



SAMPLE UNITS

Pre-Intermediate

S t u d e n t ' s B o o k

INTERPRISE

Plus



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Express Publishing



▲ jungle floor, sticky, icy, hissing, python, thrilled, help, screamed



▲ branches, freezing, sea, pool, thunder, lightning, horror, cold



▲ moonless forest, snow, rain, midnight, tired, whispered, dark shape, fired

Enjoy Reading

Lead-in

- 1 Look at the pictures. How do you think the people feel in each of these situations? What do you think is happening? Can you guess what they are saying or thinking?

Reading

- 2 Look at the words under each picture. Which might appear in the stories based on the pictures? Read or listen to the texts A - C and underline them.
- 3 Read the following beginnings of stories again and underline the sentences which best describe the pictures. Then try to explain the word/phrases in bold. Finally, answer the questions below.

A Frances Clark looked up from the flower she was studying on the soft **jungle floor**. She felt hot and sticky as it was the middle of the afternoon. Everything was **strangely** quiet. No animal sounds, no **rustling** of leaves. Suddenly she heard something **hissing** behind her head. Her eyes grew wide with **terror** as a huge python **wound** itself around her. "Help!" she **screamed**. "Someone help me!"

B "Oh no, I can't hold on!" Sammy shouted. He **grabbed** desperately for the branches of a tree as the freezing water of the river carried him towards the sea. Cold rain was pouring down while the thunder boomed, covering his shouts for help. The bright lightning made the night seem like day. Sammy was **stiff** from the cold.

C Jake and Bill were walking through the **moonless** forest. The snow was falling silently around them. It was about midnight and they were feeling tired. Suddenly Jake stopped. "There it is," he whispered to Bill. Slowly he raised his gun, aimed at the dark shape, then **fired**.

- 1 Where and when did each story take place?
- 2 What was the weather like in each story?
- 3 Who was involved in each story? How did these people feel? Why did they feel this way? What happened?
- 4 Underline the use of the senses in the beginnings above.

Follow-up

Read the beginnings again and match them to the titles: **a) The Flood** **b) Horror in the Jungle** **c) The Monster**

Can you think of another title for each story?

Language Development

4 The use of various adjectives makes stories more interesting. Read the list of adjectives and match them to the nouns as in the examples. You may use some adjectives more than once.

a. moonlit, rough, calm, moonless, stormy, dark, sunny, clear, cloudless

- 1 cloudless, sky
- 2 moonlit, night
- 3 sunny, day
- 4 rough, sea

b. snowy, steep, pebbly, noisy, crowded, high, narrow, expensive, empty, sandy, tree-covered

- 1 noisy, street
- 2 crowded, restaurant
- 3 pebbly, beach
- 4 high, mountain

You can show a person's feelings by describing their behaviour. This makes a story more lively.

5 Look at the pictures and say how each person feels. Then match the adjectives in the list to the pictures. When do you feel like this?

scared, annoyed, sad, angry, miserable, terrified, glad, frightened, thrilled, pleased, depressed, furious, delighted



e.g. I feel happy when I go on holiday.

6 Read the sentences and match them to the adjectives below.

embarrassed, nervous, frightened, happy, angry, surprised, bored, miserable

- 1 His knees were trembling; he thought he was going to faint. e.g. He was frightened.
- 2 Ann sat at her desk staring out of the window.
- 3 Everybody laughed at him and his face went very red.
- 4 His eyes and mouth were wide open, but he couldn't say anything.
- 5 Liz sat quietly in the corner with her head in her hands, sighing from time to time.
- 6 She started to shake as she went into the exam room.
- 7 The driver shook his fist and started shouting.
- 8 Tim's eyes were shining and he had a huge smile on his face.

Grammar in Use

PAST SIMPLE — PAST CONTINUOUS

7 Join the sentences below using **when, while, and, so, or as/because** as in the example.

e.g. The sun was shining **and** the birds were singing.

- | | |
|------------------------------------|---------------------------------|
| 1 The sun was shining. | a His wife was getting dressed. |
| 2 Bill was watching TV. | b He was very tired. |
| 3 I was having a bath. | c The birds were singing. |
| 4 I heard a noise in the garden. | d I went to see what it was. |
| 5 He went to bed early last night. | e My doorbell rang. |

8 Look at the sentences in Ex. 7. Which tenses are used for: a) actions which happened one after the other? b) a past action in progress interrupted by another past action? c) past actions of a certain duration which happened at the same time? d) an action which happened at a definite past time? e) giving a background description to events in a story?

9 Put the verbs in brackets into the correct tense. Justify the use of the Past Continuous.

- A Paula 1) (look) out of the window. 2) (be) dark and wet outside. Big raindrops 3) (run) down the glass. Then she 4) (see) them and 5) (gasp) in horror. Two thin, white creatures 6) (walk) towards the window. Her hands 7) (begin) to shake as she 8) (realise) that their eyes 9) (stare) right into hers.

- B** It **1** (**rain**) heavily and the wind **2** (**blow**). Sam **3** (**walk**) back home. It **4** (**be**) very late and the streets **5** (**be**) empty. Suddenly, he **6** (**hear**) footsteps behind him. They **7** (**get**) closer and closer. Sam **8** (**turn**) round and **9** (**see**) a slim woman in a dirty raincoat walking towards him.
- C** Peter **1** (**work**) in the garden. He **2** (**dig**) a deep hole when he **3** (**find**) an old silver box. When he **4** (**open**) it, he **5** (**be**) surprised to see an old map.

Avoiding Repetition

When there are two past continuous forms in the same sentence, you omit the auxiliary verb, the conjunction and the subject and use only the -ing participle.
*e.g. He **was looking** around and he **was crying** for his mother. He was looking around **crying** for his mother.*

10 Now do the same with these sentences.

- 1 He was running fast and he was carrying a big box.
- 2 They were standing at the edge of the cliff and they were admiring the view.
- 3 Tim was watching TV and he was eating his supper.

11 What is direct speech? Find examples of it in the beginnings on p. 28 and underline them.

12 Fill in the gaps with words from the list. Then underline the direct speech in the paragraph.

crashing, sailing, enjoying, trying, blowing, sitting, making, talking, helping



It was a sunny afternoon. David and his friends were **1** along the coast, **2** the warm weather. A light breeze was **3** across the bay. They all felt relaxed. Rick and Tyler were **4** David sail the boat as the others were **5**, **6** about their plans for the summer holidays. Suddenly, the wind started blowing strongly and the sea became rough. Waves began **7** against the boat, **8** everyone lose their

balance. Dark clouds covered the sky. David was **9** to lower the sails when Rick cried, "Where's Tyler?" ...

Writing (setting the scene)

Tip

When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at a picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our **senses** to make the description more lively. That is, we can describe what we **see** (e.g. a huge python), **hear** (e.g. hissing), **feel** (e.g. soft jungle floor) or **smell** (e.g. the scent of pine trees). We use **direct speech** (e.g. "Help!" she screamed), a **variety of adjectives** (e.g. horrified, stormy), **adverbs** (e.g. silently, strangely) and **verbs** (e.g. whispered, screamed) to make a story more interesting.

13 Put the verbs in brackets into Past Simple or Past Continuous, then answer the questions.



It **1** (**be**) a bitterly cold night. It **2** (**rain**) heavily. Sally **3** (**walk**) along the empty road and tears **4** (**run**) down her face. She **5** (**reach**) a street lamp and stopped there. She **6** (**have**) nowhere to go to, no one to stay with ... nothing! She was soaked to the skin but this **7** (**not/seem**) to bother her. Suddenly she **8** (**feel**) a gentle tap on her shoulder. Surprised, she **9** (**turn**) around. In the pale yellow light she **10** (**see**) a stranger. He **11** (**wear**) clothes as black as night, but his face **12** (**be**) kind and calm.

- a When and where did the story take place?
- b What was the weather like?
- c Who were the people involved and how did they feel?
- d Which sentences describe the senses?

Listening

14 🎧 Look at the picture and think of as many words as you can that relate to the scene. Then listen and answer these questions.

- What was the weather like?
- Where and when did this happen?
- Who was involved? How did they feel? Why?



15 Read the beginnings and endings and match them. How does the writer set the scene? How does he finish each story? Underline the direct speech in them.

Beginnings

1 Janet Black looked out of the window of the old building. It was dark and wet. Rain was coming down heavily. The streets were empty. No cars, no people ... nothing. Suddenly a flash of lightning tore across the sky. She shivered with fear. A huge spaceship was approaching the building. "They've found me," she gasped. "I can't get away now."

2 "I don't want to die!" David shouted. The wind was blowing against his sweaty face as he held onto the rocky cliff. He was tired. He didn't know how much longer he could keep himself from falling. He looked up at the clear morning sky. Suddenly, he heard the sound of a helicopter approaching him.

Endings

a David could hear the siren of an ambulance as the helicopter landed. People were waiting anxiously for them. A man opened the ambulance door. "Don't worry! Everything will be OK," the man told him. David looked up at his kind face and smiled weakly. He was exhausted, but he was alive.

b Professor Miller put his arms gently around her shoulders. She was still shaking with fear, but she felt safe. The flashing lights were gone, along with the strange faces, and the professor was holding her. She took his hand in hers. Then she noticed it: the same strange scar like the one the aliens had. "Oh no! This can't be true!" she cried.

16 🎧 The paragraph below sets the scene of a story. Read it and try to fill in the missing words. Then, listen and check your answers. Can you think of any other beginnings for the story?

Diane Brookes **1)** at her wooden desk. It was about midnight and everything was **2)** She felt **3)** after all her hard work, but now the computer disc was ready. Suddenly, she heard a **4)** outside her office. Someone was trying to **5)** in. Diane wasn't surprised. She knew they were coming for her. She looked at the door, then calmly asked, **6)** "..... you?"



17 🎧 Think of a sentence for each picture using direct speech, then write a beginning for picture A and an ending for picture B using the words in the bubbles. Finally, listen and find out how similar your version is to the one on the CD.



James - paths - animals - zoo - empty - 2 o'clock - cold and wet - gorilla's cage - shocked - cuts - dirty fur - touch hand - help



row the boat - river - sigh with relief - safe - it's OK - free

Words of Wisdom

Read these sentences. What do they mean?

- There are no dull subjects; there are only dull writers.
- The pen is mightier than the sword.

UNIT 6



CURRICULAR cuts

Extinct Animals

Lead-in

- 1 a) Look at the pictures. How are they related to the title of the unit?
- b) Describe the animals in the pictures, then read the sentences below and guess whether they are True (T) or False (F).

- 1 The sabre-toothed cat was a slow animal.
- 2 The Tasmanian tiger hunted in groups.
- 3 The dodo lived on an island.
- 4 The Stegosaurus had a very small brain.

- 2 Listen and match the animals to the correct theory. Were your answers in Ex. 1b correct?

Theories of extinction

- a They became extinct because people hunted them for food. Also the animals the Europeans brought with them ate their food.
- b They were hunted until they were extinct because they attacked farm animals.
- c The climate changed and they couldn't live in the new conditions.
- d The weather became hotter and other kinds of plants started growing, so the animals they used to feed on died.

Extinct animals

- 1 Sabre-toothed cat
- 2 Tasmanian tiger
- 3 Dodo
- 4 Stegosaurus

Reading

- 3 a) Think of two questions you would like to ask about each animal. Read the texts and see if you can answer them.

A. The Sabre-toothed Cat

About 40 million years ago, a fierce hunter, called the sabre-toothed cat, lived on the earth. This animal was found everywhere, except in Australia and Antarctica. The best known sabre-toothed cat was the Smilodon. Its remains have been found in Los Angeles, California. The Smilodon probably lived on the grassy plains of North and South America.

These prehistoric cats were distant cousins of modern tigers but looked more like lions. Sabre-toothed cats had long sharp front teeth, which were probably used for stabbing their prey, and wide jaws. They were very heavy animals, which made them quite slow. Sabre-toothed cats had short, powerful legs, so they couldn't run very fast or very far. They probably hid and waited for prey to come by and then pounced.

Surprisingly, sabre-toothed cats often survived even after they had been badly wounded. How did they get enough to eat when they were unable to hunt? They probably lived in groups and ate leftovers from prey that the other cats had killed.

At the end of the last Ice Age – about 10,000 years ago – the climate slowly got warmer. Different kinds of plants began to grow, and forests became grassy plains. Scientists believe the cats' prey couldn't live in this new environment. As a result, sabre-toothed cats had nothing to eat and died out. Although these magnificent cats are extinct, scientists are still finding out lots of exciting things about them!



- b) Read the texts again and answer questions 1-6. Write A, B, C, or D. Which animal(s):

- became extinct recently? 1
- was hunted for food? 2
- were found on many continents? 3 4
- only ate plants? 5 6

- c) Where could you see such pieces of writing? What is the writer trying to do with the texts?

B. The Tasmanian Tiger

The Tasmanian tiger only recently became extinct. Although it was a **marsupial**, it actually looked more like a dog. The Tasmanian tiger had a tail like a kangaroo and a marsupial **pouch** to carry its young.

Sometimes it would stand **upright**, resting on its tail just like a kangaroo. This special animal was an orange colour and had between 13 and 19 brown stripes on its back. Tasmanian tigers lived around the east and north coast of Tasmania and preferred the **plains** to the mountains. They hunted alone, usually eating small animals such as wallabies, birds and sometimes sheep. Farmers saw them as a **threat** to their **flocks**, so they hunted them in large numbers. As a result, they became extinct. In 1929 the Tasmanian government **declared** the Tasmanian tiger a protected species, but **unfortunately** it was too late. The last known Tasmanian tiger died in **captivity** in the Hobart Zoo in 1936.



C. The Dodo

The dodo was a large, **flightless** bird with short legs, a **huge**

beak, **stubby** wings and a small feathered tail. It lived peacefully on the island of Mauritius for so long that it lost its need to fly. It **nested** on the ground and ate fruit that had fallen from trees. Dodos lived with lots of different birds in the **dense** forests.

In 1505, the Portuguese were the first humans to **set foot** on Mauritius. The island quickly became a **stopover** for ships in the **spice trade**. Sailors killed large numbers of dodos for food. Later, the Dutch brought other animals with them that **competed** with the dodo for food. Within 100 years of the arrival of humans, the dodo had become a **rare** bird. The last one was killed in the 1680s.

D. Stegosaurus

Stegosaurus was a type of dinosaur which appeared about 150 million years ago during the Jurassic period. It lived in the tropical environments of North America, Western Europe, Asia and Africa. 5

Stegosaurus could grow up to 9m in **length**, and about 3m in height, and **weighed** about 3000 kg. It wasn't a very **intelligent** animal; its small **brain** was the size of a **walnut**! Its **skull** was long and narrow, and it had a toothless **beak** and small teeth farther back. With long, triangular **plates** sticking out of its back and tail, Stegosaurus looked something like a huge **porcupine**. These plates may have **been to control** the dinosaur's temperature, as well as for protection. Stegosaurus also had long **spikes** at the end of its tail for protection from **predators**. This dinosaur was a **herbivore**, which means that it ate only plants. 10 15 20

Towards the end of the Jurassic period, most of the enormous dinosaurs died out. One theory suggests that dinosaurs began to **decrease** in number because of the **major** changes in the earth's weather and environment. Stegosaurus, like the other dinosaurs, couldn't **cope** with the changes and slowly began to die out. 25



Follow-up

Read the texts again and make notes under the headings (name - habitat - description - food). Then talk about one of the extinct animals.

Vocabulary Practice

4 Look at the texts on pp. 32-33. Explain the words in bold, then suggest synonyms for the highlighted words.

5 Fill in the correct words from the list below, then choose any five and make sentences using them.

take, come, set, stand, dense, major, badly, distant, die in, best

- | | |
|-----------------|-------------------|
| 1 known | 6 foot |
| 2 cousins | 7 forests |
| 3 by | 8 changes |
| 4 upright | 9 captivity |
| 5 wounded | 10 species |

Grammar in Use

PAST PERFECT — PAST PERFECT CONTINUOUS

6 Identify the tenses in bold. Then match them to the correct tense description. How is each tense formed? Make sentences using these tenses.

- She **had finished** her homework by the time her mother got home.
- He was tired because he **had been working** hard all day.
- He **had been looking for** a car for 3 months before he found one.

- a past action continuing over a period up to a certain time in the past
 b past action which happened before another in the past
 c past action of a certain duration with visible results in the past

Time Words used with:

Past Perfect Simple: by the time, after, before, by six o'clock/midnight, etc

Past Perfect Continuous: for, since

7 Put the verbs in brackets into the past perfect simple or past perfect continuous.

- By the time we got to the cinema, the film (already/start).
- She let me use her camera after she (show) me how to use it.

- Henrietta (travel) for three days before she reached her destination.
- Mark (type) for so long that his fingers hurt.
- He (save) up for months before he bought a car.
- The team (practise) for the big match since January.
- She left the room only after she (look) everywhere for her missing bracelet.
- She (leave) before Paul arrived.

8 Read the short dialogue. Then in pairs, act out similar dialogues using the notes.

- A: Have you ever been to a zoo?
 B: Yes, I have.
 A: When was that?
 B: Last year.
 A: What was it like?
 B: It was exciting.

- theatre / two weeks ago / entertaining
- funfair / yesterday / thrilling
- opera / last winter / boring
- circus / three weeks ago / fascinating
- fashion show / last Sunday / fun

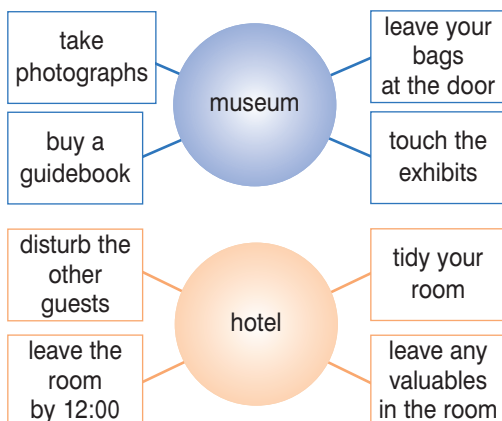
EXPRESSING OBLIGATION / PROHIBITION / ABSENCE OF NECESSITY

9 Look at the sign and match the words in bold with their synonyms. Then say what each modal verb expresses.

- a don't have to b have to c are not allowed to



10 Look at the notes and make sentences using **must**, **mustn't** or **needn't**.

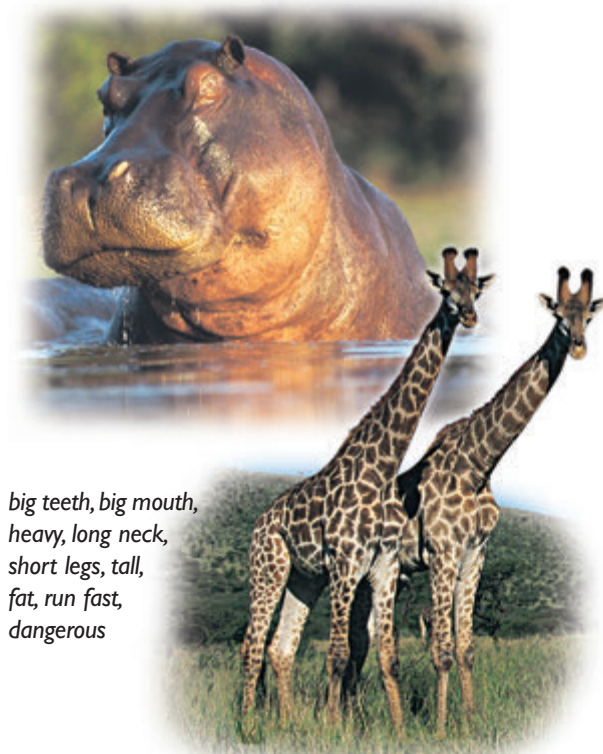


COMPARISONS

11 Look at the sentences. How do we form comparisons? When do we use **as...as**? When do we use **than**? When do we use **more/less + adjective**?

Cows are **as big as** horses.
 Seals **aren't as smart as** dolphins.
 Alligators are **longer than** lizards.
 Snakes are **more dangerous than** spiders.
 Spiders are **less dangerous than** snakes.

12 Look at the pictures and the notes. Then compare hippos with giraffes using **as...as**, **less... than**, **more... than**.



big teeth, big mouth, heavy, long neck, short legs, tall, fat, run fast, dangerous

Listening

13 You will hear a museum guide talking to some children about the dinosaur exhibits in the museum. Read the table. Then listen and fill in the missing information.

	habitat	food	size	weight	special features
Compsognathus	all over the 1) except in Antarctica	meat	2) cm tall	3) kilos	very fast 4)
Pteranodon	5), Asia and North America	6)	7) bodies	very light	very long beak
Velociraptor	8)	small animals	medium size	9) kilos	strong, fast runners, 10) claws
Tyrannosaurus	11) America and East Asia	other big dinosaurs	12) metres tall	very 13)	strong legs, long 14)

14 Read the notes, then listen to the second part of what the museum guide said and underline the correct words.

dinosaurs disappeared 150/65 million years ago

Theories about why they disappeared:

Theory A: • a giant meteorite from space **hit/broke** the earth
 • huge dust clouds rose up and blocked the **moon/sunlight**
 • all plants died and dinosaurs starved or **froze/burned** to death

Theory B: • climate changed **a lot/a little** because the continents were moving around
 • summers got **hotter/colder** and winters got **hotter/colder**
 • dinosaurs had such big problems with these changes that they died

Theory C: • a poisonous **plant/animal** appeared which killed dinosaurs
 • as a result the meat-eating dinosaurs had no food, so they died

Project

Use encyclopaedias, the Internet, etc to find information about two other extinct animals. Then, prepare a poster to present in your class. Decorate your poster with pictures.

Experiences

1 a) What is your favourite type of film/book? Why? How often do you go to the cinema? Do you enjoy reading?

b) You will hear four people describing books or films they have read/seen. Match the speakers to the appropriate type of story. There is one extra type of story which you do not need to use.

- | | | |
|-------------------|-----------|--------------------------|
| A Fantasy | Speaker 1 | <input type="checkbox"/> |
| B Adventure story | Speaker 2 | <input type="checkbox"/> |
| C Detective story | Speaker 3 | <input type="checkbox"/> |
| D Thriller/horror | Speaker 4 | <input type="checkbox"/> |
| E Romance | | |

2 Look at the pictures and identify each type of film. Then, in pairs, use the prompts to decide which film you would like to watch, as in the example.

e.g. A: How about going to the cinema tonight?

B: I'd love to. Do you know what's on?

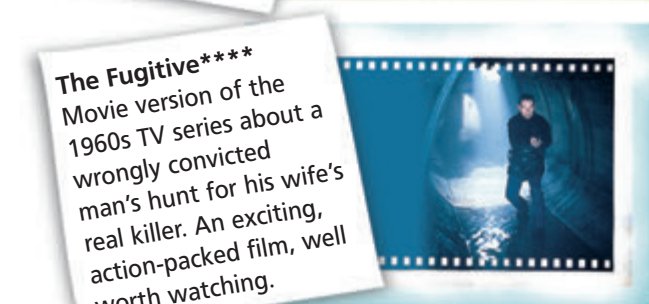
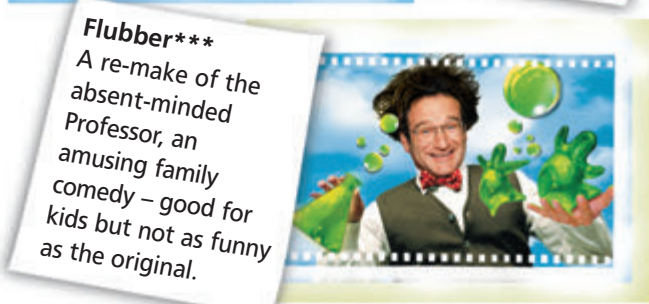
A: There's a sci-fi film on at the Odeon.

B: Which one?

A: Contact.

B: What is it like?

A: The review in the guide says it's a thought-provoking and unusual tale ... etc



3 a) When was the last time you felt thrilled/miserable? Talk about your experiences, saying what made you feel that way and why?

b) You will hear a person talking about a sailing trip. For questions 1-5 choose the best answer A-D.

- The narrator prefers
A diving. B rowing. C sailing. D canoeing.
- How many of the places he has visited can he remember?
A all of them
B most of them
C none of them
D some of them
- Sailing from Spain to Morocco overall was a thrill because
A the boat went slowly.
B he was close to nature.
C the weather was good.
D he helped his father with the sails.
- When the narrator's little brother saw the dolphins he was
A terrified. B thrilled. C calm. D worried.
- At the end of the journey
A the narrator felt miserable.
B they all fell asleep.
C they were all glad to be ashore.
D the narrator went for a walk.

4 Describe the pictures, then answer the questions.



- How do you think the people in each picture feel? Why?
- Have you ever experienced a similar situation? If yes, talk about it.
- Imagine you are one of the people. Think of a sentence which matches the situation.

• Expressing sympathy

5 a) Read the exchanges and choose the correct response. Then, read out the dialogues.

- 1 A: Did you go to the cinema last night?
 B: Well, we did, but we couldn't get in. All the tickets had been sold!
 A: a) Oh, what a shame!
 b) That's disgusting!
- 2 A: How was the holiday?
 B: To be honest, it was awful! I got ill on the first day and spent most of the time in bed!
 A: a) How sad!
 b) I'm sorry to hear that!
- 3 A: Hi, Linda. How's Tom?
 B: He's still in hospital. He's having the operation tomorrow.
 A: a) You must be very worried!
 b) That's a huge problem!

b) Use some of the phrases above to make up dialogues expressing sympathy in the following situations.

- lost wallet • a cousin has failed an exam • a sick pet

Animals

6 a) What do you think the RSPCA (Royal Society For the Prevention of Cruelty to Animals) does? Why? What are their aims?

b) You will hear a radio broadcast about the history, aims and work of the RSPCA. Listen and circle the correct answer.

- 1 The speaker wants to get a dog from
 A the zoo. C dog kennels.
 B a pet shop. D an animal charity.
- 2 The RSPCA was given its full name in
 A 1822. C 1840.
 B 1824. D 1814.
- 3 The RSPCA is campaigning against
 A helping farm animals.
 B passing new laws.
 C using rabbits in experiments.
 D trying out cosmetics on animals.
- 4 The organisation's 328 inspectors are appointed to investigate
 A cruelty complaints.
 B reports of missing animals.
 C punishing those who break the law.
 D cases of animal adoptions.

- 5 Every year at its hospitals in England and Wales, the RSPCA treats
 A 90,000 animals. C 19,000 animals.
 B 280,000 animals. D 218,000 animals.
- 6 The RSPCA covers its costs with
 A government funds. C donations.
 B bank loans. D company sponsorships.

7 a) Look at the pictures. What is your reaction to them?

e.g. The picture of the stray dog makes me feel sad. He looks really ...



b) Answer the questions.

- 1 What animal would you like to have as a pet? Why?
 2 Are there any organisations in your country, which take care of stray animals? What do they do?

• Changing an appointment

8 a) Listen to the dialogue. When is the new appointment?

b) Read the dialogue and fill in the missing words. Listen again and check your answers.

- A: Good morning, Thompson's Veterinary clinic.
 1) can I help you?
 B: Can I speak to Mr Peters?
 A: One moment, please. I'll 2) to his surgery.
 B: Thank you.
 A: 3) Mr Peters is busy at the moment. Would you like to leave a message?
 B: Well, I'd like to 4) the appointment I made for my dog.
 A: I see. 5) is your current appointment?
 B: This Wednesday at five.
 A: And your name?
 B: Arthur Mills and my dog's name is Spot.
 A: Would you like to 6) another time, Mr Mills? Mr Peters is available next Friday at six.
 B: That would be great. We'll see you next Friday, then.

c) Act out similar dialogues with your partner, to change an appointment with: your vet, doctor, hairdresser, etc

The Jungle Book

by Rudyard Kipling



- 1 a) Read the author's biography. Where do you think Kipling got the inspiration to write *The Jungle Book*?**

Rudyard Kipling (1865-1936) was born in Bombay, India and educated in England. His earliest years were happy ones, spent in an India full of exotic sights and sounds. This experience would later influence some of his writing. During his lifetime, Kipling published many short stories, poems and books. His most famous works include *Kim* (1901) and *The Jungle Book* (1894), which was followed by *The Second Jungle Book* in 1895. In 1907 he received the Nobel Prize in Literature for his originality and style.

In *The Jungle Book*, the boy, Mowgli, is brought up by wolves when a tiger kills his parents. Bagheera, the panther, and Baloo, the bear, teach Mowgli the 'laws' of the jungle.

At this point, Baloo is teaching Mowgli, about the jungle.

- b) Ask and answer questions, as in the example.**

- A: When was Rudyard Kipling born?
 B: In 1865. Where was he born?
 C: In Bombay.
 etc

- 2** Identify the animals in the pictures. Listen to the extract and say which of these animals are mentioned in the story.

- 3** Read the extract from *The Jungle Book*. For questions 1-5 choose the best answer, A, B, C or D.

It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have such a clever pupil because the young wolves will only learn as much of the Law of the Jungle which is necessary to their own **pack** and **tribe**, and run away as soon as they can
 5 repeat the Hunting Verse: "Feet that make no noise; eyes that can see in the dark and sharp white teeth, all these things are the marks of our brothers, except Tabaqui the Jackal and the Hyena whom we hate." But Mowgli, as a man **cub**, had to learn a lot more than this. Sometimes Bagheera, the Black Panther, would come to see how his pet was getting on, and would **purr** with
 10 his head against a tree while Mowgli **recited** the day's lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to speak politely to the wild bees when he found a hive of
 15 them fifty feet above ground; what to say to Mang the Bat when he disturbed him in the branches at midday; how to warn the water-snakes in the pools before he splashed down among them. None of the Jungle People liked being disturbed, and they were all very ready to attack an **intruder**. Then, Mowgli was taught the Strangers' Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle People hunts outside his own area.
 20 It means, "Let me hunt here because I am hungry," and the answer is, "Hunt then for food, but not for pleasure."

All this will show you how much Mowgli had to learn by heart, and he grew very tired of saying the same thing over a hundred times. But, as Baloo said to Bagheera, one day when Mowgli had been slapped and run off in a **temper**, "A
 25 man cub is a man cub, and he must learn all the Law of the Jungle."

"But think how small he is," said the Black Panther, who would have **spoiled** Mowgli if he had had his own way. "How can his little head carry all your long talk?"

"Is there anything in the Jungle too little to
 30 be killed? No. That is why I teach him these things, and that is why I hit him, very softly, when he forgets."



“Softly! What do you know of softness, old Ironfeet?”
 35 Bagheera grunted. “His face is all **bruised** today by your softness. Ugh!”

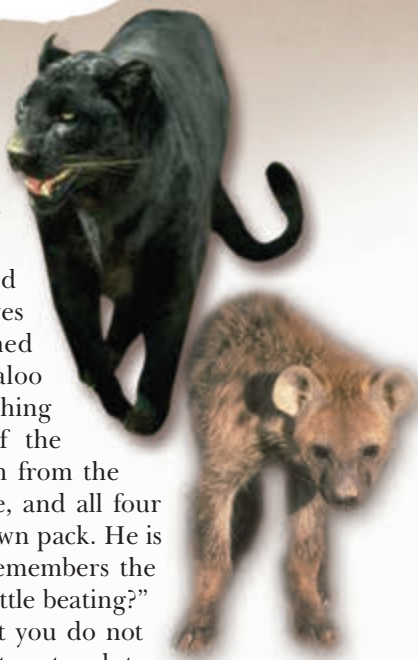
“It is better he is bruised head to foot by me who loves
 40 him than he is harmed through ignorance,” Baloo answered. “I am now teaching him the Master Words of the Jungle that will protect him from the
 45 birds and the Snake People, and all four footed animals, except his own pack. He is now protected if he only remembers the words. Is not that worth a little beating?”

“Well, look to it then that you do not
 50 kill the man cub. He is no tree trunk to sharpen your **blunt** claws upon. But what are those Master Words? I am more likely to give help than to ask it.” Bagheera stretched out one paw and **admired** the sharp claws at the end of it. “Still I should like to know.”
 55 “I will call Mowgli and he’ll say them if he wants to. Come, Little Brother!”

“My head is ringing like a bee hive,” said a cross little voice over their heads, and Mowgli slid down a tree-trunk very angry and upset, adding as he reached the ground: “I come
 60 for Bagheera and not for you, fat old Baloo!”

“It doesn’t matter to me,” said Baloo, though he was hurt and grieved. “Tell Bagheera, then, the Master Words of the Jungle that I have taught you today.”

- Who taught Mowgli the Hunting Verse?
 A the jackal B the hyena C the bear D the wolves
- Mowgli learned the Stranger’s Hunting Call
 A to hunt only for fun and games.
 B to hunt for food when he was away from his own home.
 C to find his way through the jungle.
 D to tell other animals that he was coming.



- Bagheera, the Black Panther, thought that Mowgli
 A was too spoiled to learn his lessons.
 B wasn’t smart enough to understand Baloo.
 C was too small to learn so many laws.
 D enjoyed the same lesson everyday.
- The Master Words of the Jungle will protect Mowgli from
 A all of the jungle animals. C all the dangerous snakes.
 B his own pack of wolves. D some birds and snakes.
- Why did Mowgli come down from the tree?
 A it was full of bees C to see Baloo
 B his head was hurting D to say his lesson

4 Now answer the questions below.

- What did Baloo, the bear, teach Mowgli?
- Why was Baloo happy with his student?
- What was Mowgli very good at?
- Why did Baloo teach Mowgli the Wood and Water Laws?
- Why was Bagheera upset?
- Where was Mowgli hiding?

Vocabulary Practice

5 a) Read the extract again and explain the words in bold. Use your dictionaries if necessary.

b) Match the words with their definitions.

- | | |
|-------------|--|
| 1 grunt | a feel very sad |
| 2 grieve | b make a short rough sound |
| 3 ignorance | c one of the long curved nails on the feet of some animals and birds |
| 4 protect | d the foot of an animal |
| 5 hive | e a place where bees live |
| 6 paw | f keep sth safe from harm |
| 7 claw | g not knowing about something |

c) Fill in the correct word(s) from the list below. Then, use the phrases to make sentences.

blunt, rotten, run off, spoil, attack, by heart

- | | |
|--------------------|------------------------|
| 1 branch | 4 claws |
| 2 to a child | 5 to sb |
| 3 to learn | 6 to in a temper |

Speaking

In pairs, discuss the following:

- Why did Mowgli have to know the Jungle Laws?
- What do you think it would be like to live in a jungle?
- How important are rules in our life? (e.g. home/school rules)
- Why is it necessary to obey rules?

Project

Choose one scene from the extract and draw a picture for your class’s The Jungle Book Drawing Competition.

