leave, and he told me that I would be sorry. My first journey on the sea in 1651 was a warning about my future.

Critical thinking

Why does the narrator think that his first journey was a warning about his future?

I boarded a ship in the town of Hull on September 1st, and the ship soon went into a storm in the cold North Sea. The waves were like mountains, and they hit the ship every few minutes. We were all afraid, and the ship filled with water. The crew climbed into a small boat, and we thought the high waves would turn us over at any moment. We were terrified, and soon we watched our ship as it sank beneath the waves. We arrived on a beach and climbed out of the boat. We were cold, wet and afraid, but we were safe and alive! And the beach was in England. The people from the nearest town gave us food, clothes and money.

Reflect and communicate

Were the sailors well received in England?
How do you know?

The captain of that ship looked at me. 'Young man, you ought never to go to sea again!' he said. 'You did not listen to your father. If you sail the seas, you will meet nothing but fear and danger. Your father was right.' But I was a young fool. I did not listen to the captain either, and so I left the other sailors and went to London.

Next, I sailed in another ship to Africa, and I came back a rich man, with bags of gold dust.

Critical thinking

What does the narrator mean by 'gold dust'?

- a dust
- b gold

I soon wanted to sail again, but this time I was not so lucky. Our ship was sailing near the coast of Africa when we were attacked by a ship from Morocco. They were looking for slaves. Our ship had twelve guns, but they had eighteen guns and many more men. There was a fight. The Moroccan sailors boarded our ship, and at the end I was a prisoner. The rest of our crew were prisoners too, either that, or they were dead. They took me back to North Africa, and I was a slave myself for two long years, in the town of Salée, near Rabat.



The fishing boat leaves Salée

My new master was a good, kind man and he liked me, and I used to go fishing for him. However, I only wanted to escape. One day, he ordered me to fill his small fishing boat with food and water because his friends wanted to go fishing. His friends arrived, but there was a cold fog at sea and no one wanted to go. I offered to get fish for the dinnertable. We sailed into the fog, me and two other slaves, a man and a boy. This was my chance! I threw the man into the sea and told him to swim to the beach – I knew he was a strong swimmer. I let the other one, a boy called Xury, choose. Come with me, or swim!

Critical thinking

- A Explain in your own words what opportunity the narrator took to escape?
- B How old do you think the sailor was?

Xury agreed to come with me. We sailed south along the African coast and I was rescued by a Portuguese ship. At first I understood nothing, and they asked me who I was in French, Spanish and Portuguese. At last, a Scottish sailor spoke to me in English. I told him I had escaped from Morocco, and that I had been a slave.

Critical thinking

Where do you think the sailors were from?

The ship was sailing from Portugal to Brazil. The captain agreed to take us across the Atlantic Ocean to Brazil. He offered me eighty pieces of silver for my boat, and I agreed. Then he offered me sixty-eight pieces for Xury. I did not want to sell him, because he was my friend and he had helped me so much, and I knew all about life as a slave. But the captain said he would let Xury go free after ten years, and I agreed. Yes, I, the ex-slave, sold a man as a slave.

Critical thinking

How did the narrator feel about selling Xury?

I lived for several years in Brazil, buying and selling sugar. But a sailor's life is difficult to forget, and I agreed to sail to Africa.

Critical thinking

Why do you think it was difficult for him to forget his life as a sailor?

We were going to buy gold and elephants' teeth, and we were going to buy slaves and take them to Brazil, where they would work on the sugar farms. I am telling you these terrible things about myself, because they may explain why such bad things happened to me later.

Reflect

How does the narrator describe his past experience as a sailor?

Critical thinking

What do you think about the type of trade the sailor was involved in?

2 The shipwreck

Our voyage began exactly eight years after I had left my family and boarded the ship in Hull. We sailed north along the coast of Brazil, and we had hot, dry, sunny weather and calm seas. Too hot, perhaps, because soon a terrible storm arrived with a crash of thunder and flashes of lightning. The storm continued and pushed us north for twelve days. We could not move the ship to the left, nor the right. We could only sail forward with the storm. We did not know where we were, nor where we were going. Every day we thought that the waves were going to sink the ship. One of the crew became ill and died. Another man and a boy were washed into the sea by the waves, and we saw them no more. Both of them drowned.

Reflect and communicate

List three adjectives to describe their journey. Explain your answer.

Suddenly, one of the sailors shouted, 'Land! Look! I can see land!' But our hopes lasted only two minutes, because the ship hit a sandbar and, in a moment, the sea came over the ship, but the ship could not move. The wind and rain dropped a little, and we could all see the land. The captain ordered us to get into the small rowing boat. There were eleven of us. We rowed towards the beach, but the waves were so high, we all knew that the boat was going to sink. Then the biggest wave I have ever seen hit the boat, and I sank deep below the water. I couldn't breathe, my mouth was filling with salt water, and I knew that I was drowning. Then my head and hands rose above the water, and I breathed fast before the next wave hit me. But the waves were pushing me towards the land. Then I felt sand beneath my feet. The waves were pushing me forward. My head hit a rock and all the world became black. When I opened my eyes, I was lying on the wet sand of the beach. I climbed quickly up onto higher land. I looked out to the sea. I knew the other sailors had all drowned. I never saw any of them again, nor did I find their dead bodies. I knew none of them had survived. Later, I found three hats and two shoes on the beach ... one brown and one black.

Critical thinking

Who did the items on the beach belong to?

I was safe. I had no shoes, no hat, and no jacket. I wore only my thin wet cotton shirt and wet trousers. I had nothing but a knife, my tobacco pipe and a little tobacco. My body ached all over. My head was bleeding. It was getting dark, and it was raining and I could still hear thunder and see lightning. I knew nothing about this country. Were there wild and dangerous animals? Perhaps there were wild and dangerous people who lived here. I found a small river with clean fresh water, and drank. I washed the blood from my face. I put a little of my tobacco into my mouth. Tobacco can stop you from feeling hungry, as old sailors will tell you.

Reflect

Why did he have some tobacco?

I found a long sharp wooden stick which I could use as a weapon to protect myself. Then I climbed high into the strong branches of a tall tree, and there I slept through that first dark and lonely night.

3 The broken ship

When I woke up, the sky was blue and clear. The sea was calm and as flat as a mirror. The greatest surprise was our ship. During the night it had lifted from the sandbar, and the sea had pushed it closer to the beach. Was it possible for me to swim to the ship? I walked into the water. It was warm and shallow. I could walk most of the way to the ship and then swim a short way. But how could I board the ship? Its tall sides were high out of the water.

I swam around the ship twice in a circle. The second time I saw a small piece of rope at the front, and I climbed up. I found all the things on the ship were dry and safe. I was very hungry and quickly found the bread room, and I filled my pockets with ship's biscuit. I ate it as I moved around the ship. I could feel the ship moving with the sea. I threw wood and some masts over the side into the water, and found some ropes. I tied the pieces of mast together with the rope and made a flat raft. I put more wood on top, so that the raft was strong enough.

Reflect and communicate

List three adjectives to describe the narrator's feeling when he boarded the ship



The raft with barrels, boxes, tools and muskets

My first journey to the shore was important. Would I have a second? I broke open three boxes that belonged to the sailors. The first had some cheese, some dried meat and some corn. Then I found some clothes. And the third was full of weapons. I found three good muskets, two pistols, some gunpowder and shot and two sharp swords. I found some tools: a hammer, an axe and a saw.

Critical thinking

Were the items he found useful? Explain how.

I boarded my raft and pushed it away from the ship. I went towards the beach, and I found the mouth of the small fresh water river and took the raft there. Now I needed to find a place to live.

Critical thinking

- A** How long did he think he was going to have to stay on the island?
- B** Do you think he had good planning skills? Explain your answer.

I took a musket, some shot and gunpowder and I climbed a hill. I looked from the top of the hill and I could see that I was on an island, with the sea on all sides, all around the island. I could also see that there were no buildings, no smoke from fires. Much of the island was thick, green forest. It seemed the island was empty with no people. Was this a good thing or a bad thing?

Predicting

What do you think will happen next?

It was terrible to be alone, but people might be dangerous. There were frightening stories about the islands. Some said the people in this area were cruel cannibals and that they ate other humans. Was this true or false? I did not know, but my heart was full of fear.

Reflect

- A** How did he feel about being alone?
- B** Why did he consider having people on the island dangerous?

While I was walking down from the hill, I saw a large bird. I picked up my musket and shot it. The crash of the musket and the flash were surely a new thing in the calm air of this island. Hundreds of birds rose from the trees at the noise. I would not be hungry on this island.

Reflect

List three adjectives to describe how he felt after shooting the bird.

Critical thinking

Why was he sure that he would not be hungry on the island?

During the next few days, I made several journeys to the ship while the water was low. I took all the clothes, the blankets, the tools, more muskets and three large barrels of gunpowder.

Inferring meaning

What is a 'musket'?

- a** a gun
- b** a sword

I took sails, all the wood that I could carry and barrels of biscuits and sugar. I made a tent for myself from the ship's sails and two short masts.

I had now been thirteen days on the island, and I had made eleven journeys to the ship. I had carried away almost everything one man could carry. The weather remained calm. I was going to start my twelfth journey when the rain began to fall, and I heard the wind. It became louder and stronger. I went on board the ship again, and this time I found some bowls, knives, forks and spoons on a shelf and a purse with silver and gold coins in a cupboard. I looked for some maps, but I remembered – the captain had taken them in the rowing boat with us. They had gone into the sea with him. I finally got home to my little tent. The wind and rain were strong all that night, but I stayed dry and comfortable in my tent. In the morning I looked out and the ship was not there! The storm and seas had broken the ship into pieces and washed away a great part of it. I was really alone. There could be no more journeys to get food or wood or ropes.

Reflect and communicate

List three adjectives to describe how he felt knowing the ship had disappeared. Explain your answer.

4 My home

I made a calendar from a piece of wood and wrote, 'I came onto this island on the 30th day of September, 1659'. I cut a short line for each day, with a long line for each Sunday, and a longer line for the first day of each month. I also had some books, pens and paper from the ship, as well as a dog and two cats. I brought the cats to the beach on my raft. The dog had belonged to the captain. The dog had jumped into the sea and swam after me.

I now had to find a way to make myself safe against people or wild animals. I hadn't seen any yet, but I was still afraid. I needed a place with fresh water; a cool place, away from the heat of the sun; and a place with a view of the sea. The view of the sea was important, so that if a ship came near, I would see it. Then I could light a fire.

Reflect

Describe the narrator's reasoning behind finding a place to live on the island.

Critical thinking

- A If you were looking for a place to live today, what would your needs be?
- B Compare them with the sailor's needs.

I found a place on the side of the hill. There was a flat area of grass in front of a wall of rock. No one could get to it from above, and there was a small cave in the rock, so small that it was like a door. It was on the north side of the hill, so away from the sun. I put my tent next to the rock, with a piece of sail above the tent, covering it, so that it was really a double tent.

I then built a fence around the place, with strong pieces of wood. This took me many weeks, and I did not make a door in the fence. I made a ladder. So I was able to climb to the top of the fence and lift up the ladder, then use it to climb down to the inside. Then I could sleep at night without being afraid of enemies. I thought of my home as my fort.

Literature and language

What simile did the narrator use to describe his home? Explain why.

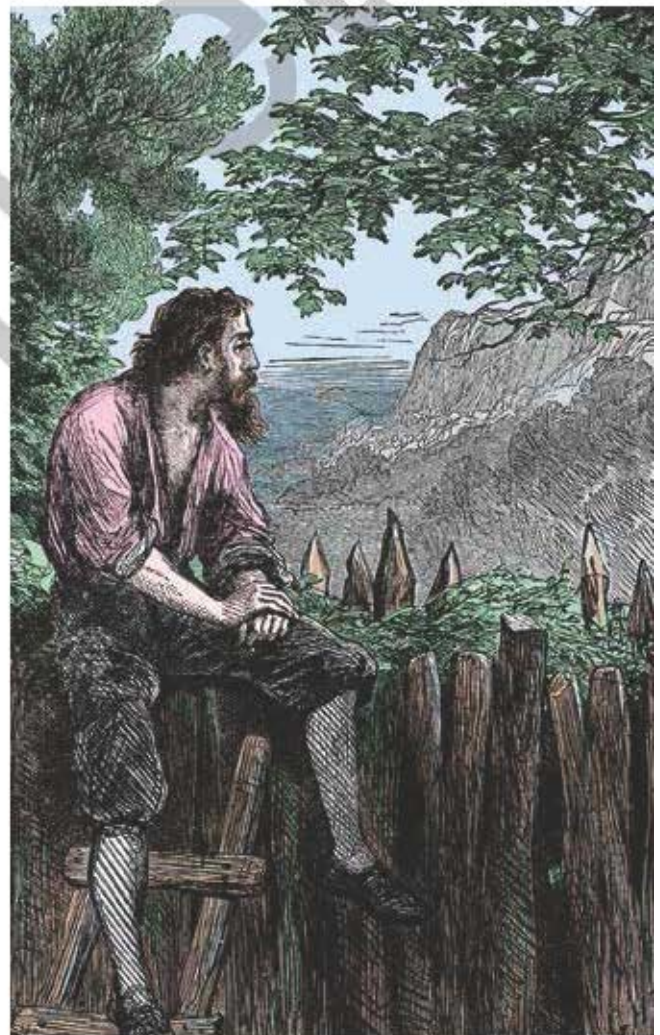
Critical thinking

Why did he think making a ladder was more important than making a door?

It took me nearly a year to finish building my fence and tent. During this time, I decided to make the small cave larger, because the storms were so strong on the island. I worked for eighteen days in November and December of 1659 and I made the cave into a room. It rained every day.

Reflect

List three adjectives to describe the narrator. Explain your answer.



My fence and my ladder

One night there was a storm with thunder and great flashes of lightning. I was worried about my

gunpowder. If the lightning hit any of the three barrels of gunpowder, it would explode, and I would be dead. I needed the gunpowder because I shot wild birds most days. So my next job was to make about one hundred small boxes for the gunpowder. This took two weeks. I put the boxes of gunpowder inside my cave, where it was dry.

I also discovered some old corn in a cloth bag from the ship. There used to be chickens on the ship, not on our voyage, but before, when it had sailed from Portugal to Brazil. The corn was food for the chickens and was hard, dirty and dusty. I wanted the cloth bag for something else; I think it was to carry gunpowder, so I threw the corn away. A few weeks later, I saw small green leaves coming up from the ground where I had thrown the corn. The corn was growing! I carefully watered the ground. So after a year, I thought, I will be able to make bread.

Reflect

How did he feel about knowing he would be able to make bread after a year?

I made a chair and a table with wood from the ship. I started to make a second chair, and then stopped. In all of this island, I am the only human. I am alone. I have been alone for many months now. Why might I need two chairs? This thought made me feel very sad and sorry for myself. Then I thought about the sailors from the ship. Drowned and dead every one of them. I was alone, but I was alive!

Reflect

How did he feel about being alive?

Understanding the Story 1 (Chapters 1–4)

A Reflect

Work in groups. Create a timeline of events for Robinson's life so far. Compare your timeline with other groups and discuss any differences.

B Which of these things did Robinson do? Put a tick (✓) true or a cross (X) false.

- 1 ☐ He sailed in a ship to China.
- 2 ☐ He offered to get fish for his master's dinner table.
- 3 ☐ He sold Xury as a slave for sixty-eight pieces of silver.
- 4 ☐ He bought and sold coffee in Brazil.
- 5 ☐ He found three hats and two shoes on the beach.
- 6 ☐ He slept in the branches of a tall tree on the first night.
- 7 ☐ He left the muskets and gunpowder on the ship.
- 8 ☐ He found some maps.
- 9 ☐ He made a small cave into a room.
- 10 ☐ He made two chairs.

C Critical thinking

Work in groups. Robinson has demonstrated a number of skills that have contributed to his survival so far. For example,

- determination
- planning
- predicting and problem solving.

Choose one of the skills, or list a different one, and explain how Robinson used it to help him survive.

5 The earthquake

I remember the day – April 16th in 1660. I nearly lost all my hard work, and I was nearly killed. I was working inside the cave, when suddenly I felt soft earth falling on my head. I looked up and earth was falling from the roof of the cave. I ran to the entrance and more earth was falling down the hill above me. There was a loud CRACK! and the long pieces of wood which were holding up the roof of the cave broke into two. I was terrified! Was I going to be buried alive in the cave and killed? Or were the rocks of the hill going to fall across the door, leaving me to a long and slow death as a prisoner inside? Some earth had often fallen from the roof before, but only a little. This was a lot! I ran to my ladder, climbed the fence, pulled the ladder up and placed it over the fence. I climbed to the ground. The ground was shaking under my feet. It was an earthquake!

The shaking stopped. I could hear birds screaming. They were all flying in the air above me. Then the second shock came and the earth shook again. It shook so much that I fell to the ground. The shock was strong enough to destroy the strongest stone building in any city. There was a terrible noise and a great rock from the hill fell. The rock crashed across the beach and into the sea. The sea seemed to be shaking too. I started to stand up, but a third shock threw me to the ground again. My body was shaking. It was like feeling sick in the stomach in a storm at sea, but much, much worse. I watched the sea. A large wave suddenly covered the beach. I believe the shocks were greater under the sea than on the island.

Reflect and communicate

List three adjectives to describe how Robinson felt. Explain your answer.

I felt cold, but it had been a hot day. I was afraid to go back to my fort. Maybe there were going to be more shocks. Perhaps the falling earth would bury me alive. I stayed out in the open air.

Reflect

Why did the narrator prefer to stay out in open air?

Then the rain began. Black clouds were moving fast across the sky. The wind was strong. A terrible storm began. I ran back to my fort. There was water everywhere, and I cut a hole in my fence to let the

water run out. I could see trees falling over in the wind, but I was afraid to be inside my cave because of the earthquake. After a few hours the storm finished and everything was calm. There had been no more earthquakes, and I felt better.

There was a good thing about the earthquake. A few days later I was walking on the beach. The water was very low, and I found a small barrel of gunpowder and some large pieces of wood. I looked out to sea. The wreck of the ship was closer to the beach, and it was higher in the water. The earthquake and storm had moved it closer. The gunpowder was wet and hard. I went out to the wreck on my raft. The ship had broken into several pieces. During the next few weeks I was able to get much wood and many pieces of metal from the wreck. I wanted to make my cave stronger and safer. If there is one earthquake, there can be another. I made a ceiling of wood. I decided to make a second exit at the back of the cave, so that if one exit became buried, I could escape through the other. So sometimes good comes from bad.

Critical thinking

- A Explain *So sometimes good comes from bad* in your own words. Say why the narrator felt this way.
- B What improvements did he make to his cave?

6 The goats

I discovered that there were some wild goats on the island. I shot a female goat, and then I saw that it had a small kid behind it in the bushes. I was very sad for killing its mother. But now I had meat. The kid goat followed me home, and I gave it food, but it did not eat. I had to kill it. It was easy to shoot the goats.

Time passed. The days grew into weeks, the weeks grew into months and the months grew into years. Every year I cut the long line on my calendar on January 1st, and slowly the lines grew until there were ten long lines on that calendar.

I didn't eat any of the first year's corn, but carefully kept it all to plant for the next year. My meals were the same every day. I found wild fruit on the island, and I dried it for my breakfast. For my dinner, I ate fish, or goat meat.

I cooked it on the fire, because I had no pots or pans for cooking. After the second year, I made bread from my corn. I was not hungry, but my meals were boring.

Critical thinking

Explain the value of food for the narrator.

Once I found another poor kid with a broken leg.

Inferring meaning

What is a 'kid'?

a a small bird

b a baby goat

I carried it home and put cloth around its leg until it was better and it could walk. That one stayed happily in my fort. I had an idea. One day, there would be no gunpowder and no shot. Already I was being very careful and trying to use gunpowder and shot as little as possible. Perhaps I could farm the goats for meat, and for milk, butter and cheese. I had sailors' clothes from the ship, but in the sun and the salt water the cheap cotton cloth was soon thin and full of holes. Goats could give me goatskin for clothes too.

Critical thinking

Why did the narrator think it would be useful to farm goats?

The wild goats were a problem in the night, because they would come and eat my growing corn. My dog was the answer. It was a good guard dog. It guarded my corn at night and frightened the goats away. I slept more happily too, because I still thought about wild men, who might arrive on the island. My guard dog would wake me if anyone came near.

So I took the dog with me, and I looked for goats in the centre of the island. The goats were wild and strong, and these large goats were not afraid of my poor dog which was now becoming old and slow. They soon chased the frightened dog away. I could shoot goats for meat and goatskin, but I needed to be a goat farmer if I wanted milk and cheese. I found another kid and took it home, but I needed older animals.



I learned to milk the goats

I was in my eleventh year on the island. By now I had plenty of corn. I made several large holes in the ground, put green branches with leaves across the holes, and put corn on top of the branches to catch the goats. Goats are clever animals. For weeks I found the corn was gone, and I could see the footprints of the goats all around the holes. But I found thinner branches and one morning all three holes were full. One had a large, strong and very angry goat in it. I had to let him go. The other hole had three kids in it. A male and two females. They were easy to bring to my fort. I made a new fence for the goats. Now I knew how to catch older ones. I made more holes, and this time I did not let them go. I left the goats two or three days in the hole until they were hungry and thirsty, then I gave them food and water from my hand.

Reflect and communicate

What strategy did the narrator use to 'tame' the goats? Was it successful? Explain your answer.

Soon the goats were calm. A year later I had twelve goats, and two years later I had forty-three. I had more milk than I could drink, and I learned to make butter and then cheese.

On my journeys to the centre of the island, I saw many parrots flying in the trees. They were beautiful birds: green and yellow and light blue and red. I caught one parrot, by knocking it down with my stick, and I took it

home. It was many years before I taught him to speak, but in the end I taught him to say several words. I called him Poll, and he learned that first. I taught him to say my name, which was a wonderful thing to hear after so many years alone. 'Hello Robin!' he said when I came home.

Reflect and communicate

How did the narrator feel about having a parrot? Explain why.

7 Around the island

Let me describe myself after more than ten years on the island. My beard was short, but I wore my moustache long on both sides. On my head I wore a great high goatskin hat, with a piece hanging down at the back, to protect my neck from the hot sun. It also stopped the rain from running under my clothes. I had a jacket of goatskin. My trousers came to just below my knees. They were made from an old goat's skin, with long hair. On my feet I wore 'somethings'. I cannot describe them as shoes because they were not, but they were feet coverings. My belt was goatskin too, with two small goatskin bags, one for gunpowder and one for shot. I had a knife in my belt, and a small axe and a small saw. I carried both pistols. I carried a basket on my back for wild fruit. In one hand I carried a musket and in the other a goatskin umbrella, which was the most important thing to me after my gun. It protected me from the sun and from the rain.

Literature and art

Work in groups. Draw a picture of how the narrator looked, using the description. Compare your drawings and discuss any differences.

After that earthquake, early in my life on the island, I had found the ship's rowing boat on the beach, but it was upside down and it had a great hole in it, and it was too heavy for me to turn over. I tried many times. I decided to build a canoe, like the people made in that part of the world. I found a tree which had fallen in the storm. I worked for three months to cut the wood out from the middle with my axe and saw. The boat was much bigger than I needed, because it was from one

tree. I was so pleased with it, but it was too big for me to move to the sea.

I looked for years after every storm, until I found a smaller tree nearer the sea. I worked on that canoe for two years, cutting out the centre. I knew it was too small to sail away from the island, but I made a mast and a sail. Now I could sail around the island. I put water, gunpowder, shot and half a cooked goat in the canoe. I had found a telescope in the shipwreck too. I put it in the canoe.

Reflect

How did the narrator improve his canoe?

Critical thinking

Discuss the value of time, experience and determination in the narrator's survival.



I worked on the boat with my axe

It took me a long time to sail around the island, because there were sandbars in the sea, like the one that wrecked our ship.

Inferring meaning

What are 'sandbars'?

- a areas of sand that stay above water
- b bars of sand under the sea

I had to sail out to sea to go around them. I was at sea for three days before I landed safely on the other side of the island. I could see something far away across the sea. I walked up a small hill. It was a clear sunny day with blue skies. I looked through my telescope. There, across the sea, I could see land! The land went as far as I could see to the south and to the north. It was a long way from the island, much too far for my small canoe. At sea, on a clear day, you can see twenty or thirty miles easily. I was sure it was not another island, but the mainland!

I was tired, and I fell asleep on the side of the hill. I had a strange dream. Someone was calling to me, 'Robin! Robinson Crusoe!' Then again, 'Robin! Robinson Crusoe!' I woke, and I could still hear the words. 'Robin? Where have you been? Where have you been?'

Predicting

Who might be calling out his name?

Was it too much sun while I was out at sea? Was I going crazy after so many years alone? First I saw land which I had never seen before, then I heard words! I heard the words again. I was frightened. I didn't believe anybody was there, but I believed I was crazy. Then I saw my Poll, sitting on a bush, and immediately I knew that he spoke to me. These were the words I used to teach him. 'Poll ... Poll ...' I called and the parrot flew to me and sat on my arm.

Inferring meaning

What does *These were the words I used to teach him* refer to?

- a 'Poll ... Poll'
- b 'Robin? Where have you been?'

He had flown across the island while I was at sea. But how had he found me? I took him back to our home in the canoe.

8 I have a surprise



The footprint in the sand

It was a year later, during my twelfth lonely year. My canoe was in the mouth of the river, some way from my fort. I was walking along the beach towards my canoe. I was very much surprised to see the footprint of a man in the sand. It was from a foot without shoes. I stood very still. I listened and I looked around me, but I heard nothing and I saw nothing. I ran up a hill, but I could see no one. I went along the beach to the east and to the west, but I saw no one, nor more footprints.

I went back and looked at it again. Maybe it was an animal's footprint, but no, it was clear. I could see the foot and I could see all five of the toes in the sand.

I quickly went back to my fort, climbed the ladder and went in. I was frightened. I had no sleep that night. I could only lie there thinking. I decided it must be some wild people from the mainland. Maybe they had become lost at sea in their canoes, landed on my island, then left again. I felt better for a moment, but maybe they

were still here. Maybe they were watching my fort now! I stayed inside the fort for three days. I was afraid to go out. I put shot and gunpowder in all my muskets and pistols.

If wild people came, maybe I could escape from my back exit. Then they might destroy my house; they might carry away my goats; they might burn my corn. Then I might die without food. Then I thought again. Maybe it was the print of my own foot! I always took off my foot coverings when I walked through the water when I landed my canoe on the beach! Was it my foot?

I waited several days, then went back to the place on the beach. I felt sick. I knew that I had never landed my boat exactly here. Then I found the footprint and put my own foot beside it. The footprint was longer than my foot and wider. The toes were longer and thicker. The print in the sand was deeper than my print. This meant that the man who made the print was bigger and heavier than me. And so he was probably stronger too.

Reflect

Why did the narrator suspect that this person might be 'stronger too'?

Understanding the Story 2 (Chapters 5–8)

A Reflect

Work in groups. Continue your timeline of events, starting from April 16th, 1660. Compare your timeline with other groups and discuss any differences.

B Work in pairs. List all the 'survival skills' Robinson used, which enabled him to live on his own on the island. Explain your answer.

C Match the two halves to make sentences from the story. Try first, then look back, find the sentences and check.

- | | |
|--|--|
| 1 I was working inside the cave, when ... | A ... they were hungry and thirsty. |
| 2 After a few hours the storm finished and ... | B ... I found a smaller tree nearer the sea. |
| 3 The wild goats were a problem in the night, because ... | C ... I landed safely on the other side of the island. |
| 4 I left the goats two or three days in the hole until ... | D ... suddenly I felt soft earth falling on my head. |
| 5 I looked for years after every storm, until ... | E ... I could see no one. |
| 6 I was at sea for three days before ... | F ... they would come and eat my growing corn. |
| 7 I ran up a hill, but ... | G ... maybe I could escape from my back exit. |
| 8 If wild people came, ... | H ... everything was calm. |

9 The wild people

After I saw the footprint, I worked on my fence. I built a second fence outside the first one. I put sharp pieces of wood outside the fence. Every day, my muskets and pistols had shot and fresh gunpowder.

Time passes, and so two years went by. I began to forget about the footprint. I was walking along the beach with my telescope when I saw something far out on the sea. I looked through my telescope, and I saw a canoe. It was moving away from the island. I walked further and stopped. Could I believe my eyes? There on the beach was a large fire. It was cold now, but around it were human bones: skulls, leg bones, arm bones, shoulder bones, feet bones, and hand bones. There was blood on the bones. I had heard stories about the people of this area. After a war, they ate their prisoners. They were cannibals: people who eat other humans. This was the worst thing I had ever seen.

Reflect and communicate

List three adjectives to describe the narrator's feelings. Explain your answer.

I went home to my fort. These wild cannibals did not live on the island. Perhaps they came here for their terrible meals. They had not seen my fort. I knew you could not see it from the beach. But I was worried. If they were on the island, I could not kill goats or birds with my musket. They might hear me. I hid my canoe behind some rocks. I planted trees and bushes, so that one day they would hide my fence and my fort.

Then nothing happened for a very long time. Nothing. I started to forget about the footprint again and the human bones on that beach. It was now my twenty-third year on the island and everything was calm, as it had been for the last ten years. One evening I saw a light. I looked through my telescope and saw that it was a fire, on the beach, about two miles away. It was the place where I had found the bones, several years earlier. I took two muskets and moved slowly through the bushes and trees until I could see them. There were nine men. They were not wearing any clothes, and they were sitting around a fire. There were two canoes on the beach. I waited and watched. They danced around the fire, then they boarded their canoes and left. I saw three more canoes leaving the beach, about a mile away. After they had gone, I walked to the beach and saw the blood on the beach, and the skulls and bones. They had been eating people. These men were the cannibals!



Smoke on the beach!

Fifteen months went by, and I saw nothing more of the cannibals. Then one night, during one of the many storms, I heard the sound of a ship's gun. I jumped up and got my ladder and stood on my fence. There was a second noise of a gun, and I saw the flash of light. There was a ship and it was in serious trouble. I could not help the ship, but perhaps it could help me? I lit my fire so they could see me. The guns fired several more times. I fed my fire with wood all night. In the morning, I went to the beach. There was the ship, and it was stuck on a sandbar. It was a wreck. The sea was calm, and I sailed my canoe out to the ship. It was a Spanish ship. I saw a dog, and it jumped into my canoe. He was hungry and thirsty and I gave him bread and water. I was happy to see him. My first dog had died years before. I climbed onto the ship, and the first thing I saw was two drowned men. There was sea water on everything in the ship, but I found some cooking pots and a little gunpowder. I also found much gold and silver, but gold and silver are no good on an empty island. However, I took the money with me to my fort. I also took the shoes from the drowned men. They had no need for them now.

Reflect and communicate

List the items the narrator collected from the second shipwreck.

10 Man Friday

It was my twenty-sixth year on the island. One morning I saw five canoes on the beach. I calculated that usually there might be four to six people in a canoe, so there might be thirty wild men on the beach. I had seven muskets, but each had only a single shot. I had my telescope and I counted. Thirty men. They had a large fire and they were cooking something. While I was watching, two men were pulled from a canoe. They were prisoners. The first was knocked down with a piece of wood, and immediately three men started cutting him into pieces. They forgot about the other prisoner. He looked both ways and then he started running ... towards my fort. Three men started chasing him. He came to the river, jumped in and swam across. Two men followed. The third man waited. I jumped from my fence with my muskets. I shouted to the running man. Then I ran towards the two men chasing him. I hit the first one with my musket. I did not want to shoot because of the noise, which the men on the beach would hear. I knocked the first man down. The second man had a knife and I had to shoot him in the chest. I killed him with one shot to the heart.

The running man was standing still, frightened by the flash and noise of my gun and not understanding how the man was dead. I smiled and called to the runner. He laid on the ground and kissed my foot. I understood. He was saying he was now my slave. At this moment, the first cannibal, the one I had knocked down, stood up. The runner pointed to my sword, which was on my belt. I gave the sword to him. Immediately he ran at the man who had chased him and, with one fast move, he killed him. He laughed and gave me back my sword immediately. I put it back on my belt.

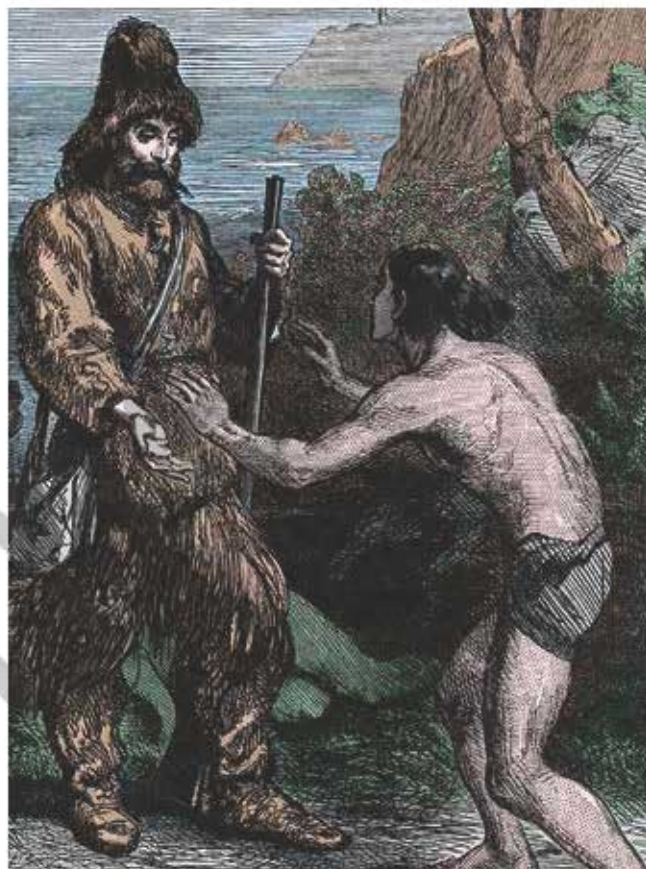
Then we made a hole in the sand and buried the cannibals. I took him with me, not to my fort, but to the forest where I gave him bread and fruit. He lay down and slept, and I went to get some goats milk. When he woke up, he lay down in front of me and put my foot on his head. He was smiling. We stayed there, hiding in the forest for a day and a night.

I named him Friday, because that was the day of the week. I said, 'You are my man, Friday.'

'Man Friday!' he said.

'No, you are a man. You are now my man. Your name is Friday,' I explained.

'Man Friday!' he said.



Man Friday

I pointed to myself. 'I am Master Robinson Crusoe, a poor sailor from England.'

Friday could not understand me, and he could not say it. He tried and tried.

'You may call me Master,' I said.

'Master ...' he pointed at me. 'Man Friday ...' he pointed at himself. 'Master ... Man Friday,' he repeated.

I soon taught him to say 'Yes,' 'No,' 'Food' and 'Water'.

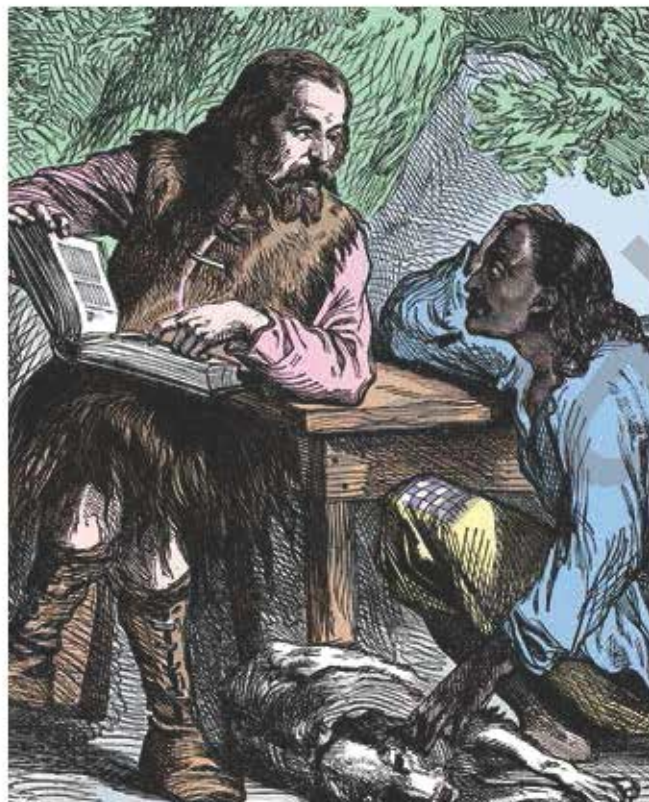
I found him some clothes from my cave, some short trousers and a goatskin jacket and hat. He was very pleased.

Then we went to look at the beach. We wanted to see if our enemies had gone. They had left, but we could see the bones from their terrible meal on the beach.

Friday made signs with his hands. He made me understand that he was one of four prisoners. The cannibals had eaten his three friends. There was a war between his people and the cannibals. His people had lost a great fight over on the mainland. The prisoners were all taken away and eaten.

I made signs, and Friday put all the bones together and we made a great fire on the beach, so there was nothing left of them.

11 The education of Friday



The education of Friday

I was very pleased with my new company. Friday was a tall, handsome man with long black hair and dark skin. He was strong and he had a friendly smile. My guess is that he was about twenty-six years old. I was careful for the first few weeks. I put his tent between the two fences of my fort, so that it was not possible for him to come to my cave while I was sleeping. Friday had strong white teeth, but I believed that he had tasted humans as meat in the past.

Critical thinking

Why do you think the narrator believed that Friday had tasted human meat?

First I wanted him to speak and to understand English. I had learned Arabic, Spanish and Portuguese in my travels, so I knew that learning a new language is difficult. Friday was the quickest student I had ever met, and he wanted to learn.

I wanted to teach him to eat goat meat. I took him out and I pointed at a goat. I lifted my musket and shot it. The goat fell to the ground. Friday stood there for a second, then he fell to the ground too.

'Friday!' I called. 'Stand up! You are not hurt!'

Friday could not understand how I had killed the goat without touching it. I showed him the hole in the goat's head, where my shot had killed it. Friday pulled off his jacket. He put his hand over his heart. He was looking for a hole in his chest from my shot. He started feeling his stomach. I laughed and pointed at a large bird in a tree. I put more shot in my musket and shot the bird.

We took the goat to the fort and cooked it over the fire. Friday was very pleased with the taste of goat. I put some salt on my meat, for I made salt in pans from the sea water. Friday ran forward and knocked it off the meat.

'Bad!' he said. 'Bad!'

I put some salt on my finger and put it in my mouth. 'No, Friday. Salt tastes good!'

Friday tried it. He smiled. 'Good!' he said. 'Good!'

Critical thinking

What skills was the narrator introducing to Friday?

The next year was the best year of all the many years I lived on the island. I taught Friday enough English, so that we could speak easily together. I asked him about his people.

'Well, Friday,' I said. 'What do your people do with prisoners of war? Do they eat them?'

Friday nodded. 'Yes, we eat men. We bring prisoners here. We eat them.'

Later, we went to the beach where I first found the bones. Friday told me that he had been there and they had eaten twenty-three people.

I asked him if his people ever lost canoes on the sea. He told me that it was possible to travel to the mainland in good weather, but there were many of his people there. And there were many of his enemies.

I told Friday my story, and later I taught him how to shoot a musket. One day I took him to the wreck of my ship.

'A boat the same. A boat like this. It came to my country,' he said. 'It came in a storm. Crash! There were men on the boat. The men looked like you. They had beards and moustaches.' His people had no hair on their faces.

'How many?' I asked.

He counted, putting small stones on the sand. 'Sixteen.'

'Where are they now?'

'They live in my country.'

After many questions, I discovered that this happened four years ago.

'Why didn't you kill them and eat them?' I asked.

'They are our friends.' He explained that they only ate their enemies, and only after wars.

I thought about the Spanish ship that was wrecked at the same time. Perhaps most of the ship's crew left that ship on a small boat and landed in Friday's country. The two dead men I found stayed with the ship, and it did not sink, but arrived on my island. If so, the survivors in Friday's country were Spanish sailors.

I took Friday to the first boat I had made. The boat that was too big to move. With two of us, it was possible to move it.

'Can we get to your country on this boat?' I asked.

Friday nodded, but looked worried. 'Why are you angry with Friday? Do not send me away. I want to stay here.'

Critical thinking

A How did the presence of Friday affect the narrator's life?

B How did the narrator affect Friday's life?

Understanding the Story 3 (Chapters 9–11)

A Reflect

Work in groups. Continue your timeline of events since discovering the foot print on the island. Compare your timeline with other groups and discuss any differences.

B How did the presence of Friday help Robinson to survive?

C Discuss Friday's background in comparison to Robinson's. Explain why they are different.

D What forms of social interaction and survival skills did Robinson teach Friday?

E Correct these false sentences.

- 1 The men on the beach had been eating his goats.
- 2 Robinson planted flowers to hide his fort.
- 3 Robinson found a new cat on the Spanish ship.
- 4 The first words he taught Friday were 'Hello', 'Goodbye' and 'Thank you'.
- 5 The cannibals had not eaten any of Friday's friends.
- 6 Friday was a small man with short brown hair.
- 7 Robinson had learned French, German and Chinese in his travels.
- 8 Friday told him it was impossible to travel to the mainland.

F Look at the picture on page 164. Delete the things which are NOT in the picture.

muskets fence bones sword smoke a telescope
goatskin hat foot coverings footprints pistols
branches of a tree canoes kid goats

12 The return of the canoes

Friday and I worked to build a new canoe. Friday knew the best kind of tree for a canoe, and how to cut out the middle. We made the outside in the correct shape for a boat too. The sails from our shipwreck were now twenty-seven years old and weak, but I found two good pieces and made a sail. We began to prepare our canoe for our journey. I was sure that with Friday, I could navigate the boat to the mainland.

Friday had gone to the beach to catch fish, and I was working in the fort. Suddenly Friday ran back and climbed the fence without the ladder. He was very frightened.

'Three canoes!' he shouted. 'Three canoes. Many men! They are not my people. They are my enemies.'

We put shot in all our muskets and pistols. I took my sword. Friday took our largest axe.

Reflect

How prepared were the narrator and Friday to face the men in the canoes?

The canoes were on the beach, at a place where the trees grew close to the water. There was a large fire. We could get very near them through the forest. I looked through my telescope and counted. Twenty-one men, with three prisoners. They were already eating one of the prisoners. Another prisoner was on the sand, tied up with ropes. I saw the beard and the European clothes. Friday pointed. 'That man is one of our friends. The men from the ship!'

We had to do something quickly. Two of the cannibals were beginning to untie the ropes on the man.

'We must shoot now,' I said to Friday. We had our seven muskets ready.

Friday was better than me with a gun. He killed two, and hurt three more. I killed one, and hurt two. The cannibals had never seen a gun and did not know what was happening. We had plenty of time to put more shot in the muskets, and we shot at them again and again. They were running around on the beach in fear, many were hurt. Two were still with the man with beard, and they had long knives. They were going to kill him.

'Run at them!' I shouted and we ran from the trees towards the cannibals. We shouted, stopped and shot our muskets, then ran again.

The cannibals were climbing into one of their canoes.

'Keep shooting, Friday!' I shouted. He shot at the canoe and killed another two or three more.

I ran to the man and cut his ropes. He was weak and could not stand easily. I gave him water.

'We will talk later,' I said in Spanish, 'but can you fight? We must fight the cannibals. Take my pistol and sword ...'

There was a terrible fight. The Spanish man was brave, and also very angry, and we soon killed most of the cannibals. Two escaped into the sea and swam to the canoe. Friday shot at the canoe but it was too far away. I was worried because they would escape to the mainland and might come back with many more men.

I went to the other cannibal canoe and looked inside. To my surprise there was another man lying in there. He was tied with ropes and very frightened. I cut his ropes, and called Friday.

'Speak to this poor man,' I said. 'Tell him he is safe with us. We will not hurt him.'

Friday walked over, then he shouted, and kissed the man's head. Friday cried, laughed, jumped about, danced and sang. I could not understand him, as he and the prisoner spoke quickly in their language.

'Do you know this man?' I asked Friday. When he replied, I understood why he was so happy. The man was Friday's own father.

Reflect and communicate

List three adjectives to describe how Friday felt. Explain your answer.

We had wanted to chase after the canoe, but it began to rain and the wind was soon strong. There was a storm all night, and I did not think that the cannibal canoe could survive the storm.

The poor Spanish sailor was lying on the ground. He was weak and ill, and his legs and arms hurt from the ropes that were around them. Friday carried him to our fort. We fed our new guests on goat meat soup.

I learned that there were sixteen Spanish sailors, living in peace with Friday's people. He said they had weapons, but no shot or gunpowder, and they had no metal tools. They had often talked about building a boat,

but without tools it was impossible. I said we would try to rescue them. My island had plenty of food for four men. Would there be enough food for twenty?

Predicting

What do you think will happen next?

13 The English boat

We worked hard, all four of us. We found twenty more goats, and picked a lot of wild fruit and dried it. We needed enough food. The Spanish sailor and Friday's father were going to sail to the mainland in the cannibals' canoe to rescue the other sailors. We had put my mast and sail on the canoe. We filled it with food, and they took two muskets, with eight pieces of shot each. The sailor thought they would return in about eight or nine days.

It was seven days later and we were waiting for them. I was asleep that morning when Friday woke me.

'Master! Master! They are coming!' he shouted.

I put on my clothes in a hurry, and we walked through the trees to the beach. I usually carried my musket and a pistol with me, but not that day.

I looked out to sea and saw a small boat with a sail. It was coming towards the beach. But I saw that it was not coming from the mainland, but from the opposite way. And the sail was not the one I had made. It got closer. It wasn't a canoe, but a ship's boat from a European ship. I told Friday to lie down in the trees, because we did not know these people. Were they friends or enemies?

I went back for my telescope and climbed the hill. With the telescope I could see a large ship, out at sea, about a mile from the beach. The ship looked English, and the small boat with a sail looked English too. I wanted to run towards them, but I needed to be careful.

Reflect and communicate

List three adjectives to describe the narrator's feelings. Explain your answer.

Who were they? Were they good English sailors? Or were they bad English pirates?

Friday and I hid in the forest. There were eleven men on the boat. Eight of them were carrying swords and guns, but three were not carrying weapons. The three men were lifting their hands in the air. They were crying and asking for something. Then they fell to their knees.

Speculating

Who do you think the three men were?

'Oh, master!' said Friday. 'The English men are going to eat their prisoners!'

'No Friday,' I said. 'They will not eat them. But I am very afraid that they are going to murder them.'

One of the men was shouting at the three prisoners and waving his sword in the air. He hit one hard across the face.

The three prisoners sat on the ground quietly, looking sad and worried. The other men were walking around the beach. They left a pair of men in the boat, and those two soon fell asleep.

We watched them for several hours. The men lay under the trees sleeping. Only the prisoners sat under a large tree, too frightened to sleep. They were too frightened to run away.



The men on the beach had three prisoners

I told Friday to stay there and to watch me with his musket. I went through the bushes to the three men. 'Gentlemen,' I said quietly. 'Do not be surprised. You have a friend, when you did not expect one.'

'A friend?' said the oldest man, taking off his hat.

'Because it is too late for us.'

'I want to help you. I saw you land on the beach. I saw the man with the sword. I thought he was going to kill you.'

'Are you a real man?' said the oldest one. 'I cannot believe you are here.'

'I am a man,' I said, 'and an Englishman too. Do not be afraid. I have a friend here, who is in the trees. We both have weapons. What is your story?'

14 The captain's story

The oldest man spoke, 'It is a long story, sir. I must speak quickly, while our enemies are still sleeping. I was the captain of that ship, over there on the sea. My crew are mutineers. We had a difficult journey from the island of Jamaica, and the crew would not obey my orders and instructions. They took control of the ship during the night. Their leaders wanted to murder me, but the other mutineers did not want to kill us. They decided to put us here on the empty beach. Me, and with me the ship's chief mate and a passenger. Then the crew are going to sail away and leave us on this island. I believe they will become pirates. We expect to die here.'

'You will not die here,' I said.

'If they see you, they will murder us all,' said the captain.

'Have your enemies any weapons?' I asked.

'They have two muskets,' the captain said. 'One is in the boat, where two of the mutineers are sleeping.'

'We can kill them all,' I said, 'but would you rather take them as prisoners?'

The captain nodded. 'Yes. There are some leaders, who are bad men. The others have followed, but if the leaders are killed, the others will go back to their jobs. Most of them are good, honest men.'

'Follow me,' I said. 'We will hide in the woods.'

I told the captain I would save them, but then they must take me back to England. Also, that while they were on the island, they must obey me. They all agreed. I gave the three men muskets and shot. We moved towards the beach.

Reflect

What did the narrator and the captain agree on?

Two of the mutineers were awake and standing up. One saw us and shouted to the rest, but it was too late. The chief mate and passenger shot at them. One was killed immediately, and the other was badly hurt. He shouted but the captain knocked him down with his musket. Three more of the mutineers ran towards us, but when they saw our weapons, they stopped. They fell to their knees. 'Please! Do not kill us!' they shouted.

'You may live,' said the captain, 'but only if you join me, and help me sail the ship back to Jamaica'.

They agreed immediately, but I told Friday to tie them to a tree with ropes until our business with the mutineers was finished. We found three more, and tied them to trees also.

Reflect

What did they find 'three more of'?

The captain told me there were twenty-six sailors on board. They had all joined the mutineers, so in English law, they would all die when they returned to England. Death was the automatic answer to the crime of becoming a mutineer. Because of this, he thought, they must fight against us.

It was clear that we could not attack the ship with only five men. I was afraid that soon the men on the ship would send out another boat. We went to our boat on the beach and I instructed Friday to make a large hole in the bottom with my axe so it could not be used. Then we took out the mast, sail and all the food. I thought the mutineers might leave on the ship and sail away, and then we might repair our boat.

15 The mutineers

Then a gun was fired on the ship. They fired guns several times. It was a sign for the men on the island to return to the ship. Then they put their other boat into the water. With my telescope, I saw there were ten men on board, all with muskets.

They brought the boat into the little river, and two stayed in the boat while the rest of them went looking for their men. We waited until night, and surprised the two men in the boat. The captain knocked one down with the handle of his musket, and the other man, seeing us with our guns, put his hands in the air. This man was a friend of the chief mate, and he had been sorry to join the mutineers. He had joined them only because he was in fear for his life. His name was Johnson. He agreed to join us immediately.

We waited in the trees near the boat until the others returned with the men who had run away. They were shocked when they saw the boat was empty, and walked this way and that way, calling out the names of the men. The captain pointed at one man, and told us he was one of the leaders of the mutineers. That man walked towards us with two others. The captain shot and killed the leader, and Friday killed another. The third ran away.

The mutineers could not see us, because we were hiding in the trees in the dark. Johnson called to them, 'Tom Smith! Tom Smith!'

One of them answered, 'Is that you, Johnson?'

'Yes. I am here with our captain. Your leader is dead, so is William Fry. I am a prisoner. There are fifty soldiers here. If you do not put down your weapons, they will kill you all!'

'What will happen to us?' said Smith. 'We will not go to England and die!'



The captain and the mutineers

The captain spoke, 'Put down your weapons and all of you will live, except Will Atkins.' Will Atkins was the man with the sword when they first arrived.

'Why me?' shouted Atkins. 'They have all been as bad as me!'

'Put down your weapons,' said the captain. 'The governor of this island is here with all his soldiers. We thought no one lived here, but there is an English governor. He will decide.'

Soon the rest of the mutineers were tied up with ropes. They asked the captain, 'Please do not kill us! Please do not send us to England!'

I stayed in the trees with Friday. If they saw me, they would know I was not the governor.

16 The end of my story

The captain spoke to them. He said if they helped him take the ship and sail it to Jamaica, he would leave them there and ask the governor of Jamaica to pardon them. They promised they would help him, they would go anywhere in the world with him and they would see him as their friend and father, if only they might live.

'I will ask the governor of this island,' he said. I came out of the trees, and he told them that I worked for the governor.

Critical thinking

What was preventing the narrator from telling them he was the governor?



The captain shot the mutineer

They took both boats back to the ship, with five men in each boat. The captain hid in the bottom of a boat until they arrived, then they boarded the ship. They took the sailors prisoner, but the mutineer captain of the ship ran into the cabin with two men. The chief mate was shot in the arm, and another man hurt, before the captain shot the mutineer.

The captain came back to the island and pointed to the ship. 'There my dear friend. There is your ship, for now she is all yours and so are we and all the crew that travel in the ship.'

Critical thinking

Explain why the captain was being so kind, and supportive of the narrator.

The captain brought me new clothes from the ship – a very good wool suit and shirt and shoes. They were his own. We began to think what we should do with our prisoners. Five of them were so bad that we had to keep them as prisoners, and in Jamaica, they would not get a pardon from the English governor. They must surely die.

I told him to bring Atkins and the four other men to me. I was wearing my new clothes as 'The governor'. I told them they could stay on the island, or come with us as prisoners and die in Jamaica. They asked to stay. I showed them my fort, my goats and the corn, and told them they could live well here. I told them about the cannibals and that the Spanish sailors might arrive soon. I left a letter for the Spanish sailors.

The next morning, two of the men swam out to the ship and asked to come with us, for they were scared that Atkins and the other two would murder them. We let them on board, and they joined the ship's company.

When we sailed from the island I took some things with me. Man Friday came with me, of course. The gold and silver coins came and I brought my parrot, Poll, and my goatskin hat and my goatskin umbrella. I left the island on the 19th day of December, 1687. I had been on the island twenty-eight years, two months and nineteen days. My calendar was wrong by one day. I remembered a time when I was ill and thought I had slept one day. It was two days, and I had never known.

So after a long voyage to Jamaica, then across the Atlantic Ocean, I finally arrived home in England on the 11th June, 1688, thirty-five years after I had left.

Critical thinking

Describe the period the narrator was away from England.

Understanding the Story 4 (Chapters 12–16)

A Reflect

Work in groups. Update the previous timeline you prepared, to conclude the story. Present your timeline to the class. Compare your timeline with other groups and discuss any differences.

B Describe how 'team work and collaboration' contributed to the survival of Robinson and his new friends on the island.

C Who said it? Write *RC* for Robinson Crusoe, *MF* for Man Friday, *CAP* for Captain, *TS* for Tom Smith, *WA* for Will Atkins.

- 1 Speak to this poor man. Tell him he is safe with us. _____
- 2 Master! Master! They are coming! _____
- 3 I am very afraid that they are going to murder them. _____
- 4 But would you rather take them as prisoners? _____
- 5 If the leaders are killed, the others will go back to their jobs. _____
- 6 You may live, but only if you join me. _____
- 7 What will happen to us? We will not go to England and die! _____
- 8 Put down your weapons and all of you will live, except Will Atkins. _____

- 9 Why me? They have all been as bad as me! _____
- 10 There my dear friend. There is your ship. _____

D How did 'Man Friday' change after his arrival on the island? Describe how Robinson positively influenced Friday's life.

E Think about the qualities Robinson had which led to his survival and how he demonstrated these qualities. Make notes then use them to write an essay of 150-180 words about Robinson's survival.

F In your opinion, what was the value of 'time' during Robinson's stay on the island. How does that compare to the value of time in modern life?

G Explain how Robinson used 'trial and error' to learn from his experiences and how this helped in his planning and survival.

- 11 The place the mutineers had sailed from.
- 12 The name of the mutineer with a sword.

B Are these sentences true (✓) or false (✗)? Correct the false ones.

- 1 _____ Crusoe could not speak Spanish.
- 2 _____ Crusoe had been a slave in Brazil.
- 3 _____ Everyone on Crusoe's ship drowned, except for him.
- 4 _____ Crusoe owned three different dogs on the island.
- 5 _____ Friday had been a cannibal.
- 6 _____ The cannibals ate all of the crew of the Spanish ship.
- 7 _____ The mutineers planned to murder their captain.
- 8 _____ Five mutineers stayed on the island.
- 9 _____ There were no dangerous animals on the island.
- 10 _____ Crusoe made two different canoes.

C Do these comprehension tasks.

- 1 Where was Crusoe born?
- 2 How many sea voyages had he made before he arrived on the island?
- 3 Where had their ship been sailing to? Why?
- 4 What animals did Crusoe have living in his fort?
- 5 How did he catch the wild goats?
- 6 Why did the footprint in the sand frighten him?
- 7 Why did the cannibals come to the island?
- 8 What were the first words that Crusoe taught Friday?
- 9 What happened to the Spanish ship?
- 10 Where did they find Friday's father?
- 11 Who were the three prisoners of the mutineers?
- 12 Who boarded the mutineers' ship?
- 13 How long was Crusoe on the island?
- 14 What did he take back to England with him?

Extra activities

A Look at the story again and find this information. How fast can you find it?

- 1 The date when Crusoe was born.
- 2 The date on which he arrived on the island.
- 3 The date of the earthquake.
- 4 The date he left the island.
- 5 The town in Morocco where Crusoe was a slave.
- 6 The name of the boy Crusoe sold as a slave.
- 7 The country where Crusoe bought and sold sugar.
- 8 The parrot's name.
- 9 The number of years Crusoe had been on the island before he met Friday.
- 10 The number of Spanish sailors that were in Friday's country.

D Complete the sentences with words from the glossary.

- 1 He cut down a tree with a large _____, then cut it into smaller pieces with a saw.
- 2 When you row a boat, you hold two _____.
- 3 The _____ on the beach was a silvery yellow.
- 4 Friday used to be a _____, like his enemies.
- 5 You can get milk from cows, sheep and _____.
- 6 A _____ can fire only one shot.
- 7 If you have a _____, you can see a very long way.
- 8 The ground shakes during an _____.
- 9 In 1685, the _____ of Jamaica had the power of the British king in that country.
- 10 Crusoe was going to Africa to buy _____ to work in Brazil.
- 11 There is a wire _____ around the field of goats.
- 12 When the water is low, you can see the _____ of a ship which sank many years ago.
- 13 Take your shoes off! I don't want wet dirty _____ on my floor!
- 14 They were in the mountains, and it began to snow. Fortunately, they found a dry _____ in the side of the mountain.
- 15 The tsunami sent huge _____ for hundreds of kilometres across the sea.

E Find the words below in the word search.

bones	kid	sail
cannibal	mast	sand
corn	mate	saw
earthquake	musket	skull
fort	oar	slave
goat	pistol	tent
gun	raft	waves
hammer	rope	weapon
hot	rowing boat	wreck

C O R N E K S A W I S F
 S L A V E W U Z R B A O
 A R F Q M U S K E T N R
 I O T J K I D X C Q D T
 L W E A P O N S K U L L
 P I S T O L P N M A N H
 E N C A N N I B A L S A
 R G Y T E N T C S W H M
 O B O N E S F G T A O M
 P O G O A T G O A V T E
 E A R T H Q U A K E W R
 X T M A T E N R D S U H

Glossary

These words are not in the 1,250 vocabulary words for Level 4.

axe a tool with a wooden handle and a sharp piece of metal at the end. Axes are used for cutting wood

barrel a large round container for water, oil, etc., often made of wood

beneath under, below

biscuit nowadays, a thin, dry, sweet cake. In the 1650s, a ship's biscuit was a kind of dry bread

calendar a calendar has days, dates and months. People buy a calendar for the year, and write in things they have to do

cannibals people who eat other humans

canoe a long narrow boat

cave an area, like a room, inside rock or in the side of a hill

corn (British) a general word for wheat, maize, etc., that we can make bread from

drown, drowned, drowned (v) to die underwater

earthquake when the Earth moves suddenly. Buildings may fall down. At sea, there may be a tsunami

fence a wall made of wood or metal wire, usually around a garden, or between fields on a farm

footprint the mark a foot makes in sand or wet earth

fort a strong building that protects soldiers or other people from attacks

goat a small animal, often in areas with mountains. We get milk and meat from goats

governor the chief person. In British-owned islands and countries in 1686, a governor was the representative of the queen or king



gunpowder gunpowder explodes when it is lit

hammer a tool with a wooden handle with a heavy metal top

kid a young goat

mainland not an island, the main part of an area of land

mast a mast is a piece of wood on a boat that holds the sail

master a slave has a master (male). Master is an old English title. 'Mr' is also an abbreviation of Master. We still use Master to address young boys, but 'Mr' for men. A ship's captain is also 'the master of the ship'

mate (on a ship) an officer on a ship; the most important sailor after the captain of the ship

musket a gun, but an old gun which can fire just one shot

mutineer on a ship, a mutineer does not obey orders; mutineers are rebels on a ship. In England in 1686, this was a serious crime. Mutineers would be killed

narrator the person who tells the story

oar a long stick with a flat end, used to row a boat

parrot a large brightly-coloured bird; parrots can learn to say words

pistol a hand gun

raft a flat type of boat, made by putting pieces of wood or trees together

rope very strong and thick string

row, rowed, rowed (v) to move a boat by pulling oars

rowing boat a small boat

sail (n) wind blows onto the sails (made of cloth) and moves the boat

sand yellow or grey earth on a beach or in a desert

saw (n) a metal tool with metal teeth, used for cutting pieces of wood

shot (n) old guns had shot, pieces of metal. Bullets are more modern. A bullet has the gunpowder already in it. Shot does not

sink, sank, sunk (v) to go beneath the sea



skull the bone inside the head

slave (n) someone who must work with no pay; a slave is not free, but belongs to someone

telescope something you look through to make objects far away look bigger

tent a tent is made of cloth. One or two wooden poles hold up the cloth roof. You can sleep in it



voyage a journey by sea

waves lines of water, moving up and down on the sea

wreck, shipwreck (n) when something has crashed and is broken, it is a wreck



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Robert Louis Stevenson

Retold by Peter Viney

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Robert Louis Stevenson

(1850–1894)

Robert Louis Stevenson was born in 1850, in Edinburgh, Scotland. He met his future wife in Switzerland when he was 26 years old. In 1879, he followed her to California. Stevenson worked in California and wrote travel books. In 1880, they were married and returned to Britain. Between 1880 and 1887, Stevenson moved home several times. His first popular book was *Treasure Island*, which was first published as a book in 1883. He moved to Bournemouth in the south of England, where he wrote *The Strange Case of Dr Jekyll and Mr Hyde* in 1886 and *Kidnapped* in the same year. He returned to America in 1887. He then wrote *The Black Arrow* (1888) and *The Master of Ballantrae* (1889). He spent several years in the South Pacific and visited Australia. Stevenson died on the Pacific island of Samoa in 1894.

Treasure Island is the most popular pirate story of all time. Stevenson's stories have been translated into many languages. He is one of the most popular authors in the world and there have been several films of the story. All other pirate films take ideas from Robert Louis Stevenson's story.

Reading Tip

A biography is a detailed description of someone's life.



Reflect

- A** Draw a timeline of Robert Stevenson's main life events. Share and present your timeline with the class.
- B** Complete the profile with information from the text.

Name of author:

.....

List of best work:

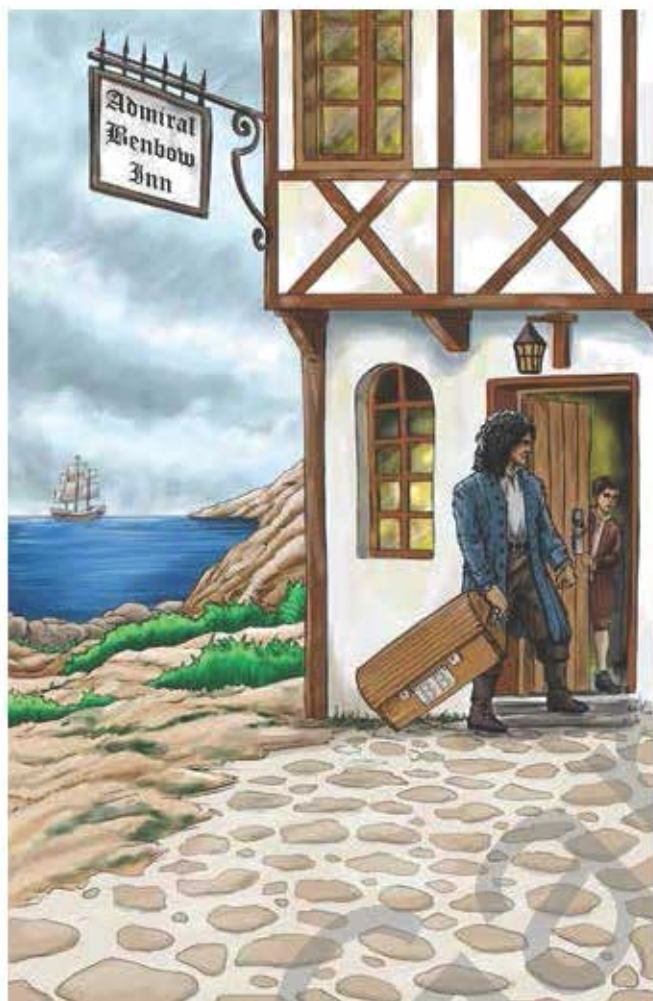
.....

- C** What information is provided in the end of the biography?
- D** Work with a partner. Do some research about another famous author you know. Then write a short biography of that author to share with your class. Make sure to include an interesting piece of information in the end.

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1 The old seaman



Squire Trelawney, Dr Livesey and the other gentlemen have asked me to tell the story of Treasure Island. They have asked me to tell everything but not where the island is, because there is still some treasure there. My story starts in the year 1757, when my father owned the Admiral Benbow inn. The inn was in a small cove on the west coast of England, and it was close to the beach.

I remember that day well. The old seaman walked slowly to the inn door. He was pulling his old, wood sea chest behind him. He was a tall, strong, heavy man. His face was brown from the sun and the sea. He had long dirty black hair and an old dirty blue coat. There was the mark of a sword cut on his face; it was a bright white line across his brown skin. He stood outside our door and looked around the little cove. He looked at the still blue sea water in the cove and at the hills on all three sides of the cove. He was singing:

Fifteen men on a dead man's chest, yo ho ho ho...

Then he knocked on the door, and asked for drink and food. My father brought it.

'This is a pretty little cove,' the old seaman said. 'Are there many visitors?'

'No, no,' said my father. 'Very few people visit here. It's a quiet and lonely place.'

'Good,' said the old seaman. 'Then this is the right place for me.'

Critical thinking

Why did the seaman describe the inn as the right place for him? Explain your answer.

I'll stay here for a while. I only want a room, food and drink.' He looked up at the hill. 'And I can watch for ships from that hill. My name? Don't worry about that. You can call me captain.' Then he threw three gold coins on the floor. 'Tell me when I've spent those coins,' he said. 'Now you can help me carry my chest upstairs.'

He was a silent man. Every day he stood on the beach, or on the hill and watched the sea. Every day he asked us about visitors. Were there any sailors passing the inn? Sometimes sailors stayed at the inn, and he always looked through the window at them before he came into the room. One day he took my arm. 'Jim,' he said. 'I want you to look out for a sailor. A sailor with one leg. I'll give you a silver coin every month. But you must watch for him, and you must run and tell me if you see him.'

Critical thinking and Predicting

Why was the captain asking Jim to look out for a sailor? Explain your answer.

I dreamt about the sailor with one leg many times, on dark and cold nights when the wind came from the sea, and the windows of our old inn moved with the wind.

In the evenings, the old seaman would sit in the inn and tell terrible stories about the sea and storms, or frightening stories about wild pirates and killing.

The captain stayed for months and months, and my father never saw any more gold coins. My father was afraid of the old sailor, and didn't ask for more money. My poor father became very ill that year. Dr Livesey came to the inn and stayed for dinner, then he had to wait for his horse. He went in and sat by the fire, and talked with the men there. The old seaman was in the corner of the room. He started singing his old song

... Fifteen men on a dead man's chest ... again. Usually people listened to him, but that night they didn't. They were talking to the doctor.

'Silence!' shouted the old seaman. 'Be silent there! I'm singing!'

Everybody stopped talking, but not the doctor. Dr Livesey turned and said quietly, 'Were you talking to me, sir?'

Critical thinking

- A Why is the old seaman angry? What does this tell you about him?
- B What does the doctor's reaction to the old seaman tell you about his character?

'I was!' shouted the old seaman. 'Be silent!'

'I will only say one thing to you, sir' said the doctor. 'If you shout at gentlemen like that, you will not live long in this world.'

The old seaman stood up, and took out his knife. He pointed his knife at the doctor, but the doctor was not afraid.

'Put down that knife,' he said. 'Or you will hang by the neck until you are dead. I will listen for news of you. If I hear any news of you and knives again, you will go to prison.'

The doctor stood up and went to his horse. The old seaman was very quiet for weeks after that.

2 Black Dog

It was a long cold winter, and my father got worse every day. He did not leave his bed, and we knew he might not see the spring. My mother and I were busy with all the extra work, and we did not worry about the old seaman.

It was a freezing January morning, and there was ice on the ground. The captain was out on the hill with his telescope, my mother was upstairs with medicine for my poor father, and I was cleaning the tables. The door opened and a man came in. He was wearing a sword at his side, and he had only two fingers on one hand.

'Come here, boy,' he said. 'Is this table for my old mate, Bill?'

'No,' I said. 'There is no one with the name Bill here. This is the captain's table.'

'The captain?' said the man. 'Yes, Bill might call himself captain. Has he a cut across his face? A sword cut?'

'Yes,' I replied. 'A long white cut.'

At that moment, we heard a noise at the window, and I could see the captain with his telescope through the glass. He couldn't see us.

'Quickly,' said the man. 'We'll give old Bill a surprise!'

The man pulled me behind the door. His hand was on my neck. With the other hand, he took out his sword. I looked at his face. He was nervous. I could see that. We heard the door opening, and the sound of feet on the floor.

'Bill!' shouted the man, and walked into the room.

The captain looked at him. Suddenly, the captain looked older and sicker. His face went white.

Inferring information and Drawing conclusions

Why did the captain's face turn white?

'Hello, Bill. You know me. I'm your old shipmate.'

'Black Dog!' said the captain.

'It's been a long time,' said the man. 'Since the day when I lost these two fingers.' He showed his hand to the captain.

'So,' said the old captain. 'You've found me. What do you want?'

'We'll sit here and talk,' said the man. 'Boy! Get us some drinks.'

I brought them drinks. 'Now, boy,' said the man. 'Get out of the room. And don't listen at the door.'

I went to the kitchen. Then I heard shouts and the noise of falling chairs and tables. I opened the door. Both men had swords in their hands, and bright red blood was running down Black Dog's arm. Black Dog ran for the outside door, the captain was running after him with his sword. The captain's sword was above his head. He brought it down hard. It just missed Black Dog's head, and cut a hole in the wood at the side of the door.

Black Dog ran out and ran fast along the road.

'Jim,' said the captain. 'Get me a drink ...'

'Are you hurt?' I asked.

'I must go away from here!' he said. Then, suddenly, he put his hand on his chest and fell to the floor. His eyes were closed. He didn't move.

Luckily, Dr Livesey arrived just then to see my father. 'Help me open his shirt!' said the doctor.

We looked at his chest. There was a tattoo of a man. He was hanging from a tree. Below the tattoo were letters:

Not Billy Bones.

The captain opened his eyes. 'Where's Black Dog?' he asked.

'There is no Black Dog here,' said the doctor. 'But you have a problem with your heart, Mr Bones.'

'I'm not Billy Bones,' said the captain.

'I have heard of you, Mr Bones,' said the doctor. 'We all have. Billy Bones, the pirate. Well, Mr Bones, you must be careful with your heart. Or you will die before they hang you.'

Inferring information

Did Dr Livesey believe the captain? Explain your answer.

Reflect

Underline the statement that shows Dr Livesey's confident prediction about the captain's future.

3 The black spot

We put Bill in his bed. I took his dinner upstairs.

'Jim, boy ... How long must I stay here?' he asked me.

'A week,' I said. 'The doctor says you must not get up.'

'A week!' he said. 'I can't do that. They'll give me the black spot before the end of a week!' He started to get out of bed, but fell back. 'Jim,' he said. 'You saw Black Dog today. He's a bad one, but there are worse ones than him! If I can't get away from here, they'll give me the black spot. They want my old sea chest. If they come here, you must get a horse and go to that doctor! Tell him ... Tell him Captain Flint's men are here – all of his men that are still alive. I was first mate, old Captain Flint's first mate

on his ship, *The Walrus*. I know the secret place! Captain Flint told me about the place before he died. Look out for Black Dog for me, or worse than him, the sailor with one leg. Do you understand me?'

'But what is the black spot, captain?' I asked.

'You can't say 'no' to the black spot,' he said. 'You can't!'

I knew I had to tell the doctor, but my father died that same evening. We had no time to think about the captain.

After a few days, the captain came downstairs for his meals, but he always sat with his sword on the table.

Inferring information

Why did the captain always sit with his sword on the table?

It was the day after we buried my poor father's body in the cold ground. It was three o'clock in the afternoon, on a freezing cold day. I was standing in the door, thinking sad thoughts about my father when I saw a man on the road. He was walking towards the inn. He was blind. I knew that because he was tapping the ground in front of him with a stick. I heard the noise. *Tap-tap-tap*. He was wearing a dirty old coat. He stopped and spoke to me.

'My kind friend,' he said. 'I can hear you're there. I'm a poor blind man. I lost my eyes when I was fighting for my king and my country! For good King George! Can you tell me ... Where am I?'

'You are at the Admiral Benbow inn. In Black Hill Cove,' I said.

'Your voice is young,' he said. 'Give me your hand, and take me inside.'

I put out my hand, and he took it in his strong hand. It hurt. 'Now, boy,' he whispered. 'Take me to the captain!'

'I can't, sir!' I cried.

'Take me in, or I'll break your arm! Now!'

I have never heard a voice so cold, or so frightening as that blind man's voice.

He pulled me towards him. 'Take me to him, and you must say, 'Here's a friend for you, Billy!'

I pushed open the door. The old captain looked up. He started to stand, then fell back in his chair.

'Sit still, Bill,' said the blind man. 'And hold out your left hand. Boy! Take his left hand and bring it to my right hand.'

I did. I saw him pass something into the captain's hand. The captain closed his hand around it.

'It is finished!' said the blind man, and he turned and suddenly left the room. I heard his stick outside. *Tap-tap-tap* on the road.

Speculating

What might the blind man have given the captain?

I ran to the door, turned the key and locked it.

The captain waited, then looked at the thing in his hand.

'Ten o'clock!' he cried. 'We have only six hours!' He stood up. Then he put his hand to his neck and fell forward onto the floor.

I ran to him and called for my mother, but he was already dead.

Reflect and communicate

What was the main cause of death for Billy? Explain your answer.

I told my mother about man and the sea chest.

'We must get the key,' she said. 'But I can't touch that dead body.'

I sat on the floor next to the body. Next to his hand I could see a small piece of paper. It was round, and black on one side. The black spot! I picked it up. On the other side there was writing: 'You have until ten tonight.'

Critical Thinking and Inferring information

What does the 'black spot' mean? How do you know?

'He had until ten, mother,' I said.

'Find that key,' she said.

I searched in his pockets. I found a few small coins, his knife, but no key.

'Perhaps it's round his neck,' said my mother. She was right. We took the key and hurried upstairs to his room. There was his sea chest, in the middle of the room. I saw the letters 'BB' on the top.

My mother opened the chest. First, there were some expensive clothes. They were new, my mother said. Under that we found two pistols with silver on the sides and a gold Spanish watch. At the bottom we found a bag. I picked it up. I heard the noise of coins. I opened it. They were gold.

'We'll take the money for his room and food,' said my mother. 'But no more. He has not paid us for months.'

Drawing conclusions

Did Jim and his mother decide to take all the money in the chest? Explain your answer.

I looked at the gold coins. Some were English, some French. There were Spanish pieces-of-eight coins. Italian coins. Some coins with strange writing on them. Arabic and Chinese. My mother counted the English coins.

Next to the bag of coins was a packet. It was closed. I looked at it.

Then we heard the tapping noise outside. *Tap-tap-tap*. It was the blind man's stick and it was coming nearer and nearer. We heard him trying to open the door. But it was locked. Then there was silence. Then tap tap tap again, but this time the noise was going away.

'Quickly, mother,' I said. 'We'll take it all and go!'

'No, I'll take only what I have counted,' she said.

'And I'll take this packet,' I said. 'We must hurry!'

We went downstairs and ran out of the door. I could see lights along the road, and I could hear men.

'Take the money and run!' said my mother.

But there was a small bridge over the river just near the inn. I helped my mother down to the river, and we stood under the bridge. And there we had to stay.

Predicting

A What do you think will happen next?

B What do you think the blind man was coming for?

Graphic organizer

Make a graph of all the characters that have appeared so far. List two adjectives that describe each character. Share your graphic organizer with the class.

4 The end of the blind man

I heard their feet on the road. Quietly, I climbed up from the river and hid behind a bush. I saw the men outside the inn. There were seven or eight of them, with the blind man in the middle. He was the leader.

'Break down the door!' shouted the blind man.

'The door's already open, sir!' said a man.

'Go in! In! In!' he shouted.

Four men ran into the inn. I heard a voice. 'Pew! Bill's dead!'

Inferring information

Who is Bill?

'Search him! Find the key!' cried the blind man. 'And bring that chest downstairs.'

A window opened upstairs, and a man looked down at the blind man. 'Pew!' he said. 'They've been here before us! They've searched the chest.'

'Is it there?' shouted Pew.

Inferring information

What does 'it' (in **bold** above) refer to?

'The money's here.'

'Forget the money! Is Captain Flint's packet there?'

'We can't see it here,' shouted the man. 'No, it's gone!'

'Is it in Bill's pockets? Search them!'

'Someone has already searched Bill. His pockets are empty.'

'It's that boy!' said Pew. 'Why didn't I cut his eyes out? The boy was in there. He locked the door. Find him!'

I heard the men searching the inn. There was the smashing noise of breaking glass. Then the men came out.

There was a noise, like a bird, but it was night.

'That's no bird,' shouted one man. 'That's Dirk! It's his warning! Someone's coming!'

'Dirk's afraid of everything,' said Pew. 'Forget him ... We must find that boy!'

'It might be the soldiers ...' started one man.

'You're all afraid!' said Pew. 'You were afraid of old Bill, but I wasn't. And I'm blind!'

'We've got the gold,' said one man. 'Let's go!'

Pew lifted his stick and hit the man across his back. Then he started hitting the others. 'Find that boy!'



Critical thinking

Did Pew go, as one man suggested?
Explain your answer.

Then I heard the sound of horses! Then I heard someone shoot a pistol. It was another warning.

The men ran, each in a different way. One ran up the hill, another ran towards the cove, another ran along the road. Only Pew stayed in the road. 'Dirk! Black Dog! John! You can't leave old Pew! Not your old shipmate, Pew!'

Then the horses appeared; four or five of them, moving very fast. Pew ran to the side of the road, stopped, and then ran back to the middle. He screamed as he fell under the horses. All the horses ran over him. He lay on the ground. Dead.

The horses stopped, and I climbed onto the road and waved to the riders. They were soldiers.

The officer, Mr Dance, spoke to me. They had news of a small ship in the next cove, Kitt's Hole Cove. They were going to look for it. They rode on fast.

I helped my mother up to the road. She was not hurt, but she was still angry about the money.

Mr Dance came back to the inn, and told me the story. The ship was already sailing out of the cove when they got there. They rode around the side, to the narrow cove entrance, and called to the ship.

A voice shouted, 'I can see you by the light of the moon!' Then he heard a gun and a bullet just missed his arm.

Mr Dance looked at the broken glass and broken chairs and tables in the inn.

'What did those men want here?' he asked.

'They took the captain's money ...' I said.

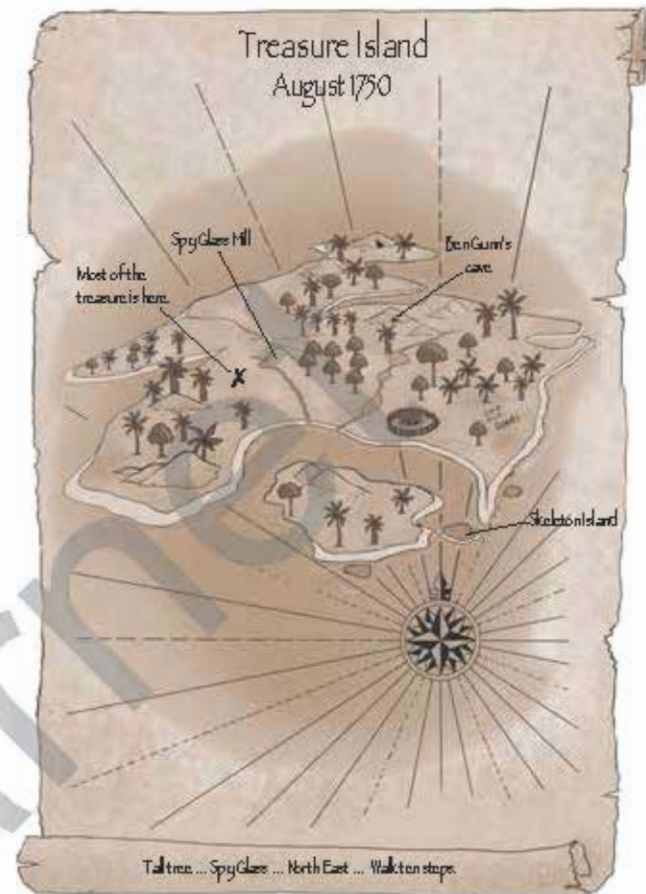
'And our money!' said my mother angrily. Our box for money was empty too.

'But they weren't looking for money,' I said. 'I have the thing that they were looking for. It's in my pocket now! We need to put it in a safe place.'

'A safe place?' said the officer. 'I'm going to Squire Trelawney's house now. I must report that Pew is dead. You can ride with me.'

So I climbed onto the back of his horse, and we rode quickly to Squire Trelawney's house.

5 The captain's papers



Dr Livesey was having dinner with Squire Trelawney. It was my first meeting with the squire. He was a tall, heavy man. His face was red from his many travels around the world.

Inferring meaning

What is a 'squire'?

- a a pirate
- b a high-ranking officer
- c a local landowner of high social standing
- d a traveller

'Good evening to you, young Jim,' said the doctor. 'It's a surprise to see you here.'

Mr Dance stood up straight in front of the fire and told the story of the evening. The squire and the doctor sat forward in their chairs and listened carefully.

When the officer finished, the squire stood up and shook his hand. 'You're a good man,' he said. 'And don't worry about Pew. He was a terrible man, and killing him is the same as standing on a dangerous insect!'

The doctor said, 'So, Jim Hawkins, show us this packet.'

Reflect

To whom did Jim give the packet?

- a Dr Livesey
- b Mr Dance
- c the officer
- d the squire

I gave him the packet. He put it quickly in his coat pocket. 'You must stay here tonight, Jim,' he said. 'And the officer has much work.'

They said goodnight to Mr Dance, and brought me food and drink.

After the meal, Dr Livesey said, 'Have you heard of Captain Flint?'

The squire laughed. 'Heard of him? Yes! He was the worst pirate of all. He burnt ships and attacked towns and killed people all across the Caribbean Sea. I saw his ship once, *The Walrus*, near Trinidad. The captain of my ship turned round and sailed back to the town immediately. Everyone was afraid of Flint.'

Critical thinking

How did the squire feel about the death of Pew? Explain your answer.

'I've heard of him myself,' said Livesey. 'Did he have money?'

'Money! Everyone talks about Flint's treasure – gold, silver, jewels, jewellery. There is a story. They say Flint buried his treasure somewhere. No one knows where.'

Livesey put the packet on the table. 'Is the answer in here?'

'If the answer is in there,' said the squire, 'then I'll get a ship, take you and Jim Hawkins with me, and we will find it! We'll search until we do!'

Critical thinking

How would you describe the squire? Tick all that apply. Explain your answers.

- ☐ confident
- ☐ hesitant
- ☐ mistaken
- ☐ powerful
- ☐ rich
- ☐ poor

'Shall we open it, Jim?' said the doctor.

He opened the packet. There was a book, and a piece of paper. 'We'll look in the book first.'

The book had names, dates and numbers.

'This is Flint's book. These are the ships and the towns he attacked and burnt, and here is the money – 70 pieces of gold here, 40 Spanish gold coins there – page after page of money. There are 20 years of it! Think of the poor sailors on those ships! All dead now.'

Reflect

What do you think the name, dates and numbers in Flint's book referred to?

The squire opened the paper. It was a map of an island. On the map there were coves, hills, a river and two good harbours. Some words: 'log cabin with stockade'. The island was nine miles long, and five miles wide. There was a hill in the centre 'Spy Glass Hill'. There were three red crosses, two in the north of the island, and one in the south-west. Next to the last cross was writing: 'most of the treasure is here'.

On the back of the map, there were notes: 'Tall tree ... Spy Glass. North-east. Walk ten steps ...' The page was full of notes.

Transferring information

Work with a partner and redraw the map. Compare your map with a partner's. Are they the same?

The squire read the notes carefully. 'Livesey!' he said. 'You must come with me. I'm going to Bristol tomorrow. I'll get a ship, and in three weeks we'll have the best ship and the best sailors! Jim Hawkins will be our cabin boy.'

You'll be ship's doctor. We'll take my best workers with us – Redruth, Joyce and Hunter. We'll find this island, and we'll find the treasure!

'I'll go with you,' said the doctor. 'And so will Jim, I think. But there is one man that I am afraid of.'

'Who is it?' shouted the squire. 'Tell me his name!'

'You,' replied the doctor. 'Because you cannot keep silent. You talk too much. We are not the only people who know about this map. Those men attacked the inn tonight. And there were more of them on the ship. We must be careful, because they will watch us. I'm sure they are not far away. We must not travel alone. Jim will stay with me. Take Joyce and Hunter with you when you ride to Bristol. And none of us must speak about this map.'

'Livesey,' said the squire. 'You are right. I shall be silent.'

Critical thinking

- A Why was the doctor afraid of the squire?
- B Why did the doctor insist that they must not travel alone?
- C What do you think will happen?
- D What did the squire agree to?

Understanding the Story 1

(Chapters 1–5)

- A Make a list of the main characters in the story, in order of appearance. Use two adjectives to describe each character and give evidence for your character description.

Character	Adjectives	Evidence in the text

- B The sentences below summarize the main events of the story so far. Work with a partner and number them in the correct order.

- ☐ Jim's father dies.
- ☐ Jim, Dr Livesey and the squire agree to go find the treasure.
- ☐ Jim meets the squire and the doctor and gives the doctor the packet.
- ☐ The old seaman arrives at the inn.
- ☐ Pew, the blind man arrives and gives Bill the 'black spot'.
- ☐ They open the packet, read the book and study the map.
- ☐ Bill dies and Jim takes the packet from his pocket.
- ☐ The old seaman asks Jim to look out for a one-legged sailor.
- ☐ Black Dog arrives at the inn asking for Bill.

C Are these sentences true (✓) or false (X)? Correct the false ones.

- 1 The seaman threw five gold coins on the floor.
- 2 Jim dreamt about the sailor with one arm many times.
- 3 The old seaman's name was Bill.
- 4 The old seaman cut a hole in Black Dog's shoulder.
- 5 The old seaman was Captain Flint's first mate.
- 6 The old blind man gave Jim the black spot.
- 7 The key was round the old seaman's arm.
- 8 Jim went to Squire Livesey's house on Mr Dance's horse.
- 9 Captain Flint was the worst pirate of all.
- 10 The packet had a map of England inside it.

D Complete the sentences with words from the story.

- 1 There was the mark of a _____ cut on his face; it was a bright white line across his brown skin.
- 2 My father was _____ of the old sailor, and didn't ask for more money.
- 3 It was a long, cold _____ and my father was worse every day.
- 4 Well, Mr Bones, you must be careful with your heart. Or you will die before they _____ you.
- 5 It was the day after we _____ my poor father's body in the cold ground.
- 6 *Tap-tap-tap.* It was the blind man's _____ and it was coming nearer and nearer.
- 7 The _____ stopped, and I climbed onto the road and waved to the riders.
- 8 They rode around the side, to the narrow _____ entrance, and called to the ship.
- 9 Everyone talks about Flint's _____ - gold, silver, jewels, jewellery.
- 10 We are not the only people who know about this map. Those men _____ the inn tonight.

E Label each character with their profession.

Mr Dance _____
 Pew _____
 Flint _____
 Dr Livesey _____

6 Bristol

So, a few weeks later, I arrived in the port of Bristol. I walked along the harbour, passing many ships. Large ships, small ships, ships with flags from many different countries. French flags, Spanish flags, Portuguese flags. It was exciting. The air was alive with noise. Some sailors were singing; others were moving barrels and boxes onto the ships. I could smell the sea. It was like a wonderful dream. Finally, we arrived at a large inn, and there was Squire Trelawney. He was wearing a dark blue officer's coat, and he was smiling.

Reflect and communicate

- A** How did Jim feel upon arrival?
B List three adjectives that describe the scene.

'There you are, Jim!' he cried. 'The doctor arrived last night, so now we are all here!'

'When do we sail?' I asked.

'Sail!' said he. 'We sail tomorrow!'

After breakfast, the squire asked me to take a note to Mr John Silver, the ship's cook, at the Spy Glass inn. Mr Silver owned the inn. The squire called him Long John Silver. I soon found the place a short way along the harbour side. It was clean and bright. The customers were all sailors, and the room was full of smoke. A man came from the side room. His left leg was missing, and he walked with a wooden crutch under the top of his arm. He was tall and strong, and his face was intelligent and smiling. When I first saw him, I was worried. Was this the man with one leg that Billy Bones was frightened of?

Critical thinking

Why was Jim worried when he first saw Mr John Silver?

I walked to him. 'Mr Silver?' I asked.

'Yes, my lad,' he said. 'And who are you?' Then he saw the squire's letter in my hand. 'Oh, I understand!' he said. 'You are Jim Hawkins, our new cabin boy. I am very happy to meet you, Jim, lad!'

He shook my hand, smiling all the time. I liked him immediately. He was clean and friendly, not at all like the pirates, Billy Bones, Black Dog and Blind Pew.

Just then, a customer stood and ran to the door. I saw his hand ... with the two missing fingers, then he was out in the street.

'Stop him!' I shouted. 'That's Black Dog!'

'He hasn't paid for his breakfast,' said Silver. 'Catch him, lads!' Two of the customers ran out of the door.

'What was his name?' he asked. 'Black ... something, wasn't it?'

'Black Dog, sir!' I said. 'He was one of the pirates.'

'What?' said Silver. 'A pirate in my inn!' he looked at a man. 'You were sitting with him, Tom Morgan. Did you know him?'

'No, sir,' said Tom Morgan. 'He's a stranger. I've never seen him before today, sir.'

'He has been here before,' said Silver. 'He used to come in with a blind man.'

'Blind Pew!' I said. 'He was a pirate too!'

'Pew? Yes, that was his name. That's terrible! I can't believe it! Pirates in my inn! We must report this to Squire Trelawney immediately, Jim. Come! I'll walk with you.'

Silver was an interesting and friendly man. During our walk, he told me about the ships in the harbour, and he told me stories about the sea. We arrived at the inn and found Squire Trelawney and Dr Livesey. Long John told them the story from first to last, and his report was all true. 'That's right, isn't it, Jim, lad?' he said at the end. I agreed.

Critical thinking

Were Jim's predictions about Mr John Silver correct?

Reflect and communicate

Use three adjectives to describe Long John.

Silver stood up.

'We sail at four,' said the squire.

'Yes, sir,' said the cook. 'I'll be there.'

We watched him go, hopping quickly along the street with his crutch and one leg.

'I like that man,' said Dr Livesey.

'Yes, he's an excellent person,' said the squire. 'We were lucky to find him. Put on your hat, Jim, we'll go out and board the ship now!'

7 Captain Smollett

We took a small boat out to the *Hispaniola*. Mr Arrow, the first mate, met us when we boarded the ship. The squire shook hands with him.

'Mr Arrow's a good man too,' he whispered to me.

Captain Smollett walked forward. 'I wish to speak with you, Mr Trelawney.' He looked behind him. Some sailors were working on the deck at the front of the ship. 'But not here, sir. We should speak in your cabin.'

Critical thinking

Why did the captain request to speak with the squire in his cabin?

Dr Livesey and I followed them into the cabin.

'Well, Captain Smollett. What do you want to say?' asked the squire.

The captain's face was red, and he spoke angrily. 'Sir, I must tell you this. I don't like this journey. I don't like the men. And I don't like the first mate.'

The squire was angry too. 'Perhaps, sir, you do not like my ship,' he said.

'I have not sailed the ship yet,' said Captain Smollett, 'so I do not know.'

'Then maybe you do not like me, sir,' said the squire.

Dr Livesey put his hand up. 'Let's be calm,' he said. 'Either the captain has said too much, or he has said too little. Please explain, Captain Smollett.'

'Sir, I took this job as captain on secret instructions. I must take this ship where Squire Trelawney tells me.'

But now I discover that every sailor knows more than I do. Is that correct for the captain on a ship?

'No, sir,' said the doctor. 'It isn't.'

'Then I have discovered that this journey is for treasure. We are searching for Captain Flint's treasure.'

'That's a secret,' said the squire.

'A secret? A secret that every sailor here knows. It's a question of life or death for us,' said Captain Smollett. 'I didn't choose these sailors, and I do not like these sailors.'

'You do not like Mr Arrow either,' said the doctor. 'You said so.'

'I do not, sir,' said the captain. 'He is too friendly with the sailors. That's wrong for an officer.'

'What do you want, captain?' said Dr Livesey.

'You have some of Squire Trelawney's men with you,' said the captain. 'Put them in a cabin behind the mast near your cabins. All the other sailors sleep before the mast.'

'Any more?' said Mr Trelawney.

'Yes, sir. There has been too much talking.'

'Far too much,' agreed the doctor.

'I have heard,' continued Captain Smollett, 'that you have a map of an island. There are crosses on this map. They show the place where the treasure is.'

'I never told anyone that,' said the squire. 'Was it you, Dr Livesey? Or was it you, Jim Hawkins?'

'It doesn't matter,' said the doctor. 'But somebody has said too much.' He looked at the squire.

'Listen to me,' said the captain. 'The sailors are putting the guns and gunpowder at the front of the ship. Move it all to the back of the ship. Put it under your cabin.'

'You're afraid of a mutiny,' said the squire.

Inferring meaning

What does the word 'mutiny' mean?

- a a refusal to obey orders
- b a feeling of thirst
- c an unhappy situation
- d a large group of men

'No,' said the captain. 'But we must be very careful. That is intelligent.'

'I will do this,' said the squire. 'But I am not happy, captain. But I believe you are a true man. I believe you and Long John Silver are true men.'

We went out on deck. The men were all working. I was happy that my new cabin was at the back of the ship, 'behind the mast', as the sailors say. Hunter, Joyce, Redruth and I had four beds.



All the sailors were working, when the last small boat arrived. Long John Silver was standing in it. There was his bright-coloured parrot sitting on his shoulder. He climbed quickly up the ropes on the side of the ship, and stood on the deck.

'What are you doing, lads?' he asked.

'We're moving the gunpowder and guns to the back of the ship,' said one sailor.

'Why?' said Long John Silver. 'That's a crazy idea. It's time to sail for the open sea.'

'My orders!' shouted Captain Smollett. 'Go below the deck and cook the dinner!'

'Yes, sir,' said Long John Silver, and immediately hopped along the deck, and climbed down the steps to the ship's kitchen.

'He's a very good man,' said Dr Livesey to the captain.

The captain turned to me. 'Go and help the cook, boy.'

I hurried to the steps, but I heard the captain speak. 'A very good man, is he? I will have no favourite people on this ship!'

Reflect

Tick the words that best describe the captain's feelings about the cook, John Silver.

- ☐ suspicion
- ☐ distrust
- ☐ dislike
- ☐ friendly

I hated that captain.

8 On board the ship

Early the next morning, the sailors were pulling up the ship's anchor. One shouted, 'Now Long John, sing us a song ...'

'The old song!' cried another.

'I will, mates ...' said John, and started singing:

Fifteen men on a dead man's chest ...

And all the sailors sang the next line:

Yo ho ho, Yo ho ho ...

Critical thinking

What extra information does this give about the old seaman?

In my head, I imagined Billy Bones' voice, joining the song with them. But soon the ship's sails filled with the wind, and the ship was moving.

I am not going to describe all of our journey. It was a good ship. The men understood their work, and Smollett was a good captain. But there are some important things.

Mr Arrow was not a good officer. The men knew it, and they didn't listen to him. He often slept all day. It was a mystery. The captain was very angry with him. Then one dark and stormy night, Mr Arrow disappeared. Did he fall over the side of the ship? We thought so. We had no first mate, but Trelawney knew a lot about the sea, and Mr Hands, an old sailor, did Mr Arrow's old job. He was a close friend of Long John Silver.

Predicting

What do you think happened to Mr Arrow?

The sailors put ropes above the deck, and Long John could hold a rope with one hand, and hop quickly around the ship. Mr Hands told me about him.

Inferring information

Was Long John comfortable on the ship? Explain your answer?

Beyond the text

Why does the author refer to Mr John Silver when on the boat as 'Long John'?

'John's a clever man,' he said. 'He went to a good school, and he's the bravest man I've met. I've seen him fight four men, and win.'

Everybody liked John, and he was kind to all of them. The ship's kitchen was always clean and warm.

I often sat in the kitchen with **him**.

Critical thinking

A Which words describe Jim's relationship with Long John? Tick all that apply.

- ☐ friendly and trusting
- ☐ comfortable
- ☐ stressful
- ☐ terrible

B To whom does 'him' refer?

- ☐ Long John Silver
- ☐ Jim

'Sit down, Jim, lad,' Long John said the first time. 'I'll tell you some stories.' He pointed at the parrot. 'This is my

parrot. I call her Captain Flint, after the old pirate. How are you, Captain Flint?

'Pieces of eight! Pieces of eight!' said the parrot.

'Now, this bird may be 200 years old. They live a long time. This bird's been all over the world. She's seen some terrible things in her life. She's sailed the seas with pirates. She's seen gold, pirate gold, and lots of it. What kind of gold was it, Captain Flint?'

The parrot said, 'Pieces of eight! Pieces of eight!'

'A 'piece of eight' is a Spanish gold coin,' said John. 'Some call it the Spanish dollar. It's an eight *real* coin. A Spanish *real* is like our English pound.'

'I know. I've seen some,' I said.

'Have you?' said John quietly. 'Now where did that happen, Jim?'

But then the squire called me. 'Where's our food, Jim?'

And I hurried to his cabin with plates of dinner.

Predicting

What do you think would have happened if Jim had told John where he had seen a 'piece of eight'.

Inferring information

Do you think the squire was listening to Jim and John? Explain your answer.

We had some bad storms, but the *Hispaniola* sailed through them. The food was good, better than most ships in those days. There was a large barrel of apples on the deck, and any sailor could eat an apple at any time. It was the doctor's idea. 'If the sailors eat fruit every day,' he said. 'They won't get ill.'

'Apples!' said Captain Smollett. 'I've never heard of apples on a ship. It's not a good thing!'

But it was a good thing, and I'll explain why.

It was the last day of our journey. It was dark, and I had no more work that day. I wanted an apple, and ran along the deck to the barrel. The two men on deck were looking forward, not at me. The barrel was nearly empty. I put my arm in, but I couldn't reach the apples

at the bottom. I climbed in to the barrel and found an apple. It was warm in the barrel, and I sat down and ate my apple. Then I think I went to sleep.

Suddenly there was a loud noise, and the barrel shook. A large man was sitting on the deck, with his back against the barrel. I was just going to climb out, when I heard the man's voice. It was Long John Silver.

I heard the first few words, and then I stayed quietly in my barrel and I listened. Those words were frightening, and I knew then that our lives were in great danger.

Critical thinking

What do you think Jim heard that was so frightening?

9 What I heard in the barrel

'No, not I,' said Silver. 'Flint was the captain. I was the first mate. I lost my leg on Flint's ship, *The Walrus*. Pew lost his eyes in the same fight. Black Dog was lucky. He only lost the two fingers. The ship's doctor cut my leg off. They caught that doctor near Trinidad, and they hanged him there. 'Hanged by the neck until you are dead,' that's what they say. They hanged 15 other pirates that day. But they never caught us. Flint's ship was red with blood on the decks, and full of gold below.'

'Flint was the best of the lot!' said a young sailor's voice.

'Or the worst!' laughed Silver. 'It's a pirate's life. You fight. You kill some. Your mates die. But you eat and drink like a king at the end. Most spend all their money, but not me. I was careful. I bought the Spy Glass inn. I've got gold. It's waiting for me after this journey. It's with my wife. So, are you with us?'

'I'm with you, John,' said the young sailor.

I heard feet on the deck.

'Young Dick's with us now,' said Silver.

'Good,' said a man. I knew the voice. It was Mr Hands. 'But how long are we going to wait, John? I've had enough of Captain Smollett and his orders. We should be sleeping in comfortable beds in the cabins behind the mast.'

'Now listen to me,' said Silver. 'You stay before the mast. You work hard. You speak quietly. You obey the captain. I'll give the instructions. Not you.'

'But when, John? When do we take control of the ship?'

'When?' said John. 'At the very last moment. Smollett's a good captain. Let him sail the ship for us. The squire and doctor have the map. We'll let them find the treasure for us. They can help us to carry it to the ship. My idea was to let Captain Smollett sail us half the way home first. But I know the men on this ship. They won't wait until then. So we'll do it on the island, after the treasure's on board.'

Reflect

Why did Long John want to keep Captain Smollett?

'We can sail the ship, John,' said Hands. 'I can get the map from them. I just need two minutes with this knife! I'll do it now.'

'Now? Listen. That was Flint's way. He's dead. And Pew's dead. And Billy Bones is dead. Do it my way.'

'What are we going to do with them?' said young Dick.

'Well, we could leave them on the island. Maroon them. We've done that before. Or we could kill them like sheep. That was Flint's way.'

'Dead men don't talk,' said Hands.

'That's my idea too,' said Silver. 'I'm going to be a rich man in a big house. I don't want the squire to arrive after five years and point his finger at me! No, we must kill them all. But one thing ... I'll kill Trelawney with my own hands. He's mine!'

The others laughed.

'Now, young Dick,' said Silver. 'Jump in that barrel and get me an apple.'

I was shaking with fear. Suddenly the moon came from behind a cloud, and moonlight shone into the barrel. I believed I was going to die, but then, just then, I heard a voice from the top of the mast.

'Land ho! Land ho! I can see the island!'

10 Ready for war

I heard feet. Everybody was on deck. They were looking at the island. I quickly climbed out of the barrel, and looked. I could see two low hills, with a third, higher hill, behind.

Captain Smollett spoke. 'Now, men! Has anyone seen that island before?'

'I have, sir,' said Silver. 'We stopped there once for water. There are good rivers there, sir.'

'The best harbour is on the south side, isn't it?' said the captain.

'Yes, sir. It was a place for pirates a few years ago. That hill in the middle is Spy Glass Hill, sir.'

'I have a map here,' said the captain. 'Look. Is it the same place?'

Long John's hand shook when he took the paper. I could see that it was a new, clean map. It was not the map from Billy Bones' sea chest. It was a careful copy. Nearly everything was there, but not the red crosses.

Reflect

A Was the map the captain was holding the real map?

B Why were the red crosses missing from the map?

Silver was angry, but he hid his anger. 'Yes, sir. That's the harbour, sir. Captain Blackbeard's Harbour, they call it. You'll need a strong anchor. The sea moves fast there.'

'Thank you,' said the captain. 'You may go.'

I was shocked a few minutes later. Silver put his hand on my arm, 'Wait here, Jim, lad,' he said.

Did he know about the barrel? But no, he didn't.

'It's a sweet place, this island,' he said. 'It's a good place for a young lad. You can swim. You can climb trees. You can shoot the goats for meat. I'll get you some food. You can look around that island. You'll enjoy yourself.'

He hopped away to the steps to the kitchen.

I went to the doctor and whispered, 'Doctor! Get the captain and squire to the cabin. Then send for me. Ask for food or drink. I have terrible news!'

The doctor didn't reply. But he spoke to the captain, and they all went into the cabin. A few minutes later,

Hunter came on deck and asked me to take some food to the cabin.

I went in. They were all sitting down.

'What is it, Hawkins?' said the squire.

I reported Silver's words exactly. No one spoke for a moment.

'Captain Smollett,' said the squire. 'You were right, and I was wrong. From now, you must give all the orders.'

Reflect and communicate

Were captain Smollett's suspicions true?
Explain your answer.

'This is strange,' said the captain. 'There are usually signs of a mutiny before it happens. I haven't seen any.'

'That's because of Long John Silver,' said the doctor. 'He's a very clever man.'

'He won't look clever when they hang him,' said the captain. 'But there are three or four important things.'

'What are they?' said the doctor.

'First thing, we must continue. We can't go back. If we try to go back, they'll be a mutiny immediately. Second, we have time. They won't move before we find the treasure. Third, we have some good men. Your three men are on our side, squire. So there are six of us.'

'And me,' I said.

The doctor smiled. 'Seven.'

'Are all the sailors with Silver?' asked the captain.

'Trelawney chose some of the men,' said the doctor.

'Then I found Long John Silver and he chose all the others,' said the squire.

'What about the men who you chose?' said the captain. 'Are they on our side?'

The squire shook his head. 'Maybe not - I chose Hands before I met Silver.'

Reflect

How is this connected with Mr Arrow's disappearance?

The doctor put his hand on my shoulder. 'Jim can help us. He can be our eyes and ears.'

We had seven on our side. Maybe all the sailors were with Silver. We didn't know. But if so, they had 19 on their side.

Understanding the Story 2

(Chapters 6-10)

A Make a list of the main characters in the part of the story, in order of appearance. Use two adjectives to describe each character and give evidence for your character description.

Character	Adjectives	Evidence in the text

B Are these sentences true (✓) or false (X)? Correct these false sentences.

- 1 Long John Silver was small and weak.
- 2 None of the sailors knew about the treasure map.
- 3 A piece of eight was a French silver coin.
- 4 The barrel of apples was Captain Smollett's idea.
- 5 Silver didn't lose his leg on Captain Flint's ship.
- 6 The sailors slept behind the mast, at the back of the ship.
- 7 Silver wanted to kill the captain immediately.
- 8 The island had two high hills, with a third, lower hill in front.
- 9 Silver looked at the red crosses on the map.
- 10 There were 90 sailors on the ship.

- C** Choose one of the characters from the story. List adjectives to describe the character and make notes on what he is like. Then use your notes to write a short description about the character. Try to describe his appearance and personality as well as the effect he has on people around him. Conclude your description with your opinion of the character.

D Who said these things? Write the names.

- 1 'I am very happy to meet you, Jim, lad!'
- 2 'Sir, I must tell you this. I don't like this journey.'
- 3 'What do you want, captain?'
- 4 'Now this bird may be over two hundred years old.'
- 5 'I've had enough of Captain Smollett and his orders.'
- 6 'Dead men don't talk.'
- 7 'Has anyone seen that island before?'
- 8 'You were right, and I was wrong. From now, you must give all the orders.'
- 9 'They won't move before we find the treasure.'
- 10 'Jim can help us. He can be our eyes and ears.'

11 Going to the island

The island was grey and dark, with trees down to the water. The sea was calm, and there was no wind. The captain gave orders. The sailors put both boats in the water, and eight men climbed into each boat. I got into the second boat. The boats went in front of the ship, and took it round the island to the south side, then into the harbour. It was a very hot day, and rowing the boats was hard, heavy work. The men were unhappy.

Silver was on the ship, next to Captain Smollett. He showed him the way into the harbour. The captain dropped the ship's anchor, and the two boats returned to the ship. The men sat around the deck, talking quietly and angrily. Long John Silver was the only man who was smiling.

I went to the cabin. Hunter, Joyce and Redruth, the squire's men from England, were there, too.

'There's mutiny in the air,' said the captain. 'I can feel it. I have an idea. I'll let them go to the island this afternoon.'

The captain went out and told the men. 'It has been a very hot day, and you have all worked hard,' he said. 'Everyone's tired. You can go to the island for a few hours, until the sun goes down. Each man can choose. Go or stay. Mr Silver, you will lead the men to the beach.'

Immediately they were smiling and happy. I believe the stupid sailors thought treasure was on the beach. Silver spoke to the men quietly. Thirteen got into the boats. Six stayed on board ship. The numbers were important. Silver knew there were six men on our side. I remembered the doctor's words, 'Jim can be our eyes and ears.' At the last moment, I jumped into a boat. Silver was in the other boat. He called out, 'Is that you, Jim, lad?'

Reflect

Why did Jim jump into the boat at the last minute?

My boat had fewer men, so it was lighter and moved faster. We arrived at the beach first. I jumped out of the boat and started running.

'Jim! Jim!' I heard Silver's voice, but I did not look back.

I ran into the trees. The forest was thick and I had to push between the trees. I arrived at a small river and stopped. I sat there for a long time. Then I heard birds

flying from the trees into the air. I could hear voices. Some people were coming. I lay under a bush, and looked out.

Silver was there with Jack, one of the sailors.

'I like you, Jack,' Silver was saying. 'So I'm giving you a warning. You must join with them, or die.'

Inferring information

Who does 'them' in the line above refer to?

- a the soldiers
- b the pirates

'Silver,' said Jack. 'You're a good man. You have money in England. What are you doing with these people? I can't join a mutiny.'

Then I heard shouts, angry shouts, far away. Finally, there was a loud scream. Jack jumped at the noise. 'What was that?'

Silver didn't move. 'That? I think that was Alan. I think he said 'no'.'

Critical thinking

- A Who was Alan?
- B What did Alan say 'no' to?
 - a joining the sailors
 - b joining the pirates

'They've killed Alan, haven't they?' said Jack. 'Kill me, if you can, but I will not join you.'

Jack turned his back to the cook and walked away. Silver put one hand on a tree, then with a cry, he threw his crutch at Jack's back. It hit him between the shoulders and he fell to the ground. Silver hopped to him, jumped on top of him, and put his knife into Jack's back several times.

I closed my eyes. When I opened them, Silver was standing up, his crutch under his arm, and his hat straight on his head. Jack was dead. I knew Alan was dead too.

Inferring information

How did Jack die?

I moved quietly back through the bush, then I stood and ran. I ran and ran. I could not go back to the boats. I ran for a long time, then stopped near a small hill.

That was when another frightening thing happened.

Critical thinking

What frightening things have happened to Jim since his arrival to the island?

12 The man of the island



I heard stones moving down the hill and looked up. I saw something jump behind a tree. Was it an animal? Was it a man?

I began to walk away, slowly. I was feeling nervous and afraid. I saw the animal or man. It was moving through the forest. Then it moved faster so it was in front of me. It was a man, a wild man, with dirty old clothes and

very long hair. The man ran towards me, then fell to the ground. I stopped.

'Who are you?' I asked.

'Ben Gunn,' he answered. 'I'm poor Ben Gunn and I haven't spoken to anyone for three years.'

His face was dark, burnt by the sun. His mouth was nearly black, but his eyes were bright blue. His clothes were old ship sails and the skin from wild goats.

'Three years?' I said. 'Did your ship go under the water in a storm?'

'No, friend,' he said. 'Marooned. They marooned me.'

Inferring meaning

What does 'marooned' mean?

- a injured
- b captured
- c forgot
- d abandoned

They left me here and sailed away. I've been alone these three years, with no food but fish and some fruit. Have you got any English food? I dream about cheese every night.'

'There's cheese on board my ship,' I said.

'What's your name, mate?' he asked.

'Jim Hawkins,' I told him.

'You're a lucky lad, Jim. You found me, and I'm rich! I'll make you rich too, Jim,' he stopped. 'But tell me about the ship, and tell me true. Is that Captain Flint's ship?'

'It's not Flint's ship, and Flint is dead, but I will tell you true. There are some of Flint's men on that ship.'

Ben looked frightened. 'Not ... a man with one leg?' he asked.

'Yes. Long John Silver,' I said.

'Did Long John send you?' he asked. 'Because if Long John finds me, I'm a dead man!'

So I told him the story of our journey.

'Will your squire take me home?' he asked.

'I know he will,' I said.

Ben Gunn told me his story too.

'I was on Flint's ship,' he said. 'We landed here, and Flint went to the island with six men and the treasure. They

were six strong brave men, too. They were on the island for a week, while we were waiting out on the ship. Then Flint came back, rowing a little boat. He was alone. The six men were dead. Dead and buried on the island. He killed them all. Just him against six. Billy Bones and Long John Silver were the officers, and they asked him where the treasure was, but he never told them.'

He continued. 'So, three years ago I was on a different ship, and we passed by this island. 'Mates,' I said. 'Flint's treasure is here. Let's land and find it.' Twelve days they searched for it, and they got angrier every day. On the last day, they went back to the ship. 'Ben Gunn,' they said. 'You can stay here and find Flint's gold for yourself.' Then they sailed away and marooned me here.'

'Well,' I said, 'the Hispaniola's out there, and now we're both here. But how are we going to get on board?'

'Ah,' said Ben. 'I have a secret. I've made a small boat. It's under the white rock at the end of the beach. We can try after dark.'

Just then, we heard a noise like thunder. 'That's the ship's cannon!' I said. 'They're fighting!'

I started running towards the harbour, with Ben running beside me. Then we heard guns and pistols too. Ben led me a different way through the trees for a long time.

We stopped and looked, there, above the trees, we could see a red, white and blue British flag. It was waving in the wind.

13 The doctor's story

This is Dr Livesey. Jim Hawkins has asked me to continue the story. I shall tell you about the things which Jim did not see.

It was half past one, and I was with the squire and the captain in our cabin. Hunter arrived with news. Jim Hawkins was in one of the boats. He was going to the island. This was very bad news for us. Now we could not attack the six sailors, lock them in a cabin, and sail out to sea (which was our new plan). We could not leave young Jim behind.

We went on deck. The six sailors were sitting at the front of the ship, and we could see the two long boats on the beach. Hunter and I took the ship's third boat, a

much smaller boat, and went to the island. We wanted to find the stockade, which was on the map. We saw two men on the beach by the boats, but rowed away from them. We rowed along the coast, then we saw the stockade. There was a strong wooden building with small windows, for guns. It was made of logs. There were no trees or bushes near, but there was a strong wooden stockade around the building. I told Hunter to stay there.

I rowed back to the ship, and we put guns, gunpowder, food and my important medicine chest into the small boat.

Joyce and I took everything to the stockade. I left him with Hunter, then I returned for more. We filled the boat again. There wasn't enough space in the little boat for all the guns. The captain shouted to the sailors. 'Abraham Gray! I know you are a good man. Why don't you join us?'

There was a short fight with the sailors, and Gray ran to our end of the boat. There was a cut on his face and blood on his shirt.

'I'm with you, sir!' he said.

We all got in the boat. It was dangerously low in the water, because there were too many of us now.

We started towards the beach. The captain said, 'Oh, no! The cannon!'

'They can't get the cannon to the beach, sir,' I said. 'The stockade is safe.'

'Look behind you!' said the captain.

I looked back. The five men on the ship were pointing the ship's large cannon at our boat.

'Hands was Captain Flint's gunner!' said Gray.

I could see Hands. He was putting a metal cannon ball into the cannon.

'Can we shoot him?' asked the captain.

'I can,' said Trelawney, and he stood up in the boat with his gun. The boat was moving from side to side.

'Careful, Trelawney!' I said.

The cannon was pointing at us. Trelawney shot at the sailors. He missed Hands, but one of the others screamed, and fell to the deck.

We were near the beach. 'Keep your heads down in the boat,' shouted the captain. We heard the cannon. The ball passed just over our heads, but now our small boat was going under the water. There were too many of us,

and when we all moved to the bottom, water came over the side. Our boat went under the water. We could walk through the water to the beach, but we lost our food, and two of the guns.

We ran towards the stockade. We could see some of the sailors running along the beach towards us. We got to the stockade, and turned. Seven of the mutineers were coming through the bushes. We shot at them, so did Hunter and Joyce from the fort. One fell, and the rest ran back to the trees, then they shot at us.

Poor Redruth fell. We carried him into the log cabin, but he died after a few minutes.

The captain opened his jacket. He had a British flag in his large pocket. 'We'll fly our flag,' he said. 'Then Hawkins might see it.'

Reflect and communicate

Why did the captain want Jim Hawkins to see the flag? Did his efforts succeed? Explain your answer.

We put the flag on top of the roof. Soon a cannon ball passed high over the roof and fell in the trees. Then another came over the stockade and fell just outside the log cabin.

'There is only a little gunpowder on the ship,' said the captain. 'Let them finish it.'

Trelawney shook his head. 'Captain, they can't see the fort from the ship. The trees are between us. They are shooting at the flag, sir. Maybe we should take it down.'

'Take down our flag!' shouted the captain. 'I won't, sir. The flag tells them we are not afraid.'

Cannon balls passed over us many times that evening. One made a hole in the roof, but we were not hurt.

'There are six of us,' said the captain. 'Poor Redruth is dead. And we don't know anything about young Hawkins.'

Just then we heard a voice. 'Doctor! Squire! Are you in there?'

I ran to the door and saw Jim Hawkins. He was climbing over the stockade.

14 Jim at the stockade

Jim Hawkins continues.

When Ben Gunn saw the flag, he stopped.

'Those are your friends?' he said. 'They're in Flint's old stockade.'

'Maybe it's the mutineers,' I replied.

'No! Long John Silver's flag is the pirate flag – black with a death's head and crossed bones.'

'We must hurry to them,' I said.

'Not me, Jim,' he said. 'I don't know your gentlemen. I won't go near them until I have a promise that I'm safe. You can find me, Jim. I'll be at the place where we met today. But bring a white flag with you. Now I have a job to do.'

Reflect and communicate

What job was Ben Gunn referring to?
Explain your answer.

Later, those pirates will be sleeping. I think some may be dead by the morning.'

Just then, a cannon ball crashed through the trees, just above our heads. We both ran away. For the next hour, balls were crashing through that forest. I hid in the trees. I could see the *Hispaniola*, and the pirate flag was flying from the mast.

Reflect

What did the pirate flag indicate?

The long boats were on the beach, and the mutineers were sitting around a big fire. Far along the beach, there was a white rock. I remembered Ben's story. His boat was under that rock.

I climbed over the stockade and I saw the doctor! Soon I was in the log cabin, and I was telling them my story. The doctor asked me about Ben Gunn.

'He used to be a pirate,' said the doctor. 'Can we believe him now?'

'I do not know, sir,' I replied. 'He seems crazy.'

'Crazy? He has been in this terrible place for three years, and he's been alone. He dreams about cheese, you

say. Well, I have some Italian Parmesan cheese in my medicine chest. He shall have it.'

Inferring meaning

Who does 'I' (in **bold** above) refer to?

- a Jim
- b Ben
- c Dr Livesey
- d the squire

We made a hole in the ground, and buried poor Redruth in it. We could hear the mutineers on the beach, shouting and singing late into the night.

I woke late the next morning. I was so tired. I heard someone shout.

There were two men outside the stockade. One carried the white flag. Next to him, Silver was standing quietly with his crutch.

'Stay indoors, men,' said the captain. 'What do you want?' he shouted. 'Stand there, or we'll shoot!'

'White flag,' said Silver. 'This is Captain Silver. We've come to talk.'

Critical thinking

What does the white flag symbolize?

'Captain Silver?' said our captain. 'Who is that? I don't know him.'

'Me, sir. These poor lads have chosen me as their captain. After you left your ship, sir, and ran away. Can I come and talk, sir? Do I have your promise that I can leave after our talk?'

'I will listen,' said Captain Smollett.

Silver threw his crutch over the stockade, and climbed over after it. He picked it up and hopped to the door.

'Sit down there,' said Smollett. 'On the ground.'

'Aren't you going to invite me inside? It's a cold morning,' said Silver. He sat down.

'A ship's cook is welcome,' said Smollett, 'but Captain Silver is a mutineer and a pirate. And he will hang! You will all die at the end of a rope.'

Reflect and communicate

Explain in your own words what Captain Smollett meant.

'We will be more careful tomorrow,' said Silver. 'You won't kill any more while they're asleep.'

I thought of Ben Gunn's words. So! Now there was another pirate dead.

Critical thinking

What reminded Jim of Ben Gunn's words?

'We want that treasure,' said Silver. 'And you have the map.'

'Maybe,' said the captain.

'Oh, I know you have it,' said Silver. 'Here's my plan. You give me the map. And you stop killing my men. Then you can choose. You can come on the ship, my ship, it is now, and we'll take you to a safe place and leave you. You have my promise. Or we can leave you here. We'll leave you food, and I'll tell the first ship that we see. I'll send them to pick you up,' Silver spoke louder. 'That's a promise to every one of you in the cabin. Choose for yourselves!'

'Have you finished?' said Smollett. 'Because here's my idea. You come here, one at a time, with no swords or guns. And you will return to England as my prisoners. You can't find the treasure. You can't sail that ship home. You can't fight us. Now go, and next time I see you, I'll put a bullet in your back.'

'Help me to stand,' said Silver.

'Not I,' said the captain.

'Who will help me stand?' said Silver.

No one moved.

Silver went on his hands to the stockade, and pulled himself up.

'You have one hour,' he said. 'Then we'll be back. And those that die will be the lucky ones!'

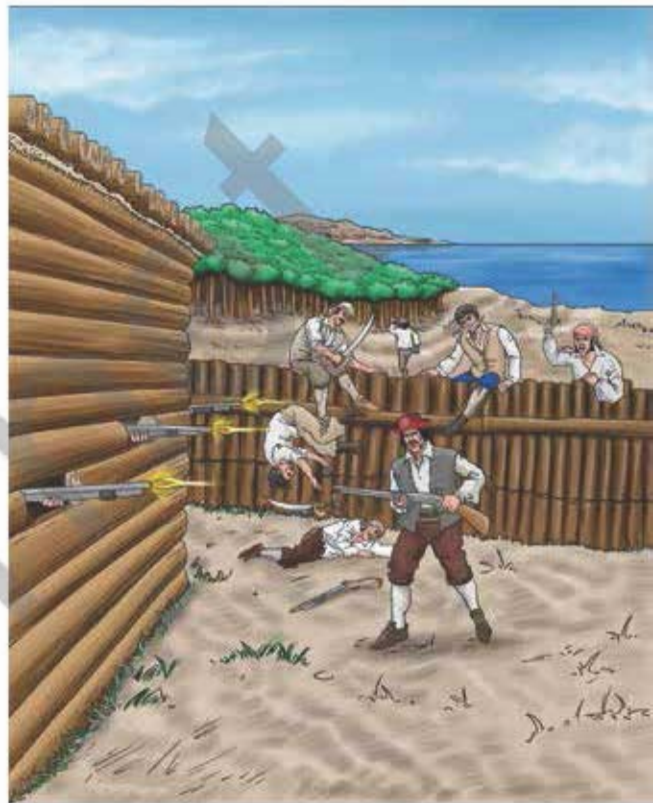
Inferring meaning

Who does the 'we' in 'we'll' (in **bold** above) refer to?

- a the pirates
- b the sailors

15 The attack

The waiting was the worst thing. The sun came up, and soon it was very hot inside the cabin. The doctor was at the door on the south side with his gun, Hunter was on the east side, Joyce was on the west side, with Trelawney and Gray at the north side. The captain said, 'They'll come from the north. The trees are closer on that side.'



We had 20 guns for 7 of us. Each gun had just one shot. The captain and I had to stay in the middle and put more bullets in the extra guns.

The first shots came from three sides. The captain counted them. 'One from the east, one from the west, seven from the north.'

Suddenly, with loud cries, a group of pirates attacked. They climbed over the stockade like wild animals. Trelawney and Gray were shooting. Three pirates fell, but one was more frightened than hurt. He stood and ran into the trees. Four men were inside the stockade. One pulled Hunter's gun through the hole, then knocked him over with it. Then another was through the door, sword in hand, fighting the doctor.

'Out, lads!' shouted the captain. 'We'll fight them outside!'

I took a sword, and we all ran out. I was face to face with Anderson. His sword just missed me, and I jumped to the side. Gray was right behind me, and killed him with one cut of his sword. The doctor killed another, and a third was wounded. **He** lay on the ground, screaming.

Inferring meaning

Who does 'He' (in **bold** above) refer to?

- a the doctor
- b the wounded soldier
- c the third pirate
- d Gray

The fourth pirate, a man with a red hat, climbed back over the stockade. The doctor, Gray and I ran back into the log cabin. Then we counted the price of our win. Joyce was on the ground with a bullet hole over his heart. Dead. Hunter was lying on the ground, badly wounded, with blood on his head. Trelawney was holding the captain. 'He is wounded,' he said. 'Two bullets hit him. One in the shoulder, one in the leg.'

'Have they run away?' whispered the poor captain.

'Yes, sir,' said the doctor. 'And five of them will never run again.'

'Five!' said the captain. 'That's better! At the start of this mutiny we had seven, they had nineteen. Now we're four against nine!'

(My note: The mutineers were soon eight in number. One wounded man died on the ship that evening. We did not know that until much later.)

The mutineers did not return that day. The wounded pirate died, and so did Hunter. Hunter never woke up, and died in the evening. The captain was alive, but he could not walk or move his arm.

The squire, the doctor and the captain spoke quietly for a time. Then the doctor stood up. He took a gun, two pistols and a sword. He climbed over the stockade and walked quickly into the trees.

'Where is the doctor going?' said Gray. 'Is he crazy?'

'No,' I said. 'If I am right, the doctor is going to find Ben Gunn.'

Critical thinking

Why does Jim think the doctor is going to find Ben Gunn?

Understanding the Story 3

(Chapters 11–15)

A Look at these sentences about the people in the story. Match the two halves to make sentences. All the sentences must match once.

- | | |
|---------------------------------|--|
| 1 Long John Silver ... | A ... was marooned three years earlier. |
| 2 The sailors Jack and Alan ... | B ... put a cannon ball in the cannon. |
| 3 Ben Gunn ... | C ... was wounded in the shoulder and the leg. |
| 4 Captain Flint ... | D ... went to find Ben Gunn. |
| 5 Hands ... | E ... killed Jack with his knife. |
| 6 Captain Smollett ... | F ... never woke up and died in the evening. |
| 7 The doctor ... | G ... would not join the mutiny. |
| 8 Hunter ... | H ... killed six sailors on the island. |

B Reflect

Work with a partner. Draw a timeline of the most important events that have happened since Jim's arrival on the Island. Share your timeline with the class.

- ___ Jim met Ben Gunn.
- ___ Captain Smollett put a British flag on the roof.
- ___ Two rowing boats pulled the ship to the harbour.
- ___ The doctor took the small boat and found the stockade.
- ___ Silver arrived with a white flag.

- ___ The pirates attacked the stockade.
- ___ Jim jumped out of the boat and started running.
- ___ The small boat went under the water because there were too many people in it.
- ___ The pirates ran away.
- ___ Silver threw his crutch at Jack's back.

C Who said it? Write LJ for Long John Silver, CS for Captain Smollett, ST for Squire Trelawney, DL for Doctor Livesey, BG for Ben Gunn, JH for Jim Hawkins.

- 1 'You can go to the island for a few hours, until the sun goes down.' _____
- 2 'I'm giving you a warning. You must join with them or die.' _____
- 3 'I haven't spoken to anyone for three years.' _____
- 4 'You found me, and I'm rich. I'll make you rich, too.' _____
- 5 'They are shooting at the flag, sir. Maybe we should take it down.' _____
- 6 'Doctor! Squire! Are you in there?' _____
- 7 'Can I come and talk, sir. Do I have your promise that I can leave after our talk?' _____
- 8 'You have one hour. Then we'll be back.' _____
- 9 'Out, lads! We'll fight them outside.' _____
- 10 'And five of them will never run again.' _____

D Critical thinking

Compare Jim's description of their arrival in Bristol (Chapter 6, page 187) with their arrival on the island. How are the descriptions similar and how are they different?

Use the table to help you then share your description with your class.

	Arrival in Bristol	Arrival on the island
What Jim saw.		
What the sailors were doing.		
How Jim felt.		

16 My sea story

Why did I do it? I was in the hot cabin. The smell of the dead pirates outside was terrible. I thought about the doctor in the cool dark woods. I wanted to find Ben Gunn's boat. I couldn't explain my plan to the squire. I knew his answer already: No. I had to escape from the stockade. I took two pistols and climbed the wall. It was late afternoon.



When I arrived at the beach, I could see the *Hispaniola*. The pirate flag was flying. One of the boats was beside the ship. I could see Silver in it. Two men were on the ship's deck. They were talking to Silver and laughing. I heard a scream, but it was only Silver's parrot, which was sitting on his shoulder. Then Silver's boat started back to the beach.

I hurried to the white rock. I wanted to find Ben Gunn's boat. When I found it, it was a shock. It was very small and it was round. It was only big enough for one person, and it was made from thin wood with goat skin over it. It was the worst boat I had ever seen. But I had a new idea.

I could see the long boats on the beach and a big fire. The *Hispaniola* had two small lights on board. I pushed the little boat into the water and climbed in. How could you control that boat? It moved around and around. Luckily, the water was running towards the ship. Soon

my boat was touching the ship's side. I used my hands, and moved it to the front. I joined it to the ship's side with a small rope. There was the strong anchor rope. I cut it very slowly, one thin piece at a time, until only two pieces were there. Then I waited.

Critical thinking

Why did Jim only leave two pieces of the rope?

I heard voices from the ship. One was Mr Hands, Captain Flint's old gunner. The other was the pirate with the red hat from the day's attack. The voices were angry. They were shouting.

I felt the wind. It was getting a little stronger. I cut the last two pieces of the rope, and immediately and quickly the ship moved to the side. I nearly fell out of my boat, but I saw another rope and climbed up. The ship was now moving quickly with the sea. I reached for the cabin window, and looked through. Hands and the other pirate were fighting and screaming. I climbed back down, to my small boat. The ship was moving around the island. I heard feet above me on the deck and shouting. They were trying to put sails up. The ship pulled my boat along all night. In the morning light, my little boat was beginning to fill with water. The ship was moving from side to side and soon crashed into my boat and sent it down. I found a rope and climbed to the deck.

There were the two pirates. Red Hat was on his back, mouth open, arms out. Hands was sitting against the mast, his face was white. His shirt was red with blood. I walked over to him. 'Good morning, Mr Hands.'

'Drink ... Water ...' he whispered in a strange voice.

I got him a drink. 'Where are you hurt?' I asked.

'His knife wounded me. Here ...' he pointed at his leg, near the top. 'I need that doctor,' he said, 'but it's too late for him.' He pointed at Red Hat. 'He's dead. And dead men don't bite.'

'Well, I'm the captain of this ship now,' I said. 'And my first job is that flag!' I pulled down the pirate flag, and threw it into the sea.

'We must talk,' said Hands. 'We have sails up now. I'm hurt, and I can't control the ship, and neither can you, but someone must. You get me food and drink, and put a cloth on my wound, and I'll give you instructions.'

'I agree, but my plan is to put the ship up on the beach, on the other side of the island.'

'I'll help you,' said Hands.

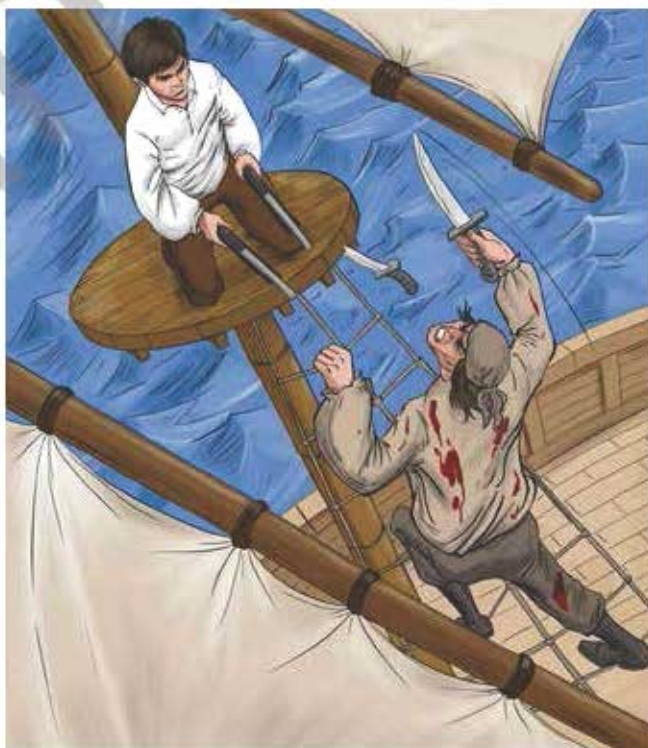
I took the ship's wheel, and soon I was controlling the ship. The wind was in my hair. I knew Hands was watching me. He sat against the mast. He gave me instructions, but he was smiling in a strange way. I did not like that smile.

An hour later, he asked me for a drink. I went below deck, then stopped. I went quietly back up the steps. From the steps, I could watch Hands. He stood up. He was in pain, but he could move. He went to the dead pirate, and picked something up. It was a long knife! He looked around, put the knife inside his shirt, and went back to the mast and sat down. He closed his eyes.

Predicting

What was Hands planning to do?

17 Pieces of eight



I didn't say anything about the knife. Hands continued with instructions, and I turned the ship towards the beach. It was moving forward and I was watching carefully. I forgot about Hands and the knife. I heard a noise, I turned and there was Hands behind me, the

knife was in his hand. We both shouted. I in fear, Hands in anger. I jumped to the side, and the ship's wheel moved suddenly and stopped Hands. I took out my pistol and pointed it at Hands. I tried to shoot. Nothing happened! Of course, the gunpowder was wet from the sea. Hands was coming for me with the knife when the ship crashed onto the beach. We both fell down, crashed into each other on the deck, then moved away again. I got up first and climbed the ropes on the mast. Hands threw the knife. It hit the mast just below my leg. I climbed higher, stopped and took out my second pistol. I had to put new gunpowder in both pistols.

Hands was climbing the ropes. He pulled the knife out of the mast and put it between his teeth. He was wounded and in pain, and he was climbing slowly, but his face was red and angry. Now both pistols were ready. I had one in each hand.

'One more step, Mr Hands!' I shouted. 'And you'll be a dead man. Remember! Dead men don't bite!'

He stopped. 'Now, Jim,' he said. 'I tried, but you have won. You're the captain. I am finished.'

I smiled, then his arm moved very fast, and I felt a sudden pain in my shoulder. His knife! Both my pistols shot, and fell from my hands. They did not fall alone. The pirate screamed, fell back, down and into the sea.

Blood was running down my shirt. I looked down. I was at the top of the mast. The sea was far below. Hands' body was on the water, face down, then it went under and did not come back. I felt sick, but I pulled out the knife. There was more blood, but it was a skin wound, and not deep.

I climbed slowly down. My shoulder hurt, but I could use my arm. I got off the ship and went to the beach. I felt good.

Critical thinking

Why did Jim feel good despite being injured?

Now I had to cross the island to the stockade. It was soon night, but I walked on by the light of the moon.

I found the stockade. It was silent. There was a fire between the stockade and the log cabin. It was going cold. I was nervous. The captain had not wanted fires. I went quietly to the door and listened. I could hear the sound of sleeping men. Strange, no one was watching for danger. I pushed open the door. It was dark and quiet inside.

'I'll just lie down,' I thought. 'They'll have a surprise in the morning!'

'Pieces of eight! Pieces of eight! Pieces of eight!'

It was Captain Flint! Silver's parrot! The parrot was watching for danger.

Before I could move, a voice said, 'Who's there!' It was Long John Silver's voice!

I turned to the door, but a man caught me, and held my arms.

'Bring me light,' said Silver. 'Who have we got here?'

18 Captain Silver

There were six of the pirates, but only five could stand. The sixth was wounded. They were all looking at me.

'Jim Hawkins!' said Silver. 'This is a nice surprise! I've always liked you, Jim. You're like me when I was your age. The doctor and the captain are angry with you. They won't have you in their group now. And so you must join us.'

I said nothing. So, my friends were still alive.

'Think about it, lad,' he said. 'Then you'll join our company of men.'

'Where are my friends?' I asked.

'Yesterday morning, the doctor came to the beach with a white flag. He said, 'Captain Silver. Your ship has gone. There is nothing to fight about.' They gave us the stockade, and they walked away. I don't know where.' Silver put his hand on my shoulder. 'I said, 'What about the boy, Jim?' and then the captain said, 'We're tired of that boy. He's gone too!'

Critical thinking

Was Silver being honest? Explain your answer.

'And so I must choose?' I said.

'You must, lad,' said Silver.

'You're in a bad way,' I said. 'Your ship has gone, the treasure is lost, your men are dead. Why? I did it! Yes, it was me. I was in the apple barrel the night before we saw the island. I heard you and Hands. I told the squire

everything. I cut the ship's rope. I killed Hands. He's at the bottom of the sea now. I've won, Silver. And I'm not afraid of you. You can kill me, or you can keep me alive. But maybe I can speak for you in England, then perhaps they won't hang you.'

'Then you'll die now!' shouted Tom Morgan, and he took out his knife.

'Stop!' said Silver. 'You are not the captain here, Tom Morgan! You will follow my orders! Put that knife away!'

'Tom is right,' said another. 'Kill the boy!'

'I'm tired of your orders, John,' said a third.

'Pick up a sword!' shouted Silver. 'And I'll see the colour of your insides!'

No one spoke.

'This boy is a better man than any of you,' said Silver. 'You will not touch him!'

They were silent for a long time, then one spoke. 'Pardon, John. But we are all unhappy. You know the pirates' laws. Let us go outside and talk about this. You stay in here.'

All the pirates walked slowly out of the door.

Silver spoke quickly and quietly to me. 'The ship has gone. We'll all hang soon too. I'll save you, Jim, but you must speak for me in England and save me. I know you've got that ship safe somewhere. I'm on the squire's side now.' He looked at me. 'But here's a strange thing. Why did the doctor give me the map?'

The five pirates came back in. They pushed one man forward. He was shaking with fear.

'Don't worry, lad,' said Silver. 'I know the pirates' law. Give it to me.'

The man put something in Silver's hand. He looked at it. 'The black spot!' he said. 'That's not a surprise.'

'We all agreed,' said Tom Morgan.

'Did you?' said Silver and turned the paper over. 'Not the captain,' he read. He laughed. 'So who'll be captain next?'

'You've made too many mistakes, John,' said Tom. 'You let the squire and his men leave this cabin. Then you stopped us when we wanted to follow and kill them. And third, there's this boy. You won't let us kill him.'

'Listen to me,' said John. 'The mistakes were not mine. You moved against the captain on the *Hispaniola* too soon. You didn't follow my instructions. Now you want to kill this boy ...' He waited. '... but this boy is like gold

to us! He's our prisoner. And because we have him, the doctor will help us ... Look at you! Your eyes are yellow. You are all hot and sick. You need medicine. And why did I let the squire go? Look here ... That's why!'

John pulled the map from his pocket and threw it on the floor. 'That's what I've got!' he said. 'You all lost that ship. But now I've found the treasure! Now, you can choose your new captain.'

'Silver!' shouted one. 'Silver for Captain!'

'Silver!' shouted the others.

'So that's finished,' said John. He threw me the piece of paper. 'Here you are, Jim! You can keep this and remember this night.'

Critical thinking

What did the piece of paper have in it?
Why did John Silver throw it to Jim?

19 The promise

I woke the next morning when a pirate shouted, 'Here's the doctor!'

'George! Help the doctor climb over the stockade,' said Silver. 'Good morning, doctor. We have a surprise for you, sir. A young stranger is here.'

'What? Jim?' said the doctor.

'That's the boy,' said Silver.

The doctor came in. He looked at me quickly. He didn't speak. 'Did George and Tom take the medicine?' he asked.

'Yes, sir,' said Silver. 'And Dick is ill this morning, too.'

'Let me see,' said the doctor. 'Yes, another one. This island is hot, wet and full of dangerous insects. You will all be ill. But I'll save you. You'll all live until we get to England. Then they'll hang you. Now, I'd like to speak to the boy.'

'No!' said Tom.

'Be silent!' said Silver. 'Doctor, you climb over the stockade. I'll bring the boy there, and you can speak through the stockade. But Hawkins, you must promise me. You must not run away.'

The doctor climbed over, and stood outside the stockade. The men in the cabin were angry with Silver again and started shouting.

'We need the doctor!' Silver said. 'We'll wait until we are well. Then I'll kill that doctor! But I will choose the time! Come with me, Jim, lad!'

We walked out of the cabin. 'Slowly, Jim,' said Silver. 'If we hurry, they'll attack us. Believe me!'

We got to the stockade. Silver spoke quietly. 'Listen, doctor. I saved this boy. He'll tell you. Remember that and help me too.'

'John, you are afraid,' said the doctor.

'I'm not afraid of those men,' replied John. 'But I'm very afraid of hanging, sir. Now, Jim. You promised me. Don't run. I'll walk back, and you can speak alone.'

We watched him hop to the cabin.

'Why did you leave, Jim?' said the doctor. 'Have you joined the pirates?'

'No, sir,' I said and told him my story. 'And Silver did save me,' I finished.

Reflect

Why did Silver save Jim?

'The ship is in the north harbour, sir. On the beach. I haven't told them. But I'm afraid, sir. They might make me tell them.'

'Jim,' said the doctor. 'Jump over now. We'll run.'

'No,' I said. 'I promised. I can't break a promise.'

Silver hopped back to us. 'That's enough time. The men are getting angry,' he said.

'Silver,' whispered the doctor. 'Don't hurry when you search for the treasure.'

'If I don't search for the treasure,' said Silver. 'They'll kill the boy, and me too.'

'I know,' said Dr Livesey. 'Be careful. There may be problems when you find it.'

'What do you mean, doctor?' asked Silver. 'You gave me the map. I don't understand why. Explain.'

'It's not my secret,' said the doctor. 'Keep the boy close to you. When you need help, shout. We will be near.'

Critical thinking

What did the doctor mean when he said, 'It's not my secret'?

- a He didn't know what the secret was.
- b He knew the secret, but he couldn't tell anyone.

The doctor walked quickly away through the trees.

20 Searching for the treasure

'Jim,' said Silver when we were alone. 'I saw the doctor. He was waving at you. He wanted you to jump over. You didn't. I saved your life. Now you've saved mine. I won't forget that.'

Critical thinking

Do you think John Silver was being honest?

Whose side was Silver really on? His own, of course. He changed sides before. He might change again.

The pirates took guns and pistols, and we started our search for the treasure. Silver found a rope, and put it around me, then pulled me along. We were looking for the 'tall tree on the hill' on the map. There were large stones all over the hill, and I had to help Silver. It was difficult for him with his crutch and one leg.

Suddenly, one of the pirates screamed. We hurried to him. He was at the bottom of a tall tree, and he was pointing at the ground. There were the bones of a man.

'Look at those bones!' said Silver. 'That isn't natural! The body was straight. Both arms were above the head, with the hands touching. They were pointing to the south-east. 'This is Captain Flint's sign!' said Silver. 'He killed those six men on the island, and he brought this one here.'

Silver looked at the pieces of coat on the bones. 'I know that coat,' he said, 'and that yellow hair. This was old Carter. You remember him, Tom?'

'I do,' said Tom. 'He owed me money. And he borrowed my knife when they went to the island.'

'There's no knife now,' said Silver. 'Strange. Flint didn't need another knife. And the birds haven't eaten it'

'Flint killed six,' said George. 'And there's six of us here now. In exactly the same place.' He looked around him. I was standing in the hot sun, but suddenly I felt cold.

'Flint's dead,' said Tom. 'I saw the body. He sang *Fifteen men* for an hour, and then he died. I've never liked that song since that day.'

'Stop that talk,' said Silver. 'Flint has gone. He won't walk again ...' Silver waited, '... not in day light, anyway.'

Silver took the map out and studied it. 'This way, lads,' he said. The pirates were quiet, and looked around them as we walked. They spoke in whispers. They were all afraid.

Critical thinking

Why were the pirates afraid?

Then, suddenly, from the trees in front of us, we heard a thin, high voice and the words that we all knew:

Fifteen men on a dead man's chest

Yo ho ho, Yo ho ho ...

The men stopped. Morgan fell to the ground. Another put his hands over his eyes. All of them were shaking with fear.

'It's Captain Flint!' shouted George.

'Darby! Darby! Bring me my gun!' said the high voice.

'Those were Flint's last words!' cried Tom Morgan.

Silver was shaking too, but he stopped. 'I was never afraid of Flint when he was alive,' he said. 'And I'm not afraid of him dead. There's seven hundred thousand pounds in gold close to us. That was a man's voice.'

'I've heard that voice before,' said Tom. 'It sounded like Flint, but it was more like ...'

'Ben Gunn!' shouted Silver. 'I knew that voice!'

'Ben Gunn's dead, too,' said Tom. 'I'm sure.'

'No one was afraid of Ben,' said Silver. 'Come on!'

We hurried forward; Silver was pulling my rope harder and harder. He often looked at me. His eyes were cold and frightening. Now that he was so near the gold, he was changing sides again. We arrived at the top of a hill, and the pirates began running. Then the first one gave a low cry. Silver pulled me again, and we reached the top.

There, in front of us, was a large hole in the ground. It wasn't new. Grass was growing on the sides. At the bottom were broken pieces of wood. I read the writing on one piece. *The Walrus*. That was the name of Flint's old ship!

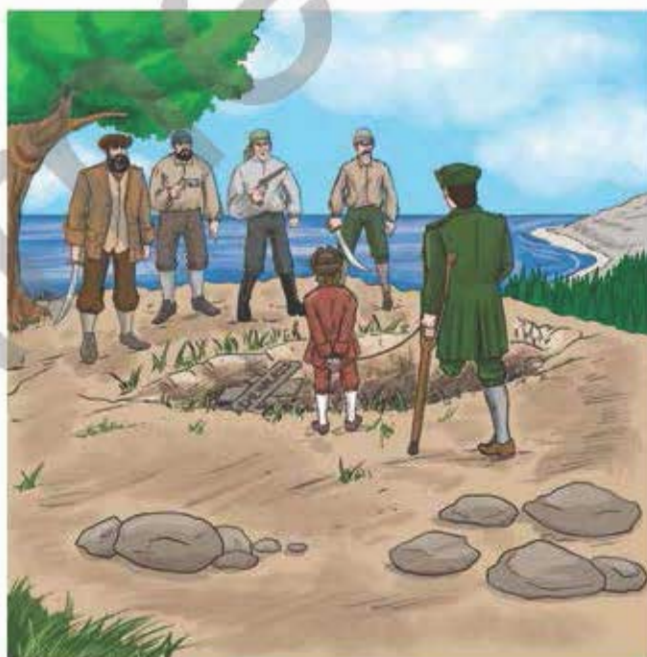
The answer was clear. The gold was not there. Someone found it before us.

Reflect

How do you think the pirates felt when they found the gold was not there?

Critical thinking

Who could have taken the gold? Explain your answer.



21 Away from Treasure Island

The pirates jumped into the hole. They were shouting and pulling at the earth with their fingers.

Silver moved away from the hole. 'Take this, Jim,' he said. 'And be ready for a fight.' He gave me one of his pistols, a two-shot one.

'So you've changed sides again,' I whispered.

Tom Morgan picked something up. A gold coin. The pirates passed it from hand to hand. Tom looked up. 'One coin! That's not your seven hundred thousand pounds, Silver! Just one coin!'

'He knew it!' shouted George. 'Silver knew that the hole was empty!'

The pirates came out of the hole. They were on one side, five of them. Silver and I stood on the opposite side. George lifted his gun and pointed it at us.

Just then ... Crack! Crack! Crack! ... There were three shots. George fell forward into the hole. Another man fell dead. The three others ran away. George was trying to get up. Silver shot him two times in the head. 'That's the end of you, George,' he said.

The doctor, Gray and Benn Gunn ran from the trees, guns in their hands. 'Forward!' shouted the doctor. 'Don't let them get to the boats!'

We ran fast, but then Silver shouted, 'Look, they're going the other way, to the middle of the island.'

We let them go.

'Thank you, doctor,' said Silver. 'You arrived just at the right time. And hello, Ben Gunn.'

Critical thinking

How did John Silver feel when the doctor arrived?

- a excited
- b sad
- c relieved
- d anxious

Explain your answer.

'How are you, Mr Silver,' Ben said. He seemed embarrassed.

The doctor explained everything. Ben Gunn, in his lonely years on the island, found the bones. Then he found the place, made the hole, and took out the treasure. He spent a long time, carrying it slowly to his cave. He told the doctor. Dr Livesey knew the stockade was a place of insects and sickness. Ben's cave was in clean sea air on its hill. So the doctor gave Silver the stockade and the map. They wanted to move to Ben Gunn's cave where the treasure was.

Silver had a strange smile. 'I'm lucky that Jim Hawkins was with me. That's why you didn't shoot me.'

'Correct,' said the doctor.

We moved the *Hispaniola* near to the cave, and we worked for many days. We took the gold from Ben's cave, and carried it to the ship, but we never found all of Flint's treasure. We didn't see the mutineers, but we heard them sometimes, shouting.

Finally, the treasure was on board. We left some food and guns and gunpowder in the cave, so that the mutineers could find it. As we lifted the ship's anchor, we saw the three pirates on the beach. They were calling out to us. 'Don't leave us, here!' they shouted. 'Take us with you.'

'We have left you food and guns,' shouted the doctor. 'But we will not take you.'

At that, Tom Morgan lifted his gun. The shot just missed Silver and made a hole in the sail.

We took the ship to the nearest port, in Mexico. It was hard work with so few men. We needed more sailors for the journey home. We were in the port for a few days. On the last morning, we couldn't find Long John Silver. Ben Gunn let him escape. Silver took a bag with three or four hundred gold coins with him.

Critical thinking

Was Ben's decision to let Silver escape a sensible one? Explain your answer.

'It is the best thing,' said Ben. 'That one-legged man is too clever and too dangerous. We can't sail with him, sir.'

We returned safely to Bristol. We were all rich men. I never saw nor heard of Long John Silver again.

Some of Flint's treasure still lies under the ground on that island. I shall never go there again. I shall never search for it. My worst dreams are about that island, and in the dreams, I always hear that parrot, Captain Flint, with its cry of 'Pieces of eight! Pieces of eight!'

Understanding the Story 4

(Chapters 16–21)

A In groups, complete the table below by describing the characters.

	Character	Description
	John Silver	
	Dr Livesey	
	Squire Trelawney	
	Jim Hawkins	
	Captain Smollet	
	Hands	

B Are these sentences true or false? Put a tick ✓ (true) or a cross ✗ (false). Correct the false ones.

- 1 Ben Gunn's boat was only big enough for one person.
- 2 The *Hispaniola* pulled the small boat along all morning.
- 3 Hands did not give Jim instructions.
- 4 Hands screamed and fell from the mast onto the deck.
- 5 The parrot woke the pirates.
- 6 The pirates gave Silver the black spot.
- 7 The treasure hole was full of gold.
- 8 Ben Gunn's cave was a place of insects and sickness.
- 9 They took Silver back to England, and he was hanged.
- 10 They found all of Captain Flint's treasure.

C Reflect

Choose one of the characters in the story. Describe him and share your description with the class.

D Critical thinking

What do you think of Long John Silver and his relationship with Gunn?

E Discuss

Discuss the below values, all of which are represented in the story. Choose one to elaborate on. Share your ideas with the class.

honesty
team-work
trust
determination

Extra Activities

A Put the names into the correct box in the table.
Some names can go in more than one box.

Captain Smollett	Black Dog	Hunter	Billy Bones
Blind Pew	Mr Dance	Long John Silver	Ben Gunn
Alan	Jim Hawkins	Dr Livesey	Mrs Hawkins
Squire Trelawney	Tom Morgan	Jack	Abraham Gray
Mr Hands	Mr Arrow	Young Dick	Redruth

Pirates who were on Captain Flint's ship	
Those who were alive at the end of the story	
The good men on the ship	
Those who did not leave England	

B Look at the story again and find this information in the story. How fast can you find it?

- The year when the story begins.

- The name of Captain Flint's ship.

- The month when Jim's father died.

- The name of the cove where Blind Pew's ship was. _____
- The name of Long John Silver's inn.

- The colour of Ben Gunn's eyes. _____
- The number of guns in the stockade for seven men. _____
- How many thousands of pounds in gold did Captain Flint bury? _____
- The country where the nearest port was.

C Do these comprehension tasks.

- Why didn't Jim's father ask the old sailor for more money?
- Who did the old sailor ask Jim to watch for?
- How did the old sailor die?

- Why did the pirates attack the Admiral Benbow inn?
- What happened to Blind Pew?
- Jim liked Long John Silver at first. Why?
- Why was Captain Smollett angry before they left Bristol?
- What happened to Mr Arrow? Do we know? Guess.
- Why did Jim think he might die in the apple barrel?
- Why did Silver want to wait before attacking the captain and the squire?
- Did Captain Flint maroon Ben Gunn? Who marooned him?
- Why did the doctor agree to let Silver have the stockade?
- Which people knew the treasure hole was empty?
- Why did Silver change sides?
- What happened to the three mutineers who escaped?

D Complete the sentences with words from the glossary. You may need to use the past forms of some verbs.

- The ship dropped its heavy _____ into the water in the harbour.
- I broke a bone in my leg, and I had to walk with a _____ for three months.
- He had a pain in his _____. He was afraid that it was a problem with his heart.
- The sailing ship had three tall _____s.
- Five soldiers were shot and killed, and twenty more were _____.
- Someone tapped me on the _____, and I turned round. It was an old friend.
- The American _____ is red, white and blue.
- A harbour is bigger than a _____.
- Pirates were _____ if they were caught.

- 10 They cut the tree into pieces and put the _____s on the fire.
- 11 You can get milk from cows, sheep and _____s.
- 12 Birds don't walk; they _____ along the ground.
- 13 The soldiers _____ the enemy stockade.
- 14 On holiday, we slept in _____ number 32, on the top deck of the ship.
- 15 Thousands of years ago, early people lived in _____s in the mountains.

E Find the words below in the word search.

anchor	deck	note
attack	fire	pistol
bullet	goat	rock
bury	gold	row
calm	gun	secret
cave	gunpowder	shoot
chest	hang	spot
coin	hop	stockade
cook	inn	treasure
cove	mutiny	

A N C H O R F I R E A C
 G N A A P G C H O P V O
 O I V N I W O Z C K L V
 L Y E G S T O C K A D E
 D M Q U T F K S T B E X
 G U N P O W D E R U C P
 O T C A L M O C E R K A
 A I C O I N D R A Y R T
 T N S H O O T E S P O T
 X Y G J U T M T U B W A
 I B U L L E T E R T A C
 D I N N C Y C H E S T K

Titles

Gentleman is more polite than men. At the time of the story, 300 years ago, a **gentleman** was richer.

A **squire** was a polite title for an important man in a village in the country. Jim calls Mr Trelawney **Squire Trelawney**.

A **captain** is the most important officer on a ship.

A **first mate** on a ship is the next most important officer after the captain. We also call everyone on a ship **shipmates** and you can call a friend **mate** in informal English: *Hello, mate! How are you?*

An **admiral** is a seaman who is more important than a captain. An **admiral** controls several ships, not just one. The inn is named the Admiral Benbow inn.

A **lad** means a young man, or boy. Silver calls the pirates 'lads' and they're not young. It's informal.

Glossary

These are not in the 1,000 vocabulary words for Level 3.

anchor a heavy piece of metal. Boats and ships put anchors into the water to stop the ship or boat moving



apple a fruit, green or red outside, white inside

attack try to hurt or fight someone, or some people

blind a person who cannot see

bone inside our bodies, we have bones; they are hard (and white)



bury to put something or someone in the earth, below the ground

cabin 1. a room on a ship or plane; 2. a small building made of wood

cannon a very large gun. You cannot carry a cannon. Old ships had cannons with large round metal cannonballs



chest 1. the top front part of your body; 2. a large strong container, with a top. Often wood or metal. We use chests to transport things



cove a small bay or harbour on the coast, with land on three sides

crutch a long stick that you put under your arm, so that you can walk when you have a problem with your leg or your foot

deck a flat area. The floor of a ship or boat. A large ship can have several decks

flag a piece of cloth with a picture or sign or pattern. Countries have national flags.

hang in this story, to kill someone by putting a rope around their neck, then making them fall

harbour a natural harbour is larger than a cove. It is a safe place on a coast for ships and boats

hop to move by jumping. For people: to walk by jumping on one leg

inn inns sell food and drink, that you eat or drink inside. Most inns were also small hotels

log a piece of a tree. A tree or branch is cut into logs



mutiny a mutiny is when sailors or soldiers will not obey commands from their officers.

pirate a sailor who attacks other boats or towns on the coast, and steals things from them

sailor/seaman a person works on a ship

shoulder the part of the body between the neck and the arm

skin the thin outside part of a human or animal body

spot a small round shape

stick a long thin piece of wood

stockade a wall made of strong logs or pieces of wood, often with points on top. It is for defence against attack.

sword a sword is longer than a knife, and is sharp with a point and a cutting edge



tap (v) touch lightly and repeatedly

tattoo a picture or writing in ink on the skin

telescope/spy glass a long tube with glass at both ends that makes things that are far away look nearer. Spy glass is an old name for telescope.



treasure gold, silver, jewels, jewellery. Often we talk about 'hidden treasure' or 'lost treasure'

wound, wounded a deep cut or a hole made by a bullet, sword or knife. A person is wounded. (say /wʊnd/ and /wʊndɪd/)

Garnet

Garnet

Garnet

Components of *English for Libya, Secondary 2*

- Course Book
- Workbook
- Teacher's Book
- Audio

The Course Book presents new language and provides opportunities to practise English language and 21st Century Skills using a wide variety of reading and listening materials. Reading texts include websites, emails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world.

The Course Book also includes a Grammar and Functions section – giving detailed explanations and examples of the language points covered in the course – and a list of Key Words, which provides definitions and phonetic transcriptions of the most important vocabulary used in the course.

The Workbook contains stimulating activities to consolidate vocabulary and grammar, and practise the four skills. The students have the opportunity to personalize the language presented in the Course Book, take part in communicative speaking activities and carry out structured writing tasks and project work.

The Teacher's Book contains an introduction with detailed practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Wherever possible, model answers are provided.

The Audio extracts comprise recordings of all the listening texts, exercises, and phonic work in the Course Book and Workbook.

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«عزيزي الطالب محافظتك على الكتاب المدرسي قيمة حضارية»

