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2

Bridge to Success 12

Coursebook

Bridge to Success

Coursebook

Book 12

1442-1443 A.H. / 2021-2022 A.D.



Alhodariyat Bridge, UAE



Grade
12

Bridge to Success

English Language

Coursebook

Book 12

Volume 2

1442 - 1443 A.H. / 2021 - 2022 A.D.



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Grade 12 Coursebook

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Welcome to *Bridge to Success*

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

Bridge to Success Grade 12 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.



The materials reflect the following principles:

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

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

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

The following icons are used in this Coursebook:

-  pre-recorded listening activity
-  links to 21st Century Skills

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 5 Entrepreneurship and business Pages 154–165	A nation's entrepreneurial vision; Transcript of a spoken interaction; 'Brand you'; Job advertisement; Job application letters; Emirati teen delivers greens	Listening: A conversation about entrepreneurship; Short proposal presentations about 3D printing; Marketing presentation Speaking: One-to-one interactions/presenting opinions; Presenting a proposal; Short monologue on a favourite brand or company; Giving constructive feedback	Simple future and present perfect passive; Complex declarative sentences	Lexis around:	Main body of argumentative essays; Notes to refer to during an interview; Short newspaper article
Unit 6 Weather Pages 166–177	Countries and their weather; Graphic information about weather; Transcript of interview about Emirati weather; Weather forecasts and local weather; Surviving the cold	Listening: Telephone conversation around hot air balloon flights; Survivors of natural disasters talking about what happened to them; Mini presentations about weather in different countries Speaking: Sharing ideas during a discussion; Personal accounts; Interview role play	Past perfect; Compound complex declarative sentences	Lexis around: Hot air ballooning; Weather and weather forecasts; Natural disasters; Surviving extreme weather	Short comparative report; Opinion report
Unit 7 Money Pages 178–189	Money and advertising; A single global currency; Newspaper article about a coin collector; Pay yourself first; Mobile banking	Listening: Discussion about property rental; Interview with a coin collector; Discussion about ethical banking Speaking: Being persuasive; Pyramid discussion about global world currency; Debate	Compound or complex interrogative sentences; Modals of speculation + you	Lexis around: Money; Money and advertising; Currencies and coins; Ethical banking; Mobile banking	Notes – arguments for and against given topics; 150 word essay referring to data in charts and graphs

Literature

LESSONS

Lesson Title	Reading Objective	Literature Focus
1-2 Power and Identity (p.192-193)	To read and understand author intention in <i>Oliver Twist</i> .	To explore the connection between power and identity in <i>Oliver Twist</i> .
3-4 Imagery and Loyalty (p.194-195)	To read and understand the use of imagery to create feeling in <i>Oliver Twist</i> .	To explore the concept of loyalty as presented in <i>Oliver Twist</i> .
5-6 Mood and Tension (p.196-197)	To read and understand the ways that the author use mood and atmosphere to foreshadow future events in <i>Oliver Twist</i> .	To explore the role of tension and suspense in relation to plot development.
7-8 Purity and Symbolism (p.198-199)	To read and understand how an author uses symbolism to communicate a message.	To explore the theme of purity and the use of characterisation in <i>Oliver Twist</i> .
9-10 Courage and Cowardice (p.200-201)	To read and understand how juxtaposition is used to highlight events in <i>Oliver Twist</i> .	To explore the themes of courage and cowardice in <i>Oliver Twist</i> .

CORE READER

Oliver Twist by Charles Dickens

Term 2 Chapters of Study

5. The Kidnapping (p.202-207)
6. Mr. Brownlow's Disappointment (p.208-211)
7. Big Plans (p.212-218)
8. The Night Before (p.219-223)
9. The Robbery (p.224-228)
10. Poor Oliver (p.229-233)
11. New Beginnings (p.234-238)

EXTRA READING

Robinson Crusoe by Daniel Defoe (p.240-283)

Unit 5

Entrepreneurship and business



- **Topics** Meet an entrepreneur; A nation's entrepreneurial vision; Innovation; Start-ups; Brand 'you'; Teenage business men and women
- **Use of English** Simple future and present perfect passive; complex declarative sentences

Lessons 1–2 Meet an entrepreneur

- Do you know anyone who has their own business? What do they do?
- Would you like to have your own business?

Listening

1 What do you think makes a good entrepreneur?

Put these things in order of importance
(1 = most important and 7 = least important).

Then compare your opinions with a partner.

- how confident they are
- their business experience
- their determination
- their ability to take risks
- their passion
- their creativity and innovation
- family background

Vocabulary

an entrepreneur (noun): someone who starts their own business, especially with some risk involved

entrepreneurship (noun): skill in starting new businesses, especially with the ability to see new opportunities

entrepreneurial (adjective): used to describe someone who makes money by starting their own business, especially when this involves seeing a new opportunity and taking risks

2 You are going to listen to two people talking about entrepreneurship and what makes a successful entrepreneur. Before you listen, match options a–d with 1–4.

- a** If someone is a good businessperson,
- b** If a lot of people in your family are entrepreneurs,
- c** If your first business idea fails,
- d** If you work hard at developing your entrepreneurial skills,

- 1** it is likely that you will have an entrepreneurial gene.
- 2** you can become a better entrepreneur.
- 3** you are never going to be a successful entrepreneur.
- 4** he/she has the same skills needed to be a successful entrepreneur.

Listening strategy

When you are going to listen to an in-depth discussion, it is important to establish what you are listening for **before** you start to listen. This will help you to pick out the details and information you need.

- 3 **21** Listen to the discussion between two people talking about entrepreneurship and what makes a successful entrepreneur. Which statement (a, b, c or d) do both speakers agree on?
- 4 Now look at the transcript and highlight the parts where the ideas in statements a, b, c or d are mentioned. Did you choose the right answer?
- 5 Find and underline these phrasal verbs in the transcript. Look carefully at how they are used, then use them to complete the sentences below.

give up come up with figure out take on set up

- a It didn't take me long to _____ an idea for my project.
- b This is so frustrating! I really want to _____, but I'll keep trying.
- c When I'm older, I plan to _____ my own business.
- d This maths question is so hard, I really can't _____ it _____.
- e I will _____ a lot more responsibilities and extra work if I accept that promotion.

Speaking 21st

- 6 Read the extracts below. To what extent do you agree or disagree with them?

'There is no difference between an entrepreneur and a businessperson.'

'Successful entrepreneurs are born with an entrepreneurial spirit and natural ability.'

Make notes of your ideas if you wish.

- 7 In pairs, discuss your opinions and ideas. Do you agree?

Speaking tip

When you are exchanging ideas with another person, remember to listen and respond to what they are saying. A discussion is not just a repetition of your own ideas, but an opportunity to listen to and analyse the opinions of others – even if you disagree. Remember to show you are listening and ask appropriate questions.

Lessons 3–4 A nation's entrepreneurial vision

- Do you have any entrepreneurs in your family?
- Would you like to have your own business? What kind of business would it be?

Reading

- 1 Read the following text and answer the questions that follow.

What is an entrepreneur?

An entrepreneur is someone who is willing to take the risk of setting up their own business. An entrepreneur sees an opportunity, or a better way of doing something, and tries to make a profit from it. They have to be willing to work hard, inspire others and learn from their mistakes.

Why is entrepreneurship important to the UAE?

Vision 2021, the UAE's national agenda, puts in place plans and strategies for the success of the country. One *particularly* key element that is focused on is entrepreneurship; this shows the commitment of the leaders to supporting entrepreneurship amongst its citizens. For any economy, having a variety of businesses encourages competition and productivity and generates wealth, which in turn contributes to the overall efficiency and health of the economy.

What are the challenges for developing entrepreneurs?

There are a number of challenges to encouraging entrepreneurship here. Many Emiratis prefer to work in the public sector. Government jobs are perceived as being more secure, and they offer a good salary and benefits. Public sector jobs are a good fit with the family and the wider community and the working environment is culturally familiar. Other challenges include the lack of funds to set up the business and an unwillingness to take a risk – after all, the business might not be a success.

What does entrepreneurship offer?

The benefits of entrepreneurship are that it encourages the person to 'follow a dream' or work in an area that they are *utterly* passionate about. Developing entrepreneurship will help diversify the economy as more and more small business are established and people begin to work in the private sector. Entrepreneurship will also attract those who do not have a job or who did not go to university, as it gives them an opportunity to set up a business and contribute to the economy of the country.

Did you know?

Developing entrepreneurship is part of Vision 2021, the UAE's national agenda. Entrepreneurs will be supported by practical programmes that will help develop businesses.



Language tip

Adverb intensifiers are used to add emphasis to a verb, adjective or adverb.

Read the following statements about entrepreneurship. Are the statements true (T), false (F) or is there no information (NI)?

- 1 Being a risk-taker is a characteristic of an entrepreneur. _____
- 2 Making mistakes is not expected when starting a business. _____
- 3 According to the definition of entrepreneurs, they need a good work ethic. _____
- 4 The UAE's National Agenda must be adopted by all businesses. _____
- 5 The leadership of the UAE is keen to encourage entrepreneurs. _____
- 6 Women are more unlikely to be entrepreneurs. _____
- 7 Emiratis prefer to work in the public sector because the environment is more familiar. _____
- 8 People start businesses because they did not go to university. _____
- 9 The economy of the country is dependent on small businesses. _____
- 10 Vision 2021 will give people money to start a business. _____

Speaking

- 2 Work with your partner. Use the text to help you and come up with a list of three arguments for or against setting up your own business verses working for someone.

Your own business	Working for someone

Reading

- 3 Look at the *Language tip* box. Read the text again and underline all the adverbs + adjectives.
- 4 Look at the short introduction to an essay that is given below. You are going to finish the essay. Choose the argument that best supports your position.

Point 1

If you work for an employer your job is more secure, _____ .

- a the company is well-established and not likely to run into trouble this is particularly true for government jobs.
- b but you will be limited in what you can do; you must do what your employer wants.

Point 2


Working for yourself can be really rewarding, _____ .

- a you can do something you enjoy such as photography studio or set up a shop selling unique chocolates and hopefully earn a living from it.
- b but it is very difficult to make a success of your own business.

Lessons 5–6 Innovation

- Look at the photographs on the page. Do you know these *technological innovations*?
- How did they improve upon existing technology?

Listening

- 1  22 You will listen to two proposal presentations from teams using 3D printing. Before you listen, discuss what you know about 3D printing. Listen and answer the question.

What can be produced using 3D printing?

- 2  22 Listen again and decide if the questions are true (T) or false (F).

- 1 The Innovation Week is a presentation of the board members. _____
- 2 Mr Fahad's team wants to print car parts. _____
- 3 He has already started manufacturing the parts. _____
- 4 Mrs Reem's team wants to print chocolates. _____
- 5 Her team has several different food concepts. _____
- 6 Mrs Reem's proposal is a safe investment. _____

- 3 Which proposal is more innovative?
Which do you prefer?



Use of English

We can use the **future simple passive** and **present perfect passive** for formal register when the subject (who/what made the action) is not important.

We use the **future simple passive**, will be + past participle, to speak about actions that someone will do in the future.


Example: The building *will be planned* at the meeting next week.

We use the **present perfect passive**, has/have + past participle, to speak about actions that have already been completed, but are connected to the present.

Example: The building *has been planned*.

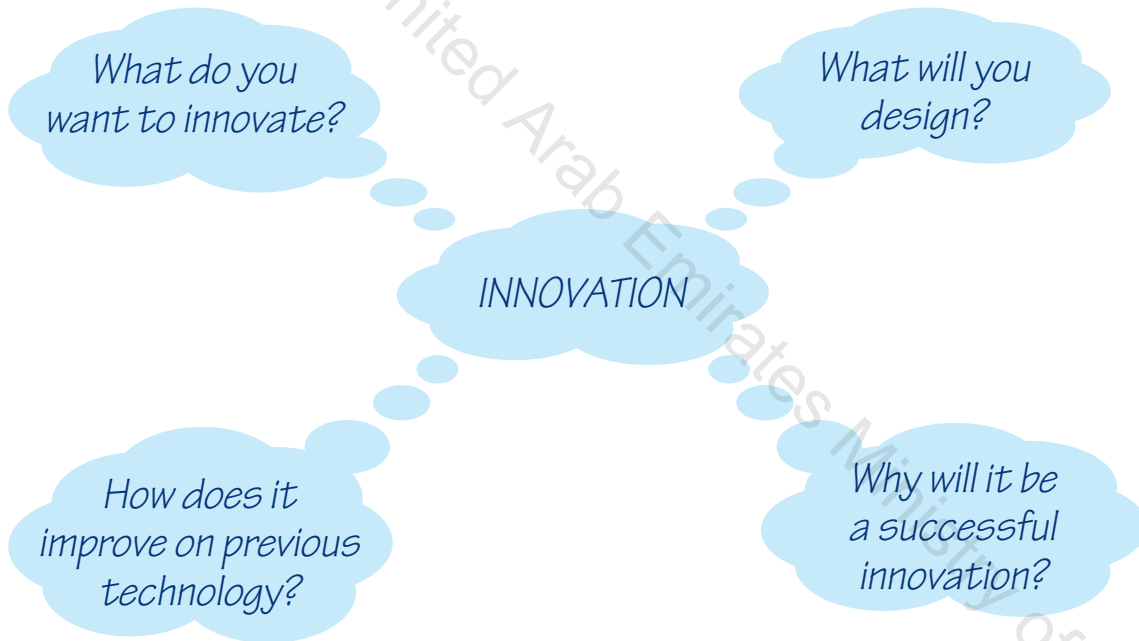
In formal speech, we do not use the contractions **won't** and **hasn't/haven't** in the negative.

Language focus

- 4  23 Look at the excerpts from the audio track and complete the sentences with the correct form of the verbs in brackets. Then listen and check.
- 1 ... priority _____ (give) to our two innovation and design teams ...
 - 2 The first prototypes _____ (produce) on a small scale ...
 - 3 ... although they are being tested right now and all the problems _____ (work out) for another month.
 - 4 A printed chocolates concept _____ (design) by our research team.
 - 5 Other food concepts _____ (not develop) ...

Speaking 21st

- 5 You will be giving a presentation on a new innovation. Brainstorm ideas for a presentation.



- 6 Present your proposals. While listening to the other proposals take notes. Be prepared to ask questions afterwards.

Lessons 7–8 Start-ups

- Can you think of a successful small business that was started in your area recently?
- What made it successful?



Reading

- 1 Read the presentation below. Use the words in the box and complete the text.

even though Whereas So Provided that Unless Because

INTRODUCTION

Good afternoon ladies and gentleman. First, let me thank you all for coming here today – I am delighted that so many of you could make it. Let me introduce myself, my name is Hassan Al Khaja, and I am the CEO of ACME International Home Delivery Services. We are a new start-up company in the UAE market and are excited to present you with a lucrative investment opportunity. _____¹, let's get started.

MAIN BODY

I am sure many of us have had similar problems when trying to order items from abroad, that is, many companies will not deliver to places without recognised postal addresses. While researching this problem, we discovered that _____² international delivery services exist, most of them are limited to specific regions of the world. We believe that we have found a solution to that problem. We will employ personnel already living in the target countries with established P.O. boxes to work as postal agents, forwarding to our building in Sharjah. After, we will deliver packages to the final destination in the UAE. _____³ we have already established contacts with businesses in 95 countries around the world, our customers will have the widest possible range of products available to choose from.

And now this leads us to the client base. We will be available to deliver to customers located in every emirate throughout the UAE. Furthermore, our services will not only be available to individual clients but to small businesses as well. We have already begun negotiating with shipping companies to provide the ability to ship large quantities of products for different small businesses in the retail, agricultural and manufacturing sectors.

As a final point, I would like to talk about our competition. _____⁴ current home delivery services claim that they can deliver the product within two weeks of ordering, we will be able to promise a one-week delivery time from the moment a client clicks the "Submit" button, to the moment it arrives at their door. Moreover, by using innovative methods like automated ordering and shipping, we have developed a way to cut costs and save our future clients' money and time. This will help us establish ourselves as the premier international home delivery service in the UAE.

Conclusion

To sum up, we have established contacts with businesses in more countries than any other international home delivery services. _____⁵ we can secure funding from investors like you, we will be able to start operating on a limited scale within four months. Within nine months, we will be fully operational, providing our services from companies in 95 countries around the world. We are determined to become the biggest name in international delivery services in the UAE. _____⁶ there are any questions, I think that is everything I wanted to say. Thank you for listening.

2 **21st** Read the presentation again and answer the questions in pairs.

- 1 What is the main idea of the business?
- 2 Who will its main customers be?
- 3 What is the current problem with home delivery services?

3 Read the text again and answer the questions.

- What phrases does the speaker use to greet the audience, and introduce himself?
- What phrases does the speaker use to move on to the next point in the main body of the presentation?
- How does the speaker end the presentation?

Speaking

4 Look at some extracts from a presentation about a new business. Use the transition words on the left to link the ideas in the speech bubbles.

Moreover

This leads us to

To sum up

As a final point

Furthermore

We are two Grade 12 students from Fujairah. We have an excellent idea for a new start-up.

We think it will be very popular with teenagers.

We hope that we can make a profit from this start-up and help support our family.

A description of our clients.

We would like to discuss our plans for the future.

We have described our start-up ideas in detail and we hope we can rely on your support.

Speaking tip

Business Presentations

In the **Introduction**, greet the audience and introduce yourself and your topic. Useful phrases include:

Good afternoon ladies and gentlemen, I am happy/delighted so many of you could make it today ...

Let me introduce myself, I am ...

In the **Main Body**, state what your idea is, how it will help your future clients and what your competition will look like. Useful phrases include:

This now leads us to ...

As a final point ...

In the **Conclusion**, summarise your ideas. Thank the audience for listening. Useful phrases include:

Thank you all for listening ...

/Thank you for your attention ...



Lessons 9–10 Brand you

- What would you describe as the best qualities for an employee?
- What are your best skills/abilities?

Reading

1 Read this extract from a teen magazine and answer the questions.

- 1 According to paragraph one, what makes up 'brand you'?
- 2 What two pieces of advice does paragraph one give about creating 'brand you'?
- 3 When is your initial opportunity to market 'brand you'?

'Brand you' exists! It is not about what you do, but who you are. It is particularly important for your career and the best way to market your skills and abilities. A positive brand can lead to a great career. Build your own brand – you know more about yourself than anyone! Be positive, be honest and showcase all your talent and ability.

Where to start? Well, first you need to understand your strengths and areas for improvement. Try drawing a mind map of all your skills and give examples that demonstrate your abilities.

What's next? Take the first chance you get to market 'brand you' to employers. This will usually be the cover letter you write when applying for a job. Introduce yourself and write about your experience. Show how you are the best person for the job.

A word of advice! Understand what the employers want by reading the job advert carefully. Show how your talent and ability match this and then you are on your way to a great career.



2 Hassan Al Khaja's new business is expanding and he now needs to hire someone to help market the business. He has placed an advertisement on his website. Read the ad and answer the questions.

- 1 What skill set is required for this job?
- 2 What qualifications are needed?
- 3 What experience is required?
- 4 Do you have to speak English and Arabic?
- 5 What would a cover letter in an application for this job need to show?

Job Title: Marketing Coordinator

Employer: Acme International Home Delivery

Location: Sharjah

Essential Requirements

At least two years working in a similar position. Enthusiasm and excellent communicative skills. A degree in marketing or equivalent. Excellent organisational skills and a professional attitude.

Desired Requirements

Candidates who speak both Arabic and English preferred.

If you have the right skill set and are up to the challenge of this responsible role please submit a CV and cover letter to Hassan.ALKhaja@acmeinternational.ae

- 3 **21st** Look at the responses that Hassan received. Which brand is better 'brand Abdullah' or 'brand Mansour'? Why?

Subject: []

Hi Hassan,

How are you? I saw your ad on a website recently. I think your business is really cool. I'd like to do the job. I've got all the skills and experience that you're asking for, like a BA in Marketing, 2 years of experience and all the other skills. I'd like to ask some questions. How much do you pay? When are the holidays? I would be very happy to start next month.

Thanks,
Abdullah

Use of English

Would is used to write about a future circumstance, where if the situation allows, you will do something.

For example:

I would be happy to come ...

I would welcome an opportunity ...

Subject: []

Dear Mr Al Khaja,

I would like to apply for the position of Marketing Coordinator at Acme International Home Delivery.

I am currently working in the marketing department of All-things-online, and have done so for the past three years. When I joined, the business was new, and I helped develop its online customer base. I loved this experience and would welcome an opportunity to work in a new company like yours again.

I have excellent communication skills, and I am well organised and professional in my approach to my work. I speak both Arabic and English fluently and completed my BA in Marketing three years ago.

I believe I have all the skills required for this position. Moreover, I have a great deal of experience in a start-up similar to yours. I have attached my CV. I would be very happy to attend an interview.

I look forward to hearing from you in the near future.

Yours sincerely,
Mansour Al Kaabi

Writing tip

When writing a cover letter make sure you use formal language. In formal language we do not use contractions or informal words such as *cool*, *Hi*.

Lessons 11–12 Teenage business men and women

- Do you eat healthily?
- How could you make money from healthy food?

Reading

- 1 Read the first part of a newspaper article about teenage business people and choose the correct meaning of the words in **bold**.
 - a started
 - b bought
- 1 He has already **set up** his own food delivery company ...
 - a started
 - b bought
- 2 So, Majed decided to try and change his family's **dietary habits**.
 - a methods of losing weight
 - b food usually eaten
- 3 When his family noticed the **benefits** of their new healthy lifestyle ...
 - a disadvantages
 - b advantages
- 4 So how did Majed **cope with** the increasing demand for his healthy food ... ?
 - a deal with
 - b put up with



EMIRATI TEEN DELIVERS GREENS

As part of our series on young, successful Emiratis, this week we are speaking to Majed Al Kaabi. At the age of nineteen he has already set up his own food delivery company which is currently valued at 20 million AED. We asked him how he got the idea for his business.



'Well, we were studying healthy eating habits at school and I found it really interesting. I also became worried about my family since the lessons made me realise how unhealthy our diet was.'

So, Majed decided to try and change his family's dietary habits. He had always been interested in cooking so he started to prepare the daily meals and eventually took control of the weekly grocery shopping. When his family noticed the benefits of their new healthy lifestyle, they began to tell their friends and neighbours.

'Whenever a neighbour was having a dinner party, they would pay me to prepare and deliver the food. Pretty soon I was getting orders every day and often several orders for one evening. It was crazy. I wouldn't have been able to cope with both school and the business unless I changed something.'

So how did Majed cope with the increasing demand for his healthy food as well as keep up with his schoolwork? It must have been difficult to balance school while expanding his business.

- 2 Read the last paragraph again. How do you think Majed coped with both school and his business? How do you think he expanded his company?

Language focus

- 3 Look at the following ideas. Combine pairs to make four sentences. Add extra words where you need to.

I decided to start my own business

her business partner was doubtful

launching his own business

I didn't have enough money

Meera was confident the business would be successful

Abdullah carried out a lot of research

my friends were busy doing homework

I was out trying to find customers

Use of English

Independent clause + dependent clause = complex sentence.

We connect a dependent clause to an independent clause with a subordinating conjunction:

When his family noticed the benefits of their new healthy lifestyle, they began to tell their friends and neighbours.

*I wouldn't have been able to cope **unless** I changed something.*

Find examples of subordinating conjunctions in the newspaper article and circle them. What do you notice about the punctuation?

Language tip

The subordinating conjunction comes before the dependent clause. This means that the listener or reader are clear that this information is not as important.

Writing

- 4 Imagine that you are a successful entrepreneur. You have been asked to write a short article for a local newspaper which is doing a series on successful Emirati teenagers.

Writing tip

Remember to brainstorm ideas and make notes before writing. Look at ways to combine ideas.

needed money – cleaned my father's car

I cleaned my father's car since I was short of money.

making a profit – invested money

Once I was making a profit, I decided to invest more money in advertising.



- **Topics** Hot air ballooning; Countries and their weather; Natural disasters; Rainy days; Weather forecasts and local weather; Surviving extreme weather
- **Use of English** past perfect; compound, complex declarative sentence structures

Lessons 1–2 Hot air ballooning

- Have you ever been in a hot air balloon? Would you like to?
- What do you think are the perfect weather conditions for hot air ballooning?

Listening

- 1 24 You are going to listen to a telephone conversation between Anna and an employee at Adventure Flights. Listen and circle the correct information in the table.

Times of flights	Weather conditions
<i>before/after sunrise</i>	<i>light storms/winds</i>
<i>before/after sunset</i>	<i>cold/hot air</i>
	<i>poor/good visibility</i>
	<i>no/heavy rain or storms</i>

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Adventure Flights

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- 2  Listen to the audio again and complete the sentences with words from the box.

turbulence winds blustery dusk flight cloud hot

Robert says that ...

- a** ... the best time of day for light winds is during the first few hours after dawn and just before _____ .
- b** ... thermals are not safe for a hot air balloon because they can affect its _____ .
- c** ... the difference between the _____ air inside the balloon and the cold air
- d** ... outside is what makes the balloon fly.
- e** ... balloon flight is dependent on air temperature, wind speed, visibility, _____ cover and the chance of rain or storms.
- f** ... if the weather forecast states the weather will be gusty, breezy, windy or _____ , then it is likely the winds will be too strong.
- g** ... _____ can be caused by thermals or sudden higher wind speeds in flight.
- h** ... a bumpy landing can be caused by strong _____ affecting the balloon above.

Writing

- 3 Look at the words in the box in Activity 2. Do you understand what they all mean? Write a definition for each word in your notebooks.

Speaking

- 4 Now you know more about hot air balloons. Work with a partner and debate whether or not hot air balloons are safe.
- 5 The Great Dorset Balloon Festival is happening this weekend. A meeting is held to discuss it. Assign different roles to members of your group and discuss the following:
- whether the event should go ahead
 - how it could benefit the area
 - what the dangers are
 - how it could be run

Listening strategy

When you are listening for missing information, it is a good idea to read the sentences before you listen, look at what appears before and after the missing information and try to guess what you think the answer might be.

Did you know?

The world record for the most skydivers to parachute from a balloon simultaneously is 25, which was achieved by Skydive Dubai on 10th February 2013.



Lessons 3–4 Countries and their Weather

- What is the most extreme weather you have ever experienced?
- Which countries do you think have the worst weather?

Reading strategy

When reading informational texts for specific data, scan for numbers or symbols.

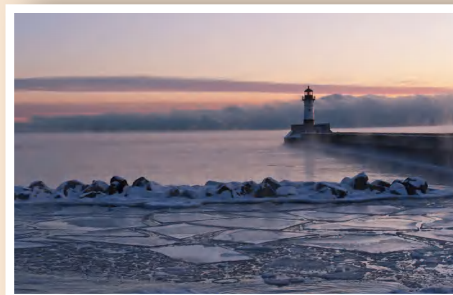
This can guide you to the important area of the text.

Reading

- 1 Look at the three locations in the reading texts. Can you predict the type of weather that these places have?

1. Minnesota, USA:

Minnesota is a state which is located in the north-central part of the country, and where there are **enormous** weather changes from season to season. It has four distinct seasons: a rainy, cool spring from March to May; a hot, humid summer from June to August; a chilly, colourful autumn from September to November and finally a frigid, snowy winter lasting from December to February. Minnesota's winters are famous for their harsh conditions, with temperatures reaching as low as -51°C , and up to 432 centimeters of snow annually. Extreme snowstorms, sometimes referred to as blizzards, often lead to schools cancelling classes for multiple days at a time. These storms have wind speeds of up to 56 km/h and can last for over three hours, causing a "whiteout", or a condition where you cannot see anything outside. This often causes car accidents, and people can be trapped inside their homes for days. However, summers also come with their own weather issues, as Minnesota often experiences tornados, or spinning columns of wind which can reach speeds of 180 km/h and do great damage to buildings and people.



1. What did researchers think didn't happen between 1570 and 1991 in some parts of the Atacama desert?
2. What is a monsoon?

2. Philippines:

The Philippines is a country located on a collection of tropical islands in the southern Pacific Ocean. Weather in this Southeast Asian country differs greatly throughout the year. In the mountainous western part of the country, which includes the capital city of Manila, there are two distinct seasons: a "rainy season" and a "dry season". In this region the rainy season lasts from June to November and is characterised by hot and humid temperatures ranging up to 33°C . During the rainy season, the Philippines are subject to monsoons, which are sea-breezes that can have a very strong impact on the weather. Due to the humidity and **copious** amounts of condensation of water vapour in the air, summer monsoons bring **abundant** rainstorms. The average rainfall can be as much as 5000 millimeters per year, with the majority of that occurring during the summer monsoon season. The rainy season also sees many strong, destructive storms called typhoons. Typhoons, also known as cyclones or hurricanes in the western Atlantic Ocean, are tropical storms with wind speeds of between 118 and 219 km/h. The dry season, lasting from December to May, is the **complete** opposite of the rainy season. Unlike summer monsoons, winter monsoons do not bring the tropical rains, and often dissipate, bringing droughts to the Philippines.



3. How many seasons does Minnesota have? What are they and what is the weather during each?
4. How does Easter Island's climate differ from the rest of Chile?

3. Chile:

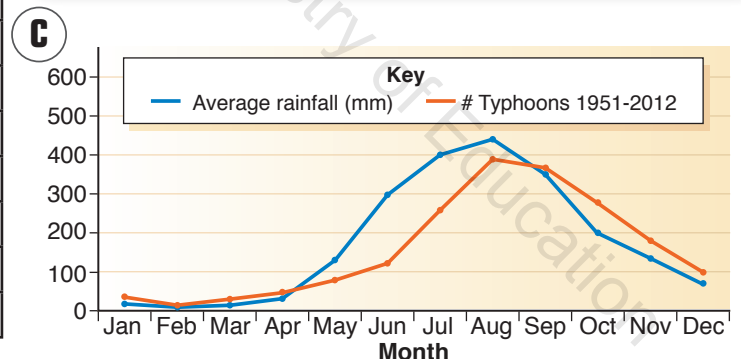
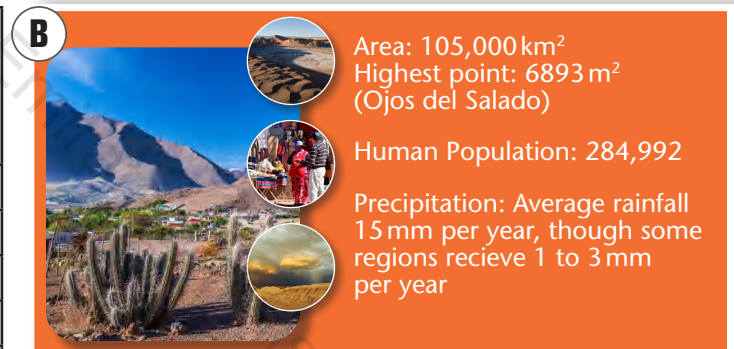
The South American country of Chile has a diverse climate with equally varied weather. One area, the Atacama Desert, located in northern Chile, is considered to be the driest non-polar place on earth. It is so arid in some parts that it is thought that there was no significant precipitation from 1570 to 1971, a period of over 400 years! The **absolute** aridity of the desert is explained by the fact that it sits between two mountain ranges creating a two-sided rain shadow, which is an area located on the leeward side of a mountain, protecting it from rainstorms and keeping it very dry. **Extreme** droughts are common, which is why the population is small for such a large area, with only around 300 000 people. Easter Island, located in the middle of the Pacific Ocean, is unique in Chile as it is the only region in the country classified as a tropical rainforest. The temperature is warm, averaging around 20–25°C, with 1118 mm of rain annually. This weather, along with the *moai*, or giant carved stones, makes Easter Island a popular tourist destination for people from all over the world.



5. What is the wind speed range of a typhoon?
6. What is a “blizzard”? Why is it dangerous?

- 2 Read the article assigned to you. Answer the questions your partner has about your article.
- 3 Match the graphics below to the correct paragraphs using information from the text.

A	Month	Average temperature (°C)	Average tornados per month (1991–2015)
	January	–11	0
	February	–7	0
	March	0	0.8
	April	8	1
	May	15	6.1
	June	20	15
	July	23	11.2
	August	22	5
	September	16	1.5
	October	9	0.9
	November	0	0.2
	December	–7	0




- 4 **21st** Use both the graphs and the readings to answer the following questions:
 - 1 In what months are tornados most/least frequent in Minnesota? Which seasons are those in?
 - 2 How does the difference in rainfall change the climates in the Atacama Desert and Easter Island?

Lessons 5–6 **Natural disasters**


- Look at the picture below. What do you think has happened?
- Imagine that you lived there. Describe how you feel now.

Listening

- 1**  **25** Listen to a survivor of a natural disaster. Look at the words in the box. What natural disaster do you think he survived? Listen and check.

blizzard off-piste powder run be engulfed buried

- 2** How do you think he escaped?

- 3**  **26** Listen to a survivor of another natural disaster. Look at the words in the box. What natural disaster do you think he survived? Listen and check.

picturesque village gentle roar screams wall of water massive wave

- 4** How do you think they escaped?

- 5**  **27** Listen to a survivor of another natural disaster. Look at the words in the box. What natural disaster do you think she survived? Listen and check.

toxic ash eruptions molten rock lava

- 6** How do you think she escaped?



Language focus

- 7 Look at the *Use of English* box and complete the timeline.
- 8 Think of explanations for the following situations.
- I didn't recognise anyone in the class.
Fact: _____
Fiction: _____
 - I couldn't get into my house.
Fact: _____
Fiction: _____
 - I went shopping to buy some clothes but couldn't pay for them.
Fact: _____
Fiction: _____
 - I returned from holiday with a broken arm.
Fact: _____
Fiction: _____

Use of English

We'd been in the Alps for one week when the blizzard hit.

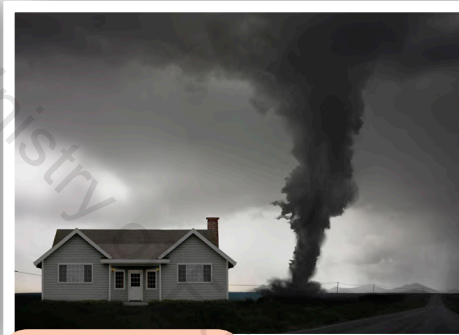
All the other guests had had the same idea but no-one panicked.

My friend was convinced that she had read somewhere that the ash ...



Speaking

- 9 Which natural disasters are shown in the pictures?



- 10 **21st** Imagine you have survived one of the natural disasters above. Describe what happened. How did you feel? How did you survive?

I was absolutely terrified.

We'd just set off when we felt the ground start to shake.

There was total devastation.

Speaking tip


When giving a personal account remember:


- To use a variety of narrative tenses – past simple/continuous and past perfect.
- To use a variety of vocabulary to make it more 'real' and interesting to the listener.

Lessons 7–8 Rainy days

- Look at the photo below. What can you see? Where is it?

Listening




- 1  28 Listen and read the weather forecast for Wednesday. Fill in the gaps in the text.

- 2  29 Look at the weather warnings for Wednesday in the UAE. You are going to listen to an emergency response meeting between UAE officials. What are the three areas of concern that are discussed? Choose from the options below.

- a Sea ports, roads and schools
- b Roads, airports and government offices
- c Malls, sea ports and businesses

WEATHER WARNINGS

for Wednesday:

-  Marine alert: Rough sea state, peak wave height 4.5 metres
-  Fog alert
-  Heavy rain alert

Weather forecast for Wednesday

There is a large area of low _____¹ moving towards the UAE from the east, which will reach the east coast of Fujairah and Ras Al Khaimah early on Wednesday morning.

There will be _____² in the morning across the Northern Emirates due to the drop in temperatures. Fujairah and Ras Al Khaimah will be hit first with the strong _____³ brought in by the low pressure system and, once the moisture-laden _____⁴ begin to cross land and rise over the mountainous areas, it will begin to rain heavily.

The low pressure system will continue to travel westwards towards Sharjah and Dubai, bringing further _____⁵, blustery conditions and even a chance of thunderstorms and _____⁶.

There will be strong winds with _____⁷ of up to to 50 kph onshore resulting in decreased visibility due to blown sand and dust. However, the north-westerly winds will be stronger _____⁸ with speeds of about 65 kph, leading to waves as high as 4.5 metres in the Arabian Gulf and the Gulf of Oman.

3 **29** Listen to the discussion again and decide if the sentences are true (T), false (F) or if there is no information (NI).

- a** All boats will be able to enter all ports in the UAE.
- b** The RTA will alert drivers of any routes that are flooded.
- c** Lt Col Theyab thinks it is possible to identify the main roads that are very likely to flood.
- d** Dr Hind says the Ministry of Education is very likely to close schools for the whole day.
- e** Ms Sameera thinks it is very likely that parents will be able to collect their children from school easily.

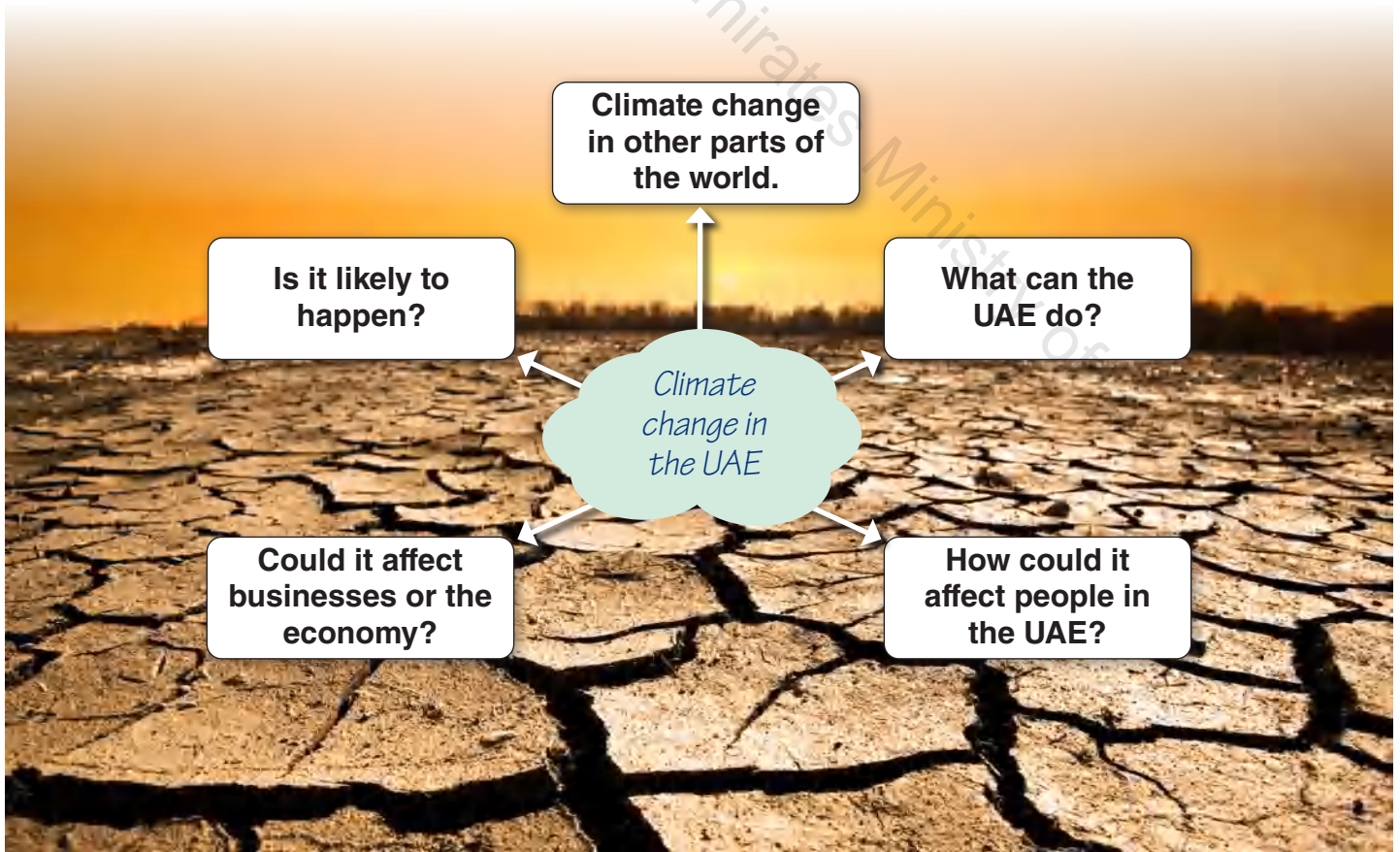
4 **30** It's the day after the storm. You are going to listen to a radio presenter talking about what happened and what they think might happen to the UAE's weather in the future. Look at the picture at the bottom of the page.

What do you think she will talk about? What do you think is likely to happen to the UAE's weather in the future? In groups, discuss your predictions.

Listen and check your predictions.

Speaking

5 **21st** In groups, you are going to hold an emergency response meeting about the threat of climate change in the UAE. Use the prompts to help you.



Lessons 9–10 **Weather forecasts and local weather**

- Have you experienced an extreme weather event?
- Do you think the weather affects the way we feel?

Reading

1 Read the text below and answer the questions.

- 1 What causes high humidity?
- 2 What causes the high waves?
- 3 What two weather forecast are the most similar?
- 4 What are the two main characteristics of the Shamal?

Your weather for Wednesday

We are going to have a mixed bag today. There will be dense fog in the morning which will cause traffic problems, so drive very carefully and leave plenty of room between your car and the car in front. The fog will have cleared by around 9 am and as the temperature heats up we are in for sunny spells and high humidity for the early part of the day.



High winds expected

People have been advised to avoid doing anything at sea over the next couple of days as high winds are expected to cause very rough conditions with waves two to three metres high.

High humidity forecasted

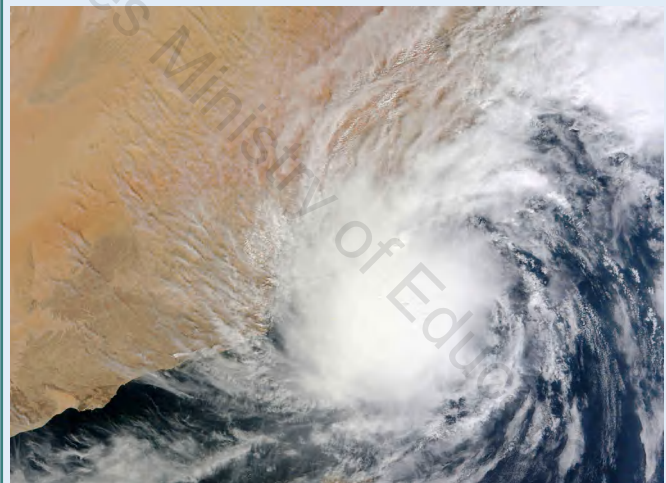
95% humidity forecasted for tomorrow, especially along coastal areas as the air fills up with moisture. This will cause some fog and mist in the early morning, so drive carefully.

Mostly sunny weekend

Weather temperatures continue to soar in the UAE, reaching 44 degrees in Sharjah and 45 degrees in Umm Al Quwain. It will have cooled down by Sunday!

Severe weather warning

There is a severe weather warning for the late afternoon. The clouds will have rolled in from the south and we will experience torrential rain, which might cause some flash floods, especially in mountain wadis. The storm front will have passed through the UAE by Thursday morning.



Shamal blows in

The north-westerly wind is expected to bring with it a lot of sand and dust storms. Visibility will be poor so avoid unnecessary car journeys. Flights may be disrupted so check with your airline before you head to the airport.

- 2 Read the text again and find examples of the future perfect.




Use of English

The future perfect is used to talk about things that will be completed at a certain time in the future, e.g.

I will have completed my homework by 9pm. The future perfect is formed using *will + have + past participle*. e.g. *will + have + completed*

Speaking

- 3 Find out about the weather in the next couple of days. Choose a day and take turns to describe the weather, using the vocabulary and the collocations from Workbook page 71 to help you.
- 4 **21st** Look at the marine forecast below, for the next weekend. In pairs discuss the importance of the information given. Which would be the best day to go sailing? What rating would you give each day?

Weather for the weekend		
Friday	Saturday	Sunday
		
Temperature: 36°/28°	Temperature: 33°/27°	Temperature: 28°/22°
Wave height: 0.5	Wave height: 1.0	Wave height: 2.5
Wind: direction SE, speed 10 kph	Wind: direction SE, speed 14 kph	Wind: direction SE, speed 30 kph
Rating*: _____	Rating: _____	Rating: _____
Rating: 1–3 = poor, possibly dangerous, conditions with strong winds and 2–3 m waves; 4–6 = average conditions: light winds, 1–2 m waves; 7–10 = calm waters: waves under 1 m		

Lessons 11–12 Surviving extreme weather

- Look at the contents of a survival kit. What do you think these objects are used for?
- Would you add any other items?

Reading

- 1 Read the advice on how to survive the extreme cold. What headings would you give to each section?

SURVIVING THE COLD

1 KEEP WARM

- Using layers will insulate you better and keep you warm while allowing you to remove clothes if you get too warm.
- Clean clothes keep the body warm and preserve heat whereas dirty and grimy clothes don't insulate as well.

• _____

2 _____

- Unless you have a tent, you will need shelter since the temperature can fall to well below freezing.
- Use snow or wood to build a shelter but don't use metal, as it extracts heat.

• _____

3 _____

- Even though water is abundant in the Arctic and you are surrounded by snow and ice, you still need to purify all water sources.
- Melt snow and ice before using it, or you will lose body heat.

• _____



4 _____

- Include your water purifying tablets, first aid kit and matches, as well as a mirror for signalling, in your survival kit.
- Keep a knife and other small tools such as fishing hooks and lines, candles and wires. You never know when you might need them and they might help save your life.

• _____

- 2 Talk to your partner and decide on one piece of advice to add to each section.

Use of English

3 Read and complete the activities below.

1 Combine these two ideas using the word in brackets:

Lots of layers will keep you warm. Lots of layers will preserve heat. (and)

This is an example of a **compound/complex** sentence.

2 Combine these two ideas using the word in brackets:

You can't eat the Arctic shark. It is poisonous. (since)

This is an example of a **compound/complex** sentence.

3 Combine these three ideas using the words in brackets:

Remember to pack a torch. You can use it to provide light. You can use it to signal for help. (and, because)

This is an example of a **compound/complex/compound-complex** sentence.

Writing

4 Look at the advice you added to *Surviving the cold*. How could you improve the sentences you wrote? Look at Unit 7 to remind yourself of words we can use to combine clauses.

Language tip

Using compound, complex and compound-complex sentences really takes your English to the next level.



5 You are leading a week-long expedition into the desert. On the expedition website, you need to display some information on how to survive the extreme conditions. Look at the categories and discuss what information you should give.

Clothing

Water

Food

Survival kit



- **Topics** Striking a bargain; Money and advertising; Currency and coins; Ethical banking; Pay yourself first; Mobile banking
- **Use of English** Compound or complex interrogative sentences; Modals of speculation + *you*

Lessons 1–2 Striking a bargain

- Do you ever try to get a good deal when you are buying something?
- How do you persuade the seller to give you a good bargain?

Vocabulary

- 1 Look at the word cloud.
 - Do you know what all the words mean?
 - Choose two words with your partner and write a definition.



Listening 31

- 2 You are going to hear a discussion between two people about renting a property. Listen and answer the questions.
 - a What is Fahad's original budget?
 - b What is the asking price of the villa?
 - c What price do they finally agree on?
- 3 Listen to the audio again and complete the phrases from the conversation.
 - a It's just come on the market and I think it's going to be _____ up.
 - b I'm sure you can _____ yourself sitting here looking out of the window watching your children playing in that beautiful garden.
 - c The rental is 140,000 dirhams for the year, _____ the landlord would accept payment in four cheques.
 - d I think that would be a _____ low. I believe we could negotiate though if you were willing to push your budget a bit more.
 - e _____ it be great to have a bit more room for you and your family?
 - f I think he might _____ you up on your offer. I'll check with him and come back to you.
- 4 Do you think Fahad is persuasive? Why? What does he do or say to persuade Abdulla to rent the property?

Speaking

5 Complete the quiz with your partner. Who's more persuasive?

HOW PERSUASIVE ARE YOU?

I feel comfortable haggling over price at a foreign market.

1 2 3 4 5

I feel comfortable haggling over price at a market in my town.

1 2 3 4 5

If someone asks me for something, I would accept and ask for something in return.

1 2 3 4 5

If I need to make a complaint at a hotel or a shop, I expect more than an apology.

1 2 3 4 5

If a parent or teacher tells me I have done something well, I use this as an opportunity to ask for something.

1 2 3 4 5

If I want to do something at the weekend and my friend wants to do something else, I can usually change his or her mind.

1 2 3 4 5

If I have an argument with my siblings or friends, I usually win.

1 2 3 4 5

1 = Not true for me at all, 5 = Very true for me

Speaking tip

Look at the language Abdulla uses to persuade Fahad to go over his budget and rent the property. To effectively persuade people we make our language:

Indirect past tenses, conditionals and modifiers

Imaginative *imagine, think, picture*

Emotive *amazing, incredible, beautiful*

Personal *I think you should, In my experience, you, your*

And remember, a key part of negotiating successfully is listening carefully to each other.

6 **21st** You are going to negotiate a deal. Your teacher will give you details about your role. Remember to use what you have learnt to reach an agreement.

Lessons 3–4 Money and advertising

- Do you like to buy expensive brands or cheap brands?
- What makes you think that one brand is better than another?

Reading

1 Read the adverts. Discuss the following questions with your partner.

- 1 Who is the advert targeted at?
- 2 How does the advert attract the audience's attention?
- 3 What parts of the advert are in large print? Why?

a

SALE PRICE

Save up to **30,000** AED

Prices from **119,999** AED

Hurry while stocks last

b

YOU CAN DRIVE AWAY TODAY!

Finance available

0% down payment

0% interest

Zero hassle

c

SPECIAL OFFER

A new car from only

1399

per month!

20% down payment and payment deferred for 3 months

Reading

2 Look at the adverts and match the picture with the correct paragraph 1, 2, or 3.

- 1 Do you want a stress free car purchasing experience? Then we have an amazing offer for you. All you have to do is choose your car, and we will manage the financing for you. Visit our showroom today.
- 2 It's a fantastic offer that you can't ignore. You will save money on the cost price and drive away with a new car. You must make the decision soon as there is limited availability. Compare today's price to last month's and see how fantastic this deal is.
- 3 You can't miss out on another incredible offer from our sales team. Do you want an affordable monthly payment plan, yet drive a brand new car? Then we have an astonishing offer for you. Our friendly professional sales staff will help you through the paperwork, so call now and book a test drive.

3 The texts that accompany the adverts are persuasive. Look at the text again and from the list below circle the key features of persuasive writing.

- repetition
- rhetorical questions
- modal verbs
- personal pronouns
- present tense
- imperatives

Language tip

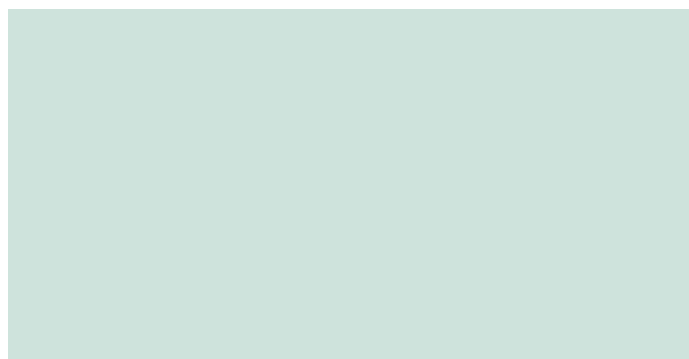
In persuasive texts authors try to grab the attention of the reader by addressing them directly using generic 'you' e.g.

'It's a fantastic offer that you can't ignore ... you will save money'.

Writing

4 Work on your own create an advert that has a short paragraph and tries to sell one of the following:

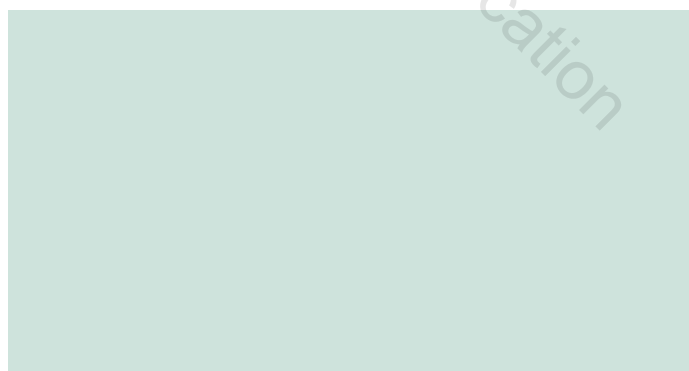
- an old car
- a games console
- your school bag
- a one-year-old phone



5 Forms groups based on the adverts that you have written (everyone who made an old car advert together etc.). Rank them in order of who used the following the best.

- used personal pronouns
- used imperatives
- repetition
- questions

Now work together as a group and using the best parts of your individual posters come up with a re-drafted advert.

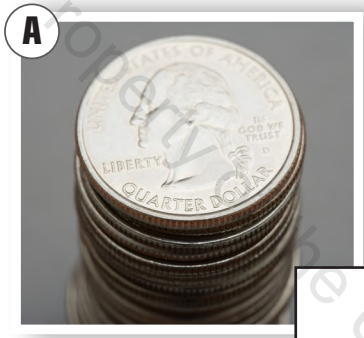


Lessons 5–6 Currency and coins

- What do you use coins for? What is the oldest coin you have ever seen?

Listening

- 1 Look at the pictures of coins below. Can you see where these coins are from?



- 2 Listen to an interview with a coin collector from Fujariah. Which of the coins from Activity 1 does the speaker mention? Tick the box(es).
- 3 Listen to excerpts from the interview. Complete the sentences below with words that you hear in the listening.
- 1 ... and a collection that _____ most, if not all, historic currencies used in this region ...
 - 2 ... he believes such hobbies _____ a vehicle into self-improvement and education.
 - 3 I hope the relevant cultural authorities and institutes _____ more interest in this ...
 - 4 I _____ a permanent exhibition in my own home ...

Use of English

- 4 Complete the following sentences with an appropriate modal of speculation
- 1 I _____ buy a 3rd Century Greek drachma, if I can find one.
 - 2 You _____ try the coin museum; they might know what type of coin it is.
 - 3 It looks like it _____ rain; you _____ need your raincoats.
 - 4 You should read this books on ancient Islamic coins, you _____ really enjoy it.

Use of English

Often, we use modals of speculation to talk about how certain a possibility is. Modals *must/will* or *mustn't/will not* express a high degree of certainty. Use **you** + modal of speculation to give advice. For example:

You **will** find the answer in the reading.

You **must** know Fahad, he is an expert on coins from all over the Gulf region.

We can use modals, *may/might/could* and *may not/might not/couldn't* to express a lesser degree of certainty. *May/may not* typically express less certainty than *might/might not*.

You **may** be able to find a 13th Century Islamic coin at the antique store.

Coins **might not** exist much longer if online transtations continue to grow in popularity.

You **could** try calling the Museum of Archeology for information about Emirati coins.

Reading

- 5 Read the following text and decide if the statements are true (T), false (F) or if there is no information (NI).
- 1 The British Pound Sterling is currently the dominant global currency. _____
 - 2 One argument for a single global currency is that it will allow countries to easily invest in the economies of developing nations. _____
 - 3 “Globals” is the name that has been chosen for the future global currency. _____

A Single Global Currency?

At many points in history, there has been a currency which has dominated the financial markets, like the U.S. Dollar today. However, there has never been a truly “global” currency. Looking at a current **monetary union** such as the “Euro” might give us an idea how to create a globally **integrated** currency.

Many argue that a global currency could make the international market more accessible for countries with developing economies. Other countries would be more willing to invest in developing nations if there was less risk of a rapid currency **devaluation**. It could also force nations that rely on one primary **commodity**, such as tourism, manufacturing or natural resources, to save money by making it less advantageous to spend when the income from the commodity is high, and going into debt when the income is low.

On the other hand, there are several advantages in having national currencies. For example, it allows people who live in countries with an unstable currency to keep their life savings in a more stable currency. It would also be difficult to build a system where all countries could agree on a single organisation that would **regulate** the currency. This could lead to countries losing the ability to control their national economies.

Whether the near future holds an answer to the question of a single global currency or not, it is certainly something that will continue to be researched by economists worldwide. Who knows, perhaps in a decade you will be using a “20 Globals” banknote to pay for your film and popcorn.



- 6 Read through the text and underline the examples of modals of speculation.

Speaking

- 7 In a pyramid discussion, talk about your opinion of a global world currency using modals of speculation.

Lessons 7–8 Ethical Banking

- If you had a million dirhams to give away, what would you do with the money?

Listening


- 1  34 Listen to the audio and put a tick beside the clarification phrases the speakers use.

I'm not sure I understand.	
So are you saying ...?	
Did I hear you say ...?	
Is this what you said?	
I'm not quite sure what you said.	
In other words ...	



- 2  34 Listen again and answer the following questions.

- Which of the following describes John's opinion of banks?
 - They are the best place to keep your money.
 - They don't always act in the best interest of their customers.
 - Ethical banks should be encouraged.
- What is John's impression of ethical banking?
 - He believes that they don't have any principles.
 - He is unsure what to think.
 - He believes they are very socially responsible.
- What can we infer about Salem from this listening?
 - He works in a bank.
 - He has an account in an Islamic bank.
 - He believes Islamic banks are more responsible than other banks.
- Do you think that John would switch to an Islamic bank?
Explain your answer in the space below.
 - No, he will want to stay with his own bank.
 - Yes, he seems interested in responsible/ethical issues.

- 3  35 Listen to two people preparing for a debate on microfinance. Complete the table below with no more than three words from the listening.

1.	Speaker one has to _____
2.	Microfinance is described as a way to help people _____
3.	The cost of giving a small loan is the same as _____

Speaking

4 Your class is going to divide into four teams. The teacher will assign you a side for/against one of the following issues.

- Should the UAE change its entire banking system to Islamic banking only?
- Microfinance has a positive effect on poor people's lives.

Work with your group and write three arguments for or against.

Speaking tip

Clarification techniques ensure the listener understands what the speaker said and shows that the listener is interested in what is being said.

e.g. *So are you saying ...*
In other words ...
I'm not quite sure what you said ...



Now that you have your three arguments for or against, choose your strongest two and develop support for your arguments.

Example	For example/for instance/let me give you an example ...
Common sense	Everyone knows/its common knowledge
Statistics	The figures suggest ... /90% of ...
Experts	According to ... /experts say.

5 Now you are going to hold a debate using all the points you have developed so far. Each team will need three speakers. Other team members will help taking notes on what the opposing team says and developing counter arguments.

Team A

Team B

Speaker 1 for the argument – introduces the topic and gives their first argument

Speaker 1 against the argument – gives their first argument

Speaker 2 Gives the second argument for

Speaker 3 Gives counter arguments against other team and summarises their side

10 minute break to work on counter arguments

Speaker 2 Gives the second argument against

Speaker 3 Gives counter argument against other team and summarises their side

Teacher decides which team wins

Lessons 9–10 Pay yourself first

- Look at the image of hands and growing money.
- Can you think of ways to make your money grow?



Reading

1 Read the texts about Aysha and Ahmed and answer the questions that follow.

1 Which of the following best describes *pay yourself first*?

- a saving up to buy something
- b saving money before you pay anyone else
- c saving a proportion of your money

2 Why was Aysha worried?

3 Who do you think was impacted more by 'pay yourself first'? Why?

4 Find the adverbs that express the writers' attitude.

5 What phrases do Aysha and Ahmed use to describe the trend of growth in their savings?

Pay yourself first

Pay yourself first **simply** means putting a **proportion** of your money/salary into a **savings** account every month, before you pay any other bills. If you pay yourself first you will always have money in case of an emergency. It is an **effective** way to build a savings habit and to get rich slowly!

Aysha and Ahmed have both decided that they are going to pay themselves first.

Aysha Unfortunately, when I wanted to buy a designer dress I didn't have enough money saved. This made me nervous, so I got some advice from my mum. Luckily for me she works in a bank. She introduced me to 'pay yourself first'. Honestly, I had no idea what it meant. But now I try to save the same amount every month and my savings are **steadily** growing.

Ahmed I heard about pay yourself first from a few friends who managed to buy a **brand** new car. **Sadly**, I didn't have enough money. Now every month I save and, honestly, it works for me. Now instead of buying a car I am saving to buy a house. Obviously this is going to take me longer but hopefully in a few years I am going to be able to afford my own house. The amount of money I save every month rises and falls but **overall** my savings are **gradually** increasing.

Language tip

Attitudinal adverbs express the writer/speakers attitude towards the topic. They are unusual in that they refer to the whole clause or sentence and can occur at the beginning or end of sentence as well as before the verb, for example;

Unfortunately, I won't be able to go to lunch.

I won't be able to go to lunch, unfortunately.

Other examples of attitudinal adverbs are: *luckily, obviously, honestly, simply, definitely, sadly, hopefully*

Speaking 21st

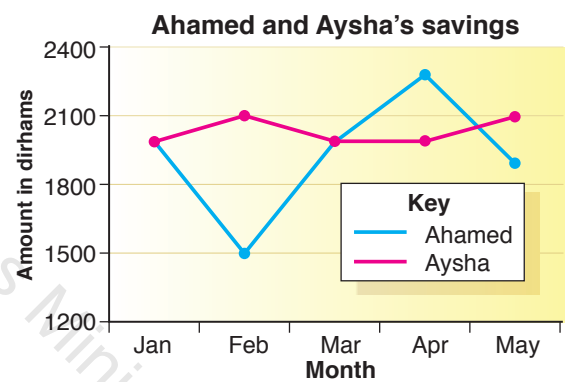
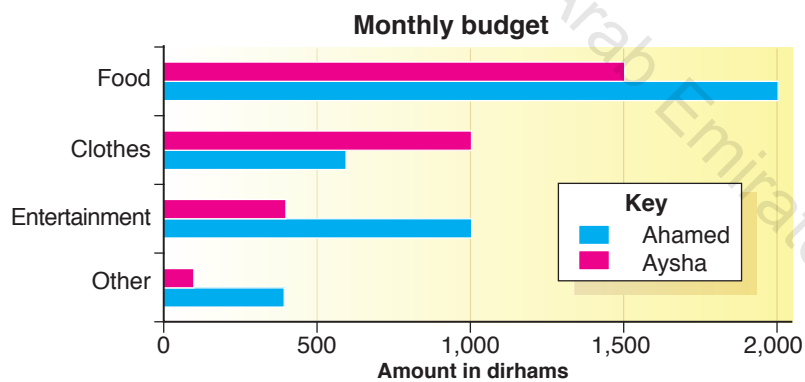
2 In groups or pairs discuss the following.

- Do you think money makes people happy?
- What are the pros and cons of saving?
- How could you spend less and save more?
- What would you save for if you could?

Reading

3 Look at the graphs/charts below and answer the questions that follow.

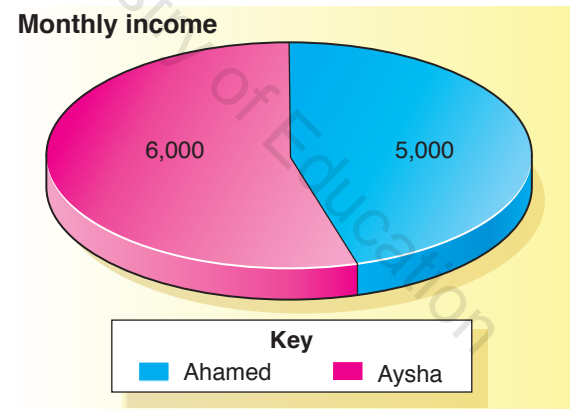
- 1 The monthly Income for Aysha and Ahmed is shown in a _____ .
- 2 Ahmed and Aysha's monthly savings is shown in a _____ .
- 3 Aysha and Ahmed's monthly budget is shown in a _____ .
- 4 Who spends more money on food? _____
- 5 Who earns more money? _____
- 6 From January to May who saved more money? _____



Writing

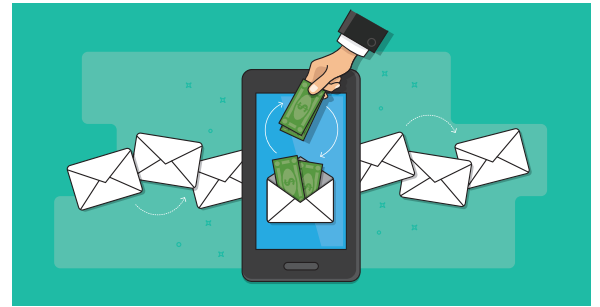
4 Write a 150 essay describing the graphs above. Compare Aysha's and Ahmed's income, savings and budget.

- Paraphrase the chart titles.
- Give a brief description of what is in the chart.
- Describe the main details.



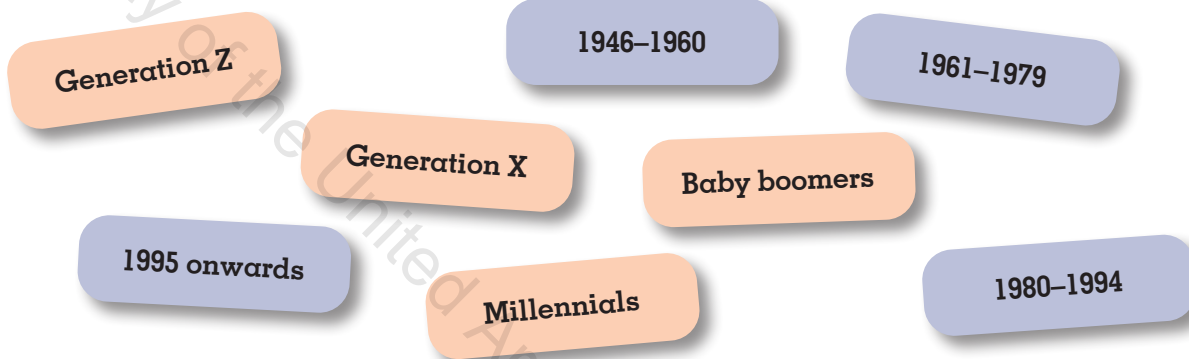
Lessons 11–12 **Mobile banking**

- Can you explain the following: **face-to-face banking**, **online banking**, **mobile banking**?
- What are the differences between online banking and mobile banking?



Reading

- 1 Match up the different generation types with the years they were born.



- 2 You are going to read a text about mobile banking. Look at the first sentence of the first paragraph. What information do you expect to find in this paragraph? Read and check.
- 3 Read the first sentence of the remaining paragraphs. What information would you expect to find in each paragraph?
- 4 Read the complete text and check.
- 5 Read the text again. What is the purpose of the text?

Reading strategy

It's a good idea to get a general understanding of a reading first. One way to do this is to read the first sentence of each paragraph only.

Use of English

- 1 Look at the reading text again. Underline all the questions.
- 2 Look at the conjunctions used in the questions. Are these simple, compound, or complex questions?

a _____	c _____	e _____
b _____	d _____	
- 3 What is the difference between compound and complex questions? When are compound questions used? When are complex questions used?
- 4 Why does the writer use questions?

Language focus

- 6 Look at the following paragraphs which advertise a bank's online banking facility. Write a question which would gain the interest of the reader for each paragraph.

1 _____

2 _____

3 _____

Our online banking makes it much easier to take control of your finances. You can check on your accounts and make transactions at times to suit you meaning that you can make the most of your free time.

Bills. Nobody wants them. Nobody likes them. But they are a fact of life and our online banking service recognises this. We want to make the process of paying bills as painless as possible. Set up direct debits and avoid paying extra fees for late payments.

You can keep an eye on your accounts with online banking. So, if your salary is late you can find out what's happened. Since every transaction is recorded you can go back months, years even, to check how much money you are making ... or losing!

Speaking 21st

- 7 You work for a bank and are part of the sales team. You have been asked to deliver a presentation about a new mobile banking app you are about to launch.

Key features of mobile banking:

- Access via app
- Configured specifically for mobile device

● _____
 ● _____
 ● _____
 ● _____



Lessons 1–2 Power and Identity in *Oliver Twist*

- Prior reading: Chapters 5 and 6
- To read and understand author intention in *Oliver Twist*.
- To explore the connection between power and identity in *Oliver Twist*.

Speaking

- 1 Do you see your clothing or appearance as part of your identity? How much do you think someone's appearance influences how other people see them or treat them? Discuss in groups.
- 2 What happens to Oliver in Chapter 5? Does he return to Mr. Brownlow's house? Why or why not?

Reading

- 3 Read the extract from Chapter 5 and answer the questions.
 - 1 Why does Charley describe Oliver as a "gentleman"? Does Oliver's appearance match that of the others around him? Why or why not?
 - 2 Which word best describes Fagin's attitude towards Oliver? Why?
 - a sarcastic
 - b polite
 - c aggressive
 - 3 Why is it symbolic that Oliver's new clothes are taken away from him?



Reading tip

When reading a text, it is important to look out for extra details that may initially seem unnecessary. Usually, they indicate that the author is sending a particular message.

"Look at his clothes, Fagin!" said Charley, putting the light so close to his new jacket as nearly to set him on fire. "Look at his clothes! Super fine cloth, and the heavy cut! O, my eye, what a sight! And his books, too! Nothing but a gentleman, Fagin!"

"Delighted to see you looking so well, my dear," said Fagin, bowing with mock humility. "The Dodger shall give you another suit, my dear, for fear you should spoil that special one. Why didn't you write, my dear, and say you were coming? We'd have gotten something warm for dinner."

4 Read the passage from line 86 “Oliver jumped suddenly” to line 134 “incidental to business.” Questions 1-5 are based on this passage.

- 1 Which choice best summarizes the passage?
 - a Even though a character tries to escape and another tries to help him, he is still captured and beaten, and the one who tries to help is ignored.
 - b An affectionate friend tries to help a character escape their horrible situation and is beaten for it.
 - c Largely as a result of his upbringing and childhood, a character is beaten and attacked by a dog.
- 2 Fagin’s treatment of Oliver in lines 99-103 shows that he is
 - a a kind and caring man.
 - b a cruel and violent man.
 - c a suspicious and curious man.
- 3 Which choice best describes Fagin’s behaviour in lines 99-103 in comparison to his treatment of Oliver in Chapter 2 when they met?
 - a It appears to the reader that Fagin’s behaviour is closer to his true nature and his previous disguise has been removed.
 - b Fagin’s behaviour in this passage appears very similar to how he treated Oliver at the beginning of the story.
 - c Fagin’s behaviour towards Oliver is very surprising to all of the people watching in this passage.
- 4 Which character throws Fagin’s stick in the fire?
 - a Nancy
 - b Charley
 - c Oliver
- 5 The author’s repetition of “nor” in line 133 is most likely used to
 - a highlight that none of the other characters are affected by Fagin beating Oliver.
 - b show that all of the characters present are concerned by Nancy fainting.
 - c emphasise that Nancy’s interference has no lasting impact on the other characters.

Writing

- 5 Read the Focus tip box and answer the question. Remember to cite textual evidence to support your answer.

Appearances are powerful in *Oliver Twist*. They can indicate whether characters are ‘good’ or ‘bad’, they show what social class characters belong to, and determine how other characters view them. How are the themes of identity and power explored in Chapter 5?

Focus

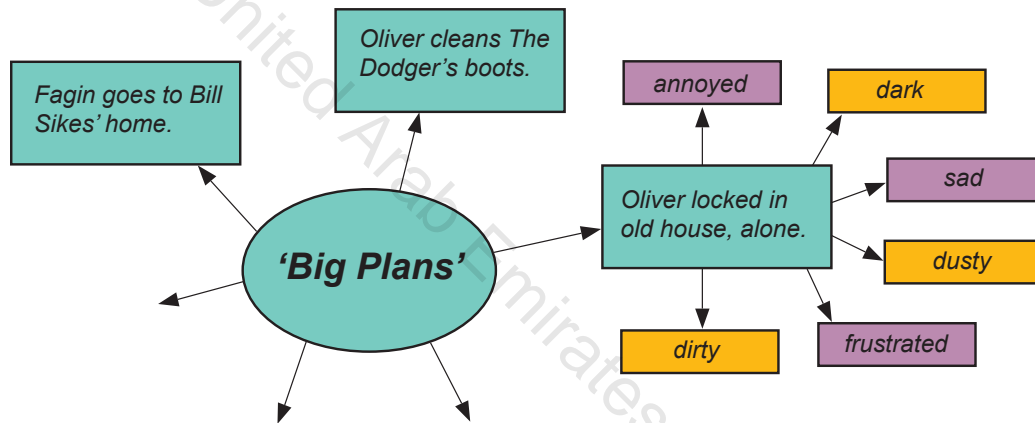
There are a number of themes that run through *Oliver Twist*. We have already begun to explore the theme of **identity** through the connection between characterization and appearances. Here, we can see how identity is also connected to **power**.

Lessons 3–4 Imagery and Loyalty in *Oliver Twist*

- Prior reading: Chapter 7
- To read and understand the use of imagery to create feeling in *Oliver Twist*.
- To explore the concept of loyalty as presented in *Oliver Twist*.

Writing

- 1 The title of Chapter 7 is 'Big Plans'. What are the big plans discussed in this chapter? Note down your answer and discuss with a partner.
- 2 How does the chapter make you feel? Brainstorm the words, actions, and descriptions you can remember. Think about how they made you feel and note them in a word web. Compare your word webs with a partner. How are they similar or different?



Reading

- 3 Read the extract from Chapter 7 and answer the questions.
 - 1 Do we know where Fagin is going in the extract? Why do you think this is?
 - 2 What time of day is it? What's the weather like? How does it make you feel?
 - 3 Is the action taking place in a city or in the country? How do you know?
 - 4 Does Fagin have any difficulty finding his way? Why or why not?
 - 5 How is Fagin described? What literary technique does the author use in his description? Why do you think this is?

1

It was a chill, damp, windy night, when Fagin, buttoning his coat tight round his shrivelled body, and pulling the collar up over his ears so as completely to obscure the lower part of his face, emerged from his den. He paused on the step as the door was locked and chained behind him, and having listened while the boys made all secure, and until their retreating footsteps were no longer audible, slunk down the street as quickly as he could. The mud lay thick upon the stones, and a black mist hung over the streets. The rain fell sluggishly down, and everything felt cold and clammy to the touch. As he glided stealthily along, creeping beneath the shelter of the walls and doorways, the hideous old man seemed like some horrid reptile, covered in the slime and darkness through which he moved, crawling forth,

2

by night, in search of some rich offal for a meal. Fagin was evidently too familiar with the ground he traversed to be at all bewildered, either by the darkness of the night, or the intricacies of the way. He hurried through several alleys and streets, and at length turned into one, lighted only by a single lamp at the farther end. At the door of a house in this street, he knocked. Having exchanged a few muttered words with the person who opened it, he walked upstairs. A dog growled as he touched the handle of a room-door, and a man's voice demanded who was there.

Reading tip

Authors use a number of techniques to help readers imagine a scene and create **mood** or the *feeling* of a text. One of these techniques is **imagery**. Think of how the author uses their writing to 'paint a picture' for the reader.

Speaking

- 4 Read the extract from the beginning of Chapter 7 and discuss the question in groups: What does Fagin say that Oliver has done wrong? Why? Do you think he is right?

The next day, when the Dodger and Charley Bates had gone out to work, Mr. Fagin took the opportunity to read Oliver a long lecture on the sin of ingratitude, of which he demonstrated he had been guilty by running away from his anxious friends. Even more, in trying to escape from them after so much trouble and expense had been incurred in his recovery. Mr. Fagin laid great stress on the fact of how he had taken Oliver in, and cherished him, when, without his timely aid, he might have perished with hunger.

- 5 Later in the chapter, Fagin goes to speak to Bill and Nancy about their 'Big Plans'. Read the passage from line 133 "Fagin nodded his head..." to line 169 "the matter as could be." Questions 1-4 are on this passage, discuss your opinions in groups.

- 1 Why do you think Fagin wants Bill to send Nancy out of the room?
- 2 Does Nancy leave? Why or why not?
- 3 What does Nancy agree to do?
- 4 Do you think Fagin trusts Nancy by the end? Why or why not?

Writing

- 6 Think about how the author presents the theme of *loyalty* through the characters of Oliver and Nancy. Make notes on the questions and discuss in groups, citing textual evidence where possible.
- Should Oliver be loyal to Fagin and the boys? Why or why not?
 - Can you understand why Nancy is loyal to Bill and Fagin? Is she right or wrong?

Focus

Commentators have argued that Charles Dickens draws a connection between urban poverty and immorality. In Chapter 7, we see how virtues can be wrong in the wrong context. For example, **loyalty** is generally seen as a good quality; however, is Oliver wrong for being disloyal to thieves? Also, is Nancy wrong for being loyal to Fagin and Bill?

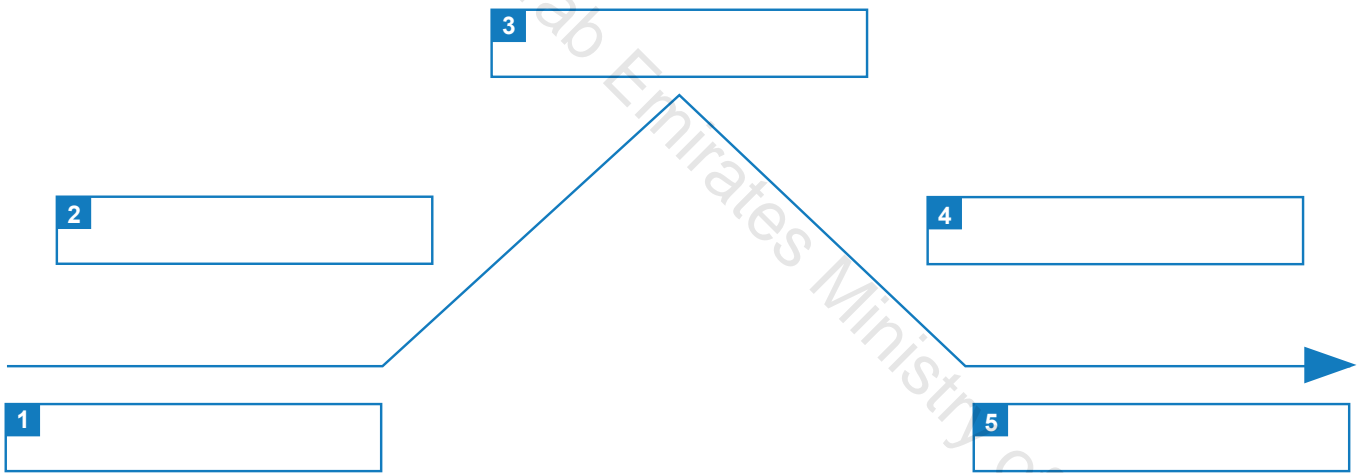
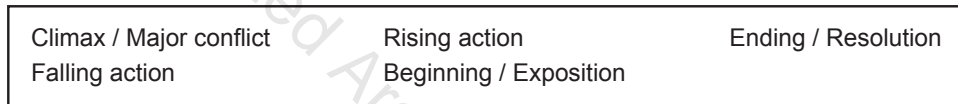


Lessons 5–6 **Mood and Tension in *Oliver Twist***

- Prior reading: Chapter 8
- To read and understand the ways that the author uses mood and atmosphere to foreshadow future events in *Oliver Twist*.
- To explore the role of tension and suspense in relation to plot development.

Speaking

- 1 Read the questions and discuss in groups.
 - Why do you think the title of Chapter 8 is ‘The Night Before’? What is happening the next day? Does Oliver know what is happening?
 - Why do you think the whole chapter is about the night before? What could be the author’s purpose?
- 2 Look at the plot structure diagram and the words in the box. Work in pairs to label the stages of plot.



- 3 Read the Focus tip box. Think about the stages of a plot and remember what has happened in the story so far. What do you think might happen next? Will anything happen to Oliver? Discuss in pairs or small groups.

Focus
 We can often tell when a narrative is moving towards a *conflict* as the **tension** and **suspense** in the text builds. This adds excitement to the text and encourages the reader to keep reading.

Reading

- 4** Oliver speaks to three characters in Chapter 8: first, Fagin, then Nancy, and lastly, Bill Sikes. Questions 1-5 are about these interactions.
- 1** In line 28, why does Fagin tell Oliver to light a candle?
 - 2** Who is the “rough man” (line 31) Fagin talks to Oliver about? What does Fagin tell Oliver to do? Why?
 - 3** In line 65, why does Nancy tell Oliver to be “quiet and silent”? What will happen if he isn’t?
 - 4** In lines 91-92, what does Bill Sikes put against Oliver’s head? Why?
 - 5** Do any of the characters tell Oliver what he is going to do tomorrow? How does he feel about it?
- 5** Read the passage at the end of Chapter 8 from line 94 “For a long time ...” to line 104 “... led him away”. Questions 1-4 are on this passage.
- 1** Why can’t Oliver sleep?
 - a** He is anxious and worried about what is going to happen.
 - b** He is excited and looking forward to the next day.
 - c** He is concerned for Nancy’s health and safety.
 - 2** The author includes the descriptions of the dark morning, rain and the “black and cloudy sky” primarily to
 - a** show the distrust existing between two characters.
 - b** emphasise the beauty of the natural world.
 - c** foreshadow the dangerous events that are coming.
 - 3** As used in line 98 “sharp” most nearly means
 - a** stinging.
 - b** extreme.
 - c** fast.
 - 4** In the context of the passage, the author’s use of the phrase “pausing to show him with a menacing gesture that he had the same pistol in a side-pocket of his coat” (lines 102-103) is primarily meant to convey the idea that
 - a** Oliver and Bill Sikes are going to hurt other people.
 - b** Oliver’s life is in danger while he is with Bill Sikes.
 - c** Oliver is going to try to put Bill’s life in danger.

Reading tip

Authors sometimes use mood and atmosphere in a text to **foreshadow** what is going to happen. This can be through descriptions of how the characters are feeling, an author’s choice of words, and descriptions of the setting, including the weather.

Writing

- 6** How does the author compel the reader to keep reading in Chapter 8? Write a response to the prompt and think about:
- plot development
 - tension and suspense
 - mood and atmosphere
 - foreshadowing
 - literary devices

Lessons 7–8 Purity and Symbolism in *Oliver Twist*

- Prior reading: Chapter 9
- To read and understand how an author uses symbolism to communicate a message.
- To explore the theme of purity and the use of characterisation in *Oliver Twist*.

Speaking

- 1 Read and discuss the questions in groups.
 - What do you remember about the social and historical context of the novel?
 - What are the main events in Chapter 9 of *Oliver Twist*?

Reading

- 2 Read the passage at the beginning of Chapter 9 from line 1 “It was a cheerless morning...” to line 25 “... clear of the turmoil”. Questions 1-4 are on this passage.
 - 1 Which choice best describes what happens in the passage?
 - a A child is chased through quiet, empty London streets, and a busy, dirty and crowded market.
 - b A child is taken through quiet, empty London streets, and a busy, dirty and crowded market.
 - c A child feels lost as he wanders through quiet, empty London streets, and a busy, dirty and crowded market.
 - 2 In the second paragraph of the passage, the author repeatedly lists types of people, actions and sounds primarily to
 - a emphasise the size of the crowd, and the noise and confusion surrounding the characters.
 - b show how important markets are as a meeting place for people and as a key part of cities.
 - c suggest that cities are overpopulated and dirty places filled with criminals.
 - 3 It can most reasonably be inferred that Oliver finds the scene in Bethnal Green Road loud and confusing, whereas Bill Sikes is
 - a angry and aggressive as he moves through the crowd.
 - b comfortable and confident as he moves through the crowd.
 - c worried and anxious as he moves through the crowd.
 - 4 In the context of the passage, the author’s use of the phrase “boys, thieves, idlers, and vagabonds of every low grade were mingled together in a mass” is primarily meant to convey the idea that
 - a people from the lower classes like coming together in a group and mixing as friends, especially in a city.
 - b it is hard to be a defined and distinct person when you are from a lower social class, especially when in a large group in a city.
 - c people from the lower classes are lacking in individuality and are dangerous, especially when in a large group in a city.

3 Some commentators of the novel believe that for Dickens, the city symbolises immorality, poverty and corruption. How far does the passage in activity 2 support this statement? Note down your response and think about:

- the descriptions of the city and its people in the passage,
- Oliver and Bill's different experiences as detailed in the passage,
- the author's use of language and literary techniques, and
- the wider context of the novel.

4 Read the two extracts and answer the questions.

- 1 In Extract 1, what does Oliver try to do? Why? Is he successful?
- 2 In Extract 2, what does Oliver decide to do? Why is it a dangerous decision?

1

They were at no great distance off and, as they walked pretty briskly, they soon arrived at a house in Chertsey. Oliver suddenly realised that they were there to break into a house and tried to resist, begging Sikes to let him go, but to no avail.

5

2

In the short time he had had to collect his senses, the boy had firmly resolved that, whether he died in the attempt or not, he would make one effort to dart upstairs from the hall and alarm the family.

Reading tip

It is important to think about how an author chooses to present scenes, what they **symbolise**, and what it could mean in the wider **context** of the novel. Is the author's presentation positive or negative? Do you think he could be making a *commentary* beyond the limits of the novel?



Speaking

5 Read the Focus tip box. Do you agree that Oliver is a 'flat character'? Why or why not? Do you think his behaviour is realistic? Why or why not? Discuss your thoughts in groups.

6 Why do you think Dickens might present Oliver as a flat character who is always pure and moral? Discuss in groups and think about:

- the context of the novel,
- the social conditions of the time,
- Oliver's childhood, upbringing and background, and
- the author's intended message.

Focus

Oliver is often described as a "flat character" because he remains pure and good throughout the novel, despite his experiences and the people he is surrounded by.

Lessons 9–10 **Courage and Cowardice in *Oliver Twist***

- Prior reading: Chapter 10
- To read and understand how juxtaposition is used to highlight events in *Oliver Twist*.
- To explore the themes of courage and cowardice in *Oliver Twist*.

Speaking

1 Complete the graphic organiser in pairs or small groups

- What does *courage* mean? Note down a definition and think of an example.
- What does *cowardice* mean? Note down a definition and think of an example.
- Share your definitions with another group and check in a dictionary.

	Definition	Example
courage		
cowardice		

2 Which characters do you think are courageous and which do you think are cowardly in *Oliver Twist*? Discuss in your groups, giving reasons for your answers where possible.



Mr. Brownlow /
Oliver



Fagin



The Artful Dodger



Mr. Bumble



Bill Sikes



Nancy

Reading

3 Read the passage in Chapter 10 from line 28 “The rain came down ...” to line 54 “... the little porch.” Questions 1-5 are on this passage.

- 1 Where is Oliver at the beginning of the passage? Why is he there?
- 2 Is it easy for Oliver to get up and walk? Why or why not? Underline in the passage where you found your answer.
- 3 Why does Oliver decide that he needs to get up? What would happen if he didn't?

- 4 How does Oliver feel when he recognises the house? Why does he feel this way?
 5 Why does he decide not to run away? Do you think his decision is courageous or cowardly?

4 Read the next passage in Chapter 10 from line 55 “It happened that about this time...” to line 72 “... he could be punished.” Questions 1-5 are on this passage.

- 1 Where are Mr. Giles, Brittles and the gardener at the beginning of the passage? What are they doing?
 2 What is Mr. Giles, Brittles and the gardener’s reaction when they hear the knock at the door? Why do you think they feel this way?
 3 How do Mr. Giles, Brittles and the gardener react when they realise the person at the door is just a boy?
 4 How do they react when they realise the person at the door is Oliver, the “robber”?
 5 Why do they try to “restore Oliver” and prevent him from dying?

Reading tip

When you read, think about why an author has put events in a particular order, or particular events next to each other. Remember that this technique is called **juxtaposition** and authors use this to draw contrasts and comparisons to highlight points in a narrative.

Writing

5 Read the Reading Tip and think about the two passages in activities 3 and 4. How do you think Dickens has used juxtaposition in these two passages? Think about:

- how the events of the passages are similar and different, and
- how the feelings and experiences of the characters are similar or different.

6 How are the themes of courage and cowardice explored in *Oliver Twist*? Write a response and remember to justify your answers with evidence from the text.

Focus

Courage and **cowardice** are important themes in this part of the novel. Remember that Oliver was afraid of Sikes and of committing the robbery in the last chapter; however, he decided to risk his life to warn the people in the house. Also, Oliver confronts his fear and knocks on the door of the house in Chapter 10. Whereas, Sikes and Crackit leave Oliver in the field to die to save themselves.



Core Reading

Oliver Twist by Charles Dickens

Chapter 5 The Kidnapping

Bill Sikes sat waiting in a dark, dingy restaurant. At his feet, sat his white-coated, red-eyed dog; who occupied himself in licking a large, fresh cut on one side of his mouth, which appeared to be the result of some recent conflict. Bill Sikes was in foul humour and kicked the dog in anger and frustration. Mr. Sikes spoke to the dog in the very harshest key of a very harsh voice. He started to beat the dog again when Fagin came through the door and the dog darted out to safety.

“What did you come in between me and my dog for?” said Sikes, with a fierce gesture.

Fagin rubbed his hands; and, sitting down at the table, affected to laugh at his friend. He was obviously very ill at ease, however.

“Grin away,” said Sikes, surveying him with **contempt**, “grin away. You'll never have the laugh at me, though. I've got the upper hand over you, Fagin.”

“Well, well, my dear,” said Fagin, “I know all that; we have a mutual interest, Bill.”

“Well, what have you got to say to me?” asked Sikes.

“Here is your share. It's rather more than it ought to be, my dear, but as I know you'll do me a good turn another time, and...”

“Where is it? Hand it over!” interposed the robber, impatiently.

“Yes, yes, Bill; give me time, give me time,” replied Fagin, soothingly. “Here it is! All safe!” As he spoke, he drew forth an old cotton handkerchief from his pocket, and untying a large knot in one corner, produced a small brown paper packet. Sikes, snatching it from him, hastily opened it and proceeded to count the money it contained.

“This is all, is it?” inquired Sikes.

Vocabulary

contempt: a feeling that someone or something is not worthy of respect

"All," replied Fagin.

"You haven't opened the parcel and swallowed one or two as you come along, have you?" inquired Sikes, suspiciously. "Don't put on an injured look at the question; you've done it many a time."

They were interrupted by the arrival of Nancy who updated them with the latest news in the search
25 for Oliver Twist. She had an idea of the area he had been taken to and was going to go there to see if she could find him. Nancy soon left, accompanied by Bill, to continue the search.

Oliver was on his way to the bookstall. He was walking along, thinking how happy and contented he was feeling when Nancy found him. She grabbed him and dragged him with her, making a big show of pretending to have found her brother. Bill Sikes appeared, grabbed the money and
30 books from Oliver and instructed his dog to guard Oliver. Weak with recent illness, **stupefied** by the suddenness of the attack, terrified by the fierce growling of the dog, and the brutality of the man, what could one poor child do! Darkness had set in and it was an unfriendly neighbourhood. No help was near, so resistance was useless. In another moment he was dragged into a labyrinth of dark narrow courts and was forced along them at a pace which caused him to give a few cries.

35 Back in Mr. Brownlow's house, the gas lamps were lighted; Mrs. Bedwin was waiting anxiously at the open door; the servant had run up the street twenty times to see if there were any traces of Oliver; and still the two old gentlemen sat waiting in the dark parlour, with the watch between them.

Bill Sikes, Nancy and Oliver walked on, by little-frequented and dirty alleys, for a full half an hour
40 meeting very few people, and those they saw appeared to hold much the same low position in society as Mr. Sikes himself. They turned into a very filthy narrow street, nearly full of old clothes shops. The dog running forward, as if conscious that there was no further occasion for his keeping on guard, stopped before the door of a shop that was closed and apparently untenanted. The house was in bad condition, and on the door was nailed a board, advertising that it was to let, which
45 looked as if it had hung there for many years. Nancy stooped below the shutters, and Oliver heard the sound of a bell. They crossed to the opposite side of the street and stood for a few moments under a lamp. A noise, as if a window was gently raised, was heard and soon afterwards the door softly opened. Mr. Sikes then seized the terrified boy by the collar and all three were quickly inside the house. They crossed an empty kitchen and, opening the door of a low earthy-smelling
50 room which seemed to have been built in a small backyard, were received with a shout of laughter. They were greeted by The Artful Dodger, Charley Bates and Fagin. The Dodger and Charley rifled through Oliver's pockets to see if there was anything they could take.

Vocabulary

stupefy: to become confused or unable to think properly



"Look at his clothes, Fagin!" said Charley, putting the light so close to his new jacket as nearly to set him on fire. "Look at his clothes! Super fine cloth, and the heavy cut! Oh, my eye, what a sight!
55 And his books, too! Nothing but a gentleman, Fagin!"

"Delighted to see you looking so well, my dear," said Fagin, bowing with mock **humility**. "The Dodger shall give you another suit, my dear, for fear you should spoil that special one. Why didn't you write, my dear, and say you were coming? We'd have gotten something warm for dinner."

At this, Charley Bates roared again, so loud, that Fagin himself relaxed, and even the Dodger smiled
60 as he drew forth the five-pound note from Oliver's pocket.

"Hello, what's that?" inquired Sikes, stepping forward as Fagin seized the note. "That's mine, Fagin."

"No, no, my dear," said Fagin. "It's mine, Bill, mine. You can have the books."

"If that isn't mine!" said Bill Sikes, putting on his hat with a determined air, "mine and Nancy's that
65 is, I'll take the boy back again."

Fagin was startled. Oliver was startled too, though from a very different cause, for he hoped that the dispute might really end in his being taken back.

"Come! Hand it over, will you?" said Sikes.

"This is hardly fair, Bill. Hardly fair, is it, Nancy?" inquired Fagin.

70 "Fair, or not fair," retorted Sikes, "hand it over, I tell you! Do you think Nancy and me have got nothing else to do with our precious time but to spend it in scouting after, and kidnapping, every young boy that gets grabbed because of you? Give it here, you old skeleton, give it here!" With this gentle complaint, Mr. Sikes plucked the note from between Fagin's finger and thumb, and looking the old man coolly in the face, folded it up small, and tied it in his neckerchief.

75 "That's for our share of the trouble," said Sikes, "and not half enough either. You may keep the books, if you're fond of reading. If you aren't, sell them."

"They belong to the old gentleman," said Oliver, wringing his hands, "to the good, kind, old gentleman who took me into his house, and had me nursed, when I was near dying of the fever. Oh, please send them back! Send him back the books and money. Keep me here all my life but
80 please, please send them back. He'll think I stole them. The old lady and all of them who were so kind to me will think I stole them. Oh, do have mercy upon me, and send them back!" With

Vocabulary

humility: the quality of not thinking you are better than others

these words, which were uttered with all the energy of passionate grief, Oliver fell upon his knees at Fagin's feet and beat his hands together, in perfect **desperation**.

85 "The boy's right," remarked Fagin, looking around, and knitting his shaggy eyebrows into a hard knot. "You're right, Oliver, you're right; they WILL think you have stolen them. Haha!" chuckled Fagin, rubbing his hands, "it couldn't have happened better, if we had chosen our time!" Oliver jumped suddenly to his feet and tore wildly from the room, uttering shrieks for help, which made the bare old house echo to the roof.

90 "Keep back the dog, Bill!" cried Nancy, springing before the door, and closing it, as Fagin and his two pupils darted out in pursuit. "Keep back the dog; he'll tear the boy to pieces."

"It would serve him right!" cried Sikes. "Stand back from me!"

"I don't care for that, Bill. I don't care for that," screamed the girl, struggling to stop him, "the child won't be torn down by the dog, unless you kill me first."

"Won't he!" said Sikes, gritting his teeth. "I'll soon do that, if you don't keep away."

95 Fagin and the two boys returned, dragging Oliver among them.

"What's the matter here!" said Fagin, looking round.

"The girl's gone mad, I think," replied Sikes, savagely.

"No, she hasn't," said Nancy, pale and breathless, "no, she hasn't, Fagin; don't think it."

100 "So, you wanted to get away, Oliver, did you?" said Fagin, taking up a jagged and knotted stick from the corner of the fireplace. Oliver made no reply. But he watched Fagin's motions, and breathed quickly. "Wanted to get assistance; called for the police, did you?" sneered Fagin, catching the boy by the arm. "We'll cure you of that, my young master." He inflicted a sharp blow on Oliver's shoulders with the stick, and was raising it for a second blow, when the girl, rushing forward, grabbed it from his hand. She flung it into the fire, with a force that brought some of the glowing
105 coals whirling out into the room.

"I won't stand by and see it done, Fagin," cried the girl. "You've got the boy so what more do you need? Let him be or I shall kill you all." The girl stamped her foot violently on the floor as she vented this threat, and with her lips compressed, and her hands clenched, looked alternately at Fagin and Bill Sikes, her face quite colourless from the passion of rage into which she had gradually
110 worked herself.

"Why, Nancy!" said Fagin, in a soothing tone after a pause, during which he and Mr. Sikes had

Vocabulary

desperation: a strong feeling of sadness or fear and loss of hope



stared at one another in a **disconcerted** manner, "you're more clever than ever tonight. Ha! ha! my dear, you are acting beautifully."

"Am I?" said the girl. "Take care I don't overdo it. You will be the worse for it, Fagin, if I do and so I
115 tell you in good time to keep clear of me."

"What do you mean by this?" said Sikes, "What do you mean by it? Do you know who you are?"

"Oh, yes, I know all about it," replied the girl, laughing hysterically and shaking her head from side to side with a poor assumption of **indifference**.

"Well, then, keep quiet," warned Sikes, with a growl that he was accustomed to use when
120 addressing his dog, "or I'll quiet you for a good long time to come." The girl laughed again, even less composedly than before, and, darting a hasty look at Sikes, turned her face aside, and bit her lip till the blood came.

"Come, come, Sikes," said Fagin appealing to him in a soft tone, and motioning towards the boys, who were eagerly attentive to all that passed, "we must have **civil** words; civil words, Bill."

125 "Civil words!" cried Nancy, whose passion was frightful to see. "Civil words, you villain! Yes, you deserve them from me. I thieved for you when I was a child not half as old as this!" pointing to Oliver. "I have been in the same trade, and in the same service, for twelve years since. Don't you know it?"

The girl said nothing more; but made such a rush at Fagin that would probably have left signal
130 marks of her revenge upon him, had not her wrists been seized by Sikes at the right moment; upon which, she made a few ineffectual struggles, and fainted. "She's all right now," said Sikes, laying her down in a corner. Fagin wiped his forehead and smiled, as if it were a relief to have the disturbance over, but neither he, nor Sikes, nor the dog, nor the boys, seemed to consider it in any other light than a common occurrence **incidental** to business.

Charley led Oliver into the next room, gave him old clothes to put on and left him in the dark,
135 locking the door behind him. He was sick and weary, and he soon fell sound asleep.

Vocabulary

disconcerted: unsettled or confused

indifference: lack of interest or concern

civil: to be courteous and polite

incidental: happening as a result of something



Check your Understanding

1 What pet does Bill Sikes have?

2 Where do Bill and Nancy take Oliver?

3 Who is waiting for Oliver when he arrives with Bill and Nancy?

4 Which choice best describes the relationship between Fagin and Bill Sikes?

- 1 They are respectful and honest partners in illegal business.
- 2 They are partners in illegal business who get along well.
- 3 They are reluctant and mistrustful partners in illegal business.
- 4 They are partners in illegal business who argue but eventually agree.

5 Write a summary of the main points of action in Chapter 5.



Chapter 6

Mr. Brownlow's Disappointment

Back at the workhouse that Oliver had escaped from, Mr. Bumble was sitting down to have a cup of tea and read the daily newspaper. The very first paragraph upon which Mr. Bumble's eye rested, was the following advertisement:

FIVE GUINEAS REWARD

- 5 'A young boy, named Oliver Twist, **absconded**, or was **enticed**, last Thursday evening, from his home, at Pentonville, and has not since been heard of. The above reward will be paid to any person who has information that leads to the discovery of Oliver Twist, or information that throws any light upon his previous history.'

And then followed a full description of Oliver's dress, person, appearance, and disappearance,
10 with the name and address of Mr. Brownlow at full length. Mr. Bumble opened his eyes, read the advertisement, slowly and carefully, three times and in something a little more than five minutes was on his way to Pentonville, having actually, in his excitement, left this tea untasted.

"Is Mr. Brownlow at home?" inquired Mr. Bumble from the girl who opened the door. To this inquiry the girl returned the not uncommon, but rather evasive reply of "I don't know; where do
15 you come from?" Mr. Bumble no sooner uttered Oliver's name, in explanation of his errand than Mrs. Bedwin, who had been listening at the parlour door, ran into the passage in a breathless state. "Come in, come in," said the old lady. "I knew we would hear of him. Poor dear! I knew we would. I was certain of it! I said so all along." The old lady hurried back into the parlour again and seating herself on a sofa, burst into tears. The girl had run upstairs meanwhile, and now returned with a
20 request that Mr. Bumble would follow her immediately, which he did. He was shown into the little back study, where Mr. Brownlow and his friend Mr. Grimwig sat. Mr. Bumble sat himself down.

"Now, sir, you come as a result of having seen the advertisement?" asked Mr. Brownlow.

"Yes, sir," said Mr. Bumble.

Vocabulary

guinea: an old British coin which was worth 21 shillings

abscond: to go away or escape from somewhere secretly

entice: to attract someone by offering

something that is appealing or interesting

“Do you know where this poor boy is now?”

25 “No more than anybody,” replied Mr. Bumble.

“Well, what do you know of him?” inquired the old gentleman. “Speak out, my friend, if you have anything to say. What do you know of him?”

Mr. Bumble put down his hat, unbuttoned his coat, folded his arms, inclined his head in a **retrospective** manner and, after a few moments' reflection, commenced his story. In Mr. Bumble's description, Oliver was born of bad parents, abandoned for others to take care of. That he had, from his birth, displayed no better qualities than betrayal, rudeness, and **malice**. That he had terminated his brief career in the place of his birth, by running away in the night from his workhouse. In proof of his really being the person he said he was, Mr. Bumble laid upon the table the papers he had brought. Folding his arms again, he then awaited Mr. Brownlow's observations.

35 “I fear it is all too true,” said the old gentleman sorrowfully, after looking over the papers. “I would gladly have given you treble the money, if it had been favourable to the boy.” It is not improbable that if Mr. Bumble had possessed this information at an earlier period of the interview, he might have imparted a very different colouring to his little history. It was too late to do it now, however, so he shook his head gravely, pocketed the five guineas and left the room. Mr. Brownlow paced the room to and fro for some minutes, evidently so much disturbed by Mr. Bumble's tale, that even Mr. Grimwig decided not to vex him further. After a while he stopped and rang the bell violently.

“Mrs. Bedwin,” said Mr. Brownlow, when the housekeeper appeared, “that boy, Oliver, is an imposter.”

“It can't be, sir. It cannot be,” said the old lady energetically.

45 “I tell you he is,” retorted the old gentleman. “What do you mean by can't be? We have just heard a full account of him from his birth; and he has been a little villain, all his life.”

“I never will believe it, sir,” replied the old lady, firmly. “Never!”

“You old women never believe anything but quack-doctors, and lying story-books,” growled Mr. Grimwig. “I knew it all along. Why didn't you take my advice in the beginning? You would if he hadn't had a fever, I suppose, eh? He was interesting, wasn't he? Interesting! Bah!” And Mr. Grimwig poked the fire with a flourish.

Vocabulary

desperation: relating to the past or something that happened in the past

malice: an intention to cause harm to someone



Oliver Twist, Charles Dickens

“He was a dear, grateful, gentle child, sir,” retorted Mrs. Bedwin, indignantly. “I know what children are, sir, and have done these forty years and people who can't say the same, shouldn't say anything about them. That's my opinion!”

55 This was a hard hit at Mr. Grimwig, who was a bachelor. As it elicited nothing from that gentleman but a smile, the old lady tossed her head, and smoothed down her apron preparing to make another speech, when she was stopped by Mr. Brownlow.

“Silence!” said the old gentleman, **feigning** an anger he was far from feeling. “Never let me hear the boy's name again. I rang to tell you that. Never! You may leave the room, Mrs. Bedwin.

60 Remember, I am very serious.” There were sad hearts at Mr. Brownlow's that night.

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Vocabulary

feign: to pretend to be affected by something



Check your Understanding

1 Who goes to see Mr. Brownlow to tell him about Oliver Twist's history?

2 What do you think were his true motivations for going to see Mr. Brownlow?

3 Who believes the story of Oliver Twist's history? List the names of the characters.

4 Note down any words you are unfamiliar with from the chapter. What do you think they could mean based on the information that surrounds them? Check your guesses in a dictionary.



Chapter 7

Big Plans

The next day, when the Dodger and Charley Bates had gone out to work, Mr. Fagin took the opportunity to read Oliver a long lecture on the sin of **ingratitude**, of which he demonstrated he had been guilty by running away from his anxious friends. Even more, in trying to escape from them after so much trouble and expense had been incurred in his recovery. Mr. Fagin laid great
5 stress on the fact of how he had taken Oliver in, and cherished him, when, without his timely aid, he might have perished with hunger. He told him a story of another young boy that he had helped who went to the police and told them stories but ended up in prison himself for the crimes he had committed. Little Oliver's blood ran cold, as he listened to Fagin's words, and understood the dark threats conveyed in them. Fagin, smiling hideously, patted Oliver on the head, and said, that if he
10 kept himself quiet, and applied himself to business, he saw they would be very good friends yet. Then, taking his hat, and covering himself with an old patched coat, he went out, and locked the door behind him.

So, Oliver remained all that day, and for the greater part of many subsequent days, seeing nobody, between early morning and midnight, and left during the long hours to commune with his own
15 thoughts. Which, never failing to revert to his kind friends, and the opinion they must long ago have formed of him, were sad indeed.

After a week or so, Fagin left the door unlocked and he was at liberty to wander about the house. It was a very dirty place. The rooms upstairs had great high wooden chimney-pieces and large doors, with panelled walls which, although they were black with neglect and dust, were
20 ornamented in various ways. From all of these tokens Oliver concluded that a long time ago, before Fagin was born, it had belonged to better people, and had perhaps been quite warm and handsome - dismal and dreary as it looked now. Spiders had built their webs in the angles of the walls and ceilings and sometimes, when Oliver walked softly into a room, the mice would scamper across the floor, and run back terrified to their holes. With these exceptions, there was neither sight nor sound
25 of any living thing and often, when it grew dark, and he was tired of wandering from room to room, he would crouch in the corner of the passage by the door to the street, to be as near living

Vocabulary

ingratitude: lack of appreciation or thanks for something

people as he could, and would remain there, listening and counting the hours, until Fagin or the boys returned.

One afternoon, the Dodger and Charley Bates came back after being engaged out that evening. The
 30 Dodger took it into his head to command Oliver to assist him in his room, straightway. Oliver was glad to make himself useful, happy to have some faces, however bad, to look upon. He at once expressed his readiness and, kneeling on the floor, while the Dodger sat upon the table so that he could take his foot in his laps, he applied himself to cleaning his boots.

“Why don't you put yourself under Fagin, Oliver?” said Charley.

35 “And make your fortune?” added the Dodger, with a grin.

“I don't like it,” replied Oliver, timidly. “I wish they would let me go. I...I...would rather go.”

“And Fagin would rather not!” said Charley. Oliver knew this too well but thinking it might be dangerous to express his feelings more openly, he only sighed, and went on with his boot-cleaning. “You've been brought up bad,” said the Dodger, surveying his boots with much satisfaction when
 40 Oliver had polished them. “Fagin will make something of you, though, or you'll be the first he ever had that turned out unprofitable. You'd better begin at once, for you'll come to the trade long before you think of it, and you're only losing time, Oliver.”

From this day, Oliver was seldom left alone. He was placed in almost constant communication with the two boys, who played the old game with Fagin every day, whether for their own improvement
 45 or Oliver's, only Mr. Fagin knew. At other times the old man would tell them stories of robberies he had committed in his younger days, mixed up with so much that was funny and curious, that Oliver could not help laughing heartily, and showing that he was amused in spite of all his better feelings.

It was a chill, damp, windy night, when Fagin, buttoning his coat tight round his shrivelled body,
 50 and pulling the collar up over his ears so as completely to obscure the lower part of his face, emerged from his den. He paused on the step as the door was locked and chained behind him, and having listened while the boys made all secure, and until their retreating footsteps were no longer audible, slunk down the street as quickly as he could. The mud lay thick upon the stones, and a black mist hung over the streets. The rain fell sluggishly down, and everything felt cold
 55 and clammy to the touch. As he glided stealthily along, creeping beneath the shelter of the walls and doorways, the hideous old man seemed like some horrid reptile, covered in the slime and darkness through which he moved, crawling forth, by night, in search of some rich offal for a meal. Fagin was evidently too familiar with the ground he **traversed** to be at all bewildered, either by the

Vocabulary

traverse: to move across an area

darkness of the night, or the **intricacies** of the way. He hurried through several alleys and streets,
60 and at length turned into one, lighted only by a single lamp at the farther end. At the door
of a house in this street, he knocked. Having exchanged a few muttered words with the person
who opened it, he walked upstairs. A dog growled as he touched the handle of a room-door, and a
man's voice demanded who was there.

"Only me, Bill, only me, my dear," said Fagin looking in.

65 "Bring in your body then," said Sikes. "Lie down, you stupid brute! Don't you know Fagin?"
Apparently, the dog had been somewhat deceived by Mr. Fagin's outer garment; for as Fagin
unbuttoned it, and threw it over the back of a chair, he retired to the corner from which he had
risen, wagging his tail as he went, to show that he was as well satisfied as it was in his nature to be.

"Well!" said Sikes.

70 "Well, my dear. Ah! Nancy. It is cold, Nancy dear," said Fagin, as he warmed his skinny hands over
the fire. "It seems to go right through one," added the old man, touching his side.

"It must be a piercer, if it finds its way through your heart," said Mr. Sikes.

Fagin glanced round the room, not in curiosity, for he had seen it often before, but in a restless
and suspicious manner habitual to him. It was a meanly furnished apartment, with nothing but
75 the contents of the closet to induce the belief that its occupier was anything but a working man,
and with no more suspicious articles displayed to view than two or three heavy bludgeons which
stood in a corner, and a 'life-preserver' that hung over the chimney-piece.

"About the house at Chertsey, Bill?" said Fagin, drawing his chair forward, and speaking in a very
low voice.

80 "Yes. What about it?" inquired Sikes.

"Ah! you know what I mean, my dear," said Fagin. "He knows what I mean, Nancy, doesn't he?"

"No, he doesn't," sneered Mr. Sikes. "Speak out and call things by their right names. Don't sit there,
winking and blinking, and talking to me in hints, as if you weren't the very first that thought about
the robbery. What do you mean?"

85 "Hush, Bill, hush!" said Fagin, who had in vain attempted to stop this burst of **indignation**;
"somebody will hear us, my dear. Somebody will hear us."

Vocabulary

intricacy: something that is complicated or
detailed

indignation: anger caused by something that is
unfair or wrong

"Let them hear!" said Sikes; "I don't care." But as Mr. Sikes did care, on reflection, he dropped his voice as he said the words, and grew calmer.

"There, there," said Fagin, coaxingly. "It was only my caution, nothing more. Now, my dear, about that house at Chertsey; when is it to be done, Bill, eh? When is it to be done?" said Fagin, rubbing his hands, and elevating his eyebrows in a rapture of anticipation.

"Not at all," replied Sikes coldly.

"Not to be done at all!" echoed Fagin, leaning back in his chair.

"No, not at all," replied Sikes. "At least it can't be a put-up job, as we expected."

95 "Then it hasn't been properly gone about," said Fagin, turning pale with anger. "Don't tell me...!"

"But I will tell you," retorted Sikes. "Who are you that's not to be told? I tell you that Toby Crackit has been hanging about the place for a fortnight, and he can't get one of the servants in line."

"Do you mean to tell me, Bill," said Fagin, softening as the other grew heated, "that neither of the two men in the house can be got over?"

100 "Yes, I do mean to tell you so," replied Sikes. "The old lady has had them these twenty years, and if you were to give them five hundred pounds, they wouldn't be in it."

"But do you mean to say, my dear," remonstrated Fagin, "that the women can't be got over?"

"Not a bit of it," replied Sikes.

"Not at all?" said Fagin incredulously.

105 "Not at all according to Toby Crackit," replied Sikes. "He says it's all of no use."

Fagin looked blank at this information. After **ruminating** for some minutes with his chin sunk on his chest, he raised his head and said, with a deep sigh, that if flash Toby Crackit reported right, he feared the game was up. "And yet," said the old man, dropping his hands on his knees, "it's a sad thing, my dear, to lose so much when we had set our hearts upon it." A long silence ensued, 110 during which Fagin was plunged in deep thought, with his face wrinkled into an expression of **villainy**. Sikes eyed him **furtively** from time to time. Nancy, apparently fearful of irritating the housebreaker, sat with her eyes fixed upon the fire, as if she had been deaf to all that passed.

"Fagin," said Sikes, abruptly breaking the stillness that prevailed; "is it worth fifty pounds extra, if it's safely done from the outside?"

Vocabulary

ruminate: to think carefully about something

villainy: evil behaviour or actions

furtively: done in a quiet way to avoid being noticed

115 "Yes," said Fagin, as suddenly rousing himself.

"Is it a bargain?" inquired Sikes.

"Yes, my dear, yes," replied Fagin, his eyes glistening, and every muscle in his face working, with the excitement that the inquiry had awakened.

"Then," said Sikes, thrusting aside Fagin's hand, with some disdain, "let it come off as soon as you
120 like. Toby and me were over the garden wall the night afore last, sounding the panels of the door and shutters. The crib's barred up at night like a jail, but there's one part we can crack, safe and softly."

"Which is that, Bill?" asked Fagin eagerly.

"Well," whispered Sikes, "as you cross the lawn..."

125 "Yes?" said Fagin, bending his head forward, with his eyes almost starting out of it.

"Umph!" cried Sikes, stopping short, as the girl, scarcely moving her head, looked suddenly round, and pointed for an instant to Fagin's face. "Never mind which part it is. You can't do it without me, I know, but it's best to be on the safe side when one deals with you."

"As you like, my dear, as you like" replied Fagin. "Is there no help wanted, but yours and Toby's?"

130 "None," said Sikes. "Except a boy. You must find us a suitable boy."

"A boy!" asked Fagin.

"I want a boy, and he mustn't be a big one!" said Mr. Sikes.

Fagin nodded his head towards Nancy, who was still gazing at the fire and intimated, by a sign, that he would like her to be told to leave the room. Sikes shrugged his shoulders impatiently, as
135 if he thought the precaution unnecessary, but complied, nevertheless, by requesting that Nancy fetch him a pot of tea.

"You don't want any tea," said Nancy, folding her arms, and retaining her seat very composedly.

"I tell you I do!" replied Sikes.

"Nonsense," replied the girl coolly, "Go on, Fagin. I know what he's going to say, Bill. He needn't
140 mind me." Fagin still hesitated. Sikes looked from one to the other in some surprise.

"Why, you don't mind the old girl, do you, Fagin?" he asked. "You've known her long enough to trust her. She isn't going to tell anyone. Are you Nancy?"

"I should think not!" replied the young lady, drawing her chair up to the table and putting her elbows upon it.

145 "No, no, my dear, I know you're not," said Fagin, "but..." and again the old man paused.

"But what?" inquired Sikes.

"I didn't know whether she might be out of sorts, you know, my dear, as she was the other night," replied Fagin.

"Now, Fagin," said Nancy with a laugh. "Tell Bill at once, about Oliver!"

150 "Ha! you're a clever one, my dear, the sharpest girl I ever saw!" said Fagin, patting her on the neck. "It was about Oliver I was going to speak, sure enough."

"What about him?" demanded Sikes.

"He's the boy for you, my dear," replied Fagin in a hoarse whisper, laying his finger on the side of his nose and grinning frightfully.

155 "Oliver?" exclaimed. Sikes.

"Yes," replied Fagin. "He's been in training these last few weeks, and it's time he began to work for his bread. Besides, the others are all too big."

"Well, he is just the size I want," said Mr. Sikes, ruminating.

160 "And will do everything you want, Bill, my dear," interposed Fagin; "he can't help himself. That is, if you frighten him enough."

"When is it to be done?" asked Nancy.

"The night after tomorrow," replied Sikes in a surly voice.

"Good," said Fagin; "there's no moon."

165 "It's all planned," replied Sikes, interrupting him. "Never mind particulars. You'd better bring the boy here tomorrow night."

After some discussion, it was decided that Nancy should go to Fagin's the following evening when the night had set in and bring Oliver away with her. "Goodnight, Nancy," said Fagin, muffling himself up as before. Their eyes met, and Fagin **scrutinised** her, narrowly. There was no flinching about the girl. She was as true and earnest in the matter as could be.

Vocabulary

scrutinise: to examine something carefully



Check your Understanding

- 1 Where is Oliver in Chapter 7?

- 2 Who does Fagin go to see?

- 3 What are Fagin and Bill Sikes planning to do the night after tomorrow?

- 4 Who is the boy that Fagin suggests can help Bill Sikes?

- 5 Why does Fagin want Bill Sikes to ask Nancy to leave the room?

- 6 Does Fagin think that Nancy can be trusted when he leaves at the end of the chapter?
Why / Why not?



Chapter 8

The Night Before

When Oliver awoke in the morning, he was a good deal surprised to find that a new pair of shoes, with strong thick soles, had been placed at his bedside and that his old shoes had been removed. At first, he was pleased with the discovery, hoping that it might be the forerunner of his release. Such thoughts were quickly dispelled, on his sitting down to breakfast along with Fagin, who told

5 him, in a tone and manner which increased his alarm, that he was to be taken to the residence of Bill Sikes that night.

“To...to...stay there, sir?” asked Oliver, anxiously.

“No, no, my dear. Not to stay there,” replied Fagin. “We shouldn't like to lose you. Don't be afraid, Oliver, you shall come back to us again. We won't be so cruel as to send you away, my dear. Oh

10 no, no!” The old man, who was stooping over the fire toasting a piece of bread, looked round as he bantered Oliver, and chuckled as if to show that he knew he would still be very glad to get away if he could.

“I suppose,” said Fagin, fixing his eyes on Oliver, “you want to know what you're going to Bill's for...eh, my dear?” Oliver coloured, involuntarily, to find that the old thief had been reading

15 his thoughts but boldly said he wanted to know. “Why do you think?” inquired Fagin, parrying the question.

“Indeed, I don't know, sir,” replied Oliver.

“Bah!” said Fagin, turning away with a disappointed expression from a close inspection of the boy's face. “Wait until Bill tells you, then.” He seemed vexed by Oliver's not expressing any greater

20 curiosity on the subject, but the truth is, that, although Oliver felt very anxious, he was too much confused by the earnest cunning of Fagin's looks, and his own **speculations**, to make any further inquiries just then. He had no other opportunity, for Fagin remained very surly and silent until night, when he prepared to go out.

“You may burn a candle,” said Fagin, putting one upon the table. “And here's a book for you to read,

Vocabulary

speculation: guesses about something that is not known

25 until they come to fetch you. Goodnight!"

"Goodnight." replied Oliver, softly.

Fagin walked to the door, looking over his shoulder at the boy as he went. Suddenly stopping, he called him by his name. Oliver looked up and Fagin, pointing to the candle, motioned him to light it. He did so and, as he placed the candlestick upon the table, saw that Fagin was gazing fixedly
30 at him, from the dark end of the room. "Take heed, Oliver! take heed!" said the old man, shaking his right hand before him in a warning manner. "He's a rough man and thinks nothing of blood when his own is up. Whatever happens, say nothing and do what he bids you." Placing a strong emphasis on the last word, he suffered his features gradually to resolve themselves into a **ghastly** grin, and, nodding his head, left the room. Oliver leaned his head upon his hand when the old man
35 disappeared, and pondered, with a trembling heart, on the words he had just heard. He remained deep in thought with his head buried in his hands, when a rustling noise aroused him.

"What's that!" he cried, starting up, and catching sight of a figure standing by the door. "Who's there?"

"Me. Only me," replied a tremulous voice. Oliver raised the candle above his head and looked
40 towards the door. It was Nancy.

"Put down the light," said the girl, turning away her head. "It hurts my eyes." Oliver saw that she was very pale, and gently inquired if she were ill. The girl threw herself into a chair, with her back towards him and wrung her hands, but made no reply.

"Has anything happened?" asked Oliver. "Can I help you? I will if I can. I will, indeed."

45 She rocked herself to and fro, caught her throat, and, uttering a gurgling sound, gasped for breath. "Nancy!" cried Oliver, "What is it?" The girl beat her hands upon her knees, and her feet upon the ground and, suddenly stopping, drew her shawl close round her and shivered with cold. Oliver stirred the fire. Drawing her chair close to it, she sat there, for a little time, without speaking but at length she raised her head and looked round.

50 "I don't know what comes over me sometimes," said she, affecting to busy herself in arranging her dress, "it's this damp, dirty room, I think. Now, Oliver, dear, are you ready?"

"Am I to go with you?" asked Oliver.

Vocabulary

ghastly: very shocking or horrible

"Yes. I have come from Bill," replied the girl. "You are to go with me."

"What for?" asked Oliver, recoiling.

55 "What for?" echoed the girl, raising her eyes, and averting them again, the moment they encountered the boy's face. "Oh! For no harm."

"I don't believe it," said Oliver, who had watched her closely.

"Hush!" said the girl, stooping over him, and pointing to the door as she looked cautiously round.

60 "You can't help yourself. I have tried hard for you, but all to no purpose. You are hedged round and round. If ever you are to get loose from here, this is not the time."

Struck by the energy of her manner, Oliver looked up in her face with great surprise. She seemed to speak the truth; her expression was white and agitated, and she trembled with very earnestness.

65 "I have saved you from being ill-used once, and I will again, and I do now," continued the girl aloud, "for those who would have fetched you, if I had not, would have been far rougher than me. I have promised for your being quiet and silent. If you are not, you will only do harm to yourself and me too, and perhaps be my death. Remember this! And don't let me suffer more for you, just now. If I could help you, I would, but I have not the power. They don't mean to harm you. Whatever they make you do, is no fault of yours."

70 They left the room. The door was opened quickly, by someone shrouded in the darkness, and was as quickly closed, when they had passed out in to the dark, cold streets. For one brief moment, Oliver cast a hurried glance along the empty street, and a cry for help hung upon his lips. But the girl's voice was in his ear, **beseeching** him in such tones of agony to remember her, that he had not the heart to utter it. While he hesitated, the opportunity was gone; he was already in the house, and the door was shut.

75 "Hello!" shouted Sikes, appearing at the head of the stairs, with a candle. "Oh! That's the time of day. So, you've got the kid. Come on!" said Sikes when they had all reached the room, closing the door as he spoke.

"Yes, here he is," replied Nancy.

"Did he come quietly?" inquired Sikes.

80 "Like a lamb," replied Nancy.

Vocabulary

beseech: to beg someone for something

"I'm glad to hear it," said Sikes, looking grimly at Oliver.

Addressing his new pupil, Mr. Sikes pulled off Oliver's cap and threw it into a corner, and then, taking him by the shoulder, sat himself down by the table, and stood the boy in front of him.

"Now, first, do you know what this is?" inquired Sikes, taking up a pocket-pistol which lay on the table. Oliver replied in the **affirmative**.

"Well, then, look here," continued Sikes. "This is powder, that there's a bullet and this is a little bit of an old hat for wadding." Oliver murmured his comprehension of the different bodies referred to and Mr. Sikes proceeded to load the pistol, with great precision and **deliberation**.

"Now it's loaded," said Mr. Sikes, when he had finished.

"Yes, I see it is, sir," replied Oliver.

"Well," said the robber, grasping Oliver's wrist, and putting the barrel so close to his temple that they touched, at which moment the boy could not repress a start, "if you speak a word when you're outside with me, except when I speak to you, that loading will be in your head without notice."

For a long time that night, Oliver lay awake, thinking about Bill's threats. Weary with watching and anxiety, he fell asleep at last. When he awoke, the table was covered with tea-things, and Sikes was thrusting various articles into the pockets of his coat, which hung over the back of a chair. Nancy was busily engaged in preparing breakfast. It was not yet daylight, for the candle was still burning, and it was quite dark outside. A sharp rain, too, was beating against the window-panes, and the sky looked black and cloudy. "Now, then!" growled Sikes, as Oliver started up, "half-past five! Look sharp, or you'll get no breakfast, for it is late." Nancy, scarcely looking at the boy, threw him a handkerchief to tie round his throat. Sikes gave him a large rough cape to button over his shoulders. He gave his hand to the robber, who, merely pausing to show him with a menacing gesture that he had that same pistol in a side-pocket of his coat, clasped it firmly in his, and, exchanging a farewell with Nancy, led him away.

Vocabulary

in the affirmative: positive or meaning 'yes'

deliberation: careful thought or discussion done to make a decision



Check your Understanding

1 Put the sentences in the correct order to make a summary of Chapter 8.

- Oliver and Nancy walk to Bill Sikes' house.
- Oliver wakes up and finds new shoes next to his bed.
- Oliver and Bill Sikes leave the house early in the morning.
- Fagin tells Oliver over breakfast that he is going to Bill Sikes' that night.
- Oliver goes to sleep.
- Oliver waits at Fagin's to be collected.
- Nancy comes to pick Oliver up.

2 What does Oliver think when he finds the new shoes next to his bed?

3 What happens to Nancy when she comes to collect Oliver?

4 What does Bill Sikes show Oliver when he arrives at his house? Why does he show Oliver this?

5 What do you think is going to happen next? Note down your predictions.



Chapter 9 The Robbery

It was a cheerless morning when they got into the street, blowing and raining hard and the clouds looking dull and stormy. The night had been very wet and large pools of water had collected in the road. There was a faint glimmering of the coming day in the sky but it rather **aggravated** than relieved the gloom of the scene, the sombre light only serving to pale that which the street lamps
5 afforded, without shedding any warmer or brighter tints upon the wet house-tops and dreary streets. There appeared to be nobody stirring in that quarter of the town. The windows of the houses were all closely shut and the streets through which they passed were noiseless and empty.

By the time they had turned into the Bethnal Green Road, the day had fairly begun to break. It was market morning. The ground was covered, nearly ankle-deep, with filth and dirt. A thick steam,
10 endlessly rising from the reeking bodies of the cattle, and mingling with the fog, which seemed to rest upon the chimney tops, hung heavily above. All the pens in the centre of the large area, and as many temporary pens as could be crowded into the vacant space, were filled with sheep. Tied up to posts by the gutter side were long lines of beasts and oxen, three or four deep. Countrymen, butchers, **hawkers**, boys, thieves, idlers, and **vagabonds** of every low grade were mingled together
15 in a mass. The whistling of countrymen, the barking dogs, the bellowing and plunging of the oxen, the bleating of sheep, the cries of hawkers, the shouts, oaths, and quarrelling on all sides. The ringing of bells and roar of voices, that issued from every house; the crowding, pushing, driving, beating, whooping and yelling. The hideous din that resounded from every corner of the market and the unwashed, unshaven and dirty figures constantly running to and fro, and bursting in and
20 out of the throng, rendered it a stunning and bewildering scene, which quite confounded the senses.

Mr. Sikes, dragging Oliver after him, elbowed his way through the thickest of the crowd, and bestowed very little attention on the numerous sights and sounds, which so astonished the boy. He nodded, twice or thrice, to a passing friend and, resisting as many invitations to take a cup of

Vocabulary

aggravate: to make a problem worse or more serious

hawker: a person who travels about selling things, usually advertising them by shouting

vagabond: a person who goes from place to place without a home or job

25 tea, pressed steadily onward, until they were clear of the turmoil. They travelled a long way, for most of the day, getting a lift from a man with a horse and cart and then travelling further on foot. Sikes kept going, until they were close upon the bridge, then they turned suddenly down a bank upon the left. "The water!" thought Oliver, turning sick with fear. "He has brought me to this lonely place to murder me!" He was about to throw himself on the ground, and make one struggle for his

30 young life, when he saw that they stood before a solitary house, all ruinous and decayed. There was a window on each side of the **dilapidated** entrance and one story above, but no light was visible as would have been expected as evening was turning to night. The house was dark, dismantled and from its appearance seemed uninhabited. Sikes, with Oliver's hand still in his, softly approached the low porch, and raised the latch. The door yielded to the pressure, and they passed in together.

35 Sikes pushed Oliver before him, and they entered a low dark room with a smoky fire, two or three broken chairs, a table, and a very old couch, on which, with his legs much higher than his head, a man was lounging at full length, smoking a long clay pipe. He was dressed in a smartly-cut coat, with large brass buttons, an orange neckerchief, a patterned waistcoat and **drab** trousers. Mr. Crackit had no very great quantity of hair, either upon his head or face, but what he had was of

40 a reddish dye, and tortured into long corkscrew curls, through which he occasionally thrust some very dirty fingers, ornamented with large common rings. He was a bit above medium size, and apparently rather weak in the legs but this by no means reduced his own admiration of his boots, which he **contemplated**, in their elevated position, with lively satisfaction. "Bill, my boy!" said this figure, turning his head towards the door, "I'm glad to see you. I was almost afraid you'd given it up,

45 in which case I should have made a personal venture. Hello!" Uttering this exclamation in a tone of great surprise, as his eyes rested on Oliver, Mr. Toby Crackit brought himself into a sitting posture, and demanded who that was. "The boy. Only the boy!" replied Sikes, drawing a chair towards the fire. "Now," said Sikes, as he resumed his seat, "if you'll give us something to eat and drink while we're waiting, you'll put some heart in us, or in me, at all events. Sit down by the fire,

50 Oliver, and rest yourself, for you'll have to go out with us again tonight, though not very far off."

Oliver looked at Sikes, in mute and timid wonder, and drawing a stool to the fire, sat with his aching head upon his hands, scarcely knowing where he was, or what was passing around him. Sikes satisfied his appetite however Oliver could eat nothing but a small crust of bread which they made him swallow, then the two men laid themselves down on chairs for a short nap. Oliver

55 retained his stool by the fire. They slept, or appeared to sleep, for some time, nobody stirring. Oliver fell into a heavy doze, when he was roused by Toby Crackit jumping up and declaring it was after

Vocabulary

dilapidated: in bad condition because of age or lack of care

drab: too plain or dull to be interesting

contemplate: to think deeply about something

barrel, briefly advised him to take notice that he was within shot all the way and that if he faltered,
90 he would fall dead that instant.

"It's done in a minute," said Sikes, in the same low whisper. "Directly I leave go of you, do your work!"

"What's that?" whispered the other man. They listened intently.

"Nothing," said Sikes, releasing his hold of Oliver. "Now!"

95 In the short time he had had to collect his senses, the boy had firmly resolved that, whether he died in the attempt or not, he would make one effort to dart upstairs from the hall and alarm the family. Filled with this idea, he advanced at once, but stealthily. "Come back!" suddenly cried Sikes aloud. "Back! back!" Scared by the sudden breaking of the dead stillness of the place, and by a loud cry which followed it, Oliver let his lantern fall, and knew not whether to advance or fly. The cry was
100 repeated - a light appeared - a vision of two terrified half-dressed men at the top of the stairs swam before his eyes - a flash...a loud noise...a smoke...a crash somewhere, but where he knew not, and he staggered back. Sikes had disappeared for an instant, but he was up again and had him by the collar before the smoke had cleared away. He fired his own pistol after the men, who were already retreating and dragged the boy up. "Clasp your arm tighter," said Sikes, as he drew him through the
105 window. "Give me a shawl here. They've hit him. Quick! How the boy bleeds!" Then, came the loud ringing of a bell, mingled with the noise of firearms, and the shouts of men, and the sensation of being carried over uneven ground at a rapid pace. And then, the noises grew confused in the distance and a cold deadly feeling crept over the boy's heart and he saw or heard no more.



Check your Understanding

- 1** Look back at the predictions you made at the end of Chapter 8. Were they correct? Note down what you got correct and what you didn't.

- 2** Put the sentences in the correct order to make a summary of Chapter 9.

- Oliver meets Toby Crackit.
- Bill Sikes leads Oliver through a busy market.
- Oliver is shot by the men in the house.
- Bill Sikes pulls Oliver back through the window.
- Bill Sikes puts Oliver through a window.
- Oliver hears a cry and drops his lantern.
- Bill Sikes takes Oliver to an old, abandoned house.
- Bill Sikes, Toby Crackit and Oliver walk to a house in Chertsey.

- 3** Does Oliver know why Bill Sikes has brought him to the house in Chertsey? How does he react?

- 4** Underline in the passage where you got your answer to the previous question.

- 5** What does Oliver plan to do when Bill Sikes puts him through the window of the house?



Chapter 10

Poor Oliver

Sikes rested the body of the wounded boy across his bended knee and turned his head, for an instant, to look back at his pursuers. There was little to be made out, in the mist and darkness but the loud shouting of men vibrated through the air, and the barking of the neighbouring dogs, roused by the sound of the alarm bell, resounded in every direction. "Stop, you white-livered

5 hound!" cried the robber, shouting after Toby Crackit, who, making the best use of his long legs, was already ahead. "Stop!" The repetition of the word brought Toby to a dead standstill. For he was not quite satisfied that he was beyond the range of pistol-shot and Sikes was in no mood to be played with. "Give me a hand with the boy! Come back!" cried Sikes, beckoning furiously to his accomplice. Toby made a show of returning but ventured, in a low voice, broken for want of breath, to intimate

10 considerable **reluctance** as he came slowly along. "Quicker!" cried Sikes, laying the boy in a dry ditch at his feet, and drawing a pistol from his pocket. "Don't play with me."

At this moment, the noise grew louder. Sikes, again looking round, could discern that the men who had given chase were already climbing the gate of the field in which he stood and that a couple of dogs were some paces in advance of them. "It's all up, Bill!" cried Toby, "drop the kid, and show them

15 your heels. "With this parting advice, Mr. Crackit, preferring the chance of being shot by his friend, to the certainty of being taken by his enemies, turned tail, and darted off at full speed. Sikes clenched his teeth and took one look around, threw the cape in which he had been hurriedly muffled over the powerless form of Oliver, ran along the front of the hedge, as if to distract the attention of those behind from the spot where the boy lay, paused for a second, before another

20 hedge which met it at right angles, and whirling his pistol high into the air, cleared it at a bound and was gone. The air grew colder as day came slowly on and the mist rolled along the ground like a dense cloud of smoke. The grass was wet, the pathways, and low places, were all dirt and water, the damp breath of an unwholesome wind went weakly by, with a hollow moaning. Still, Oliver lay motionless and insensible on the spot where Sikes had left him.

25 Morning drew on. The air become sharper and piercing, as its first dull hue - the death of night, rather than the birth of day - glimmered faintly in the sky. The objects which had looked dim

Vocabulary

reluctance: unwillingness or not being eager to do something

looking very blank himself, "but the door must be opened. Do you hear somebody?" Mr. Giles held
 60 on fast by the gardener's arm (to prevent his running away, as he pleasantly said), and gave the
 word of command to open the door. Brittles obeyed; the group, peeping over each other's shoulders,
 beheld no more dangerous object than poor little Oliver Twist, speechless and exhausted, who
 raised his heavy eyes, and mutely requested their compassion. "A boy!" exclaimed Mr. Giles, pushing
 the gardener into the background. "What's the matter with the...eh?...Why...Brittles, look here...
 65 don't you know?" Brittles, who had got behind the door to open it, no sooner saw Oliver than he
 uttered a loud cry. Mr. Giles, seizing the boy by one leg and one arm (fortunately not the broken
 limb) lugged him straight into the hall, and deposited him at full length on the floor. "Here he is!"
 bawled Giles, calling in a state of great excitement, up the staircase, "here's one of the thieves,
 ma'am! Here's a thief, miss! Wounded, miss! I shot him, miss and Brittles held the light." The two
 70 maids ran upstairs to carry the intelligence that Mr. Giles had captured a robber, and the gardener
 busied himself in **endeavouring** to restore Oliver, in case he would die before he could be
 punished. In the midst of all this noise and commotion, there was heard a sweet female voice,
 which extinguished it in an instant.

"Giles!" whispered the voice from the top of the stairs. "Is the poor creature much hurt?"

75 "Wounded desperate, miss," replied Giles, with indescribable **complacency**. "Wouldn't you like to
 come and look at him, miss, in case he should die?"

"Hush, there's a good man!" replied the lady. "Wait quietly only one instant, while I speak to aunt."

With a footstep as soft and gentle as the voice, the speaker tripped away. She soon returned, with
 the direction that the wounded person was to be carried, carefully, upstairs to Mr. Giles' room
 80 and that Brittles was to saddle the pony and take himself instantly to Chertsey. From there, he was
 to despatch, with all speed, a policeman and doctor.

"But won't you take one look at him, first, miss?" asked Mr. Giles, with as much pride as if Oliver
 were some bird with rare feathers, that he had skilfully brought down. "Not one little peep, miss?"

"Not now, for the world," replied the young lady. "Poor fellow! Oh! treat him kindly, Giles for
 85 my sake!" The old servant looked up at the speaker, as she turned away, with a glance as proud and
 admiring as if she had been his own child. Then, bending over Oliver, he helped to carry him
 upstairs, with great care and **solicitude**.

Vocabulary

endeavour: to seriously try to do something
complacency: a feeling of being satisfied with
 things and not wanting to try to make them
 betterplace without a home or job

solicitude: concern that someone feels about
 someone's health or happiness



Meanwhile, Mr. Fagin sat in the old den with his boys, awaiting any news from Bill. At a table behind him sat the Artful Dodger, Master Charles Bates, and Mr. Chitling. "Hark!" cried the Dodger suddenly, "I heard the bell." Catching up the light, he crept softly upstairs. The bell was rung again, with some impatience, while the party were in darkness. After a short pause, the Dodger reappeared, and whispered to Fagin mysteriously. "What!" cried Fagin, "alone?"

The old man bit his yellow fingers and meditated for some seconds, his face working with agitation, as if he dreaded something, and feared to know the worst. At length he raised his head. "Yes," said Fagin, answering the mute inquiry, "bring him down." When the Dodger descended the stairs, bearing the light in his hand, and followed by a man in a coarse coat, who, after casting a hurried glance round the room, pulled off a large wrapper which had concealed the lower portion of his face, and disclosed, all haggard, unwashed, and unshaven - the features of flash Toby Crackit.

"First and foremost, Fagin," said the housebreaker, "how's Bill?"

"What!" screamed Fagin, starting from his seat.

"Why, you don't mean to say..." began Toby, turning pale.

"Where are they?" cried Fagin, stamping furiously on the ground. "Sikes and the boy! Where are they? Where have they been? Where are they hiding? Why have they not been here?"

"The robbery failed," said Toby faintly.

"I know," replied Fagin, tearing a newspaper from his pocket and pointing to it. "What more?"

"They fired and hit the boy. We cut over the fields at the back, with him between us. They gave chase. The whole country was awake, and the dogs upon us. Bill had the boy on his back and scudded like the wind. We stopped to take him between us, but his head hung down, and he was cold. They were close upon our heels; every man for himself! We parted company, and left the youngster lying in a **ditch**. Alive or dead, that's all I know about him." Fagin stopped to hear no more but uttering a loud yell, and twining his hands in his hair, rushed from the room, and from the house.

Vocabulary

ditch: an open channel at the side of a road to carry away water



Check your Understanding

1 Put the sentences in order to make a summary of Chapter 10.

- Oliver realises it is the house from the night before, but knocks on the door.
- Bill Sikes leaves Oliver in a ditch covered in a dark shawl.
- Oliver is carried upstairs by Mr. Giles.
- Toby Crackit arrives at Fagin's alone.
- Oliver is brought inside the house and recognised as one of the robbers.
- Bill Sikes shouts for Toby Crackit to come back and help him carry Oliver.
- Toby Crackit tells Fagin that Oliver was shot and that he and Bill Sikes left him in a ditch.
- Toby Crackit runs away, leaving Bill Sikes and Oliver behind.
- Oliver wakes up and walks towards a house.

2 Why does Toby Crackit return to Bill Sikes after he shouts to him?

3 Underline in the text where you got your answer for the previous question.

4 Why is Mr. Giles so happy to see Oliver when he opens the door?

5 Is the story that Toby Crackit tells Fagin accurate? What is different?



Chapter 11

New Beginnings

In a handsome room, though its furniture had rather the air of old-fashioned comfort than of modern **elegance**, there sat two ladies and a man at a well-spread breakfast table. Mr. Giles, dressed with **scrupulous** care in a full black suit, was in attendance. He had taken his place half-way between the sideboard and the breakfast table. He was sitting with his body drawn up to its full height, his head thrown back, and his right hand thrust into his waistcoat, while his left hung down by his side. He looked like one who laboured under a very agreeable sense of his own merits and importance. Of the two ladies, one was well advanced in years but the high-backed oak chair in which she sat was not more upright than she. Dressed, with the utmost nicety and precision, she sat, in a stately manner, with her hands folded on the table before her. Her eyes were attentively upon her young companion. The younger lady, Miss Rose, was not past seventeen. She was so slight and **exquisite** a mould; so mild and gentle; so pure and beautiful. The very intelligence that shone in her deep blue eye seemed scarcely of her age, or of the world. She had an expression of sweetness and good humour, and above all, the smile, the cheerful, happy smile, brightened up the room.

“And Brittles has been gone upwards of an hour, has he?” asked the old lady, after a pause.

“An hour and twelve minutes, ma'am,” replied Mr. Giles, referring to a silver watch, which he drew forth by a black ribbon.

“He is always slow,” remarked the old lady.

Mr. Giles was apparently considering the propriety of indulging in a respectful smile himself, when a coach drove up to the garden gate, out of which there jumped a fat gentleman, who ran straight up to the door. He burst into the room, and nearly overturned Mr. Giles and the breakfast table together. The doctor seemed especially troubled by the fact of the robbery having been unexpected and attempted in the night time, as if it were the established custom of gentlemen in the housebreaking trade to **transact** business at noon, and to make an appointment, by post, a day or two previous.

Vocabulary

elegance: having graceful qualities
scrupulous: very careful about doing something properly
exquisite: very beautiful or delicate

transact: to do business with another person

"There is a poor creature upstairs, whom aunt wishes you to see," said Miss Rose.

"Ah! So, there is," replied the doctor, "That was your handiwork, Giles, I understand. Where is he? Show me the way. I'll look in again, as I come down, Mrs. Maylie. That's the little window that he got in at, eh? Well, I couldn't have believed it!"

30 The ladies entered the bedroom to see the robber for the first time and were surprised to learn that Oliver was merely a child. Ms. Rose, seating herself in a chair by the bedside, gathered Oliver's hair from his face. As she stooped over him, her tears fell upon his forehead. The boy stirred, and smiled in his sleep, as though these marks of pity and compassion had awakened some pleasant dream of a love and affection he had never known.

35 "What can this mean?" exclaimed the elder lady. "This poor child can never have been the pupil of robbers!"

"Can you really believe that this delicate boy has been the voluntary associate of the worst outcasts of society?" asked Rose.

Hour after hour passed on, and still Oliver slumbered heavily. It was evening, before the kind-
 40 hearted doctor brought them the intelligence that he was sufficiently restored to be spoken to. The boy was very ill, he said, and weak from the loss of blood but his mind was so troubled with anxiety to disclose something, that he deemed it better to give him the opportunity than to insist upon his remaining quiet until next morning. The conference was a long one. Oliver told them all his simple history, and was often compelled to stop, by pain and want of strength. It was a solemn thing to
 45 hear in the darkened room, the feeble voice of the sick child recounting a weary catalogue of evils and **calamities** which hard men had brought upon him. The family decided to take him in and tend to him so that he could recover fully. Oliver gradually prospered under the united care of Mrs. Maylie, Rose, and the kind-hearted doctor. Three months glided away, three months which Oliver experienced true happiness, with the purest and most **amiable** generosity on one side and the
 50 truest, warmest, soul-felt gratitude on the other. It is no wonder that, by the end of that short time, Oliver Twist had become completely domesticated with the old lady and her niece, and that the **fervent** attachment of his young and sensitive heart, was repaid by their pride in, and attachment to himself. Spring flew swiftly by, and summer came. Oliver had long since grown stout and healthy, but health or sickness made no difference in his warm feelings of a great many people. He
 55 was still the same gentle, attached, affectionate creature that he had been when pain and suffering had wasted his strength, and when he was dependent for every slight attention and comfort on those who tended him. Oliver and his new friends, Mrs. Maylie and Miss Rose, spent a lot of time together. It was soon decided that they would go to London for some time.

Vocabulary

calamity: an event that causes great harm or suffering

amiable: friendly and pleasant

fervent: showing very strong feelings

access to speak with Rose. Nancy's life had been squandered in the streets, but there was something of the woman's original nature left in her still. She felt burdened with the sense of her own deep shame and shrunk as though she could scarcely bear the presence of her with whom she
 95 had sought this interview.

"It's a hard matter to get to see you, lady. If I had taken offence, and gone away, as many would have done, you'd have been sorry for it one day, and not without reason either."

"I am very sorry if anyone has behaved harshly to you," replied Rose. "Do not think of that. Tell me why you wished to see me. I am the person you inquired for." The kind tone of this answer, the
 100 sweet voice, the gentle manner, the absence of any accent of **haughtiness** or displeasure, took Nancy completely by surprise, and she burst into tears.

"Oh, lady, lady!" she said, clasping her hands passionately before her face, "if there was more like you, there would be fewer like me!"

"Sit down," said Rose, earnestly. "If you are in poverty or hardship, I shall be truly glad to relieve you
 105 if I can, I shall indeed. Sit down."

"Let me stand, lady," said Nancy, still weeping, "and do not speak to me so kindly till you know me better. It is growing late. Is that door shut?"

"Yes," said Rose, recoiling a few steps, as if to be nearer assistance in case she should require it. "Why?"

110 "Because, I am about to put my life and the lives of others in your hands. I am the girl that dragged little Oliver back to old Fagin's on the night he went out from the house in Pentonville. I am the infamous creature you have heard of, that lives among the thieves, and that never from the first moment I can recollect my eyes and senses opening on London streets have known any better life, or kinder words than they have given me!"

115 Nancy proceeded to tell Rose of what she heard Monks tell Fagin, of his encounter with Mr and Mrs Bumble and of Oliver's identity. Rose was surprised by the information that she was hearing and was unsure what to do with the puzzle that had been laid before her. Nancy told her that if she ever needed to contact her again that she would walk on the London Bridge every Sunday night from eleven until midnight, presuming she was still alive to do so.

Vocabulary

haughtiness: being unfriendly and considering yourself to be better than others



Check your Understanding

1 Put the sentences in order to make a summary of Chapter 11.

- ___ Oliver stays with the ladies and in three months is recovered.
- ___ Monks tells Fagin the story of the pendant, which Nancy overhears.
- ___ Mrs. Maylie, Miss Rose and Mr. Giles wait for the doctor to arrive.
- ___ Mrs. Bumble tells Monks about the locket that Oliver's mother gave to the nurse.
- ___ Nancy goes to see Miss Rose and tells her the story of the pendant.
- ___ Oliver recovers enough to tell the ladies the story of his life so far.
- ___ Mrs. Bumble hears the dying confession of the nurse that helped Oliver's mother when she was giving birth.
- ___ Monks throws the pendant into the river.
- ___ The doctor arrives and then he and the ladies go upstairs to see Oliver.

2 Who is Monks? Why is he interested in Oliver's history?

3 Why do you think the pendant is so important?

4 What do you think is going to happen next in the story? Note down your predictions.





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Extra Reading

Robinson Crusoe by Daniel Defoe

Chapter 1

Young Robinson Crusoe

My name is Robinson Crusoe. I was born in 1632, in the city of York, England. I lived there with my mother and father; my father had made his **fortune** as a successful merchant.

I had two older brothers, one of which was killed in battle against the Spaniards. I never knew my second brother, as he disappeared suddenly and my parents never found out what happened to him.

My father was **desperate** for me to join the family business and become successful. However, I wanted nothing more than to go to sea and explore the world; this led me strongly against the will of my father. Nothing my family or friends said could change my mind.

My father was a knowledgeable and serious man and he warned me that leaving England would be dangerous. He explained that my brothers' adventures had cost them their lives and he did not want this for me, I could make a fortune in the family merchant business and live an easy and happy life. Tears ran down his face as he remembered my brothers.

I promised my father and my mother I would do as they wished and never think of leaving home again. For a year I worked hard to become a merchant, but I could not give up my dream and soon forgot all about my promise. Every day I thought about the ships at the harbour and about traveling across the seas.

I felt I had no choice but to leave home; I decided to leave without telling my parents and taking all the money I had saved, I went to the harbour. I was fortunate enough to meet the captain of a trading ship that was sailing to London, and then on to America. After some discussion, I paid the captain and he agreed to take me with him. We would leave on the

Vocabulary

fortune: a very large amount of money

desperate: needing or wanting something very much

1st of September 1651 and, although I was nervous for the first time, I was excited about my future. I knew It was wrong to disobey my mother and father, but my need for adventure carried me on to that ship.

We were not long at sea before the wind began to blow and the sea began to rise. I had never been at sea before and the movement of the waves made me feel sick and terrified. Whilst the storm raged, I thought of my mother and father and wished I had never left my comfortable life as a merchant.

The storm grew stronger and stronger. Every angry wave **threatened** to swallow the ship up. As the ship rose up and fell down I thought of my parents and swore to return home, work hard and never go to sea again.

The storm continued for eight more days, and now I could see **terror** and **amazement** on the faces of the bravest of the sailors. I had never been so frightened in all my life; as I looked out of my cabin window I saw waves the size of mountains crashing around the ship. Suddenly, one of the crew cried out that water was flooding the ship.

The captain fired a shot into the air, hoping that another ship would hear and help us; and soon we could see a boat coming towards us. With great difficulty, their boat came near and the men in it **risked** their lives to row close enough for us to climb down a rope to safety.

We had not rowed far before I could see our ship sink. I finally understood the dangers of being at sea; my heart lay dead within me, partly with fright, partly with horror of what could have happened.

The men who saved us worked hard to get us to shore. When we landed on the beach, people from the town ran to help us. They fed us, gave us dry clothes, a warm place to sleep and enough money to travel to London.

At this time I should have recognized the dangers of a life at sea and returned to my father. But I was **stubborn** and **foolish** and followed the rest of the crew to London. During our journey the ship's captain spoke to me.

"Young man," says he, "you should never go to sea again; you must return to your family immediately. If you do not go back you will find nothing but **disasters** and disappointments."

I would not listen to the ship captain. I believed I should decide my future and that if I returned home I would be laughed at by my friends and neighbours. With the money I had left from working with my father, I decided to stay in London and find a ship for my next **voyage**.

Vocabulary

threaten: to tell someone you will kill or hurt them

terror: extreme fear

amazement: extreme surprise

risk: to do something although something bad happened

stubborn: someone who refuses to change

plans or to stop doing something

foolish: silly or stupid doing something

disaster: something that causes a lot of damage

voyage: a very long journey



Chapter 2

Capture and Escape

Finally, I found a ship going to the northern coast of Africa and I was determined to join her crew on their voyage.

I know now that I should have traveled on that ship as a sailor and learned all the skills of a sailor, but I had money in my pocket and I was dressed in good clothes, so I traveled as a **gentleman**. I slept in the captain's rooms and we became good friends. He was a good and honest man.

At first, the voyage went very well. My friend the captain taught me about the mathematics and the rules of **navigation**, how to keep records of the ship's course, and to do the things a sailor needs to understand. He enjoyed teaching me and I enjoyed learning from him.

Our good fortune did not last. On the way to the Canary Islands we were attacked; sixty men climbed aboard our ship – once they were on board they started to cut at our sails with their swords. We fought with all we had, but with three of our men killed, and more **wounded**, we had to **surrender**. We were taken as prisoners into a port called Sallee, in northern Africa.

The captain of the ship that attacked us kept me as his **servant**, because I was young and fit. I had changed from a gentleman to a servant. I thought about my father and mother and how much I wanted to be with them, safe at home.

I was taken to my new **master's** house. There I had to look after his garden, and to do housework and at night he ordered me to take care of his ship. The ship is where I was ordered to sleep.

For two years, I cared for my master's garden, house and his ship. During this time, I could think of nothing but my escape.

An opportunity for my escape came when my master was expecting many guests to his house and required many fish for an important **feast**. I was an excellent fisherman and he would often send me fishing with two of his other servants, a man and a young boy called Xury.

We were ordered to take a boat, and go out to sea to catch enough fish to feed all the guests. We filled

Vocabulary

gentleman: a man with a high social position

navigation: the act of traveling in the right direction

wound: to injure or hurt using a knife or gun

surrender: to stop fighting because you know you can't win

servant: a person who has a job working in someone else's home

master: someone who has control and power

feast: a special meal with a lot of food and drink

the little boat with enough food and water and other **supplies** for our trip. I was even able to **smuggle** some guns and **ammunition** from my master's house.

We sailed out of the port to fish, and after we had fished some time and caught nothing - when I had fish on my hook I would not pull them up - I said to the other servants, "This will not do; our master will be angry; we must sail further from the shore to catch fish for him."

They agreed, and set the sails; I took the man by surprise and threw him into the sea. He rose to the top of the sea immediately and begged me to help him on to the boat. I shouted, "You are a strong swimmer, and the sea is calm; if you come near the boat I'll shoot you through the head, for I have a gun and I am going to escape!" He saw the gun and scared, he swam for the shore.

I turned to the servant boy and said, 'Xury, will you come escape with me?' The boy smiled, and promised he would go all over the world with me.

For five days, we sailed along the shore and we saw no other people or boats. We needed fresh water to drink, so we decided to swim to shore as soon as it was dark; but as the sun set, we heard the barking, roaring, and howling of wild creatures. Terrified, we huddled together in the boat. Two or three hours later; we saw huge, strange creatures come down to the shore and run into the water, wallowing and washing themselves; they made terrible howlings and yellings, sounds that I never heard the like of before.

We were very scared, but we had no water left on the boat and without water we would die of thirst. Xury bravely suggested, "We will both go and if the wild animals come, we will kill them, they shall not eat me and they shall not eat you." So we sailed the boat as close to the beach as we could and waded on shore, carrying nothing but our guns and two empty jars for water.

We walked carefully along a creek and after some time, where were happy to find that there was fresh water when the **tide** was out; so we filled our jars, and prepared to go on our way, we searched but could not find any signs of other people living in this part of the world. We saw no footprints of any human creature.

We journeyed slowly along the coast, always looking at the shoreline for people who could help us. Behind the beach we could see dark jungle, thick with strange trees and plants. This land seemed to be uninhabited, except for the monsters we heard cry out every night. We sailed for nearly a hundred miles along this coast and we saw nothing but a waste, **uninhabited** country by day, and heard nothing but the howling and roaring of wild beasts by night.

I wanted to sail far away from this place, but the winds were strong and the sea was too high for our little boat, making us to keep close to the shore.

Vocabulary

supplies: things that are needed to do something

ammunition: a supply of bullets and bombs that are fired from guns

smuggle: to move something secretly from one place to another

tide: the regular rise and fall of sea level

uninhabited: a place where no one lives



Chapter 3

Saved and Shipwrecked

We continued sailing south for ten or twelve days, eating very little, and only going to the shore to collect fresh water. I hoped we would meet with some ship or people or we would soon die.

About ten days later, I began to see that the land was changing; finally we saw people, they were standing on the shore looking and waving at us; as we watched they ran along smiling and calling to us. I could see that they had no weapons in their hands; Xury and I were **starving** and thought it safe enough to make signs for something to eat. They understood us, and soon two of them swam to our boat and brought with them some dried meat and corn.

We made signs of thanks to them, and decided there was no danger and we could join them on the shore. The people were interested in how we looked and dressed, they were kind and brought us more food for our journey, I accepted and made more signs of thanks. I then made signs to them for fresh water; we fetched the jars from the boat and they took Xury to fill them all. When he returned, we said goodbye and returned to the boat with fresh supplies.

Now we had food and fresh water we could continue on our journey along the coast. We had been sailing for another eleven days, when suddenly I heard Xury point and cry out, "Master, master, a ship with a sail!" I saw the ship and fired a gun to **signal** to them. They saw my signal and fired a shot in return. It took us three hours to sail close enough to the ship to climb on board. The ship's crew very kindly helped lift us and all our supplies from our boat and onto their ship.

The captain of the ship was a kind and happy man. "Mr. Englishman" he said, laughing, "I have saved your life and will gladly take you and the boy to the Brazils on my ship."

He gave me money for our boat and asked Xury whether he would like to join his crew and live and work on his ship, and Xury said he would be happy to join his crew. I was sad to end my travels with Xury, he had been a **loyal** and brave friend, but I was happy to know he would be looked after by the kind captain.

We had a very good voyage to the Brazils, and arrived twenty-two days later. In Brazil, I was able to buy a small **plot** of land with the money the captain had given me, and formed a plan to grow sugar

Vocabulary

starving: dying because of not having enough food

signal: a movement, light or sound used to communicate

loyal: to be someone's friend no matter what happens

plot: a small piece of land

cane and make myself a home.

For about two years I planted sugar cane, with the money I made I bought more land to grow more sugar cane. I went on the next year with great success; my **wealth** continued to grow, and I realized I could become very rich in this business. But I could not stop thinking about traveling to other countries and lands.

I could not be happy staying in one place. I had become a rich and successful man in my new sugar cane plantation, but still felt I had to leave to continue a life of adventure.

I had been living in Brazil for almost four years and had made great friends among the other land owners and merchants visiting from other countries.

One morning, three of my merchant friends told me that they had a plan to build a ship, fill it with supplies and to go to Guinea, in western Africa; I, who was born to take risks and make bad decisions, told them I wanted to join on their journey. I wanted it with all my heart. I decided to make a will, and I asked a dear friend to look after my plantation and money until I returned. I made him my legal partner and **guardian** of all my land and belongings. For doing this I would pay him well.

I went on board on the 1st September 1659, the date being the same date I left my mother and father eight years ago.

Our ship weighed about one hundred and twenty **tonnes**, it carried six canons and fourteen men, besides the captain, his servant, and myself.

We had been sailing for twelve days' when a violent tornado, or hurricane, took us by surprise. The wind blew with such strength and the waves beat the ship with such force, that for the next twelve days, I expected every day to be swallowed up by the ocean.

During the storm, one of our men died of fever, and one man and the captain's servant were washed overboard by the waves. On the twelfth day, the weather started to calm, but by now the ship was too damaged. We needed to go back to the coast of Brazil. But this was not going to happen, our troubles were not over; a second storm came upon us, which carried the ship and threw us into huge, violent waves.

During this second storm, our ship struck sand, and the sea continued to break over the ship with such force that we all believed we would die. We all tried to get to our rooms, to **shelter** from the foam and spray of the sea and hope to **survive** until the storm passed.

We didn't know where we were – we could see land in the distance, but did not know whether it was an island or the mainland, whether the land was inhabited or not inhabited. The wind was still strong,

Vocabulary

wealth: a large amount of money

guardian: a person who is legally responsible for someone else

tonne: a unit to measure weight (equal to about 1000kg)

shelter: a building that protects you from bad weather or danger

survive: to continue to live



and soon the ship would break into pieces. We huddled together in our rooms expecting death to come at any moment.

There was another boat on board, and the captain decided we would only survive the storm if we boarded this boat and rowed out of the storm and away from the ship. The men were brave and worked together to get the boat over the ship's side.

The men climbed into the boat with great difficulty; the sea was so high that there was no way the boat could stay afloat, and we would all be **drowned**. We worked the oars and tried to row towards the land, though with heavy hearts, like men going to their deaths; we all knew that when the boat came near the shore it would be smashed into a thousand pieces.

We did not know whether we were fighting our way towards rocks or sand. As we came closer and closer to the shore, we were more afraid of the land than the sea.

Suddenly, a **raging** wave, the size of a mountain, came rolling into us. The boat overturned and we were all thrown into the sea.

I lost the other men and swam against waves high as hills, I tried to get above the water to take a breath. Then, a wave carried me and left me upon the land, I was half dead with all the water I had swallowed. Before I could get on my feet, the sea came again to drag me away from the shore. Twice more I was lifted up and dropped by the waves.

The last time this happened it almost killed me, the sea threw me against the rock. I reached out and grabbed a piece of the rock. I held on with all my strength, till the wave went back. Then, I climbed up the cliffs of the shore and sat upon the grass, finally free from danger.

As soon as I had the strength, I walked along the shore searching for the rest of the crew. I could not help thinking about all the men must have drowned.

I never saw them again, or any sign of them, except I found three of their hats, one cap, and a lonely shoe.

I was in a terrible situation; I was wet, had no clothes, nothing to eat or drink. I had no weapon to hunt or kill any creature, nor to defend myself against any creature that might want to kill me.

I found a tree, climbed it, and fell fast asleep.

Vocabulary

drown: to die by being unable to breathe underwater
struggle: to try very hard to do something that is difficult



Chapter 4

Starting a Life on the Island

The weather was clear when I woke up, when I looked out I could see our ship stuck on a rock not far from shore. I looked further along the coast, and I could see the boat we had used to escape the storm washed up on the beach.

I decided to use the boat to row out to the ship. The sea was very calm and I was able to climb aboard using a piece of rope I found on the beach.

When I was inside the ship, I worked to collect as many dry supplies as possible and take them back to the island.

I used broken pieces of the ship to make a **raft**, I had to make the raft strong enough to carry the supplies. I found three of the men's **chests**, and filled them with all the clothes, bread, rice, cheese and meat I could find. The most important thing I found was the carpenter's chest, which was, much more valuable to me than a shipload of gold.

I needed to find the guns and as much ammunition as possible. Luckily I found them, as well as two old, **rusty** swords. Now I had to think how I could carry everything to shore.

Fortunately, the sea was smooth and calm. I could see a little cove on the right shore of the creek, and with great difficulty I **steered** my raft and all my **cargo** safe on to the shore.

The next thing I had to do was to find a place to live, and somewhere to safely store all the supplies I had brought from the ship. I climbed a very steep, high hill; at the top, I saw that I was on an island completely surrounded by sea: and I could see no other land in the distance.

I looked carefully and found that the island was uninhabited, I could not hear or see any wild beasts. I only saw many strange and colourful birds.

I spent the rest of the day bringing my cargo on shore, I thought about what else might be on the ship and decided to get as many things out of the ship as I could.

Vocabulary

raft: a small, flat boat made by tying pieces of wood together

chest: a strong, wooden container with a lid

rusty: a dark, orange substance that appears on damaged, old metal

steer: to control the direction of a vehicle

cargo: goods that are carried in a vehicle

I got on board the ship as before, and made a second raft; I found bags full of **nails**, many axes, and, above all, the most useful - a **grindstone!** I also took all the men's clothes that I could find, and a spare sail, a **hammock**, and some bedding; and with this I loaded my second raft, and brought everything safely to shore.

When we were aboard the ship we had a dog and two cats; I was happy to find them alive and carried both the cats with me on to the raft. The dog had also survived the storm, when he saw me he immediately jumped out of the ship and swam to shore next to my raft. He was a trusty friend and **companion** to me for many years.

I made myself a little tent with the sail and some wooden poles from the ship: and into this tent I brought everything that I knew could be damaged by either the rain or the sun. I used all the empty chests and barrels up to make a circle around my tent, to protect it from any sudden attack, either from man or beast.

I blocked the opening to the tent and made a bed on the ground, I kept my guns close to the bed and went to sleep. I was so tired that I slept deeply. It must have been a stormy night – when I woke and looked out, I could not see the ship!

I now had to think how I would survive on this island: I needed fresh water, shelter from the heat of the sun, safety from any attack and a view to the sea so I could see any ship that came close enough to the island. I searched and I found a little plain on the side of a rising hill, next to the plain was a small cave.

This is where I would set up my tent. From here I could easily get to the beach and because it was next to a hill it was sheltered from the heat most of the day. I could also view the ocean to look for any passing ships.

I set up my tent and two rows of strong, pointed wooden poles around the tent for **protection**. I used cable from the ship to tie the stakes together; making a strong **fence** that no animal or man could climb over.

To get to my tent I made a short ladder to climb over the fence; I carried all my **provisions** to the tent and began to feel completely safe in my new home.

Vocabulary

grindstone: a large, round stone used to make tools sharper

hammock: a bed made out of a piece of cloth that is tied between two poles

companion: a person or animal that you enjoy being with

protection: the act of keeping something safe from danger

fence: a wall made out of wood or wire

provisions: supplies of food and other things

I began to work at the rock to make my cave larger. I used the earth and stones that I dug out to strengthen my fence.

I went out at least once a day with my gun to hunt animals for food. There were many goats on the island, but they were quick and difficult to shoot.

I was alone and there was no one to help me, but I thought "Well, it is true you are in a terrible situation; but remember, where are the other men? You have been saved, is it better to be here or where they are?" I looked to sea and thought of my good fortune.

I did not want to lose count of the days, so I decided to use my knife to cut days on a large post. The first thing I wrote on the post was "I came on shore here on the 30th September 1659." On this post I kept a calendar by cutting every day, month and year.

I looked through the things I had brought from the ship and amongst them I found a pen, ink and paper. I decided to write my good and bad thoughts on a piece of paper;

Bad: I am on a horrible, island. All the other men have drowned.

Good: But I am the only man to survive.

Bad: I am all alone.

Good: But I will not starve, I can find food and water on the island.

Bad: I have no clothes.

Good: But it is too hot for clothes.

Bad: I have no defense, against an attack from man or beast.

Good: But I see no wild beasts to hurt me.

Bad: I have no one to talk to.

Good: But I have taken enough provisions from the ship to last me as long as I live.

For every negative thought, there was something positive to be thankful for. I needed to work hard to make myself a home and to learn how to survive on this island.



Chapter 5

Building a House – The Journal

30th SEPTEMBER, 1659 – My name is Robinson Crusoe, I've have been shipwrecked on an island. All the other men drowned. I had nothing. I was scared of being eaten by wild beasts, so I slept in a tree.

1st OCTOBER - In the morning I saw the ship again, much nearer the island. I hoped, if the wind stopped, I could get on board, and get some food and other supplies. I went upon the sand as near as I could, and then swam on board. It rained all day, but there was no wind.

1st – 24th OCTOBER – All these days were spent getting everything I could from the ship. Every day it rains heavily; it seems this was the rainy season.

20th OCTOBER – A wave hit my raft, and all the goods on it fell into the sea; but the water was **shallow**, and I was able to save most of them.

25th OCTOBER - It rained all night and all day, with strong winds; I could see the ship had been broken to pieces. I spent this day covering the goods which I had saved, so they would be protected from the rain.

26th OCTOBER - I walked along the shore all day, to find a safe place to live. I found a place under a rock, and marked out a semicircle for my camp; I would make a wall along the mark made of **stakes** lined within with **cables**.

26th – 30th OCTOBER - I worked very hard in carrying all my supplies to my new camp.

1st NOVEMBER - I set up my tent under a rock, and used stakes to swing my hammock upon.

2nd NOVEMBER - I used the pieces of wood which made my rafts, to make a fence around my tent.

3rd NOVEMBER - I went out with my gun, and killed two birds like ducks, they tasted very good. In the afternoon, I worked to make a table.

Vocabulary

shallow: having only a short distance from top to bottom

stake: a pointed stick or post

cable: a thick, strong rope made of metal

4th NOVEMBER – Today, I decided to **schedule** my time. Every morning I walked out with my gun for two or three hours; then I worked until about eleven o'clock; then I would eat; and from twelve to two o'clock I slept, the weather being very hot; and then, in the evening, I went to work again.

5th NOVEMBER - I went hunting with my gun and my dog, and killed a wild cat; every creature that I killed I took the skins and **preserved** them. Coming back by the sea-shore, I saw many sorts of sea-birds and two or three seals.

6th NOVEMBER - After my morning walk I made a table.

7th NOVEMBER – The weather is good! The 7th, 8th, 9th, 10th, and part of the 12th (for the 11th was Sunday) I made myself a chair.

13th NOVEMBER - There was terrible thunder and lightning, which frightened me a lot. I was scared the lightning would hit my ammunition.

14th – 16th NOVEMBER – During these three days I made boxes, to hold the gun powder. On one of the days I killed a large bird that was good to eat.

17th NOVEMBER. - This day I began to dig behind my tent into the rock, to make my new home bigger.

23rd NOVEMBER – I have been working hard every day to make my cave bigger, so that I can store all my things safely in it.

10th DECEMBER - I had almost finished my cave, when suddenly a great amount of earth fell down into my cave. I now had a lot of work to do, I had to carry the loose earth out again.

11th DECEMBER - I worked using boards to make a roof for my home.

17th DECEMBER - From this day to the 20th I made shelves for my things. I also put nails on the posts, so I could hang everything up; there is now some order within my new home.

20th DECEMBER - I carried everything into my cave, and began to furnish my house, and set up some pieces of boards to put things on, I also made another table.

24th DECEMBER – A lot of rain all night and all day.

Vocabulary

schedule: a plan of things that need to be done and when

preserve: to keep something in good condition



25th DECEMBER - Rain all day.

26th DECEMBER - No rain, and the earth much cooler than before.

27th DECEMBER - Killed a young goat, and hurt another, so I caught it and took it home. I looked after it and it got better. It became tame and would not go away. This was the first time I thought of keeping my own goats.

28th – 31st DECEMBER - Very hot, and no breeze, I stayed indoors.

1st JANUARY - Very hot still: this evening, walked to the centre of the island, I found plenty of goats; I must bring my dog to hunt them down.

2nd JANUARY - Went out with my dog, and set him on the goats, but the dog was scared and would not hunt them

3rd JANUARY - I began my fence or wall; I'm still scared of attack, so I want to make it very strong.

NOTE - I stopped writing in my journal; from the 2nd of January to the 14th of April. I'm busy working, finishing, and perfecting this wall. I worked hard for weeks, I would not feel safe until the wall was finished.

Before the great rains arrived, I noticed some green stalks shooting from the ground next to the wall. They continued to grow and I recognized it to be barley! I remember shaking the pieces of corn from food sacks from the ship in that very place.

Stalks continued to grow. Watching them grow touched my heart and brought tears to my eyes, and I began to thank nature for helping me! Soon after I saw some different stalks, and I was happy to see they were stalks of rice.

I must grow corn and carefully look after the crops, so one day I would be able to make bread.

Besides this barley, there were, as above, twenty or thirty stalks of rice, which I carefully looked after - to make me bread; I found ways to cook it without baking, though I did that also after some time.

But to return to my **journal**.

16th APRIL - I finished the ladder; so I went up the ladder to the top of the wall, and then pulled it up

Vocabulary

journal: a written record of what you have done each day

after me, and let it down in the inside. I was completely safe and enclosed.

The day after I finished the wall, I was terribly frightened with a most dreadful, surprising thing indeed; suddenly, I found the earth shake underneath me! I was scared that the cave would fall down upon my head. I ran and climbed the ladder and got over the wall. As soon as I was on the ground, I saw it was a terrible earthquake. I saw the sea moving violently; I think the shocks were stronger under the water than on the island.

The moving of the earth made my stomach sick, like I was being shaken about at sea. It was not long before the shocks stopped. The earthquake itself was over, but the rain was very heavy and I was forced to go into my cave, even though I was scared it would fall on my head if the earth began to shake again. I was scared but had to stay in my cave because the rains continued on the 19th, 20th and 21st of April.

22nd APRIL - The next morning, I begin to clear up the damage caused by the earthquake to the wall. It was more than a full week's work to fix the wall.

30th APRIL – The bread I took from the ship is running out, I must only eat one biscuit cake a day, this makes me very sad.

1st MAY - In the morning, looking towards the sea, I saw the shipwreck again. It had been driven closer to shore by the earthquake; I walked along the sands, as near as I could to the wreck of the ship, to look for more supplies. Maybe I will find some more bread.



Chapter 6

Sick and Alone – The Journal

When I came down to the ship I could see it had been broken by the earthquake. I decided to pull what was left of the ship apart, and carry everything I could back to the island. Everything I could get would be of some use.

3rd MAY - I used my **tools** to cut parts of the ship into smaller parts.

4th MAY - I went fishing, and caught a young dolphin. I could always catch enough fish to eat. I always dried the fish in the sun, and ate them dry.

5th MAY - Worked on the **wreck**; brought three great **planks** of wood from the **decks**, which I tied together, and floated to shore.

6th MAY - Worked on the wreck; got several iron bolts out of her and other pieces of ironwork. Worked very hard, and came home very tired, and I had thoughts of giving up.

7th MAY - Went to the wreck again. Now, it was almost full of water and sand.

8th MAY - Went to the wreck, and carried an iron bar to pull up the deck, and brought the pieces of wood on shore.

9th MAY - Went to the wreck, carried away more decking.

10th – 14th MAY - Went every day to the wreck; and got many pieces of timber, and boards, or planks, and iron.

15th – 17th MAY – The wind is blowing so hard I could not get to the wreck. I stayed in the woods, to shoot pigeons for food.

24th MAY - Every day, to this day, I worked on the wreck; I continued this work every day until the 15th of June, except the time spent to hunt or make food; and by this time, I had got enough **timber** and plank and iron to build a good boat.

Vocabulary

tool: a piece of equipment you use with your hands to make or repair something

plank: a long, narrow, flat piece of wood

wreck: what is left of a ship after it is destroyed

deck: the top floor of a ship where you walk and that is not covered

timber: wood used for building

16th JUNE - I found a large turtle on the beach.

17th JUNE - I spent the day in my home cooking the turtle. Inside the turtle I found many eggs, and the meat was the most delicious I had ever tasted in my life. I had only had goat and bird meat since I landed in this awful place.

18th JUNE - Rained all day, and I stayed inside. I thought at this time the rain felt cold, and I felt chilly; which I knew was unusual.

19th JUNE - Very ill, and **shivering**, as if the weather had been cold.

20th JUNE - No rest all night; very bad pains in my head, and feverish.

21st JUNE - Very ill; very frightened and there is no one to help me - to be sick, and no help.

22nd JUNE - A little better; but still very scared.

23rd JUNE - Very bad again; cold and shivering, and then a violent headache.

24th JUNE - Much better.

25th JUNE - A very violent fever; the fit held me for seven hours; felt very cold and then very hot.

26th JUNE - Feel better; took my gun, felt weak but killed a goat, and carried it home with much difficulty.

27th JUNE - All day I lay in bed with a violent sickness, unable to eat or drink anything. I was ready to die of thirst. I fell asleep, and did not wake up until late in the night. When I woke up, I felt much better, but still weak, and very thirsty.

28th JUNE - A little better, I filled a large bottle with water. I walked about, but was very weak. At night, I ate three of the turtle's eggs for my supper, which I roasted in the fire.

I felt better on the 30th, but I did not want to travel too far. The next day, I felt sick again.

2nd JULY - I ate three turtle's eggs; even though I had no **appetite**, and forced myself to drink a lot of water.

4th JULY - I have decided to use the books I saved from the ship; I will read every morning and every night; to keep my thoughts active.

My health and strength returned, from the 4th of July to the 14th I spent all my time collecting food. I still had **convulsions** in my nerves and arms and legs for some time. I learned that the rainy season was a danger to my health.

Vocabulary

shiver: to shake because you are cold or scared

appetite: the feeling that you are hungry

convulsion: a sudden movement in your muscles or body, that you cannot control



Chapter 7

Learning to Farm

I had now been on this unhappy island for more than ten months, and I had stopped hoping to be rescued.

It was on the 15th of July that I began to explore the whole island. First, I went up the creek, and on the banks of this river I found beautiful **meadows**. They were plain, smooth, and covered with grass and strange plants.

The next day, I walked further than the meadows, and here there were many more trees. Here, I found many different fruits; there were melons on the ground, and **ripe**, rich grapes in the trees. I found an excellent use for these grapes; to cure or dry them in the sun, and keep them as dried grapes or raisins.

I decided to spend the night in this place, I climbed a tree and slept well there. The next morning, I continued to explore; the country appeared so fresh and so green that it looked like a planted garden. I saw here many cocoa, orange, lemon, and citron trees. I had to find a way to **gather** a lot of fruit and carry it home; I travelled homewards; **resolving** to come again.

The next day, I walked back to the fruit trees with two small bags to carry home fruit; when I got there I found the melons spread all over the ground, trodden to pieces, and dragged about. There must be some wild creatures in this area. I was able to gather many of the grapes, and I hung them in trees to dry in the sun; I carried as many limes and lemons back as I could.

I liked this place, and spent the rest of July there. I built a shelter; so now I had my country house and my sea-shore house; and this work took me up to the beginning of August.

The 3rd of August, I found the grapes I had hung up had dried perfectly and I carried most of them home to my cave. Then it began to rain; and it rained, more or less, every day from August until the middle of October. Sometimes it rained so much, I could not leave my cave for several days.

From the 14th to the 26th, the rain never stopped. I killed a goat; and the last day, which was the 26th, I found a very large tortoise. I managed my food like this: I ate a bunch of raisins for my

Vocabulary

meadow: a field with grass and flowers

ripe: ready to be eaten

gather: to collect things

resolve: to decide that you will do something

breakfast, a piece of the goat or turtle meat cooked over the fire for my dinner (I had no pot to boil or **stew** anything) and two or three of the turtle's eggs for my supper.

30th SEPTEMBER. - I counted the marks on my post, and found I had been on the island for one year. My ink supply is getting low, so I must use it carefully, and write down only the most important events of my life, without continuing a daily journal.

I now know when the rainy season and the dry season came. I learned the right time to plant crops. I sowed the rice and barley seed in February, and this having the rainy months of March and April to water the crops, they grew well, and yielded a very good crop.

I found now that the seasons of the year were not like in England, where we had Spring, Summer, Autumn and Winter. Here there were rainy seasons and dry seasons.

Vocabulary

stew: vegetables and meat or fish cooked slowly together in liquid



Chapter 8

Exploring the Island

I was **determined** to explore the whole island. I took my gun, an axe, my dog and some food and started my journey. I passed the meadows and found a great view to the west, it was such a clear day that I could see land in the distance! I could not tell whether this land was another island or a continent.

I did not know whether the land I could see was inhabited by dangerous **tribes**, who would murder any other humans.

This side of the island was beautiful – there were open fields, flowers and grass, and large trees. I saw many parrots and with great difficulty, I caught a young parrot and brought it home so I could teach it to speak.

I came to the sea-shore, I was surprised to see it covered with countless turtles. There was also an **infinite** number of birds of many kinds, some which I had never seen before.

Even though this side of my island was much more beautiful; I had already made a safe home and I would not move.

I took a different **route** home; on the way my dog surprised a young goat. I made a collar for this little creature, and with a string, I led him along until I arrived home. By now the goat had become a tame and loving creature. I would keep it as another companion.

I cannot tell you how happy I was to return to my cave home, and lie on my hammock. I had now been on the island two years and I had become quite happy and content.

From this moment, I realized it was possible for me to be more happy in this forgotten, lonely place than it was anywhere else in the world.

I began my third year dividing my time between daily **tasks**; going hunting with my gun, the cutting, preserving, and cooking of what meat I caught during my hunts. I had to do this in the mornings and afternoons, as the middle of the day was too hot to go out in the sun.

Vocabulary

determined: wanting to do something and not letting anything stop you

tribe: a group of people who have the same language, customs and beliefs

infinite: endless, without limits

route: a particular way to get from one place to another

task: a piece of work that has been given to someone

It was now November, and I was expecting to harvest my crop of barley and rice. The crop looked very good, but I had to beware of the goats and rabbits who were always trying to eat the sweet, fresh **blades**. At night, I tied my dog to a stake to keep guard, and he would stand and bark all night long; this worked well and the corn grew fast and strong.

Now the birds became a problem. One day, I saw my little crop surrounded with them. I immediately ran at them with my gun. As soon as I shot, a little cloud of birds rose up from among the corn itself.

I saw they had done a lot of damage, but what was left would still make a good crop if I could save it.

I was so angry, that I waited for the birds to return and then shot and killed three of them. I hung the dead birds from the trees to scare away others who would come to steal my corn. This worked very well, and in December, I had a good harvest.

I had to use my sword to cut the corn. I cut off the ears, and carried them away in a big basket which I had made. Then, I rubbed out the **grains** with my hands; and at the end of all my harvesting, I found that I had plenty of rice and barley.

Next, I had to learn how to make bread, which I knew would be very difficult.

Vocabulary

blade: a long, narrow piece of grass or plant

grain: a seed or seeds of a plant used for food



Chapter 9

Building a Boat

I sowed my seed in two large, flat pieces of ground. This land was near to my house and I fenced around it with a good **hedge**. The rain was still heavy and kept me in my cave, I kept busy talking to my parrot, and teaching him to speak. I quickly taught him to know his own name, and at last to speak it out loud. He would squawk, "Poll," which was the first word I ever heard spoken on my island by any mouth but my own.

I needed large jars to store corn, I studied how to make them. I was lucky to find a type of clay that I thought I could use. I had to dig the **clay** and bring it to my cave to work it into the correct shapes.

It would make the reader laugh at me, to see how many ugly misshapen things I made out of the clay! It took me two months to make two large jars. The sun baked them dry and hard; and they stored my corn well.

Making the large pots was very difficult, but I made several smaller things with much more success; such as little round pots, flat dishes, **pitchers** and pans.

Finally, I had made an earthen pot that would sit on the fire without breaking; I set it on the fire with some water in it to boil some meat, which it did very well; and with a piece of a young goat I made some very good broth.

Next, I had to think about how I could bake bread. I made some special pots to bake loaves of bread and a large fire. When the firewood was burned into **embers** or live coals, I placed them all around the outside of the pots, to keep in and add to the heat. This method worked as well as the best oven in the world, and I baked my barley-loaves.

While I worked, I thought about escaping the island. I thought of crossing the ocean and finding the mainland. I knew this could be dangerous; I could fall into the hands of murderous tribes or dangerous animals. Yet, my head was filled with thoughts of escaping the island and getting to the mainland.

Vocabulary

hedge: a line of small trees or plants that make a wall

clay: wet, heavy earth that is used to make things

pitcher: a container used to carry liquids

ember: a very hot piece of wood or coal that keeps burning for a long time

Now I wished that my boy Xury was still with me, and we had the long-boat we had used to sail along the coast of Africa. My **desire** to get to the mainland increased, rather than decreased, even though finding a way to travel there seemed impossible.

I began to think whether I could make a canoe, out of the **trunk** of a great tree.

I chose and chopped down a large cedar-tree. I was twenty days chopping the tree down; it took fourteen more to cut off the branches. It took me one month to shape it and nearly three months more to clear the inside. It was big enough to carry twenty six men, so it would be big enough to carry me and all of my cargo.

When I had finished making the boat I was extremely happy with it. The boat was bigger than any canoe, and it was made from one tree.

The boat was one hundred yards from the water. It was too heavy to push to the water; so I needed to bring the water up to the canoe. I decided to dig a **canal** from the sea to the canoe, but to do this alone would take me at least ten years!

There was no way I could get my boat to the water, and this made me more sad than I could ever say. The experience taught me a lesson, though too late, it is foolish to begin a task before planning properly, and before we know if we have the strength to finish it.

While making the boat, I finished my fourth year in this place. I now realized that I was completely separate from the world and I would be forever.

I learned to look more upon the bright side of my situation, and less upon the dark side, and to think about what I enjoyed rather than what I wanted. Another thought that was of great use to me, and would be to any one that should be in the same situation; and this was, to compare how my life was now with what I at first expected it would be.

I was king of this whole country. I had no enemies; and although my ink was almost gone, I had somewhere safe to sleep and plenty of corn, grapes, meat, clothes and wood.

I lived comfortably and I was safe.

Vocabulary

trunk: the thick, main part of a tree

canal: a man-made channel for water made for moving boats



Chapter 10

Catching Goats

For another five years, nothing unusual happened. I spent all my time making a small canoe, learning from the mistakes I made with my first attempt.

This boat was smaller and lighter, I dug a canal and successfully floated the canoe to the creek.

I made a little **mast** for my boat, and made a sail too out of some of the pieces of the wrecked ship's sails. I made an umbrella out of animal skins and stood it over my head, to keep the heat of the sun off me. At last, I was able to sail around my **kingdom**.

It was the 6th of November, in the sixth year of my **reign** - or my imprisonment - that I set out on a voyage, I took plenty of food and water and a gun for hunting.

I sailed to the other side of the island. When I came to the east side, I found a **ledge** of rocks reaching out far into the ocean, and beyond this was a **strip** of sand. I had to sail far out to move around the sand bar. Suddenly, I found myself in deep, rough waters. The **current** was strong and I thought it was going to carry me out to sea.

I was scared and I looked back upon my island as the best place in the world, and I wished to be there again. I was being carried away from the island by the water and I worked with all my strength to get out of the current. I kept steering directly for the island and I was helped by a fresh wind, it took me about an hour to sail a **mile** off the shore, where, it being smooth water, I soon got to land.

When I was on shore, I decided to stop trying to escape by boat. I brought my boat to a little cove, climbed out and being tired from the journey, fell asleep under some trees.

The next morning it was very hot, I took my gun and umbrella and I began the long walk home. I reached my old country shelter in the evening. I laid down to rest, and immediately fell asleep. I woke suddenly, shocked I heard a voice calling, "Robin, Robin, Robin Crusoe: poor Robin Crusoe! Where are you, Robin Crusoe? Where are you? Where have you been?"

Vocabulary

mast: a tall pole that holds up the sails on a boat

kingdom: a country ruled by a king or queen

reign: a period of time when a person, usually a king or queen, rules a country

ledge: a shelf of rock coming out of a cliff or wall

strip: a long, narrow area

current: a movement of water in a particular direction

mile: a unit of distance (equal to 1.6 km)

I saw my parrot, Poll, sitting on the top of the hedge. Holding out my hand, I called him by his name and the bird came to me, and sat on my thumb and continued talking to me, "Poor Robin Crusoe! and how did I come here? and where had I been?" Poll was very happy to see me; and so I carried him home along with me.

I thought about the danger I had been in at sea and decided to stay on the island. For a year I lived a very calm, quiet life; even though I was lonely I lived very happily during this time.

I had now been on the island for eleven years, and because my ammunition supplies were getting low, I needed to make a trap to catch goats and keep my own **flock**.

One night I set three traps, and going the next morning I found three young goats, a male and two females. I tied the young goats together with string and brought them home.

To tame the goats, I needed to enclose a piece of land where there was enough food for them to eat, water for them to drink, and cover to protect them from the sun. I found an open piece of meadow with fresh water and a wood at one end.

In about a year and a half I had a flock of about twelve goats; and in two years more I had forty-three.

Now I had as much goat's meat and milk as I wanted. I had seen butter and cheese made as a child and with a lot of practice was able to make it. When I first arrived on the island I thought I would die from hunger, now there was more than enough delicious food to eat!

Vocabulary

flock: a group of sheep, goats or birds



Chapter 11

Finds a Footprint

You would smile if you could have seen me and my little family sit down to dinner. Poll, would **perch** close to me, and was the only one of my companions allowed to talk to me. My dog, who was now old and crazy, sat always at my right hand; and two tame cats, one on either side of the table.

If another man was to see me; he would either be frightened or would laugh a lot. I was dressed strangely, I will write a description of my appearance.

I had a great high ugly cap, made of a goat's skin, with a flap hanging down behind, to keep the sun and rain off my neck. I had a short jacket made of goat's skin. My trousers were made of the skin of an old goat, whose long hair hung down to my knees. I also had made a pair of misshapen boots.

Around my **waist** I had on a wide belt of goat's skin. I hung a little saw and an axe from this belt, one on either side. I carried a basket on my back, my gun on my shoulder, and held a great, ugly, goat's-skin umbrella over my head. My beard had grown long and I had a large moustache.

I prepared and went on a new journey, and was gone for about five or six days. I travelled first along the sea-shore, then I walked over the land, as I looked forward I was surprised to see the sea all smooth and quiet – there was no rippling, no **motion** and no **current**.

I now had two grain fields which I sowed and harvested every year. I grew and stored raisins and looked after my goats. I lived between my cave house and my shelter, or 'country house'. I had made a wall of stakes around my country house also, making it a safe place to stay.

One day, about noon, I was walking along the shore. I looked down and was shocked to find the print of a man's foot on the sand. I could not believe my eyes! I listened and looked around, but I couldn't see or hear anything. I searched everywhere, but couldn't find any other prints. I walked on, terrified, looking behind me at every two or three steps taken, thinking every **distant bush** and tree was a man. I was very afraid and ran back to my cave, which I now called my 'castle'.

Vocabulary

perch: to sit on the edge of something

waist: the part of the human body between the chest and the hips

motion: the act of moving

distant: very far away

bush: a low plant with many branches

That night I could not sleep; I could not stop thinking about the **footprint**. It must have been a tribesman from the mainland; they must have arrived in canoes and gone back out to sea.

I was scared that they had found my boat or any other sign that I was living on the island. I had been so lonely, but now I was terrified that another man was on the island. I stayed in my cave for three days, too scared to leave. In time, I convinced myself that it had been a mistake and that I had seen my own footprint.

This thought made me feel better and I felt brave enough to leave my cave. I went to the shore and found the foot print. I measured the print against my own foot, the foot print in the sand was much larger than mine. Now I knew for sure that another man had been on my island and I and ran back to my cave.

I was terrified and stayed awake all that night; and in the morning, I fell into a deep sleep and woke up feeling much better. I thought about making my castle safer – in case tribes should land on the island, find and attack me.

I decided to make a second wall around my castle. Twelve years before, I had already grown a row of trees around the wall. These trees stood close together, between them I put posts in the ground to make a strong fence. I now had a double wall; and my outer wall was thickened with pieces of timber and old cables. I made seven holes, as big as my arm, in the second wall. I put guns in these holes, so that if I was attacked I would be able to fire at my enemy without leaving the castle walls.

In two years' time I had a thick hedge; and in five or six years' time I had a thick wood of trees surrounding my home. No man could break through and I used ladders to get in and out. I had done everything I could to protect myself.

Vocabulary

footprint: a mark made by a foot on a ground



Chapter 12

A Cave Retreat

While I was securing the walls around my castle, I thought about how to keep my flock of goats safe. I decided to make two or three enclosures for the goats. The **enclosures** had to be far away from each other, so that if something were to happen to one group of goats, I would have two others. This plan required a lot of work.

I searched the island for the best places to build these enclosures. I found a place in the middle of the woods. It took me one month to build the enclosure, when the fence was finished I moved twelve goats to their new home.

I went about the whole island looking for another hidden place to keep a small flock of goats. I wandered to the west of the island and climbed a hill to look about the island and out to sea; and there in the distance, I could see a boat!

I rushed down the hill to the shore, what I saw at the beach confused and shocked me! I cannot describe the horror I saw on the shore; the sand was spread with skulls, hands, feet, and other bones of human bodies. There was also a place where a fire had been made.

I turned my face away from the terrible sight; I was just about to **faint**, when my stomach **cramped** and I vomited on the sand. I turned and ran up the hill as fast I could and rushed to the safety of my castle. I was so scared of what I had seen on the beach, I stayed in my wooded enclosure for almost two years.

Over time my uneasiness began to wear off. I felt that my home was well hidden and I would never be discovered. I only left my home to care for the goats, and when I did I always carried guns and a sword.

My fear turned to anger, night and day I could think of nothing else but how I could destroy the murderers who had visited my island. I imagined flying at those men with my sword and guns loaded and killing them all. I went to watch out for them, and found a place on the side of the hill where I

Vocabulary

enclosure: a place that is surrounded by a wall or fence

faint: the act of suddenly becoming unconscious

cramp: a sudden, sharp muscle pain

could keep watch for their boats without being seen.

For three months, every morning I went to the top of the hill to look out to sea for any approaching boats. No boats came to the island and my thoughts began to calm. I thought about what I was doing; what right did I have to judge and kill these men? These men had done nothing to me.

It could see that these people were violent towards each other, but this was nothing to me: they had not hurt me. If they attacked me, then I would protect myself. But they did not know I was on the island, therefore they no plans to hurt me. It would be wrong for me to attack them.

It was more important to stay hidden. I should not hurt them, unless in defense of my own life.

For one year I stopped climbing the hill to look out for boats. I hid my boat and was careful to remove everything I had left from the shore, so there was no sign of human habitation on the island.

I walked everywhere, peeping and peering about the island, scared of who I might find. The thoughts of this sometimes sank my very soul.

I believe the reader will understand my **anxieties**. I always thought of my safety. I was too scared to hit a nail, chop wood or fire a gun in fear of being heard. I worried about making fire, as smoke could be seen from a great distance.

It was with great **relief** I found a cave in the earth. The mouth of this hole was at the bottom of a great rock; it was difficult to climb in, but it was large enough for me to stand in. The cave was very dark, and in the darkness I saw two broad shining eyes of some creature, which twinkled like two stars. I was frightened, but I took up a stick of burning wood: I used all my **courage** and moved towards the eyes; suddenly I heard a very loud sigh, like a man in pain, and it was followed by a noise, like words half spoke. I stepped closer, and by the light of the firebrand, I saw a monstrous old goat dying of old age.

The next day I brought candles and began exploring the cave. The cave was very large, but at the back was a small **passage**. I had to crawl through the passage on my hands and knees. When I got to the end of the passage the roof rose very high; it was the most glorious sight I'd ever seen! The walls and ceilings **reflected** a hundred thousand lights from my candles. It looked like the rocks were made of diamonds and gold.

This cave was a safe place. If five hundred tribesman tried to find and hunt me, they would never find me here. The cave was dry and hidden and the perfect place to store my spare guns and ammunition. When I left the cave, I found the old goat had died. I dragged him out of the cave and buried him in the ground.

Vocabulary

anxiety: a feeling of nervousness or worry

relief: a feeling of being freed from pain or worry

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

passage: a long, narrow path that connects two places

reflect: to send light back from a surface



Chapter 13

A Spanish Shipwreck

I had now been on the island for twenty three years, and I was happy. I had Poll, my parrot, to speak to; he lived with me for twenty six years. My dog was a loyal friend to me for sixteen years. I always kept a few tame cats, goats and birds within the castle walls for company. I was **content** and soon forgot about the murderous men who had visited my island.

It was December; I went out before sunrise, and was surprised to see the light of a fire on the shore. I was terrified and ran back to my castle, climbed the ladder and pulled it up after me.

I stayed for about two hours, and began to wonder what was happening on the beach. So setting up my ladder, I left my castle and climbed to the top of the hill. When I reached the top I laid on the ground, and began to look. I could see nine tribesmen sitting around a small fire.

They had two canoes, that they had pulled up on to the sand. To my relief, I soon saw them drag their canoes into the water and start to row away from the island.

As soon as I saw them shipped and gone, I took two guns upon my shoulders, and two pistols in my belt, and a sword. I ran to their fire. Going down to the shore, I could see the horror they had left behind; blood and bones.

After this **discovery** I spent my days worried and afraid of these men. I could not sleep, and if I did I had frightful dreams. If I ever left my castle, I took the great care and **caution**.

One day in the middle of May, I was surprised to hear the noise of a gun fired at sea. I rushed to the top of the hill, thinking this must be a ship in **distress!** I collected as much dry wood as I could find and set it on fire at the top of the hill. If there was a ship, they would see my fire and help me! Soon I heard another gun; the ship had heard my signal and they were replying!

Vocabulary

content: happy and satisfied

discovery: the act of finding something new

caution: great care and attention

distress: a strong feeling of sadness, worry or pain

I had no choice but to wait until sunrise, early in the morning I ran to the top of the hill and looked out for the ship. I could see something very far out to sea, as I looked closer I saw it was the wreck of a ship caught on the rocks.

I could do no more than **pity** the ship's crew, I knew they must have been killed in the wreck. I wished just one man had made it to the island to be my companion and save me from my loneliness. I repeated the words, "Oh if only one had lived!" a thousand times. But it was not to be; I never knew whether any men were saved out of that ship or not, but I did find the body of a drowned boy come on shore near the shipwreck.

When the sea was calm, I decided to sail my boat to the wreck – hoping to find someone alive. I had to plan my journey, and sail very carefully, avoiding the rocks and currents.

It took me two hours to get to the wreck. Now I was closer, I could see it was a Spanish ship, it was stuck fast, jammed in between two rocks. The ship had been beaten to pieces. As I came closer, a dog appeared; seeing me the dog barked, jumped in the sea and swam to my boat. I pulled him up and gave him some bread and fresh water.

I could find no one else alive, or any food supplies that had not been ruined by the sea water. I found and took two chests back to the island to open.

There were several guns in the ship's cabin, two little **brass** kettles, a **copper** pot, and a **gridiron**; I took these things and the dog back to my island. I slept that night in the boat and in the morning I opened the chests. In the first chest, I found several useful things. I found in one a fine case of bottles, filled with **cordial** waters. I found two pots of very good sweetmeats, undamaged by the salt-water. I found some good shirts, and many white handkerchiefs which I could use to wipe my face on a hot day.

The second chest held three great bags of coins, and some small bars or wedges of gold. Even though I had no use for money, I carried it back to my cave. The ship must have carried a great deal of money and treasure before the storm had ruined it.

Vocabulary

pity: a feeling of sadness for someone else's situation

brass: a bright yellow metal

copper: a red / brown metal

gridiron:

cordial: a sweet drink made from fruit



Chapter 14

A Dream Realised

I began to relax again. For two years life carried on and was easy, but my head was filled with projects and designs how, if it were possible, I might get away from this island.

It was a rainy March night. I had now been alone on my island for twenty-four years and I was lying in my hammock awake. My mind raced and I ran over the whole history of my life. I reflected on how happy I was during the first years on the island, and then the years of fear and anxiety after seeing the foot print in the sand.

I thought seriously about the real danger I had been in for so many years on this very island, and how I had walked about not knowing that danger could have been anywhere and come at any time.

What would happen if these wild men caught me? How could I escape if I was attacked? If I was to escape the island and reach the mainland, how would I know they would not be there waiting for me? Even though I was scared, I had as it were no power to stop my mind from escaping the island to the mainland on my boat.

Exhausted with these thoughts, I fell into a deep sleep. I dreamed I saw angry tribesmen arrive on the shore. They had another man they brought to kill. All of a sudden, this man broke free and ran for his life. He ran to my castle and I gave him my ladder to climb and helped him to my cave. Finally I was no longer alone! I woke suddenly; sad that it was just a dream.

For another year and a half I waited, keeping watch over the shores of my kingdom.

One morning, I was surprised to see five canoes on the beach. Immediately, I took my guns and climbed to the top of the hill. I looked down to the shore and saw thirty tribesmen dancing around a fire.

Then, I saw some of the men drag two people from the boats. The first of the men was knocked down and beaten to death by wooden clubs. While this was happening, the second of the men broke free and ran quickly in my direction! Three of the murderous **gang** began to chase him, but they could not run as fast.

The man continued running until he reached the creek, he **plunged** in and swam with great speed

Vocabulary

exhausted: extremely tired

gang: a group of criminals

plunge: to fall down suddenly into something

and landed on the other side. Two of his **pursuers** jumped into the water to follow him, the third must have been unable to swim. Suddenly, it occurred to me that if I helped this man he could become my companion!

I ran down to the creek towards the attackers. As I came nearer, I saw one of these wild men with a bow and arrow, getting ready to shoot me. I took my gun, aimed and killed him with one shot.

The poor man who had escaped came closer to me, I smiled at him: then he kneeled down, kissed the ground, and laid his head upon the ground, and taking me by the foot, he put my foot on his head; this, it seems, was a sign of his **gratitude** in his culture.

I looked up and saw the other attacker running towards us. My new friend jumped up and pointed at my sword. I gave it to him immediately. As soon as he had it, he ran to his enemy, and killed him with one blow. He then made signs to me that he should bury them with sand, so that the rest of the tribe would not see the bodies.

We quickly buried them in the sand. Then, I helped and guided him to my cave, on the farther part of the island. Here I gave him bread and a bunch of raisins to eat, and some fresh water.

He was a handsome man, perfectly made, with straight, strong **limbs**; he was tall, and I thought about twenty-six years old. He had a friendly face. His hair was long and black, and his eyes sparkled. His face was round and plump; a very good mouth, thin lips, and his fine set of white teeth.

After some time had passed I began to speak to him, and teach him to speak to me. I called him Friday, which was the day I saved his life. I taught him to say Yes and No and to know the meaning of these words. I gave him some clothes, which he was very happy with.

I gave Friday a sword and a gun. He also had a bow and arrows at his back; I carried two guns and together we marched to the place where the murderers had been. When I came to the place my very blood ran cold in my veins, the place was covered with human bones, the ground dyed red with their blood, and great pieces of human flesh left here and there.

Friday, by his signs, told me there had been a battle between this tribe and his. The winning tribe had taken prisoners to the island to violently kill them, in what I thought must be a tribal **ritual**.

We left the bloody scene and returned to our castle; and here I made Friday some clothes out of goat skin. He was very pleased.

The next day, I made a little tent for him between the two walls of the castle. I did not need to think of my own safety; Friday was a faithful, loving friend. He was like a son to me; and I think he would have sacrificed his life to save mine. I was so happy to have a companion and I taught him about life on the island, so he would be able to help me in every task.

Vocabulary

pursuer: someone who is chasing someone or something

gratitude: the feeling of being thankful

limb: an arm or leg of a person or animal

ritual: a set of actions that are part of a ceremony



Chapter 15

Teaching Friday

After two or three days, one morning I took Friday out to the woods to teach him to shoot. I shot a young goat that was resting under a tree, Friday was at first surprised and scared of the sound the gun made. I pointed to the gun and to the dead goat and signed to Friday to run and fetch the animal. We took it back to the cave and boiled the **flesh** to make a stew. Friday liked the food very much.

The next day I taught him how to make bread; and soon Friday could do all the work as well as I could do it.

Now there were two people to feed we worked together to prepare more land for harvest. Friday worked hard and I was happier than I had ever been on my island. Friday began to talk very well, and understand the names of almost everything.

I asked him questions about his own country, and about the battles he had fought in. Friday told me he had landed on my island before.

I asked him how far was it from our island to the shore, and whether the canoes often got lost at sea. He told me there was no danger; the current and wind was always one way in the morning, the other in the afternoon.

He told me that in a place **beyond** the setting of the moon, there was a place where white bearded men lived. I asked if we could get to this place, and he told me "Yes, yes, you may go in two canoe." He meant we must take a large boat, as big as two canoes.

Friday soon began to understand all I said to him. I told him my own history, how I had come to the island and how long I had been there.

I described to him my home country of England. I told him about the ship wrecks and showed him where the boats had sunk. I told him about the other men who had drowned.

Vocabulary

flesh: the soft part of the body between the skin and the bone

beyond: further away in the distance

Friday excitedly added, "We save the white mans from drown, the boat full of white mans." I asked him how many. He told me counting on his fingers up to seventeen. I asked him what had happened to the men. He told me, "They live, they live in my country."

He told me the men had been living with his people for about four years; that the tribes did not hurt them. I asked him why they did not kill them. He said, "No, they make brother with them."

It was some time after this conversation, that we were on top of the hill. The weather was very clear and the air was still, and because of this we could see land far off in the distance. Friday, looked towards the land, and started jumping and dancing, he called out "Oh, joy!" says he; "Oh, glad! There see my country, there my **nation!**" He looked so happy, I could see he missed him own country a lot.

I called to him, and said, "Friday, do you want to be back in your own country, your own nation?"

"Yes," he said, "I be much glad to be at my own nation."

"What would you do there?" said I. "Would you turn wild again? Would you kill men?"

He looked very serious, and shaking his head, said, "No, no, Friday tell them to live good; no kill man, they willing love learn."

Then I asked him if he would go back to them. He smiled, and told me that he could not swim so far. I told him I would make a canoe for him and he said that he would go if I would go with him.

"I go!" says I, "Why, they will kill me if I come there."

"No, no," says he, "me make they no kill you; me make they much love you." He meant, he would tell them how I had killed his enemies, and saved his life, and so he would make them love me.

After this conversation, I felt it would be safe to go to the mainland with Friday and I wanted to make the journey. So, I told Friday I would make a boat to carry us to his nation.

Vocabulary

nation: a country or group of people living in one area with their own laws and language



Chapter 16

The Rescue

I went with Friday to find a large tree to chop down, so we could make a canoe big enough to take us to the mainland. It took a month's hard work to finish the boat, two months to fit the masts and the sails and two weeks to carry it on **rollers** to the water. The canoe was big enough to carry twenty men.

When the large canoe was in the water, it amazed me to see how well Friday could turn and **paddle** the boat along.

We spent every day preparing for our voyage, we had to make sure we had enough supplies. I asked Friday to go to the shore to find a turtle, for the eggs and the meat. Soon, I heard Friday shout, "O master! O master! O bad! O bad!"

"What's the matter, Friday?" says I.

"Over there," says he, "one, two, three canoes!"

"Well, Friday," said I, "do not be frightened. Can you fight, Friday?"

"Me shoot," says he, "but there come many great number, me die when you die."

So I got our guns and my great sword, and I gave Friday an axe.

I looked and saw a group of men on the beach, they had two prisoners with them and they were here to kill these men. I decided that we must go to the beach and fight to save the prisoners. I told Friday to stay close to me, and to stay quiet.

As we marched towards them, I thought about whether this was the right thing to do. These people had done nothing wrong to me. It was none of my business – Friday had reason, these people were his enemy and the enemy of his nation. But this was not true for me; I decided to just to see what was happening – but not to attack.

I told Friday to climb a tree to get a better view of the beach. He told me the men were dancing around the fire; they had killed one of their prisoners, the other lay tied up on the sand. He told me the

Vocabulary

roller: a long tube that turns over and over to carry things along

paddle: to push poles through the water to move a boat along

remaining: continue to stay behind after other people have left the bone

prisoner was still alive, and he looked like a white bearded man.

I decided we had to help the **remaining** prisoner. We both aimed our guns and shot at the murderers. Friday killed two men with one shot and wounded three more, I killed one and hurt two. The rest of the attackers ran around **yelling** and screaming like wild animals.

“Now, Friday,” says I, “follow me,” we marched towards the prisoner, shooting at our attackers. Friday continued to fire at them while I took my knife and cut the ropes that **bound** the prisoner. I asked him where he was from, and I understood that he was from Spain. I gave him a pistol and my sword. He took them very thankfully; and flew upon his murderers, he cut two of them to pieces in an instant.

Friday pursued the rest of the men, with no weapon in his hand but his axe: and with that he killed three. The young prisoner chased some of the men, and hurt them badly; Friday jumped to help and killed them all, only one was too quick; he ran and jumped into the sea, then he swam to a canoe and joined two others who were escaping. We had killed them all, except for the three who now were quickly paddling away.

I was worried the men who escaped would go and fetch more of their tribe to come back and attack us. I jumped in one of the canoes they had left on the beach to chase them, and I was surprised to see a man, bound and afraid, lying at the bottom of the boat. We had found another prisoner, but he seemed almost dead.

I cut the ropes that tied him, and called Friday to help me. As soon as Friday saw the man’s face he began to cry and hug and kiss him; he then told me that the man was his father.

This put an end to our pursuit of the canoe carrying the other attackers, who we hoped would be lost at sea.

Friday ran to fetch fresh water, and two loaves of bread for his father and the Spaniard, so they could regain some strength.

Friday, a strong man, carried the Spaniard on his back to our castle. He then returned for his father. They were too weak to climb the ladder, so we made them a comfortable tent just outside the walls.

As soon as the two weak, rescued prisoners were resting, I told Friday to boil and stew a goat. When the food was ready we carried it to them, we set up a table in their tent and ate our dinner together.

After we had dined, Friday went to fetch our guns from the place of battle, and the next day he buried the dead bodies of the tribesmen, which were lying in the sun.

Now, there were four people on my island and this made me very happy.

Vocabulary

yell: to shout or scream loudly
bound: tied with rope



Chapter 17

Visitors

I spoke a little Spanish and I was able to talk to the Spaniard about how he came to be **captured**. He told me that he had been living peacefully with a tribe along with sixteen of his countrymen. Their ship had been wrecked and they had been lucky to make it alive to the coast.

He told me they were all very honest men, but they didn't have any weapons, or enough clothes and food. The Spaniard wanted me to help bring them to the island and he promised me that if I could help them, they would live and die by me.

If we saved these men, we would need a lot of provisions. So for six months we worked very hard to have enough corn, rice, dried fruit and meat for everyone.

The Spaniard and Friday's father took our large canoe and filled it with bread, dried grapes and water. I gave them each a gun and told them only to fire if necessary. They set sail and aimed to be back in eight days.

On the morning of the ninth day, Friday woke me shouting, "Master, master, they are come, they are come!" I jumped up, and ran to the shore. I soon saw that this was not the boat carrying out friends. It was an English boat carrying men from my own country! Further in the distance I could see a **grand** ship, an English ship!

I was still unsure if these men were dangerous or not, so I told Friday to stay hidden while I moved to the beach to take a closer look. I could see that there were eleven men in the boat, and I could now see for certain that they were English.

I could see no prisoners or weapons which was a great relief. Friday joined me and we continued to watch from behind a tree; we watched as the men landed on the beach, left their boat on the shore and began exploring the island.

It was clear to see which of these men was the captain; as he directed his crew and gave them orders. I decided it was safe to approach him, after all he could help transport me away from the island and back to my home in England.

Vocabulary

capture: to take someone as prisoner

grand: important and large

As we walked down the shore towards these welcome visitors, I could see they were surprised and shocked to see anyone on the island at all, especially two men who looked like myself and Friday. As I approached them, I said “Gentlemen, do not be scared; perhaps you can help me. I am an Englishman, I have been deserted on this island for twenty-eight years.”

The ship’s captain called me to him, we sat on the sand and shared our stories. I told him my whole history and it affected him deeply. I told them how I came to be here, and how I had survived all these years on the island. I asked him whether he would be able to save myself and Friday by taking us away with him on his ship. He quickly agreed to helping us leave the island and ordered seven of his men to return to the ship and prepare it for the journey.

I invited the rest of the men to my home, I gave them food and water and showed them how I had been living for twenty-eight years. The captain admired my castle, and how perfectly I had hidden and protected it with a **grove** of trees.

The captain told me that his ship was on course to sail back to England, and with it I would finally be able to return to my own country and see the family I had **abandoned** so long ago.

Suddenly, as I viewed and thought about all that I had **accomplished** and built; my castle, my flocks of goats, tame birds and cats, my fields full of corn and barley, I felt sad to leave it all behind.

Vocabulary

grove: a group of trees planted together

abandoned: left behind for a long time or forever

accomplished: able to do or finish something successfully



Chapter 18

Leaving my Island

I now realized that it was time to leave the island. I led the captain, his men and Friday as we climbed to the top of the hill to take a final view of my island, my kingdom. The captain hugged me, "My dear friend," says he, "there's your ship; after so many difficult years, she will carry you home to England – where you belong."

I looked at the ship, it was about half a mile from the shore; we could see the crew had weighed her **anchor** as soon as they had received the orders from the men who had returned from the island. The weather was good, and they were able to bring the ship close to the mouth of the little creek. When I could see the ship clearly I was ready to fall down with the surprise; now I could see and believe that I was saved!

I tried to thank the captain for finding and saving us, but I could find no words and was unable to speak; he took me in his arms and I had to hold on to him tightly, or I would have fallen to the ground. After some time I sat on the ground and **stared** at the ship, and it was a long time before I could speak another word. During all this time the poor man said a thousand kind things to me, to help me recover from the shock, but such was the flood of joy in my heart, I broke down in tears.

The captain and his men were here to save me and Friday and I could not **express** how grateful I was to him and his men for finding and helping us.

I told the captain I needed to stay that night on the island to prepare my things, and that he should go on board and make everything was ready on the ship. He agreed and said he would send the boat on shore next day to collect us.

Some of his men decided to stay and live on the island. So that night I told them my story and how I had lived on the island all these years. I showed them my **fortifications**, the way I made my bread, planted my corn, and dried my grapes; and anything else that would help them live an easy and pleasant life.

Vocabulary

anchor: a heavy object on a strong rope or chain that is dropped from a boat to stop it from moving

stare: to look directly at something for a long time

express: to show a feeling or opinion

fortification: strong walls that protect a place

I told them about Friday's father and the Spaniard who would be returning to the island soon with more men. I wrote a letter for them when they arrived, the letter told them to live and work with these men in peace.

I left them guns and ammunition and three swords. I gave them a description of the way I managed the goats, and directions to milk and fatten them, and to make both butter and cheese. I prepared them as much as I could for life on my island.

The next morning, we could see the men rowing the smaller boat from the ship to the shore, and we rushed down to meet it. The captain called aloud to the boat, and ordered his men bring us all to the ship.

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Chapter 19

Return to England

The next day, we prepared to sail. Finally, I was leaving my island behind and returning to **society**.

I took with me the great goat-skin cap I had made, my umbrella, and one of my parrots; also, all the money I had found on the wreck of the Spanish ship. We left the island on the 19th of December, in the year 1686, after I had been on the island twenty-eight years, two months, and nineteen days.

I arrived in England the 11th of June, in the year 1687, having been gone for thirty-five years. Friday was excited and amazed by everything he saw.

England had changed a lot while I had been gone and there was a lot to understand. We traveled to Yorkshire to find my family; when we arrived I discovered my father and mother had died. I found my two sisters, and two of the children of one of my brothers alive and well. My family had thought that I had died and my parents had not left me any money. I realized that I needed money to live in this world.

I decided to go to Lisbon to find the family of my old business partner in Brazil. I wanted to find information about the **state** of my **plantation** in the Brazils, and of what had happened to my partner, who I thought may have died years ago. My man Friday came with me and was a most faithful companion.

We found his family and they told me my partner was still alive. He believed I had been lost and drowned long ago but had kept the plantation working in case any of my family should need it. His family informed me that the plantation was doing very well, and that my partner had become very rich managing it, and that he would be very happy to hear that I was alive. They told me that even though he thought I had died, every year my partner had saved my share of the plantation **profits**.

They were very fair, honest people, and very wealthy; they were happy to help me contact my partner and have the money I was owed transferred to me.

Vocabulary

society: a large group of people who live together in an organised way

plantation: a large farm that grows crops

profit: money made through a business

There were ships in the river of Lisbon just ready to go away to Brazil. I entered my name in a public register, confirming that I was alive, and that I was the same person that owned the plantation land. In less than seven months I received a large packet from my partner in Brazil.

There was a letter for me from my old friend and loyal business partner. He congratulated me on being alive, gave me an account how the **estate** was improved, and what it produced a year, with the particulars of the number of squares, or acres that it contained. He invited me very passionately to come back to Brazil and take over the running of the plantation. He wrote about our friendship and how pleased he was that I was able to find his family in Lisbon.

He also sent me also five chests of excellent sweetmeats, and a hundred pieces of gold. Another ship in the same fleet brought me one thousand two hundred chests of sugar, eight hundred rolls of tobacco, and the rest of the whole account in gold.

It is impossible to express the happiness in my heart when I found all my wealth about me; I now had more than five thousand pounds in money, and an estate in the Brazil that earned more than a thousand pounds a year. This was more than enough money to care for my family and Friday.

Now I had to decide what to do with my new life and fortune. I prepared to go to England with all my wealth.

I thanked those people in Lisbon who had helped me and I wrote to my partner to thank him for looking after my plantation and told him I would write again soon.

Having settled my business in Lisbon, I sold the cargo I had received from Brazil and I set sail for England with Friday.

Vocabulary

estate: a large area of land owned by a family



Chapter 20

Adventure Again

I thought that my travels were now over and I bought land and an estate in England, where I thought I could **settle** and grow old.

I decided to sell my plantation in Brazil, and wrote to my partner and offered to sell the business to him. He paid me thirty-three thousand pieces of eight and in return, I signed the instrument of sale in the form his family sent from Lisbon.

I have now shared the first part of a life of fortune and adventure – it is a story that the world has never seen the like of before, beginning with **disaster**, but closing much more happily than I could ever have hoped for.

Anyone would think that in this state of good fortune I was past adventure and travel, but I was born to a wandering life.

I especially thought about going to see my island. I needed to know what became of the Spaniard and his friends, and Friday often talked about his father and wondered what happened to him.

During my time in England I looked after my two nephews, the children of one of my brothers. The eldest, I raised as a gentleman and provided him with an estate. The other worked with the captain of a ship; and after five years, he had become a sensible and bold young man. I bought him a good ship, and sent him to sea.

For years I tried to settle in England. But when my nephew returned after a successful voyage to Spain telling stories of adventure, I realized I was bored of England and **eager** to return to the seas. I decided to join him on his next adventure; this was in the year 1694.

During this voyage I visited my island, and saw my **successors** the Spaniards, and heard the story of their lives and their time on my island. The stories they told me were full of wonderful experiences and unfortunate accidents - they also told me about their battles with the tribesmen, who landed several times upon the island.

Vocabulary

settle: to find a place and make a home
disaster: a sudden event that causes a lot of damage
eager: wanting very much to have something
successor: someone or something that comes after someone or something else

Friday asked about his father, they informed him that he had made it safely back to his people on the mainland. This news made Friday so happy tears ran down his face.

The population of the island had now increased. Five of the Spaniards had made the dangerous journey to the mainland and brought back eleven men and five women, and there were now about twenty young children on the island.

We stayed on the island for twenty days, and left them supplies of guns, ammunition, clothes, tools, and two workmen, a carpenter and a blacksmith I had brought from England. I brought, also, five cows, three of them being big with calf and some sheep.

Everyone on the island seemed content and happy, they had no plans to return to life on the mainland. As our ship sailed away, I looked back at the kingdom I had built, and was grateful to see it **thriving**.

As we set sail, I knew I would have more adventures with Friday, which I shall write about in the Second Part of my Story.

Vocabulary

thriving: doing well and becoming successful