UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

عـام المجتـمع
54
YEAR OF COMMUNITY
UAE ٢٠٢٤

نحـن
الإمـارات
WE THE UAE
2031

2025-2026

ADVANCED English



Grade
08

Advanced English

English Language

Coursebook/ Workbook

Book 8

Volume 2

1446 - 1447 A.H. / 2025 - 2026 A.D.



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

© United Arab Emirates Ministry of Education 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of United Arab Emirates Ministry of Education.

First published 2017

Printed in the United Arab Emirates

Grade 8 Advanced Coursebook

The Grade 8 Advanced English Coursebook has been authored by the Ministry of Education in collaboration by Cambridge University Press. Following a full needs analysis from the field, the book has been thematically and artistically influenced by the students of the Ministry of Education.

The Ministry of Education has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.



Welcome to Book 8 Advanced English

Introduction

Advanced English is a course designed for learners studying in government schools across the United Arab Emirates.

Advanced English Book 8 covers 9 units of study and includes a wide variety of interesting themes and topics that will engage and motivate learners. With a strong focus on inquiry-based learning, activities are designed to foster learner independence through problem-solving, critical thinking and collaborative learning.

Advanced English takes a unique approach to the teaching and learning of the English language, and Math and Science through the English medium. The series promotes both explicit and integrated language instruction, encompassing language strategies that facilitate learning and language use across skills.

Sections

Advanced English is divided into the following sections:

English

In this section, learners develop the fundamental skills of the English language: listening, speaking, reading and writing. Learners are presented with authentic texts and tasks that allow them to practice their English in real-world scenarios. With a focus on both general English and academic skills, learners will develop, consolidate and extend their language proficiency in preparation for study in an English-speaking environment.

Projects

In this section, learners apply their knowledge and skills through a range of practical literature and STEAM-orientated authentic tasks. Through the projects, learners are exposed to hands-on learning that challenges them to think critically and creatively.

Math and Science

In this section, learners are equipped with a range of language strategies that will help them master the basic terminology for math and science, as well as build on their English language skills and confidence within the context of these subjects.

Features

The book contains the following features:

21 – links to 21st century skills

– listening activity

Read the statements and tick the best description. – self- assessment

All tips can be used as a teaching item and to model examples or for self-reference for learners.

Language Tip: A concise tip to help illustrate and clarify language points.

Writing Tip: A concise tip to support the development of writing skills.

Speaking Tip: A concise tip to support learners in developing fluency, which can be used in preparation for a speaking task.

Use of English: A tutorial of a grammar point, explaining when the point applies and providing modeled examples.

Vocabulary boxes: A simple definition to help learners understand new vocabulary.

Listening Strategy: A briefing that will help learners apply a range of different listening techniques to different tasks.

Reading Strategy: A briefing that will help learners apply a range of different reading techniques to different tasks.

Did You Know?: An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.



Contents

Unit	English	Projects
5 *Light and dark (p.3-26)*	• To predict the content of a science lecture on fireflies and listen for specific information to complete the main points of a fact file. • To identify and use active listening and clarification strategies in an information exchange about night vision technology. • To use reported speech and linking phrases for cause and effect. • To use inference to complete missing information in a science fact file about space. • To plan and write a summary, using various sources of information, about plants that are able to survive in different environments.	*Literature Project: Teams* • *Develop learners' ability to deconstruct complex texts to decipher the description the author has given.* • *Develop learners' ability to understand the effect that descriptive writing has on a text by comparing two similar texts.* • *To develop learners' ability to read and comprehend literary texts, and to extract information such as themes from a text.* • *To advance learners' ability to collaborate with peers to create an end product.* *(p.83-84)*
6 *Teams (p.27-50)*	• To listen to a radio interview for key information about His Highness Sheikh Zayed bin Sultan Al Nahyan's life. • To confirm mutual understanding by using back-channeling techniques in a discussion about possible solutions to a problem. • To use the present perfect to refer to a state or period of time that is unlimited or indefinite. • To recognise the textual features of a report on Ramadan and understand the specific factual information presented. • To write a simple report on the method and result of a team task. *(p.27-28)*	*STEAM Project: Build a bridge* • *To develop learners' ability to read for specific detail.* • *To develop learners' ability to express their ideas.* • *To encourage learners' to become more independent in the decision making process.* • *To develop learners' ability to confidently present their work in front of an audience.* • *To develop learners' ability for self-reflection and evaluation.* *(p.85-86)*
7 *Creative arts and design (p.51-74)*	• To predict the content of a podcast discussion about special effects in movies and understand the main points discussed. • To conduct an interview with pre-prepared questions about how people watch movies. • To use will, may and might to talk about future possibility. • To make basic references or predictions about text content from the heading of an article about video games as an art form. • To edit and improve a flawed text about the effect of video games on people by applying knowledge of cohesive devices. *(p.51-52)*	

Science	Learning objectives
2 A *How can electrons move?* *(p.95-96)*	• To develop learners' ability to read for detail when reading long informative texts and diagrams. • To practice drawing diagrams including annotations to explain a concept.
2 B *Properties of fluids* *(p.97-98)*	• To develop learners' ability to read for specific information and compare related scientific texts. • To develop learners' ability to summarize key principles in their own words.
2 C *Are all chemical reactions the same?* *(p.99-100)*	• To develop learners' ability to read multiple texts for detail about different types of chemical reactions. • To develop learners' ability to identify statements and to categorize them as different reaction types.

Math	Learning objectives
2 A *Tools of Geometry* *(p.109-110)*	• To develop learners' ability to match key mathematical terms to the correct definitions and examples. • To develop learners' ability to understand key concepts and to summarize using their own words.
2 B *What different types of triangles are there?* *(p.111-112)*	• To develop learners' ability to read for specific information when reading informative texts and diagrams. • To develop learners' ability to define new vocabulary related to triangles by using information from informative texts and diagrams.
2 C *How can we know more about triangles?* *(p.113-114)*	• To develop learners' ability to read for specific information when reading informative texts and diagrams. • To develop learners' ability to use information within an informative text to label a diagram correctly.

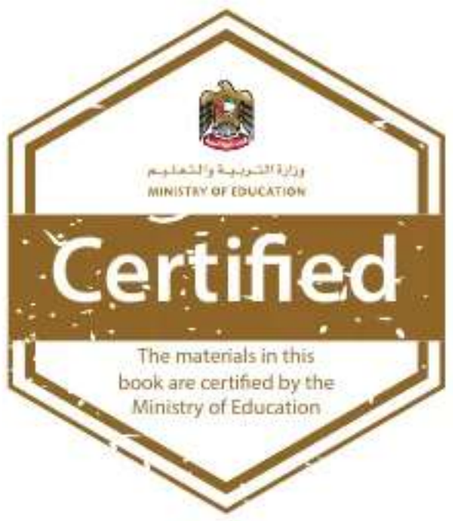
Contents

content is defined on smart learning app

LITERATURE		
LESSONS		
Lesson Title	Reading Objective	Literature Focus
1-2 Courage and bravery (p.121-122)	To read and identify how the theme of courage is presented in *The Jungle Book*.	To explore how animals symbolise courage and bravery in literature.
3-4 Symbolism (p.123-124)	To read and identify how symbolism is used in *The Jungle Book*.	To explore how metaphors and similes are used to create imagery in a story.
5-6 Human nature versus animal nature (p.125-126)	To read and identify how human nature and animal nature are presented in *The Jungle Book*.	To explore the idea that humans and animals have differences, but also some similarities in their nature
7-8 Emotive language (p.127-128)	To read and identify how words are used to evoke emotion in *The Jungle Book*.	To explore how authors use emotive language in a story.
9-10 Identity (p.129-130)	To read and infer how identity is presented in the story.	To explore how the theme of identity and belonging is developed in *The Jungle Book*.

CORE READER
Term 2 Chapters of Study
4 Monkey business Part 2 (p.131-134)
5 Red Flower Part 1 (p.135-139)
5 Red Flower Part 2 (p.140-143)
5 Red Flower Part 3 (p.144-146)
6 Lives with Humans (p.147-150)
7 Tiger! Tiger! Part 1 (p.151-154)
EXTRA READING
The Sign of the Four (p.155-219)

CONTENTS


وزارة التربية والتعليم
MINISTRY OF EDUCATION
Certified
The materials in this
book are certified by the
Ministry of Education



Advanced English



UNIT 5

Light and Dark

ENGLISH



Key Learning Objectives

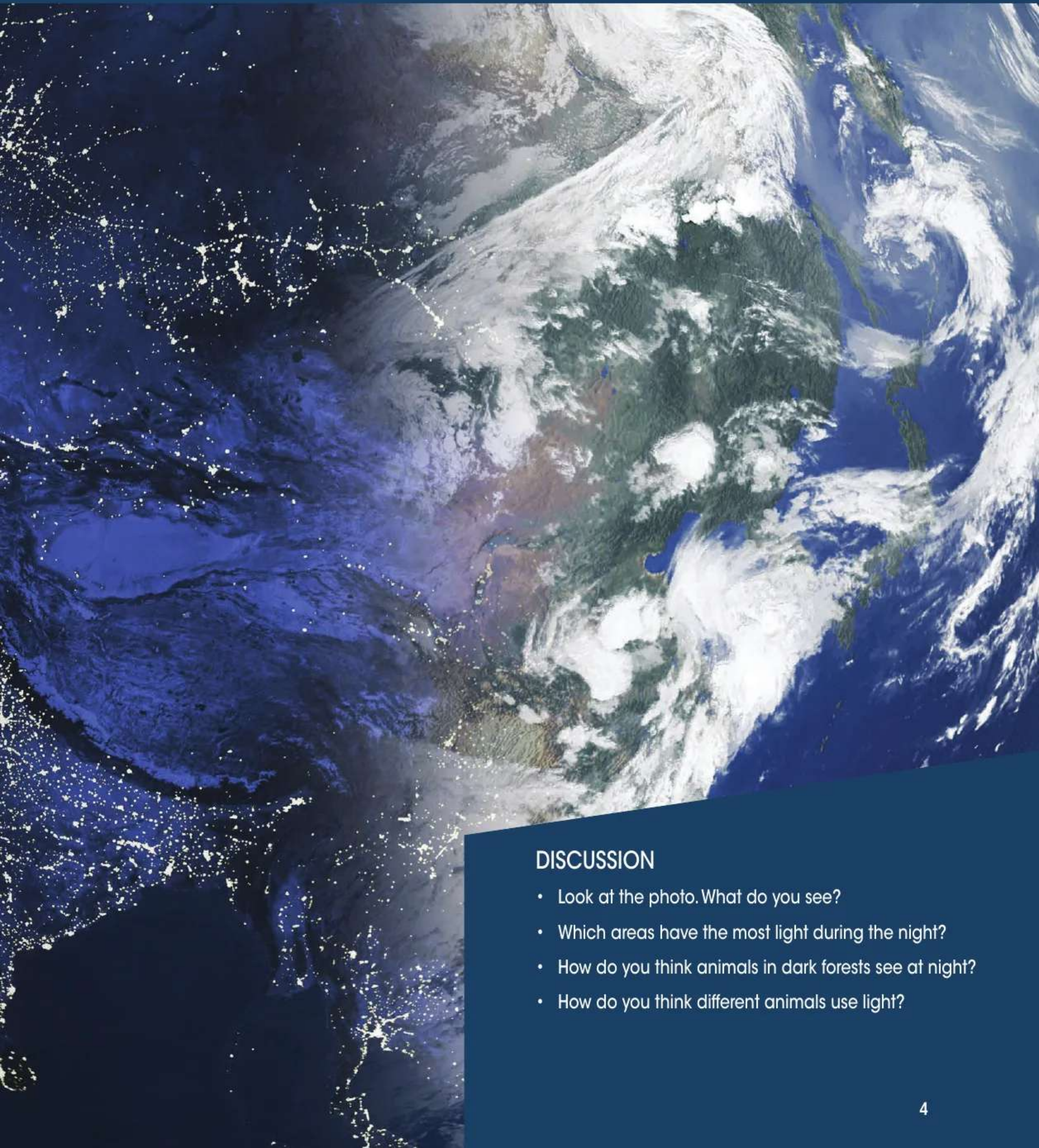
Listening To predict the content of a science lecture on fireflies and listen for specific information to complete the main points of a fact file.

Speaking To identify and use active listening and clarification strategies in an information exchange about night vision technology.

Language Focus To use reported speech and linking phrases for cause and effect.

Reading To use inference to complete missing information in a science fact file about space.

Writing To plan and write a summary, using various sources of information, about plants that are able to survive in different environments.



DISCUSSION

- Look at the photo. What do you see?
- Which areas have the most light during the night?
- How do you think animals in dark forests see at night?
- How do you think different animals use light?

ENGLISH

5A

Why do fireflies use light in the dark?

- **Think about the glowing fish you learned about in Unit 1. Why did these animals glow?**
- **Do you know of any other animals that glow?**

1 Look at the picture. Check off the words that you think describe the picture.

- ○ tree
- ○ desert
- ○ forest
- ○ day
- ○ night
- ○ light
- ○ dark
- ○ animal
- ○ bug
- ○ rock



- Speak with your partner. Did you choose the same words? Why or why not?
- What do you think is making the light? With your partner, make a list of possible sources.

LISTENING

2 17 **You will listen to a presentation from a famous Emirati bug scientist. Look at the pictures. What do you think the topic of her lecture will be?**

1 The Glowing Fish of the Deep Sea.

2 Strange Lights in the Forest.

3 Glowing Fireflies at Night.

4 Studying Bugs is Fun!

Listen to the introduction of the presentation and check if your answer was correct.



Listening Strategy

When listening, it is important to get the main ideas. The speaker wants you to know important details, but sometimes a speaker will not be very clear about what those points are. By listening to supporting details, you can get a better idea of what the main idea is.

Look at this student's notes on a lecture about snakes. He wrote down supporting details. Match the supporting details to the main idea:

1 Where does a snake live?

.....

- Snakes eat bugs and small animals.
- Snakes only need to eat once every week.

2 What does a snake eat?

.....

- Snakes sleep and live under the sand.
- Snakes dig tunnels in the sand.

3 What are the snake's predators?

.....

- There are a few predators that eat snakes.
- Falcons, cats and eagles eat snakes.

3 17 Listen to Doctor Aisha's presentation. She will cover four of the ideas below in her presentation. Write the correct ideas in the order that you hear them in the box. You will write the headings later.

- Catching fireflies is hard.
- Fireflies are bugs that live in the forest.
- Firefly lights scare off predators.
- Fireflies flash their lights to communicate.
- Fireflies can light up the bottom half of their body.
- Fireflies can be found all over the World.
- Predators do not eat bugs that are glowing.
- Three flashes are a warning about a predator.

Heading 1:	
1	2 .....
.....	.....
Heading 2:	
3	4 .....
.....	.....

READING

4 Dr. Aisha forgot to finish her presentation! She sent the last part of her presentation to you by email. Find and circle the last two ideas that she wanted to talk about.

Dear Student,
I am very sorry I had to leave early. I am happy to share my notes with you.
Please have a look.

The second reason fireflies use light is to scare off predators. Scientists know that animals like birds and frogs eat bugs. When the firefly lights up, it makes nearby predators scared and confused. Predators do not want to eat a bug that looks like a light! They don't look very tasty. So by creating lights, the firefly scares off predators. It's a very interesting way of staying alive. Any questions?



Thank you for your interest. I hope you learned a lot about fireflies.
Kind regards,
Dr. Aisha

PS: Here is a picture of some fireflies I caught. Enjoy!

5 A heading is a second title that summarizes a section of a table. Choose the heading that gives the best description for each of the headings 1 and 2 in **Activity 3** above and write them down.

- How do fireflies use light to talk to each other?
- What are fireflies?
- How do fireflies use light to stay safe?
- What do fireflies eat?
- How do fireflies fly?
- Can I keep a firefly as a pet?

5A

Why do fireflies use light in the dark?

1 Some words can be used as a noun, verb and adjective. Look at the table. Write sentences using the words as either nouns, verbs or adjectives.

NOUN	VERB	ADJECTIVE
communication	to communicate	communicative

(Noun): Communication is important in a team.

(Verb): My friends communicate through SMS.

(Adjective): A communicative person knows how to talk to others.

NOUN	VERB	ADJECTIVE
warning	to warn	warning

(Noun): If you had listened to your parent's warning, you would not be in trouble.

(Verb): .....

(Adjective): .....

NOUN	VERB	ADJECTIVE
glow	to glow	glowing

(Noun): .....

(Verb): Some deep sea fish glow to catch their food

(Adjective): .....

.....

2 Look at the vocabulary box. Each word is connected to a number.

communicate • glows • ~~light~~ • warn • flashes

1 Complete the sentences with the correct word.

2 Which word matches each number? Write the words next to the numbers in the box.

A firefly can make (1) light .

When a firefly makes (1) ....., it (2) ..... .

When a firefly (2) ....., it (3) ..... light quickly.

A firefly (3) ..... lights to (4) ..... with other fireflies.

A firefly can (4) ..... to (5) ..... about predators.

(1) light

(2) .....

(3) .....

(4) .....

(5) .....

3 A group of friends are talking about what they like to do on Saturdays. Use reported speech to show what each person said.

Language Tip

Notice that when you repeat what someone else said, you are using reported speech. Reported speech lets people know who said what. When you use reported speech, use verbs like "say" to show who said what.

"Fireflies live in the forest," Mona said. Mona said **that** fireflies live in the forest.

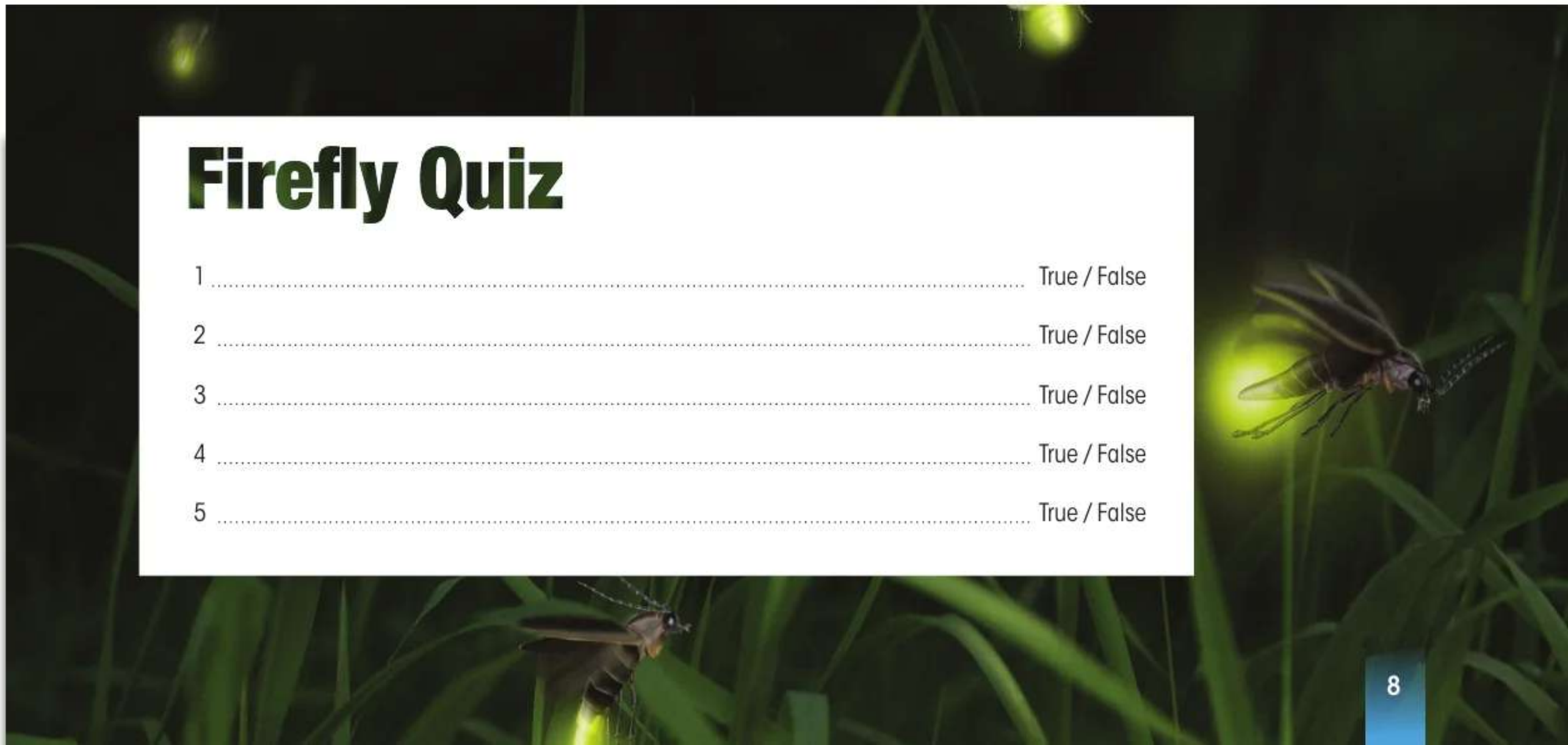


1 .....

2 .....

3 .....

4 You will create a true or false quiz about fireflies. Look at the facts in the fact file about fireflies in your Coursebook. Write three (3) true statements and two (2) false statements about fireflies.



Firefly Quiz

1 ..... True / False

2 ..... True / False

3 ..... True / False

4 ..... True / False

5 ..... True / False

ENGLISH

5B

How do we see in the dark?

- Why do we need to see in the dark?
- Does technology help us do this?



LISTENING

1 18 Listen to Ahmed give a presentation about night vision technology. What uses for night vision devices (NVDs) does he mention?

army • law enforcement • medicine
wildlife protection • fire/rescue
security • engineering

2 18 Listen again and fill in the blanks with the missing words.

Ahmed: Hi everyone! My name is…

Spectator 1: I'm sorry, I didn't quite catch that. [1] ..... you ..... NV…?

Ahmed: Sure thing…

Spectator 2: [2] ..... , can you ..... that .....?

Ahmed: Apart from these…

Spectator 3: [3] ..... you ..... hurt?

Ahmed: Yes, I did…

Spectator 4: [4] ..... you ..... that last .....?

Ahmed: Sure…

Spectator 4: [5] ..... you ..... that for me?

3 Look at the audioscript at the back of the book and underline phrases that can be used when you don't understand something. Read these with a partner.



Speaking Tip

When listening to someone speak, you may not always understand everything. Use phrases like the ones from the listening to have the speaker repeat what he/she said.

Look at this example from the listening:

Ahmed: *Hi everyone! My name is…*

Spectator 1: *I'm sorry, I didn't quite catch that.*



Language Tip

Look at this sentence from the listening.

If they can see in the dark, wildlife workers can protect animals…

This is an example of the **First Conditional**, using *can* instead of *will*.

The form is: *If* + present simple / *can* + bare infinitive.

The meaning changes a little; *can* expresses a possibility/ability instead of a definite future.

Can you find any more examples of this in the audioscript at the back of your book?

SPEAKING

4 21 You are going to read two different versions of the same text.

Student A: look at the text below.
Student B: look at the text in the **Workbook**.

When you have read your text, ask your partner the questions to get the missing information.

Student A: *What can give you the answer? A simple examination.*

Student B: *What can a simple examination of their eyes give you? The answer.*

Remember to use phrases from the listening if you do not understand an answer, e.g. *I'm sorry, I didn't quite catch that.*

Text A

Have you ever wondered what a cat's vision is like? Do they see the same way we do? A **simple examination** of their eyes can give you **the answer**. If you look, you can see that the shape and color of a cat's eye is quite different from a human's. But what about what you can't see? Are there more differences than meet the eye? The answer is yes. Cats have a greater amount of ..... in their retina and a lower amount of cone receptors; humans have the opposite. As a result, cats have better ..... and night vision than humans do. Humans can see a ..... visual field, but cats have a wider field at 200 degrees. That being said, cats are ..... and do not see colors as well as humans. Their night vision, however, is much better than a human's, as cats can see with around ..... of the light that humans need.

How can humans see in the dark then? In order to see in low light, we need the help of ..... Development started in the 1940s, ... are now very advanced and easy to use. Although first developed for military purposes, night vision is now used for a number of applications, such as ..... and helping fire and rescue victims.

1 What can give you the answer? (example)
2 What do cats have a greater amount of?
3 What type of better vision do cats have?
4 How many degrees of vision do humans have?
5 What problem do cats have with their vision (in addition to not seeing colors as well as humans)?
6 How much light do cats need to see (in comparison to humans)?
7 What do humans need the help of?
8 What is very advanced now and easy to use?
9 What is night vision now used for?

5B

How do we see in the dark?



1 Decide if the terms have a similar (**S**) or different meaning (**D**).

1 ability to see in the dark / night vision ..S..
2 military / army .....
3 nocturnal / active during the day .....
4 bright light / low light .....
5 law enforcement / police .....
6 dark / light .....
7 I didn't quite catch that. / I understand perfectly. .....
8 Did you say...? / So you said...? .....
9 Sorry, can you say that again? / Could you repeat that last word? .....
10 device / small machine .....

Text B

Have you ever wondered what a cat's vision is like? Do they see the same way we do? A **simple examination** of their eyes can give you **the answer** . If you look, you can see that the shape and color of a cat's eye is quite different from a human's. But what about what you can't see? Are there more differences than meet the eye? The answer is yes. Cats have a greater amount of rod receptors in their retina and a lower amount of .....; humans have the opposite. As a result, cats have better peripheral and ..... vision than humans do. Humans can see a 180-degree visual field, but cats have a wider field at ..... . That being said, cats are near-sighted and ..... as well as humans. Their night vision, however, is much better than human's, as cats can see with around one-sixth of the light that humans need.

How can humans see in the dark then? In order to see in ..... , we need the help of technology. Development started in the ..... and now night vision devices, or NVDs, are very advanced and easy to use. Although first developed for ..... , night vision is now used for a number of applications, such as studying nocturnal animals and ..... .

1 What can give you the answer? (example)
2 What do cats have a greater amount of?
3 What type of better vision do cats have?
4 How many degrees of vision do humans have?
5 What problem do cats have with their vision (in addition to not seeing colors as well as humans)?
6 How much light do cats need to see (in comparison to humans)?
7 What do humans need the help of?
8 What is very advanced now and easy to use?
9 What is night vision now used for?



1 If the weather is nice today,... a it'll be really hot. .....
2 If you study hard,... b we can take lots of pictures! .....
3 If a friend visits me in the winter,... c we can go outside. .....
4 If you go to the top of Burj Khalifa,... d we won't make it to the airport on time. .....
5 If you visit Dubai Creek,... e we'll go to the desert. .....
6 If people come to the UAE in the summer,... f you'll pass your exams. .....
7 If we wake up late,... g you can cross it by *abra* for just a dirham. .....
8 If he remembers to bring his camera,... h you can see all of Dubai. .....

2 Look at the two sentences. Which is definite? Which is a possibility?

If you finish your work early, we can do something this evening.
we'll go to the movies.

Match the clauses. Which are definite **D** and which are a possibility **P**?

ENGLISH

5C

Which animals hunt in the dark?

- How many hunting animals do you know?
- Which animals come out at night?

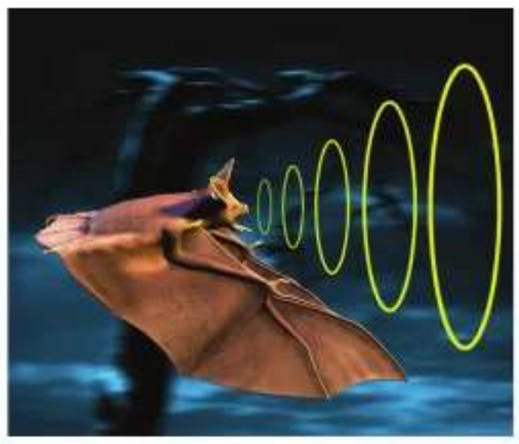
READING

1 Look at the photos. What kinds of animals do you think Nature Boy will talk about? Discuss with your partner.

ANIMALS IN THE DARK

by Mubarak 'Nature Boy' Al Falaj







I visited the new nocturnal animal pavilion at Al Ain zoo. I wanted to learn more about the animals that are running around while we are sleeping. I met with Dr. Saif, an expert who studies nocturnal animals and he gave me a tour of the nocturnal animal pavilion.

The first animal I saw was the eagle owl, which is an owl that lives in the UAE. Dr. Saif said that these owls can see in the dark because they have large eyes. Their large eyes catch light better than our eyes. Owls can see in the low light given by the moon and stars. They can see mice and snakes in the dark and they catch them with their claws.

Next, Dr. Saif showed me the bat cave and he said that we could go inside. There were hundreds of bats in the cave. Bats cannot see very well, so they have a special way of hunting in the dark. Dr. Saif told me they have large ears that can hear sound very well. Bats make a squeak, sending sound waves out in front of them. These sound waves jump off objects and then come back to the bat's ears, so they know what is around them. Bats 'see' by hearing, and can find tasty bugs using their ears and sound.

There is another animal that is very good at hunting in the dark, but you will not find it at the zoo. A cat has many ways of hunting in the dark. Dr. Saif said that cats have eyes that can see well in the dark, ears that listen for their small prey, and noses that can smell other animals from far away. He told me he wanted to study them more. Who knew that one of the best nocturnal predators would be just a normal cat?

2 Read the article and answer the questions.

1 What are nocturnal animals?

.....

2 Why can owls see in the dark?

.....

3 Which animal uses its ears to hunt?

.....

4 What did Dr. Saif say he wanted to study?

.....

LANGUAGE FOCUS

3 Look at the examples of reported speech from the article. What did the expert say? Match 1–4 with a–d.

1	Dr. Saif said that owls can see in the dark because they have large eyes.	a	"I want to study cats."
2	Dr. Saif told me that bats have very large ears.	b	"Bats have very large ears."
3	He said that we could go inside.	c	"We can go inside."
4	He told me that he wanted to study cats.	d	"Owls can see in the dark because they have large eyes."

Use of English

Reported Speech

When we talk about what someone said in the past, we use reported speech.
"I see a cat." (Direct speech) He said that he saw a cat. (Reported speech or indirect speech)

We can use the verbs **say** and **tell** with reported speech.

He ..... (*that*)… *He* ..... *me* (*that*)…

After *tell* you must .....

We change the verb forms in the reported words by moving them back one tense. However, if we are talking about a fact or something that is true we don't need to change the verb.

How do we change these verb forms? Answer below.

present simple	**present simple or past simple**
can	.....
will	.....
present continuous	.....
past simple	.....

SPEAKING

4 21 Can you remember what people have said to you? Make notes and tell a partner.

Something that surprised you
Something a teacher told you
Something that made you feel good
Something that was not true





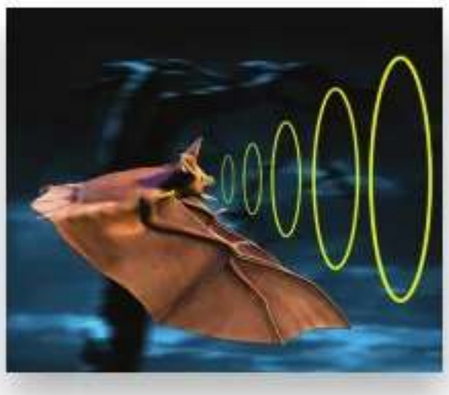
ENGLISH

5C

Which animals hunt in the dark?

1 Look at the pictures below and match them to the words.

to hunt • owl • cat • bat • expert • nocturnal

1 

.....

3 

.....

4 

.....

2 

.....

5 

.....

6 

.....

2 Read the sentences below. Who said them? Match the person to their sentence.

parents • teacher • sister • nature expert • doctor

1 She told me that I needed to rest in bed.

2 He said that owls hunt at night.

3 They told me they wanted me to study harder.

4 She said that we would practice listening for the exam.

5 She said we could all go to the mall together.

3 Read the direct speech sentences. Report what the speaker said using reported speech.

1 "Owls have large eyes."

.....

2 "You can use my pen."

.....

3 "I want to see the animals at night."

.....

4 "We're going on a night safari"

.....

5 "You will arrive at the airport in 30 minutes."

.....

4 Look at the article again. What questions would you ask Dr. Saif if you visited Al Ain Zoo? Write your questions on the lines.

1 Question: ..... ?

Answer: ..... .

2 Question: ..... ?

Answer: ..... .

3 Question: ..... ?

Answer: ..... .

4 Question: ..... ?

Answer: ..... .

5 Question: ..... ?

Answer: ..... .

Now role play. Imagine your partner is Dr. Saif. Ask your questions and note your partner's answers.

5 Report what Dr. Saif said using reported speech.

1 ..... .

2 ..... .

3 ..... .

4 ..... .

5 ..... .

5D

Why does space look dark?

- **How many stars do you think there are in space?**
- **Have you ever tried to count stars?**

READING

1 Read the text. Then choose the correct answers to the questions.

1 If you point in any direction in the sky, you are pointing at a ..... .
a star b water droplet c light year

2 Earth's atmosphere is a mix of ....., water droplets and dust.
a earth b light waves c gases

3 There are ..... number of stars in the sky.
a an uncountable b many c 55

4 Light travels at a speed of ..... kilometers per second.
a millions b 299,792 c 365.25

Reading Strategy

Sometimes when we are doing a reading text activity, we have questions that ask for information that is not said directly in the text. We must try to find the answer by making connections between ideas. This is called **inferring**. When **inferring**, it is important to focus on the main idea of a text by reading content words like nouns, verbs and adjectives. These will help us understand the main ideas.

FACTSHEET

Why is space dark?

Try this experiment. Look at the night sky, do you see millions, even billions of stars? Do you also see black space in between the stars? Now point in any direction in the sky. Even if you are pointing to the black areas, you are pointing to a star. That's right! No matter where you point, somewhere, on a straight line from your finger into space, is a star. With so many stars in the sky, why don't we always have light on Earth?



Earth's atmosphere

What is Earth's atmosphere? The atmosphere is a mix of gases, water droplets, which are small pieces of water, and dust, which is made of very small rocks. The atmosphere protects Earth from dangerous light waves from the sun. Light waves are lines of light that go in every direction from the sun. Light waves do not only come from the sun, but from every star in the sky.



Stars in the sky

How many stars are there? Well, there is an uncountable number of stars in the sky. The reason why we cannot see all of these stars is because some are millions of light years away. In fact, some of the stars that you see in the night sky right now no longer exist. We can still see them <u>as a result of</u>
[1] ..... .



Light years

So, how long is a light year? Well, a light year is how long it takes light to travel one Earth year, or 365.25 days. <u>This means that</u> [2] ....., it takes 10 million years for light to travel from that star to Earth. That may sound like a long time, but light does travel very fast. In fact, light travels at a speed of 299,792 kilometers per second. The farthest star from Earth is 55 million light years away.

Why is space dark?

So why is space dark? When a light wave finally arrives at Earth's atmosphere, it hits the water droplets, dust and dirt. It bounces, or moves in many different directions. When it does this, we can see light. Space has some dust and gases, but not as close together as in the Earth's atmosphere. <u>Therefore</u>,
[3] ..... .

2 Read the text. Write the sentences below in the correct gaps.

- if a star is ten million light years away
- the light waves do not have anything to hit and bounce off of
- their light still traveling through space

3 Find the underlined linking phrases in the text. In pairs, think about how they are being used in a sentence.

Language Tip

Notice, we can use linking phrases like *this means that, as a result of* and *therefore* to show cause and effect.

- We use *this/that means that, as a result* and *therefore* to link a cause and its effect.
  Some stars are millions of light years away. ***This means that/ Therefore/As a result*** *their light waves take millions of years to travel to Earth.*
- We use *as a result of* to talk about an effect and its cause.
  We see light ***as a result of*** *light waves hitting the atmosphere.*

1 This means that	2 As a result of	3 Therefore

Look at the uses below. Match the uses to the linking phrases.

a To talk about the effect of an action and its cause

b To talk about the cause of an action and its effect

4 Look at the true/false statements. Before looking at the text, underline the key words in each statement. In pairs, discuss what information you need to find for each statement.

1 If we didn't have an atmosphere, more dangerous light waves would come to Earth. .....
2 Some stars are millions of light years away. .....
3 If a star is 30 million light years away, that means it takes 30 years to get to Earth. .....
4 In order for us to see light, light waves must hit an object. .....
5 The black areas of space are places where dead stars are. .....

SPEAKING

5 19 Listen to the audio track and complete the speech bubbles below.

Ali: Hello Professor, can I ask you a question about today's lesson?
Professor: Hello Ali, sure! How can I help you?
Ali: [1] ..... why we can see some stars, but not others?
Professor: Yes, well, some stars are hundreds of millions of light years away. Others are much closer. The light from the farther stars is still traveling to us.
Ali: OK, then could you [2] ..... why you said that some light we see comes from stars that are no longer there?...

6 21 Use your notes to conduct an interview with your partner. When you have finished, change roles.

Speaking Tip

We can use the phrases *'could/can you explain...'* and *'could/can you help me understand...'* to ask for an explanation. Use *could* in a formal situation, use *can* in an informal situation.

5D

Why does space look dark?

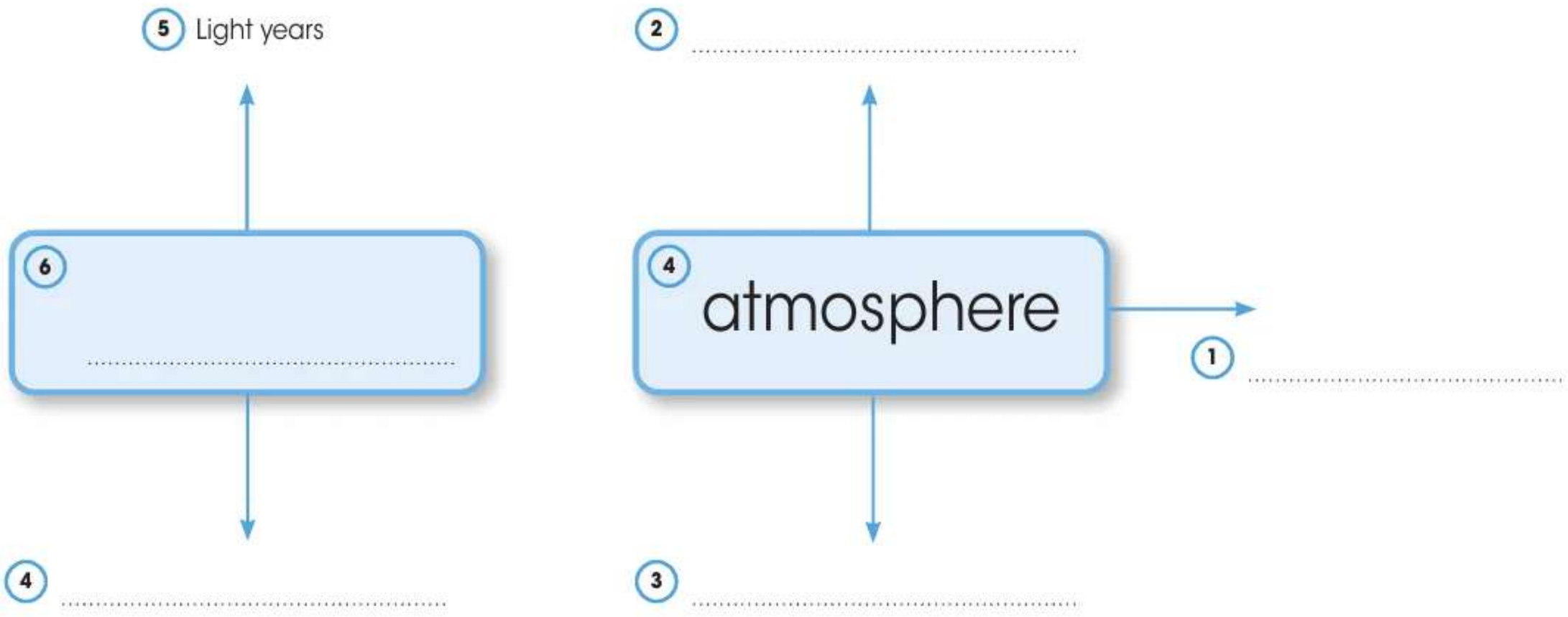
ENGLISH

1 Complete the glossary with the words from the word box.

atmosphere • light • light waves • light years • water droplets • dust • gas

1	A mix of gases, water droplets and dust that surrounds Earth. .....
2	Lines of light that come from stars. .....
3	Brightness that comes from the sun and other stars. .....
4	Something that floats, but is not a solid or a liquid. For example, air. .....
5	Small pieces of rock in the atmosphere. .....
6	How long it takes light waves to travel from a star to Earth. .....
7	Small parts of water that are found in the atmosphere. .....

2 Complete the word webs using the key vocabulary words from **Activity 1**. Group similar words together.



3 Complete the dialogues with the key vocabulary words from **Activity 1**.

Miss Reem: Hello Sara, how are you doing?
Sara: Hello Miss Reem. I have a question about today's class. Why doesn't space have [1] .....?
Miss Reem: Well Sara, remember that light comes from stars like the sun. The lines of light, called [2] ....., must travel a very long way, sometimes millions of [3] .....
Sara: What happens when they get to Earth?
Miss Reem: Well, when they get to Earth, they arrive at Earth's [4] ..... This is a mix of [5] ....., and [6] ....., which are small parts of water, and [7] ....., which is small pieces of rock. Light hits these objects and goes everywhere. That is why we see light. In space, there are very few objects for the light to hit. So that is why it is dark.
Sara: Thanks Miss Reem! It all makes sense now.

4 Match the sentence halves to to make full sentences.

1	Light waves travel at a speed of one Earth year to one light year, therefore,	a	light waves hitting the Earth's atmosphere.
2	Some stars are very far from Earth,	b	this means that there is very little light in space.
3	We see light as a result of	c	a light wave that travels 30 million light years takes 30 million Earth years to arrive on Earth.
4	Space has very few objects for light waves to hit,	d	as a result we cannot see their light.

5 You are going to do a role play with a partner. One partner will be a reporter and the other will be a scientist.

- Reporter: use the **reporter** notepad below to write some questions about why space is black. Try to write at least four questions.
- Scientist: Take some notes from the fact file on page 17 of the Coursebook. Use the **scientist** notepad below. You will need the notes to answer questions from the reporter.

Complete both parts of the task. You will change partners and roles after you have finished.

Reporter

Scientist

ENGLISH

5E

How does darkness affect the way plants grow?

- How do we know whether plants can survive in different environments?
- What kinds of plants can survive with little light?

READING

1 Read the three texts about plants and how light and darkness affects them. Answer the questions in each box.

An experiment

Six pots were filled with soil and one seed each. Three pots were put in a dark room and the other three were put outside in a place that gets a lot of sunshine. A little water was put on all six seeds, every other day. After three weeks, the seeds in the dark room, away from the light, did not grow. However, the pots outside got lots of sunlight and, as a result, began to sprout.

An experiment

1 How many pots were put in the dark?

.....

2 How many pots were put in the sunlight?

.....

3 What were the results after three weeks?

.....

.....

How photosynthesis works

1 Is photosynthesis the process by which plants change?

.....

2 What causes leaves to turn green?

.....

3 What do plants use sugar for?

.....

How photosynthesis works

Photosynthesis is the process by which plants change carbon dioxide in the air into oxygen. Chloroplast is what makes leaves green. Chloroplast also takes carbon dioxide, water and sunlight, and turns them into sugar and oxygen. In effect, plants use the sugar for food, and the oxygen is breathed out into the atmosphere.

Sun loving plants vs Shade loving plants

All plants need sunlight to survive. However, some plants can grow with little light while others are able to have a lot. Sun loving plants, like those in the desert, can live with large amounts of light. Plants like cacti and aloes are able to live and grow in the hot and dry desert environment because they can collect rain water and store it for long periods of time. However, shade loving plants like ferns, the Amazon Zebra Plant and other plants found in the jungle, can live in low-light conditions. Most of the shade is created by other large plants that grow above them. They grow as a result of photosynthesis using bits of light given off by the plants above them.

Sun loving plants vs Shade loving plants

1 What are sun loving plants?

.....

2 Name two types of sun loving plants.

.....

3 What are shade loving plants?

.....

4 Name two types of shade loving plants.

.....

SPEAKING

2 21 With a partner, quiz each other on the questions in each of the boxes. Close your books. If your partner answers correctly, put a check (✓) next to the question number.

An experiment	How photosynthesis works	Sun loving plants vs Shade loving plants
Question 1	Question 1	Question 1
.....	.....	.....
Question 2	Question 2	Question 2
.....	.....	.....
Question 3	Question 3	Question 3
.....	.....	.....

Total score: ..... / 10

WRITING

3 Write the missing details in the fact file using information from the reading text in Activity 1.

Types of sun loving plants:

Cacti

Aloes

How they grow and survive:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How photosynthesis works:

1 Photosynthesis is the process by which plants change ..... in the air into ..... .

2 Chloroplasts takes carbon dioxide, ... and sunlight, and turns them into ..... and oxygen.

3 Plants use the sugar for ..... , and the ..... *is breathed out into the atmosphere.*

Types of shade loving plants:

.....

.....

How they grow and survive:

Shade loving plants grow by the process of photosynthesis using bits of light given off by the larger plants above them.



4 Read the summary style sentences about the three texts in Activity 1. Fill in the gaps with the missing information (words) in the box. Refer to **Activities 1 and 2**.

oxygen • sprout • shade • plants

1 Some plants can..... in low light conditions, therefore they are called ..... loving plants.

2 As a result of photosynthesis, ... use sugar for food, and..... is breathed out in the atmosphere.

5 21 Find a partner. Let's read about the Strangler Fig. Complete the fact file.

Strangler Fig Tree

The Strangler Fig tree is a very interesting tree. It grows in low-light conditions low down in rainforests and jungles. With only 2 per cent of sunlight hitting the ground, very few plants can survive in such darkness. However, the Strangler Fig is able to survive because it attaches itself to other trees. In effect, it grows both upward towards the sunlight and down to the forest floor. Wow! What an amazing tree!



Writing Tip

When summarizing a text, you need to write, in your own words, what you read. Only include the important information and main idea of the text.

Main idea:

.....

.....

.....

Important fact:

.....

.....

.....

Details:

.....

.....

.....

5E

How does darkness affect the way plants grow?

ENGLISH

1 There are six words and phrases highlighted in the three texts on page 21. Match them with these meanings.

1 to begin to grow, sometimes quickly .....

2 having little light in a place .....

3 plants that grow well without much sunlight .....

4 the air surrounding the earth .....

5 changing carbon dioxide into oxygen .....

6 plants that grow well with a lot of sunlight .....

2 Complete the sentences with the highlighted words and phrases from Activity 1.

1 Most of the plants that grow low down in the Amazon rainforest are ..... .

2 After just one week, the seed began to ..... . I watered it every day in the sunlight.

3 Plants can still survive in ....., because some sunlight still gets to them.

4 If the ..... is clean, it is healthy for us to breath the air.

5 Cacti and aloes, found in the desert, are examples of ..... .

6 ..... is the process where plants change carbon dioxide in the air into oxygen.

3 Complete each sentence with a signal word or phrase.

1 It was raining outside, ... we didn't go to the beach.

2 Badi kicked the soccer ball. ..... it rolled into the street.

3 Maria studied all night for her exam, ... she did very well.

4 It was Saeed's birthday, ... we made him a card.

5 I went to sleep early last night, ... I was very tired.

6 The cactus plant grows quickly in the desert, ... it is a sun loving plant.

Language Tip

Cause and Effect

Remember, the *cause* is WHY it happens, the *effect* is WHAT happens. We use signal words and phrases like **because**, **therefore**, **so** and **as a result** to connect these two events. However, you can also use phrases like **this means that** in the place of these words. For example, some plants can easily survive in the desert, **because** they are sun loving plants.

Or

Some plants can easily survive in the desert, **this means that** they are sun loving plants.

4 21st Find a partner, and speak about the image.
Discuss what you think it shows.
Answer the questions below.

1 What process does this picture show?

.....

2 Describe the process in your own words:

.....

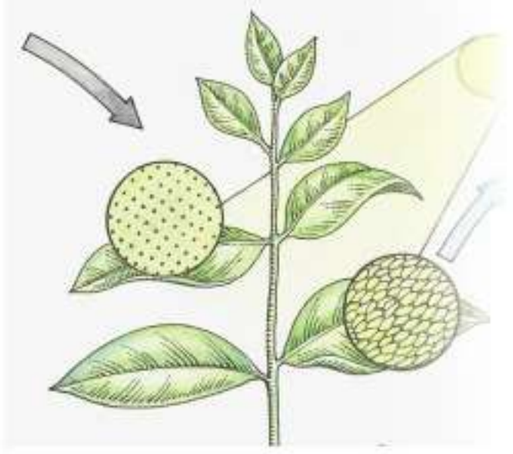
.....

.....

.....

.....

.....



5 21st Write notes in your own words about the three texts in on **page 21** to help you plan your summary. On the right is the structure you should follow.

Opening statement

Introduce your topic, and what the main idea is:

.....

1st important fact:

.....

Details

.....

.....

.....

2nd important fact:

.....

Details

.....

.....

.....

3rd important fact:

.....

Details

.....

.....

.....

Closing statement

Closing statement (restate the main idea of the three texts):

.....

.....

6 Write your summary below. Remember to use the information you wrote in **Activity 5** above.

.....

.....

.....

.....

.....

.....

.....

.....

.....

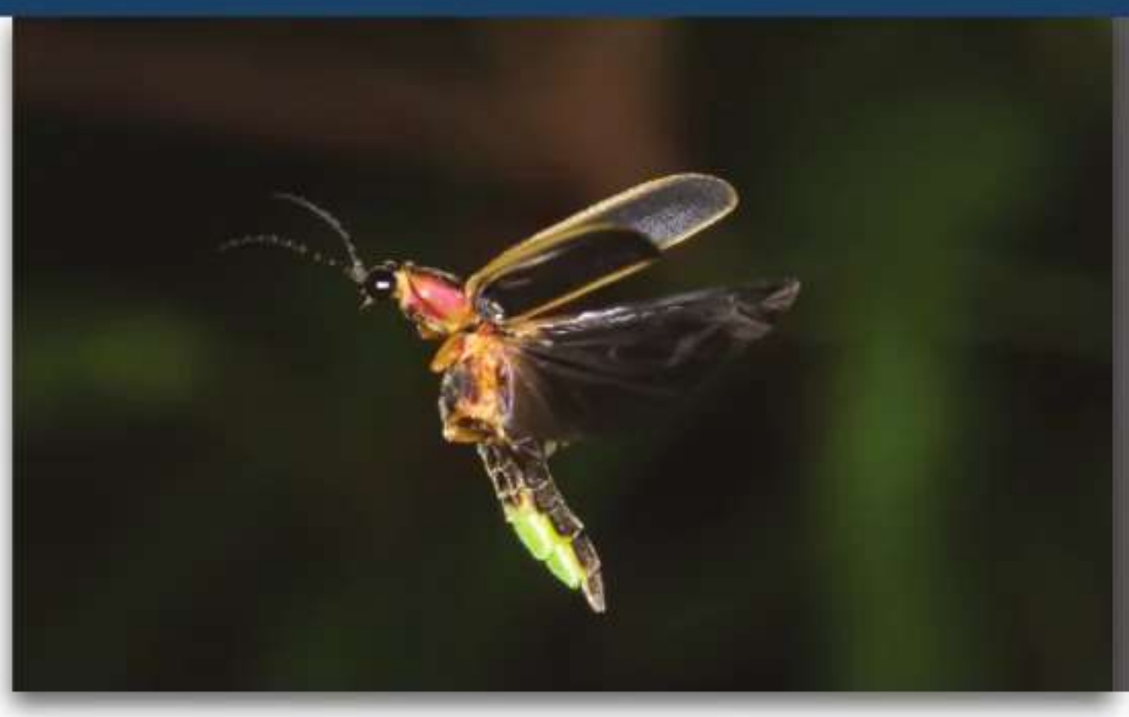
7 Look at your summary. Check (✓) the boxes below if the answer for each question is yes.

Is there an introduction? Did you introduce the main idea?	Did you write three facts about the topic?	Did you write details for each of the three facts?	Is this a closing to your summary? Did you restate the main idea?
.....	.....	.....	.....

Review

Light and dark

ENGLISH



VOCABULARY

1 Use the words in the box to fill in the blanks in each sentence.

light • glow • warn • communicate • flash

1 Fireflies ..... in the dark.

2 Omar used his torch to ..... up the room.

3 They knew there was a thunderstorm because they saw a ..... of lightening.

4 Fireflies use light to ..... with each other.

5 Three flashes of light ..... other fireflies when a predator is close.

2 Read the words and definitions. Write each of the words in a sentence.

1 **nocturnal** – something that is active at night

Example:.....

2 **night vision** – seeing in the dark

Example:.....

3 **low light** – dark

Example:.....

4 **ability** – being able to do something

Example:.....

5 **device** – a piece of equipment used for a purpose

Example:.....

3 Read the sentences below and fill in the gaps with the correct word from the options given.

1 The nearest star system to our galaxy is 4.3 ..... away.

(gases, atmosphere, light years)

2 When it's raining ..... fall onto the ground.

(gases, water droplets, light waves)

3 A rocket must leave the..... to enter space.

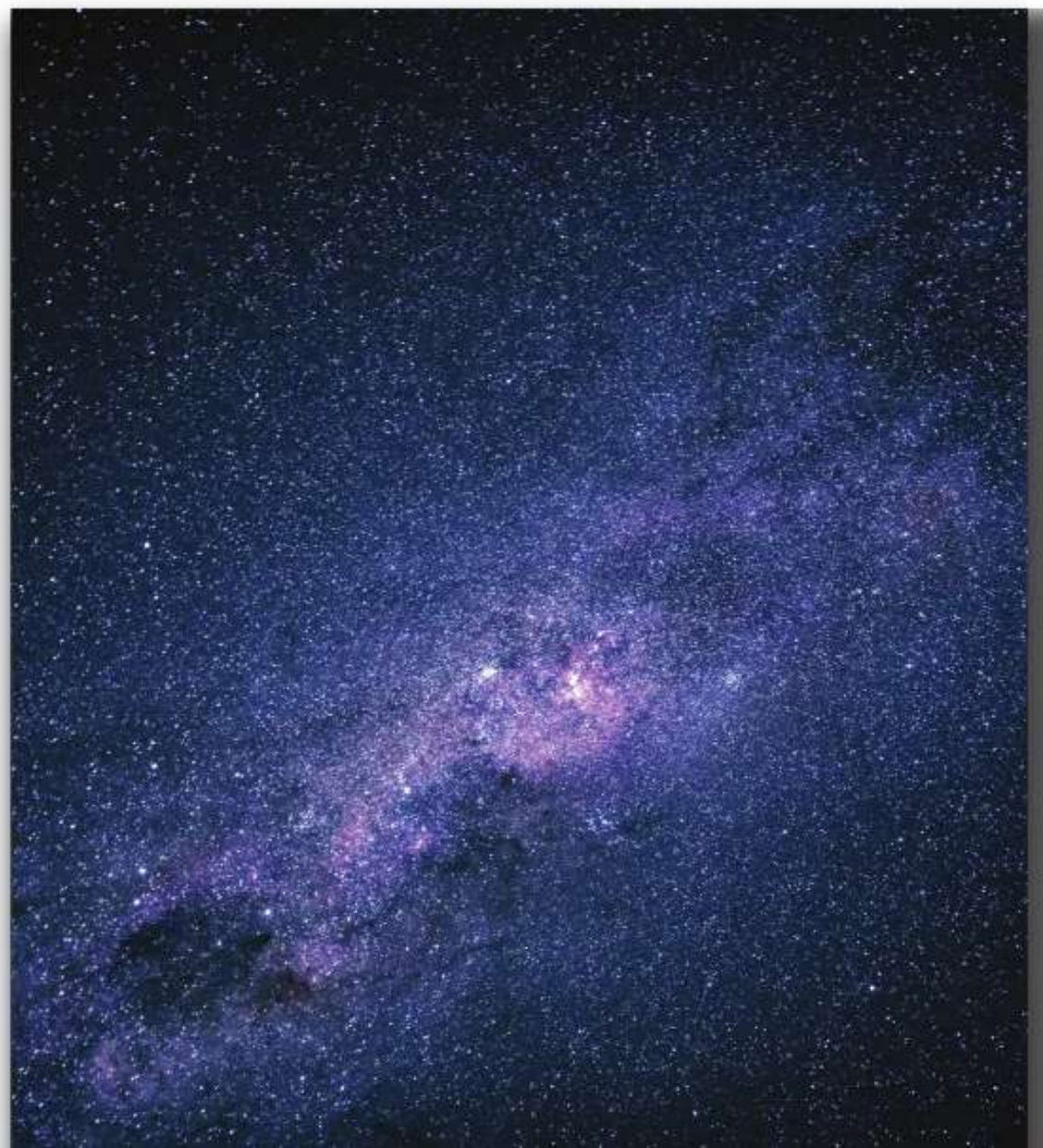
(atmosphere, dust, water droplets)

4 ..... travel to the earth from the sun.

(dust, atmosphere, light waves)

5 There are lots of different ..... in the atmosphere.

(light years, gases, dust)



LANGUAGE FOCUS

4 Unscramble the sentences below.

1 bats / ears / said / Zainab / that / have / large

.....

2 Saif / owls / in / see / dark / can / said / that

.....

3 that / the / said / I / rest / should / doctor

.....

4 friend / that / went / said / my / she / cinema / the / to

.....

5 said / night / safari / go / that / wants / to / Mohammed / he / a / on

.....

WRITING

5 What are the benefits of seeing in the dark? Write your ideas below.

.....

.....

6 Read what your partner has written in Activity 5. Report what they wrote below.

Example: Abdullah said that seeing in the dark is good for running at night.

.....

.....

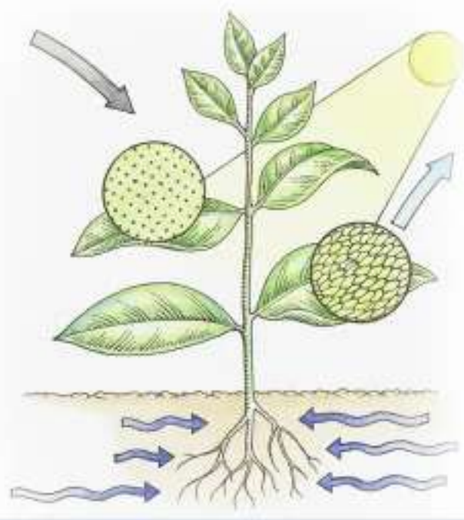
.....

SPEAKING

7 Write notes in your note pages about sun loving and shade loving plants. Use these notes to give your partner information about them.

8 Now switch partners and tell your new partner what your previous partner said.

Example: Sara said that sun loving plants grow faster in the sun.



Self-assessment

Read the statements and tick the best description.	Yes	Maybe	No
I can guess what I think will be talked about in a science lecture on fireflies using photos to help me.			
I can listen for information to complete the main points of a fact file on fireflies.			
I can ask people for missing information about night vision technology.			
I can ask someone to repeat what they've said about night vision technology, and check that the information I have is correct.			
I can use reported speech to report what experts say about nocturnal animals.			
I can use language for cause and effect to talk about why space is dark and how light effects plants.			
I can use what comes before and after gaps in a science fact file about space to complete missing information.			
I can write a summary about plants that are able to survive in varying environments.			



UNIT 6

Teams

ENGLISH

Key Learning Objectives

Listening To listen to a radio interview for key information about His Highness Sheikh Zayed bin Sultan Al Nahyan's life.

Speaking To confirm mutual understanding by using back-channeling techniques in a discussion about possible solutions to a problem.

Language Focus To use the present perfect to refer to a state or period of time that is unlimited or indefinite.

Reading To recognise the textual features of a report on Ramadan and understand the specific factual information presented.

Writing To write a simple report on the method and result of a team task.

DISCUSSION

- Look at the photo. What do you see?
- Who are the people in the photo? What did they do for the UAE?
- Is it better to work alone or as a team?
- Do you like working with others? Why or why not?
- How can you be a good team player?

ENGLISH

6A

Why is the team leader so important?

- **Why is Sheikh Zayed bin Sultan Al Nahyan called the Father of the Nation?**
- **Why is the nation called the United Arab Emirates?**

SPEAKING

1 Think of how the United Arab Emirates was formed. Look at the questions. In your group, discuss how the nation was created.

- What year was the country created?
- Who created the country?
- How did they create the country?
- Why did they create the country?



2 Look at the picture of Sheikh Zayed and the people around him. Look at what he is doing and how other people are listening to him. What do you think the listening activity will be about?



LISTENING

3 20 Listen to the audio. Choose the sentence that best summarizes what you just heard. Were your predictions correct?

1 A discussion about the history of the United Arab Emirates.
2 A debate about whether we should have more history classes.
3 An interview about Sheikh Zayed and why he was a great leader.
4 A conversation about how life was different in the past.

Listening Strategy

Before listening, think of important words and expressions that you predict you will hear. While listening to a recording, listen for this key vocabulary to help you pay attention to important details.

4 20 **Listen to the audio again. Choose two statements that are correct.**

1 A leader works alone. He does not need to listen to others to achieve his vision.
2 A great leader has many qualities, such as knowledge and strong values. Leaders needs these qualities to achieve their vision.
3 A leader does not need a vision of what he wants. He lets other people tell him what to achieve.
4 Sheikh Zayed has all the qualities of a great leader. He needed these qualities to achieve his vision of a united nation.
5 A leader needs to push his team to do what he wants. He does not need to listen to them or care how they feel.
6 A leader only needs a clear vision and strong values. He does not need to work hard to achieve his vision.

SPEAKING

5 Work with a partner. Take turns reading the sentences, putting stress on the words in **bold**. Your partner will underline the word in the Workbook. Remember that stressed words are said more slowly and with a pause before and after the stressed word.

1 A good leader has strong **values** to guide their team.

2 A good leader **never** shouts at their team.

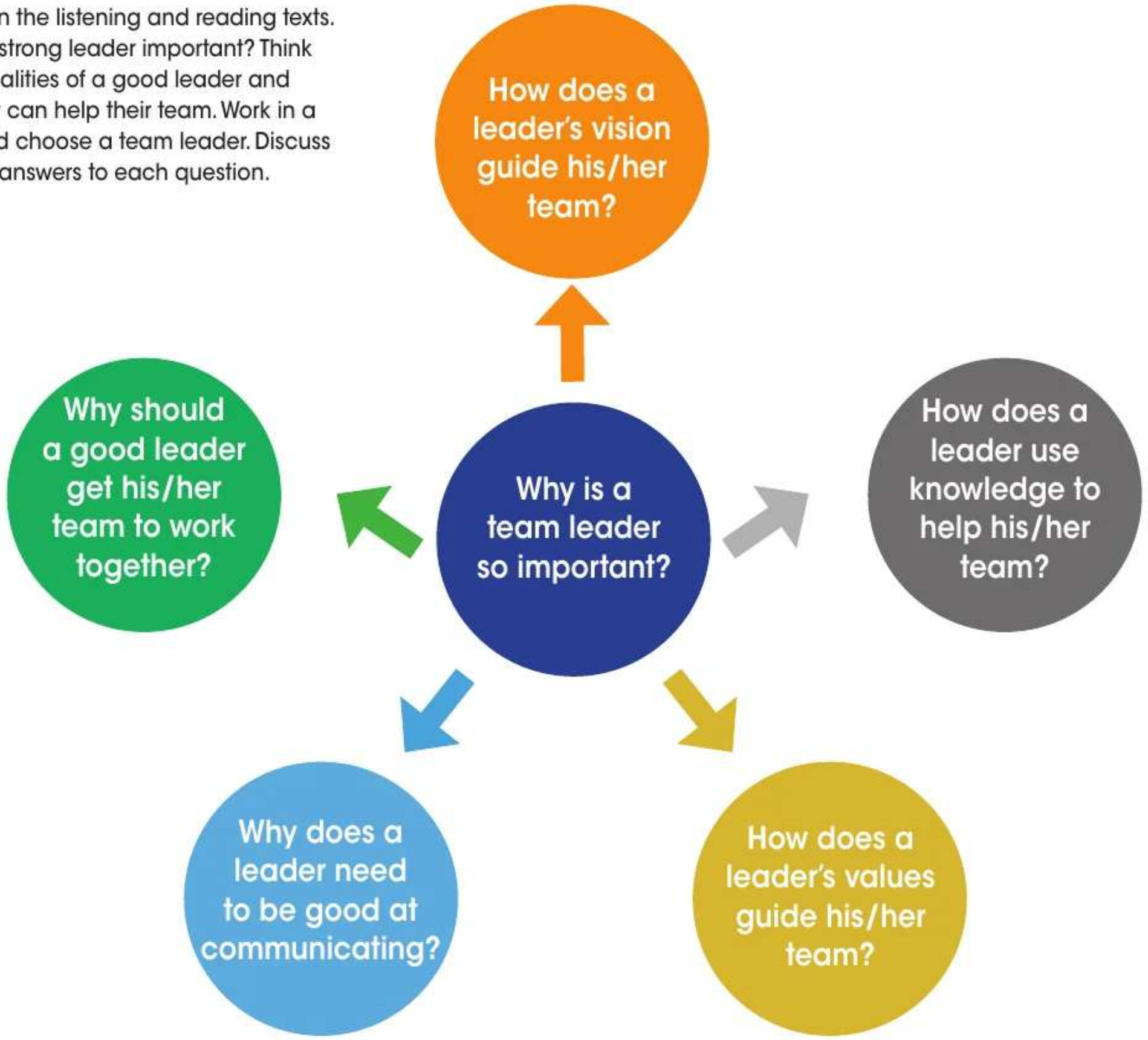
3 Knowledge helps the team leader make **good** decisions.

1 Team leaders should get their team to work together.

2 A strong leader always a vision in mind when guiding his team.

3 Good communication means speaking well but also listening.

6 Reflect on the listening and reading texts. Why is a strong leader important? Think of the qualities of a good leader and how they can help their team. Work in a team and choose a team leader. Discuss possible answers to each question.



ENGLISH

6A

Why is the team leader so important?

1 Read the definitions. Circle the correct word for each definition.

1 (achieve/communicate): to work at and complete something important.
2 (vision/qualities): the good parts of someone's personality.
3 (values/knowledge): what someone believes in.
4 (nation/vision): a united country.
5 (knowledge/values): what someone knows.
6 (nation/communicate): to speak and listen.
7 (values/vision): an idea or dream that you want to achieve.
8 (knowledge/leader): someone who guides a team towards a goal or vision.

Language Tip

Notice that **have** comes before some verbs. This is the present perfect tense. The present perfect is used to talk about past experiences without giving details. The present perfect is good to use in an introduction or a conclusion.

*The United Arab Emirates **has achieved** so much under his leadership and vision.*

*By working together, we **have built** a strong nation.*

2 Read the sentences and choose the correct present prefect verb from the vocabulary box.

have achieved • have worked together • has communicated • have followed • has led

1 The Emirate leaders ..... Sheikh Zayed's guidance and vision.
2 Emiratis ..... so much by working together.
3 The Sheikhs ..... to unite the Emirates.
4 Each Sheikh ..... his vision to his people.
5 Sheikh Zayed ..... the Emirates into a modern nation.

3 Look at the leadership qualities in the first box. Which of these qualities are helpful for a leader? Discuss with a partner. Add two more qualities to the leadership vocabulary box.

Think of your own personal qualities. Which of these leadership qualities do you have? Which qualities can you improve?

Leadership qualities	I am strong in...	I can improve...
• knowledge	•	•
• vision	•	•
• work well with others	•	•
• values	•	•
• communication skills	•	•
•	•	•
•	•	•

4 Saif visited the Etihad History Museum for a school project. He wrote a short report about Sheikh Zayed, his qualities, and why they are important for a team leader.

Read the report.

- Underline the five qualities of a great leader you already heard in the audio.
- Highlight five reasons why these leader qualities are important for a team.

5 Remember what you heard and read about Sheikh Zayed. Complete the table.

6 Work with a partner. Take turns reading the sentences in the blue boxes below, putting stress on the words in **bold**. Your partner will underline the word in the **Coursebook**. Remember that stressed words are said more slowly and with a pause before and after the stressed word.

Sheikh Zayed was a Strong Team Leader

By Saif Al Blooshi

Sheikh Zayed had all the qualities of a great leader. These qualities are important for any team leader. A team leader guides his team by using these leadership qualities. Sheikh Zayed had the knowledge to know what works and what does not work for his nation. This is important because being knowledgeable results in good decisions. A team leader needs to make good decisions for their team to succeed.

Sheikh Zayed had a vision of a modern nation with all the Emirates united. A good leader can imagine what they want to achieve in the future, and can guide others toward that vision. A clear vision means the team has a goal to work toward. Sheikh Zayed had good values that came from Islam and Emirati culture. Leaders believe in themselves and others. They need to be strong and confident so that they can make important decisions for the team.

Another important quality is knowing how to communicate. Sheikh Zayed was good at speaking and communicating his vision. But Sheikh Zayed also listened to his people's hopes and problems. Team leaders communicate their vision and listen to new ideas from their team so that they can work well together. This is why good leaders know how to work with others. Sheikh Zayed worked with the other Sheikhs to unite the Emirates into one nation. A good leader works well with others, and gets everyone to work as a team. A united team can achieve their vision.



Sheikh Zayed bin Sultan Al Nahyan Fact Sheet	
1 What was his **vision**?	.....
2 Where did his **values** come from?	1 ..... 2 .....
3 Why was he good at **communicating** ?	1 ..... 2 .....
4 How did his **knowledge** help build the nation?	.....
5 Who did he **work with** to build the nation?	.....

1 A good leader has strong values to guide their team.

2 A good leader never yells at their team.

3 Knowledge helps the team leader make good decisions.

1 Team leaders should get their team to **work** together.

2 A strong leader **always** has a vision in mind when guiding his team.

3 Good **communication** means speaking well but also listening.

ENGLISH

6B

How can we solve problems together?

- Have you faced any problems recently?
- How did you solve them?

READING

1 Read about Fatima. What problem does he have? Do you think there is an easy solution?

Fatima has a group project at school. She is the team leader, and there are six other members in her group. Fatima really wants a good grade for the project, but her group isn't working effectively together. Two of the members have a conflict and argue frequently. Another member dominates the discussion, while one student barely participates. The deadline is getting closer, and the group still hasn't made much progress. Fatima feels stressed and under pressure, unsure how to solve the dilemma.



Vocabulary

dilemma a problem that has no clear solution

Language Tip

Remember:

We can use the **second conditional** to talk about imaginary or unreal situations in the present and/or future.

Example:

I wouldn't do that if I were you!

SPEAKING

2 Read the text again. What would you do if you were Jassim? What wouldn't you do?

If I were Fatima, I would...

I wouldn't...



3 Discuss the possible solutions to Fatima's dilemma with a partner. Complete the table below with positives and negative for each solution.

a) Fatima decides to meet with her group and set clear rules for working together. After a few meetings, the group starts to communicate better, but two students still find it difficult to agree.

b) Fatima talks to her teacher about the situation and asks for advice. The teacher meets the group and helps them divide the work fairly, but some students feel embarrassed.

c) Fatima chooses to finish most of the project on her own so the grade won't suffer. The project is completed on time, but Fatima feels tired and frustrated that others didn't help.

	Positive +	Negative –
a		
b		
c		

4 With a partner, discuss the solutions from **Activity 3**. Rank the options a, b and c from best (1) to worst (3). Use the phrases from the **Speaking Tip**.

Rank	Solution
1	.....
2	.....
3	.....

5 21st Compare your answers from **Activity 4** in a larger group. Then compare with the class.

Speaking Tip

When having a discussion, you can use these phrases to check understanding:

1 Do you follow me?
2 Do you know what I mean?
3 So are you saying that ...?
4 Is that what you mean?



6B

How can we solve problems together?

1 Fill in the missing letters to form the words.

a_gu_ • st_e_ _ed • pa_t_c_pa_e • de_d_i_e • u_d_r p_e_ _u_e • s_l_e • c_nf_i_t • pr_g_e_ _

2 Write the vocabulary from **Activity 1** next to the correct definition.

1 A serious disagreement .....
2 Feeling nervous or worried .....
3 To find an answer to a problem .....
4 To not let others take part in an activity .....
5 To speak angrily with someone .....
6 To take part in an activity .....
7 The final time when something needs to be finshed .....
8 Improvement or moving in a positive direction .....

3 Match the sentence halves.

1	What would you do if you found	a	any job in the world?
2	What would you buy if you had	b	a bag full of money?
3	What would you do if you were	c	a million dirhams?
4	What would you choose if you could have	d	the principal of your school?
5	If you could take a vacation anywhere in the world,	e	what would it be?
6	If you could have a superpower,	f	what would you eat?
7	If you could meet one person from history,	g	where would you go?
8	If you could only eat one thing for a month,	h	who would it be?

4 Ask and answer the questions from **Activity 3** with a partner.

What would you do if …?

5 Look at the phrases for checking understanding. Circle the stressed syllables in each phrase.

1 Do you fo llow me ?
2 Do you know what I mean ?
3 So are you say ing that ...?
4 Is that what you mean ?

6 Complete the dialogue with the missing words.

A: So if you (1) _____ Fatima, what (2) _____ you do?

B: That's a difficult question. I've never been a team leader before. Do you (3) _____ what I (4) _____?

A: So are you (5) _____ that you (6) _____ try to fix the problem yourself?

B: Right.

A: OK, but imagine if you (7) _____ a group like hers. Do you (8) _____ me?

B: Alright, alright. Well, if I (9) _____ Fatima, I (10) _____ talk to the group about teamwork. I (11) _____ ask the teacher for advice if that didn't work.

A: What (12) _____ you say?

B: I (13) _____ tell them to listen to each other and share ideas fairly.

A: (14) Do you _____ what I (15) _____?

B: Yeah, I guess.

A: What about you? What (16) _____ you do?

7 Read the dilemmas. With a partner, discuss what you would do.

1 Ahmed has an important math test tomorrow. He wants to study, but his little brother keeps making noise and asking him to play. Ahmed tries to focus, but he feels tired and stressed. He knows the test is very important, but he doesn't know how to manage his time and stay calm.

2 Maryam was on her way home from school when she realized her phone was missing. She checked her bag and pockets, but it wasn't there. Maryam uses her phone for homework, talking to friends, and setting reminders. She feels worried because she doesn't know if she lost it on the bus or at school. She also doesn't know how to tell her parents.

3 Omar forgot to do his English homework because he was busy helping his family at home. The teacher said the homework is very important for the next lesson. Omar feels nervous because he doesn't want to get a bad grade or make the teacher upset. He is thinking about what to do.

ENGLISH

6C

What can animals tell us about making a strong team?

- **Do you like working in a team?**
- **What is good about working in a group?**

LISTENING

1 21 You are going to listen to a talk by an animal expert at a wildlife conference. Listen to the talk and circle the animals that are spoken about.

A



B



C



D



Good afternoon everyone. My name is Meera Al Shamsi and I am an animal expert.
I am interested in animal behavior. I study how animals work in teams because this information can teach us how to work together. I have studied meerkats, wolves, killer whales and other animals to learn about teamwork in the animal world. Let's look at some examples.

Last summer, I went to Botswana in Africa and I watched meerkats hunting. They eat insects, lizards, birds and fruit. Large birds like eagles eat meerkats, so they must be careful. When they are looking for food, one meerkat always looks out for danger. It climbs a tree and watches, while the other meerkats get food. If it sees danger it calls and the meerkat group runs away. This is an excellent example of the importance of trust in a team.

Now let's talk about wolves. I have seen how they communicate. It is amazing. Last year, I studied wolves in Canada and Alaska. I saw one wolf hunting six kilometers away from its pack. It caught a deer so it howled to call the pack. They ran six kilometers and they knew where to go. A wolf's howl can give information about what it is doing, where it is, and if there is danger. They have excellent communication skills. What does this tell us about teamwork? When teams communicate well they work well together. Good communication makes a strong team.

My final example is killer whales. Killer whales show strong teamwork when they are hunting. I have seen them on camera. When there is an animal sitting on the ice, killer whales swim under it and work together to push the ice so that the animal falls into the water. They also swim in circles around groups of fish and move them into a ball which is easy to eat. What does this teach us? Working together is important. Everyone in a group has a job. If everyone does their job, the group can achieve their goal.

Have you ever seen animals working together?

2 Read the talk and answer the questions.

1 When did Meera go to Africa?

.....

2 Which animal teaches us about trust?

.....

3 What information can a wolf's howl communicate?

.....

4 Does Meera say when she saw killer whales?

.....

5 What do killer whales teach us about teamwork?

.....

LANGUAGE FOCUS

3 Read the text and find three examples of the present perfect tense.

.....

.....

.....

Use of English

Present Perfect Tense

subject + have/has + past participle verb

We can use the present perfect tense to talk about experience. When it happened is not important because we are focusing on the experience. If we want to say when something happened we use past simple.

Look at the example:

I have seen how wolves communicate. Last year, I studied wolves in Canada.

The first sentence is

.....

because it talks about the experience.
The second sentence is

.....

because it talks about an exact time in the past.

Be careful! we never use the present perfect tense with a time.



SPEAKING

4 21 Discuss the questions in groups.

- Can you think of any other animals that show strong teamwork?
- Why do they have good teamwork?
- Have you ever seen animals working together?

ENGLISH

6C

What can animals tell us about making a strong team?

1 Match the words with the definitions.

1	together (n)	a	believing someone can and will do what they say
2	trust (n)	b	how someone acts
3	behavior (n)	c	with a person or group
4	teamwork (n)	d	a group of animals
5	a pack (n)	e	a group working together to complete a goal

2 Write the past simple and past participle forms of the verbs.

Base form	Past simple	Past participle
see	saw	seen
watch		
eat		
try		
visit		
go		
play		
do		

3 Now complete the sentences with *have* or *has* and the correct past participle from Activity 2.

1 I have / has ..... elephants in Sri Lanka.

2 Ali have / has ..... food from a lot of countries.

3 I have / has ..... to Egypt.

4 My cousin have / has ..... surfing.

5 My parents have / has ..... lions hunting in Botswana.

4 Match the questions and answers.

1	Have you ever been to North Africa?	a	Yes, I have.
2	When did you go to Oman?	b	No, but I have been to South Africa.
3	What did you do there?	c	Two years ago.
4	Have you ever been to Oman?	d	Yes, I did.
5	Did you see any wild animals?	e	I went to the desert.





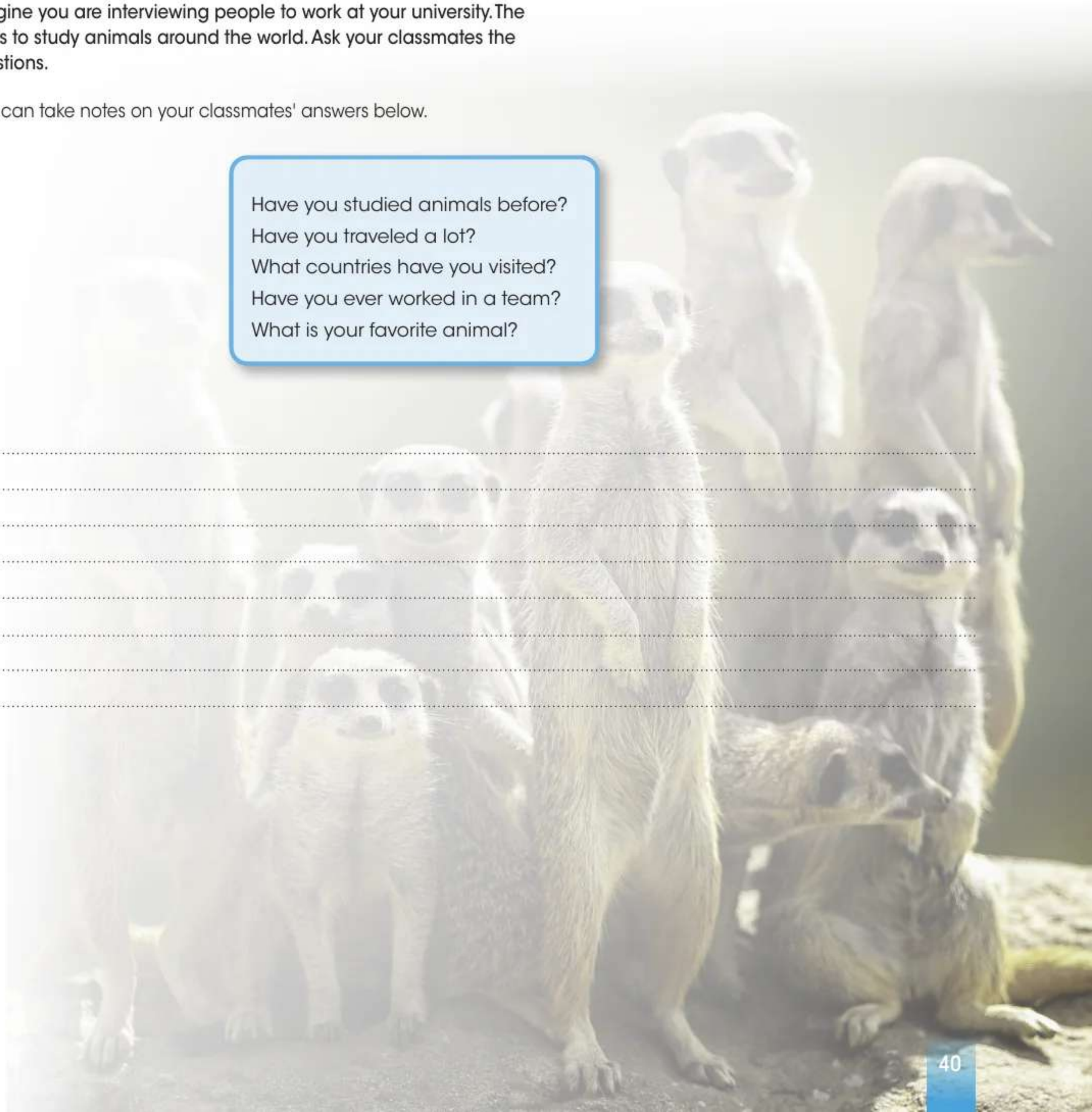
5 A university is hiring people to study animals around the world. Imagine you are an animal expert and you have a job interview. What will you say to get the job? Write four sentences about your experience using the present perfect tense.

For example: I have traveled a lot.

6 Imagine you are interviewing people to work at your university. The job is to study animals around the world. Ask your classmates the questions.

You can take notes on your classmates' answers below.

Have you studied animals before?
Have you traveled a lot?
What countries have you visited?
Have you ever worked in a team?
What is your favorite animal?



6D

What have you done to help your community?

- What traditions do your family have for the Holy Month of Ramadan?
- What traditions do other people have for the Holy Month of Ramadan?

LISTENING

1 22 Look at the photos. What do you think the listening will be about?







2 22 Listen to the audio about sharing fridges. Tick the statements that you hear.

1 give money to charities
2 put lights on houses
3 give money to help build mosques
4 invite people to break their fast with their families
5 visit families and friends
6 start sharing fridges

contribution
donate
fast
food parcels
generosity
school project
charities

3 21 22 Listen again. Use the words in the word cloud to complete the sentences.

1 We are going to do a ..... about why Ramadan is such a special time of the year.
2 Well, one thing that your father and I do every Ramadan is give money to official ..... in the UAE.
3 We are happy to give ..... of time and food to this program.
4 This is one of the reasons why the Emirates are known for their ..... .
5 For example, they ..... money to help build new mosques, or invite people to eat meals and break their fast with their families.
6 They fill them with ..... with things like dates and bread, and drinks like labneh and fruit juice.
7 It is really important for workers who ..... while working all day in the hot sun.

4 Read the introduction of the text. What type of text is this?

1 school report
2 magazine article
3 story in a book

5 Read the text again. Match the headings to each section of the text.

1 Result 2 Method 3 Task

Reading Strategy

It is important to understand how reports are built to know where to find the information quickly.

Task: Reports usually start with a task section. This tells you what the project is about, and the goal of the project.

Method: next, reports have a method section. This tells people how it works step by step.

Result: finally, reports have a results section. This section tells people what happened at the end of a project.

6 Look at the highlighted sentences in the text. Write the correct sentence on the lines provided below.

Sharing during the Holy Month of Ramadan

My name is Hassan al Shamsi. I am writing my school project about sharing fridges during the the Holy Month of Ramadan. Ramadan is a time for prayer and reflection. It is also a time to be generous and to give to those who need it. Many people donate to charity, or invite people to meals to break their fast. Now many people are starting to share fridges to give food to those who need it the most.

1 .....

Many people saw workers in their communities working in very hot weather, sometimes over 45 degrees Celsius. During Ramadan, this was even more difficult because they were fasting all day. One woman in Dubai had an idea to help them. The most important thing was to give workers a place where they could get food and drinks to break their fast. She put a fridge outside her house filled with food and drinks. Her idea came to the attention of others. Soon many people were doing the same thing. Now the aim of the project is to help workers all over the UAE have a place to get food and drinks to break their fast during Ramadan.

2 .....

There are many ways that people can help the project. The first step is to talk to building managers. People in apartments and offices must get their permission to have a sharing fridge. Next, people need to talk to the team leaders. There are 13 team leaders and they are volunteers. They help manage fridge locations. Finally, there are other ways to help, too. Some people work to refill the fridges. Others help organize the food contributions and arrange for them to go to fridges that need it most. They also pack food into food parcels. Others have developed a map that people can use to find the location of the nearest sharing fridge to them. There are so many ways to help; it is truly a whole community team effort to help those in need during such a special time of the year.

3 .....

This has become a very successful project. This year, there are already over 170 fridges. Several schools in the Dubai area have also started their own sharing fridges as a school project. Most fridges feed over 100 people every day, some feed two to three times as many. Many people who participate in the Ramadan fridge project say that they must refill their fridges often, as quickly as every 15 minutes. They provide food to thousands of workers. The main thing is to always help those who need it in our communities.

Which of the following:

1 Introduces an idea that started in the past? .....

2 Introduces an idea that started in the present? .....

7 Write the number of the paragraph where you can find each sentence.

a Some have developed a map with the location of sharing fridges. .....

b There are now over 170 sharing fridges in the UAE. .....

c The idea started with a woman from Dubai who wanted to help workers in her community. .....

d The weather in Dubai during Ramadan sometimes is as hot as 45 degrees Celsius. .....

e Some people refill their fridges every 15 minutes. .....

f There are 13 team leaders. .....

Language Tip

Remember, we can us e phrases like *the main thing ..., the most important thing ..., don't forget that ..., remember that ...* to introduce new ideas. If we want to talk about ideas that started in the present, use a present tense verb following the introductory phrase.

The most important thing *is that we take time during the Holy Month of Ramadan to help those in need.*

If we want to talk about ideas that started in the past, use a past tense verb following the introductory phrase

Remember that the sharing fridge project *started with one person.*

6D

What have you done to help your community?

ENGLISH

1 Unscramble the words below.

1	ottcuionirbn (noun)	.....	to give something to a person or organization, or help a team
2	ofdo rapcle (noun)	.....	food that is put together to make a meal
3	noadte (verb)	.....	to give something to someone without getting paid, like food
4	ftsa (verb)	.....	to not eat or drink, like during the Holy Month of Ramadan
5	scoloh orjecpt (noun)	.....	a team activity at school.
6	cahrtiy (noun)	.....	an organization that helps people by giving them food and money.
7	gernoeus (adj)	.....	willing to give to others, often food or money

2 Complete the text using the key vocabulary words from **Activity 1**.

How to stop food from being wasted

The people at the sharing fridge project have learned a lot since the [1]..... started in 2016. One very important thing they have learned is what type of food people like to break their Ramadan [2]..... . At first, the team leaders created [3]..... with many common Ramadan foods like laben, dates and bread. Many people in the UAE showed their [4]..... and [5]..... their time to make these food parcels. Many schools also started a sharing fridge as their [6]..... . However, the team leaders learned that people didn't eat all of the food in the parcels. It was wasted. Now, the sharing fridge team leaders ask people to give their [7]..... without putting them in a food parcel. Workers can choose what they want to take.



3 Read and answer the questions.

1 What do you have at home that you would donate to the sharing fridge?

.....

2 Create a food parcel using popular Ramadan foods:

.....

3 Write one famous charity that you know. Who does it help?

.....

4 How can you make a contribution to make your community a better place?

.....

5 What is one generous thing that you do often?

.....

6 What is the best school project that you have ever done?

.....

7 What times of the year do you fast?

.....

4 Circle the correct verbs to complete the sentences.

1 Remember that you ***need/needed*** to contact building managers and get permission if you want to start a sharing fridge.

2 The main thing ***is/was*** to make sure she knew what food that workers wanted.

3 Don't forget that there ***are/were*** already 150 sharing fridges at the end of the first year.

4 The most important thing ***is/was*** to help people in your community whenever you can.

Vocabulary

We can often make *nouns* from verbs by adding *-tion* to the end of the verb. If the verb ends in *-te*, remove the *e* before adding the *-tion*. For example:

contribute *(verb)* – *e* + *tion* = ***contribution*** *(noun)*

donate *(verb)* – *e* + *tion* = ***donation*** *(noun)*

5 Use the school report in the Coursebook to complete the notes below. First, write the correct headings for each section. Then use the word boxes to help you complete the notes.

What was the goal of the project? What is the goal now?

What are the steps to start a sharing fridge?

What are the results of the project (how many people and sharing fridges are there)?

Ramadan Sharing Fridges

Task

- Original goal: The most important thing was to give workers a place where they could get food and drinks to break their fast.

The goal now: 1 .....

Method

- 2 .....
- 3 .....
- 4 .....
- Finally, there are other ways to help too:
  - organize the food contributions
  - pack food into food parcels
  - and update a map.

Result

- 5 .....
- They have helped thousands of workers

6E

How important is your method in achieving a team goal?

- **What kind of method would you follow to build a paper tower?**
- **How do you think you can work with a group to carry out this task?**

READING

1 21 Read the text. Answer the questions.

1 What is the task?

.....

.....

2 What is the objective of this task?

.....

.....

3 How many sheets of paper will each group have?

.....

.....

4 Why do you think this number of sheets of paper was selected?

.....

.....

5 How can working with a team be helpful? Choose the best answer.

a You can share ideas with each other.

b It can make a difficult task easier.

c both a and b

d none of the above

Your task is to build the tallest tower out of paper. The objective of this task is to challenge your ability to work together as a team and build the tallest paper tower. However, you can only use five sheets of paper. Therefore, the first thing you need to do is discuss the role each of you will have. After that you need to discuss how you will achieve this task. Next, you all need to begin building your tower, and write the method you use. Finally, if there is time, you will need to write down your results.

Good luck!

2 Read and match the sentence halves.

1 Therefore, first discuss the roles each of you will have. There are four suggested roles; …

2 After that, discuss how you will achieve this task, and remember, you will only have …

3 Next, start building your tower, and write the method you use. You can either decide to fold the …

4 Finally, if there is time, write down your results. Keep track of your progress and what the results are. You may need to …

..... a paper first and cut it afterwards, or you can do the opposite.
The goal is to build the tallest tower out of five sheets of A4 paper.

..... b this lesson to carry out the task.

..... c start over and try another method. Remember to keep track of these changes.

..... d a leader, a paper cutter, a paper folder and a tower builder.

3 Read the text again and decide the roles in your group. Write the names next to the role.

1 Leader: .....

2 Paper cutter: .....

3 Paper folder: .....

4 Tower builder: .....

WRITING

4 Take five minutes with your team to discuss how you will build your paper tower.

5 Now, begin to build your paper tower. As you work, make sure you note down each step of the method your team follows to carry out this task. Use the sequencing phrases to help you.

Writing Tip

When writing the *method* of a task you should write the specific steps you followed, in order to achieve the goals of that task. Include sequencing phrases, like *First of all,* and *After that we* to add more understanding to the text.

Our method

The first thing we did was .....

.....

.....

After that we .....

.....

.....

Next, we all .....

.....

.....

Then we .....

.....

.....

Finally, we .....

.....

.....

6 In your Workbook, write the description of your task.

7 In your Workbook, write the results your team followed. Remember to use the correct sequencing words and phrases.

6E

How important is your method in achieving a team goal?

ENGLISH

1 Look back at the highlighted words in the Activity 1 of the Coursebook. Match the words to the correct meanings.

1	tower	a	the process or steps in which something is done
2	task	b	to join and cooperate with others
3	objective	c	a responsibility someone has in a group
4	team	d	a tall structure
5	work together	e	the outcome of something
6	role	f	to accomplish something successfully
7	achieve	g	a goal or something to work towards
8	results	h	a job or an assignment
9	method	i	a group of two or more people that work together

2 Complete the text using the words from Activity 1.

The ..... of this task was to build the tallest tower out of paper. My ..... and I worked very hard to build our ..... . We knew it would be challenging, but we decided to ..... so we could complete the ..... . First, we each had a ..... We all did our part so we could ..... the results we hoped for. Next, we discussed our ..... and how we would fold and cut the paper in different ways so we could make the tower as tall as possible. Then, we made sure we kept track of our progress and what our ..... were. To our surprise, our method worked the best! Our team built the tallest paper tower!



Language Tip

We use **sequencing phrases** when we want to express the order in which things happen. Instead of just saying *First, Next* and *Then*, you can use phrases like *The first thing we did was, After that* and *Finally* to express the same thing.

3 Read the sentences below with the highlighted words from Activity 2. Rewrite each sentence by changing the underlined word to another sequencing phrase.

1 First, we gave each other a role.

.....

2 Next, we discussed our method and how we would fold and cut the paper in different ways so we could make the tower as tall as possible.

.....

3 Then, we made sure we kept track of our progress and what our results were.

.....

4 With a partner, describe three things you did over the weekend. Write what your partner did and remember to use sequencing phrases.

1 .....

2 .....

3 .....

5 In your groups, complete the graphic organizer.

Description:

.....

.....

.....

Methods

Results:

.....

.....

.....

6 Look at your graphic organizer. Check (✓) the boxes below if the answer for each question is yes.

Did you copy the text from Activity 1 into the Description box?	**Did you write the complete method your team followed in the Method box?**	**Did you use the correct sequence phrases when describing your method?**	**If there was time, did you write the results in the Results box?**
.....	.....	.....	.....

Review

Teams



VOCABULARY

1 Complete the sentences. Circle the correct word from the options.

1 It is important for leaders to **knowledge / achieve / vision** their goals.

2 Leaders have many **qualities / leader / achieve** which make them successful.

3 Teams must **knowledge / work / leader** together to achieve their goals.

4 To be a good **vision / qualities / leader** you must have a vision.

5 It is very important for a leader to share their **knowledge / achieve / leader** with the team.

2 Look at the words and definitions then write an example sentence for each word.

1 **contribution** – to give something to a person or organization, or help a team

Example: **Zainab made a contribution to a wildlife organization.**

2 **donate** – to give something to someone without getting anything back, like clothes, money or food

.....

3 **charities** – organizations that help people by giving them food or money

.....

4 **generous** – willing to give to other people, often food or money

.....

LANGUAGE FOCUS

3 Unscramble the sentences below.

1 wouldn't / if / you / I / do / were / do / that

.....

2 If / a / teacher / wouldn't / homework / give / I / were / I

.....

3 summer / desert / I / went / go / I / wouldn't / If / to / the / in

.....

4 lots / wouldn't / car / spend / I / on / money / I / If / had / of / it / a

.....

5 football / I / If / were / in / team / a / I / wouldn't / goalkeeper / be / a

.....

4 Read the profiles of three people who want to work in a zoo. Underline all the present perfect sentences.

Who do you think should work at the zoo?

Fatima

I'm a student at Sheikh Zayed University. I have studied zoology for three years. Now I want to work with animals in a zoo.

Omar

I'm a biologist. I have visited many countries to see animals in the wild. Last year I went to China and I saw wild pandas!

Nadia

I know a lot about animals. I have worked on a farm before.

I should work at the zoo because I'm a very hard worker.

5 Now imagine you are applying to work in a zoo. Write three present perfect sentences to talk about your experiences.

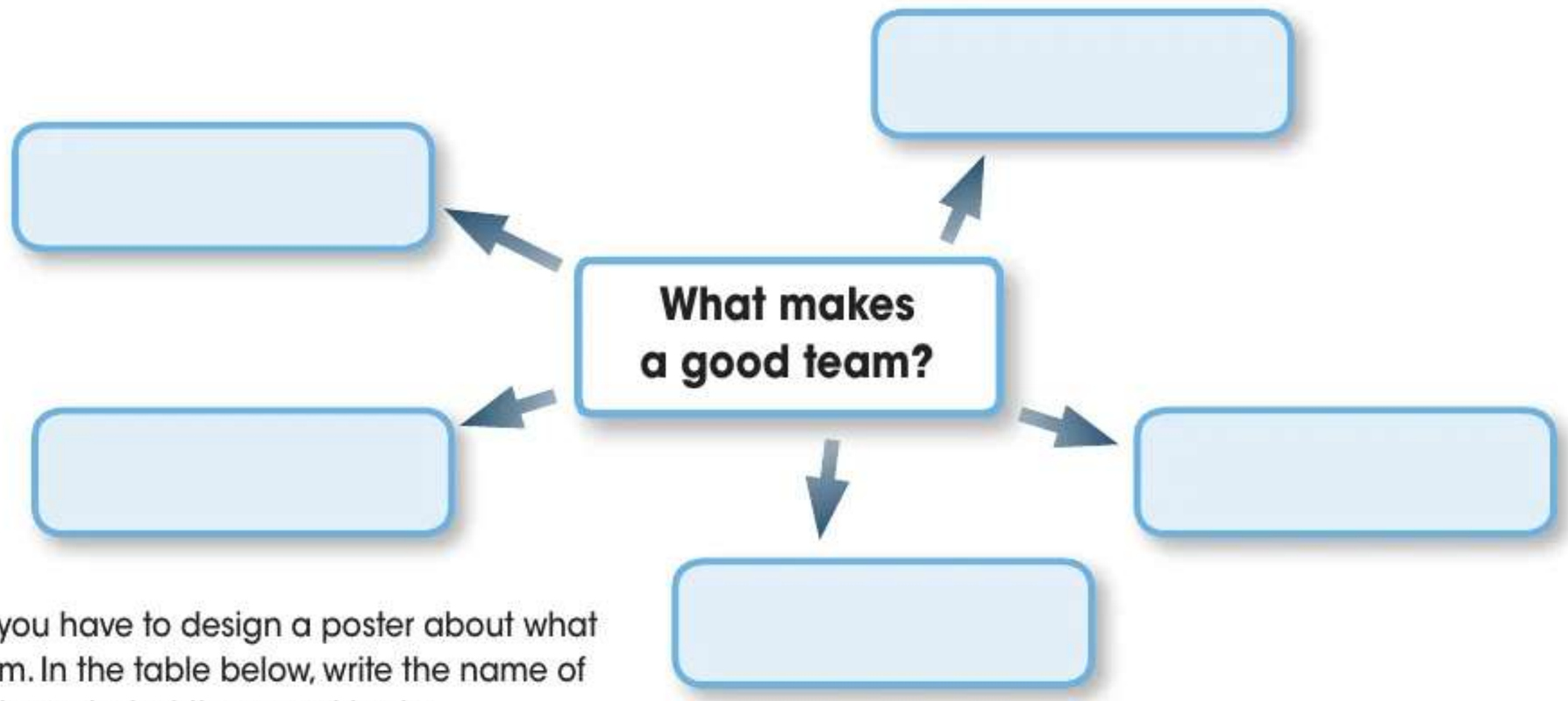
1 .....

2 .....

3 .....

WRITING

6 What makes a good team? Use the mind map below to make notes.



7 In teams, imagine you have to design a poster about what makes a good team. In the table below, write the name of the person, their role and what they need to do.

Name	Role	What they need to do
Example: **Ali**	**Writer**	**write the title and ideas on the poster**

SPEAKING

8 Discuss why it is important for each member of a team to know their role. Use the words in the box to help you.

teamwork • leader • qualities • achieve • knowledge • role • contribution

Self-assessment

	Yes	Maybe	No
I can listen to a radio interview for the main details about His Highness Sheikh Zayed bin Sultan Al Nahyan's life.			
I can discuss possible solutions to a problem with others and check that we understand each other.			
I can use the present perfect to talk about an experience in the past.			
I can name the different parts of a simple report.			
I can understand most factual information in a report about Ramadan sharing fridges.			
I can write a simple report on the method and result of a team task.			



UNIT 7

Creative arts and design

ENGLISH

Key Learning Objectives

Listening To predict the content of a podcast discussion about special effects in movies and understand the main points discussed.

Speaking To conduct an interview with pre-prepared questions about how people watch movies.

Language Focus To use *will, may* and *might* to talk about future possibility.

Reading To make basic inferences or predictions about text content from the heading of an article about video games as an art form.

Writing To edit and improve a flawed text about the effect of video games on people by applying knowledge of cohesive devices.



DISCUSSION

- Look at the photo. What do you see?
- What different kinds of design do you know?
- Would you like to work in design in the future?
- How do you think designers use computers?

7A

How have special effects changed in movies over the years?

- Do you often watch movies?
- What are your favorite kinds of movies?

LISTENING

1 Look at the photos and match them to the four kinds of special effects in the box. Write your answers under the photos..

digital effect • stop motion • make-up • tiny model



1



2



3



4

2 23 Listen to the definitions of the four kinds of special effects from **Activity 1** and check your answers.

3 23 Listen again and underline the word that is emphasized.

1 digital effect
2 stop motion
3 make-up
4 tiny model

4 You will listen to a podcast about special effects in movies. Read the questions in the table and put a check mark next to the ones you think the speakers will ask each other.

Listening Strategy

Notice that some words go together often. When listening for collocations, listen for the word that is **stressed**. Words that are **stressed** are said a little louder than the other words around it. **Stressed** words usually help you find the meaning of collocations.

Look at these collocations. The parts in bold are emphasized. Notice how the part in bold helps you to find the meaning:

Summer break: the days off during the summer.

Make the bed: to tidy up a bed.

Question	Prediction	Audio
1 How have special effects changed over the years?		
2 What is your favorite kind of movie?		
3 What was the first movie that used special effects?		
4 What was one of the first ways of making special effects?		
5 Do you like digital effects or old-fashioned special effects?		

5 24 Listen to the podcast and put a check mark next to the questions that were asked. Were your predictions correct?

1 What was one of the first ways of creating special effects?

2 How were tiny models built?

3 What materials do you need for make-up?

4 How are digital effects better than older special effects?

5 Why does Sumaya like older special effects over digital effects?

6 24 Listen to the podcast again and write notes.

READING

7 Read the magazine article about the future of special effects and complete the sentences.

1 Old-fashioned special effects will be replaced by .....

2 Digital effects are ..... to create than old-fashioned special effects.

3 It is faster to create a city through digital effects than by making .....

4 Stop motion animation was replaced by .....

5 You can change an actor's look much quicker with a ..... than in a make-up chair.

The Future of Special Effects!

Digital effects are really the future of moviemaking. They are replacing the old-fashioned ways of making special effects because they can be created much more quickly and cheaply.

For example, digital effects can create cities or space battles much more quickly than tiny models. Somebody on a computer can make a whole city in half the time it would take a team to make and paint all the small buildings. Action capture has replaced stop motion animation. An actor wearing a special suit can pretend to be a monkey and a computer program makes him look like a real monkey on screen.

Even make-up is being replaced by digital effects. You can use a computer program to change the age, skin color or features of an actor's face. What would take hours in make-up chairs takes minutes on a computer!

SPEAKING

8 21 Read the discussion questions. In your group, discuss the question and list the advantages and disadvantages of using digital effects in movies.

Do you think digital effects look good in movies?
Are digital effects the future, or should movies also use older special effects?
Which ones do you like more?

I think digital effects are… because…

+	−
1	1 .....
2	2 .....
3	3 .....

ENGLISH

7A

How have special effects changed in movies over the years?

1 Read the definitions. Find the words in the word search. Some answers are collocations. You need to find the two parts.

f	v	n	h	n	p	r	n	t	v	t	s
y	w	s	e	q	q	o	c	u	p	s	h
m	c	e	y	c	i	e	d	q	e	t	m
f	o	j	u	t	f	t	i	d	l	w	u
s	q	d	o	f	k	d	g	q	j	r	t
t	s	m	e	c	l	o	i	w	y	s	i
o	g	z	d	l	d	c	t	a	h	p	g
p	f	m	a	k	e	y	a	o	i	q	k
c	p	r	o	p	n	j	l	b	n	z	d
p	s	l	s	i	g	k	b	b	d	s	i
s	n	b	t	i	q	e	c	o	k	h	q
y	t	e	c	h	n	o	l	o	g	y	p

1 Very small objects used in movie scenes.
T_____ _____

2 Moving a figure a little and then taking a picture.
S_____ _____

3 Paint, plastic and props you can put on someone's face.
M_____ __

4 Something made with a computer.
D_____

5 Something added to a movie that is not real.
S_____ _____

6 A device, computer program or machine.
T_____

7 Objects on stage or a set separate from the scenery and costumes. Can also include food items.
P_____

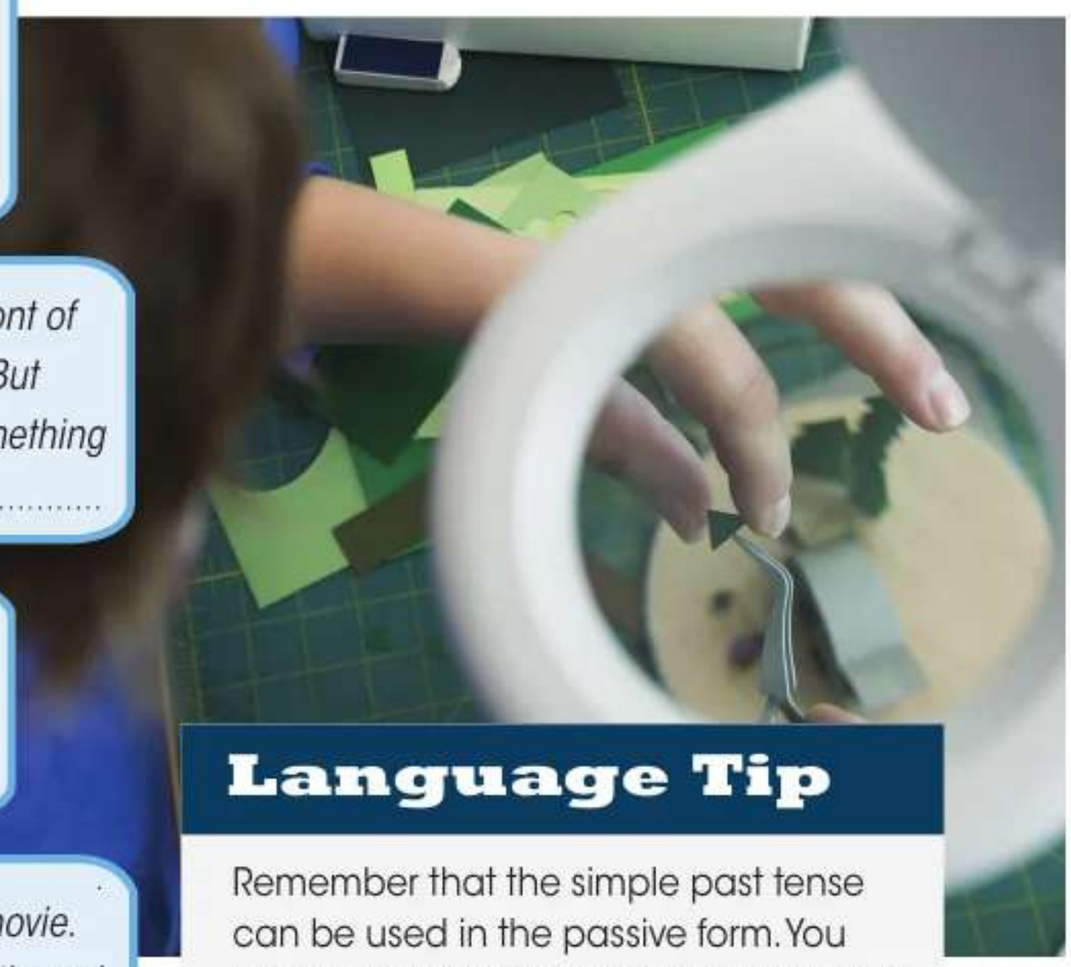
2 Four people who work in movies are describing the special effect they work with. Read what they say, then write which special effect they work with.

1 Mahmoud: *My team and I are building spaceships out of plastic and wood. Then we will paint it with very small brushes to make sure we have all the details. The camera will move in, making our small spaceship look huge on screen!* .....

2 Fatima: *I work long hours in my studio. Actors come in before they go in front of the camera. Usually, I just use my brush to make them look good. But sometimes I get to use paint and props to turn their faces into something very interesting.* .....

3 Bader: *I work on my computer all day. I can create new creatures very quickly using my design program, and then put them into the movie next to real people.* .....

4 Aisha: *I work with a very old special effect. It takes many hours to make a movie. I make an animal out of clay and wood. Then I move the animal a little and film it for half a second. I do this again a hundred times for a short scene.*
.....



Language Tip

Remember that the simple past tense can be used in the passive form. You use the passive form when you want the reader to pay attention to the object of the sentence, and not the subject.

Active: My grandfather made movies.

Passive: Movies were made by my grandfather.

3 Rewrite the following sentences in the passive form.

1 My friend created digital effects on his computer.

Digital effects were created by my friend on his computer.

2 People used stop motion to make special effects.

.....

3 The movie studios used the latest technology.

.....

4 Workers built a tiny model of a city.

.....

5 The artist applied make-up to the actor's face.

.....



4 Here are some comments on the message board for the online article you read in Coursebook Activity 4. They are discussing the reasons why movies should or should not use digital effects. Underline each reason. Write the reasons that support digital effects in the (+) column and the reasons that are against digital effects in the (-) column.

> **Moviefan123**: Are digital effects good for movies?

- **Ahmed_in_RAK**: I don't think so. I can always tell when they are using digital effects. It looks FAKE!
- **Stopact1935**: You're right, Ahmed! The older special effects were better because they were made by hand. Digital effects are rushed. That's not art.
- **Digikid45**: No way. Digital effects can make almost anything we could ever imagine.
- **Makeup_fan6**: I disagree with Digikid45. It is too easy to make digital effects. People don't use their imaginations!
- **Computer_Aisha223**: Sorry Makeup_fan6. It is so much faster to make digital effects. That means more movies are coming out!

The Advantages and Disadvantage of Digital Effects

+	−
1	1 .....
2	2 .....
3	3 .....

5 Do you think movies use too many digital effects? Are digital effects good or bad for movies? Write down three reasons for or against digital effects and prepare to discuss with your group.

> I think that digital effects are ..... because:

1 .....

2 .....

3 .....

7B

How is the way we watch movies changing?

- What was the last movie you saw at the theater?
- Where did you see it?

READING

1 Read the magazine article. Choose the best title.

a A Night at the Movies b Emirati Cinema c Cinema in the UAE: Past, Present, and Future



Have you been to the movies recently? Chances are that you have, as this is one of the most common free-time activities here in the UAE. Although there are so many things to do nowadays, for example skiing at Mall of the Emirates or skydiving over the Palm Jumeirah, large numbers of people still enjoy a night at the movies more than many of the other activities available. Has it always been this way though?

In the early 1960s, there were few cinemas in the UAE. Perhaps the most well-known was the National Cinema in Deira. It was an outdoor movie theater in the middle of Al Nasr Square where films were projected onto a white wall. People knew what movies were playing by the signs hung on boats crossing Dubai Creek. At that time, the only other theaters were the Astra Cinema, which was at a military camp in Sharjah, and another one in Jumeirah. In 1968, the Deira Cinema became the first air-conditioned movie theater, but it was not until the 1990s that multiplex cinemas became popular in Dubai. In 1998, the Al Nasr Cinema became the first movie theater in the UAE with Dolby sound.

Going to the movies in the UAE in the 21st century is a very different experience. Now movie theaters have as many as 20 screens and offer a wide range of movie choices, including comedies, action films, dramas, and more. Movies from different parts of the world are shown – mostly from Hollywood and Bollywood – as well as some Arabic-language films. Theaters now offer many movies in 3D, and sometimes even a 4D is available with moving seats, speakers everywhere, water that sprays you, and even smells! There is also the option of seeing some movies in a three-screen panoramic theater. For those who prefer a luxury experience, it is now possible to see a movie in a smaller theater with leather seats and table service.

If seeing a movie in the UAE has changed so much in the last 50 years or so, what does the future hold for cinema here? Some say we might soon be seeing movies where *we* decide the ending. According to experts, a system will sense how the audience feels about the movie and an ending will be chosen accordingly. In a country where the present and the future meet, anything is possible! ■



2 Read the article again and answer the questions.

1 What was the most well-known cinema in the UAE in the early 1960s?
2 When was the first air-conditioned movie theater opened?
3 Which movie theater was the first in the UAE to have Dolby sound?
4 What type of movies are shown at theaters in the UAE nowadays?
5 What type of movies might we see in the future?

Language Tip

Notice:

You can use *might* to talk about a present or future possibility.

Example:

Some say we might see movies where we decide the ending.

SPEAKING

3 Talk with a partner. What type of movies do you think we might see in the future?

I think we might see movies that…

4 Prepare a radio interview on how we see movies in the UAE.

1

- ..... the most well-known cinema in the UAE in the early 1960s?
- ..... it located?
- ..... people ..... what movie would be playing and at what time?
- ..... other cinemas ..... there in the UAE in the early 1960s?
- ..... the first air-conditioned movie theater opened?

2

- ..... ?

  (the name of the first air-conditioned movie theater?)
- ..... ?

  (location?)
- ..... ?

  (multiplex cinemas – popular when?)
- Which movie theater ..... the first in the UAE to have Dolby sound?
- ..... ?

  (year?)
- What type of movies ..... at theaters in the UAE nowadays?
- What makes a movie 4D?
- ..... ?

  (multiple screens?)
- ..... ?

  (luxury options?)
- What type of movies ..... in the future?

5 21+ With a partner, role play a radio interview using the questions from **Activity 4**.

6 Share your interviews in groups.

ENGLISH

7B

How is the way we watch movies changing?



1 Fill in the missing letters in these words from the magazine article in the Coursebook.

a _utd_ _r
b mo_in_ s_a_s
c s_e_ls
d s_ra_
e lu_u_y
f e_pe_ _en_e
g a_d_e_ce
h c_o_ces
i no_ada_s
j e_cl_si_e

2 Write the number of the word from **Activity 1** next to the correct definition.

1 __i__ now; in the present
2 ..... outside; not inside
3 ..... the people who are watching a movie
4 ..... something that you do or that happens to you
5 ..... seats that move
6 ..... possibilities; options
7 ..... things you can sense with your nose
8 ..... something expensive and not necessary
9 ..... liquid sent out in very small drops
10 ..... not for everyone

3 Complete the sentences with your own ideas.

In the future, I think we might see movies that…

1 .....
2 .....
3 .....

4 Practice saying these phrases and questions in an interested way.

Speaking Tip

It is important to sound interested when having an interview.

Listen to your teacher say, "Good morning" in two different ways. Choose the way that you think sounds better.

		
Good morning!		
Thank you for talking to us this morning.		
Welcome to our listeners.		
What was the most well-known cinema in the UAE in the early 1960s?		
When was the first air-conditioned movie theater opened?		
What type of movies might we be seeing in the future?		

5 Write your radio interview.

7C

What is a graphic designer?

- Why is design important?
- Why are logos important?

LISTENING

1 You will listen to a designer talking about her job. What kind of designer would you like to be?

graphic designer • fashion designer • interior designer • furniture designer • product designer



A games company logo. Do you like it?



Could you design packaging for these creams and perfumes?

Vocabulary

logo: the symbol of a company

packaging: materials used to cover or protect something

2 25 Listen to a designer talking about her job and answer the questions.

1 Where are the speakers?

at an art event

at a school careers fair

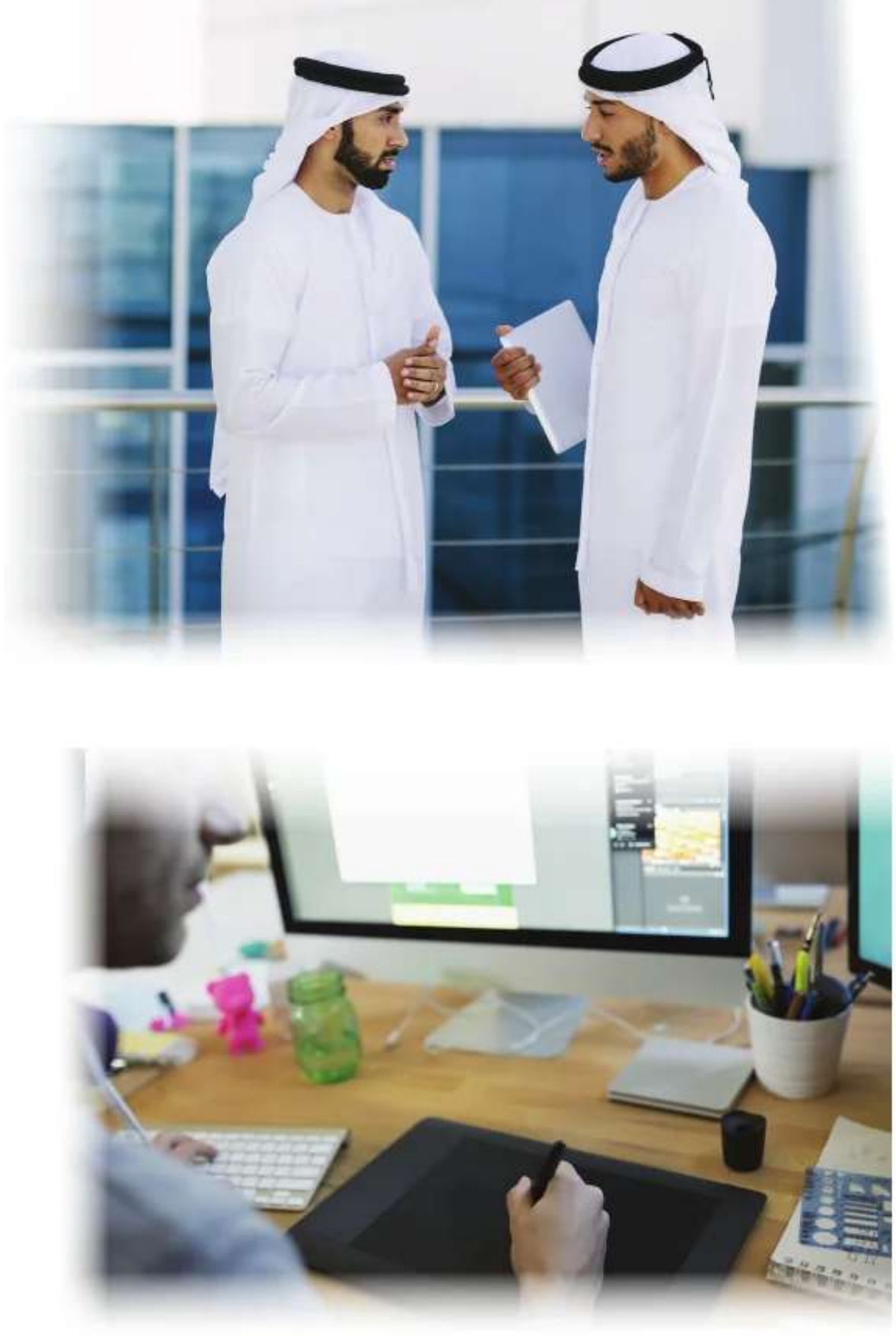
at a school sports day

2 What is the woman's job?

fashion designer

graphic designer

garden designer





3 26 Listen to the information and circle the sentences that you hear.

1 *If you study graphic design, you will develop lots of new skills.*
2 *You will learn how to draw.*
3 *You will also learn how to use design software.*
4 *You will meet with people from different companies.*
5 *Companies might ask you to travel.*
6 *They might ask you to design their company logo.*
7 *They may ask you how to create a modern and stylish webpage.*
8 *You will not work on the weekend.*

Use of English

Talking about the future

subject + will/may/might + infinitive verb

We can use will, may and might to talk about the future.

We use will when we are sure something is possible.

You will learn new skills.

We use may or might when something is possible but we are not sure.

I might study design in the future.

The negative form is .....

LANGUAGE FOCUS

4 Using words from the box, complete the sentences about being a graphic designer.

will • may • might
give • be • learn • study • want • have

1 You ..... about colors, shapes and space.
2 You ..... advertising.
3 A company ..... you to change a design.
4 It ..... difficult.

SPEAKING

5 21 Discuss the questions in groups.

Would you like to be a graphic designer? Why/Why not?

What jobs would you like to know more about?

What do you want to be in the future?

ENGLISH

7C

What is a graphic designer?

1 Match the words to their definitions.

1	graphic (n)	a	to make
2	designer (n)	b	an image
3	job (n)	c	a person who designs and plans how things will be made
4	client (n)	d	work or something you are paid to do
5	develop (v)	e	a customer
6	creative (adj)	f	to make and grow
7	create (v)	g	being able to think of new ideas
8	idea (n)	h	a thought or suggestion

2 Would you enjoy a career in design? Read the sentences. How many are true for you?

You buy things because you like the packaging.
You enjoy looking at nice packaging.
You like clothes that look good.
You want to design clothes.
You enjoy looking at pictures of new fashions.
You want to choose the furniture in your house.
You look at things in a room and you imagine how to make them better.
You like things to match, like colors and shapes.
You know the logos of all your favorite companies.
You think different fonts (style of letters) have different personalities.
You like apps because of their design.
You enjoy learning new skills.
You are good at drawing.
You enjoy using software to edit photos and create designs.

3 Complete the sentences using *will, may* or *might* and the verbs from the box.

study • learn • enjoy • be • go • be

1 I ..... engineering in the future.
2 If you don't go to sleep you ..... tired tomorrow.
3 I ..... not ..... to the mall on the weekend because I have too much homework.
4 The exam ..... easy because we have studied a lot.
5 I think my brother ..... his career as a pilot.
6 If you go to the careers event, you ..... about different jobs.

4 Ask and answer the questions with a partner. Use *may* or *might*.

What will you have for dinner tonight?
What are you going to do this weekend?
Where will you go on holiday next summer?
Where do you want to live in the future?

5 Your class is organizing a careers day to learn about different jobs. Each group will choose and present one job to the class.

First choose a job.
Then make notes about what a person will do if they choose this job.
For example:

Job: Doctor	
will:	***may/might:***
work a lot	feel tired
help people every day	visit different hospitals

If you become a doctor you will work a lot.
You might feel tired at the end of the day.
You may visit different hospitals every week.

ENGLISH

7D

Are video games art?

- Have you ever played a video game before?
- What makes you want to play a video game?

READING

1 Read the title of the article. In pairs, make a prediction about what the article will be about.

2 21st Read the summary of the article quickly. Was your prediction correct?

3 Read the paragraphs. In groups, put the paragraphs in the correct order.

4 Label the paragraphs with the following headings:

- **What are the two sides of the argument?**
- **How can we compare games to famous paintings or novels?**
- **Video games are someone's idea given life.**

It is very difficult for a large group of people to agree on what the meaning of 'art' is. Some people say that art is paintings, novels, poems and so on. Others say that art is anything that communicates ideas between a **creator** and an **audience**. The following essay will look at the different arguments for or against calling video games 'art'. It will first give a short introduction to the essay. Next, it will discuss **'pro'** arguments that people make to support the idea of video games as art. The third paragraph will discuss **'con'** arguments people make against the idea of video games as art.

Reading Strategy

Before reading an article, it is important to read the title to try and get an idea of what the article will be about. For example, if the article title is *Should video games be considered art?* The argument. the word 'argument' should tell you that the article will talk about both sides of an issue.

Should video games be considered art? The argument.

1 .....

..... . People who think that video games are not traditional art say that it is impossible to compare the **creator** of a video game to a great poet, artist or writer. They say that even if video games have beautiful special effects and graphics, they are still just games. Next, people say that games cannot be art. For example, chess pieces can be art if they are beautifully made. However, the game of chess is not art; it is a game. You can win a game. You cannot win art. In addition, [a]people say that a work of art is from one person's idea, while video games are created by many designers. [b]Finally, people have said that video games are made just for money. Art is made to communicate an idea to an **audience**. How audiences **respond** makes something real art.



2 .....

..... - ..... .

They also think about how an **author** or painter can communicate ideas with words or pictures. [c]People who say that video games are art believe that all of these ideas are in video games. [d]One game designer said that when people play a video game, they often stop to **admire** the beautiful **digital models** of nature and cities. Another argument people make is that almost all video games also tell a story, and some are even created from great novels. Most people believe that great movies that tell stories are art, so why can't a video game that tells an interesting story also be a work of art? Finally, many people have said [e]that great art should be in a museum or in an **exhibition**. People argue that because video games are not in art museums, they are not art. However, some art museums like the Museum of Modern Art in New York, USA, now have an exhibition showing the history of video games.



3 .....

..... . Everyone plays them, from small children to adults. They allow people to experience a world that is completely different than the one they live in. Since the very first video game was created in 1958, there has been steady development in graphics and game design. [f]In fact, now people are discussing whether or not video games can be considered art. Some people believe that video games are equal to **traditional art**, while others believe that video games can never be considered art. There are many good arguments on both sides, and the final conclusion has not been written yet.

5 Put the following topic sentences back into the correct paragraphs.

a Video games are one of the most popular forms of entertainment in the world today.

b On the other side are people who do not think video games are art.

c When people think about famous art, they often imagine beautiful paintings or interesting novels with great stories, which some say are found in video games.

6 Read the article again. Find three main arguments in the **Pro** section of the text, and three main arguments in the **Con** side of the text. Write the ideas in the table.

Pro	Con

7 Now, look at the six statements below. Decide which statements are **Pro** arguments, and which statements are **Con** arguments.

1 Some people argue that video games are only made for money. However, many small design companies are now making amazing games that they really care about. .....

2 Some video games have art in them, like beautiful graphics. But they are still just forms of entertainment, like a television show. .....

3 Video games take someone's idea and bring it to life. It is the same as an author having an idea and writing a great story. .....

4 New ideas are always being added to video games. They are also fixed when people complain. Real art does not change after it has been created, and a movie are not remade if the audience doesn't like it.

.....

8 Read the quotes below. Then find a highlighted sentence in the article to match each quote.

1 "Can video games be considered art?" .....

2 "All of the ideas in traditional art are also in video games." .....

3 "Great art should be in art museums." .....

4 "When people play video games, they often stop to look at the beautiful digital models of nature and cities." .....

5 "Video games are just made for money." .....

6 "A work of art is from one person's idea." .....

Language Tip

Remember, when we talk about what people have said, we use **reported speech**. We move the tense of the main verb back one tense. For example,

*"I **am** in Oman." → He said that he **was** in Oman.*

After the verb **said**, we can use the word **that**.

*He said **that** he was in Oman.*

Also, when we use reported speech, remember to change the pronouns.

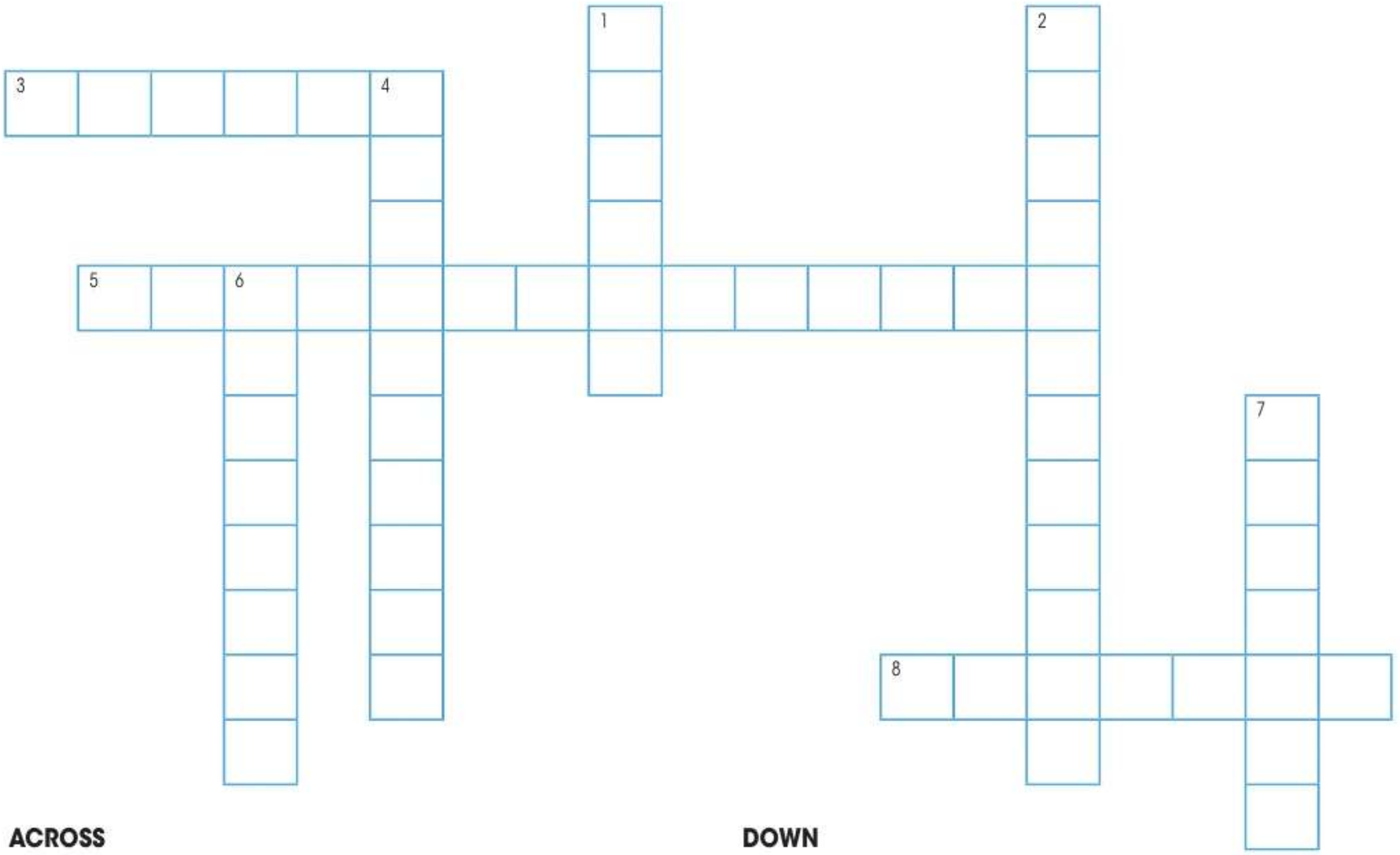
*"**I** am going to the bank." → **He** said that **he** was going to the bank.*

7D

Are video games art?

ENGLISH

1 Complete the crossword puzzle using the words in bold in the article on Coursebook page 65.



ACROSS

3 to look at something and think that it is very interesting or beautiful

5 types of art like paintings, novels and poems (two words)

8 someone who makes something

DOWN

1 someone who writes a book or novel

2 electronic pictures of things like people, animals and buildings (two words)

4 a big event where people can show art or video games

6 people who watch movies or look at art

7 to answer a question, or give an answer to someone

2 Choose the correct words to complete the sentences.

1 The ..... just finished writing her latest novel.
a creator b author c digital model

2 I went to an ..... at the Dubai Art Museum. There were many paintings from famous artists.
a exhibition b digital model c audience

3 The ..... loved the new movie; everyone was crying at the end!
a respond b audience c admire

4 How do designers make such realistic ..... of buildings?
a digital models b respond c traditional art

5 Fahad wants to go to university to study different types of Emirati .....
a admire b digital models c traditional art

6 The audience ..... positively to the new video game.
a responded b creator c exhibition

7 I ..... this author; he always writes very interesting books.

a audience b admire c creator

8 The ..... of the new video game will have an exhibition to show off the graphics and digital models.

a traditional art b respond c creators

3 Write short answers to the questions. Use your own ideas.

1 Who is your favorite author? .....

.....

2 What was the last exhibition you went to? .....

.....

3 What is your favorite type of traditional art? .....

.....

4 Choose the best topic sentence for the paragraph about art.

1 Video games are art for the 21st century, and they are now the most important type of art.

2 Only novels should be called art because they tell people stories.

3 Many people have tried to think of a meaning for 'art', but it is not easy.

What is Art?

.....

Some people say that the word 'art' should only be used for great paintings, novels, poems and films. They think that art should be the result of one person's imagination and communicate an idea to an audience. For example, a sad movie can make someone cry, or a beautiful painting can make someone feel happy. Other people think that art can take many forms. For example, they think that because video games tell a story and often have beautiful graphics, they are also 'art'. However, it doesn't seem like there will be an answer anytime soon!



5 Change the following statements into reported speech.

1 "I don't think that video games are art." (Ali) .....

2 "My family is going to an art exhibition in Sharjah this weekend." (Reem) .....

3 "The video game competition started this morning." (Noora) .....

4 "The new book is very interesting." (Khalid) .....

5 "I like creating digital models on my computer." (Mohammed) .....

6 Use the text on Coursebook page 65 to write a short paragraph explaining whether or not you think video games are art.

.....

.....

.....

.....

.....

ENGLISH

7E

Are video games good for you?

- How does playing **video games** affect us?
- What do think are some **advantages** and **disadvantages** of playing video games?



LISTENING

1 Look at the title of this lesson and the picture. In pairs, predict what the lesson will be about.

2 27 Listen to a psychologist talking about video gaming and the **effect** it has on the brain and people's behavior. Circle the correct answers to the questions. Listen again and check your answers.

1 Which advantage does Dr. Kaaren give for playing video games?
   a Playing video games can make your brain smaller.
   b Playing video games can make you angry.
   c Playing video games can help improve your eyesight.

2 Dr. Kaaren believes playing video games can improve a gamer's attention. What is one thing they can quickly recognize?
   a If they are driving, they can easily recognize other cars.
   b They can recognize messages while texting on the phone.
   c They can easily recognize something ten miles away.

3 What is one of the disadvantages Dr. Kaaren mentions?
   a Playing video games can make your brain bigger.
   b Playing video games can possibly make you happy and fun.
   c Playing video games can possibly make you angry and frustrated.

4 Dr. Kaaren believes playing video games can affect a gamer's health. Name one of the health problems that can occur.
   a Gamers can gain weight by eating unhealthy food while they play.
   b Gamers can lose weight by eating unhealthy food while they play.
   c Gamers can begin to improve their attention to things around them.





WRITING

3 In pairs, create the introduction for the essay you will write about video games. Discuss each phrase in the box and decide what order the sentences should be in.

Many people play them, from small children, to teens and even adults.....
Therefore, let's look at some advantages and disadvantages with playing video games.....
On the other hand, some people believe there are many good things that come with playing.....
Video games are a big part of our lives.....
However, some people argue that playing video games is not good for us.....
They give us a chance to see the world in a different way, even if it is far beyond the reality of the world we live in.....

4 In pairs, discuss the checklist and each step.

5 In pairs, edit the paragraphs in **Activity 7**.
Discuss and correct the mistakes highlighted in green.

STEPS

- Edit the paragraphs (spelling, punctuation, and grammar). Highlighted in green.
- Put each topic sentence in the correct paragraph.
- Put each heading above the correct paragraph.
- Write out the essay again in the Workbook.
- Do a peer assessment.

6 In pairs, read the paragraphs in **Activity 7**. Put the correct topic sentence into each one. Write the number.

1 Playing games for long periods of time can be unhealthy.
2 Research shows that playing video games can make us happier.
3 Studies have found that people who have problems seeing, can improve their eyesight after playing video games for some time.
4 Some studies show that playing video games can make you more frustrated.

7 In pairs, read the paragraphs below again. Put the correct heading above each one. Write the letter.

A Disadvantage – Video games make you more frustrated
B Advantage – Video games make you happier
C Disadvantage – Video games are not good for your health
D Advantage – Video games improve your eyesight



Heading .....

Topic sentence .....

studies also show that they are often beater at reading small print, like in a book, following moving objects and experience an increase in their ability to pay attention to things around them_



Heading .....

Topic sentence .....

Games that require yu to concentrate and are particularly hard to complete are said to make players more frustrated. Some people also believe that the more gamers play these types of video gams the more stressed they become_

Heading .....

Topic sentence .....

Studies showw that when players complete each level in a game it makes them feel good about themselves and they are less stressed. The same study shows that gamers are often happier when they can share their success and gaming experiences with other on social media, for example_

Heading .....

Topic sentence .....

some research shows that players who sit for a long time and play often choose to ate unhealthy foods. Also, when these gamers play a lot they don't go outside and exercising enough. Therefore, this can lead to weight gain and other health problems_

8 In pairs, create the conclusion for your essay about video games.

7E

Are video games good for you?

ENGLISH

1 Complete the sentences with the words in the box.

video game • gamer • effects • patient • advantage • disadvantage • attention • frustrated

1 We played the new ..... together at Reem's house.

2 Some people believe games that are difficult to complete can make players less ..... , and more ..... because they can't go to the next level.

3 The ..... of playing video games can be both good and bad.

4 Studies show that playing video games can improve a gamer's ability to pay ..... .

5 One ..... of playing games is that they can possibly make you angry.

6 Another name for someone who plays video games is a ..... .

7 One ..... of playing video games is that they can possibly improve your eyesight.

Language Tip

Remember, you met the patterns *enjoy* + verb + *-ing* and *like* + verb + *-ing* in Unit 4.

For example:

People who *<u>like playing</u>* video games ….

People who *<u>enjoy playing</u>* video games …



2 Put the words in the correct order to make sentences.

1 enjoys Saif brother. time with his spending .....

2 you movies? watching like Do .....

3 enjoys Zainab playing after school. tennis .....

4 We to the going beach when the like is cool. weather .....

5 I homework enjoy doing! don't .....

3 Complete the sentences with a verb from the box in the *-ing* form.

go • talk • play • watch • do

1 We all enjoy ..... to the park together.

2 Badi and Omar enjoy ..... football on TV.

3 What do you like ..... on the weekends?

4 Do you enjoy ..... on the phone?

5 I like ..... video games with my friends.

Did You Know?

In 1978, a video game called Space Invaders was made. It was one of the most famous and earliest games.

4 Now write your essay.

Introduction: .....

.....

.....

.....

Paragaph 1: .....

.....

.....

.....

.....

Paragraph 2: .....

.....

.....

.....

.....

Paragraph 3: .....

.....

.....

.....

.....

Paragraph 4: .....

.....

.....

.....

.....

Conclusion: .....

.....

.....

.....

.....

5 Look at your essay. Check (✓) the boxes below if the answer for each question is yes.

Did your partner write the introduction (copied from Activity 3 of the Coursebook)?	Did your partner edit the paragraphs correctly (highlighted in green)?	Did your partner put the correct topic sentence into the right paragraph?	Did your partner put the correct heading above the right paragraph?	Did your partner write the conclusion (copied from Activity 8 of the Coursebook)?
.....	.....	.....	.....	.....

Review

Creative arts and design

ENGLISH

VOCABULARY

1 Read the sentences. Circle the correct words.

1 Designers are very **creative/ traditional / frustrated** people; they use their hands and their minds to think of new and interesting ideas.

2 You have to be very **stressed /angry / patient** to complete that game; it's really hard and requires a lot of attention.

3 The **audience / exhibition/ author** laughed because the movie they were watching was very funny.

4 The **make-up /tiny models / technology** used in movie making today is very advanced; movie makers can use computers to create lots of different special effects.

5 Don't touch that! It's a **luxury / prop/ client** from a famous movie; the actor used it in my favorite scene.

2 Read the words and definitions then write an example sentence for each word.

1 **admire** – to respect or approve of something

example: **I admire people who work for charities.**

2 **create** – to make something happen or exist

.....

.....

3 **develop** – to grow or change, or make something grow or change

.....

.....

4 **respond** – to say or do something in answer to something

.....

.....

LANGUAGE FOCUS

3 Unscramble the sentences below.

1 travel / to / Companies / ask / might / you

.....

2 software / learn / will / You / design / to / learn / how

.....

3 may / They / you / webpage / modern / a / ask / to / design

.....

4 design / the / might / study / in / I / future

.....

5 it / may / find / You / difficult

.....

4 What do you think might happen to you in the future? Read the questions and write predictions about yourself. Remember to use *may, might* and *will*.

1 What job do you think you might do in the future?

.....

2 Do you think you will go to university or college? If so, what do you think you will study?

.....

3 Where do you think you will live when you are older?

.....

4 What do you think you will do this weekend?

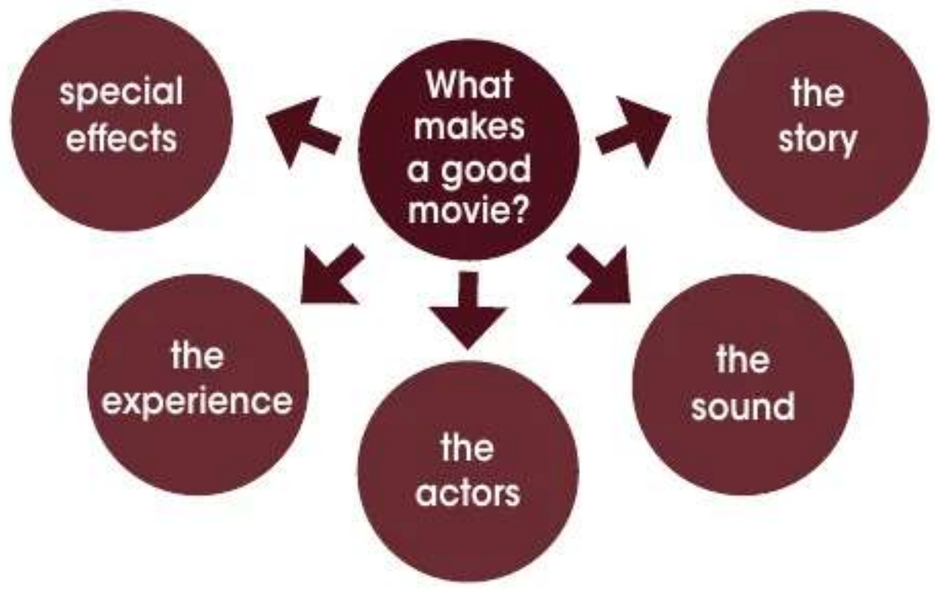
.....

5 What do you think you will look like in twenty years' time?

.....

SPEAKING

5 In groups, decide what makes a good movie and why. Use the mind map to help you.



WRITING

6 In groups, write an article titled *What makes a good movie?* Follow the steps:

1 Decide who will write the introduction, each main paragraph and the conclusion.

2 Give each main paragraph a heading.

3 Plan what points will be in each main paragraph.

4 Write a draft of the complete article.

5 Read and check the article.

6 Write a final draft.

Self-assessment

	Yes	Maybe	No
I can guess what I think will be talked about in a podcast discussion about special effects in movies.			
I can listen and understand the main points in a podcast discussion about special effects in movies.			
I can ask and answer questions about how people watch movies.			
I can use *will, may* and *might* to talk about the future.			
I can guess what I think will be in an article about video games by reading the heading.			
I can edit a text about video games to make it better.			

Notes

Notes

Notes



Projects

Literature Project 2

Teams

PROJECTS

- Can you work as a team to create some descriptive writing?

LISTENING

1 28 Listen and match the four descriptions of objects to the words listed 1–4. The objects will **not** be named.

1 lightning
2 clock
3 car
4 tiger

Reading Tip

Descriptive writing is a tool that most authors use when writing stories or poems. Different literary devices that are used in descriptive writing include:

- **metaphor**
- **simile**
- **onomatopoeia**
- **adjectives**
- **descriptive verbs**

2 Read about ***The Railway Children***. Underline the areas of the text that you believe is descriptive writing.

The Children

an extract from The Railway Children

They were not railway children to begin with. They were just ordinary suburban children, and they lived with their father and mother in an ordinary red-brick villa, with colored glass in the front door, a tiled narrow passage that was called a hall, an ocean-blue bathroom with hot and cold water, French windows, and a lot of bright white paint that was like indoor sunlight. There were three of them. Roberta was the eldest. Of course, mothers never have favorites, but if their Mother HAD had a favorite, it might have been Roberta. Next came Peter, who wished to be an engineer when he grew up; and the youngest was Phyllis, who tried very hard. These three lucky children always had everything they needed: pretty clothes, good roaring fires, a lovely nursery with lots of toys, and Mother Goose wallpaper. They had a kind and funny nursemaid, and a desert sand-furred dog named James. They also had a father who was just perfect – never cross, never unfair; a real hero of the house.

3 Why do you think the author chose to describe the house like this?

4 Read the next extract. This is the same text but it has had the descriptive writing removed from it. In pairs, compare the two texts and discuss the differences. Which do you prefer? Why?

Altered version

They were not railway children to begin with. They were just ordinary children, and they lived with their father and mother in a house. There were three of them; Roberta, Peter and Phyllis. They had everything they needed: a dog, a maid and a perfect father.

5 Choose one sentence from the first extract, and write it again using your own ideas. Try to use at least one descriptive writing device from the **Reading Tip** box.

.....

.....

6 In pairs, read each other's sentences, and try to guess what sentence each of you changed. Look for clues in the writing such as use of adjectives.

7 Read the next extract from *The Railway Children* and answer the questions. You can find answers to the questions in both of the text extracts.

1 What are the names of the three children?

2 Who is the oldest child?

3 What color is the dog?

4 What happened to Phyllis to make her unhappy?

5 How did the family travel to the new house?

An extract from The Railway Children

They woke up, cold and sad, and stood shivering on the draughty platform while the baggage was taken out of the train. Then the engine, puffing and blowing, set to work again, and dragged the train away. They shivered and sneezed and hoped the walk to the new house would not be long. Peter's nose was colder than he ever remembered it to have been before.

The walk was dark and muddy. The children stumbled a little on the rough road, and once Phyllis fell into a puddle, which made her wet and unhappy. There were no gas-lamps on the road, and the road was uphill. A great dark lumpish thing showed over to the right.

"There's the house," said Mother. There was a low wall, and trees inside.

"That's the garden," said Mother. "It looks more like a dripping-pan full of black cabbages," said Peter.

There was no light in any of the windows. Inside the house, there were no curtains and no rug. The kitchen table from home stood in the middle of the room. There was no fire, and the black grate showed cold, dead ashes.

8 In pairs, use the table below to list and analyze the different themes and topics described in both texts. The first one has been completed for you as an example.

Main Topic	Subtopics	How can they be described?
Leader	Peter, Phyllis, Roberta, Mother, Father, Dog, Nursemaid	Appearance (hair color, clothes), Age, Personality (smart, happy, playful).
The first house	.....	.....
.....	.....	.....
.....	.....	.....

WRITING

9 In groups, choose a main topic from the chart. Each person in your group should choose a subtopic to write a sentence about. Try to use the descriptive writing tools that are mentioned in the Reading Tip box.

10 Read the sentences of other groups in the class. Try to give some helpful feedback if you think it might make the sentence even better.

11 Share the feedback you received with your group. Is there anything that you think you might use?

PROJECTS

STEAM Project 2

Build a bridge









GETTING STARTED

1 Look at the images, what is the common feature in all of them? Can you think of other types of teams?

2 Look at the photo. Some letters do not have words. Read the text and find the missing words.

Teamwork is working well with other people by helping others and sharing ideas.

Communication is important to help the growth of the team and to provide motivation to keep spirits high.

Good team members are hardworking and put in as much effort as possible to help their team to be successful; this is how trust is built in a team.

T
HELP
A
COMUNICATE
GROWO
EFFORT
K

3 Read the quotes. What do you think they mean? Which one is your favorite and why?

Teamwork makes the dream work.

There is no 'I' in TEAM.

Teamwork divides the task and multiplies the successes.

4 Write in your own words what *Teamwork* means to you.

Teamwork is .....

.....

5 Brainstorm some skills that you need to work successfully in a team. Use the quotes and your own ideas to help you.



TASK

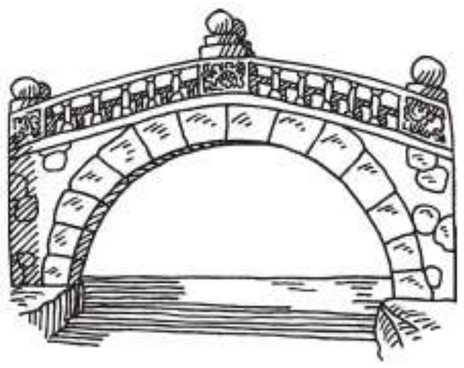
6 We are going to have a team competition. Your task is to build a bridge that can hold some weight. The winning team will be the one whose bridge holds the most weight. Remember you will need to present your work.

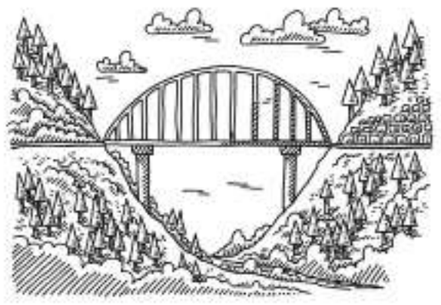
7 Before you start building your bridge you need to decide on team roles.

What the job is:	What they need to do:	Who will do it:
Characters	....	....
Designers	....	....
Builders	....	....
Presentation organizer	....	....

8 Look at the different types of bridges. Which one do you think is the strongest? Why?







PLANNING

9 In your team decide what kind of bridge you are going to make. The designers need to sketch the bridge.

PREPARATION

10 Brainstorm and decide what materials you will need to build your bridge.



11 Build your bridge.

PRACTICE

12 Prepare and practice your presentation. Think about:

- how well the team worked together in their roles.
- the structure and design of the bridge.
- your favorite part of the project (what was most enjoyable and why).
- any changes you would make if you could do the project again.

REFLECTION

13 Present your project and test the strength of your bridge.

14 In your teams, discuss the importance of being able to work well with others.

Notes



PROJECTS

Notes



PROJECTS

Notes



SCIENCE

SCIENCE

2A

How can electrons move?

- What do we use electricity for?
- Can electricity be dangerous?

READING

1 Read about static electricity and discuss the questions.

1 Why does your hair stand up when a balloon is rubbed on it?

2 Why can a balloon stay on a wall when it is negatively charged?

Static electricity

Static electricity is an imbalance in electric charge. This can happen when two objects make contact. Every object is made of atoms. Atoms have elections. Electrons have a negative charge. When two objects touch each other, electrons can transfer from one object to another. Let's look at an example;

When you rub a balloon on your head, the electrons from your hair transfer to the balloon. This means your hair becomes positively charged and the balloon becomes negatively charged. When you move the balloon away from your hair it will make your hair stand up because opposite charges attract each other!



After rubbing a balloon on your hair, the balloon will also stay on a wall. This is because the wall is positively charged. Therefore, the negatively charged balloon and positively charged wall attract each other. Try it for yourself!

Vocabulary

Electricity – a type of energy that can produce light and heat. The energy can be used to make machines work.

Electric charge – a form of charge that is positive, negative or zero. Every particle that makes up all known matter has an electric charge.

Static charge – caused by the build-up of electrical charges on the surface of an object. This can happen when objects are rubbed together. For example, you can statically charge the surface of a balloon by rubbing it on your head!

Electric force – the force between charged particles/objects. The strength of the electric force between two charged objects depends on the amount of electrical charge each object has and the distance between them.

SPEAKING

2 Read the 'Did you know?' box. Discuss the question with your partner.

1 Which objects in the classroom are electric insulators and which are electric conductors?

Did You Know?

When studying electricity, there are two basic types of material:

Electric insulators - electrons cannot move easily in electric insulators. Examples are wood and rubber.

Electric conductors – electrons can move easily in electric conductors. Many metals are good conductors of electricity. For example, copper.

READING

3 Read the diagram and answer the questions. Circle the correct answer.

How can electrons be transferred between objects?

contact	induction	conduction
When two objects touch, one of the objects may hold onto electrons more tightly. Therefore, electrons will transfer to that object.	This involves three objects. Two of the objects must be conductors and in contact with each other. When a third object moves close to the two touching conductors, the electrons in the two conductors move to one end. This results in electrons moving from one conductor to the other.	Conduction happens when two conductors that have different charges touch. Electrons from one conductor will move to the other until each conductor has an equal number of electrons.

1 How many ways can electrons be transferred between objects?

a 3 b 4 c 5

2 Which type of electron transfer needs 3 objects to happen?

a contact b induction c conduction

3 When electrons transfer because of object contact, where do the electrons transfer to?

a the bigger object b the more charged object c the object that holds onto electrons more tightly

4 For conduction to happen, what charge do two objects need to have?

a no charge b a unequal charge c an equal charge

WRITING

4 Draw an annotated diagram to explain the transfer of electrons when a balloon is rubbed against a person's hair. You must use the vocabulary provided in your annotations.

contact static imbalance electrons transfer positively charged negatively charged

SPEAKING

5 Explain your diagram to you partner.



SCIENCE

2B

Properties of Fluids

- **What does the word *fluid* mean to you?**
- **Do you know any properties of fluids?**

READING

1 Read the passages about some properties of fluids. Read the statements below and decide if they are True (**T**) or False (**F**).

1 A key does not float because the buoyant force from the water does not push it up. T / F

2 Buoyancy is the force of an object pushing down onto a fluid. T / F

3 If you squeeze something hard, you are applying any pressure to it. T / F

4 Pressure is the amount of force that is applied to something. T / F

5 We need to know the direction a train is traveling in to be able to know its velocity. T / F

Buoyancy

Buoyancy is how a fluid uses a force to push an object up. Have you ever tried to push a ball under water? It is difficult because the buoyant force from the water is pushing against the force of you pushing down the ball. The buoyant force makes the ball float.



Pressure

Have you ever pressed hard on a balloon? What happens if you press too hard? When you do this, you apply pressure to the balloon. If you press too hard, the fluid inside has nowhere to go so the balloon pops! Pressure is the amount of force acting on a given area.



Velocity

When a car is moving at 60 km/hour, we know this is its speed. When a car is moving south at 60 km/hour this tells what the velocity is. So, what is the difference between speed and velocity? The velocity is the speed at which something moves in a certain direction.



2 Read the passages about some principles of fluids. Then read each statement and circle the correct words.

Archimedes' Principle

Did you ever think about why a small iron nail sinks but a big iron ship floats? According to Archimedes' principle, when an object is placed in a fluid, it will push water out of the way as it begins to sink but only until the weight of water displaced is equal to the weight of the object. An object will float if it is less dense than the fluid. However, if the density of the object is greater, the object will sink.



Pascal's Principle

When a fluid is in a container, and the pressure is changed in one area of the container, it changes it everywhere. Take toothpaste as an example of a fluid contained in a tube. When you apply pressure to the bottom of the tube, this pressure is transferred equally through the toothpaste and it is forced out the opening.



Bernoulli's Principle

Have you ever wondered how birds are able to fly? Bernoulli's principle helps us to understand it. As the velocity of a fluid increases, the pressure applied by that fluid decreases. For example, when birds tilt their wings upward when flying, the air is moving faster over the top of their wings. This means the pressure is lower above their wings compared to below their wings. This moves the bird upwards.



1 An object will float when the weight of the fluid displaced is ***equal to / greater than*** the weight of the object.

2 An object will sink when it is ***less / more*** dense than the fluid it is placed in.

3 When ***pressure / velocity*** is applied to a balloon, the pressure causes the balloon to change shape.

4 ***Lower / Higher*** pressure is caused by air moving fast over the wing of a plane.

5 Buoyancy was described in ***Archimedes' / Bernoulli's*** principle.

3 Match the observations to a principle and property. Join them with a line.

Observation	Principle	Property used
How birds fly	Pascal's	buoyancy
How to make balloon animals	Archimedes'	velocity and pressure
Why bowling balls do not float	Bernoulli's	pressure

WRITING

4 Rewrite the theory behind each of the principles in your own words and give an example for each.

Archimedes' principle: .....

.....

Pascal's principle: .....

.....

Bernoulli's principle: .....

.....

SCIENCE

2C

Are all chemical reactions the same?

- **What do you put in a car to make it work?**
- **What comes out of a car when someone is driving it?**

READING

1 Read the boxes of text about different reactions. Write the correct reaction name above each picture.

Vocabulary

chemical reaction – a chemical reaction is a chemical change. This can change a substance and make new substances.

substance – a substance is any solid, liquid or gas.

1 .....

.....

2 .....

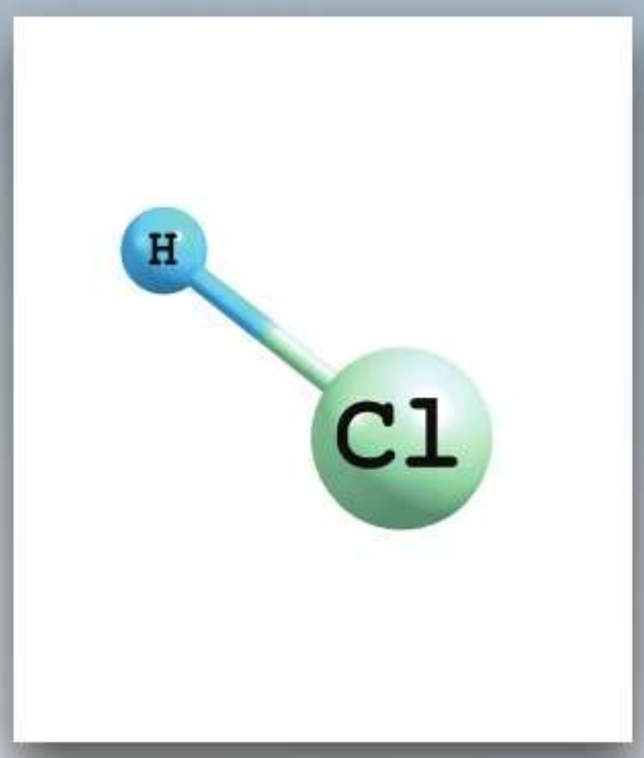
.....

3 .....

.....







combustion reaction
A combustion reaction is when a substance reacts with oxygen and makes heat and light. An example of this is wood burning in a fire or a candle burning. When there is no oxygen, a combustion reaction can't happen. You can put a glass over a candle and watch the candle go out!

synthesis reaction
A synthesis reaction is when two or more substances are put together to make another substance. It is sometimes shown as $A + B \rightarrow AB$. For example; the synthesis reaction between hydrogen gas and chlorine gas makes hydrogen chloride.

decomposition reaction
A decomposition reaction is the opposite of a synthesis reaction. A decomposition reaction is when one substance breaks down, or 'decomposes' into two or more substances. It is sometimes shown as $AB \rightarrow A + B$. An example is hydrogen peroxide. When light touches hydrogen peroxide it decomposes and makes oxygen and water.

single displacement reaction
A single displacement reaction is when one element replaces another element in a compound. It is sometimes shown as $A + BC \rightarrow AC + B$. *'A'* has displaced *'B'*. An example is cooking spinach in an aluminum pan. Spinach is full of iron. When it is cooked in an aluminum pan, the aluminum displaces the iron. The spinach then has aluminum in it and the iron is on the pan. To stop this happening, spinach should be cooked using a steel pan.

double displacement reaction
A double displacement reaction is when two compounds react to make two new compounds. It is sometimes shown as $AB + CD \rightarrow AD + CB$. We can know a double displacement reaction has happened if a **precipitate**, water or gas is made. A precipitate comes out of a solution when the reaction is happening. It cannot mix with the solution. For example; Potassium iodide poured into lead nitrate makes a yellow lead iodide precipitate that cannot mix.

2 21st Read the statements in the table. Write the correct reaction type in the column next to it. One has been completed for you.

statement	reaction type
1 An example of this type of reaction is when light touches hydrogen peroxide to make oxygen and water.	decomposition reaction
2 This type of reaction makes heat and light.	
3 A way to show this reaction is *AB + CD* ➔ *AD + CB*.	
4 Hydrogen Chloride is made by this reaction using hydrogen gas and chlorine gas.	
5 An example of this reaction is the iron in spinach being displaced by aluminum when it's cooking in an aluminum pan.	

3 Read the statements below and decide if they are true (T) or false (F). Write **T** or **F**.

1 A single displacement reaction and a single replacement reaction are not the same. .....

2 When there isn't any oxygen, a combustion reaction can't happen. .....

3 A decomposition reaction is when one substance breaks down or 'decomposes' into two or more substances. .....

4 A synthesis reaction can be shown as *AB* ➔ *A + B*. .....

5 A precipitate cannot mix with a solution. .....

6 A single displacement reaction is when one element displaces another element in a compound. .....

Did You Know?

*Did you know that single **displacement** reactions and double **displacement** reactions are sometimes called single **replacement** and double **replacement** reactions? They are the same thing!*

4 Use information in the texts to write two statements below. One must be true, the other must be false. Ask your partner to find out which one is true and which one is false by reading the texts.

1 ....

....

2 ....

....

Notes

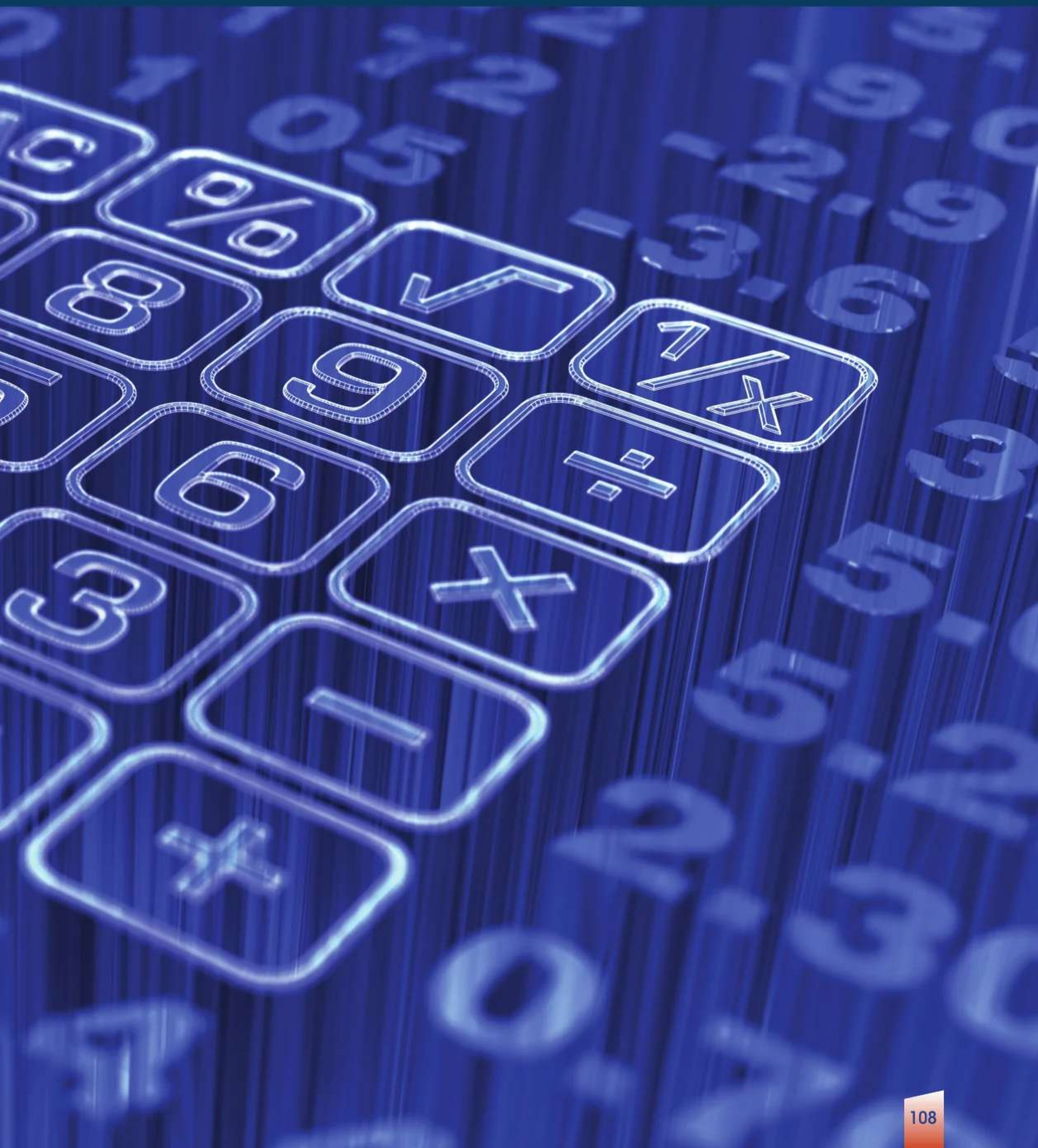


Notes

Notes



Math



2A

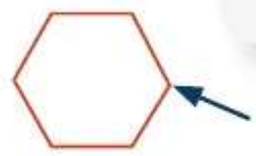
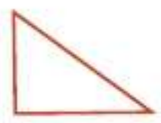
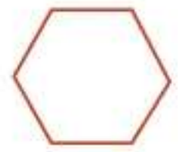
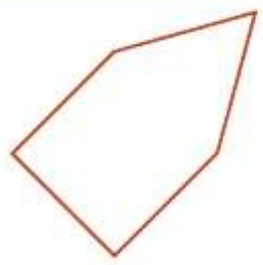
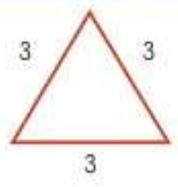
Tools of Geometry

MATH

- What does the word **polygon** mean?
- Name some different kinds of polygons and explain how they got their names.

VOCABULARY

1 Look at the table and read the definitions for the new vocabulary. Then close your books and play a matching game.

Term	Definition	Example
vertex of a polygon	the point where two lines meet to form an angle	
convex polygon	a polygon with all its interior angles less than 180°	
concave polygon	a polygon with at least one interior angle greater than 180°	
regular polygon	when all the sides and all the angles of a convex polygon are equal	
equilateral polygon	a polygon with all equal sides	
equiangular polygon	a polygon with all equal angles	
perimeter of a polygon	the sum of the lengths of the sides of a polygon	

Vocabulary Tip

Remember!
A polygon is a flat shape that has three or more straight lines and angles. What is a six-sided polygon called? Can you name some things in nature that have six sides?



2 Complete the sentences with the correct word.

1 An equilateral triangle has three equal ..... as well as three equal angles.

2 If the sides of a square are each 5 cm long, the ..... of the square is 20 cm.

3 When a polygon has at least one interior angle greater than 180°, it is called a ..... polygon.

4 The point where an angle is made by two lines meeting is called the .....of the polygon.

5 When a polygon has all equal angles it is called ..... .

3 In your own words, write definitions for 3 of the terms in the table. Draw some different examples to describe your definitions.

1 .....

.....

2 .....

.....

3 .....

.....

4 Draw the shapes described in each of the sentences below.

1 Draw a concave polygon with an internal angle greater than 180°.



2 Draw a convex polygon that is equilateral and equiangular with a perimeter of 12 cm.

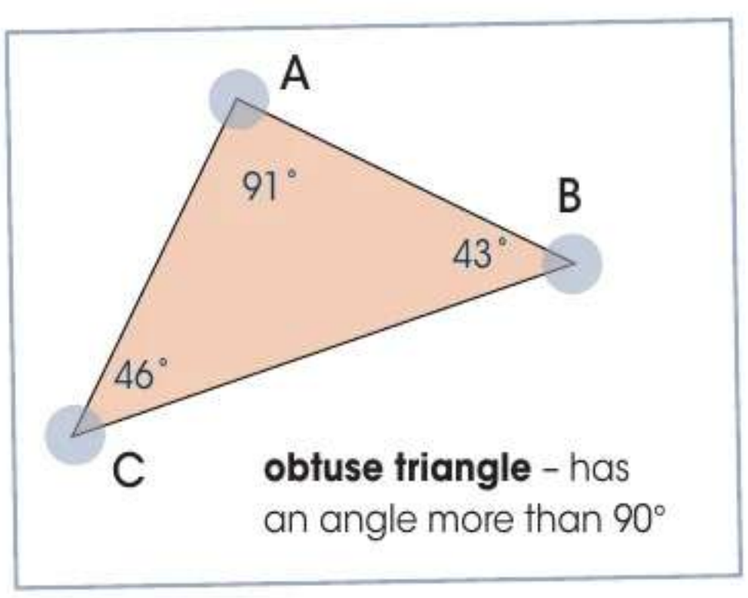
2B

What different types of triangles are there?

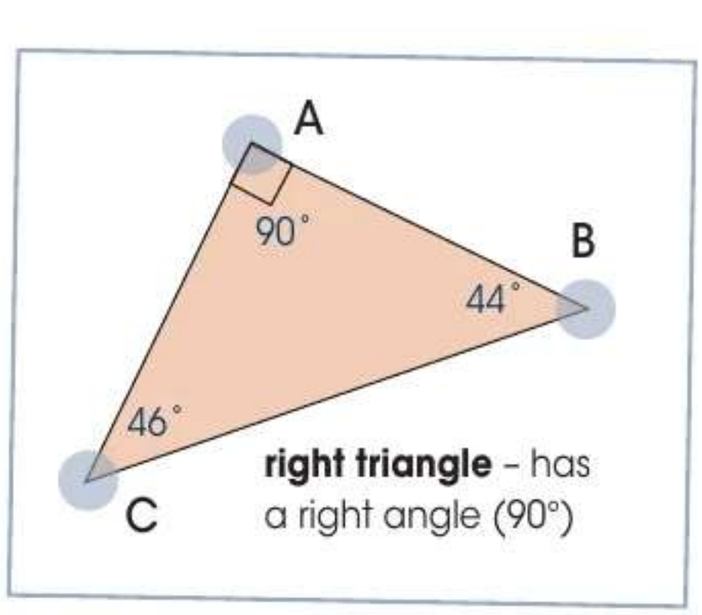
- Are all triangles the same?
- Do you know the names of any triangles?

Did You Know?

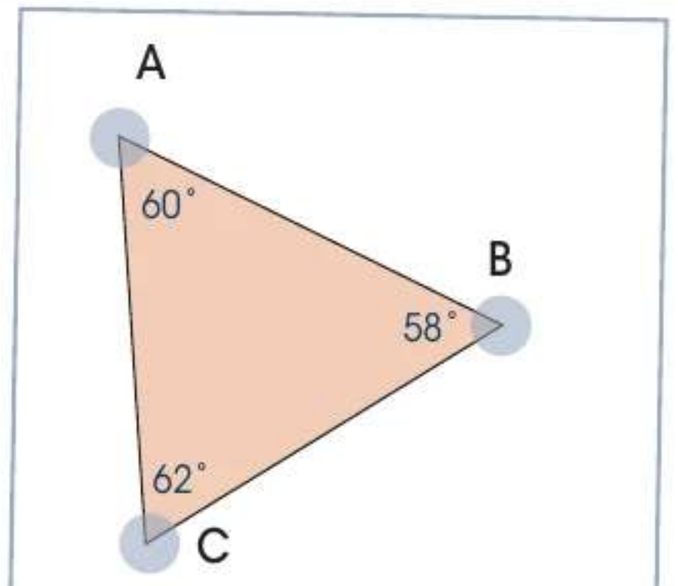
***degrees**: is the measurement of an angle. It is often written as the symbol °. Therefore, **90°** means **90 degrees**.*



obtuse triangle – has an angle more than 90°



right triangle – has a right angle (90°)



acute triangle – all angles are less than 90°

READING

1 Find the triangle name that matches each description in the table below.

Name	Description
1	all angles are less than 90°
2	has a right angle (90°)
3	has an angle more than 90°
4	three equal sides and three equal angles
5	two equal sides and two equal angles
6	no equal angles and no equal sides

2 21st Use the information in the table to mark the sentences below as true (T) or false (F). Write **T** or **F**. For any false sentences, rewrite the sentence to make it correct.

1 Isosceles triangles have three equal sides. .....

.....

2 Acute triangles have angles that are more than 90°. .....

.....

3 Equilateral / Equiangular triangles have all equal sides and angles. .....

.....

4 Scalene triangles have no equal angles or equal sides. .....

.....

5 Right triangles have all equal angles. .....

.....

6 Obtuse triangles have an angle more than 90°. .....

.....

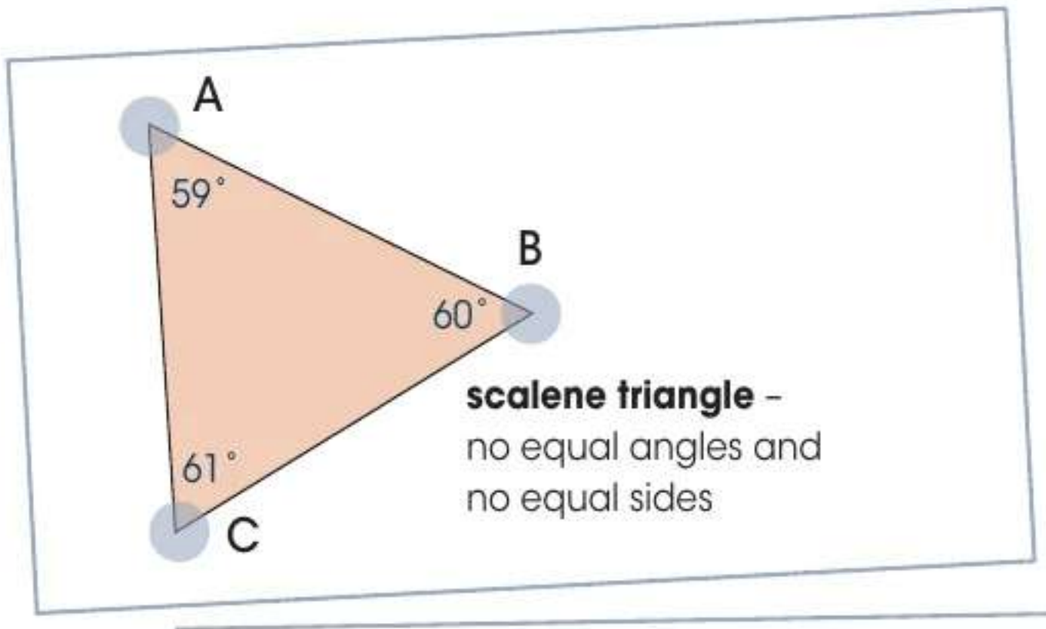
Vocabulary

congruent: congruent means 'the same'. Congruent angles are the same degree and congruent sides are the same length. Congruent triangles are the same size and shape.

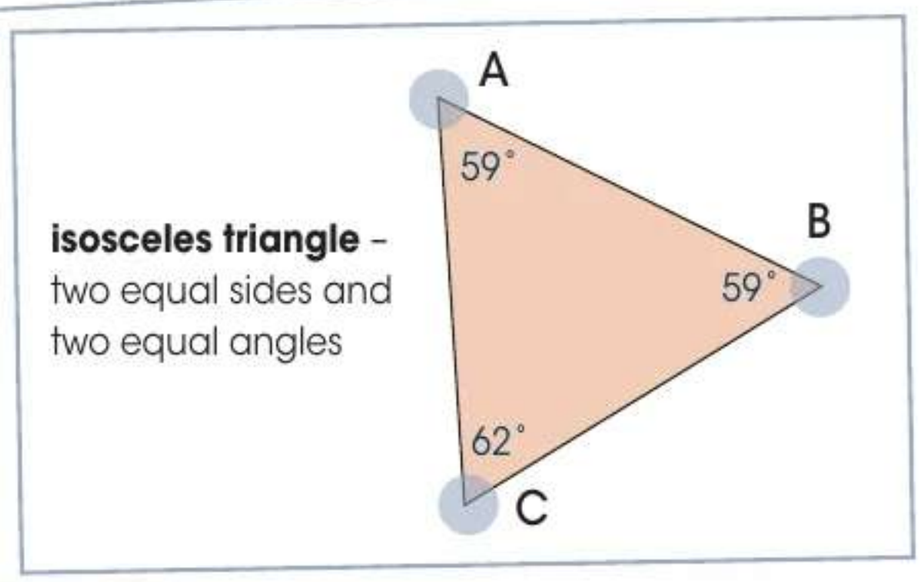
SPEAKING

3 Underline the stress in each word below.

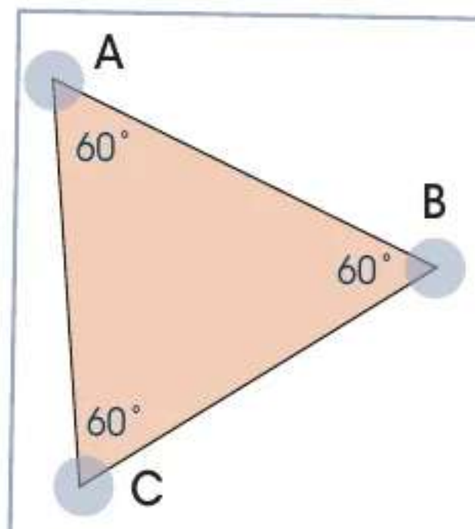
1 acute
2 obtuse
3 equilateral
4 isosceles
5 scalene



scalene triangle – no equal angles and no equal sides



isosceles triangle – two equal sides and two equal angles



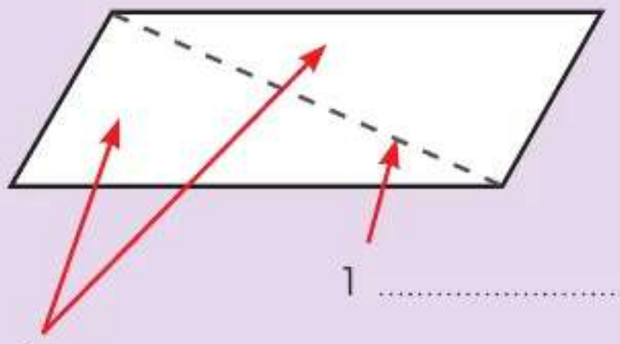
equilateral / equiangular triangle – three equal sides and three equal angles

READING

4 Read the text titled 'How can we measure triangles?' and label the parts of both diagrams.

How can we measure triangles?

We can use triangles to understand other shapes. For example, we can add a line to a shape to make triangles. The line you add is called an **auxiliary line**.



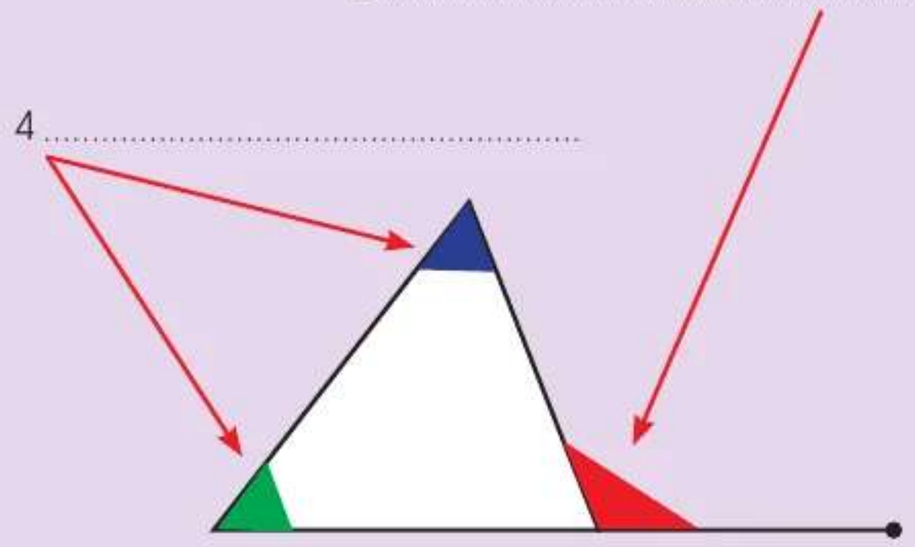
1 .....

2 .....

The two triangles made inside the shape are **congruent triangles**. This means they are the same size and shape.

We can find the angles of triangles by adding another line. If you extend a side of the triangle, an **exterior angle** is made. The means an angle that is outside the triangle. The angles that are opposite the exterior angle are **remote interior angles**. The sum of the remote interior angles is the same as the exterior angle.

3 .....



4 .....

5 Use the text to write a short definition for each of the names below.

1 **auxiliary line** .....

.....

2 **congruent triangles** .....

.....

3 **exterior angle** .....

.....

4 **remote interior angles** .....

.....



2C

How can we know more about triangles?

- Do you know the names of any triangles?
- How many triangles can you see in this room?



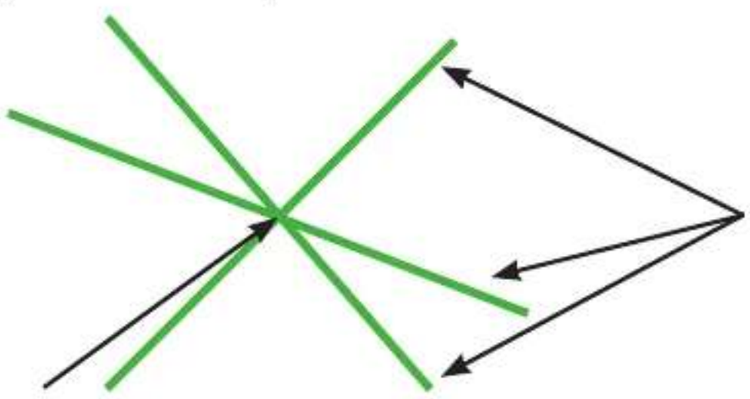
Vocabulary

Mid-point: the middle of a line
Intersect: the point where two lines cross each other

READING

1 Read the informationbelow. Label each diagram with the correct words from each text.

Concurrent lines are three or more lines that intersect at the same point. The **point of concurrency** is the point where they intersect.



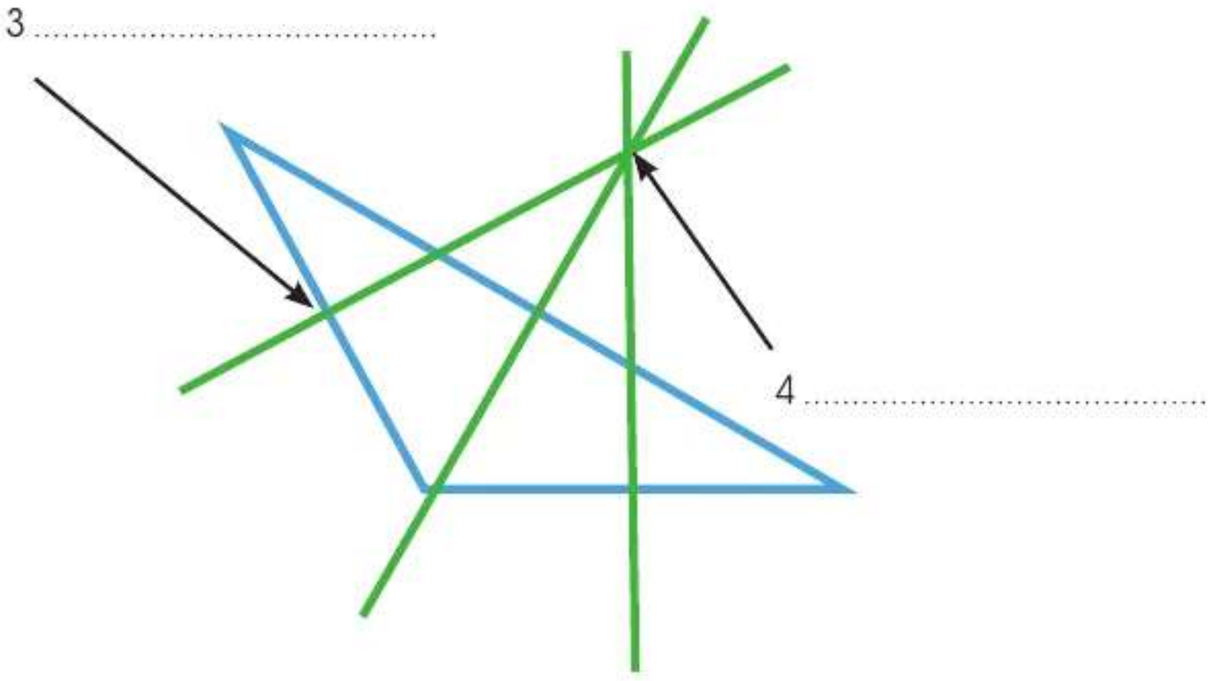
1 .....

2 .....

A **perpendicular bisector** is a line that goes through the mid-point of a side and is perpendicular to the side. The point of concurrency of perpendicular bisectors is called the **circumcenter.**

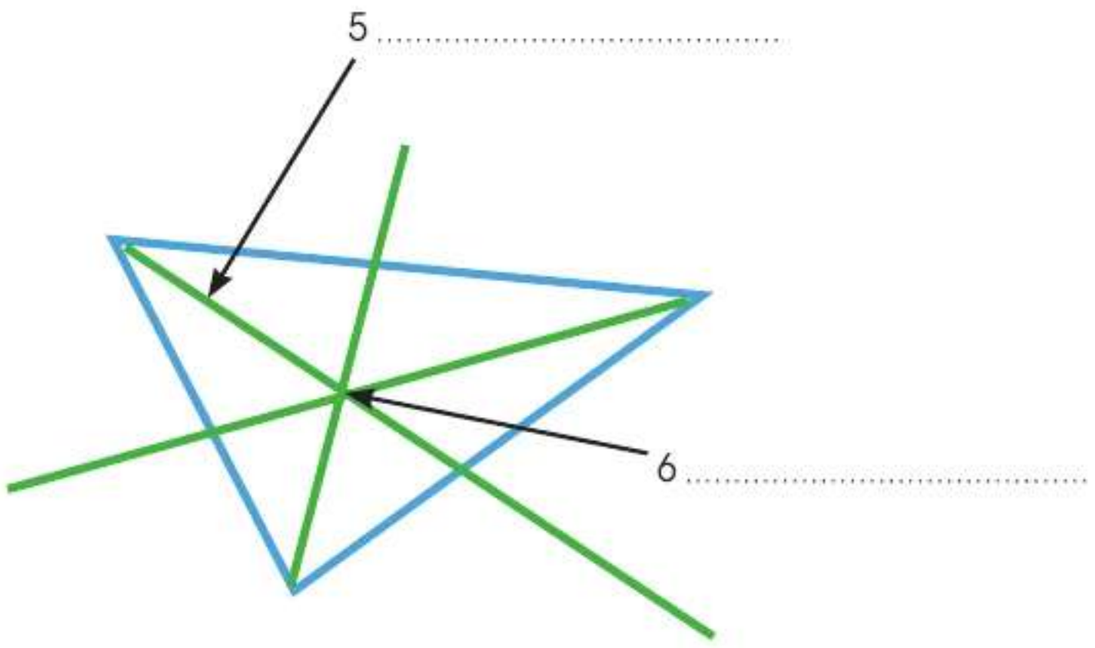
An **angle bisector** is a line that goes through the mid-point of an angle in a triangle. The point of concurrency of angle bisectors is called the **incenter**.

3 .....



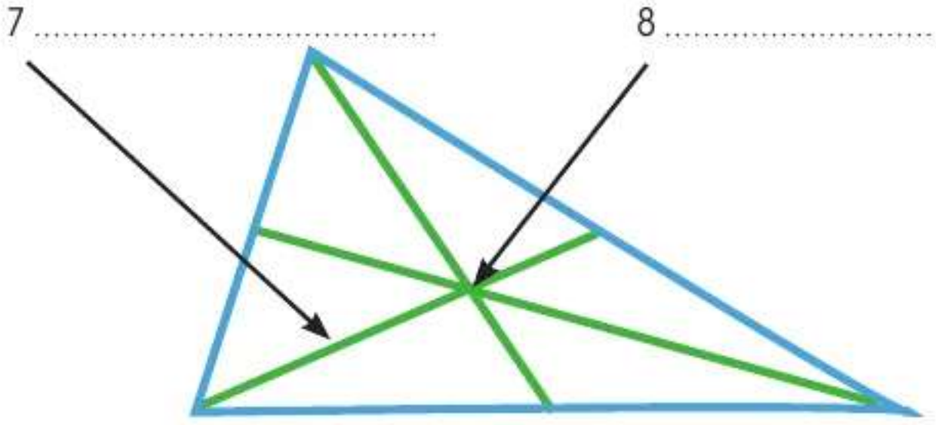
4 .....

5 .....



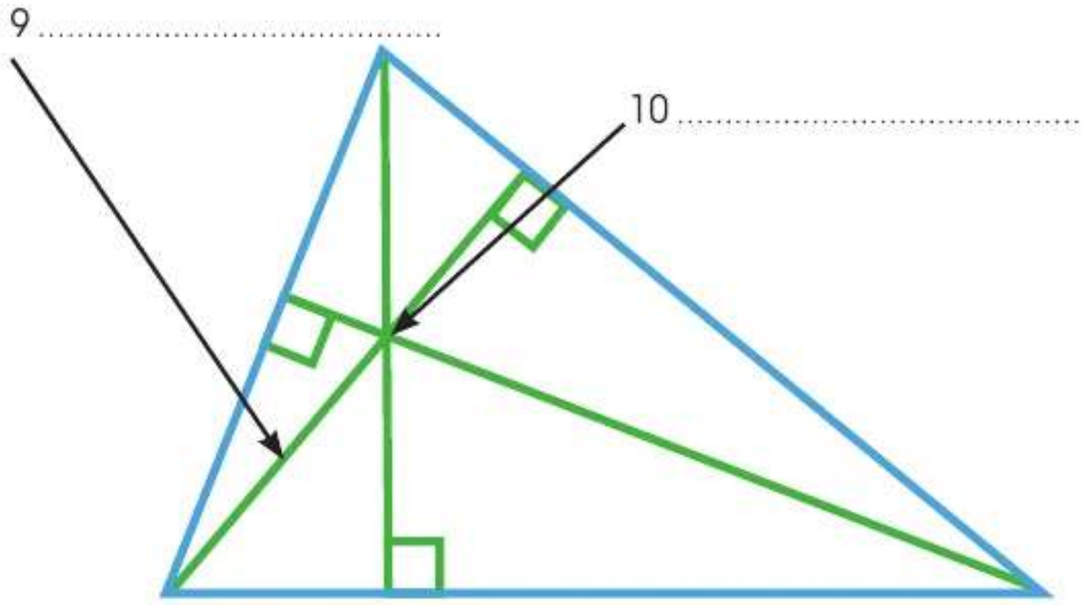
6 .....

7 .....



8 .....

9 .....



10 .....

A **median** line is from an angle of a triangle that passes through the mid-point of the opposite side. The point of concurrency of median lines is called the **centroid**.

An **altitude** line is from the angle of a triangle to the opposite side, but the line must be perpendicular to the opposite side. The point of concurrency of altitude lines is called the **orthocenter**.

2 Underline the stress in each word then match them using a line.

1	concurrent lines	a	orthocenter
2	perpendicular bisector	b	incenter
3	angle bisector	c	circumcenter
4	median	d	centroid
5	altitude	e	point of concurrency

3 21st Read the questions and circle the correct answers.

1 What is the name for the point where concurrent lines intersect?

a centroid b incenter c point of concurrency

2 What is the name of a line that travels through the mid-point of an angle?

a perpendicular bisector b angle bisector c median

3 What is the name for the point where perpendicular bisectors meet?

a circumcenter b centroid c orthocenter

4 What is the name for the point medians meet?

a orthocenter b centroid c incenter

5 What lines meet at an orthocenter?

a medians b angle bisectors c altitudes

4 Write two of your own questions with three possible answers for each. Make sure only one answer is correct for each question.

1 .....

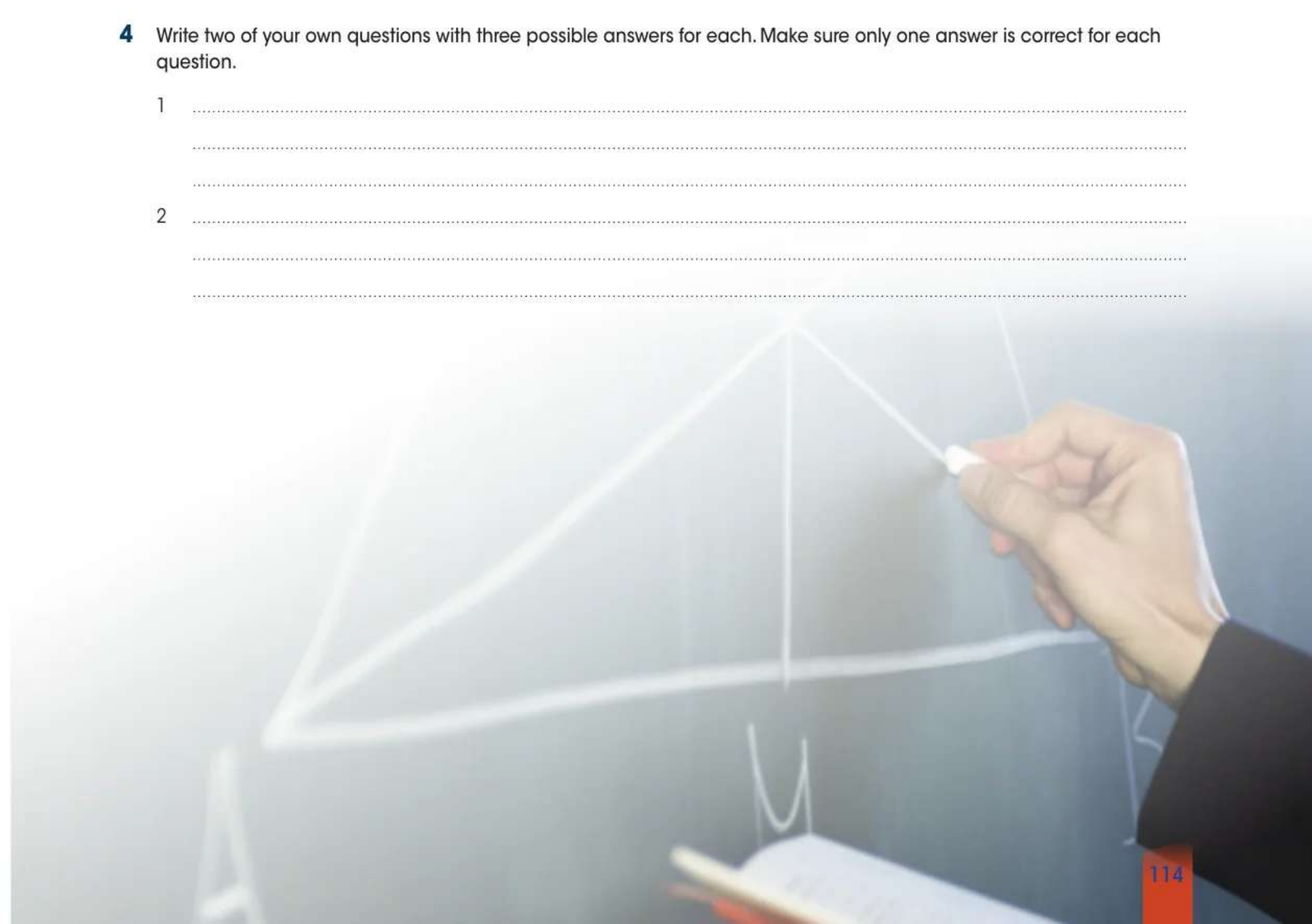
.....

.....

2 .....

.....

.....



Notes

Notes

LITERATURE

The Jungle Book

by Rudyard Kipling

LEARNING OBJECTIVES:

READING

- ☐ To read and identify how the theme of courage is presented.
- ☐ To read and identify the use of symbolism.
- ☐ To read and identify how the theme of nature is explored.
- ☐ To read and identify how words are used to create emotion.
- ☐ To read and identify how the theme of identity is explored.

LITERATURE

- ☐ To explore the themes of courage and bravery.
- ☐ To explore how literary techniques are used to create imagery.
- ☐ To explore the themes of human and animal nature.
- ☐ To explore the use of emotive language.
- ☐ To explore the themes of identity and belonging.

IN THIS SECTION

- ☐ Lessons 1-10 on *The Jungle Book*
- ☐ Core Reading: Chapters 4-6 of *The Jungle Book*
- ☐ Extra Reading: *The Sign of the Four* by Sir Arthur Conan Doyle

Lessons 1–2 Courage and Bravery in *The Jungle Book*

- Prior reading: Chapter 4 Part 2.
- To read and identify how the theme of courage is presented in *The Jungle Book.*
- To explore how animals symbolise courage and bravery in literature.

Speaking

1 **Read the definition of courage and discuss in groups what it means to you.**

"the ability to control your fear in a dangerous or difficult situation"



2 **Read the questions and discuss in groups.**

1. Have you ever faced a difficult or dangerous situation? What did you do?
2. Do you know anyone who has shown acts of courage? What did they do?
3. What is the word used for someone who is the opposite of courageous?

Reading

3 **Read the questions and answer using evidence from the story so far.**

1. Which characters have shown acts of courage and bravery in *The Jungle Book,* and which are cowards? Are any characters a mix of the two?
2. How have they been courageous and brave?
3. Is Mowgli naturally courageous, or does his courage grow as he does? Give reasons for your answers.

Reading tip

When we read we can bring together what is spoken (written) in the text, what is unspoken (unwritten) in the text and what we already know to help create meaning.

Focus

In many stories, authors use animals to symbolise the **moral values** of humans. Moral values are the positive qualities that humans have to lead a good life. Being honest, brave, generous, fair and truthful are some examples of moral values.

Kipling reinforces moral values through the animals who are Mowgli's friends. They display their bravery, loyalty and strength when saving him from the Monkey people.

4 **Read the extracts and answer the questions.**

1 Why does Bagheera know that it is important not to waste time, as seen in line 6-7 of Extract 1?
2 Why does Kipling say that Bagheera is fighting for the first time in his life, as seen in line 5-8 of Extract 3?
3 What does this tell the readers about Bagheera's character and his feelings towards Mowgli?
4 What is meant by'Baloo must be at hand', as seen in line 1 of Extract 4??
5 Why does Mowgli think Bagheera would not come alone?
6 What does this say about the relationship between Bagheera and Baloo?
7 Where have we seen Bagheera and Baloo come together before to help Mowgli?
8 Why do you think Kaa agrees to help save Mowgli?

1

Mowgli heard Bagheera's light feet on the terrace. The Black Panther had raced up the slope almost without
5 a sound and was hitting the monkeys. He knew not to waste time.

2

A group of monkeys started biting, scratching, tearing, and pulling Bagheera, while five or
5 six held Mowgli and pulled him up the wall of the summerhouse.

3

Mowgli stood as still as he could. He looked through the open walls and heard the furious noise of the fight
5 around the Black Panther. For the first time since he was born, Bagheera was fighting for his life.

4

Baloo must be at hand; Bagheera would not have come alone," Mowgli thought. And then he called aloud: "To the tank, Bagheera. Roll to the water tanks. Roll and plunge! Get to the water!"

5

Kaa looked carefully until he found a crack in the marble design showing a weak spot. Then lifting six feet of his body he smashed the wall down. Mowgli jumped through the opening and threw himself
5 between Baloo and Bagheera, an arm around each big neck.

Writing

5 **Complete tasks 1-3, noting your answers in the graphic organiser.**

1 Read the descriptions of moral values that animals in the story represent.
2 Write the name of the animal that each description represents; Kaa, Baloo and Bagheera.
3 Find examples where the characters have shown the moral values they represent in the story so far.

Name of character			
Moral Values they represent	strength, self-evaluation, spiritual journey, healing	transformation, rebirth, immortality	protection, power, pride
Quotations of examples			

6 Write a summary of one of the characters explaining how they have been courageous and how they have shown examples of the moral values they represent. Remember to use quotations to justify your answers.

Lessons 3–4 Symbolism in *The Jungle Book*

- Prior reading: Chapter 5 Part 1
- To read and identify how symbolism is used in *The Jungle Book*.
- To explore how metaphors and similes are used to create imagery in a story.



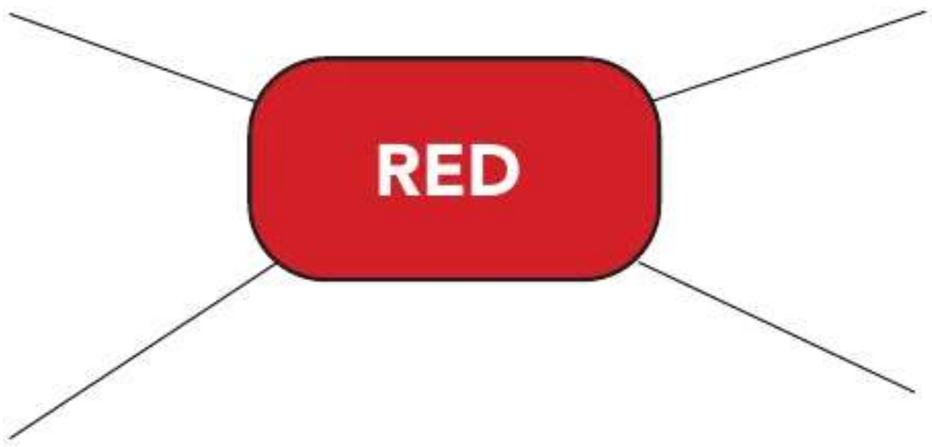
Speaking

1 **In groups, discuss what the colour red represents across the world. Use the questions to help you.**

1 What does the colour red represent in traffic lights?
2 What does the colour red represent in the UAE flag?
3 Where else is red used to represent something?

Writing

2 **Using words to describe what red could mean, complete the spider diagram.**



Reading

3 **Read the extract and answer the questions**

1 What is the Red flower?
2 Why doesn't Bagheera get the Red Flower, but instructs Mowgli to get it?
3 Why does Bagheera call it the Red Flower?
4 Where does Mowgli go to get it?

Reading tip

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

"Go down quickly to the humans' huts in the valley, and take some of the Red Flower that they grow there. So that when the time comes you may have an even stronger friend than Baloo or me and those in the Pack that love you. Get the Red Flower."

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

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

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

Focus

Metaphors and **similes** are used in stories to symbolise things and create **imagery.** They are both used to compare two things. However, there is a slight difference in their meaning.

A metaphor is a **figure of speech** that says that one thing is another different thing. For example, *the red flower is fire.*

A simile is a figure of speech that says that one thing is like another different thing, using the words 'like' or 'as'. For example, *the red flower is like fire or the red flower is as hot as fire.*

4 **Read the questions and answer them using your knowledge of the text so far.**

1 In what ways is Mowgli like the Red Flower?
2 How does the Red Flower represent Shere Khan's feelings towards Mowgli?
3 In what ways can the Red Flower cause damage in the jungle?
4 In what ways could Mowgli cause damage or bring trouble to the Jungle People?

Writing

5 **Complete the graphic organiser following the steps.**

1 Read the sentences in the graphic organiser and write in column B if they are a metaphor (M) or simile (S).
2 Change the metaphors to similes and the similes to metaphors in column C.

A	B	C
The wolf's teeth were as sharp as a knife		
The moon is a white balloon		
He is fast like a leopard		
The jungle is an animal's playground		
She is a walking dictionary		
The river is as cold as ice		

6 **In groups, create a poster of a character in *The Jungle Book* and include metaphors and similes to describe them.**

Lessons 5–6 Human Nature versus Animal Nature in *The Jungle Book*



- Prior reading: Chapter 5 Part 2
- To read and identify how human nature and animal nature are presented in *The Jungle Book*.
- To explore the idea that humans and animals have differences, but also some similarities in their nature

Speaking

1 Look at the picture. In groups, discuss what you think the picture is saying about the relationship between animals and humans.

Reading

2 Read the questions and note your answers in the graphic organiser, using evidence from the text where possible.

1 Are animals presented in a positive or negative way in the story?
2 Are humans presented in a positive or negative way in the story?

Reading tip

Sometimes, it is not always clear what message an author is trying to get across in a story. Therefore, when reading, we need to be able to use word clues and previous parts of the story to help identify meaning.

	Positive	Negative
Animals		
Humans		

3 Read the extracts and answer the questions.

1 Why does Bagheera ask Mowgli if he is afraid of the fire, as seen in lines 3-4 of Extract 1?
2 How does Mowgli view the fire in comparison to Bagheera and other animals?
3 Why is it important for Akeela to mention all the things Mowgli has done in the jungle, as seen in lines 2-8 of Extract 2?
4 Why is Shere Khan against Mowgli staying in the jungle, as seen in Extract 3?

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

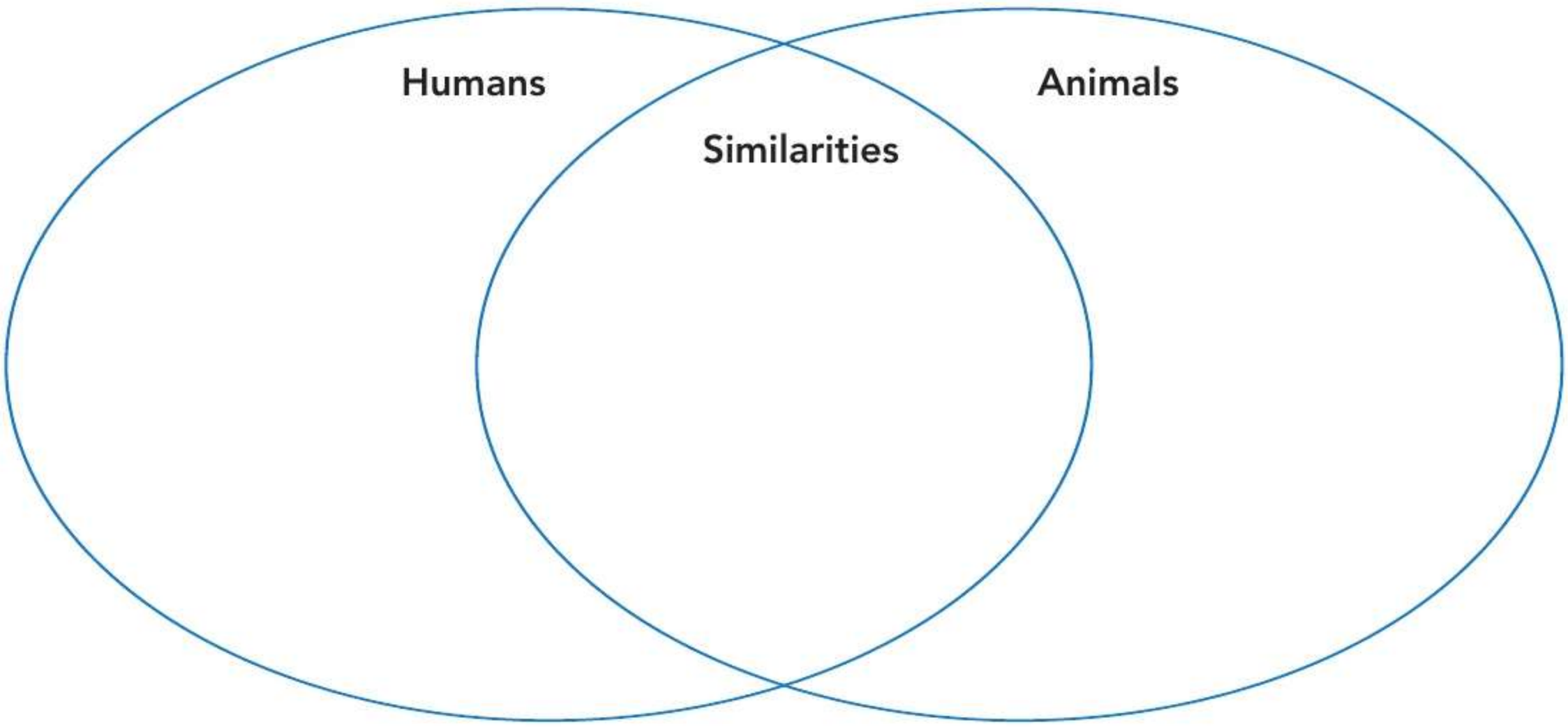
"No. Why should I be scared? I remember now, or maybe it was a dream. Before I was a Wolf, I used to lay next to the Red Flower. It was warm and pleasant."

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

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

Writing

4 Complete the Venn diagram to show the similarities and differences between animals and humans.



Speaking

5 In your groups, present your Venn diagram.

- Introduce the topic
- Explain the nature of humans
- Explain the nature of animals
- Explain where they are similar
- Provide a conclusion

Focus

A Venn diagram is a visual tool used to compare and contrast two or more objects, events, people, or concepts. It helps us to understand and identify similarities and differences.

Lessons 7–8 **Emotive Language in *The Jungle Book***

- Prior reading: Chapter 5 Part 3.
- To read and identify how words are used to evoke emotion in *The Jungle Book*.
- To explore how authors use emotive language in a story.





Speaking

1 **In groups, discuss the questions.**

1 How are you feeling today?
2 How can you tell what emotions your friends are feeling?
3 Do you think animals have feelings?
4 How can you tell what emotions animals are feeling?

Reading

2 **Read the extracts and answer the questions.**

1 What emotion is Mowgli feeling when he stands up holding the fire pot in Extract 1?
2 Underline the adjectives and nouns that helped you answer the previous question.
3 What emotion does the word 'flung', as seen in line 1 of Extract 2, imply that Mowgli is feeling?
4 Underline the words that show the wolves are scared in Extract 3.
5 How is the fire described at the end of the branch in Extract 3?
6 What is meant by "furiously", as seen in line 3 of Extract 3?
   - **a** violently
   - **b** weakly
   - **c** mildly
7 How does the use of "sobbed" in line 3 of Extract 4 help us understand how Mowgli is feeling?
8 In what ways does the author show Mowgli's change of emotions from the beginning to the end of the chapter?

Reading tip

It can be easy to understand someone's emotions through pictures and images. However, it is not as easy to grasp feelings and emotions in a reading text, the use of nouns, verbs, adjectives and adverbs (parts of speech) can help us to do this

1 Mowgli stood up with the fire pot in his hands. Then he stretched out his arms, he was furious with rage and sadness "Listen you!" he cried. "

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

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

The fire was burning furiously at the end of the branch. Mowgli struck right and left around the circle, and the wolves ran away howling with the fire burning their fur.

4 Something began to hurt Mowgli inside him. He had never been hurt in his life before. He caught his breath and **sobbed**, the tears running down his face.

5 "You are a man which means the jungle is shut to you. Let them fall, Mowgli. They are only tears." So, Mowgli sat and cried as though his heart was breaking.

6 "…But first I must say goodbye to my mother." He went to the cave where she lived with Father Wolf, and he cried on her coat, while the four
5 cubs howled miserably.

3 Read the words in the chart and find the emotive synonyms of them in the extracts. Remember they can be verbs, adjectives or adverbs.

cry	
anger	
sad	

4 Identify and write down the key events of Chapter 5.

- _____
- _____
- _____
- _____
- _____
- _____

Writing

5 Using the key events in your answer to question 4, use emotive language to summarise Chapter 5.

Lessons 9–10 **Identity in *The Jungle Book***

- Prior reading: Chapter 6.
- To read and infer how identity is presented in the story.
- To explore how the theme of identity and belonging is developed in *The Jungle Book*.

Speaking

1 **In groups, read the questions and share your ideas.**

1 What does identity mean?
2 What makes up someone's identity?
3 Why do you think it is important to feel like you belong?
4 Do you think Mowgli belongs in the jungle with the animals or with the humans in the village?

2 Look at the mnemonic of the word IDENTITY. Discuss what the words mean with your group.

Individual
DNA
Existence
Name
Talent
Interests
Truth
You

Speaking tip

The 'm' in the word *mnemonic* is silent.

A *mnemonic* is a way that we can remember information. For example, using a pattern of letters.

Writing

3 Create a mnemonic using your name.

Reading

4 Read the extracts and answer the questions.

1 What is meant by "So men are afraid of the People of the Jungle here also" in lines 1-2 of Extract 1?
2 What does Mowgli think about humans?
3 What is meant by *uneasy* in line 1 of Extract 3?
4 What is Mowgli struggling to do in Extract 4 and why?
5 What simile is used to describe Mowgli's strength in Extract 5?

Reading tip

Scanning helps us to find key information in a text. Skimming helps us to understand the overall gist of a text.

1 So men are afraid of the People of the Jungle here also." He sat down by the gate.

2 "They have no manners, these humans," said Mowgli to himself. "Only the gray ape would behave as they do." So, he threw back his long hair and looked at the crowd confused.

3 Mowgli was uneasy, because he had never been under a roof before. But as he looked at the roof, he saw that he could tear it out any time if he wanted to get away. "I must talk like men, not like the jungle people." He said to himself.

4 Mowgli found bedtime difficult, he was not used to sleeping in a room. So, when they shut the door, he went out through the window. "Let him do what he is used to, remember he has never slept in a bed. He will not run away." said Messua's husband.

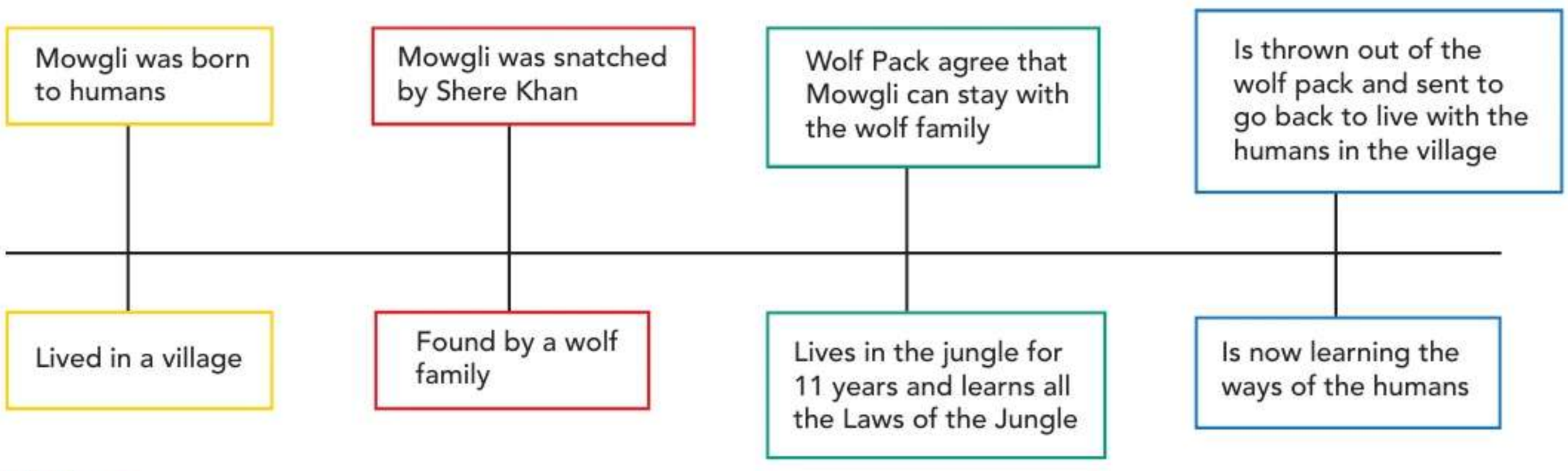
5 He did not know his own strength. In the jungle, he knew he was weak compared to the animals. But in the village, people said that he was as strong as a bull.

Focus

The theme of identity is commonly used in novels. Authors often use the theme of identity so that readers can relate to the characters and their emotions. It also helps them to think about their own identity.

5 **Read the timeline to identify the key points in Mowgli's life and answer the questions.**

1 What is meant by the word *snatched?*
2 How do you think Mowgli felt when he was taken away from his mother?
3 What pattern can you see in Mowgli's life so far?
4 How do you think Mowgli feels when he is learning the laws of the jungle?
5 Why does Mowgli need to learn the ways of humans?



Writing

6 **Write a paragraph of the identity struggle Mowgli is facing and why. Use the points in the timeline to help you.**

Chapter 4
Monkey Business

Part 2

In the Cold Lairs the Monkey-People were not thinking of Mowgli's friends at all. Mowgli had never seen an Indian city before, and even though it was mostly a heap of ruins it seemed very wonderful.

Mowgli was sore and angry as well as hungry. He walked through the empty city giving the Strangers' Hunting Call from time to time, but no one answered him. Mowgli felt that he was in a very bad place."All that Baloo has said about the Monkey-People is true,"he thought to himself.

"There is a cloud coming to cover the moon. If only it was big enough I could try to run away in the darkness. But I am tired."

That same cloud was being watched by two good friends in the ditch below the city wall. Bagheera and Kaa, knew how dangerous the Monkey-People were in large numbers so they did not want to take any risks.

"I will go to the west wall,"Kaa whispered,"and will come down the slope quickly."

"When that cloud covers the moon, I will go to the walkway. They hold some sort of council meeting there,"said Bagheera.

"Good hunting,"said Kaa, and **slithered** away to the west wall.

Mowgli heard Bagheera's light feet on the terrace. The Black Panther had raced up the slope almost

Vocabulary

slither: to move easily across a surface like a snake

without a sound and was hitting the monkeys. He knew not to waste time.

There was a scary howl. As Bagheera tripped on the rolling kicking bodies of the Monkey-People beneath him, a monkey shouted,"There is only one here! Get him!"

A group of monkeys started biting, scratching, tearing, and pulling Bagheera, while five or six held Mowgli and pulled him up the wall of the summerhouse. They pushed him through the hole of the broken dome. Mowgli fell in the way that Baloo had taught him to fall, and landed on his feet.

"Stay there,"shouted the monkeys,"after we have killed your friends, we will play with you, if you are still alive."

"We be of one blood, you and I,"said Mowgli, quickly giving the Snake's Call. He could hear hissing in the rubbish all round him. He gave the Call a second time, to make sure they heard him.

The old summerhouse was alive with cobras."Stand still, Little Brother, your feet may do us harm."

Mowgli stood as still as he could. He looked through the open walls and heard the furious noise of the fight around the Black Panther. For the first time since he was born, Bagheera was fighting for his life.

"Baloo must be at hand; Bagheera would not have come alone,"Mowgli thought. And then he called aloud:"To the tank, Bagheera. Roll to the water tanks. Roll and plunge! Get to the water!"

Bagheera heard, and the cry that told him Mowgli was safe gave him new courage. A crash and a splash told Mowgli that Bagheera had fought his way to the tank where the monkeys could not follow.

Kaa had only just worked his way over the west wall. The monkeys ran away with cries of,"Kaa! It is Kaa! Run! Run!"

"Get the man-cub out of that trap; I can't do anymore,"Bagheera said tiredly."Let's take the man-cub and go. They may attack again."

"They will not move until I order them to."Kaa hissed, and the city was silent again.

"Where is the manling?"

"Here, in a trap. I cannot climb out,"cried Mowgli.

Kaa looked carefully until he found a crack in the marble design showing a weak spot. Then lifting six feet of his body he smashed the wall down. Mowgli jumped through the opening and threw himself between Baloo and Bagheera, an arm around each big neck.

"Are you hurt?" said Baloo, hugging him softly.

"I am sore, hungry, and a little bruised."

"Kaa saved all of our lives, thank him Mowgli" said Bagheera.

Mowgli turned and saw the great Python's head swaying a foot above his own.

"We be one blood, you and I," Mowgli answered. "I owe you my life. If you are ever hungry I will bring you food."

"Go quickly my friends. Go and sleep as the moon is setting. We do not know what will happen next." said Kaa.

"Now," said Bagheera, "jump on my back, Little Brother, and we will go home."

One of the beauties of Jungle Law is that punishment settles all scores. There is no talking about it afterward."

Mowgli laid his head down on Bagheera's back and slept so deeply.

Check your Understanding

1 **Put the sentences in the correct order to make a summary of Chapter 4 (Part 2).**

__ Kaa smashes the wall of the dome down to free Mowgli.
__ The Monkey-People notice Kaa and run away because they are scared of him.
__ The Monkey-People push Mowgli through the dome.
__ Mowgli walks through the deserted city giving the Stranger's Hunting call, to no response.
__ Bagheera starts attacking the Monkey-People.
__ Bagheera, Baloo and Kaa rescue Mowgli.

2 **How does Kaa free Mowgli from the trap?**

_____

_____

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

4 **What does Mowgli say he will do for Kaa to thank him for rescuing him?**

_____

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

6 **Write down the Law of the Jungle mentioned in Part 2 of Chapter 4.**

_____

Chapter 5
Red Flower

Part 1

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

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

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

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

Vocabulary

thorns: a small, sharp pointed growth on the stem of a plant or flower
suffer: to experience pain or something unpleasant
drowsy: feeling sleepy and not being entirely awake or alert
obey: to follow laws or rules

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

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

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

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

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

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

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

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

"And what kind of man does not run with his brothers?" said Mowgli. "I was born in the jungle. I

Vocabulary

scraps: small pieces of food that are left over and are usually thrown away
enemy: someone who is not a friend and tries to do bad things
foolish: not wise, stupid or silly; showing bad judgment
manners: polite behaviour that is respectful to others in social situations

have obeyed the Law of the Jungle, and there is no wolf from whose paws I have not pulled a thorn. Surely they are my brothers!"

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

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

"There is no one in the jungle who knows that I, Bagheera, carry that mark. The mark of the **collar;** and yet, Little Brother, I was born among men, and it was among men that my mother died, in the cages of the king's palace at Oodeypore. It was because of this that I paid the price for you at the Council when you were a little cub. I had never seen the jungle. They fed me behind bars from an iron pan. One night I felt that I was Bagheera the Panther. I am not a man's toy. So I broke the silly lock with one knock of my paw and ran away. And because I had learned the ways of humans, I became more feared in the jungle than Shere Khan."

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

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

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

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

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

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

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

By Red Flower Bagheera meant fire. No creature in the jungle will call fire by its proper name. Every

Vocabulary

collar: a leather or metal strap around the neck of an animal

beast fears it, and invents a hundred ways of describing it.

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

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

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

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

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

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

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 5 (Part 1).

__ Bagheera tells Mowgli to get the Red Flower from the humans' huts in the village.
__ Mowgli makes his way to the village to get the Red Flower.
__ Bagheera reminds Mowgli that Shere Khan is his enemy.
__ Mowgli learns that if he stares a wolf in the eyes, the wolf will look away in fear.
__ Bagheera tells Mowgli the story of how he was a caged animal and how he escaped.

2 What is the Red Flower?

_____

_____

3 Why does Bagheera tell Mowgli to get the Red Flower?

_____

_____

_____

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

5 Write down the Law of the Jungle that is mentioned in Part 1 of Chapter 5.

_____

_____

_____

Chapter 5
Red Flower

Part 2

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

"What is it, Son?" she said.

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

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

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

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

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

Vocabulary

valley: an area of low land between hills or mountains that often has a river running through it
wicker: a material made of very thin pieces of wood twisted together, generally used to make furniture
charcoal: a hard, black substance that is generally burned for cooking or heat

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocabulary

prime: the time in one's life when he/she is most active or successful
grovel: to act towards someone in a way that shows they are powerful and more important than oneself
doomed: certain to meet a bad end

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

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

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

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

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

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

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

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

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

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

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

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

Vocabulary

core: the center of something
scowl: to look at someone with a very annoyed expression
pledge: a formal promise

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 5 (Part 2).

__ Akela misses his prey.
__ Mowgli takes the wicker pot from the boy.
__ Mowgli says that Shere Khan cannot be the leader of the pack at the Council Rock.
__ Shere Khan demands Mowgli is given to him.
__ Akela argues for Mowgli to be sent away without being killed.

2 What is meant by the Dead Wolf?

_____

_____

3 What emotion is Shere Khan feeling?

_____

4 Underline 3 words that show Shere Khan's emotion.

5 Write what you think will happen next in the story.

_____

_____

_____

_____

Chapter 5
Red Flower

Part 3

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

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

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

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

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

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

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

Vocabulary

moss: a small, green or yellow-coloured plant that grows on rocks, walls and trees
flared: something that is wider at one end
whirl: to turn around or make turn around in circles
mercy: kindness that results in forgiveness
betray: to be disloyal to someone
debt: something that is owed to someone else as payment

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

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

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

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

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

"No, Little Brother. These are only tears, what humans use when they are sad," said Bagheera. "You are a man which means the jungle is shut to you. Let them fall, Mowgli. They are only tears." So, Mowgli sat and cried as though his heart was breaking.

"Now," he said, "I will go to the humans. But first I must say goodbye to my mother." He went to the cave where she lived with Father Wolf, and he cried on her coat, while the four cubs howled miserably.

"You will not forget me?" said Mowgli.

"Never, we will follow your trail" said the cubs. "Come to the foot of the hill when you are a man, and we will talk to you, and we will come to the fields at night to play with you."

"Come soon!" said Father Wolf. "Oh, wise little frog, come again soon. We will be old, your mother and I."

"Come soon," said Mother Wolf, "little son of mine. Listen, child of man, I loved you more than I loved my cubs."

"I will come back," said Mowgli. "And when I come it will be to lay out Shere Khan's skin upon the Council Rock. Do not forget me! Tell them in the jungle never to forget me!"

The dawn was beginning to break when Mowgli went down the hillside alone, to meet those **mysterious** things, called humans.

Vocabulary

sob: to cry noisily while taking in deep breaths
problem
mysterious: strange or unknown

Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 5 (Part 3).

__ Mowgli says his goodbyes to the Wolf Pack family.
__ Mowgli cries uncontrollably as he realises he needs to leave to the jungle.
__ Mowgli tells the Wolf Pack that they are not to kill Akela.
__ Mowgli reminds the Wolf Pack that when he returns to the Jungle he will return having killed Shere Khan.
__ Mowgli beats Shere Khan with the lit branch.

2 What emotion is Mowgli feeling?

_____

_____

3 Underline 3 words in the text that show the emotion.

4 What promise does Mowgli make to the Wolf Pack who have sent him out of the jungle?

_____

_____

5 Underline the text where you found your answer for the previous question.

Chapter 6
Lives with the Humans

After the fight with the Pack at the Council Rock, Mowgli went down to the fields where the villagers lived. He did not stop there because it was too near to the jungle, and he knew that he had made at least one bad enemy at the Council. So, he carried on, keeping to the rough road that ran down the valley, and followed it at a steady jog for nearly twenty miles. He came to a farmland that he did not know. He saw a little village where cattle and buffaloes were eating. The little boys in charge of the **herds** saw Mowgli, they shouted out and ran away. Mowgli walked on, he was feeling hungry, he came to the village gate and pushed it open.

"So men are afraid of the People of the Jungle here also." He sat down by the gate. A man came out so Mowgli stood up, opened his mouth, and pointed down it to show that he wanted food. The man stared, and ran back up the street of the village shouting. Then a man who was big and fat dressed in white came to the gate followed by at least a hundred people, who stared, shouted and pointed at Mowgli.

"They have no manners, these humans," said Mowgli to himself. "Only the gray ape would behave as they do." So, he threw back his long hair and looked at the crowd confused.

"What is there to be afraid of?" said the man dressed in white. "Look at the marks on his arms and legs. They are the bites of wolves. He is a wolf-child who has ran away from the jungle."

Of course, when playing together, the cubs had often **nipped** Mowgli harder than they meant to. There were white scars all over his arms and legs. But Mowgali knew these were not bites because he knew what real biting meant.

"Bitten by wolves? Poor child! He is a handsome boy. He has eyes like red fire. Messua, he looks like the boy that was taken by the tiger."

"Let me look," said a woman with heavy **copper** rings on her wrists and ankles, "Yes, he does. He is thinner, but he does look like my boy."

Vocabulary

herds: a large group of animals that live together, such as cows or goats
nip: to bite softlythan oneself
copper: a metal that is a reddish-brown colour, used to make wire, coins, jewellery and other things

The man dressed in white was a clever man, and he knew that Messua was the wife to the richest villager in the place. So, he looked up at the sky for a minute and said: "What the jungle has taken the jungle has given back. Take the boy into the house, my sister."

"By the Bull that bought me," said Mowgli to himself. "Well, if I am a man, a man I must become."

The crowd parted as the woman led Mowgli to her hut. There was a red bedframe, a great clay chest with funny raised patterns on it. There were half a dozen copper cooking pots, and on the wall a real **looking glass.**

She gave him a big cup of milk and some bread. She laid her hand on his head and looked into his eyes. She thought that he might be her real son who has come back from the jungle where the tiger had taken him. So, she said, "Nathoo, Nathoo!" Mowgli did not show that he knew the name. "Do you not remember the day when I gave you new shoes?" She touched his foot, and it was almost as hard as a horn. "No," she said sadly, "these feet have never worn shoes. But you are like my Nathoo, and you shall be my son."

Mowgli was uneasy, because he had never been under a roof before. But as he looked at the roof, he saw that he could tear it out any time if he wanted to get away. "I must talk like men, not like the jungle people." He said to himself.

So, as soon as Messua said a word Mowgli would **imitate** it almost perfectly. Before dark he had learned the names of many things in the hut.

Mowgli found bedtime difficult, he was not used to sleeping in a room. So, when they shut the door, he went out through the window. "Let him do what he is used to, remember he has never slept in a bed. He will not run away." said Messua's husband.

Mowgli stretched out on the grass at the edge of the field, but before he had closed his eyes a soft gray nose **poked** him under the chin.

"Phew!" said Gray Brother (he was the eldest of Mother Wolf's cubs). "I followed you for twenty miles. It smells like wood smoke and cattle. Wake up, Little Brother; I have some news."

"Is everything ok in the jungle?" said Mowgli, hugging him.

"Yes, except the wolves that were burned with the Red Flower. Now, listen. Shere Khan has gone away to hunt until his coat grows again, he is badly **singed.** When he returns he swears **revenge.**"

"There are two words to that. I have also made a little promise. I am tired tonight, but Gray Brother,

Vocabulary

looking-glass: a mirror
imitate: to copy something or someone
poke: to push someone with a finger or other pointed object quickly and suddenly
singed: burnt
revenge: punishment for harm someone has done to another

always bring me the news of the jungle."

"You will not forget that you are a wolf? Being with these men will not make you forget?" said Gray Brother anxiously.

"Never. I will always remember that I love you and everyone in our cave. But I will also always remember that I have been thrown out of the Pack."

"When I come down here again, I will wait for you in the **bamboos.**"

For three months after that night Mowgli hardly ever left the village gate, he was so busy learning the ways and customs of humans. First, he had to wear a cloth around him, which annoyed him. Then he had to learn about money, which he did not understand. And about working in the fields, of which he did not see as useful.

The little children in the village made him very angry. Luckily, the Law of the Jungle had taught him to keep his temper. When they made fun of him because he would not play games or fly kites, or because he mispronounced some word, he knew it was bad to hurt them, so he ignored them.

He did not know his own strength. In the jungle, he knew he was weak compared to the animals. But in the village, people said that he was as strong as a bull.

Vocabulary

bamboo: a tall, green, grass-like plant that is common in the tropics

Check your Understanding

1 **Put the sentences in the correct order to make a summary of Chapter 6.**

__ Gray Brother comes to tell Mowgli that Shere Khan has gone away but seeks revenge.
__ Mowgli has been in the village for three months learning the way of humans.
__ Messua thinks Mowgli is the son she lost to the jungle many years ago.
__ People in the village see Mowgli for the first time.
__ Mowgli finds a village.

2 **What do we learn about Mowgli and Messua in this chapter?**

_____

_____

3 **Underline in the text where you found the answer for the previous question.**

4 **Why has Shere Khan left the jungle?**

_____

5 What does Mowgli instruct Gray Brother to do?

_____

Chapter 7
Tiger! Tiger!

Part 1

The custom of most Indian villages is for boys to take the cattle and buffaloes out to eat in the early morning, and bring them back at night. As long as the boys keep with the herds they are safe, not even the tiger will attack a **mob** of cattle.

Mowgli went through the village street in the morning, sitting on the back of Rama, the great bull. The blue buffaloes, with their long, backward-sweeping horns and **savage** eyes, rose out their sheds. One by one, they followed him. Mowgli made it very clear to the children with him that he was the Master. He told Kamya, one of the boys, to **graze** the cattle by himself, while he went on with the buffaloes, and to be very careful not to stray away from the herd.

Mowgli drove them on to the edge of the village where the Waingunga river came out of the jungle. He dropped from Rama's neck and ran off to a bamboo clump, where Gray Brother was waiting.

"Ah," said Gray Brother, "I have waited here for many days. What is this cattle-herding work you are doing?"

"It is an order," said Mowgli. "I am village people for a while. Do you have any news about Shere Khan?"

"He has come back to the jungle, and was waiting for you for a long time. Now he has gone again to hunt. But he is still after you."

"Very good," said Mowgli. "While he is away you or one of the four brothers sit on that rock, so that I can see you as I come out of the village. When he comes back wait for me by the red tree in the center of the field. We do not want to walk into Shere Khan's trap."

Then Mowgli picked out a shady place, and lay down and slept while the buffaloes grazed round him.

Herding in India is one of the laziest things in the world. The cattle move and **crunch**, and

Vocabulary

mob: a large, angry crowd
savage: wild
graze: to take animals to a field for them to eat grass

lie down, and move on again. They only grunt, and the buffaloes hardly say anything. The children sleep and wake and sleep again. They weave little baskets of dried grass and put grasshoppers in them; or catch two mantis insects and make them fight; or string a necklace of red and black jungle nuts; or watch a lizard lying on a rock, or a snake hunting a frog. Then they sing long, long songs with odd **native** sounds at the end of them. The day seems longer than most people's whole lives. Then evening comes and the children call the buffaloes and they all walk across the field back to the **twinkling** village lights.

Day after day Mowgli would lead the buffaloes out to their mud pools. Day after day he would see Gray Brother's back a mile and a half away across the field. He knew that Shere Khan had not come back. Day after day he would lie on the grass listening to the noises around him, dreaming of the old days in the jungle. If Shere Khan had made a step with his weak paw up in the jungles by the Waingunga, Mowgli would have heard him in those long, still mornings.

At last a day came when he did not see Gray Brother at the signal place. He laughed and headed the buffaloes for the red tree, which was covered with golden-red flowers. Gray Brother was sitting there, every hair on his back lifted.

"He has hidden for a month to throw you off guard. He crossed the **ranges** last night with Tabaqui," said the Wolf, panting.

Mowgli answered. "I am not afraid of Shere Khan, but Tabaqui is very clever."

"Have no fear," said Gray Brother, licking his lips a little. "I met Tabaqui in the morning. He told me everything before I broke his back. Shere Khan's plan is to wait for you at the village gate this evening. He is getting ready now, in the big dry **ravine** of the Waingunga river."

"Has he eaten today, or is he hunting on an empty stomach?" said Mowgli. The answer meant life or death to him.

"He ate a goat in the morning. Remember, Shere Khan could never fast, even for the sake of revenge."

"Oh! What a Fool! He thinks that I will wait until he has slept! Now, where is he? If there were ten of us we could pull him down as he sleeps. These buffaloes will not charge unless they can smell him, and I cannot speak their language. Can we follow his trail so that they can smell it?"

"He swam far down the Waingunga to cut that off," said Gray Brother.

"Tabaqui told him that I know. He would never have thought of it alone." Mowgli stood with his

Vocabulary

crunch: to crush between the teeth
native: relating to the local inhabitants of a place
twinkling: shining brightly then less brightly, almost flashing
ranges: a group of mountains
ravine: a valley that is deep and narrow, and has steep sides

finger in his mouth, thinking. "The big ravine of the Waingunga. That opens out on the field, less than half a mile from here. I can take the herd around through the jungle to the head of the ravine and then sweep down. But he can get out at the end, we must block it. Gray Brother, can you cut the herd in two for me?"

"No, but I have brought a wise helper." Gray Brother ran off. Then a huge gray head lifted up, which Mowgli recognised.

"Akela! Akela!" said Mowgli, clapping his hands. "I should have known that you would not forget me. We have a big job to do. Cut the herd in two, Akela. Keep the cows and calves together, and the bulls and the buffaloes together."

Akeela separated the heard into two clumps. In one, the cows stood with their calves in the center, ready. In the other, the bulls and the young bulls grunted and stamped. Even though they looked fiercer they were much less dangerous than the cows because they didn't have any calves to protect. Even six men could not have divided the herd so neatly.

"They are trying to join again" panted Akela.

Mowgli slipped on to Rama's back. "Drive the bulls away to the left, Akela. Gray Brother, when we are gone, hold the cattle together, and drive them into the end of the ravine."

"How far?" said Gray Brother, panting.

"Until the sides are higher than Shere Khan can jump," shouted Mowgli. "Keep them there until we come down." The bulls raced off as Akela barked, and Gray Brother stopped in front of the cows. They **charged** down on him, and he ran just before them to the end of the ravine, as Akela drove the bulls far to the left.

"Well done! Careful, now Akela. I didn't know these creatures could move so quickly" Mowgli called.

"I have hunted these in my time," said Akela in the dust. "Shall I turn them into the jungle?"

"Yes! Turn. Quickly turn them! Rama is mad with rage. If I could only tell him what I need him to do today."

The bulls were turned, to the right this time, and crashed into the standing bush. The other herd children saw that the cattle were half a mile away and hurried to the village as fast as their legs could carry them, crying that the buffaloes had gone mad and run away.

Vocabulary

charge: to run towards with the intention of hitting or running into

Check your Understanding

1 **Put the sentences in the correct order to make a summary of Chapter 7 (Part 1).**

__ Mowgli spends days herding the cattle waiting for Gray Brother's signal.
__ Gray Brother tells Mowgli about Shere Khan's plan to attack Mowgli.
__ The herd children run back to the village to tell them what is happening.
__ Mowgli meets Gray Brother by the bamboos and learns that Shere Khan has gone away to hunt.
__ Akela comes to help Mowgli to trap Shere Khan.

2 **Where does Mowgli instruct Gray Brother to meet him once Shere Khan has returned to the jungle?**

_____

3 **Underline in the text where you found your answer to the previous question.**

4 **Where does Mowgli instruct Gray Brother to take the cows?**

_____

5 Where does Akela drive the bulls?

_____

Chapter 1
The Science of Deduction

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

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

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

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

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

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

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

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

Vocabulary

manner: the way someone talks or acts with others
impressed: feeling or showing that you admire or respect someone or something
detection: the process of discovering something, or the discovery of information about a crime by the police

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

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

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

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

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

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

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

"It is very simple," he replied, laughing at my surprise,—"so simple that an explanation is not needed; and yet it may help in defining the difference between observation and deduction. Observation tells me that you have a little reddish dust on your shoe. Just opposite the Seymour Street Office, they have taken up the pavement and thrown up some earth. The earth is this reddish colour which is found, as far as I know, nowhere else in the neighborhood. This is an observation. The rest is deduction."

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

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

Vocabulary

vanity: behaviour that shows someone is too interested in their own appearance or abilities
companion: someone you spend a lot of time with or go places with
telegram: a message that was sent in the past by radio, written on a card and delivered

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

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

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

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

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

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

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

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

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

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

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

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

"I cannot believe this of you, Holmes," I said. "You have researched the history of my unhappy brother, and you now pretend to deduce this knowledge. You cannot expect me to believe that you have read all this from his old watch! It is an unkind trick."

Vocabulary

amusement: a feeling you have when something makes you smile or laugh
lens: a curved piece of glass used for looking at things more closely
inherit: when you receive money or possessions from someone who has died

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

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

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

"But it was not just guess-work?"

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

I nodded, to show that I followed his explanation.

"It is usual for **pawnbrokers** in England, when they take a watch, to scratch the number of the ticket with a pin on the inside of the case. I can see four numbers on the inside of this case. Therefore, I can first deduce that your brother was often low of money. Secondly, that he had occasional periods of wealth, or he could not have paid the money to get the watch back. Where is the mystery in all this?"

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

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

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

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

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

Vocabulary

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

Chapter 2
The Statement of the Case

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

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

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

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

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

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

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

I returned to my chair.

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

Vocabulary

expression: the look on someone's face that shows what they are thinking or feeling
tremble: to shake a little because you are cold, scared, nervous or excited
brisk: quick and with energy
tone: the quality, general feeling or style of a sound

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

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

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

"His luggage?"

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

"Had he any friends in town?"

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

"An interesting case," commented Holmes.

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

Vocabulary

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

six of the finest pearls that I had ever seen.

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

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

"Thank you," said Holmes. "The envelope too, please. Postmark, London, S.W. Date, July 7. Hum! Man's thumb-mark on corner — probably postman. Best quality paper. Envelopes at six pence a packet. Particular man in his stationary. No address. 'Be at the third door from the left outside the Lyceum Theatre tonight at seven o'clock. If you are distrustful, bring two friends. You are a wronged woman, and shall have **justice.** Do not bring police. Your unknown friend.' Well, really, this is a very pretty little mystery. What will you do, Miss Morstan?"

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

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

"But will you come?" she asked me.

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

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

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

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

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

"Nothing could be more unlike."

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

Vocabulary

justice: behaviour or treatment that is fair
eager: wanting to do something very much
client: someone who pays another for their services or help

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

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

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

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

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

"In this case, however—"

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

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

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

Vocabulary

exception: something that is not included in a set of rules
differentiate: to understand or see how two things are different from each othe

Chapter 3
In Search of a Solution

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

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

"What! you have solved it already?"

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

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

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

"But it's all so strange! And why pearls? Why, too, should he write a letter now, rather than six years ago? Again, the letter speaks of giving her justice. What justice can she have? It is very unlikely that her father is still alive. There is no other injustice in her case that you know of."

"There are difficulties; there are certainly difficulties," said Sherlock Holmes, thoughtfully. "But our meeting tonight will solve them all. Ah, here is a **carriage**, and Miss Morstan is inside. Are you

Vocabulary

depression: a state of feeling very unhappy, worried and nervous
heir: someone who legally receives property, money or titles when someone dies
carriage: a vehicle with four wheels that is pulled by animals, such as horses and was used more in the past

all ready? Then we had better go down, for it is a little past six."

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

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

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

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

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

We found it in his pocket-book."

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

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

Vocabulary

cloak: an outer piece of clothing that is like a coat without sleeves
command: to give an order; to have control over someone or something
passages: a long, narrow part of a building that has rooms on either side
symbol: a sign, shape or object that is used to represent something else
gloom: nearly dark or difficult to see well

do, made me nervous and depressed. I could see from Miss Morstan's face that she felt the same. Holmes alone seemed unaffected by the atmosphere. He held his open notebook upon his knee, and from time to time he wrote down figures and notes in the light of his pocket-light.

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

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

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

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

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

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

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

"Rochester Row," said he. "Now, Vincent Square. Now, we come out on the Vauxhall Bridge Road. We are going to the Surrey side, it seems. Yes, I thought so. Now, we are on the bridge. You can catch **glimpses** of the river."

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

Vocabulary

pace: the speed at which something moves
glimpse: to see something for a short time or see only a part of it

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

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

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

Vocabulary

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

Chapter 4
The Story of the Bald-Headed Man

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

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

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

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

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

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

Vocabulary

furnished: a place that has furniture in it or furniture of a particular type
scowl: to look at someone or something with a very annoyed or angry expression on your face
oasis: a calm, pleasant place in the middle of somewhere that is not calm or pleasant
odour: a smell
stethoscope: a piece of medical equipment that doctors use to listen to your heart or lungs

been alive now."

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

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

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

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

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

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

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

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

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

Vocabulary

faint: to feel weak and fall unconscious

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

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

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

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

Vocabulary

orphan: a child whose parents are both dead
greed: a very strong wish to get more of something, usually money
treasure: very valuable or expensive things, especially precious stones, metals and money
innocent: to not be guilty of a particular crime

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

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

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

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

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

Mr. Thaddeus Sholto stopped, and sat trembling on his **luxurious** sofa. We all remained silent, with our thoughts upon this new development in the mysterious business. Holmes was the first to spring to his feet.

"You have done well, sir, from first to last," said he. "It is possible that we may be able to help

Vocabulary

frustrating: feeling annoyed because you can't achieve what you want to
luxurious: very comfortable and expensive

you in return by throwing some light upon that which is still dark to you. But, as Miss Morstan commented just now, it is late, and we had better begin our journey to Norwood without delay."

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

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

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

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

Chapter 5
The Tragedy of Pondicherry Lodge

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

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

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

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

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

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

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

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

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

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

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

Vocabulary

grumble: to complain in an annoyed way
lantern: a light inside a container with a handle

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

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

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

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

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

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

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

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

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

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

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

We all followed him into the housekeeper's room. The old woman was walking up and down with a scared look. "Master has locked himself in and will not answer me," she explained. "All day I have waited to hear from him, for he often likes to be alone; but an hour ago, I feared that something was wrong, so I went up and peeped through the keyhole. You must go up, Mr. Thaddeus — you must go up and look for yourself. I have seen Mr. Bartholomew Sholto in joy and in sadness for ten long years, but I never saw him with such a face on him as that."

Vocabulary

housekeeper: someone who is employed to look after someone's home
gravel pit: a place where gravel (small stones usually mixed with sand) are dug out of the ground
peep: to look through, over or around something for a short time, often secretly

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

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

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

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

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

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

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

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

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

Vocabulary

groan: a deep, long sound showing great pain or unhappiness
scribble: to write something carelessly or quickly

"What does it all mean?" I asked.

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

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

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

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

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

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

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

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

"What time was that?"

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

"You have no reason for fear, Mr. Sholto," said Holmes, kindly, putting his hand upon his shoulder. "Take my advice, and drive down to the station to report this matter to the police. Offer to assist them in every way. We shall wait here until your return."

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

Vocabulary

thorn: a short, sharp point on the stem or part of a plant
poison: to give a person or an animal a chemical or substance that kills or harms them
wring: to hold something tightly and twist it with both hands by turning your hands in opposite directions
moan: to make a long, low sound of pain
stumble: to walk in a way that does not seem controlled or as if you are about to fall down

Chapter 6
Sherlock Holmes Gives a Demonstration

"Now, Watson," said Holmes, rubbing his hands, "we have half an hour to ourselves. Let us make good use of it. My case is, as I have told you, almost complete. However, simple as the case seems now, there may be something deeper underneath."

"Simple!" I cried.

"Surely," said he, like a professor explaining to his class. "Just sit in the corner there, that your footprints may not complicate things. Now to work! In the first place, how did these people come, and how did they go? The door has not been opened since last night. What about the window?" He carried the lamp across to it. "Window is closed on the inner side. Let us open it. No water-pipe near. Roof quite out of reach. Yet a man has come in by the window. It rained a little last night. Here is the print of a foot upon the **windowsill.** And here is a circular muddy mark, and here again upon the floor, and here again by the table. See here, Watson!"

I looked at the round, muddy discs. "This is not a footprint," said I.

"No, it is the mark of a wooden stump."

"It is the wooden-legged man."

"Quite so. But there has been someone else. Could you climb that wall, doctor?"

I looked out of the open window. The moon still shone brightly on that side of the house. We were about sixty feet from the ground, and I could see no foothold in the brick.

"It is absolutely impossible," I answered.

"Without help it is so. But if you had a friend up here who lowered you this good strong rope which 20
I see in the corner, tying one end of it to this hook in the wall. Then, you might be able to climb up, even with a wooden leg. You would leave, of course, in the same way, and your friend would pull up the rope, untie it from the hook, shut the window, and get away in the way that he originally came. Also, it may be noted," he continued, fingering the rope, "that there is more than one

Vocabulary

windowsill: a shelf forming the bottom part a window, either inside or outside the buildingcan't achieve what you want to

bloodmark on this rope, especially towards the end, from which I conclude that our wooden-legged friend slipped down so fast that he took the skin off his hand."

"This is all very well," said I, "but how about this mysterious friend? How did he get into the room?"

"Yes, the friend!" repeated Holmes, thoughtfully.

"How did he get in, then?" I repeated. "The door is locked, the window is inaccessible. Was it through the **chimney**?"

"No, it is much too small," he answered.

"How then?" I asked.

"You do not remember," he said, shaking his head. "How often have I said to you that when you have removed the impossible whatever is left, however improbable, must be the truth? We know that he did not come through the door, the window, or the chimney. We also know that he could not have been hidden in the room, as it is not possible. Where, then, did he come from?"

"He came through the hole in the roof," I cried.

"Of course he did. He must have done so. If you will hold the lamp for me, we shall look in the room above — the secret room in which the treasure was found."

He climbed the steps up into the room above. Then, lying on his face, he reached down for the lamp and held it while I followed him.

The room was about ten feet one way and six the other. The roof ran up to a tip, and was clearly the inner part of the roof of the house. There was no furniture, and the dust of years lay thick upon the floor.

"Here you are, you see," said Sherlock Holmes, putting his hand against the wall. "This is a **trapdoor** which leads out on to the roof. I can press it back, and here is the roof itself. This, then, is the way by which Number One entered. Let us see if we can find any other clues."

He held down the lamp to the floor, and as he did so I saw for the second time that night a surprised look come over his face. For myself, as I followed his **gaze** my skin was cold under my clothes. The floor was covered thickly with the prints of a naked foot — clear, perfectly formed, but half the size of those of an ordinary man.

"Holmes," I said, in a whisper, "a child has done the horrible thing."

Vocabulary

chimney: a narrow, hollow pipe-like structure that allows smoke from a fire inside a home to get outside
trapdoor: a small door in a floor, roof or ceiling
gaze: a long look often with surprise or admiration

He had recovered himself in an instant. "I was surprised for the moment," he said, "but the thing is quite natural. My memory failed me, or I should have been able to predict it. There is nothing more to be learned here. Let us go down."

"I think that there is nothing else of importance here, but I will look." He said when we had reached the lower room. Then, he took out his lens and a tape measure, and hurried about the room on his knees, measuring, comparing, examining, with his long thin nose only a few inches from the floor, and his eyes shining and deep-set like those of a bird. As he hunted about, he kept muttering to himself, and finally he broke out into a loud **crow** of delight.

"We are certainly in luck," said he. "We ought to have very little trouble now. Number One has stepped in this chemical. You can see the outline of his small foot here at the side of this evil-smelling mess. The bottle has been cracked, you see, and the stuff has leaked out. I know a dog that would follow that **scent** to the world's end. —But halloo! here are the police."

Heavy steps and loud voices could be heard from below, and the hall door shut with a loud crash.

"Before they come," said Holmes, "just put your hand here on this poor man's arm, and here on his leg. What do you feel?"

"The muscles are as hard as a board," I answered.

"Quite so. Far more than that found in a more usual death. This and the horrible expression on his face, what conclusion would it suggest to your mind?"

"Death from some powerful poison," I answered.

"That is what I thought the moment I saw his face. On getting into the room, I looked for how the poison had entered the system. As you saw, I discovered a thorn in his head. You observe that the part that was hit was facing the hole in the ceiling. Now, examine the thorn."

I picked it up carefully and held it in the light of the lantern. It was long, sharp, and black, with a
65 smooth, shiny look near the point. The other end had been rounded off with a knife.

"Is that an English thorn?" he asked.

"No, it certainly is not."

As he spoke, the steps which had been coming nearer sounded loudly in the passage, and a very large man in a grey suit **strode** heavily into the room. He was red-faced and broad, with a pair of

Vocabulary

crow: to make a loud, high noise or cry
scent: a strong, individual smell
stride: to walk with long, purposeful steps

very small twinkling eyes. He was closely followed by an officer in uniform, and by the still shaking Thaddeus Sholto.

"Here's a business!" he cried, in a deep, low voice. "But who are all these? Why, the house seems to be as full as a **rabbit-warren**!"

"I think you must remember me, Mr. Athelney Jones," said Holmes, quietly.

"Why, of course I do!" he **wheezed.** "It's Mr. Sherlock Holmes, the theorist. Remember you! I'll never forget how you lectured us all on causes and meanings and effects in the Bishopgate jewel case. It's true you set us on the right track, but it was more by good luck than good guidance."

"It was a piece of very simple analysis."

"Oh, come, now, come! Never be ashamed to own up. But what is all this? Bad business! Bad business! Hard facts here — no room for theories. What d'you think the man died of?"

"Oh, this is hardly a case for me to theorise over," said Holmes, dryly.

"No, no. Still, we must admit that you are right sometimes. Dear me! Door locked, I understand. Jewels worth half a million missing. How was the window?"

"Locked; but there are steps on the sill."

"Well, well, if it was locked the steps could have nothing to do with it. That's common sense. Man might have died in a fit; but then the jewels are missing. Ha! I have a theory. —Just step outside, officer, and you, Mr. Sholto. Your friend can remain. —What do you think of this, Holmes? Sholto was, as he admits, with his brother last night. The brother died in a fit, on which Sholto walked off with the treasure. How's that?"

"On which the dead man got up and locked the door on the inside."

"Hum! There's a problem there. Let us apply common sense to the matter. This Thaddeus Sholto was with his brother; there was an argument; so much we know. The brother is dead and the jewels are gone. No one saw the brother from the time Thaddeus left him. His bed had not been slept in. Thaddeus is clearly upset. You see that I am **weaving** my web round Thaddeus. The net begins to close upon him."

"You are not quite in possession of the facts yet," said Holmes. "This thorn, which I have every reason to believe to be poisoned, was in the man's head where you still see the mark; this card was on the table; and beside it lay this rather strange stone-headed instrument. How does all that fit

Vocabulary

rabbit-warren: a series of connected underground tunnels and holes where rabbits live
wheeze: to make a rough noise while breathing because of some difficulty in breathing
weave: to join different things together to make something new

into your theory?"

"Confirms it in every respect," said the fat detective. "House is full of strange objects. Thaddeus brought this up, and if this thorn is poisonous, Thaddeus may as well have made murderous use of it as any other man. The card is — well, unimportant, as like as not. The only question is, how did he leave? Ah, of course, here is a hole in the roof." With great activity, considering his size, he jumped up the steps and squeezed through into the room, and immediately afterwards we heard his voice shouting that he had found the trapdoor.

"He can find something," commented Holmes, **shrugging** his shoulders. "He has occasional moments of reason."

"You see!" said Athelney Jones, reappearing down the steps again. "Facts are better than theories, after all. My view of the case is confirmed. There is a trapdoor communicating with the roof, and it is
110 partly open."

"It was I who opened it."

"Oh, indeed! You did notice it, then?" He seemed a little disappointed at the discovery. "Well, whoever noticed it, it shows how our gentleman got away. Officer!"

"Yes, sir," from the passage.

"Ask Mr. Sholto to step this way. —Mr. Sholto, it is my duty to inform you that anything which you may say will be used against you. I arrest you in the queen's name as being involved in the death of your brother."

"There, now! Didn't I tell you!" cried the poor little man, throwing out his hands, and looking from one to the other of us.

"Don't trouble yourself about it, Mr. Sholto," said Holmes. "Not only will I clear you, but I will give the name and description of one of the two people who were in this room last night. His name, I have every reason to believe, is Jonathan Small. He is a poorly-educated man, with his right leg off, and wearing a wooden stump. He is a middle-aged man, much sunburned, and has been a convict. Also, there is a good deal of skin missing from his hand. The other man—"

"Ah! the other man—?" asked Athelney Jones, in a **sneering** voice, but impressed I could see.

"Is a rather interesting person," said Sherlock Holmes, turning upon his heel. "I hope before very long to be able to introduce you to the pair of them. —A word with you, Watson." He led me out to the top of

Vocabulary

shrug: to raise and lower your shoulders
sneer: to smile, laugh or have an expression that shows you do not have respect for someone or something

the stairs."You must take Miss Morstan home; it is not right for her to stay in this house. I will wait for you here if you will drive out again. Or perhaps you are too tired?"

"By no means. I don't think I could rest until I know more of this fantastic business."

"You will be of great service to me," he answered."We shall work the case out independently. When you have dropped Miss Morstan home, I wish you to go on to No. 3 Pinchin Lane, down near the water's edge at Lambeth. The third house on the right-hand side: Sherman is the name. Knock old Sherman up, and tell him that I want Toby at once. You will bring Toby back in the cab with you."

"A dog, I suppose."

"Yes — a dog with a most amazing power of scent. I would rather have Toby's help than that of the whole detective force of London."

"I shall bring him, then," said I."It is one now. I ought to be back before three."

Chapter 7
The Episode of the Barrel

It was nearly two o'clock when we reached Mrs. Cecil Forrester's. The servants had gone to bed hours ago, but Mrs. Forrester had been so interested by the strange message Miss Morstan had received that she had sat up waiting for her return. She opened the door, a middle-aged, **graceful** woman, put her arm around Miss Morstan, and greeted her how a mother would greet a daughter. I was introduced, and I promised to visit them tomorrow to report any progress with the case. As Idrove away, I looked back, and I still saw that little group on the step, the two graceful figures, holding each other in the half-opened door, and the hall light shining through the coloured glass. It was comforting to see that picture of a peaceful English home in the middle of this wild, dark business.

And the more I thought of what had happened, the wilder and darker it grew. I reviewed the whole extraordinary course of events as I travelled through the silent gas-lit streets. There was the original problem: that at least was pretty clear now. The death of Captain Morstan, the sending of the pearls, the advertisement, the letter — we had had light upon all those events. They had only led us, however, to a deeper and far more tragic mystery. The Indian treasure, the strange plan found among Morstan's baggage, the scene at Major Sholto's death, the rediscovery of the treasure immediately followed by the murder of the discoverer, the footprints, the weapons, the words upon the card, matching those upon Captain Morstan's chart — here was indeed a strange puzzle for my friend to solve.

Pinchin Lane was a row of old two-storied brick houses. I had to knock for some time at No. 3 before I could get an answer. At last, however, there was the glint of a candle behind the blind, and a face looked out at the upper window.

"Go on, you," said the face. "If you make any more noise, I'll let out forty-three dogs upon you."

"But I want a dog," I cried.

"I won't be argued with!" shouted Mr. Sherman.

"Mr. Sherlock Holmes—" I began, but the words had a most magical effect, for the window immediately slammed down, and within a minute the door was open. Mr. Sherman was a tall, thin

Vocabulary

graceful: moving or having the appearance of being relaxed, smooth and attractive

old man, with round shoulders, a stringy neck, and blue-tinted glasses.

"A friend of Mr. Sherlock is always welcome," said he. "Step in, sir. You must not mind my bein' just a little short wi' you at first. What was it that Mr. Sherlock Holmes wanted, sir?"

"He wanted a dog of yours."

"Ah! That would be Toby."

Toby proved to be an ugly, long-haired creature, brown-and-white in color. He accepted after a small pause a lump of sugar which the old man handed to me, and then, followed me to the cab. It had just struck three when I found myself back once more at Pondicherry Lodge. Two officers guarded the narrow gate, but they allowed me to pass with the dog on my mentioning the detective's name.

Holmes was standing on the doorstep, with his hands in his pockets, smoking his pipe.

"Ah, you have him there!" said he. "Good dog, then! Athelney Jones has gone. He has arrested not only friend Thaddeus, but the gatekeeper, the housekeeper, and the Indian servant. We have the place to ourselves, but for an officer upstairs. Leave the dog here, and come up."

We tied Toby to the hall table, and climbed the stairs. The room was as he had left it, except that a sheet had been placed over the body. A tired-looking police officer rested in the corner.

"Now, I must kick off my boots and socks. — Just you carry them down with you, Watson," said my companion. "I am going to do a little climbing. And dip my handkerchief into the liquid. Now, run downstairs and loose the dog."

By the time I got out into the grounds, Sherlock Holmes was on the roof, and I could see him **crawling** very slowly along the edge. I lost sight of him behind some chimneys, but he reappeared, and then disappeared once more upon the opposite side. When I made my way round there, I found him seated at one of the corners.

"That you, Watson?" he cried.

"Yes."

"This is the place. What is that black thing down there?"

"A water **barrel**."

"Top on it?"

Vocabulary

crow: to move forward on your hands and knees
barrel: a large, round container traditionally made of wood with a flat top and bottom

"Yes."

"No sign of a ladder?"

"No."

"I ought to be able to come down where he could climb up. The water-pipe feels pretty firm. Here goes, anyhow."

There was a scuffling of feet, and the lantern began to come steadily down the side of the wall. Then, he jumped lightly on to the barrel, and from there to the earth.

"It was easy to follow him," he said, putting on his socks and boots. "Tiles were loose the whole way along. Are you ready for a six-mile walk, Watson?"

"Certainly," I answered.

"Here you are, doggy! Good old Toby! Smell it, Toby, smell it!" He pushed the handkerchief under the dog's nose, while the creature stood with its fluffy legs separated, and with a funny tilt to its head. Holmes attached a **leash** to the dog's collar, and led him to the foot of the water barrel. The creature yelped and, with his nose on the ground, and his tail in the air, pattered off upon the scent at a pace which kept us at the top of our speed.

The east had been whitening, and we could now see some distance in the cold grey light. The square, huge house, with its black, empty windows and high, bare walls, towered up, sad and depressing, behind us. Our path led right across the grounds, in and out among the pits with which they were **scarred.** The whole place, with its dirt-piles and shrubs, had a ruined look which matched the black tragedy that hung over it.

"Do not think," said Holmes, "that I depend upon the chance of one of these men having put his foot in the chemical. I have knowledge now that I could use to find them in many different ways. This, however, is the easiest and fastest way, so I should use it."

"You can be sure, Holmes," said I, "that I am amazed at how you have found your results in this case, even more than I did in the Jefferson Hope Murder. It seems to me to be deeper and more strange. How, for example, could you describe with such confidence the wooden-legged man?"

"Pshaw, my dear boy! It was simplicity itself. Two officers who are in command of convicts learn an important secret as to buried treasure. A map is drawn for them by an Englishman named Jonathan Small. You remember that we saw the name upon the chart in Captain Morstan's possession. He had signed it for himself and his **associates,**—the sign of the four. Using this chart, the officers—or

Vocabulary

leash: a piece of rope or chain tied to an animal, usually to a dog when taking it for a walk
scar: a sign or mark of damage

one of them—gets the treasure and brings it to England. Now, then, why did not Jonathan Small get the treasure himself? The answer is clear. Jonathan Small did not get the treasure because he and his associates were convicts and could not get away."

"But that is just guesswork," said I.

"It is more than that. It is the only theory which covers the facts. Let us see how it fits in with the second part. Major Sholto remains at peace for some years, happy in the possession of his treasure. Then he receives a letter from India which fills him with fear. What was that?"

"A letter to say that the men whom he had wronged had been set free."

"Or had escaped. That is much more likely, for he would have known how long they should have been in prison. It would not have been a surprise to him. What does he do then? He guards himself. Do you think the analysis is wrong?"

"No: it is clear and concise."

"Well, now, let us put ourselves in the place of Jonathan Small. He comes to England to take back what he believes is his and of having his **revenge** upon the man who had wronged him. He found out where Sholto lived, and very possibly contacted someone inside the house. There is this servant, Lal Rao, whom we have not seen. Small could not find out, however, where the treasure was hidden, for no one ever knew, except the major and one **faithful** servant who had died. Suddenly, Small learns that the major is on his death-bed. Worried that the secret of the treasure would die with him, he makes his way to the dying man's window, and is only stopped from entering because his two sons are in the room. Mad with hate, however, against the dead man, he enters the room that night, searches his private papers hoping to find some note about the treasure, and finally leaves a mark of his visit in the short note upon the card. He had most likely planned that should he kill the major, he would leave some such record upon the body as a sign that it was not a common murder, but, from the point of view of the four associates, something in the nature of an act of justice. Do you follow all this?"

"Very clearly."

"Now, what could Jonathan Small do? He could only continue to keep a secret watch upon the efforts made to find the treasure. Possibly he leaves England and only comes back now and then. Then comes the discovery of the hidden room, and he is immediately informed of it. Again, there must be someone in the house who is working with him. Jonathan, with his wooden leg, is unable to reach the high room of Bartholomew Sholto. He takes with him, however, a rather strange associate, who gets over this

Vocabulary

associate: someone who is closely connected to another person, usually in business
revenge: the action of harming or hurting someone as a punishment for a harm or wrong they have done to someone else
faithful: firm and not changing in your friendship or support for another person

difficulty, but dips his naked foot into this liquid, so comes Toby, and our six-mile walk."

"But it was the associate, and not Jonathan, who committed the crime."

"Quite so. And rather to Jonathan's **disgust,** to judge by the way he stamped about when he got into the room. Bartholomew Sholto did not wrong him. He did not wish to kill him. There was no help for it, however: the poison had done its work: so Jonathan Small left his record, lowered the treasure box to the ground, and followed it himself. That was the train of events as far as I can work them out. Of course as to his personal appearance he must be middle-aged, and must be sunburned after serving his time in the Andamans. His height can be calculated from the length of his stride, and we know that he was bearded. His hairiness was the one point that Thaddeus Sholto remembered when he saw him at the window. I don't know that there is anything else."

"The associate?"

"Ah, well, there is no great mystery in that. But you will know all about it soon enough. You have not a gun, have you?"

"I have my stick."

"It is just possible that we may need something of the sort if we find them. Jonathan I shall leave to you, but if the other turns nasty, I shall shoot him dead." He took out his gun as he spoke, and, having loaded two of the chambers, he put it back into the right-hand pocket of his jacket.

We had during this time been following Toby down the villa-lined roads which lead to the city. Now, however, we were beginning to enter busier streets where men were about to go to work. Strange dogs walked up and stared wonderingly at us as we passed, but our Toby looked neither to the right nor to the left, but continued onwards with his nose to the ground.

The men whom we followed seemed to have taken a zigzag road, with the idea probably of not being seen. They had never used the main road if a side-street went the same way. At the foot of Kennington Lane, they had gone left through Bond Street and Miles Street. When we entered Miles Street, Toby stopped, and began to run backwards and forwards with one ear up and the other down. Then he walked round in circles, looking up to us from time to time.

"What is the matter with the dog?" **growled** Holmes. "They surely would not take a cab, or go off in a balloon."

"Perhaps they stood here for some time," I suggested.

Vocabulary

disgust: a strong feeling of dislike or disapproval at something unpleasant

"Ah! It's all right. He's off again," said my companion, **relieved.**

He was indeed off, for after **sniffing** round again he suddenly made up his mind, and pushed on. The scent seemed to be much hotter than before, for he had not even to put his nose on the ground, but pulled at his leash and tried to break into a run. I could see by the shine in Holmes's eyes that he thought we were nearing the end of our journey.

On the dog raced through narrow streets, round passages, and finally, jumped upon a large barrel. With his tongue hanging from his mouth and blinking eyes, Toby stood upon the cask, looking from one to the other of us for some sign of appreciation. The barrel and the wheels of the trolley were coated with a dark liquid, and the whole air was heavy with the smell of the chemical.

Sherlock Holmes and I looked blankly at each other, and then burst into an uncontrollable fit of laughter.

Vocabulary

growl: to make a low, rough sound, usually in anger; the sound a dog makes when angry
relieved: happy that something unpleasant is over or didn't happen; no longer feeling worried about something unpleasant happening
sniff: to take in air through the nose, usually to smell something better

Chapter 8
The Baker Street Irregulars

"What now?" I asked. "We must get on the main scent again, I suppose."

"Yes. And, fortunately, we have no distance to go. Clearly, what puzzled the dog at the corner of Knight's Place was that there were two different **trails** running in opposite directions. We took the wrong one. We need only follow the other."

There was no difficulty about this. We took Toby to the place where he had made his mistake, he walked about in a wide circle and finally ran off in a new direction.

We went down towards the riverside, running through Belmont Place and Prince's Street. At the end of Broad Street, we followed the scent right down to the water's edge, where there was a small wooden landing place. Toby led us to the very edge of this, and there stood crying, looking out on the dark water beyond.

"We are out of luck," said Holmes. "They have taken to a boat here." Several small boats were lying about in the water and on the edge of the landing place. We took Toby round to each in turn, but, though he sniffed each closely, he made no sign.

Close to the landing-stage was a small brick house, with a wooden sign hanging in the second window. "Mordecai Smith" was printed across it in large letters, and, underneath, "Boats to hire by the hour or day." A second sign above the door informed us that a **steam launch** was kept. Sherlock Holmes looked slowly round, and his face went dark.

"This looks bad," said he. "These men are sharper than I expected. They seem to have covered their tracks."

He was approaching the door of the house, when it opened, and a little, curly-headed boy of six came running out, followed by a large, red-faced woman with a big sponge in her hand.

"You come back and be washed, Jack," she shouted. "Come back; for if your father comes home and finds you like that, he'll let us hear of it."

Vocabulary

trail: a path; the smell left by a person, animal or thing as it moves along
steam launch: a boat or ship that moves by steam power

"Dear little chap!" called Holmes. "What a rosy-cheeked young man! Now, Jack, is there anything you would like?"

The youth thought for a moment. "I'd like a **shillin**'," said he.

"Here you are, then! Catch! —A fine child, Mrs. Smith!"

"Bless you, sir, he is that, and bold. He gets a'most too much for me to manage, 'specially when my man is away days at a time."

"Away, is he?" said Holmes, in a disappointed voice. "I am sorry for that, for I wanted to hire his steam launch."

"Why, bless you, sir, it is in the steam launch that he has gone. That's what puzzles me; for I know there aren't more **coals** in her than would take her to about Woolwich and back. What good is a steam launch without coals?"

"He might have bought some down the river."

"He might, sir, but it weren't his way. Many a time I've heard him call out at the prices they charge for a few bags. Besides, I don't like that wooden-legged man, wi' his ugly face and strange talk. What did he want always knockin' about here for?"

"A wooden-legged man?" said Holmes, with plain surprise.

"Yes, sir, a brown, hairy-faced chap. It was him that woke him up yesternight. I tell you straight, sir, I don't feel easy in my mind about it."

"But, my dear Mrs. Smith," said Holmes, shrugging his shoulders, "You are frightening yourself about nothing. How could you possibly tell that it was the wooden-legged man who came in the night? I don't quite understand how you can be so sure."

"His voice, sir. I knew his voice, which is kind o' thick and foggy. He tapped at the window —about three it would be. 'Time to go, matey' says he. My old man woke up Jim — that's my eldest — and away they went, without a word to me. I could hear the wooden leg clackin' on the stones."

"And was this wooden-legged man alone?"

"Couldn't say, I am sure, sir. I didn't hear no one else."

"I am sorry, Mrs. Smith, for I wanted a steam launch, and I have heard good reports of the — Let me see, what is her name?"

"The Aurora, sir."

Vocabulary

shilling: an old coin used in England in the past
coal: a hard, black rock that is dug from the earth and can be burned for heat or power

"Ah! She's not that old green launch with a yellow line?"

"No, indeed. She's been fresh painted, black with two red stripes."

"Thanks. I hope that you will hear soon from Mr. Smith. I am going down the river; and if I should see anything of the Aurora I shall let him know that you are uneasy. A black **funnel**, you say?"

"No, sir. Black with a white band."

"Ah, of course. It was the sides which were black. Good-morning, Mrs. Smith. —There is a boatman here, Watson. We shall take it and cross the river.

"The main thing with people of that sort," said Holmes, as we sat in the boat, "is never to let them think that their information can be of the smallest importance to you. If you do, they will shut up like an **oyster.**"

"Our course now seems pretty clear," said I.

"What would you do, then?"

"I would get a launch and go down the river on the track of the Aurora."

"My dear man, it would be an enormous task. She may have touched at any landing place on either side of the stream between here and Greenwich. Below the bridge, there is a maze of landing places for miles. It would take you days and days to look at them all, if you set about it alone."

"Could we advertise, then, asking for information?"

"Worse and worse! Our men would know that the we were hot at their heels, and they would be off out of the country. As it is, they are likely enough to leave, but as long as they think they are perfectly safe they will be in no hurry."

"What are we to do, then?" I asked, as we landed near Millbank prison.

"Take this cab, drive home, have some breakfast, and get an hour's sleep. It is quite on the cards that we may be out tonight again. Stop at a post office, cabby! We will keep Toby, for he may be of use to us yet."

We pulled up at the Great Peter Street post office, and Holmes sent his message. "Whom do you think that is to?" he asked, as we continued our journey.

"I am sure I don't know."

"You remember the Baker Street detective police force whom I employed in the Jefferson Hope case?"

"Well," said I, laughing.

Vocabulary

funnel: a tube or pipe that is wide at the top, narrow at the bottom and used for guiding liquids or powders into containers with small openings

oyster: a large, flat sea creature that lives in a shell

"That message was to my dirty little Wiggins, and I expect that he and his **gang** will be with us before we have finished our breakfast."

It was between eight and nine o'clock now, and I was worn and tired. I had not the professional drive which carried my companion on, nor could I look at the matter as an interesting problem to be solved. As far as the death of Bartholomew Sholto went, I had heard little good of him, and could feel no strong hatred to his murderers. The treasure, however, was a different matter. That, or part of it, belonged to Miss Morstan.

A bath at Baker Street and a complete change freshened me up wonderfully. When I came down to our room, I found the breakfast laid and Homes pouring out the coffee.

At this moment, there was a loud ring at the bell, and I could hear Mrs. Hudson, our **landlady**, raising her voice in a cry.

"By heaven, Holmes," I said, half rising, "who is that?"

"No need to worry. It is the unofficial force — the Baker Street irregulars."

As he spoke, there came a quick pattering of naked feet upon the stairs, a clatter of high voices, and in **rushed** a dozen dirty and **ragged** little street boys. There was some show of order among them, however, for they formed a line and stood facing us. One of their number, taller and older than the others, stood forward with an air of relaxed **authority**, which was very funny in such a naughty little **scarecrow**.

"Got your message, sir," said he, "and brought 'em on sharp."

"In future," said Holmes, "they can report to you, Wiggins, and you to me. I cannot have them all come to the house in this way. However, it is good that you should all hear the instructions. I want to find a steam launch called the Aurora, owner Mordecai Smith, black with two red stripes, funnel black with a white band. She is down the river somewhere. Let me know the moment you have news. Is that all clear?"

"Yes, guv'nor," said Wiggins.

"The old rate of pay, and extra to the boy who finds the boat. Here's a day in advance. Now off you go!" He handed them a shilling each, and away they buzzed down the stairs, and I saw them a moment later streaming down the street.

"If the launch is above water they will find her," said Holmes, as he rose from the table and lit his pipe. "They can go everywhere, see everything, overhear everyone. I expect to hear before evening

Vocabulary

gang: a group of young people, usually males, who spend time together often behaving badly
landlady: a woman who is paid money in rent for a room, building or land that she owns
rush: to do something very quickly
ragged: untidy, dirty, or wearing old, torn clothes
authority: the power or moral or legal right to give orders or make decisions
scarecrow: an object made to look like a person dressed in old clothes placed in a field to frighten birds away from growing crops

that they have spotted her. In the meanwhile, we can do nothing but wait for results. We cannot pick up the broken trail until we find either the Aurora or Mr. Mordecai Smith."

"Toby could eat these leftovers, I dare say. Are you going to bed, Holmes?"

"No: I am not tired. I never remember feeling tired by work, though doing nothing exhausts me completely. I am going to smoke and to think over this strange business. If ever man had an easy task, this of ours ought to be. Wooden-legged men are not so common, but the other man must, I should think, be absolutely unique."

"That other man again!"

"I have no wish to make a mystery of him — to you, anyway." He stretched his hand up, and took down a large volume from the shelf. "This book has just been published. Let's see what it has to say. 'Andaman Islands, situated 340 miles to the north of Sumatra, in the Bay of Bengal.' Hum! hum! What's all this? Moist climate, coral reefs, sharks, convict camps, cottonwoods—Ah, here we are. 'The tribes of the Andaman Islands may be the smallest people upon this earth. The average height is under four feet, although many full-grown adults may be found who are very much smaller than this. They are violent and **stubborn** people, though they are able to form strong, faithful friendships.' Mark that, Watson. Now, then, listen to this. 'They have large, misshapen heads, and small, wild eyes. Their feet and hands, however, are very small. They have always been a terror to shipwrecked crews, attacking those who survive with their stone-headed clubs, or shooting them with their poisoned arrows.' Nice, friendly people, Watson! I think that, even as it is, Jonathan Small wishes he hadn't employed him."

"But how came he to have so strange a companion?"

"Ah, that is more than I can tell. Since, however, we had already concluded that Small had come from the Andamans, it is not so very wonderful that this islander should be with him. No doubt we shall know all about it in time. Look here, Watson; you look very tired. Lie down there on the sofa, and see if I can put you to sleep."

He picked up his violin from the corner, and as I laid down, he began to play a low, dreamy tune. I have a foggy memory of his long, thin arms, his serious face, and the rise and fall of his bow before I floated peacefully away upon a soft sea of sound, until I found myself in dreamland.

Vocabulary

stubborn: someone who will do what they want to do and will not agree to do anything else

Chapter 9
A Break in the Chain

It was late in the afternoon before I woke, stronger and refreshed. Sherlock Holmes still sat exactly as I had left him, except that he had put down his violin and was deep in a book. He looked across at me, and I noticed that his face was dark and troubled.

"You have slept well," he said. "I feared that our talk would wake you."

"I heard nothing," I answered. "Have you had fresh news, then?"

"Unfortunately, no. I am surprised and disappointed; I expected something by this time. Wiggins has just been up to report. He says that no clue about the location of the launch can be found."

"Can I do anything? I am perfectly fresh now, and quite ready for another night **investigating.**"

"No, we can do nothing. We can only wait. If we go ourselves, the message might come while we are out, and cause delay. You can do what you will, but I must stay here."

"Then I shall run over to Camberwell and call upon Mrs. Cecil Forrester. She asked me to, yesterday. I shall be back in an hour or two," I said.

At Camberwell, I found Miss Morstan a little tired after her night's adventures, but very eager to hear the news. Mrs. Forrester, too, was full of **curiosity.**

"It is unbelievable!" cried Mrs. Forrester. "An injured lady, half a million in treasure, and a wooden-legged **villain.**"

"And two **knights** to the rescue," added Miss Morstan, with a bright glance at me.

"Why, Mary, your future depends upon the result of this search. I don't think that you are nearly excited enough. Just imagine what it must be to be so rich, and to have the world at your feet!"

"No, I am worried about Mr. Thaddeus Sholto," she said. "I think that he has behaved most kindly and we must clear him of this terrible charge."

Vocabulary

investigate: to examine or study a crime or problem carefully to find the truth
curiosity: a strong wish or desire to know or learn something
villain: a bad person who hurts other people or breaks the law
knight: a gentleman of high social position who serves a king or queen or fights for good causes

It was evening before I left Camberwell, and quite dark by the time I reached home. My companion's book and pipe lay by his chair, but he had disappeared. I looked about in the hope of seeing a note, but there was none.

"I suppose that Mr. Sherlock Holmes has gone out," I said to Mrs. Hudson as she came up to lower the blinds.

"No, sir. He has gone to his room, sir. Do you know, sir," sinking her voice into a whisper, "I am afraid for his health?"

"Why so, Mrs. Hudson?"

"Well, he's that strange, sir. After you was gone, he walked and he walked, up and down, and up and down, until I was tired of the sound of his footstep. Then, I heard him talking to himself and every time the bell rang out, he came to the top of the stairs with 'What is that, Mrs. Hudson?' And now, he has slammed off to his room, but I can hear him walking away the same as ever. I hope he's not going to be ill, sir."

"I don't think that you need to worry, Mrs. Hudson," I answered. "I have seen him like this before. He has something on his mind which makes him restless." I tried to speak lightly to our landlady, but I was a little uneasy when through the long night I still heard the sound of his step, and knew how his lively mind was **struggling** against this inaction.

At breakfast-time, he looked worn and exhausted, with a feverish color upon either cheek.

"You are tiring yourself out, old man," I commented. "I heard you marching about in the night."

"No, I could not sleep," he answered. "It's this case. I know the men, the launch, everything; and yet I can get no news. The whole river has been searched on either side, but there is no news, nor has Mrs. Smith heard of her husband. If no news comes today, I shall start off myself tomorrow, and go for the men rather than the boat. But surely, surely, we shall hear something."

We did not, however. Not a word came to us either from Wiggins or from any other. There were articles in most of the papers upon the Norwood tragedy. No fresh details were to be found, however, in any of them. I walked over to Camberwell in the evening to report to the ladies, and on my return I found Holmes a little depressed. He would hardly reply to my questions, and busied himself all evening in a chemical analysis. Up to the small hours of the morning, I could hear the clinking of his test tubes which told me that he was still working on his experiment.

Early in the morning, I woke with a start, and was surprised to find him standing by the side of my bed, dressed as a sailor with a rough red scarf round his neck.

Vocabulary

struggle: to find something difficult to do and try very hard to do it

"I am off down the river, Watson," said he. "I have been thinking and thinking, and I can see only one way out of it. It is worth trying, at least. You must stay here. I do not want to go, for I think that some message may come during the day. I want you to open all notes and telegrams, and to act if any news should come. I shall have news of some sort or other before I get back."

It was a long day. Every time that a knock came to the door, or a sharp step passed in the street, I imagined that it was either Holmes returning or some news regarding the case. I tried to read, but my thoughts would **wander** off to our strange case and to the villainous pair whom we were chasing. Could there be, I wondered, something that my companion had missed in his deduction? I had never known him to be wrong; and yet the best mind may occasionally be wrong. Yet, on the other hand, I had myself seen the **evidence,** and I had heard the reasons for his deductions. When I looked back on the long chain of events, I could not hide from myself that even if Holmes's explanation was incorrect, the true theory must be equally strange and surprising.

At three o'clock in the afternoon, there was a loud ring at the bell, an authoritative voice in the hall, and, to my surprise, Mr. Athelney Jones was shown up to me. Very different was he, however, from the masterful professor of common sense who had taken over the case so **confidently** at Upper Norwood. He was gloomy, quiet and even sounded sorry.

"Good day, sir; good day," said he. "Mr. Sherlock Holmes is out, I understand."

"Yes, and I cannot be sure when he will be back. But perhaps you would care to wait. Take that chair and try one of these cigars."

"Thank you; I don't mind if I do," said he, mopping his face with a red handkerchief. "You know my theory about this Norwood case?"

"I remember that you spoke of one."

"Well, I have had to rethink it. I had my net drawn tightly round Mr. Sholto, sir, when pop, he went through a hole in the middle of it. He was able to prove an **alibi** which could not be shaken. From the time that he left his brother's room he was never out of sight of someone or other. So it could not be he who climbed over roofs and through trapdoors. I should be very glad of a little assistance."

"We all need help sometimes," said I.

"Your friend Mr. Sherlock Holmes is a wonderful man, sir," said he, in a low and secretive voice.

Vocabulary

wander: to move in a slow, relaxed way with no clear direction; to move away from where you should be going
evidence: one or more facts, reasons or pieces of information that make you believe something is true
confidently: to do something in a way that shows you are certain of your abilities, having little or no doubt
alibi: proof or evidence that someone could not have committed a crime, usually because they were somewhere else when the crime took place

"I have known that young man go into a good many cases, but I never saw the case yet that he could not throw a light upon. He is irregular in his methods, but, on the whole, I think he would

have made a good officer, and I don't care who knows it. I have had a message from him this morning, by which I understand that he has got some clue to this Sholto business. Here is the message."

He took the telegram out of his pocket, and handed it to me. "Go to Baker Street at once," it said. "If I have not returned, wait for me. I am close on the track of the Sholto gang. You can come with us tonight if you want to be in at the finish."

"This sounds well. He has clearly picked up the scent again," said I. "But there is someone at the door. Perhaps this is he."

A heavy step was heard coming up the stairs, with a great wheezing and rattling as from a man who struggled for breath. Once or twice he stopped, as though the climb were too much for him, but at last he made his way to our door and entered. His appearance matched the sounds which we had heard. He was an aged man, wearing seafaring clothes, with an old pea-jacket buttoned up to his throat. His back was bent and his knees were shaky. He had a coloured scarf round his chin, and I could see little of his face except for a pair of dark eyes, with thick white brows over them. Altogether, he looked like a respectable master seaman who had fallen into years and reduced income.

"What is it, my man?" I asked.

He looked about him in the slow methodical fashion of old age.

"Is Mr. Sherlock Holmes here?" said he.

"No, but I am acting for him. You can tell me any message you have for him."

"It was to him himself I was to tell it," said he.

"But I tell you that I am acting for him. Was it about Mordecai Smith's boat?"

"Yes. I knows well where it is. An' I knows where the men he is after are. An' I knows where the treasure is. I knows all about it."

"Then tell me, and I shall let him know."

"It was to him I was to tell it," he repeated stubbornly.

"Well, you must wait for him."

"You will be none the worse," I said. "We shall repay you for your lost time. Sit over here on the sofa, and you will not have long to wait."

He came across and seated himself with his face resting on his hands. Jones and I continued with our cigars and our talk. Suddenly, however, Holmes's voice broke in upon us.

"I think that you might offer me a cigar too," he said.

We both started in our chairs. There was Holmes sitting close to us with a smile on his face.

"Holmes!" I cried. "You here! But where is the old man?"

"Here is the old man," said he, holding out a pile of white hair. "Here he is,—wig, whiskers, eyebrows, and all. I thought my **disguise** was pretty good, but I hardly expected that it would stand that test. I have been working dressed like this all day. You see, many criminals begin to know me, so I can only go on the war-path under some simple disguise like this. How is the case, detective?"

"It has all come to nothing. I have had to **release** two of my prisoners, and there is no evidence against the other two," replied the police detective.

"Never mind. We shall give you two others in the place of them. But you must put yourself under my orders. You are welcome to all the official credit, but you must act on the line that I point out. Is that agreed?"

"Entirely, if you will help me to the men."

"Well, then, in the first place I shall want a fast police-boat—a steam launch—to be at the Westminster Stairs at seven o'clock."

"That is easily managed. There is always one about there; but I can step across the road and telephone to make sure."

"Then I shall want two strong men, in case of trouble."

"There will be two or three in the boat. What else?"

"When we have the men, we shall get the treasure. I think that it would be a pleasure to my friend here to take the box round to the young lady to whom half of it belongs. Let her be the first to open it. —Eh, Watson?"

"It would be a great pleasure to me."

"That is rather strange," said Jones, shaking his head. "However, the whole thing is strange. The

Vocabulary

disguise: something someone wears to change their appearance or hide their true identity
release: to give someone freedom or allow them to move freely

treasure must afterwards be handed over to the authorities until after the official investigation."

"Certainly. That is easily managed. One other point. I should much like to have a few details about this case from the lips of Jonathan Small himself. You know I like to work the detail of my cases out."

"Well, you are master of the situation. I have seen no evidence yet of this Jonathan Small. However, if you can catch him, I don't see how I can refuse you an interview with him. Is there anything else?"

"Only that I insist upon your dining with us. It will be ready in half an hour. I have oysters and a roast chicken. —Watson, you have never yet recognised my abilities as a housekeeper."

Chapter 10
The End of the Islander

Our meal was a happy one. Holmes could talk very well when he chose, and that night he did choose. I have never known him so brilliant. He spoke about many subjects — art, music, and the warships of the future —speaking about each as though he had made a special study of it. His bright mood was very different from his black depression of the days before. Athelney Jones was also sociable and relaxed. For myself, I felt excited at the thought that we were nearing the end of our task. None of us mentioned during dinner the cause which had brought us together.

When the table was cleared, Holmes glanced at his watch, "And now it is high time we were off," said he. "Have you a gun, Watson?"

"I do; I have my old service revolver in my desk."

"You had best take it, then. It is well to be prepared. I see that the cab is at the door. I ordered it for half-past six."

It was a little past seven before we reached the Westminster landing place, and found our launch waiting for us. We stepped on board, and the ropes were cast off. Jones, Holmes, and I sat at the front. There was one man at the **rudder,** one on the engines, and two strong policemen.

Our ship was clearly a very fast one. We shot past long lines of boats as though they weren't moving. Holmes smiled to himself as we passed a river steamer and left her behind us.

"We ought to be able to catch anything on the river," he said.

"Well, hardly that. But there are not many launches to beat us."

"We shall have to catch the Aurora, and she has a name for being fast. I will tell you what has happened, Watson. You remember how annoyed I was at not being able to find the boat?"

"Yes."

"Well, I gave my mind a complete rest by working on a chemical analysis. Some say that a change of work is the best rest. So it is. When I had finished my analysis, I came back to our problem of the Sholtos, and thought it all out again. My boys had been up the river and down the river without

Vocabulary

rudder: a flat piece of wood or metal at the back of a boat that is used to move the boat left or right

result. I knew this man Small had certainly been in London some time—as we know that he watched over Pondicherry Lodge for some years—he could not leave immediately, but would probably need some little time, if it were only a day, to organise things before he left."

"It seems to me to be a little weak," said I. "It is more probable that he had arranged his things before he went to get the treasure."

"No, I don't think so. Jonathan Small must have felt that the strange appearance of his companion would attract attention, and possibly be connected to this Norwood tragedy. They had started from his apartment in darkness, and he would wish to get back before it was daylight. Now, it was after three o'clock, according to Mrs. Smith, when they got the boat. It would be quite bright in an hour or so. Therefore, I argued, they did not go very far. They paid Smith well to hold his tongue, booked his launch for the final escape, and hurried to their apartment with the treasure box. In a couple of nights, when they had time to see the newspaper reports, they would go under cover of darkness to some ship where they had booked their travel to America or some other faraway country."

"But the launch? They could not have taken that to their apartment."

"Quite so. I put myself in the place of Small, and looked at it as he might. How could he hide the launch and yet have her at hand when wanted? I could only think of one way of doing it. I might land the launch over to some boat builder or repairer, with directions to make a small change in her. She would then be removed to his workshop or yard, and be hidden, while at the same time I could have her at a few hours' notice."

"That seems simple enough."

"It is just these very simple things which are extremely likely to be overlooked. However, I decided to act on the idea and asked at all the yard's down the river. I had no luck with the first fifteen, but at the sixteenth—Jacobson's—I learned that the Aurora had been handed over to them two days ago by a wooden-legged man, asking for some small changes to her rudder. 'There ain't nothing wrong with her rudder,' said the workman. 'There she lies, with the red stripes.' At that moment, who should come down but Mordecai Smith, the missing owner? I should not, of course, have known him, but he shouted out his name and the name of his launch. 'I want her tonight at eight o'clock,' said he. They had clearly paid him well, for he was throwing shillings about to the men. I put one of my boys at the yard to watch over the launch. He is to stand at the water's edge and wave his handkerchief to us when they start. We shall be waiting in the stream, and we should take men, treasure, and all."

While this conversation had been taking place, we had been shooting down the Thames as the last rays of the sun glimmered over the city. It was **twilight** before we reached the Tower.

Vocabulary

twilight: the period of time between daylight and darkness, before it becomes completely dark

"That is Jacobson's Yard," said Holmes, pointing to a row of boats and rigging on the Surrey side. "Cruise gently up and down here." He took a pair of night-glasses from his pocket and gazed some 60
time at the shore. "I see my man at his post," he commented, "but no sign of a handkerchief."

"How about if we go downstream and wait for them," said Jones, eagerly. We were all eager by this time, even the policemen, who had a very vague idea of what was going forward.

"We cannot be certain that they will go down stream," Holmes answered. "We must stay where we are. But do I see a handkerchief? Surely there is something white moving over there."

"Yes, it is your boy," I cried. "I can see him plainly."

"And there is the Aurora," cried Holmes, "and going fast! Full speed ahead, engineer. I shall never forgive myself if she outruns us!"

She had slipped unseen through the yard entrance and passed behind two or three small boats, so that she had reached a good speed before we saw her. Now, she was flying down the stream. Jones looked seriously at her and shook his head.

"She is very fast," he said. "I doubt if we shall catch her."

"We MUST catch her!" cried Holmes, between his teeth. "Pile it on, men! Make her do all she can! Even if we burn the boat, we must have them!"

We were fairly after her now. The fires roared, and the powerful engines whizzed and clanked, like a great metallic heart. With every **throb** of the engines we sprang and quivered like a living thing. One great yellow lantern in our **bows** threw a long, flickering funnel of light in front of us. Right ahead a dark **blur** upon the water showed where the Aurora lay, and the swirl of white behind her spoke of the pace at which she was going. We flashed past boats, steamers, in and out, behind this one and round the other. Voices shouted at us out of the darkness, but still the Aurora thundered on, and still we followed close upon her track.

"I think we gain a little," said Jones, with his eyes on the Aurora.

"I am sure of it," said I. "We shall be up with her in a very few minutes."

At that moment, however, a ship came in between us. We only just managed to avoid a crash, and by the time we moved around the ship, the Aurora had gained a good two hundred yards. She was still, however, well in view, and the gloomy uncertain twilight was setting into a clear starlit night. Jones turned our searchlight upon her, so that we could plainly see the figures upon her **deck.** One man sat by the **stern,** with something black between his knees over which he bent. Beside him lay a dark shape which looked like a large dog. The boy held the rudder, while against the red light of the fire I could

Vocabulary

throb: to produce a strong, regular beat
bow: the front part of a ship or boat
blur: something you cannot see clearly
deck: the floor of a ship, the flat part you stand or walk on
stern: the back part of a ship or boat

see old Smith, **shovelling** coals for dear life. They may have not been sure at first if we were really chasing them, but now as we followed every winding and turning which they took, there could no longer be any question about it. At Greenwich, we were about three hundred metres behind them. At Blackwall, we could not have been more than two hundred and fifty. Never did sport give me such wild excitement as this mad, flying manhunt down the Thames. Little by little, we drew in upon them, metre by metre. In the silence of the night, we could hear the panting and clanking of their machinery. The man in the stern was still bent over something upon the deck, and his arms were moving as though he were busy. Nearer we came and nearer. Jones yelled to them to stop. At this, the man in the stern sprang up from the deck and shook his two **fists** at us, shouting the while in a high, cracked voice. He was a good-sized, powerful man, and as he stood I could see that from the thigh downwards there was but a wooden stump upon the right side. At the sound of his angry cries, there was movement from the dark shape upon the deck. It straightened itself into the smallest man I have ever seen with a great, misshapen head and messy hair. Holmes had already drawn his gun, and I whipped out mine at the sight of this creature. He was wrapped in some sort of dark blanket, so we could only see his face; but that face was enough to give a man a sleepless night. His small eyes glowed and burned with a dark light, and his thick lips were drawn back from his teeth, which **grinned** and chattered at us with a half animal **rage.**

"Fire if he raises his hand," said Holmes, quietly. We were within a boat's-length by this time, and almost within touch of them.

It was well that we had so clear a view of them. Even as we looked, the small man pulled out from under his blanket a short, round piece of wood, like a school-ruler, and put it to his lips. Our guns rang out together. He spun round, threw up his arms, and with a kind of **choking** cough fell sideways into the water. I caught one glimpse of his poisonous, angry eyes in the white swirl of the waters. At the same moment, the wooden-legged man threw himself upon the rudder and put it hard down, so that his boat went straight in for the southern bank, while we shot past, only missing her by a few feet. We were round after her in a moment, but she was already nearly at the bank. It was a wild and lonely place, where the moon glimmered upon a large area of muddy land, with pools of dirty water. The man sprang out, but his stump instantly sank its whole length into the wet earth. He yelled and kicked into the mud with his other foot, but his struggles only buried his wooden leg deeper into the sticky bank. When we brought our launch alongside, he was so firmly stuck that it was only by throwing the end of a rope over his shoulders that we were able to pull him out, and to drag him, like some evil fish, over

Vocabulary

shovel: a tool with a large, square metal head and a handle, often used to move coal or earth
fist: a person's hand when their fingers and thumb are held in tightly|
grin: to smile a wide smile
rage: extreme or violent anger
choke: to have difficulty breathing because something is blocking your throat

our side. The two Smiths, father and son, sat gloomily in their launch, but came aboard quietly enough when commanded. A heavy iron chest of Indian workmanship stood upon the deck of the Aurora. This, there could be no question, was the same that had contained the treasure of the Sholtos. There was no key, but it was very heavy, so we moved it carefully to our own little cabin. As we steamed slowly up-stream again, we lashed our searchlight in every direction, but there was no sign of the Islander. Somewhere in the dark bottom of the Thames lie the bones of that strange visitor to our shores.

"See here," said Holmes, pointing to the wooden side of the boat. "We were hardly quick enough with our guns." There, sure enough, just behind where we had been standing, stuck one of those murderous darts which we knew so well. It must have flown between us at the moment that we fired. Holmes smiled at it and shrugged his shoulders in his easy fashion, but I admit that it turned me sick to think of the horrible death which had passed so close to us that night.

Chapter 11
The Great Agra Treasure

Our **captive** sat in the cabin opposite to the iron box for which he had done so much and waited so long to gain. He was a sunburned, wild-eyed man, with a network of lines all over his brown face, which told of a hard, open-air life. He had a large, **prominent,** bearded chin which marked a man who was not to be easily turned from his purpose. His age may have been fifty or so, for his black, curly hair had thick areas of grey. His face while relaxed was not an unpleasing one, though his heavy brows and **aggressive** chin gave him, as I had lately seen, a terrible expression when moved to anger. He sat now with his hands tied, and his head upon his breast, while he looked with his keen, twinkling eyes at the box which had been the cause of his ill-doings. It seemed to me that there was more sadness than anger in his hard and controlled face. Once he looked up at me with a gleam of something like humour in his eyes.

"Well, Jonathan Small," said Holmes, lighting a cigar, "I am sorry that it has come to this."

"And so am I, sir," he answered. "I don't believe that I can swing over the job. I give you my word on the book that I never raised hand against Mr. Sholto. It was that little Tonga who shot one of his evil darts into him. I had no part in it, sir. I was as sad as if it had been my blood-relation, but it was done, and I could not undo it again."

"Have a cigar," said Holmes. "How could you expect so small and weak a man as this black man to overpower Mr. Sholto and hold him while you were climbing the rope?"

"You seem to know as much about it as if you were there, sir. The truth is that I hoped to find the room clear. I knew the habits of the house pretty well, and it was the time when Mr. Sholto usually went down to his supper. I shall make no secret of the business. The best defence that I can make is just the simple truth. Now, if it had been the old major I would have swung for him with a light heart. I would have thought no more of knifing him than of smoking this cigar. But with this young Sholto, I had no disagreement whatever."

"You are under the charge of Mr. Athelney Jones, of Scotland Yard. He is going to bring you up to my rooms, and I shall ask you for a true account of the matter. You must tell the truth, for if you do,

Vocabulary

captive: a person or animal who has been taken prisoner or are not able to move freely
prominent: something that sticks out or is easy to see
aggressive: behaving in an angry or violent way to another person

I hope that I may be of use to you. I think I can prove that the poison acts so quickly that the man was dead before ever you reached the room."

"That he was, sir. I never got such a turn in my life as when I saw him grinning at me with his head on his shoulder as I climbed through the window. It fairly shook me, sir. I'd have half killed Tonga for it if he had not ran off. That was how he came to leave his club, and some of his darts too, as he tells me, which I dare say helped to put you on our track; though how you kept on it is more than I can tell. It does seem a strange thing," he added, with a bitter smile, "that I who have a fair claim to nearly half a million of money should spend the first half of my life building a seawall in the Andamans, and am like to spend the other half digging at Dartmoor. It was a terrible day for me when first I saw the **merchant** Achmet and had to do with the Agra treasure. To him it brought murder, to Major Sholto it brought fear and guilt, to me it has meant prison for life."

At this moment Athelney Jones pushed his broad face and heavy shoulders into the tiny cabin. "Quite a family party," he commented. "Well, I think we may all congratulate each other. Pity we didn't take the other alive; but there was no choice. I say, Holmes, you must admit that you cut it rather fine. It was all we could do to catch her."

"All is well that ends well," said Holmes. "But I certainly did not know that the Aurora was such a clipper."

"Smith says she is one of the fastest launches on the river, and that if he had had another man to help him with the engines we should never have caught her. He says he knew nothing of this Norwood business."

"Neither he did," cried our prisoner, "not a word. I chose his launch because I heard that she was a flier. We told him nothing, but we paid him well, and he was to get something handsome if we reached our ship, the Esmeralda, at Gravesend, outward bound for the Brazils."

"Well, if he has done no wrong we shall see that no wrong comes to him. If we are pretty quick in catching our men, we are not so quick in convicting them." It was amusing to notice how Jones was already beginning to congratulate himself on solving the case. From the small smile which played over Sherlock Holmes's face, I could see that the speech had not been lost upon him.

"We will be at Vauxhall Bridge soon," said Jones, "and shall land you, Dr. Watson, with the treasure-box. I need hardly tell you that I am taking a very serious **risk** in doing this. It is most irregular, but of

Vocabulary

merchant: a person whose job it is to buy and sell products
risk: the possibility of something bad happening

course an agreement is an agreement. I must, however, as a matter of duty, send an officer with you, since you have so valuable a charge. You will drive, no doubt?"

"Yes, I shall drive."

"It is a pity there is no key, that we may make a list of the items first. You will have to break it open. Where is the key, my man?"

"At the bottom of the river," said Small, shortly.

"Hum! There was no use your giving this unnecessary trouble. We have had work enough already through you. However, doctor, I need not warn you to be careful. Bring the box back with you to the Baker Street rooms. You will find us there, on our way to the station."

They landed me at Vauxhall, with my heavy iron box, and with a loud, friendly officer as my companion. A quarter of an hour's drive brought us to Mrs. Cecil Forrester's. The servant seemed surprised at so late a visitor. Mrs. Cecil Forrester was out for the evening, she explained, and likely to be very late. Miss Morstan, however, was in the drawing-room: so to the drawing-room I went, box in hand, leaving the kind officer in the cab.

She was seated by the open window, dressed in some sort of white thin material, with a little touch of scarlet at the neck and waist. The soft light of a shaded lamp fell upon her as she leaned back in the basket chair, playing over her sweet, serious face, and giving the rich coils of her luxuriant hair a dull, metallic sparkle. One white arm and hand hung over the side of the chair, and her whole figure spoke sadness. At the sound of my foot-fall she sprang to her feet, however, and a bright **flush** of surprise and of pleasure coloured her pale cheeks.

"I heard a cab drive up," she said. "I thought that Mrs. Forrester had come back very early, but I never dreamed that it might be you. What news have you brought me?"

"I have brought something better than news," said I, putting down the box upon the table. "I have brought you something which is worth all the news in the world. I have brought you a fortune."

She glanced at the iron box. "Is that the treasure, then?" she asked, coolly enough.

"Yes, this is the great Agra treasure. Half of it is yours and half is Thaddeus Sholto's. You will have a couple of hundred thousand each. Think of that! There will be few richer young ladies in England."

Vocabulary

flush: a red colour that appears on your face because you are embarrassed or hot

"If I have it," said she, "I owe it to you."

"No, no," I answered, "not to me, but to my friend Sherlock Holmes. With all the will in the world, I could never have followed up a clue which has taxed even his analytical mind. As it was, we very nearly lost it at the last moment."

"Pray sit down and tell me all about it, Dr. Watson," said she.

I narrated briefly what had happened since I had seen her last —Holmes's new method of search, the discovery of the Aurora, the appearance of Athelney Jones, our expedition in the evening, and the wild chase down the Thames. She listened with parted lips and shining eyes to my story of our adventures. When I spoke of the dart which had so narrowly missed us, she turned so white that I feared that she was about to faint.

"It is nothing," she said, as I hurried to pour her out some water. "I am all right again. It was a shock to me to hear that I had placed my friends in such horrible danger."

"That is all over," I answered. "It was nothing. I will tell you no more gloomy details. Let us turn to something brighter. There is the treasure. What could be brighter than that? I got leave to bring it with me, thinking that it would interest you to be the first to see it."

"It would be of the greatest interest to me," she said. There was no eagerness in her voice, however. It had struck her, doubtless, that it might seem rude upon her part to be uninterested in a prize which had cost so much to win.

"What a pretty box!" she said, leaning over it. "This is Indian work, I suppose? And so heavy!" she cried, trying to raise it. "The box alone must be of some value. Where is the key?"

"Small threw it into the Thames," I answered. "I must borrow Mrs. Forrester's poker." There was in the front a thick and broad lock. Under this I pushed the end of the poker and twisted it outward like a **lever.** The lock sprang open with a loud snap. With trembling fingers, I threw back the lid. We both stood gazing in **astonishment.** The box was empty!

No wonder that it was heavy. The iron-work was two-thirds of an inch thick all round. It was huge, well made, and solid, like a chest constructed to carry things of great price, but not one piece or crumb of metal or jewellery lay within it. It was absolutely and completely empty.

Vocabulary

lever: a bar that moves around a fixed point, often used to move a heavy or stiff object
astonishment: very great surprise

Chapter 12
The Strange Story of Jonathan Small

Part 1

Mr Athelney Jones' face clouded over when I got to Baker Street and showed him the empty box. They had only just arrived, Holmes, the prisoner, and he. My companion relaxed in his armchair, while Small sat opposite to him with his wooden leg crossed over his good one. As I displayed the empty box, he leaned back in his chair and laughed aloud.

"I have put it away where you shall never lay hand upon it," he cried. "I tell you that no living man has any right to it, unless it is three men who are on the Andaman Islands and myself. It's been the sign of four with us always. Well I know that they would have had thrown the treasure into the Thames rather than let it go to any Sholto or Morstan. You'll find the treasure where the key is, and where little Tonga is."

"This is a very serious matter, Small," said the detective. "If you had helped justice, you would have had a better chance at your **trial.**"

"Justice!" grumbled the ex-convict. "Whose is it, if it is not ours? Twenty long years all day at work under the mangrove tree, all night chained up in the filthy convict-huts, bitten by mosquitoes, racked with pain. I would rather die twenty times, or have one of Tonga's darts in my back, than live in a prison and feel that another man is in a palace with the money that should be mine." All this came out in a wild whirl of words, while his eyes blazed, and his **handcuffs** clanked together with the movement of his hands. I could understand, as I saw the anger and the rage of the man, Major Sholto's fear of him.

"You forget that we know nothing of all this," said Holmes quietly. "We have not heard your story, and we cannot tell how far justice may have been on your side at first."

"Well, sir, you have spoken kindly to me. If you want to hear my story, I have no wish to hold it back. What I say to you is the truth, every word of it.

"I am a Worcestershire man myself —born near Pershore. When I was about eighteen, I joined the army and went to India. I wasn't there long when I was fool enough to go swimming in the

Vocabulary

trial: the hearing of statements and the showing of evidence to decide if someone is guilty of a crime or not
handcuffs: two metal rings that go around a prisoner's wrists and are joined by a chain

Ganges. When I was halfway across, a crocodile took me and bit off my right leg as clean as a **surgeon,** just above the knee. What with the shock and the loss of blood, I fainted, and should have **drowned** if my company sergeant, John Holder had not caught hold of me and swam for the bank.

"I was five months in hospital, and when at last I left with this wooden toe strapped to my stump, I found myself out of the army and unfit for any active work at the age of twenty. However, a man named Abelwhite, who had come out there as an indigo-planter, wanted an overseer to work on his farm. To make a long story short, the colonel recommended me strongly for the post and, as the work was mostly on horseback, my leg was no great problem. The pay was fair, I had a comfortable home, and altogether I was happy to spend the rest of my life in indigo-planting.

"Well, I was never in luck's way long. Suddenly, without warning, the country was at war. Night after night, the whole sky was alight with the burning houses, and day after day, we had people passing through with their wives and children, on their way to Agra. Mr. Abelwhite, however, believed that it would all be over soon and he refused to leave. Well, one fine day, I had been away on another farm far away, and was riding slowly home in the evening when I saw thick smoke curling up from Abelwhite's house and the fire beginning to burst through the roof. From where I stood, I could see hundreds of men dancing and shouting round the burning house. Some of them pointed at me, and a couple of bullets sang past my head; so I broke away across the fields, and found myself late at night safe within the walls at Agra.

"I don't know if any of you gentlemen have ever read or heard anything of the old **fort** at Agra. It is a very strange place — the strangest that ever I was in. First of all, it is enormous in size. There is a modern part, which took all our men, women, children, stores, and everything else, with plenty of room over. But the modern part is nothing like the size of the old quarter, where nobody goes, and which is given over to the scorpions and the centipedes. It is all full of great empty halls, and **winding** passages, and long walkways twisting in and out, so that it is easy enough for people to get lost in it.

"I was selected to take charge of a small, lonely door upon the southwest side of the building with two men under my command. I was pretty proud at having this small command given me, for two nights I kept the watch with Mahomet Singh and Abdullah Khan. They were tall, **fierce**-looking men. They could talk English pretty well, but they preferred to stand together and chat all night in their own language. For myself, I used to stand outside the gateway, looking down on the broad, winding river and on the twinkling lights of the great city. The beating of drums, and the yells and howls, were

Vocabulary

surgeon: a doctor who is specially trained to complete operations on patients
drown: to die by not being able to breathe under water stand or walk on
fort: a military building designed in a way that it can be defended from attack, usually an old building
winding: a path or course that repeatedly turns in different directions
fierce: physically violent and frightening

enough to remind us all night of our dangerous neighbors across the stream.

"The third night of my watch was dark and dirty, with a small, driving rain. It was dull work standing in the gateway hour after hour in such weather. I tried again and again to make the other two talk, but without much success. Finding that my companions would not be led into conversation, I took out my pipe, and laid down my gun to strike the match. In no more than a moment, the two men were upon me. One of them grabbed my firelock and pointed it at my head, while the other held a great knife to my throat and said between his teeth that he would sink it into me if I moved a step.

"'Listen to me,' said the taller and fiercer of the pair, the one whom they called Abdullah Khan. 'You must either be with us now or you must be silenced forever. Which is it to be, death or life? We can only give you three minutes to decide for the time is passing.'

"'How can I decide?' said I. 'You have not told me what you want of me. But I tell you now that if it is anything against the safety of the fort, I will have nothing to do with it, so you can drive home your knife and welcome.'

"'It is nothing against the fort,' said he. 'If you will be one of us this night, we will **swear** to you that you shall have a quarter of the treasure.'

"'But what is the treasure, then?' I asked. 'I am as ready to be rich as you can be if you will but show me how it can be done.'

"'You will swear, then,' said he, 'to raise no hand and speak no word against us, either now or afterwards?'

"'I will swear it,' I answered, 'provided that the fort is not endangered.'

"'Then my associate and I will swear that you shall have a quarter of the treasure which shall be equally divided among the four of us.'

"'There are but three,' said I.

"'No. Dost Akbar must have his share. We can tell the story to you while we wait for them.

"'There is a prince in the north who has much wealth, and when the war started, he would be friends with both sides. He made such plans that, come what might, half at least of his treasure should be left to him. That which was in gold and silver, he kept by him in his palace, but the most precious stones

Vocabulary

swear: to make a promise or say that you will do something or behave in a certain way

and pearls he put in an iron box, and sent a trusty servant to take it to the fort at Agra until the land is at peace.

"'His trusted servant, who travels under the name of Achmet, is now in the city of Agra, and wishes to enter the fort. He has with him as travelling-companion my close friend Dost Akbar, who knows his secret. Dost Akbar has promised this night to lead him to a side gate of the fort, and has chosen this one. The place is lonely, and none shall know of his coming. The world shall know of Achmet no more, but the great treasure shall be divided among us. What say you to it?'

"In Worcestershire, the life of a man seems a great thing; but it is very different when there is fire and blood all round you and you have been used to meeting death at every turn. Whether Achmet lived or died was a thing as light as air to me, but at the talk about the treasure my heart turned to it, and I thought of what I might do with it. I had, therefore, already made up my mind.

"'I am with you heart and soul,' said I.

"The rain was still falling, for it was just the beginning of the wet season. Brown, heavy clouds were drifting across the sky, and it was hard to see far. It was strange to me to be standing there with those two men waiting for the man who was coming to his death.

"Suddenly my eye caught the glint of a shaded lantern at the other side of the river. It disappeared and then appeared again coming slowly in our direction.

"'Who goes there?' said I, in a clear voice.

"'Friends,' came the answer. I uncovered my lantern and threw a flood of light upon them. The first was an enormous man, with a long, black beard. The other was a little, fat, round man, with a package in his hand. He seemed to be all in a quiver with fear, for his hands twitched, and his head kept turning to left and right with two bright little twinkling eyes, like a mouse when he comes out from his hole. It gave me a chill to think of killing him, but I thought of the treasure, and my heart set as hard as a stone within me.

"'Your protection,' he panted —'your protection for the unhappy Achmet. I have been robbed and beaten, and I look for safety at the fort of Agra.'

"I could not trust myself to speak longer with the man. The more I looked at his fat, frightened face, the harder did it seem that we should kill him in cold blood. It was best to get it over.

"'Take him to the main guard,' said I. My two companions closed in upon him on each side, and the giant walked behind, while they marched in through the dark gateway. Never was a man so surrounded by death. I stayed at the gateway with the lantern.

"I could hear their footsteps sounding through the lonely walkways. Suddenly, it stopped, and I heard voices and the sound of blows. A moment later there came, to my horror, a rush of footsteps coming in my direction, with the loud breathing of a running man. I turned my lantern down the long, straight passage, and there was the fat man, running like the wind, with a **smear** of blood across his face, and close at his heels, bounding like a tiger, the great black-bearded man, with a knife flashing in his hand. I have never seen a man run so fast as that little man. I could see that if he passed me, he would save himself yet. My heart softened to him, but again the thought of his treasure turned me hard and bitter. I threw my gun between his legs as he raced past, and he rolled twice over like a shot rabbit. Before he could get to his feet, the other was upon him, and buried his knife twice in his side. You see, gentlemen, that I am keeping my promise. I am telling you every detail of the business just exactly as it happened, whether it will help me or not."

He stopped, and held out his handcuffed hands for the water which Holmes had poured for him. For myself, I believed I could see the full horror of the man, not only for this cold-blooded business, but even more for the careless way in which he told his story. Whatever punishment he received, I felt that he might expect no sympathy from me. Sherlock Holmes and Jones sat with their hands upon their knees, deeply interested in the story, but with the same disgust written upon their faces.

"It was all very bad, no doubt," said he. "I should like to know how many men in my shoes would have refused a share of this treasure when they knew that they would have their throats cut. It was my life or his when once he was in the fort. If he had got out, the whole business would come to light, and I should have been shot as likely as not."

"Go on with your story," said Holmes, shortly.

"Well, we carried him in. We took him to a place some distance off, where a winding passage leads to a great empty hall, the brick walls of which were all falling to pieces. The earth floor had sunk in at one place, making a natural **grave**, so we left Achmet there, having first covered him over with
140 loose bricks.

"We agreed to hide the treasure in a safe place until the country should be at peace again, and

Vocabulary

smear: to spread a liquid or thick substance over a surface
grave: a place in the ground where a dead person is buried

then to divide it equally among ourselves. We carried the box, therefore, into the same hall where we had buried the body, and there, under certain bricks, we put our treasure. We made careful note of the place, and next day I drew four plans, one for each of us, and put the sign of the four of us at the bottom.

"Well, there's no use my telling you gentlemen what came of the war. Fresh men came pouring in to Agra and cleared the enemy away from it. Peace seemed to be settling upon the country, and we four were beginning to hope that the time was coming when we might safely go off with our shares of the treasure. In a moment, however, our hopes were **shattered** by our being arrested as the murderers of Achmet.

"It came about in this way. When the northern prince put his jewels into the hands of Achmet, he did it because he knew that he was a trusty man. But what does this prince do but take a second even more trusty servant and set him to spy upon the first? The second man went after Achmet that night and saw him pass through the doorway. He entered the fort himself the next day, but could not find Achmet anywhere. This seemed to him so strange that he spoke about it to a sergeant, and a thorough search was quickly made and the body was discovered. Thus, at the very moment that we thought that all was safe, we were all four brought to trial on a charge of murder. Not a word about the jewels came out at the trial, for the murder, however, we were all **sentenced** for life.

Vocabulary

shattered: to break into very small pieces
sentence: a punishment given by a judge or a court when a person is found guilty of a crime

Chapter 12
The Strange Story of Jonathan Small Part 2

Part 2

"It was rather a strange position that we found ourselves in then. There we were all four tied by the leg and with little chance of ever getting out again, while we each held a secret which might have put each of us in a palace. It might have driven me mad; but I was always a pretty stubborn one, so I just held on and waited for a chance.

"At last it seemed to me to have come. I was moved from Agra to Blair Island in the Andamans. It is a gloomy place surrounded by wild tribes, who would blow a poisoned dart at us if they saw a chance. There was digging and planting, and a dozen other things to be done, so we were busy enough all day; though in the evening we had a little time to ourselves. All the time, I was looking for a chance of escape, but it is hundreds of miles from any other land, and there is little or no wind in those seas, so it was a terribly difficult job to get away.

"Often, if I felt lonely, I used to turn out the lamp in my hut and then, standing by the door, I could hear the talk of Major Sholto, Captain Morstan, and Lieutenant Bromley Brown, who were in command.

"I was sitting in my hut one night when Major Sholto and Captain Morstan came stumbling along on the way to their quarters. They were good friends, those two, and never far apart. The major was talking about money.

"'It's all up, Morstan,' he was saying, as they passed my hut. 'I shall have to send in my papers. I am a poor man.'

"'Nonsense, old friend!' said the other, clapping him upon the shoulder. That was all I could hear, but it was enough to set me thinking.

"A couple of days later Major Sholto was walking on the beach, so I took the chance of speaking to him.

"'I wish to have your advice, major,' said I.

"'Well, Small, what is it?' he asked, taking his pipe from his lips.

"'I wanted to ask you, sir,' said I, 'who is the proper person to whom hidden treasure should be handed over. I know where half a million lies, and, as I cannot use it myself, I thought perhaps the best thing that I could do would be to hand it over to the proper authorities, and then perhaps they would get my sentence shortened for me.'

"'Half a million, Small?' he **gasped,** looking hard at me to see if I was serious.

"'Quite that, sir — in jewels and pearls. It lies there ready for any one.'

"'To government, Small,' he **stammered** — 'to government.' But he stumbled so much over his words that I knew in my heart I had got him.

"'You think, then, sir, that I should give the information to the Governor-General?' said I, quietly.

"'Well, well, you must not do anything that you might regret. Let me hear all about it, Small. Give me the facts.'

"I told him the whole story, with small changes so that he could not **identify** the places. When I had finished, he stood still and full of thought.

"'This is a very important matter, Small,' he said, at last. 'You must not say a word to anyone about it, and I shall see you again soon.'

"Two nights later, he and his friend Captain Morstan came to my hut in the dead of the night with a lantern.

"'I want you just to let Captain Morstan hear that story from your own lips, Small,' said he.

"I repeated it as I had told it before.

"'Look here, Small,' said the major. 'We have been talking it over, my friend here and I, and we think that this secret of yours is hardly a government matter, after all, but a private one. Now, the question is, what price would you ask for it?' He tried to speak in a cool, careless way, but his eyes were shining with excitement and greed.

"'Why, as to that, gentlemen,' I answered, trying also to be cool, but feeling as excited as he did, 'I shall want you to help me to my freedom, and to help my three companions to theirs. We shall then take you into **partnership,** and give you a fifth share to divide between you.'

Vocabulary

gasp: to take a quick, short breath through the mouth, usually because of surprise or pain
stammer: to speak with difficulty and with lots of pauses or repeating the first sound in words, usually because of fear or nervousness
identify: to recognise who or what something is
partnership: to be closely involved with a person or organisation

"'Hum!' said he. 'A fifth share! That is not very **tempting**.'

"'It would come to fifty thousand each,' said I.

"'But how can we gain your freedom? You know very well that you ask an impossibility.'

"'Nothing of the sort,' I answered. 'I have thought it all out to the last detail. We only need a boat with food and water to last us until we reach safety. You bring one over, we shall go aboard by night, and if you will drop us on any part of the Indian coast, you will have done your part of the **bargain.**'

"'If there were only one,' he said.

"'None or all,' I answered. 'We have sworn it. The four of us must always act together.'

"'You see, Morstan,' said he, 'Small is a man of his word. I think we may very well trust him. We must first, of course, test the truth of your story. Tell me where the box is hidden, and I shall go back to India to check your story.'

"'Not so fast,' said I, growing colder as he got hot. 'I must speak to the other three first. I tell you that it is four or none with us.'

"'Nonsense!' he broke in. 'What have they to do with our agreement?'

"No,' said I, 'they are in with me, and we all go together.'

"Well, the matter ended by a second meeting, at which Mahomet Singh, Abdullah Khan, and Dost Akbar were all present. We talked the matter over again, and at last we came to an arrangement. We were to provide both the officers with maps of the part of the Agra fort and mark the place in the wall where the treasure was hidden. Major Sholto was to go to India to test our story. If he found the box, he was to leave it there, to send out a small boat for us to which we were to make our way, and finally to return to his duties. Captain Morstan was then to apply for leave of **absence,** to meet us at Agra, and there we were to have a final division of the treasure, he taking the major's share as well as his own.

"Well, gentlemen, the villain Sholto went off to India, but he never came back again. Morstan went over to Agra shortly afterwards, and found, as we expected, that the treasure was indeed gone. Sholto had stolen it all, without carrying out one of the conditions on which we had sold him the secret. From that day, I lived only for revenge. I thought of it by day and I nursed it by night. I cared nothing for the law — nothing for death. To escape, to track down Sholto, to have my hand upon his throat — that was

Vocabulary

tempting: something you want to do or have words, usually because of fear or nervousness
bargain: an agreement between two or more people as to what each will do for the other
absence: being away from a person or place

my one thought. Even the Agra treasure had come to be a smaller thing in my mind than the killing of Sholto.

"Well, I have set my mind on many things in this life, and never one which I did not carry out. But it was many years before my time came. One day when the doctor was down with a fever, a little Andaman Islander was found by some of the men on the island. He was sick to death, and had gone to a lonely place to die. I took him in, though he was as dangerous as a young snake, and after a couple of months, I got him all right and able to walk. He took a kind of fancy to me then, and was always hanging about my hut. I learned a little of his language from him, and this made him like me more.

"Tonga—for that was his name—was a fine boatman, and owned a big **canoe** of his own. When I found that he would do anything to serve me, I saw my chance of escape. I talked it over with him. He was to bring his boat round on a certain night to a place which was never guarded, and there he was to pick me up.

"No man ever had a more faithful friend than little Tonga. At the night named, he had his boat at the wharf. As it chanced, however, there was one of the convict-guard down there — a horrible man who had never missed a chance of **insulting** and injuring me. He stood on the bank with his back to me, and his gun on his shoulder. I looked about for a stone to beat out his brains with, but none could I see. Then I had a strange thought. I sat down in the darkness and unstrapped my wooden leg. With three long hops I was on him. I struck him and knocked the whole front of his head in. You can see the split in the wood now where I hit him. I made for the boat, and in an hour, we were well out at sea.

"Here and there we drifted about the world, something always turning up to keep us from London. All the time, however, I never lost sight of my purpose. I would dream of Sholto at night. A hundred times, I have killed him in my sleep. At last, however, some three or four years ago, we found ourselves in England. I had no great difficulty in finding where Sholto lived, but I wanted to know if he still had the treasure. I made friends with someone who could help me — I name no names, for I don't want to get anyone else in trouble — and I soon found that he still had the jewels. Then I tried to get at him in many ways, but he was pretty smart, and had always two prize-fighters, besides his sons on guard over him.

"One day, however, I heard that he was dying. I hurried at once to the garden, furious that he should slip away from my revenge like that, and, looking through the window, I saw him lying in his bed, with his sons on each side of him. I'd have come through and taken my chance with the

Vocabulary

canoe: a light, narrow boat with pointed ends that is moved with paddles
insult: to speak to someone or treat someone with disrespect, usually by saying something offensive or rude

three of them, only even as I looked at him his mouth dropped, and I knew that he was gone. I got into his room that same night, though, and I searched his papers to see if there was any record of where he had hidden our jewels. There was not a line, however. So, I left a mark of our hatred and wrote down the sign of the four of us, as it had been on the map, and I pinned it on his chest.

"Tonga and I went away again, but I still heard all the news from Pondicherry Lodge. For some years, there was no news to hear, except that they were hunting for the treasure. At last, however, came what we had waited for so long. The treasure had been found. It was up at the top of the house, in Mr. Bartholomew Sholto's chemical laboratory. I learned about a trapdoor in the roof, and also about Mr. Sholto's supper-hour. I brought Tonga out with me with a long rope around his waist. He could climb like a cat, and he soon made his way through the roof, but, as ill luck would have it, Bartholomew Sholto was still in the room. Tonga thought he had done something very clever in killing him, for when I came up by the rope I found him walking about as proud as a peacock. He was very surprised when he saw how angry I was. I took the treasure box and let it down, and then slid down myself, having first left the sign of the four upon the table, to show that the jewels had come back at last to those who had most right to them. Tonga then pulled up the rope, closed the window, and left the way that he had come.

"I don't know that I have anything else to tell you. I had heard a waterman speak of the speed of Smith's launch the Aurora, so I thought she would be useful for our escape. I was to give old Smith a big sum if he got us safe to our ship. He knew, no doubt, that there was something wrong, but he was not in our secrets. All this is the truth, and if I tell it to you, gentlemen, it is not to amuse you, but because I believe the best defence I can make is just to hold back nothing, and let all the world know how badly I have been treated by Major Sholto, and how innocent I am of the death of his son."

"A very interesting account," said Sherlock Holmes. "There is nothing at all new to me in the second part of your story, except that you brought your own rope. That I did not know.

"Well, Holmes," said Athelney Jones, "I shall feel more comfortable when we have our storyteller here safe under lock and key. Thank you both for your assistance. Of course you will be wanted at the trial. Goodnight to you."

"Goodnight, gentlemen both," said Jonathan Small.

"You first, Small," said the cautious Jones as they left the room. "I'll take particular care that you

don't club me with your wooden leg."

"Well, and there is the end of our little drama," I commented, after we had sat some time smoking in silence. "But you look tired."

"Yes," he answered, "the **reaction** is already upon me. By the way, you see that they had, as I deduced, an **informant** in the house, who could be none other than Lal Rao, the butler: so at least Jones actually caught one fish."

"It seems rather unfair," I said. "You have done all the work in this business and Jones gets the credit, tell me, what remains for you?"

"For me," said Sherlock Holmes, "there is the exercise of my mind and knowing that the wrong man does not sit behind bars." And he reached his long white hand up to the bookshelf, removing a heavy volume.

Vocabulary

reaction: a feeling or an action that is a result of a situation or event
informant: a person who gives information to another person or organisation

AUDIO SCRIPT

Unit 5

Audio Track 17

Dr Aisha

Hello. My name is Doctor Aisha, lead scientist at the Al Ain Insectarium. Thank you for coming to my presentation. Today I will tell you about a very special bug, the firefly.

The firefly is a bug that lives in forests. If you walk in dark forests at night, you will often see quick flashes of light. This can be very surprising. Even scary! But these are just fireflies. Fireflies are able to produce light from their bodies which makes them glow at night. The bottom part of the body can light up, making a quick flash of light. So why do fireflies glow? Scientists think there are two reasons why fireflies light up.

The first reason the firefly glows is to communicate with one another. Scientists believe that fireflies flash their lights to talk to one another from far away. Each flash is a different message. For example, they warn each other when a predator is close. A warning is three quick flashes. In the dark, fireflies are very communicative!

Audio Track 18

Ahmed: *Hi everyone! My name is Ahmed and thank you for being here for our product presentations. I'm really excited to tell you about the new NVDs we have to offer. Yes? Do you have a question?*

Person 1: *I'm sorry, I didn't quite catch that. Did you say NV…?*

Ahmed: *NVDs, yes. That stands for* night vision devices, *meaning our products.*

Person 1: *Thank you.*

Ahmed: *Sure thing. Now – let's talk about the different uses of night vision technology. The obvious and most familiar uses are for military and law enforcement purposes. Yes?*

Person 2: *Sorry, can you say that again?*

Ahmed: *Of course. Military and law enforcement – meaning army and police work.*

Person 2: *Oh, Ok. Thank you.*

Ahmed: *Apart from these, there are more uses for night vision technology. Our products are also used for wildlife protection, for example. If they can see in the dark, wildlife workers can protect animals from anyone who may try to hurt or bother them.*

Person 3: *Did you say* hurt*?*

Ahmed: *Yes, I did. Also, if workers have NVDs, they can study animals that are nocturnal.*

Person 4: *Could you repeat that last word?*

Ahmed: *Sure. I said, "nocturnal."*

Person 4: *Could you spell that for me?*

Ahmed: *Certainly. It's N-O-C-T-U-R-N-A-L. Animals that are nocturnal are those that are active at night, but difficult to see during the day. Another use is for fire departments and rescue workers. If firefighters use this technology, they can enter buildings and find people who need help with less danger. Rescue workers can also find injured people more easily if they have the ability to see in low light. Now I'd like to tell you a bit about specific products…*

Audio Track 19

Ali: *Hello Professor, can I ask you a question about today's lesson?*

Professor: *Hello Ali, sure! How can I help you?*

Ali: *Could you explain why we can see some stars, but not others?*

Professor: *Yes, well, some stars are hundreds of millions of light years away. Others are much closer. The light from the farther stars is still traveling to us.*

Ali: *OK, then could you help me understand why you said that some light we see comes from stars that are no longer there?...*

Unit 6

Audio Track 20

Interviewer: *You're listening to "The Emirates, Past, Present and Future." Today on the show, we have Dr. Alia Al Mazouki, an expert on our Founding Father Sheikh Zayed bin Sultan Al Nahyan. Hello and welcome, Dr. Alia.*

Dr. Alia: *Thank you for having me. As you know, today is December 2nd, which is the day the UAE was created.*

Interviewer: *The United-Arab Emirates has achieved so much under Shaikh Zayed's leadership and vision.*

Dr. Alia: *Yes, Sheikh Zayed had all the qualities of a great leader.*

Interviewer: *Could you explain these qualities to our listeners? How did these qualities help him*

unite the Emirates?

Dr. Alia: *Certainly. The first quality is knowledge. A great leader knows a lot about different subjects. Leaders read and study often. Being knowledgeable helps them make good decisions. Sheikh Zayed studied the Qura'an and many different subjects.*

Interviewer: *So he knew a lot. But why did he decide to unite the nation and its people?*

Dr. Alia: *He had strong values. Values are what a person believes in. His values came from Islam and Emirati culture. He believed that all Emiratis, men and women, could help build their nation. Shaikh Zayed knew that people are stronger when they work together, as it says in the Qura'an.*

Interviewer: *How was he able to see a united nation when there were seven separate Emirates?*

Dr. Alia: *He had vision. (Pause) Vision is having an idea of what you want to achieve in the future. (Pause) Sheikh Zayed had a vision of a modern, wealthy nation made up of united Emirates. He wanted good hospitals and schools for all the people so that they could be healthy and knowledgeable.*

Interviewer: *So Sheikh Zayed has the knowledge, values and vision of a great leader. How was he able to get others to listen?*

Dr. Alia: *A great leader knows how to communicate. Sheikh Zayed knew how to talk to his people and share his vision and values. But he also knew how to listen. He traveled around the nation, listening to his people's problems and dreams for the nation. A communicator is good at speaking, but also at listening.*

Interviewer: *And he could communicate with the other Sheikhs.*

Dr. Alia: *Yes. Sheikh Zayed knew how to work with others. He met with the other Sheikhs, and with the help of Sheikh Rashid bin Saeed Al Maktoum of Dubai, brought the Emirates together into one nation. He knew that all Emiratis were connected by blood and culture, and could work together well. By working together, we have created a strong nation.*

Audio Track 21

Good afternoon everyone. My name is Meera Al Shamsi and I am an animal expert.

I'm interested in animal behavior. I study how animals work in teams because this information can teach us how to work together. I've studied meerkats, wolves, killer whales and other animals to learn about teamwork in the animal world. Let's look at some examples.

Last summer, I went to Botswana in Africa and I watched Meerkats hunting. They eat insects, lizards, birds and fruit. Large birds like eagles eat meerkats, so they must be careful. When they're looking for food, one meerkat always looks out for danger. It climbs a tree and watches, while the other meerkats get food. If it sees danger it calls and the meerkat group runs away. This is an excellent example of the importance of trust in a team.

Now let's talk about wolves. I've seen how they communicate. It's amazing. Last year I studied wolves in Canada and Alaska. I saw one wolf hunting 6 kilometers away from its pack. It caught a deer so it howled to call the pack. They ran 6 kilometers and they knew where to go. A wolf's howl can give information about what it is doing, where it is, and if there is danger. They have excellent communication skills. What does this tell us about teamwork? When teams communicate well they work well together. Good communication makes a strong team.

My final example is killer whales. Killer whales show strong teamwork when they're hunting. I've seen them on camera. When there's an animal sitting on the ice, killer whales swim under it and work together to push the ice so that the animal falls into the water. They also swim in circles around groups of fish and move them into a ball which is easy to eat. What does this teach us? Working together is important. Everyone in a group has a job. If everyone does their job, the group can achieve their goal.

Have you ever seen animals working together? If so, what did they do? What does that teach us about teamwork? Think about it.

Thank you for listening.

Audio Track 22

Hassan: Hello, Mom and Dad.

Mother: Hello, Hassan, how was school today?

Hassan: It was really interesting. Today we were talking about the Holy Month of Ramadan. We are going to do a school project about why Ramadan is such a special time of the year. Our teacher wanted us to interview our family members about things that they do during Ramadan. Then I will write a report.

Father: That sounds like a great idea. What will you write your report about?

Hassan: Well, one thing that we talked about is how Ramadan is a time to help people. I thought that was so important for our community. I want to write a report about how people help their communities during Ramadan.

Mother: That is a great topic! Well, one thing that your father and I do every Ramadan is give money to official charities in the UAE. These are the best at getting help to those who need it the most. We also donate our time to make meals for the Khalifa bin Zayed Al Nahyan Foundation. This is a project where Emiratis makes iftar meals for people who need them. Last year the foundation helped make over 1 million meals! We are happy to

give contributions of time and food to this program.

Hassan: Wow, that sounds like a really important program.

Father: t is. This is one of the reasons why the Emirates are known for their generosity. Also, people don't just donate during Ramadan. They help people all year round.

Hassan: What other things do people do for their communities during Ramadan?

Father: There are so many things that people do. For example, they donate money to help build new mosques, or invite people to eat meals and break their fast with their families.

Mother: One new thing that is becoming very popular is the Ramadan sharing fridges.

Hassan: What are those?

Father: Well sharing fridges are refrigerators that people put outside their homes. They fill them with food parcels like dates and bread, and drinks like labneh and fruit juice. Then, people who need food to break their fast can come and take some. It is completely free! It is really important for workers who fast while working all day in the hot sun.

Hassan: Wow! That sounds like a great topic for my report. Thanks Mom and Dad!

Unit 7

Audio Track 23

Sara

a) Digital **effect:** A digital effect is created using a computer program and then placed in the movie.

b) **Stop** action: A small model is moved a little, then half a second of film is taken. This process is repeated a hundred times.

c) **Make**-up: Paint, liquid plastic and props are glued to an actor's face.

d) Tiny **model:** A small version of a city, landscape or object is built out of plastic and then painted.*!*

Audio Track 24

Sara: *Welcome to our podcast, "At the Movies with Sara and Sumaya."*

Sumaya: *And today we're going to talk about special effects.*

Sara: *That's what makes movies so special! Movies can bring us into space, into the past, or face-to-face with a scary dinosaur.*

Sumaya: *There's no way we can do any of that in real life! Special effects are what moviemakers use to make the unreal real. Sara, would you say that special effects have changed over the years?*

Sara: *Very much! These days, moviemakers use new technology to make digital special effects, but in the past, we used other ways. Sumaya, what was one of the earliest ways to make special effects?*

Sumaya: *A long time ago, stop action was used to make monsters and dinosaurs move on film. This was a very difficult task. A model of the monster was built. Then the model was moved a little and filmed for half a second. They would repeat this hundreds, even thousands of times, moving the monster just a little each time. Putting all the film together would make the monster move in a very real way!*

Sara: *I really like stop action, but it does look a little old these days.*

Sumaya: *What is another kind of special effect?*

Sara: *I always liked it when old movies use tiny models. Detailed cities or spaceships would be built out of plastic and rubber. Then the tiny models were painted with small brushes. Cameras would zoom in to make the tiny models look big. Sometimes they would even put a man in a monster suit and have him kick over these tiny models.*

Sumaya: *Those were always fun to watch.*

Sara: *What is your favorite special effect?*

Sumaya: *Make-up! Paint, liquid plastic or props are put on an actor's face to change his look. Need a gorilla? Put some fake hair on an actor's face. Need a lizard? Put on some fake scales and paint him green. Before computers, the most popular way of changing an actor's look was make-up. It would take a lot of time to put on the make-up, but I think it is the most realistic.*

Sara: *Yes, but these days, it's a lot easier and quicker to do special effects with computers. Almost every movie has digital effects. Most people seem to like digital effects, but some movie fans prefer the old ways! Sumaya, do you like the old fashion special effects, or digital effects?*

Sumaya: *Well, I always loved the old movies, even if they don't look as real. There was a lot more work put into special effects back then. What about you?*

Sara: *Digital effects. New technology means you can do so much more with digital effects!*

Audio Track 25

Fatima: *There are so many companies here today! Everyone is here to talk to us about future careers. I want to learn about working in design. Who should I talk to …?*

Designer: *Hello, can I help you?*

Fatima: *Hi, yes well I'm looking for information about working in design …*

Designer: *Design? Wonderful! I'm a graphic designer. I work for a video games company.*

Audio Track 26

Fatima: *There are so many companies here today! Everyone is here to talk to us about future careers. I want to learn about working in design. Who should I talk to …?*

Designer: *Hello, can I help you?*

Fatima: *Hi, yes well I'm looking for information about working in design …*

Designer: *Design? Wonderful! I'm a graphic designer. I work for a video games company.*

Fatima: *Oh, really? I'm thinking about becoming a graphic designer in the future. Could you tell me what it's like?*

Designer: *Well, basically, graphic design is all about creating visual images. Logos, advertising, webpages, text style…we meet with companies and we might help them design their logo, their webpage or the packaging for their product. Right now at work I'm designing the logo for a games company and next week I'm going to design the cover for a new video game about planes. It's a very creative job.*

Fatima: *Wow, that sounds fun. I'm very creative! I like drawing and I sometimes design posters at school. So, if I study graphic design, what will I learn?*

Designer: *Great. We need creative people like you with lots of ideas.*

If you study graphic design you will develop lots of new skills. You'll learn about colors, shapes and space, and how these are used in design. You'll learn how to solve design problems. You will also learn how to use design software because you'll be working on a computer. You may even learn about advertising and what makes people buy things.

Fatima: *I see. What will I do at work every day if I become a graphic designer?*

Designer: *You'll meet with people from different companies who need help with design. They might ask you to design their company logo or they might want you to design the packaging for their new perfume. They may ask you how to create a modern and stylish webpage. They might want you to help change a design. You'll meet clients and discuss your ideas. A lot of the job is problem solving, that's why you need to be creative and have lots of ideas. It might be difficult in the beginning, but if you choose this career you'll enjoy it.*

Fatima: *It sounds like a great job. I think I might study graphic design in the future but I should research other design careers first. Thank you so much for your time!*

Audio Track 27

Interviewer: *Some people ask the question, "Are video games good for you?" Let's talk to our guest, Dr. Kaaren, a psychologist, about the advantages and disadvantages of playing video games.*

Dr. Kaaren: *Hello. Today, video games and gamers are all around us and there are advantages and disadvantages of playing them.*

Interviewer: *OK, what are some advantages of playing video games?*

Dr. Kaaren: *Well, studies have found that playing can improve your eyesight. People who like playing video games are often better at reading small print, like in a book. They are also better at following moving objects and recognizing faces.*

Interviewer: *Ah, that's interesting.*

Dr. Kaaren: *Another advantage of playing video games is that it can improve your attention. It has been found that action video game players are better at quickly recognizing objects around them. For example, if someone is driving a car, they can easily recognize things like other cars around them, people walking, or running dogs.*

Interviewer: *I see. Are there any other advantages you can mention?*

Dr. Kaaren: *Sure. Studies also show that playing video games can make your brain grow. Research has shown that parts of the brain of video gamers who play a lot may increase in size over time.*

Interviewer: *So, if your brain is bigger, does that make you smarter?*

Dr. Kaaren: *Not exactly …*

Interviewer: *OK, how about the disadvantages of playing video games?*

Dr. Kaaren: *Well, according to research, people can become angrier and more frustrated, and have less patience if they are playing games that they find hard and difficult to complete.*

Interviewer: *Hmmm … I see.*

Dr. Kaaren: *Another disadvantage is that people can start to lose sympathy for others, mainly because a player often has complete control of what happens in the game.*

Interviewer: *That's interesting.*

Dr. Kaaren: *Finally, another disadvantage that studies show is that playing video games a lot can affect your health. Health problems can be caused by sitting in one place for a long time. Some people often snack on unhealthy foods and often do not go outside to exercise, causing them to gain weight.*

Interviewer: *Oh, wow! So, do you think we should stop playing video games?*

Dr. Kaaren: *No, I don't think people should stop playing video games. I just believe we should control the amount of time we spend playing them.*

Interviewer: *I agree! Thank you Dr. Kaaren for speaking with us about this interesting topic.*

Dr. Kaaren: *Sure, thanks for having me!*

Audio Track 28

1 *The sleek, metallic-silver monster roared into life and raced away at the speed of light. Its engine could still be heard from miles away.*

2 *I came face to face with the king of the jungle, its orange skin glowing like the flame of a fire.*

3 *Through the night, the tick tocking, almost like the regular drip dripping of water from the tap, was the only sound breaking through the deathly silence, counting down to the start of another adventure.*

4 As if the light switch had been turned on and off again, #ashes of pure gold painted the sky a sea-blue, turning night back into day.

Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

All images have been licensed through Getty Images unless otherwise noted.

Photographs

p.1-2 The Sydney Morning Herald / Fairfax Media; p.3-4 Science Photo Library - NASA/NOAA; p.5 higrace photo; p.5, p.25 ivkuzmin; p.6 Steven Puetzer; p.8 Steven Puetzer; p.9 rolfbodmer; p.9 MILpictures by Tom Weber; p.10 nico_blue; p.11 John Moore / Staff; p.12 Adrienne Marquez / EyeEm; p.13, p.14, p.15 Daniel Hernanz Ramos; p.13, p.14, p.15 VICTOR HABBICK VISIONS/SCIENCE PHOTO LIBRARY; p.13, p.14, p.15 Elke Schroeder / EyeEm; p.15 JGI/Tom Grill; p.15, p.16 korsaralex; p.15 Javier Fernández Sánchez; p.17, p.25 Arctic-Images; p.17 Vitalij Cerepok / EyeEm; p.17 Lev Savitskiy; p.21, p.22 AlonzoDesign; p.22 Leontura; p.22 Stefan Huwiler; p.23, p.26 Dorling Kindersley; p.24 Dorling Kindersley; p.27-28 KARIM SAHIB/AFP/Getty Images; p.29 Photo by Genevieve Chauvel/Sygma/Sygma via Getty Images; p.29, p.49 Photo by Genevieve Chauvel/Sygma/Sygma via Getty Images; p.32 KARIM SAHIB/AFP/Getty Images; p.33, p.35-36 SANJAY KANOJIA/AFP/Getty Images, p.37 Chase Dekker Wild-Life Images; p.37, p.38 Jim Cumming; p.37, p.40 kristianbell; p.37 Javier Fernández Sánchez; p.39 Yeat Lum Cheah / EyeEm; p.39 Rdiger Katterwe / EyeEm; p.41 pbombaert; p.41 xavierarnau; p.41 simon2579; p.43 xavierarnau; p.44 Charney Magri; p.45 MirageC; p.46 Image Source; p.47 Martin Holtkamp; p.48 PM Images; p.48 MirageC; p.51-52 Hero Images; p.53 Images by Naveed Iqbal; p.53 Chris Clor; p.53 Photo by Hulton Archive/Getty Images; p.53 RichLegg; p. 53, p.56 photo by gqhaha; p.55 Hero Images; p.57, p.58 Caiaimage/Sam Edwards; p.57 Celia Peterson; p59 KTSDESIGN; p.61 bgblue; p.61 adventtr; p.61 visualspace; p.61 PamelaJoeMcFarlane; p.61, p.62, p.63-64 Hero Images; p.65 Dave and Les Jacobs; p.65 filo; p.68 Friedrich (Klimpi) Loosli (Klimperator) / EyeEm; p.69 Stockfinland; p.69 MmeEmil;, p.69 MmeEmil; p.70 MmeEmil; p.70 MmeEmil; p.71 pagadesign; p.81-82 BlackJack3D; p.83 bauhaus1000; p.85 grass-lifeisgood; p.85 Blend Images - Pete Saloutos; p.85 Chris Ryan; p.85 Celia Peterson; p.86 FrankRamspott; p.86 FrankRamspott; p.86 FrankRamspott; p.93-94 Andrew Brookes; p.95 Chayapon Bootboonneam / EyeEm; p.95 Tara Moore; p.95 Emanuel M Schwermer; p.96 Stewart Sutton; p.96 Dorling Kindersley; p.96 Vicki Jauron, Babylon and Beyond Photography; p.97 KTSDESIGN; p.97 jack0m; p.98 Daniel Hurst Photography; p.99, p.100 Daniel Grill; p.99 Clive Streeter; p.99 ollaweila; p.107-108 enot-poloskun; p.109 Reyaz Limalia; p.110 Pete Pendergast / EyeEm

p.8 Emirati students having a discussion, courtesy of the Ministry of Education, 2017

Student Notes

Student Notes

Student Notes

Student Notes

Student Notes

Student Notes

Cover label guide

Cycle 02 Color



Icon indicates the book type (**Example, Course book**)

Number 3 has been shaded to represent the **volume of Course book**

Number 5 Shows grade level

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
- Teacher Guide

Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints

80051115

www.moe.gov.ae

Info@moe.gov.ae