

Treasure Island



The story

Jim Hawkins' parents run a guest house called the Admiral Benbow. A pirate called Billy Bones rents a room there. One day, a fearsome beggar, Blind Pew, arrives. He gives Billy a piece of paper with the 'black spot' on it. (The 'black spot' means something bad is about to happen to the recipient.) After Blind Pew leaves, Billy dies from a heart attack.

Jim finds a map in Billy's sea chest. Blind Pew returns with a band of pirates. They search the guest house for the map. Some customs men arrive and capture the pirates.

Jim shows the map to two important local men, Squire Trelawney and Doctor Livesey. They decide to go in search of the treasure, and ask Jim to go with them as cabin boy. Squire Trelawney hires a ship, the *Hispaniola*, and a crew led by Captain Smollett. The cook is a one-legged man, Long John Silver. He has a parrot called Captain Flint that always sits on his shoulder.

During the voyage, Jim overhears a conversation between Silver and other crew members. He realises that these men are pirates, not sailors. He warns the squire, the doctor and the captain. When they reach Treasure Island, some of the crew go ashore. Jim goes with them. He runs away and hides in the woods. He meets a strange man called Ben Gunn on the island, who promises to help Jim and his friends.

Meanwhile, the captain and the others have come ashore. They find an old stockade and hide in it. Silver realises that the squire, doctor and captain know about his plans. The pirates attack the stockade in an attempt to get the map. They do not succeed.

In the morning, Silver promises to let them go free in return for the treasure map. The captain refuses, and there is another fight. Jim finds a little boat that Ben Gunn has hidden, and sails out to the *Hispaniola*, which is now in the hands of the pirates. He manages to cut her mooring ropes. He hopes that the ship will now drift onto the rocks and be sunk.

Jim boards the *Hispaniola*. There is only one pirate left on the ship, but he is injured. Jim knocks out the pirate and ties him up. Jim manages to steer the ship into a small cove. He then heads back to the stockade. The stockade is now in the hands of the pirates, who capture Jim. Silver gives Jim the chance to join the pirates. He tells Jim that when he and the pirates captured the stockade, the doctor gave him the map. Silver and the pirates go to look for the treasure the next day.

The treasure hunt begins. But when they reach the spot marked on the map, they dig up only an empty chest – the treasure has gone! Long John Silver knows that the pirates will soon turn against him and Jim. But before the pirates can attack them, the doctor and Ben Gunn appear from the trees, and the pirates run off.

Ben Gunn tells Jim and his friends that he dug up the treasure some time before, and hid it in a cave. Jim and his friends take the treasure from the cave to the *Hispaniola*. Silver claims to be on their side, and is very helpful. They set sail for South America to recruit some more sailors as crewmen. In the morning, they discover that Long John Silver has disappeared – and so has some of the treasure. He is never heard of again. They get safely back to England – and Jim promises never to go chasing treasure again.

Notes: Three to four hundred years ago there were many pirates (robbers of the sea). They sailed the seas looking for ships to attack and rob. When they saw a merchant ship (a ship carrying goods like silver or spices) they chased and attacked it. They stole its cargo and robbed the passengers. Pirates sailed in ships like the one on pages 94–95, which were fast and well armed. *Treasure Island* is a story set in this period.

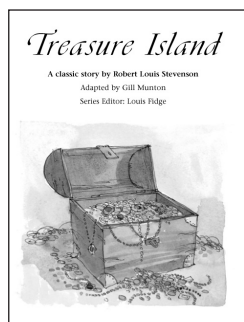
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class. Discuss the meaning of *treasure* with the class.
- Talk about the picture. Ask *How do you know the story takes place in the past? Where do you think the boy is? What is he pointing to? What do you think is special about the island?*
- Ask *What do you think the story is going to be about?*

The title page



- Ask the children to turn to the title page. Explain that this story is a classic story (one that is very good and has been popular for a long time) and that it has been adapted (made simpler). Ask *Who is the author? Who adapted the story?* (There is some information about the author on page 96.)

- Hold up your own book and point to the picture. Ask *What does the treasure consist of? What is it in?* (an old sea chest) *Where do you think the treasure came from?*

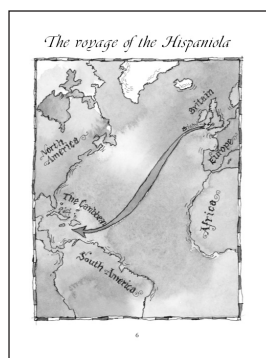
The contents page

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- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book. Explain that the story is divided into chapters.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Explain that the *Hispaniola* is the name of a ship, and Billy Bones, Blind Pew and Ben Gunn are the names of pirates. Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on page 92), a labelled illustration of a pirate ship (on pages 94 and 95) and some information about the author (on page 96).

- Ask questions about each chapter title to stimulate the children's interest, for example:
 - Chapter 2: *What did ships at this time look like?* (You may wish to look at and discuss pages 94 and 95 at this point.)
 - Chapter 3: *What do you know about pirates?*
 - *In which chapter is there a trap?*
 - *In which chapter is there a treasure hunt?*
- Tell the children to do the related activity on page 1 of their Workbook.

The voyage of the *Hispaniola* (Page 6)



The main characters (Pages 4 and 5)



- Before starting the story, ask the children to look at the main characters on pages 4 and 5. The right-hand page shows the 'good' characters in the story, the left-hand page shows some of the pirates. Ask the children to look at each character in turn. For each character, name him, discuss what he looks like, how he is dressed and anything else of interest in the picture. When a character is met for the first time in the story, ask the children to turn back and look at the character's portrait.

- Explain that the book is about an adventure which features a ship called the *Hispaniola*. The map shows where the ship began its journey (at a port called Bristol in the south west of Britain) and where it sailed to (the arrow shows its route to the Caribbean islands, located between North and South America). Ask the class to provide any facts they know about the Caribbean. You may wish to look at a world map with the class and locate the area on it so that the children can see where it is in comparison to where they live.



You can play the story on the audio cassette/CD at any time you choose.

Chapter 1

Billy Bones and Blind Pew

Pages 6 to 15

The voyage of the Hispanola



CHAPTER 1

Billy Bones and Blind Pew

My name is Jim Hawkins. When I was a boy, my mother and father had a guest house called the Admiral Benbow. And that is where my story begins. I remember the pirate Billy Bones very well. He came walking up the road from the harbour: a big brown-skinned man in a dirty blue coat. He had long black hair and a scar across his cheek. Behind Billy another man pulled his sea chest along on a cart. I knew what it was because all sailors and pirates kept their belongings in sea chests. Billy bones knocked on the door of our guest house with his stick.



1

"Bring in my chest," cried Billy. I helped the man to carry the great sea chest up to the spare bedroom. It was so heavy that we were both glad to put it down. Billy Bones walked in afterwards and looked around the room. He smiled to himself and I decided that he must like the room. Billy Bones stayed at the Admiral Benbow for weeks. Every day he climbed up onto the cliff and looked at the sea through a brass telescope. He spent the evenings in the guest house by the fire where he sang his old songs of the sea. He told stories of shipwrecks in terrible storms and men having exciting adventures. If another sailor came to stay at the guest house, Billy peered at him and frowned. One day he said to me, "I'm hiding from a one-legged man. He wants to steal my sea chest, Jim. You must watch out for him and tell me if you see him." My father became ill during that time. Slowly he grew worse until one dark winter's day he finally died. My mother and I missed him terribly. One foggy afternoon I stood at the door of the Admiral Benbow thinking of my father. I saw a man slowly walking along the road. His eyes were covered and he wore a great cloak with a hood. He tapped the ground in front of him with a stick. As the man approached the guest house, he heard me moving by the door. He stopped in front of me. "I am Blind Pew," said the man. "A poor blind beggar. I became blind when I was fighting with a pirate. Will you please tell me where I am?"



"You are at the Admiral Benbow in Black Hill Cove," I told him. "I hear a young voice. Will you lead me to?" he asked. I held out my hand and Blind Pew pulled me towards him. "Take me to Billy Bones, boy," he hissed, "or I will break your arm!" Inside the guest house, Billy looked up and stared at Blind Pew. He looked sick with fear. "Hold out your hand, Billy," ordered Pew. He pressed a piece of paper into Billy's hand, and then disappeared. I heard his stick tap-tapping down the road. Billy staggered and put his hand to his throat. Pew has given me the black spot. He has killed me with his curse. He whispered. And he fell to the floor, dead.

2

I told my mother what had happened. Without my father to look after us, we were both very frightened. There was a dead man in the guest house and a dangerous man not far away. We ran to the village to get help. We went from house to house and begged each of them to come back to the guest house with us. But no one dared to do it. "You men have the courage of a sheep," cried my mother. "My brave boy Jim and I will go back and face the danger alone. I will open that sea chest and take the money that Billy Bones owes us." We ran back to the guest house. It was foggy, but a full moon glowed red in the sky. We were afraid that someone might see us. My heart beat fast as we stepped through the door and locked it behind us. My mother lit a candle. We went into the room where Billy Bones lay. He was just as we had left him: on his back with his eyes open and one arm stretched out. We pulled down the blinds so no one could see in. Then my mother said, "We need the key to the chest, Jim. It must be in one of his pockets. But I don't want to touch him." "I'll do it," I offered. I knelt down beside the body. There was a small circle of black paper near Billy's hand: the black spot. I picked it up and looked at it. Then I felt in his pockets. There were a few coins, a knife, a needle and thread and a compass. Nothing more. "It may be around his neck," said my mother.

I tore Billy's shirt open and found the key hanging on a bit of dirty string around his neck. I cut it off with his knife. Then we hunted upstairs with it in Billy's inside room. Inside the room we found the sea chest. It was still under the window where the man and I had left it. Billy had not moved it. The chest was old and battered. It had a letter 'W' on the lid. "Give me the key," said my mother. I handed her the key and she put it in the lock. It was stiff, but after some struggling my mother opened it. She lifted the lid and we smelled tobacco and tar. On the top there was a new suit, clean and folded. Under the suit we found a tin mug, a pair of guns, a Spanish watch, a few shells, but no money. An old cloak lay at the bottom of the chest. My mother lifted it up impatiently. Inside the pocket she found a small packet tied up with string and a bag of gold coins. "It's an honest woman," said my mother. "I'll only take the money that he owes us." As she separated the British coins from the foreign ones, I heard a sound that almost made my heart jump into my mouth. Outside the guest house, a stick was tap-tapping on the key road. It was coming nearer and nearer. It tapped on the guest house door. Then the door handle rattled and the lock rattled. We stood by the chest, hardly daring to breathe. At last, there was silence. Then the stick tap-tapped away down the road and was gone.

3

"That was Blind Pew coming back for the gold coins," I whispered to my mother. "If the door hadn't been locked, he would have found us here. I know he will come back. Let's take the money you have counted and go." My mother jumped to her feet. "I'll take this, too," I said. I picked up the little packet and put it in my pocket. We hurried down the stairs and out of the guest house. The moon was shining brightly. Straight away we heard footsteps running towards us. "Under the bridge. Quick!" I whispered, pointing to the little bridge outside the guest house. I grabbed my mother's hand and pulled her under the bridge. We hid there in the long grass, trying to get our breath back. From our hiding place, I peered out. Light men stopped by the guest house door. One man held a lantern to light the way. I could see from the light that the men had black hair and ragged clothes. They looked like pirates. When I heard the high, shaky voice of Blind Pew, I knew I was right. "In, in. And be quick," he cried. Five pirates got ready to break down the guest house door. Then one changed his mind and stopped. He turned the door handle and went in. We had left the door unlocked in our haste to get away. He was followed quickly by the other four pirates who ran inside to find Billy Bones' sea chest. Meanwhile, Blind Pew waited outside with two men.

A cry of surprise came from inside the guest house followed by Billy's death. "They had found Billy's body in the back room. 'Search him,' shouted Blind Pew. 'The rest of you can look for his sea chest.' Feet pounded up the stairs and then there was silence. Suddenly Billy's bedroom window was opened. A man leaped out and shouted down to Blind Pew. As she separated the British coins from the foreign ones, I heard a sound that almost made my heart jump into my mouth. Outside the guest house, a stick was tap-tapping on the key road. It was coming nearer and nearer. It tapped on the guest house door. Then the door handle rattled and the lock rattled. We stood by the chest, hardly daring to breathe. At last, there was silence. Then the stick tap-tapped away down the road and was gone.

4



"Those people from the guest house have taken it. They were here a few minutes ago—the door was locked then. Find them. They won't be far away," shouted Blind Pew. We heard the men looking in all the rooms of the Admiral Benbow. They went up and down the stairs so many times I thought they might break. My mother and I huddled together under the bridge. After a few minutes, the pirates came out. "They're not here," cried one. "We've looked everywhere," said another. Then we heard a whistle. It came from high on the hill behind the village. The pirates looked at each other in fear. "The customs men are after us," shouted one of the pirates. "Let's run." "You coward," cried Pew. "I'm not leaving without that packet. Oh, I wish I wasn't blind. I was the only one who dared to face Billy Bones. A blind man. And now you won't help me." "We've got the money, Pew. And the people from the guest house might have got the packet. We may never find it," said the pirate. Blind Pew was mad with anger. He raised his stick and beat the men around the back and shoulders. They put their arms up to protect themselves from the blows. Then I heard the sound of horses galloping. It came from the hill. Next came a gunshot. When they heard the sound of gunfire, the pirates turned and ran. They left Blind Pew standing outside the guest house, tapping at the road with his stick. "Don't leave me. Don't leave poor old Pew," he cried.

In the moonlight, five men on horseback came galloping down the hill and into the road. Blind Pew screamed and ran. He fell into a ditch, but he jumped up again. He ran straight into one of the horses. My mother fainted. I called out to the customs men. They helped me carry her into the guest house. Most of the furniture was broken, but nothing was missing except for the bag of coins. "The other pirates have escaped, but we have got Pew," said the man in charge. I knew him. His name was Mr Dance. "What did they want, young Jim? More money?" "I don't think so. I think they wanted something that is now in my pocket. I need to put it somewhere safe and to ask Dr Livesey for his advice," I replied. "Dr Livesey? He's a fine gentleman. He will advise you well," said Mr Dance. He turned to one of his men. "You have a strong horse," he said. "Take young Jim to Dr Livesey's house. And I'll come, too. I want to tell the doctor what happened."

5

Active vocabulary

blind	think of other words beginning with 'bl', such as <i>blood</i> , <i>blow</i>
cliff	note the 'ff' at the end
cloak	contains the name of a tree 'hidden' at the end (<i>oak</i>)
coward	there's a 'hidden' animal at the beginning of this word (<i>cow</i>)
dangerous	the 'g' is a soft 'g' and sounds like 'j'
harbour	change the 'harb' to 'col' to make a new word
honest	the 'h' is silent and is not pronounced
pirate	remember the phrase: <i>The pirate ate a date!</i>
sailor	other words ending with 'or' are: <i>doctor, director, author, actor, tailor</i>
telescope	'tele' is Greek for 'from a distance' and 'scope' comes from the Greek 'to see'

Passive vocabulary

<i>advice</i>	<i>battered</i>	<i>blinds</i>
<i>brass</i>	<i>compass</i>	<i>courage</i>
<i>ditch</i>	<i>fainted</i>	<i>foreign</i>
<i>galloping</i>	<i>haste</i>	<i>huddled</i>
<i>scar</i>	<i>stagger</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Tell the children to look back at page 4 and find the two characters. Ask *Do you think they are 'good guys' or pirates?* Discuss their appearances.
- Tell the children to look at the picture on page 7. Ask *Do you recognise the man in the foreground? (Billy Bones.) What does he look like? How is he dressed? What is he throwing down? Who do you think the coins are for? What is the man by the door holding? What is the boy carrying? What do you think this building is? (a guest house) Why do you think Billy Bones has gone to the guest house?*
- Tell the children to look at the picture on page 9. Ask *Who has now arrived at the guest house? Does he look a friendly character? What does he look like? What is he wearing? Why do you think his eyes are covered? (He is blind and cannot see.) Why do you think he is holding a long stick? Who is he talking to? (Jim Hawkins) How is Jim dressed? How do you think Jim feels? What do you think the two are talking about?*
- Tell the children to look at the picture on page 13. Ask *Where do you think the pirate at the window is? Is he upstairs or downstairs? How can you tell? What do you think he is doing inside the guest house? Whose room do you think they are in? Who's outside? Why do you think the pirate is shouting to Blind Pew outside?*
- Tell the children to look at the picture on page 15. Ask *What's happening? How many men and horses are there? Who do you think they are? (They are customs men.) What do you think they are going to do?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

Notes

1. The story is mainly written in the first person from the point of view of Jim Hawkins, the son of the guest house owner. Look back at his picture on pages 4 and 5.
2. A guest house is where people could rent a room for a period of time. The guest house is named the Admiral Benbow after a famous admiral. An admiral is an important man in the navy.
3. Travellers, especially sailors, kept all their possessions in chests. Billy Bones is a sailor and has just got off a ship in the nearby harbour.
4. Most pirates were thieves or had broken the law in some other way. They often brought goods into the country illegally and sold them. Customs officers tried to prevent pirates doing this. If they saw a pirate, they immediately arrested him.
5. Pirates believed that the black spot was a curse (something that brings bad luck) and that anyone given the black spot would suffer in some way, and could even die.

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

- 1 *Who is telling the story?*
- 2 *Where does the story begin?*
- 3 *Why did Billy Bones come to the guest house?*
- 4 *What did he bring with him?*
- 5 *Was Billy Bones' chest heavy or light?*
- 6 *Describe what Billy did every day.*
- 7 *Why did Billy tell Jim he was hiding from a one-legged man?*
- 8 *What happened to Jim's father?*
- 9 *What was the weather like when Blind Pew arrived?*

- 10 *Describe Blind Pew.*
- 11 *What happened when Jim held out his hand to help Blind Pew?*
- 12 *How did Billy look when he first saw Blind Pew?*
- 13 *What did Blind Pew give Billy?*
- 14 *What happened when Blind Pew left the guest house?*
- 15 *Why didn't anyone in the village help Jim and his mother?*
- 16 *When they returned to the guest house, did they lock the door or leave it open?*
- 17 *Who looked in Billy's pocket for the key to his chest?*
- 18 *Where was the key?*
- 19 *What did Jim and his mother find in Billy's chest?*
- 20 *What did Jim's mother take from the chest?*
- 21 *What happened after they heard a tap-tapping sound outside?*
- 22 *Where did Jim put the little packet he found in the chest?*
- 23 *Where did Jim and his mother hide when Blind Pew and his men returned?*
- 24 *a) How many men went into the guest house? b) How many stayed outside?*
- 25 *What did Blind Pew tell the men inside the guest house to do?*
- 26 *What was Blind Pew really looking for?*
- 27 *Why did the men look everywhere in the guest house?*
- 28 *What sound did they hear from high on the hill?*
- 29 *Who did the pirates say were coming?*
- 30 *Why was Blind Pew so angry?*
- 31 *What did the pirates do when they heard the sound of gunfire?*

- 32 *How many men came galloping down the hill on horseback?*
- 33 *What did Blind Pew do?*
- 34 *What happened to Jim's mother?*
- 35 *Who was in charge of the customs men?*
- 36 *What did Jim decide to do with the packet he had in his pocket?*
- 37 a) *How did Jim get to Dr Livesey's house?*
b) *Who went with him?*

- Ask the children to find examples of people speaking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks. Discuss the various words used to describe how the person spoke, for example *said, cried, hissed, ordered, offered, whispered*.
- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them. Point out that the intonation used for questions and exclamations is different.
- Ask children to find and read any two-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, *mo-ther*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How do you think Billy Bones got the scar on his cheek?*
- 2 *Do you think Billy was a very nice man?*
- 3 *Why do you think Billy looked at the sea through his telescope every day?*
- 4 *Why do you think Billy peered at any sailor who came to stay at the guest house?*
- 5 *How did Jim know Blind Pew was blind before he spoke to him?*
- 6 *How do you think Jim felt when Blind Pew grabbed him by the arm?*
- 7 *Why do you think Billy was frightened when Blind Pew gave him 'the black spot'?*
- 8 *What do you think Jim's mother meant when she said to the men in the village, 'You men have the courage of chickens'?*
- 9 *Do you think Jim and his mother were brave to go back into the guest house alone to the body of the dead Billy Bones?*
- 10 *Why do you think Jim's mother asked him to find the key to the chest?*
- 11 *Why do you think Jim's mother lifted up the old cloak at the bottom of the chest 'impatiently'?*
- 12 *How do you know Jim's mother was 'an honest woman'?*
- 13 *Why do you think the sound Jim heard almost made his heart 'jump into his mouth'?*
- 14 *How did they know Blind Pew had gone?*

- 15 Why did Jim and his mother decide to leave the guest house?
- 16 What do you think was in the little packet that Jim took and put in his pocket?
- 17 How did Jim know the men who returned to the guest house were pirates?
- 18 Do you think Blind Pew was surprised when he heard that Billy was dead?
- 19 What did Blind Pew want the pirates to find?
- 20 How did Blind Pew know that Jim and his mother must be quite near?
- 21 Where did the pirates search for Jim and his mother?
- 22 Do you think Jim and his mother were sensible to hide under the bridge?
- 23 Why do you think Blind Pew called the pirates cowards?
- 24 What were the pirates more interested in – the money or the packet?
- 25 How did Blind Pew show his anger towards the pirates?
- 26 Why do you think the pirates thought the men on horses were customs men?
- 27 Why did Blind Pew fall into a ditch and run into one of the horses?
- 28 Why do you think most of the furniture in the guest house was broken?
- 29 How can you tell Mr Dance thought it was a good idea for Jim to ask Dr Livesey's advice?

Stage 2 comprehension extra

Author's style and use of language It is important to get a story off to a good, exciting start so that it encourages the reader to want to continue and find out how the story develops. Ask *Do you think the author of this story has succeeded in making you want to read on? Was the first chapter interesting? What exciting things happened in it? Did it make you want to know what was in the packet Jim took from Billy's sea chest? Did the author describe characters and settings well?* (Look back at some of the descriptions in the chapter and discuss them.) *Did the author use interesting words and expressions?* Ask the children to write down some of their favourite words and phrases from the chapter.

- Discuss what the children discovered about some of the characters in this chapter, for example Jim, Billy Bones, Blind Pew.
- Billy Bones thought the black spot brought bad luck. Do the children believe this is possible?
- Write the words *dangerous, courage, village, gentleman* on the board and say them. Point out that the 'g' in each word sounds like 'j'. Explain that when 'g' is followed by 'e', 'i' or 'y', it often sounds like 'j' and that we call this a soft 'g' sound. Write these words on the board: _entle, en_ine, ima_ine, ma_ic, emer_ency, stran_e, chan_e. Ask the children to complete each with 'g' and read the words they have made.
- Write the word *quest* on the board. Point out that we do not pronounce the 'u' and the 'g' makes a 'hard' sound. Write these words on the board: *guitar, guess, guide, tongue, guard, catalogue*. Ask the children to read the words and explain their meanings.

- Jim and his mother left the guest house. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example r_m_mb_r (*remember*). Tell the children that they have left the room. Ask the children to supply the missing vowels.
- Jim heard the tap-tapping sound of Blind Pew's stick. Play one of these 'noise' games:
 - the 'Do you know this sound?' game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking, etc. Play them to the class and ask them to identify each.
 - the 'Do you know this sound?' game B. Ask the children to shut their eyes while you make different sounds such as closing a book, shutting the door, writing on the board, tapping your desk, etc. Ask the class to identify each sound.
 - the 'How many sounds can you hear?' game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
 - the 'What noise do they make?' game. Name different animals and ask children to say what sound each one makes.
- Discuss with the class some of the difficulties of being blind. Ask the children to suggest what they would find most difficult.
- Play a 'trust' game with the children. Put a few chairs at the front of the room. Invite two children to the front. Tie a blindfold around one child's eyes. The partner must then 'guide' the child from one side of the room to the other using words only, without the blindfolded child walking into any of the chairs. The child who is blindfolded must be able to trust his or her partner completely to do this.
- Ask *What is the strangest thing that has ever happened you?* Encourage the children to recount their experiences.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

The Hispaniola

Pages 16 to 24

CHAPTER 2

The Hispaniola

When we arrived at Dr Livesey's house, Mr Dance told me to jump off the horse and knock on the door. I did as I was told and a maid came out. She told us that the doctor was visiting his friend Squire Trelawney. We rode on to the Hall where Squire Trelawney lived. Another maid took me and Mr Dance to the squire's library. Here we found Squire Trelawney and Dr Livesey sitting by the fire. The doctor was smoking a pipe. He was a small man with a white wig and sharp, bright eyes. Squire Trelawney was tall and red-faced with thick black eyebrows. 'Good evening, Dance,' the squire said warmly. 'And good evening to you, young Jim. What can we do for you?' Mr Dance told the two men how Blind Pew and the pirates had broken into the Admiral's bed-room and searched the place from top to bottom. When he came to the part about the little packet, Doctor Livesey became very interested. 'Have you brought it with you, Jim?' he asked. 'Here it is, sir,' I replied and held it out to him. Doctor Livesey looked at it and put it on the table. 'Now I must go,' explained Mr Dance. 'I still have work to do.' After Mr Dance left the room, Squire Trelawney said, 'Stay for a while and have some cold pie.'



lies. And there are instructions telling you how to find the island. All the men know about it.' But I told no one,' cried Squire Trelawney. 'We must take care,' continued Captain Smollett. 'No one must see the map. Let's lock our guns and gunpowder safely away from the men.' 'Don't you trust them?' asked Dr Livesey. 'No, I don't,' he answered. 'If you want me to be your captain, you must take my advice.' 'Very well,' agreed Dr Livesey. 'No one will see the map. And we will lock up the guns.' Captain Smollett left the room and went onto the deck to collect the guns. We followed him. As we were moving the guns and the gunpowder, Long John Silver climbed up the side of the ship. 'What are you doing?' he asked. 'We're moving the guns,' answered Captain Smollett. 'but we'll miss the side,' complained Silver. 'That's not your business, Silver. You are only the cook. Now go and make dinner for the men,' ordered the captain. Silver disappeared into the galley.

Active vocabulary

crew	other words containing 'ew' are: <i>new, stew, jewel</i>
cruel	rhymes with <i>jewel</i>
explore	think of other 'ex' words, such as <i>except, exciting</i>
furniture	the 'ture' at the end is pronounced 'cher' and is a common word ending
instruction	the 'tion' at the end is pronounced 'shun' and is a common word ending
island	remember the phrase: <i>An island is land surrounded by water!</i>
secret	the 'se' is pronounced 'see'
treasure	rhymes with <i>measure</i>
whisper	think of other 'wh' words, such as <i>whistle, when</i>
wicked	pronounced 'wi-ked', with the stress on the first syllable

Passive vocabulary

<i>anchor (verb)</i>	<i>business</i>	<i>dock</i>
<i>galley</i>	<i>gunpowder</i>	<i>hire</i>
<i>surprised</i>		

Before reading

Notes

- Whenever a specific part of the ship is referred to in the text, take time to look at the picture on pages 94–95 to help children visualise the ship.

I was very hungry so I had a large piece of pie. Squire Trelawney and Dr Livesey talked while I ate it. I listened to them with interest. 'Trelawney, have you heard of Captain Flint?' asked Dr Livesey. 'I certainly have,' cried the squire. 'He was the cruellest pirate in the world.' 'Well, I have heard that Captain Flint robbed some ships. He stole their treasure and buried it,' explained Dr Livesey. 'No one knows where, but I have heard that Billy Bones was with Captain Flint when he buried the treasure. He may have helped him, too.' I also heard that Blind Pew and his men were looking for something in Billy's room this evening. Now if Jim will allow us, we will open the packet and see what more it can tell us. Perhaps it will show us where to find this treasure.' The doctor looked thoughtfully at the little packet on the table. 'Yes, open the packet,' I agreed. I was very excited. Doctor Livesey took out a pair of scissors. Carefully, he cut open the packet. Inside he found a book and a map. He opened the book and read a few pages. 'What does it say?' asked the squire. 'It tells me the names of the ships that Captain Flint robbed and sank,' he explained. 'It also tells me how much money Captain Flint paid Billy Bones to help him bury the treasure and to look after this map.'

Doctor Livesey unfolded the map and we all looked at it. It showed a small island that was about 15 kilometres long and eight kilometres across. There were some notes about how to find the island and where a ship could anchor. In the south-west part of the island, someone had marked a star in red ink. Underneath the star was a note saying: 'Treasure buried here.' 'Let's go to Bristol and hire a ship,' cried the squire. 'Let's go and find the treasure. We can have a ship ready in three weeks. I will be the admiral. Livesey, you will be ship's doctor and Jim, you will be the cabin boy. All we need is a captain and crew.' 'I will agree to do it,' said Dr Livesey. 'But I'm afraid of one man.' 'Who?' asked Squire Trelawney. 'You, Trelawney,' he replied. 'You talk too much. This is a secret we have to keep. There are plenty of wicked pirates out there who want that treasure and would be willing to do anything to get it. If any of them find out what we have, they will happily kill us all. We must talk to no one about this. Take two of your best men and go to Bristol. Trelawney, find us a ship and a crew. Jim and I will join you as soon as we can.' Before we could set off on our adventure, Doctor Livesey went to London on business. I stayed at the Hall. Redruth (the squire's servant) looked after me. I told no one about the map, but I felt very excited. I often explored the island in my mind. I imagined the men and the wild animals we might have to fight.

One day, a letter came for Dr Livesey. It was from the Old Anchor Guest House in Bristol. On the front it said, 'To be opened by Jim Hawkins if Dr Livesey is away.' This is what I read:

Dear Doctor,
The ship is ready to sail for the Hispaniola and the warehouse have prepared the cargo.
It was difficult to find a good honest crew. The money required was not plenty. Please write to me about 7 miles to the west of the coast called Long John Silver. My money and the letters in Bristol. Do not take any more to find the end of my quest.
Soon we will be heading towards you and we will see you on our first voyage. Jim is a good man and the Admiral Bones is very grateful to his mother. Do not tell any person about it until then.
Yours
John Trelawney

I was pleased with the letter. But I had one worry. What if Long John Silver was the one-legged pirate that Billy Bones was so afraid of? When I arrived at the Admiral's house, I felt strange. Since I had last been there, quite a few things had changed. I did not look like the home I'd left in such a hurry. Squire Trelawney had repaired the broken furniture and had even asked some new pieces. He had paid for the guest house to be repainted, too. My mother was well. She was happy to see me and very happy with the repairs the squire had made to our home. She showed me the repaired furniture first and then the new furniture. 'What a kind man Squire Trelawney is,' she said to me. After dinner the next day, I said goodbye to my mother. Then Redruth and I left my old home and set off for Bristol. One of my last thoughts was of Billy Bones, walking along the cliff top with his brass telescope. We travelled all night. When our carriage arrived at Bristol, we walked through the docks to the guest house where Squire Trelawney was staying. I was delighted with all the tall ships and the sailors who sang as they mended sails or climbed the ropes. Soon I would be off to sea myself to search for buried treasure. Squire Trelawney met us with a wide smile. 'Dr Livesey arrived last night,' he said. 'So everyone is here.' 'When do we sail, sir?' I asked him. 'Tomorrow,' he replied.

In the morning, Squire Trelawney gave me a note addressed to Long John Silver at the Spiggans Guest House. 'You'll find it quite easy,' he told me. 'Walk through the docks until you see a guest house sign with a telescope painted on it.' Long John Silver was a tall strong man with a smiling face. Although he only had one leg, he moved easily with the help of a crutch. I stepped worrying. This friendly man could not possibly be a pirate. I walked up to him and gave him the note. 'Mr Silver, sir?' I asked. 'Yes, my lad. And who are you?' he asked. He took the note and read it. 'Ah! You are our cabin boy.' He shook my hand.

Next, I went to meet Squire Trelawney and Dr Livesey. They were going to inspect the *Hispaniola*. We found the *Hispaniola* in the docks and eagerly climbed on board. A sailor met us and named us Squire Trelawney. 'The captain wants to speak to you, sir,' he said. 'Take us to him,' the squire replied. Captain Smollett was a cross-looking man who did not appear to be pleased to meet us. He shook our hands quickly with little warmth. 'Are we ready to go to sea?' asked the squire. 'I don't like the crew,' the captain replied. 'He has a large green parrot that sits on his shoulder,' explained the captain. 'I see,' said Dr Livesey. 'Now, what do you want to do about it?' 'I want to choose my own crew,' replied the captain. 'These men talk too much. I've heard them whispering. I'll tell you a secret, shall I? You have a map of an island. There is a red star on it to show you where the treasure

2. It was quite common and fashionable for wealthy people of the time to wear wigs.
 3. A squire was an important and wealthy landowner.
- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
 - Ask children to do the activities on page 4 of their Workbook to practise the new vocabulary.
 - Ask the class to recall what happened in the previous chapter.
 - Read the title of Chapter 2. Explain that *Hispaniola* is the name of the ship that went to Treasure Island. Tell the children to turn to pages 94 and 95, and look briefly at the picture of a typical sailing ship of the time.
 - Tell the children to look at the picture on page 17. Ask *Who do you think Jim is talking to?* (Remind them that he was going to see Dr Livesey.) *Which of the two men do you think is the doctor?* Tell the children to look back at page 4 and find Dr Livesey and the other man in the picture. Ask *What does the doctor look like? What is he wearing?* Point out that he is wearing a white wig. *Who is the other man?* (Squire Trelawney). *What does he look like? What do they think the two men are discussing? How does Jim look? What is the room like? How is the room heated?*
 - Tell the children to look at the letter on page 20. You may choose to read it now or later, in the context of the story. Ask *Who is it from? Who is it to? Where was it written?* (Bristol) *When was it written?*
- Tell the children to look at the picture on page 22. Ask *What is Jim doing? What do you notice about the other man? What do you think happened to his other leg?* (His other leg may have been blown off by a cannonball in a fight between two ships, or he might have had it amputated because of illness.) *How does he stand up without falling?* (He leans on a wooden crutch.) *What does the man look like? Can you find this man on page 4?* (It's Long John Silver.) *What do you think he is reading? What does the room look like? Where do you think they are?*
 - Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 *Was the doctor at his own house?*
- 2 *Where did Jim and Mr Dance find Doctor Livesey?*
- 3 *What was the doctor doing?*
- 4 *Describe Squire Trelawney.*
- 5 *What did Mr Dance tell the doctor and the squire?*
- 6 *What did Jim have to eat?*
- 7 *What did you discover about Captain Flint and Billy Bones?*

- 8 a) How did Doctor Livesey open the packet?
b) What was in it?
- 9 What information was in the book?
- 10 What information was on the map?
- 11 What did the squire suggest?
- 12 Why did Doctor Livesey tell the squire to keep the map a secret?
- 13 How many men did Dr Livesey tell Squire Trelawney to take to Bristol?
- 14 Where did Jim stay?
- 15 Where did the squire send a letter from?
- 16 Why did Jim open the letter?
- 17 a) What was the name of the ship the squire had found? b) Who did he meet on the dock?
c) How did Long John Silver help? d) What did the squire tell Jim to do? e) Who did he want to go with Jim?
- 18 Why was Jim worried about Long John Silver?
- 19 How had Squire Trelawney helped make the Admiral Benbow guest house look new?
- 20 How was Jim's mother?
- 21 Who did Redruth and Jim travel to Bristol to meet?
- 22 What did the squire give Jim to take to Long John Silver at the Spyglass Guest House?
(Note a spyglass was an old-fashioned name for a telescope.)
- 23 Did Jim like Long John Silver when he met him?
- 24 Next, Jim, Dr Livesey and Squire Trelawney went to inspect ____.
- 25 Why didn't Captain Smollett like the crew?
- 26 a) Did the crew know about the treasure?
b) Did Captain Smollett trust the crew?
- 27 What did he say they must do with the map and their guns and gunpowder?

Note From now on, Long John Silver is frequently referred to simply as 'Silver'.

- Ask the children to find and read aloud any verbs that end with 'ed', the suffix which indicates that the verb has a regular past tense (for example *arrived*, *lived*).
- Ask the children to identify any adjectives in the text and to say which noun each adjective describes, for example *with sharp, bright eyes*, where *sharp* and *bright* both describe the doctor's eyes.
- Read out some words with three syllables in them, for example *visiting*, *Trelawney*, *another*. As you read them, tap out or clap the syllables to help children hear them.
- Ask the children to find and read any words in the chapter containing double consonants. Ask them to say if they are in the word (for example *arrived*) or at the end of the word (for example *off*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why do you think the doctor was visiting the squire?
- 2 Why do you think Dr Livesey became very interested when Mr Dance told them about the packet?
- 3 How can you tell the squire liked Jim?

- 4 Why do you think Jim was excited about the doctor opening the packet?
- 5 How do you think they all felt when they discovered what was in the packet?
- 6 Why did the doctor worry about the squire?
- 7 What do you think Jim meant when he says 'I often explored the island in my mind'?
- 8 Why do you think Jim was pleased with the letter from the squire?
- 9 How do you think Jim felt when he saw his mother again?
- 10 Why do you think his mother said, 'What a kind man Squire Trelawney is'?
- 11 How can you tell Bristol was a long way from where Jim lived?
- 12 How do you know Bristol was near the sea?
- 13 Do you think Jim was worried about going to see Long John Silver?
- 14 Why did Jim stop worrying about Silver when he met him?
- 15 What sort of a man was Captain Smollett?
- 16 How can you tell Silver's parrot could talk?
- 17 Why do you think the Captain was worried about the sailors knowing about the treasure?
- 18 Do you think it was a good idea to lock away the guns and gunpowder and let no one see the map?

Stage 2 comprehension extra

Characterisation The children will have learned quite a bit about Jim Hawkins from Chapters 1 and 2. As a class, brainstorm ideas and build up a picture of Jim. Ask, for example, *How old do you think he was? Where did he live? Who did he live with?* After a number of facts have been suggested, ask the children to each write ten facts about Jim in their books.

- Livesey was a doctor and Long John Silver was a sailor. The names of many people's jobs end with the 'or' suffix. Write these words on the board: *auth_ _*, *edit_ _*, *act_ _*, *profess_ _*, *conduct_ _*, *tail_ _*, *collect_ _*. Ask the children to complete each job with 'or' and say what each person does.
- When we change a verb ending in consonant + 'y' into the past tense, we change the 'y' to 'i' and add 'ed', for example *bury* – *buried*. Ask children to change the verbs *try*, *fry*, *hurry*, *multiply* and *worry* into the past tense and use them in sentences of their own.
- Write the words *dance* and *certainly* on the board and say them. Point out that the 'c' sounds like 's'. We call this a soft 'c'. Explain that when 'c' is followed by 'e', 'i' or 'y', it sounds like 's'. Now write these words on the board: *city*, *centre*, *icy*, *cinema*, *difference*, *fence*. Ask the children to read them.
- Dr Livesey unfolded the map. Write the word *unfolded* on the board and read it. Point out that it begins with the prefix 'un'. Discuss how adding this prefix to a word makes it mean the opposite (for example *folded* – *unfolded*). Write these words on the board: *well*, *fair*, *pack*, *cover*, *do*, *wrap*. Ask the children to add 'un' to the beginning of each to make it mean the opposite. Encourage the class to use the words in sentences of their own.
- Write the word *disappeared* on the board. Explain that the prefix 'dis' often makes the root word mean the opposite (for example *appear* – *disappear*). Write the words *agree*, *honest*, *trust*, *approve*, *connect*, *obey* on the board. Discuss the meaning of each word. Now add the prefix 'dis' to each and discuss the change it makes to the meaning.

- Jim was about to leave home for the first time. Find out if any of the children have been away from home for any length of time. Ask them to share their experiences. Ask *How do you think Jim felt about going away? How do you think his mother felt?*
- Jim was about to have a great adventure. Ask *What was the biggest adventure of your life?* Encourage children to share their experiences.
- Dr Livesey and Squire Trelawney tried to keep the treasure map a secret. Ask the children if they are any good at keeping secrets.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*


Chapter 3

Pirates!


Pages 25 to 33

CHAPTER 3
Pirates!

When the ship was ready, Captain Smollett ordered the crew to pull up the anchor. As the big white sails filled with wind, the *Hibiscus* set off for Treasure Island.



It was a long journey. At the beginning, the sailors worked well. They all liked Long John Silver. He gave them plenty of food and he kept a barrel of apples on the deck for them. He was kind to me too. He always seemed pleased to see me whenever I went into the galley. He kept it very clean and tidy.



I hopped out of the boat onto the shore without being seen by the other sailors. I ran and ran until I could run no further. Soon, I was in a thick forest where I found strange and beautiful plants. I even saw some snakes. Suddenly, a flock of wild ducks flew up from a little river. They screamed and circled in the air. Some of the men must have been nearby. I hid among the trees. I heard voices, but I was too far away to hear what they were saying. Slowly, I crawled closer. I peered through the leaves and saw Silver talking to one of the sailors.

'If you are not on my side, Tom, I will have to kill you,' I heard him say. 'I want that treasure and I will do anything to get it.'

'I'm an honest sailor,' replied the man. 'Captain Smollett is my captain, not you.'

The man turned and walked back towards the beach. With a fierce cry, Long John Silver leaped on the man and killed him with his knife.

Everything seemed to spin round and round. I almost fainted. Then Silver pulled out a whistle and blew it several times. He was calling his men. I crept back the way I had come and ran for my life.

Active vocabulary

attack	note how two-syllable words containing a double consonant are split: at-tack
famous	the noun <i>fame</i> is changed into an adjective by adding the suffix 'ous'
fierce	remember the spelling rule: 'i' before 'e' except after 'c'
interrupt	another word containing 'pt' is <i>empty</i>
journey	the 'our' is pronounced 'er' – we pronounce the word as 'jerney'
magical	the noun <i>magic</i> is changed into an adjective by adding the suffix 'al'
plenty	think of other 'pl' words, such as <i>pleased, plural, plane</i>
prisoner	the 's' sounds like 'z'
private	note how the syllables are split: pri-vate
shore	change the 'sh' to 'sn' to make something you do in your sleep

A large green parrot sat in a cage in the galley.

'The parrot's name is Captain Flint,' Silver told me.

'I named him after the famous pirate. He wishes no luck, don't you, Captain Flint?'

'Pieces of eight, pieces of eight,' cried the parrot.

I knew that pieces of eight were gold coins.

'He's two hundred years old and he's been all around the world,' said Silver.

He pushed a piece of sugar through the bars of the cage. Captain Smollett remained as unfriendly as the first day we met him. He spoke only when he was spoken to. He did not like Squire Trelawney so he tried not to speak to him at all, but he was pleased with his ship and his hard-working crew.

One day, Captain Smollett called out, 'We're nearly there, lads. We should reach Treasure Island tonight.'

This put everyone in a good mood and all the men worked harder. They sang as they worked and the ship sailed through the water at a great pace.

That night, I was in my way to my bed when I felt quite hungry. I wanted something to eat.

'I'll go up on deck and take an apple from the barrel, I said to myself.

It was quite dark on deck. The only sounds I heard were the creak of the sea and the whistling of the man who was the ship's lookout. He was in the crew's nest looking for the island.

I looked inside the barrel. It was almost empty and I had to climb in to reach an apple. I was very tired after my day's work and I fell asleep inside the barrel.

'We'll kill them, of course,' answered Silver. 'Now get me an apple, lad. I'm feeling hungry.'

I froze. They would find me now. What could I do? Run? But where to?

But then the third man said, 'We can do better than apples, Silver. Let's go down to your galley and we what we can find.'

Before Silver could reply, the lookout cried out, 'Land ahoy!' he shouted.

We had reached Treasure Island.

Everyone came running up from the cabins and onto the deck. I jumped out of the barrel and followed the pirates to the bow of the ship. We all looked towards the island. I could see three hills, one with its peak hidden by mist.

'I'm sorry, Captain. You were right about the crew and I was wrong,' he said. 'They are a band of cruel pirates. Those pirates kept their identity secret very well. It was easy to be fooled by them,' answered the captain. 'Now, I'll tell you what we should do. Number one. We can't turn back. If we do, they will attack us at once. So we must keep going. Number two. If we keep going, they won't attack us until we have found the treasure. They don't know where it is so they need to wait until we have found it. Number three. Some of the men are still on our side. We must keep them on our side. Then we should attack when the pirates don't expect it. We must take them by surprise.'

'I agree, Captain,' said Dr Livesey. 'And, in the meantime, Jim can help us to keep control. The men trust him and he notices everything.'

We counted up the men who were on our side. There were seven men including me, but I was only a boy. There were many more pirates against us, it would not be a fair fight when it came.

I woke when I heard a man's voice. It was Long John Silver. When I had heard him speak a few words, I knew that I had to stay in the barrel and listen.

This is what I heard.

'Flint was our captain. His ship was called the *Blindus*. I lost my leg on that journey and Pew lost his eyes. But all the other pirates were afraid of me – and so was Flint,' explained Silver.

'But where are all those pirates now? Few is a prisoner, but what about the others?' asked a younger man.

'Perhaps some of them are on this ship,' laughed Silver. He continued, 'A pirate's life is a hard life. But you can make a lot of money. If you keep your money safe, you can live like a king. My wife looks after my money – that's how I keep it safe.'

'I'll help you get the treasure,' said the younger man.

I sat quite still in the barrel. So Long John Silver was a pirate and he wanted to steal the treasure. And this young man wanted to help him. But what about the others?

Then a third voice joined in.

'Nearly all the men are on your side, Silver. But how long must we pretend to be honest sailors? When can we become pirates?' the voice asked.

'Not yet,' replied Silver. 'We need Captain Smollett to sail the ship. I haven't seen the map so I don't know where to find the treasure. I have a plan, though. We will wait until Livesey and Trelawney dig it up and load it on the ship. Then we will strike.'

'What will we do with Dr Livesey and the others?' asked the younger man.

Captain Smollett ordered the crew to take down the biggest sail.

Then he said, 'Has anyone been on this island before?'

'I have, sir,' said Silver. 'I once stopped here for water.'

'I think we can anchor to the south of the island. Is that right, Silver?' asked the captain. 'Look at this map. Here's the place.'

I watched Silver as he took the map and looked at it in the moonlight. But it wasn't the map I had found in Billy Bones' chest. Someone had copied it. And, of course, they had left out the red star.

Silver said, 'That's right, sir.'

He turned to me and for a moment I was terrified. But of course, he didn't know I had been hiding in the apple barrel when he had been talking to the pirates. He didn't know I had heard everything and knew of his plans.

'It's a fine island for a boy,' said Silver. He put his hand on my shoulder. 'You can swim and climb trees and run about. Tell me when you want to explore and I'll make you a picnic.'

Then he went down to the galley.

Silver was gone. Now I had a chance to tell Dr Livesey and Squire Trelawney what I had heard. But they were talking to the captain and I didn't want to interrupt. Then Dr Livesey came over to me and asked me to fetch his pipe from his cabin. This was my chance. I took it.

'Dr Livesey, I have some terrible news. Take the squire and the captain down to your cabin. Send for me so I can tell you all in private,' I said.

Dr Livesey frowned, but he did as I asked.

Inside the doctor's cabin I found the doctor, the squire and the captain sitting around a table. As I walked through the door, they looked up at me with concern.

'Now, Jim, said the squire. 'You have something to tell us. What is it?'

I told them everything I had heard in the apple barrel. They listened carefully and no one interrupted me.

'When I had finished, Dr Livesey said, 'Thank you, Jim. It's a good thing you found out. And you have been very brave to tell us. I am sure you were very afraid.'

Squire Trelawney turned to Captain Smollett.

'I'm sorry, Captain. You were right about the crew and I was wrong,' he said. 'They are a band of cruel pirates. Those pirates kept their identity secret very well. It was easy to be fooled by them,' answered the captain. 'Now, I'll tell you what we should do. Number one. We can't turn back. If we do, they will attack us at once. So we must keep going. Number two. If we keep going, they won't attack us until we have found the treasure. They don't know where it is so they need to wait until we have found it. Number three. Some of the men are still on our side. We must keep them on our side. Then we should attack when the pirates don't expect it. We must take them by surprise.'

'I agree, Captain,' said Dr Livesey. 'And, in the meantime, Jim can help us to keep control. The men trust him and he notices everything.'

We counted up the men who were on our side. There were seven men including me, but I was only a boy. There were many more pirates against us, it would not be a fair fight when it came.

Passive vocabulary

<i>barrel</i>	<i>bow</i>	<i>cabin</i>	<i>concern</i>
<i>crow's nest</i>	<i>deck</i>	<i>lookout</i>	<i>peak</i>
<i>pine</i>			

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

- Ask children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture of the *Hispaniola* on page 25. (Refer also to the picture of the pirate ship on pages 94 and 95.) Ask *What is the ship made of? What makes it move? How many sails does it have? How many masts does it have? Does it have any flags? What ship do you think this is? What is the weather like? Is the sea calm or rough? Have any of you ever been on a sailing ship (or any ship or boat)?* Ask them to share their experiences.
- Tell the children to look at the picture on page 28. Ask *How can you tell the picture is taken from on board the ship? What island do you think is in the distance? What does it look like? Who's looking at the island? How do you think he feels?*
- Tell the children to look at the picture on page 32. Ask *How are the men getting to the island?* Discuss how a rowing boat is made to move in the water (with oars), and how it is steered (by rudder). Ask *How many men are there on each boat? Can you recognise any of the people on the two boats? Why do you think they did not bring the Hispaniola closer to the shore of the island? What can you see on the island? Can you see any animals or people on it or near it?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 Was it a long or a short journey?
- 2 Why did the sailors like Long John Silver?
- 3 What have you found out about Long John Silver's parrot?
- 4 Was Captain Smollett a friendly man?
- 5 a) Where was the ship's lookout? b) What was he looking for?
- 6 Why did Jim climb inside the barrel on the deck?
- 7 Who did Jim hear talking when he was in the barrel?
- 8 Write three things Jim discovered when he was listening to the sailors speaking.
- 9 When the lookout shouted, 'Land ahoy!' (Land ahead!), what happened?
- 10 What could the sailors see of Treasure Island?
- 11 Had anybody from the ship been on the island before?
- 12 What was missing from the map the captain showed Silver?
- 13 Why did Silver tell Jim it was a fine island for a boy?
- 14 What did Dr Livesey ask Jim to fetch for him?
- 15 Who did Jim talk to inside the doctor's cabin?

- 16 *Why did the squire say he was sorry to the captain?*
- 17 *What were the three points of the captain's plan?*
- 18 *Were there more men on the doctor and the squire's side or on Silver's side?*
- 19 *How far was the Hispaniola from the island?*
- 20 *Why could the ship move no closer to the island?*
- 21 *When they got the rowing boats ready*
a) *how did the crew behave?* b) *how did Long John Silver behave?*
- 22 *How many of the crew did the Captain*
a) *keep on board?* b) *let go ashore?*
- 23 *Did anyone see Jim* a) *get into one of the boats?* b) *get out of the boat on the shore?*
- 24 a) *Where did Jim run to on the island?*
b) *What did he see there?*
- 25 *Why did Jim hide among the trees?*
- 26 a) *What did Silver say to Tom?* b) *What did Tom the sailor say to Silver?*
- 27 *What did Silver do to Tom?*
- 28 *How did Silver call his men?*
- 29 *What did Jim do when Silver whistled for his men to come?*

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- There are a lot of prepositions in the text. Identify and read some sentences containing prepositions and discuss how they work and what they mean, for example *I hid among the trees.*

- Ask the children to find examples of irregular past tenses in the text, for example *was*, *gave*, *kept*. Discuss how regular past tenses like *ordered* are formed by adding 'ed', whereas irregular past tenses do not follow this rule.
- Find 'time marker' words or phrases in the text and discuss how they indicate the passing of time in the story, for example *at the beginning*, *one day*, *that night*.
- Ask the children to find and read any three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, *be-gin-ning*, *when-ev-er*, *un-friend-ly*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How do you think everyone felt when the ship set sail for Treasure Island?*
- 2 *Why do you think the sailors liked Long John Silver?*
- 3 *How can you tell Jim liked Silver at the beginning?*
- 4 *Do you think the parrot really is two hundred years old?*
- 5 *Why do you think Captain Smollett did not like Squire Trelawney?*
- 6 *Do you think the captain was surprised that the crew worked so hard?*

- 7 Why do you think the men worked harder when the captain told them they were near Treasure Island?
- 8 Would you like to do the job of the ship's lookout?
- 9 Why do you think the apple barrel was nearly empty?
- 10 Silver talked about 'Pew'. Who was Pew?
- 11 Do you think Jim was disappointed to discover that Silver was really a pirate?
- 12 What do you think it means when it says 'I froze' on page 28? How do you think Jim felt at this time?
- 13 How do you think Jim felt when he heard the lookout call, 'Land ahoy!'?
- 14 Why do you think no one saw Jim climb out of the barrel?
- 15 Why do you think Captain Smollett ordered the crew to take down the biggest sail?
- 16 Why do you think the captain only showed Silver a copy of the map?
- 17 Why do you think no one interrupted Jim when he told the doctor, squire and captain about what he had heard?
- 18 What do you think of the captain's plan?
- 19 What do you think Jim means when he says the island was 'more magical' than he had imagined?
- 20 Why do you think Long John Silver did not become rude or disobedient like many of the crew?
- 21 Why do you think Jim did not want Silver and his men to know he was on one of the rowing boats?
- 22 Why do you think Jim ran into the forest?
- 23 Why did a flock of ducks nearby fly into the air?

- 24 Do you think Tom was brave or foolish to tell Silver he was not on his side?
- 25 What do you think Jim meant when he said 'I ran for my life'?

Stage 2 comprehension extra

Characterisation We have learnt a lot about Long John Silver in this chapter and Chapter 2. Ask the children to talk about his physical appearance. (Look back at the picture on page 22 to help.) Ask questions to prompt further responses about him, for example *How did he lose his leg? What job did he do on board ship? What do you know about his parrot? What did Jim think of him to begin with? Why? How did Jim discover he was a pirate? What did Jim discover on the island about the sort of man Silver was?* After a class discussion, ask the children to write five facts about Silver.

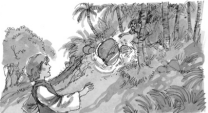
- The lookout was looking for Treasure Island. Ask the children to use their eyes to look for small words 'hiding' inside longer words (for example *island* or *island*). Write the words *money, ready, anchor, journey, galley, cage, pirate, piece, swish* and *whistling* on the board. Ask the children to find any smaller words 'hiding' inside each longer word.
- Write the word *stopped* on the board. Now write *stop* and ask the children what happens when we add 'ed' to the verb. (We double the final consonant and add 'ed'. This happens with all one-syllable regular verbs that end with a short vowel and a consonant.) Ask the children to use the same rule to write the past tense of these verbs: *hum, hug, zip, tap, beg, tip, drop, shop, jog, rob*. Now ask the children to find the past tense of the verbs in the chapter to check how they are used.

- Write these words on the board and say them: *island*, *climb*, *honest*, *answer*, *knife*, *whistle*. Ask the children what they have in common. (They all contain silent letters.) Write the word *answer* on the board and read it. Point out that the 'w' is silent and is not pronounced. Write these words on the board: *_rist*, *_rite*, *_rap*, *s_ord*, *_rong*. Ask the children to complete each word with a silent 'w', read the words they have made, and explain their meanings. Now write the word *climb* on the board and read it. Point out that the 'b' at the end is silent and is not pronounced. Write these words on the board: *lam_*, *com_*, *thum_*, *crum_*, *bom_*. Ask the children to complete each with a silent 'b', read the words they have made, and explain their meanings.
- Write the word *famous* on the board and discuss its meaning. Do the same with these 'ous' words: *enormous*, *mysterious*, *dangerous*, *nervous*, *marvellous*, *curious*.
- There are several words in the text that end with 'ey'. Write the word *galley* on the board and say it. Now write *money* and *journey*. Elicit what the common letter pattern is ('ey'). Write these words on the board: *donkey*, *monkey*, *turkey*, *honey*, *valley*. Ask the children to explain their meanings.
- Jim's narrow escape in the apple barrel was a frightening experience. Ask the children to recount any frightening experiences they have had.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4 Ben Gunn to the rescue

Pages 34 to 41

CHAPTER 4
Ben Gunn to the rescue



A head of me, a large rock came loose and rolled down the hillside. Someone was up there watching me. I stopped and looked up. A man leaped behind a tree. Was it one of the pirates? Silver was behind me and this man was in front of me. I was trapped and I was tired. I started to run back the way I came.

As I ran, I looked back over my shoulder. The man reappeared and started to run. He was moving as fast as a deer. Then I remembered my gun and reached for it. When he saw what I was doing, the man stopped running and took a step towards me.

At last we met. He knelt down in front of me and held out his hands.

34

He grabbed my arm and held it tightly. 'Are you talking about Silver?' I asked.

'Yes, that was his name,' he replied.

'He's the ship's cook and the leader of the pirates,' I explained.

'Then I told this strange man the whole story. Somehow, I know that I could trust him.'

When I had finished, Ben said, 'Well, you and your friends are in trouble, that's for sure. But you're a good lad, Jim. I can see that. If I help you to find the treasure and get rid of the pirates, will Squire Trelawney pay me? Will he share the treasure with me and give me a side-home on his ship? I'm a good sailor and you'll need help to sail her when the pirates are gone.'

'I'm sure Squire Trelawney will agree to that,' I said. 'He's a fair man and we need all the help we can get.'

Ben gave a sigh of relief.

'Now I will tell you my story,' he said. 'I was on Flint's ship when he brought the treasure to this island. When his crew had buried it, he killed everyone except Silver, Pew, Billy Bones and me. We had stayed on the ship. And then we set sail for home.'

Three years ago I came to the island on another ship. We searched for the treasure for twelve days. We couldn't find it and the captain was angry.

On the twelfth day he gave me a shove! and said, 'You can stay here and find Flint's treasure by yourself.' Then he sailed away and left me on my own. I've been here since that day.'

Then he thought of something else.

35

I told Hector that the way showed a wooden building set far from others. Ben called built it long ago and I thought it would be a good place for our headquarters.

We pulled the little boat up onto the beach and set off for the building. It was a bare wall of logs and it was big enough to hold about four men. There was a strong wooden door in front of it and there was a strong wooden plank under it.

Suddenly we heard a terrible cry.

'It's Jim,' I thought. The fighting has started and they've killed him.'

Hector and I ran to the boat and round back to the Hippoboscids to fetch Squire Trelawney. Captain Swillott and the others. We heard the rising and saw smoke, shouting and yells. I took my medicine chest. Captain Swillott told the six pirates that if they signalled to anyone on the island, we would shoot them. There wasn't time to have the other rising boats.

We made several parages. We knew Silver and his men were out for us. He had more men, but he had more guns. Then Captain Swillott persuaded me of the six pirates to join our side. We would all the help we could get.

36

I've got a friend Trelawney asked me if we should try to overpower the six pirates remaining on the ship and cut away. I told him that Captain Swillott had said there wasn't enough men. After we thought that I've had your advice and we couldn't leave him behind.

I was very worried about Jim. He was in the island with a kind of dangerous men. We decided that I would go on with Hector (one of Trelawney's men) to see what we could find out.

We left the six pirates in hand. They grumbled, but they stayed in the ship. Then we round to the island.

37

'Don't shoot me,' he begged. His voice was creaky like a rusty lock.

'Who are you?' I asked.

'My name is Ben Gunn,' he replied. 'I haven't spoken to another human being for three years.'

His skin was sunburned and his clothes were rags. When I looked more closely, I saw that they were made of old bits of sail held together with rope.

'Three years?' I asked. 'What happened to you? Were you in a shipwreck?'

'No, I used to be a pirate, but I argued with my captain and he left me on this island. I eat berries and fish from the sea. But I dream about ... crews.'

'You will have all the cheese you can eat if you help me,' I told him.

He looked at me.

'What's your name?' he asked.

'Jim,' I replied.

'Well, Jim, perhaps you can help me to get away from this island. And perhaps I can help you. I'm a rich man,' said Ben Gunn.

'I thought he was crazy. How could such a man be rich? I know you came here on that ship, Jim. Is it Flint's ship?' he asked.

This idea seemed to terrify him.

'No, it isn't Flint's ship. Flint is dead. But some of his pirates are on board. When we set sail for the island, we didn't know that most of our crew were pirates,' I explained.

'Is there a man with one leg? Tell me he's not there,' Ben Gunn cried.

38

'I've got a little boat, Jim,' he told me. 'It's hidden under the white rock. We may need it.'

Suddenly I heard the sound of a cannon.

'The pirates on the Hippoboscids are firing the cannon. They've started fighting. I cried. 'Come on, come on!'

We ran back to the boats on the beach. Ben knew the island well and he showed me a quick way to get there.

We heard more cannon fire and gunshots. And then, above the trees ahead of me, I saw a flag fluttering in the breeze. It was the Union Flag, the flag of my country.

Dr Livesey continued the story in his diary.

39

The last rising boat was overloaded and there was a strong tide. It was hard to keep the little boat off-set and to steer it towards the landing place.

Suddenly, Captain Swillott cried out that we had forgotten the cannon. We looked behind us and saw the five pirates preparing to fire it. They fired the cannon and a cannonball flew past our heads. Trelawney took out his gun and fired back. One of the pirates fell to the deck.

The other four remained with ropes and tied the pirates on the beach. They were all getting back into their rising boats.

Our overloaded boat filled up with water. As we came closer to the beach, it sank. We waded to the shore, carrying down our little boat and prepared to the water.

We ran as fast as we could to the wooden house. The pirates moved after us and there was a fierce battle. The pirates lost one man and Silver's. Trelawney's sword was about. As the pirates retreated, we took him into the house, but only the poor man died. Trelawney was very quiet.

40

When Ben Gunn saw the Union Flag flying above the trees, he grabbed my arm.

'That's the British flag,' he said. 'Your friends are sheltering in Captain Flint's old log house.'

'What if it's the pirates?' I asked.

'No, pirates don't fly the Union Flag. Pirates always fly the Jolly Roger flag,' explained Ben Gunn.

'Let's go to the log house. You can meet Dr Livesey and Squire Trelawney,' I said.

'No, not yet,' replied Ben. 'I don't trust anyone. One of them must come and see me first. He'll find me where you first saw me. He must carry a white flag as a sign of peace.'

Then a cannonball flew through the trees and thudded into the sand. Ben ran into the wood and I set off for the log house.

More cannonballs fell and I ran from one hiding place to another. The cannonballs were aimed at the log house and I didn't dare go too near it.

Soon I was back on the beach. The tide was right out and I could see the Hippoboscids. The cannon fire was over, but I noticed something that almost made my heart stop. The pirate flag – the Jolly Roger – was flying above the ship.

41

Active vocabulary

argue	other words ending with 'ue' are: <i>clue, glue, blue, rescue</i>
battle	note how two-syllable words containing a double consonant are split: bat-tle
medicine	the 'c' is a soft 'c' and sounds like 's'
peace	ensure children know the difference between this and <i>piece</i>
persuade	we pronounce the word as 'perswade'
refuse	contains the 'hidden' word <i>use</i>
rescue	see <i>argue</i> above
steer	think of any other 'st' words, such as <i>step, stagger</i>
stream	take away the 'r' and you are left with something hot (<i>steam</i>)
trouble	rhymes with <i>bubble</i>

Passive vocabulary

afloat	breeze	cannon
creaky	get rid of	grumble
human	log	overloaded
rage	rusty	shovel
sigh of relief	tide	wade

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *Who do you think Ben Gunn is? What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 34. Ask *How does Jim look? Where is the man? What does he look like? Does he look fierce or friendly? Where has he come from? Is he one of the ship's crew?*
- Tell the children to look at page 37. Read the sentence in italics immediately preceding the beginning of the diary entry. Explain that the text is written by Dr Livesey, and it comes from his diary. Discuss what a diary is. Ask *Do any of you keep a diary?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 *What rolled down the hillside?*
- 2 *Who leaped behind a tree?*
- 3 *Where did Jim run?*
- 4 *Did the man run fast or slowly?*
- 5 *What did the man do when he saw Jim's gun?*
- 6 *What did his voice sound like?*
- 7 *Ben Gunn said, 'I haven't spoken to another human being for ____ years.'*
- 8 *What were his clothes made of?*

- 9 *a) Who left Ben on the island? b) Why? c) What did he dream of?*
- 10 *Did Ben say he was a rich or a poor man?*
- 11 *What three questions did Ben ask Jim on page 35?*
- 12 *Why did Jim tell Ben the whole story?*
- 13 *What did Ben ask Jim about Squire Trelawney on page 36?*
- 14 *What did Flint do when the crew had buried the treasure on the island?*
- 15 *What did Ben say happened three years ago?*
- 16 *Where was Ben's little boat hidden?*
- 17 *What sound did Jim hear?*
- 18 *What did Jim see above the trees?*
- 19 *Who wrote a diary?*
- 20 *Why was Dr Livesey worried about Jim?*
- 21 *Who did the doctor come ashore with?*
- 22 *What was the wooden building on the island like?*
- 23 *Why did the doctor think Jim was dead?*
- 24 *What did the doctor and Hunter do?*
- 25 *When they got back to the Hispaniola, what did they load the rowing boat with?*
- 26 *Why was it hard to keep the last rowing boat afloat?*
- 27 *What did the pirates on the Hispaniola fire at the rowing boat?*
- 28 *What happened to the rowing boat close to the beach?*
- 29 *Where did Dr Livesey and the others run to?*
- 30 *What happened when they arrived at the wooden house?*
- 31 *What did Captain Smollett do with the Union Flag?*
- 32 *What did the captain tell Dr Livesey about food?*
- 33 *What hit the side of the log house?*

- 34 *What did they see when they got near the sunken rowing boat?*
- 35 *Who climbed over the fence and joined Dr Livesey and the others?*
- 36 *How did Ben know the pirates were not in the log house?*
- 37 *Why didn't Ben go with Jim to the log house?*
- 38 *What flag were the pirates flying above the Hispaniola?*

- Ask the children to find some pronouns in the chapter. Ask them who or what each pronoun refers to.
- To demonstrate how important verbs are to the meaning of the sentences, read some sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *loose*, *leaped*, *tree*, *shoulder*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How did Jim know someone was watching him?*
- 2 *How was Jim trapped?*

- 3 *How fast did the man run?*
- 4 *Why do you think the man stopped running and knelt in front of Jim?*
- 5 *Why do you think his voice was 'creaky like a rusty lock'?*
- 6 *How do you know he spent a lot of time in the sun?*
- 7 *Why do you think he dreamed about cheese?*
- 8 *Why did Jim think the man was crazy?*
- 9 *How do you know Ben was frightened of Long John Silver?*
- 10 *What sort of a man did Jim say Squire Trelawney was?*
- 11 *What do you think of Captain Flint?*
- 12 *What do you think of the captain of the next ship Ben came on?*
- 13 *Why do you think Ben knew a quick way back to the beach?*
- 14 *Why do you think the pirates grumbled when they had to stay on the ship?*
- 15 *How can you tell the log house was quite big?*
- 16 *Why was the doctor pleased there was a stream nearby?*
- 17 *Who do you think made the terrible cry that the doctor heard?*
- 18 *Why do you think the doctor and the others loaded the boat with a) meat and biscuits b) guns c) the medicine chest?*
- 19 *Why do you think they had to make several journeys with the rowing boat?*
- 20 *Why was it a bad mistake to forget to take the cannon?*
- 21 *Why were they angry that the boat sank?*
- 22 *Why do you think they raced to the wooden house?*
- 23 *Why do you think Captain Smollett was worried about how much food they had?*

- 24 How do you think they felt when they got near the boats and saw that Silver and his men had already picked up the supplies?
- 25 How do you think the doctor felt when he discovered Jim was alive?
- 26 Who built the log house?
- 27 How did Ben know Jim's friends were sheltering there?
- 28 Why do you think Ben didn't trust anyone?

Stage 2 comprehension extra

Setting Brainstorm what the children have learnt about Treasure Island itself. Look back at the map on page 6 of the journey from Bristol to the Caribbean to remind children of the area of the world in which Treasure Island was located. Then look back at the pictures on pages 28 and 32 to remind them of some of the physical features of the island. Read page 33 again for more information. Then ask what building was on the island, and ask the children to recall any features of the building that they can and what feature was nearby. When you have covered these points with the class, ask the children to write five facts of their own about the island.

- Play the opposites game. Write the following words from the story on the board: *ahead, large, down, fast, old, rich, dead, finished, last, far, strong, fresh, loaded, forget, full, sad, agree, over*. Divide the class into two teams. Explain that you will read out some words and each team must decide what the opposite of each word is. Say each word in turn, allow a short time for the teams to discuss their answer, then select one person from each team to give you their team's answer. Award a point for each correct answer. The team with most points wins.
- Write the following compound words from the chapter on the board: *hillside, shipwreck, sunburn, gunshot, headquarters, cannonball, flagpole, gunpowder*. Ask the children to read them and say what they mean. Draw attention to the fact that each word consists of two shorter words joined together (for example *hill + side = hillside*).
- Ben was left on the island when his ship sailed away without him. Write a number of random words from the chapter on the board, omitting the vowels but leaving spaces for them, for example *h_lls_d_ (hillside)*. Tell the children that they sailed away! Ask the children to supply the missing vowels.
- Play a rhyming game. Select and write some words from the story on the board, for example *dead, stone, down*. Brainstorm as a class, and write on the board, as many words that rhyme with each word as possible (for example, *dead: bed/fed/head/led/lead/red/shed/sped/wed*).
- Sometimes the letter 'o' sounds like the 'u' in 'fun'. Write the words *front, shovel* and *other* on the board and ask the children to read them. Now write these words on the board: *n_thing, m_nth, s_n, m_nkey, l_ve, m_ney, w_nder*. Ask the children to complete each with 'o', read them and use them in sentences of their own.
- Write the words *fair* and *share* on the board and say them. Point out that the 'air' and 'are' in these words sound the same. Other words with 'air' or 'are' are: *hair, fairy, chair; care, stare, glare*.
- There are several words that begin with the prefix 'a' (for example *ashore*). Write these words on the board: *awake, asleep, aboard, afloat, ahead*. Ask the children to use them correctly in sentences of their own.

- Talk about why people keep diaries (for example, to remind them of things they must do; to remind them of things they have done each day; to note every time they see a particular thing to do with their hobby, such as a bird). Ask children to keep a TV diary for a week and note down what programmes they watch each day and for how long. At the end of the week compare diaries – see who has watched the most/least TV.
- Imagine what it would be like to be alone on an island for three years! What would the problems be? Ben Gunn missed cheese! What would the children miss most?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5

The white flag

Pages 42 to 49

CHAPTER 5
The white flag

I decided that it was safe to go back to the log house. On the way, I saw a large white rock among some bushes near the beach. This was the white rock where Ben Gunn's boat was hidden!

I kept walking and reached the log house at last. I climbed over the high fence and called out to Dr Livesey. He came to meet me.

"Jim," he cried. "Thank goodness, you're back. I'm so pleased to see you. We heard a scream and we thought the pirates had killed you."

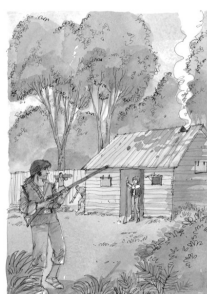
Dr Livesey took me into the log house where the others greeted me warmly.

"You're alive," cried Squire Trelawney. "Thank goodness for that."

"Good to have you back with us, young Jim," said Captain Smollett.

I looked around the house. Everything was made of rough logs, the walls, the roof and the floor. A cold wind blew sand through the gaps in the walls and soon we had sand in our hair, mouths and eyes. There was even sand in our kettles. There was a fireplace with a square hole in the roof for a chimney so we lit a fire.

Captain Smollett gave everyone a job to do. Two men went to collect wood for the fire. Dr Livesey was to be our cook and the rest of us guarded the log house.



I was on guard at the door when Dr Livesey came out for some fresh air. While we were alone, I told him about my earlier adventures on the island.

I wanted to explore the island so I climbed into one of the boats and hid under a sail. When we reached the shore I jumped out and ran. No one saw me so I kept going until I found myself in the woods. I told him: "Then I heard Silver talking to one of the men. I hid in the trees to listen to what he was saying. I heard the man saying he wanted to be on our side. This made Silver so angry that he killed the man."

Dr Livesey frowned.

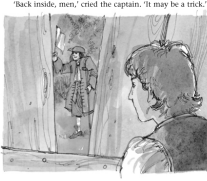
"I ran away," I went on. "Then I saw a man on the hillside. He was hiding among the trees. I thought he was one of the pirates. I had my gun so I went towards him. I was shocked when we met. His skin was burned almost black by the sun and his clothes were rags."

His name is Ben Gunn. He told me he used to be a pirate, but he had an argument with his captain. He was left all alone on the island. He's been here for three years. He cuts what he can find: berries and fish, but he dreams of cheese. He promised to help us if we will take him back to England on the *Hibiscus*.

"I'm glad he is on our side," Dr Livesey replied with a smile. "But he may be a little mad if he has been on the island for three years without any human company. Did you say he liked cheese?"

"Yes, sir," I replied.

"I have a piece in my pocket. I will keep it for Ben Gunn," laughed the doctor.



From behind the high wooden fence, Silver called out to the captain.

"I want to make peace," he cried.

Silver threw his crutch over the fence and climbed after it. He jumped towards Captain Smollett who was standing blocking the doorway.

"Won't you let me into the house?" he asked. "I want to talk to you and it's a cold morning."

Captain Smollett refused so Silver sat down on the sand by the door.

"What a pretty house," he said. "And there's Jim. Good morning, Jim. What a happy family you must be."

"If you have something to say, say it now," said the captain coldly.

He was not in the mood for playing games.

"Very well," said Silver. "We want that treasure. We know you have a map to show where it is buried. If you give me the map, we will spare your lives. Then I will give you a choice: you can come back to England with us on the *Hibiscus* or you can stay here. I'll send another ship to fetch you if you choose to stay."

Captain Smollett stood up.

"Is that all you have to say?" he cried. His voice was angry. "Now you listen to me, Silver. You are in no position to be giving me orders. One: you can't find the treasure without the map. Two: you can't sail the ship. Three: if you fight us you will lose. Now, I will give you a choice: give your treasure up and I will take you back to England for a fair trial. Or you can fight us and we will win. Now go away and leave us in peace."

Silver wasn't expecting this answer. He was angry. "I help me over the fence, then," he cried.

"I will not," replied the captain.

Silver glared at him.

"Your log house will soon be a pile of sticks and you'll all be dead," he cried.

Silver threw his crutch back over the fence in anger. Captain Smollett watched as he struggled over the fence and landed with a thud on the other side. He listened as Silver picked up his crutch and rapidly limped away through the trees.

When the captain was sure Silver had gone, he turned round and was surprised to find a small crowd behind him. All the guards had left their places to listen. Captain Smollett was angry and sent them all back to their places.

Then he said, "You heard what I said to Silver. He will soon be back with his men so we must be ready for them."

Then he went to check the guns and the knives.

The sun was shining now, so we took off our coats and rolled up our sleeves. We waited for Silver and his men to return with our weapons in our hands. I felt my heart pounding in my chest. It was a mixture of excitement and terrible fear that had set it pumping blood through my body fast enough for me to fight or run.

Suddenly we heard a shot. One of our men had fired his gun. Then the pirates attacked. They fired shot after shot at the log house from every side. There was silence.

A group of pirates ran out of the woods and climbed over the fence.


We fought fiercely in the log house and outside it. I was nearly killed when one of the pirates lifted his long knife above his head. I hopped out of the way, but my foot slipped in the soft sand and I rolled to the bottom of the hill.

In the end, six pirates and three of our men were killed. My hand was cut so Dr Livesey bandaged it for me. But that was nothing. Captain Smollett was badly hurt. He had a broken shoulder and a cut leg.

Luckily, the pirates did not come back so we rested. Squire Trelawney and I cooked some meat for dinner while the doctor looked after the injured men.

After dinner, Dr Livesey and the squire sat down next to Captain Smollett. He was lying on a rough wooden bed with his leg in a bandage. The three men talked for a long time. I tried to listen to what they were saying, but I only heard the words 'Ben Gunn' and 'wants to see one of us'.

After some time, Dr Livesey picked up his gun and his knife. Carefully, he folded the treasure map and put it in his pocket. He took a handkerchief for a white flag. He climbed over the fence and disappeared among the trees. I knew he was going to see Ben Gunn.



Active vocabulary

<i>adventure</i>	the 'ture' at the end is pronounced 'cher' and is a common word ending
<i>chimney</i>	other words ending in 'ey' are: <i>money, donkey, valley</i>
<i>defeat</i>	the prefix 'de' is quite common, as in <i>decide, demand, deduct</i>
<i>discuss</i>	note the 'ss' at the end
<i>fence</i>	the 'c' is a soft 'c' and sounds like 's'
<i>guard</i>	other words starting with 'gu' are: <i>guide, guess, guitar</i>
<i>injured</i>	contains a 'hidden' colour (<i>red</i>)
<i>limp</i>	change the 'li' to 'ju' to make another word
<i>rough</i>	rhymes with <i>tough</i> and <i>stuff</i>
<i>shocked</i>	the 'ed' is pronounced 't' – we pronounce the word as 'shockt'

Passive vocabulary

<i>berries</i>	<i>buried</i>	<i>mood</i>	<i>rags</i>
<i>rapidly</i>	<i>spare your lives</i>	<i>trial</i>	<i>weapons</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 43. Ask *What does the log house look like? What's coming out of the roof? What does this show? Where do you think the wood that it's built of came from? What's round the house and garden? How high do you think it is? Why do they need such a high fence? What are the sailors and Jim doing? What are Jim and the nearest sailor holding? Why do you think the sailors have no shoes and wear knee-length trousers?*
- Tell the children to look at the picture on page 45. Ask *Why is Jim looking through the fence? Who can he see outside? What does a white flag mean? Why do you think Silver is carrying a white flag? Why do you think Silver has come to the log house? What does he want?*
- Tell the children to look at the picture on page 48. Ask *What is happening? How do you think the pirates got over the fence? Which characters can you recognise and name? What sort of weapons are being used? Have any of the men been hurt?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 *What did Jim see on the way back to the log house?*
- 2 *How did Jim get over the fence?*
- 3 *What was the house made of?*
- 4 *What did the cold wind blow through the gaps in the walls?*
- 5 *What was the square hole in the roof for?*
- 6 *What jobs did Captain Smollett give people to do?*
- 7 *Who did Jim tell about his earlier adventures on the island?*
- 8 *Why did Dr Livesey think Ben Gunn might be a little mad?*
- 9 *What did Captain Smollett say after dinner?*
- 10 *What woke Jim in the morning?*
- 11 *How did Jim see Silver?*
- 12 *What did Silver call out to the captain?*
- 13 *Why couldn't Silver get into the wooden house?*
- 14 *What did Silver say he wanted?*
- 15 *Was Captain Smollett pleased to see Silver or angry with him?*
- 16 *What choice did the captain give Silver?*
- 17 *Silver cried, 'Your log house will soon be a ___ of ___ and you'll all be ___.'*
- 18 *How did Silver get back over the fence?*
- 19 *Why was Captain Smollett angry with the guards?*
- 20 *What did the captain go and check?*
- 21 *Why did the men take off their coats and roll up their sleeves?*
- 22 *Who climbed over the fence?*

- 23 Describe how Jim was nearly killed.
- 24 At the end of the fight how many men were killed?
- 25 How was a) Jim hurt and b) Captain Smollett hurt?
- 26 What did Dr Livesey do at the end of the chapter?

- Point out the use of commas:
 - to separate sentence tags in some sentences, for example (on page 42) *Good to have you back with us, young Jim.*
 - to separate items in a list, for example the lists of parts of the house and parts of the body (on page 42).
 - to separate sentences into manageable amounts for reading, for example the second sentence on page 44.
- Point out that every time a different person speaks, it starts on a new line.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Ask the children to find examples of regular past tenses in the text, for example *decided*. Discuss how they are made by adding 'ed' to the end of the verb. Now find some irregular past tenses in the text, for example *saw*, *came*. Elicit that these do not end with 'ed' and discuss how the spelling has changed in the past tense.
- Ask the children to find and read any two-syllable and three-syllable words in the text. Ask them to tap out the syllables as they read the words (for example, bush-es, de-cide-ed).

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why do you think Jim decided it was safe to go back to the log house?
- 2 How can you tell Dr Livesey was pleased to see Jim?
- 3 Do you think the log house was a comfortable house to live in?
- 4 Why do you think Captain Smollett took charge and gave everyone jobs to do?
- 5 Why do you think the doctor frowned when Jim told him what Silver did?
- 6 Do you think the doctor liked or disliked the sound of Ben Gunn?
- 7 Why do you think Jim slept well that night?
- 8 Why do you think Long John Silver was carrying a white flag?
- 9 Why do you think the captain said 'it may be a trick'?
- 10 How can you tell the captain was not pleased to see Silver?
- 11 If you were Captain Smollett, would you have done what Silver asked?
- 12 How can you tell Silver was angry with Captain Smollett?
- 13 How did the men in the log house get ready for the pirates?

- 14 Why did Jim feel his heart 'pounding in his chest'?
- 15 How can you tell the fight between the two sides was hard?
- 16 How do you think Captain Smollett broke his shoulder?
- 17 Do you think it was lucky Dr Livesey was not hurt?
- 18 How did Jim guess that Dr Livesey was going to see Ben Gunn?

Stage 2 comprehension extra

Plot Explain to the class that the author makes the story exciting by making a lot of things happen quickly in the plot. Take this opportunity to ensure the children have a clear understanding of the plot so far. Spend a few minutes reviewing the events in the last chapter with the class.

- Say the word *crutch* and write *cru_ _ _* on the board. Ask the children to fill in the missing letters. Now write these words on the board: *ma_ _ _*, *scra_ _ _*, *ki_ _ _ en*, *ca_ _ _*, *swi_ _ _*, *stre_ _ _*, *wa_ _ _*. Ask the children to complete each word with 'tch', read the words they have made, and explain their meanings.
- Write the word *thought* on the board and read it. Now write *through* and *cough*. Elicit what the common letter pattern is ('ough'). Point out that each word contains the same letter pattern but it is pronounced differently each time.
- Write the word *adventure* on the board and ask the children to read it. Point out that the 'ture' ending is quite common. Write these words on the board: *na_ _ _*, *tempera_ _ _*, *fu_ _ _*, *crea_ _ _*, *mix_ _ _*, *pic_ _ _*, *furni_ _ _*. Ask children to complete each with 'ture', read the words they have made, and use them correctly in sentences of their own.
- Write the words *excitement* and *argument* on the board and say them. Point out that both words end with 'ment'. Write these words on the board: *amuse_ _*, *astonish_ _*, *amaze_ _*, *enjoy_ _*, *improve_ _*, *advertise_ _*. Ask the children to complete each with 'ment', read the words they have made, and explain their meanings.
- Write these pairs of homophones on the board: *sea/see*, *meet/meat*, *threw/through*, *sun/son*, *peace/piece*, *sure/shore*, *sail/sale*, *here/hear*, *no/know*. Ask the children to explain the difference between the two words in each pair, and use them correctly in sentences of their own.
- We can often tell what a person is feeling by their facial expressions. Ask the class to show different emotions, using facial expressions only, for example angry, tired, happy, bored, surprised, sad, puzzled, thoughtful.
- Jim had a very 'narrow escape' when he was nearly killed. Have any of the children ever had a narrow escape? If they have, ask them to share their experiences with the class.
- Captain Smollett was good at organising and planning. Discuss some examples of this, such as when he organised the men to do different jobs, and when he listed the choices to Silver. Talk about how important this is in our own lives.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 6 Alone in a boat

Pages 50 to 58

CHAPTER 6
Alone in a boat

I was very hot in the log house and there was no way to cool it down. I wished I was with Dr Livesey, walking in the cool shade of the pine trees.


As I cleared away the dinner things, thoughts raced through my mind. If Silver attacked again what would happen? How would we keep our food supplies stocked if Silver was on the Hispaniola? What would happen when we ran out of gunpowder? There, all of a sudden, I had an idea.

I made sure that no one was looking and filled my pocket with biscuits from the food store. I picked up my gun and left the house. I was going to return to the white rock and find Ben Gunn's little boat.

It was early evening when I set off, but the sun was still beating down. It was as hot outside the log house as it was inside it. I walked through the woods so the pirates would not see me. Even walking through the shady pine woods left me hot and thirsty.

When I came near to the beach, I heard the sound of waves crashing on the shore. There was a strong wind coming off the sea and at last I felt cooler.

I looked out at the sea. I could see the Hispaniola in the distance. Silver and another pirate were climbing off the ship and into a rowing boat. They were talking and laughing. They must be coming ashore.



I heard a distant scream. I felt afraid, but then I smiled. It was only Captain Flint the parrot.

Soon I saw the white rock ahead of me. It took me a long time to reach it because I had to crawl through thick bushes. When at last I reached the rock, a thick fog covered the island and it was almost dark.

I felt on the long grass below the white rock with my fingers. Nothing at first. And then my hand touched something soft and furry. I pushed back the grass and found a little tent made of goatskins. I opened the flap and peered inside. There, inside the goatskin tent, was a little rowing boat.

I looked at Ben Gunn's work. He had done a fine job. It was made of more pieces of goatskin that were stretched over a wooden frame. There were two oars inside it. I pulled the boat carefully out of its hiding place to get a better look at it. It was very small.

Too small for a man, I thought. But just perfect for me. It was light and easy to carry. It would do the job I had planned very well.

I will row out to the Hispaniola and cut the anchor rope, I thought. Then the ship will drift away, leaving Long John Silver on the island.

I sat down on the grass and waited for darkness. It was clear that no one had noticed that the ship was drifting slowly out to sea.

As soon as it was dark, I stood up and looked around. I saw some pirates sitting by a fire on the beach, singing and shouting. In the distance a single yellow light shone on the Hispaniola.


I carried the little boat down to the sea, put it in the water and climbed in. Then I picked up the oars and rowed hard. The sea was as black as the sky above.

As I rowed towards the Hispaniola, she looked like a tall castle rising out of the sea. It was hard work rowing, but luckily, the tide swept me towards her.

As I reached the ship and found the anchor rope. A cabin window was open and I could hear loud, angry voices: two pirates were arguing.

There was a gust of wind and the Hispaniola moved towards me. I cut the anchor rope with a quick slash of my knife. But then the ship started spinning around and I had to row with all my strength to get away from it.

Once I had steadied myself, I came alongside the ship again. Then I stood up carefully in my boat and peered through the open windows into the lighted cabin.



Inside the cabin I saw two angry, red-faced men. One man stood up from the table, knocking his chair over, and punched the other man. He fell to the floor, but quickly got up to return a punch. Soon the two pirates were rolling around the floor fighting fiercely. It was clear that no one had noticed that the ship was drifting slowly out to sea.

I sat down again in my little boat and waited. Suddenly, the Hispaniola turned. I heard running feet and more shouts: the pirates had noticed that something was wrong.

I was too tired to row back to the shore of the island. Instead, I lay in the bottom of my little boat and hid.

I hoped the men would not look northward and see my little boat bobbing up and down in the water. As the waves rocked the boat gently, my mind filled with all the strange things that had happened to me. It had all started with the arrival of Billy Bones at our little guest house. This led me to think of the Admiral Benbow and my mother who was running the guest house without me. I thought of my dead father and my comfortable life before I set off on this dangerous journey. Soon, I was fast asleep.

When I woke up, the sea was very rough. I was thrown from side to side in my little boat. The sun was shining brightly, but there was a strong wind. I could see the shore in the distance so I took up the oars and rowed towards it. But it was no good. The sea was too rough. I lay back down in the boat to rest and wait. Somehow, the boat managed to stay afloat and not sink while it bounced up and down on the waves.

After a while, when the water was calmer, I sat up and looked for the shore. It was further away now. Again I picked up the oars and rowed towards it. But it was still too difficult. As I pulled on the oars, great waves poured into my boat. Soon I was soaked and shivering.

I looked for the shore, too tired to row any more. To my horror, I could no longer see it at all. I realised that the tide had dragged me further and further in the opposite direction. Rowing against the tide was impossible.

What will happen to me? I wondered in fear. Will I ever get back to the island again?

I was terribly thirsty, but I had nothing to drink. I found my lips were thick with salt when I licked them. This made my throat burn and made me feel worse. I shivered from the cold. I had been soaked by the waves that had poured over the boat. When the wind blew over my damp body, I shivered even more. I began to panic and I feared for my life.

Will I die a lonely death of thirst and cold in this tiny boat? I asked myself. Will I ever be found?

Thoughts like these soon tired me out so I lay back down in the boat to rest. As I waited for the wind to die down again, the little boat was thrown back and forth by the waves once more. I lay inside and clung to the sides of the boat. It was at the mercy of the sea. It could take me wherever it pleased and I could do nothing about it.

When I next looked out of my boat, I saw I was drifting towards the Hispaniola. The pirates had put her sails up and she was sailing north-west around the island.

Soon the ship changed direction and drifted towards me. This confused me. Why had the pirates turned away from the island?

Have they seen me? I asked myself.

No, they hadn't, for the ship changed direction again. I decided that the pirates must be having difficulty steering the ship.

What terrible sailors those pirates are, I said out loud. When the ship changed direction again, I realised that no one was steering it.


If the pirates are not steering the ship, where are they? I wondered.

Perhaps I could get on board and sail the Hispaniola back to shore. Then I could return her to Captain Smollett. Everyone would be very pleased with me.

At that moment, a huge wave crashed over the little boat and filled it with water. My heart pumped wildly. I reached for my oars and rowed towards the ship with all my strength. More water filled the boat. I was afraid I would sink. I rowed as hard as I could.

After a while, I realised that the tide had turned and the wind had dropped. No longer was the sea taking me where it pleased. It had calmed and I was able to row towards the ship. With the help of the tide, my boat quickly reached the Hispaniola.

Soon I was close enough to see that the cabin window was still open. Inside, the table lamp was still burning in the daylight. No one had put it out. No one was on the deck, either. Where were the pirates?



Suddenly, my little boat rose to the top of a wave and I was level with the deck of the Hispaniola. This was my chance. I stood up and jumped. I grabbed a rope on the side of the ship and clung to it as the waves crashed against my body.

Eventually I found the strength to climb over the side of the ship and drag myself onto the deck. As I lay on the deck, I heard a crunching sound. My little boat had been crushed by the Hispaniola. It sank beneath the waves.

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Active vocabulary

calm the 'alm' is pronounced 'arm'

comfortable the noun *comfort* is changed into an adjective by adding the suffix 'able'

cool remember the phrase: *Is the pool cool?*

crawl other words containing 'aw' are: *draw, awful, dawn, straw*

direction the 'tion' at the end is pronounced 'shun' and is a common word ending

eventually a five-syllable word; tap out the syllables as you say it

shade change the 'h' to 'p' to make something you can dig with

shiver change the 'sh' to 'r' and you will get wet

Passive vocabulary

at the mercy of	clung	damp
drift	flap	gust
lick	panic	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 12 of their Workbook to practise the new vocabulary.

- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 51. Ask *Who is climbing off the Hispaniola into a rowing boat? What's on his shoulder? Where do you think Silver is going?*
- Tell the children to look at the picture on page 53. Ask *Who do you think is in the little rowing boat near the Hispaniola? What do you think he is going to do? What flag is at the top of the mast – the Union Flag or the Jolly Roger?*
- Tell the children to look at the picture on page 57. Ask *Why do you think Jim is in a rowing boat by the side of the Hispaniola? Is it one of the Hispaniola's rowing boats? Who do you think made this boat? Why do you think Jim looks rather puzzled? Why do you think the lamp in the cabin is alight in daytime? Is the cabin window open or closed? Is there anyone in the cabin? Why do you think this is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

1 *Was it hot or cold in the log house?*

- 2 *When did Jim have an idea – after breakfast or after dinner?*
- 3 *What two things was Jim worried about?*
- 4 *What did Jim take with him?*
- 5 *How did Jim feel a) as he walked through the pine wood b) when he was near the beach?*
- 6 *What did Jim see when he looked out to sea?*
- 7 *Why did it take Jim a long time to reach the white rock?*
- 8 *What did Jim find in the long grass below the white rock?*
- 9 *Describe the boat Ben Gunn had made.*
- 10 *What did Jim decide to do?*
- 11 *Why did Jim wait for darkness?*
- 12 *What did Jim see as soon as it was dark?*
- 13 *Did Jim find it easy to row out to the Hispaniola?*
- 14 *What could Jim hear through the open cabin window?*
- 15 *How did Jim cut the anchor rope?*
- 16 *Why did Jim have to row with all his strength to get away from the ship?*
- 17 *What did Jim see when he looked in the cabin window?*
- 18 *How did Jim know that the pirates had noticed something was wrong?*
- 19 *Why didn't Jim row back to the shore?*
- 20 *When Jim woke up, what was the sea like?*
- 21 *When the water was calmer, was Jim nearer or further from the shore?*
- 22 *How did Jim get wet?*
- 23 *What had dragged Jim further from the shore?*
- 24 *What made Jim worried and frightened?*
- 25 *What did Jim see when he next looked out of the boat?*
- 26 *Why did the ship keep changing direction?*

- 27 *Why was Jim afraid the boat would sink?*
- 28 *What helped Jim reach the Hispaniola?*
- 29 *Why did Jim think it was strange that the lamp was still burning?*
- 30 *How did Jim get from the rowing boat onto the Hispaniola?*
- 31 *What was the crunching sound Jim heard?*

- Ask the children to find examples of Jim thinking to himself, and discuss how his thoughts are written down like dialogue, but in italics. Discuss the use of speech marks. In each case, ask the children what Jim's exact thoughts were. Elicit that these are the words that would go inside the speech marks.
- Ask the children to identify some adjectives in the text and to say which noun each adjective describes, for example *the cool shade*, where cool describes the shade.
- Ask the class to find a word on pages 50 and 51 that rhymes with: *spot (hot), pool (cool), kind (mind), snore (store), crown (down), teach (beach), wrong (strong), goat (boat), stream (scream), carrot (parrot), clock (rock), pushes (bushes), same (frame), face (place)*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think Jim was sensible to leave the house and not tell anyone where he was going?*
- 2 *Why was it more pleasant near the sea than in the woods?*
- 3 *Do you think it was easy for Silver to climb off the ship?*
- 4 *Do you think Jim was pleased when a thick fog covered the island?*
- 5 *Why do you think Ben Gunn put the little boat inside a tent?*
- 6 *Why do you think Ben made the boat from goatskins?*
- 7 *What did you think of Jim's plan to cut the anchor rope of the ship?*
- 8 *In what direction was the tide flowing? How did this help Jim?*
- 9 *How can you tell Jim's knife was very sharp?*
- 10 *What do you think the pirates were arguing and fighting about?*
- 11 *Why do you think Jim fell asleep in the rowing boat?*
- 12 *How long do you think Jim was asleep in the boat?*
- 13 *How had things changed when he woke up?*
- 14 *Why do you think Jim was frightened when he could no longer see the shore?*
- 15 *Why do you think Jim began to panic?*
- 16 *How had the Hispaniola changed when Jim next looked out of his boat?*
- 17 *What made Jim think that no one was steering the ship?*
- 18 *What made Jim think his rowing boat would sink?*
- 19 *How do you think Jim felt when his boat reached the Hispaniola?*
- 20 *Why did Jim find it so difficult to climb onto the Hispaniola?*
- 21 *What do you think Jim thought when he heard his rowing boat sinking?*

Stage 2 comprehension extra

Author's use of language The author uses some good descriptive words and phrases in the chapter. For example, read the fourth and fifth paragraphs on page 50 again, which describes Jim's walk to the beach, and discuss the author's use of language in it. Ask the children why they think the *Hispaniola* looked like 'a tall castle rising out of the sea' (page 52). Read the section on pages 54 and 55 that describes Jim's time in the rowing boat when he was at the mercy of the sea. Talk about the way the author describes the situation, and ask children to suggest what they think are especially good phrases or words, for example 'great waves poured into my boat', 'my lips were thick with salt', and 'the little boat was thrown back and forth by the waves'.

- Write the words *my* and *any* on the board and say them. Point out that they both end with a consonant + 'y'. Say them again and ask the children what sound the 'y' makes in *my* ('igh') and what sound it makes in *any* ('ee'). Now write these words on the board: *my, lady, by, baby, try, cry, only, lorry, sky, sunny, noisy, reply, dry, really*. Ask the children to read each word and decide whether the 'y' sounds like 'igh' or 'ee'.
- Write the word *dinner* on the board. Read it and tap out the syllables as you do so. Demonstrate how the word is broken down into two syllables: din-ner. Point out how a word with a double consonant in the middle is split up. Write the words *sudden, parrot, better, carry, yellow, furry, foggy, bottom, horror* on the board. Ask the class to decide how they can be split into two syllables.
- Have some fun playing with words. Write the word *hot* on the board. The rules are simple – you can change any one letter at a time to make another word, for example *hot – hat – cat – cut – but – bit – fit*, etc. See how long the class can keep the word 'chain' going.
- Write the word *anchor* on the board and read it. Point out that the 'ch' makes a 'ck' sound. Write these words on the board: s__ool, stoma__, __emist, __aracter, ar__itect, __orus. Ask the children to complete each with 'ch', read the words they have made, and explain their meanings.
- When Jim was feeling for the boat in the long grass he felt something 'soft and furry'. Play the 'feelie' game. Put a number of everyday objects of different textures in a box or bag. Invite a child to come to the front, and blindfold him or her so they can't see. The child must try and tell you what each object is by its feel only.
- Jim's boat was made of goatskins and wood, so it floated. Experiment with a bowl of water and a range of objects made from different materials (for example, a pencil, an eraser) to find out which things float and which things sink. Ask the children to guess first before they try each object.
- In this chapter, Jim found that the sea was a dangerous place. Ask the children to suggest some possible dangers of the sea.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 7 Captain Jim

Pages 59 to 67

CHAPTER 7

Captain Jim

On board the *Higsonda* I lay on the deck, out of breath. I had to get up before the pirates found me. I listened for their voices. But it was strangely silent. Only the sound of a broken bottle rolling back and forth could be heard. There were the dirty footprints of the pirates all over the unwashed deck. But there was no one in sight. Where were they?

Slowly, I stood up and walked along the deck. As the main sail moved, I caught sight of a pirate lying on his back. At once I could see that he was dead. I made my way towards him and caught sight of a second pirate. He was sitting with his back against the side of the ship. His chin rested on his chest, but I could still see his face clearly. I knew this man's name: it was Hands. His face was very white and he was very still.

Was he dead, too? I wondered. No. Slowly, Hands turned his head towards me. He looked at me, but it was too much effort for him. His eyes rolled in his head.

"Water," he groaned. "Please give me water." I thought quickly. Hands looked very ill. He was too weak to fight me. And he might be useful. "Don't worry, Hands," I said. "I'll find you some water in the galley."

I ran down the stairs.

59

Down in the galley, I looked around in horror. I had never seen such a mess. All the cupboards had been left open and were covered in black mould. There were broken plates and scraps of food everywhere. Like the deck, the floor was covered with dirty footprints and empty bottles rattled in the corners of the room. One of Dr Livesey's books was open on the table. Several pages had been torn out.

I found a bottle full of water and drank it all. I picked up another one for Hands. Then I looked in the open cupboards for food. It was a long time since I had eaten and that had only been some biscuits. I soon found some cheese and pickles. Quickly, I grabbed the food and ran up to the deck with it. I gave Hands the bottle of water and he drank it at once without stopping for breath.

As Hands drank his water, I sat down to eat my food alongside him. I was very hungry and the food made me feel much better. When I had eaten, I sat back and looked at Hands. He looked much better for drinking all that water. But he was still very pale.

"Are you badly hurt?" I asked him. "I am," he groaned. Then he pointed to the man on the deck. "But he's dead!"

I looked at the dead man. "What happened to him, Hands?" I asked. "I'll tell you what happened," he answered. "He and I were left alone on the ship. We put the sails up. We were going to sail away. But then we had an argument and now he's dead."

I shuddered.

60



"What are you doing here, Jim?" asked Hands. "I've come to take over the ship," I replied. "Very well," said Hands. "He did not have the strength to stop me. You can call me Captain. And there's another thing," I said.

"Yes, Captain?" said Hands. "I'm taking that Jolly Roger down," I replied. I pulled down the flag and threw it into the sea. Hands did nothing to stop me.

By now Hands was looking a little better. "So you want to sail the ship to the beach and go ashore, do you, Jim?" he asked.

"Yes, I do," I told him. "I will help you, if you help me," offered Hands. "Give me food and drink and bandage my leg, and I will tell you how to sail the *Higsonda*."

"You may not be a good sailor, Hands. But you're a better sailor than I am," I admitted.

We shook hands with each other to confirm the agreement, but we didn't trust each other. Would Hands keep his side of the deal? Immediately I put it to the test.

"Now help me take the ship to the beach near the log house," I said. "I don't want to take her back to the beach near Silver. I don't want to fight any more pirates."

"I don't have a choice, do I? I will die without your help, Jim," muttered Hands. "We set sail. The sun was shining and there was a strong wind. Soon the ship was sailing smoothly."

62

I had plenty to eat and drink and now I was captain of a ship. But Hands watched everything I did. He was waiting for me to make a mistake. I thought of the deal I had made with Hands. I had agreed to give him food and water and bandage his leg. He had kept his part of the deal so far, so I must do the same. I went to my cabin.

Inside the cabin, I opened my sea chest and took out an old silk handkerchief. I went back on deck with it and took it to Hands. Carefully, I bandaged the pirate's leg with it. Soon we caught sight of Treasure Island. I breathed a sigh of relief. Only a few hours earlier I had feared I would never see the island again.

"Let's head for the island!" I said to Hands. "Not so fast, Jim," he replied. "We can't sail against the tide. We will have to wait until it turns."

I looked at Hands suspiciously. Was he telling the truth? I looked overboard at the racing water beneath us. But I could see he was right. I had already experienced the power of the tide in my little boat so I decided to do as Hands said.

We waited for the tide to turn so that we could sail the *Higsonda* up to the beach by the log house.

Hands was still sitting with his back to the side of the ship. He stretched his bandaged leg out before him. "Fetch me some more water, Jim," he groaned. "This warm weather has made me thirsty."

I looked at his sly face. "Didn't I trust him. He couldn't be thirsty again already, could he?"

He wants to get me out of the way, I thought. But why? I soon found out.

63

When I went down the steps to the galley, I took off my boots. I crept through the cabins until I came to the bottom of the ladder in the bow of the ship. I climbed the ladder. Now I could see Hands, but he couldn't see me. I watched him crawl across the deck on his hands and knees. I knew his leg hurt because he groaned as he moved. He stopped by a pile of ropes and pulled out something. It was a knife. He hid it in his jacket and crawled back to the side of the ship. He stretched out his bandaged leg again. Carefully, he got back into the same position as before so I wouldn't notice that he had moved.

Now that Hands had a weapon I was sure he would use it on me. He could try the cannon to call all the other pirates, too. Then they could escape with the *Higsonda*.

64

I was soon back on the deck with my boots on and another bottle of water in my hand. I passed the bottle to Hands and he drank it down. When he had drunk the water, he wiped his mouth.

"That feels better," he said. "But I'm still too weak to move."

I knew this was not true. Hands had a knife inside his jacket and he would use it if he got the chance. I had to watch him very carefully.

Suddenly, Hands called out, "Look, Jim, the tide has turned. We can sail the ship to the beach. Come on, I'll tell you how to do it."

It was hard work steering the *Higsonda*. For a while I forgot the danger I was in as I concentrated on steering the ship. But as we came up to the beach, I saw a shadow from the corner of my eye. I looked round and saw Hands coming towards me with the knife.

Our eyes met and he cried out in anger as he ran towards me. Quickly, I stepped aside and the blade missed me. It sank into the side of the ship. Hands pulled it out and went to attack me again. But this time I was ready for him. I grabbed hold of his arm and stopped another blow hitting me.

Back and forth we struggled until Hands managed to break free. Again he lashed out at me with his knife, but this time he cut my shoulder. I held it in pain, but was ready for the next blow. It didn't come. Hands was too badly hurt to fight any more. I took my chance and punched him with all the strength I had. He fell on the deck. It was all over.

65



Quickly I tied Hands to the mast with some rope. Now I was safe. I could see him and he couldn't escape. I looked at my shoulder. It was still bleeding but the wound was not deep and it would heal soon. I went below deck to look for some bandages. I soon found some and tied up my shoulder.

When I was back on deck, I noticed that the ship had stopped moving and was leaning to one side. I had been too busy fighting Hands to drop the anchor. The ship had continued towards the beach until there was nowhere to go. I climbed over the side of the ship and into the shallow water below. Then I walked up to the beach and headed for the log house.

I felt proud of myself. I had saved the *Higsonda* from the pirates and I wanted to tell my friends all about it.

67

Active vocabulary

breath we pronounce the word as 'breth'

concentrate the first 'c' is a hard 'c' and the second 'c' is a soft 'c' and sounds like 's'

footprints this is a compound word: *foot* + *prints* = *footprints*

position the 'tion' at the end is pronounced 'shun' and is a common word ending

punch change the 'p' to 'l' to make something you eat

shadow both *shadow* and *shallow* end with an 'ow' sound

shallow see *shadow* above

sly change the 's' to 'f' and you can fly in the sky

stretch other words ending with 'tch' are: *fetch* and *ketchup*

trust think of other words ending in 'st', such as *honest*, *past*

Passive vocabulary

back and forth *bandage (verb)* *blade*

mast *scraps* *shudder*

suspiciously *wound*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.

- Ask children to do the activity on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *Why do you think Jim is called 'Captain' in this title?*
- Tell the children to look at the picture on page 61. Ask *Where is Jim? Who is he with? Why do you think he looks rather worried? Look at the sailor sitting against the side of the ship. How does he look? What is he holding? What do you think has happened to the other sailor who is lying on the deck?*
- Tell the children to look at the picture on page 64. Ask *Is Jim still on the deck? Where is he? What is he doing? What is the sailor on the deck doing? Do you think the sailor has seen Jim?*
- Tell the children to look at the picture on page 66. Ask *What has happened to the sailor now? Who do you think tied him to the mast? Why? What do you think has happened to Jim's arm?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 *Could Jim hear anyone speaking on board the Hispaniola?*
- 2 *What did he hear?*
- 3 *When Jim stood up, he saw two sailors. Where were they?*
- 4 *What did Hands ask Jim for?*
- 5 *Describe what Jim saw in the galley when he went there.*
- 6 *What did Jim take from the galley?*
- 7 *Who killed the other sailor?*
- 8 *What did Jim tell Hands to call him?*
- 9 *What did Jim do to the Jolly Roger flag?*
- 10 *a) How did Hands offer to help Jim? b) What did Hands say he wanted Jim to do?*
- 11 *Why did Jim go to his cabin?*
- 12 *Why did Hands say they could not sail to Treasure Island yet?*
- 13 *What did Hands ask Jim to get him?*
- 14 *Did Jim trust Hands?*
- 15 *Why did Jim take his boots off?*
- 16 *What did Jim see Hands do when he came up the ladder?*
- 17 *Hands said he was too weak to move. Was this true or false?*
- 18 *When Jim steered the ship to the beach, what did he see from the corner of his eye?*
- 19 *Where did Hands cut Jim?*
- 20 *What happened when Jim punched Hands?*
- 21 *Where did Jim tie Hands?*
- 22 *What did Jim tie up his shoulder with?*
- 23 *Why had Jim not dropped the anchor of the ship into the water?*
- 24 *When Jim got off the ship, where did he go?*

- Find a word on page 59 that means the same as *quiet (silent)*, *saw (caught sight of)*, *not alive (dead)*, *pale (white)*, *fast (quickly)*, *unwell (ill)*.
- Discuss why the word *Hispaniola* is always written in italics.
- Ask the class to find any 'ly' adverbs in the text (for example *slowly*, *quickly*) and discuss which verbs they describe.
- Ask the children to find any examples of question marks in the text. Read the sentences in which they appear and talk about when we use them.
- Ask the children to find and read aloud any words containing a double vowel.
- Ask the children to find examples of contractions in the text, for example *I've*, *you'll*. Read the sentences in which they appear. Check that the children know what the full form of each one is, for example *I've* = *I have*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell that the pirates had not kept the ship very clean in the first paragraph?*
- 2 *How do you think Jim felt when he discovered the two sailors?*

- 3 *Describe the appearance of Hands.*
- 4 *How can you tell Jim was also very thirsty?*
- 5 *How did the water help Hands?*
- 6 *Why didn't Hands try to stop Jim taking over the ship or taking down the Jolly Roger flag?*
- 7 *Why did Jim need Hands' help?*
- 8 *Why did Hands need Jim's help?*
- 9 *Why did Jim breathe a sigh of relief when he saw Treasure Island?*
- 10 *How can you tell Hands knew how to sail the ship?*
- 11 *Do you think Hands really needed some more water?*
- 12 *Why do you think Jim didn't trust Hands?*
- 13 *Do you think Jim was clever to take off his boots?*
- 14 *Hands said he was too weak to move. Why do you think he lied to Jim?*
- 15 *What made Jim forget the danger of Hands for a while?*
- 16 *Who did you want to win the fight – Hands or Jim? Why?*
- 17 *Why do you think Jim tied Hands to the mast?*
- 18 *How do you know Jim's wound was not a bad one?*
- 19 *Did Jim manage to get the boat to the beach?*
- 20 *Why do you think Jim felt proud of himself?*

Stage 2 comprehension extra

Characterisation We have learned a lot more about Jim in this chapter. Ask questions to prompt responses about him. Ask *In what ways was Jim brave? How did he show kindness? How can you tell he liked things to be clean and tidy? How did Jim show he was intelligent and sensible? How can you tell he did not know much about sailing ships? How do you know he felt proud of what he had done?*

- Write the word *careful* on the board and read it. Explain that it really means ‘full of care’. Point out how the suffix ‘ful’ has only one ‘l’. Write these words on the board: *use, wonder, hope, pain, power, help, colour*. Ask the children to add ‘ful’ to the end of each noun to make it into an adjective, and use them correctly in sentences of their own.
- Explain that the word *eye* in the text is an example of a palindrome – it is spelt the same forwards and backwards. Write the palindromes *dad, pop, pip, did, noon, deed, peep, sees, pup, level, madam, radar, wow* on the board and ask the children to check them.
- Write the word *bandage* on the board and read it. Point out that it ends with ‘age’. Write these words on the board: *c__, st__, p__, cott__, cabb__, post__, bagg__*. Ask the children to complete each with ‘age’, read the words they have made, and explain their meanings.
- Write the word *relief* on the board and underline the ‘ie’. Explain that we put ‘i’ before ‘e’ except after ‘c’ in many words. Write these words on the board: *th__f, f__ld, p__ce, c__ling, f__rce, n__ce, rec__ve*. Ask the children to complete them correctly.
- Jim kept his promise to Hands. Discuss why it is important always to keep promises we make to other people.
- Jim was very proud of what he did in this chapter. Ask the children to say something they are proud of that they have done or achieved.
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 8

A trap

Pages 68 to 75

CHAPTER 8
A trap

I approached the log house as quietly as I could. I crawled on my hands and knees so no one would see me. I didn't want anyone to think I was one of the pirates. If they did, they would shoot me.

I was close enough to the log house to hear my friends snoring inside. They must be sleeping peacefully. But no one was guarding them or the house. That was very strange. Why was no one on guard duty?

I was at the door now. I decided to go in and lie down in my usual place. Then they would see me in the morning. I crept through the door. Inside there was no light at all. I could see nothing in the darkness.

Suddenly, a harsh voice screamed out and I nearly jumped out of my skin.


"Pieces of eight. Pieces of eight," screamed the voice.

It was Captain Flint, Silver's parrot. He was a better guard than any man. But what was Captain Flint doing in the log house? Had he left Silver?

On hearing the parrot, the sleeping men woke and jumped to their feet. "And I will look after your men!" they said. "Why are you here? And where are my friends?" I asked.

"Who's there?" he called.

I turned to run, but I tripped into someone. I pulled back and fell into the arms of another man. There was no escape now. I was a prisoner.



"Where are the others?" I asked.

"They are safe," he said. "Now you are here you will have to be on our side. You are a clever lad and I like you. I was like you when I was young. Join us and get the treasure. If you don't, you will have to die."

At least Dr Livesey and the others were still alive. But now I would have to pretend to be on Silver's side just to stay alive. I didn't think I could do that.

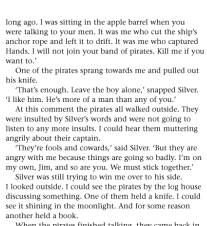
"Why are you here? And where are my friends?" I asked. I tried to look brave.

"Yesterday morning, Dr Livesey came to see me. He told me that the *Hippanida* had gone. When I looked out to sea, I saw that it was true. Then I felt on the ship had tricked me. They had told me they wanted to join me, but they didn't. Instead they took the ship for themselves. Livesey wanted to make peace.

"If you will leave us alone, you can have the log house," he told me. "And I will look after your men if they are injured or sick."

I asked him how many of his men were still alive. He told me there were four, but he said that you had disappeared. No one knew if you were alive or dead.

"And now you want me to join you?" I said. "And why should I do that? You may have the log house, but what else do you have? Things going very badly for you. You have lost the ship and most of your men. You haven't found the map and you won't find the treasure. And do you know why? Because of me, Jim Hawkins. As long as I am alive, I will use all my strength to stop you. I know exactly what your plans are. I found out about them



"Have you finished?" asked Silver quietly. He put his hand in his pocket and pulled out a piece of paper. He threw it on the floor. "What do you think of that?"

It was the real treasure map. The pirates kepted on it like cats with a mouse. They passed it from one to another, crying out and laughing.

"We're going to get the treasure. Our clever Captain Silver has found the map," they shouted.

Instantly, the pirates forgot their anger. They were all friends again and chattered happily about the buried treasure they were going to find.

At last, we lay down to sleep, but I stayed awake for a long time. I was afraid and my mind raced with thoughts. How could I escape from the pirates?

In the morning, I was woken by a voice coming from the woods.

"Silver, it's Dr Livesey," called the voice.

I felt ashamed. I had left Dr Livesey and the others to go on an adventure of my own. I hadn't told anyone where I was going and now I was with the pirates.


Through a gap in the wall I could see Dr Livesey standing outside the door. Silver was leaning against the door talking to him. He sounded as friendly as he did when he was the ship's cook.

"Good morning, Doctor. We've got a surprise for you: a new face in the log house."

"Is it Jim?" asked the doctor.

"It is," replied Silver.

"I will look at your injured men now, Silver," said the doctor calmly.



When Dr Livesey had bandaged the pirates' wounds and given them some medicine, he found Silver.

"I've bandaged the wounded and given the men medicine to make them better as I promised. Now I want to talk to Jim," he said.

"No!" shouted one of the pirates.

"Let them talk," said Silver. "Remember, we have the treasure map. And soon we will have the treasure." He turned to Dr Livesey. "I saved the ship's life," he told him. "My men wanted to kill him, but I stopped them."

"Then he brought me to the doctor."

"Jim, why did you leave us?" the doctor asked.

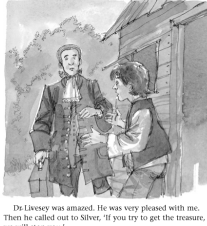
"I wanted to help to get the *Hippanida* back. Then I came back to the log house, but I didn't know Silver had taken it over. As soon as I walked through the door, they captured me and I was almost killed by one of those wicked men. I wish I had stayed with you," I sobbed.

"Come with me now, Jim. We can get away if we run fast. I can't leave you here with these pirates. They are wicked men," said the doctor.

"No," I sighed. "It's too dangerous. But let me tell you some good news. I have got the ship back. She is down on the beach, ready to take us home."

"The ship? You have done well, Jim. But how did you manage to do that?" smiled Dr Livesey.

"I explained how I found Ben Gunn's boat and rowed it out to the *Hippanida*. Then I told him how I cut the anchor rope and spent a night in the boat. Finally, I told him how I boarded the *Hippanida*, captured Hands and returned the boat to the island."



Active vocabulary

<i>amazed</i>	you can get lost in this word (<i>maze</i>)
<i>ashamed</i>	the prefix 'a' is quite common, as in <i>asleep, aboard, alive</i>
<i>capture</i>	the 'ture' at the end is pronounced 'cher' and is a common word ending
<i>chatter</i>	note how two-syllable words containing a double consonant are split: chat-ter
<i>escape</i>	take off the 'es' and you are left with something you can wear (<i>cape</i>)
<i>pretend</i>	other words starting with 'pre' are: <i>prefix, preface, prehistoric</i>
<i>promise (verb)</i>	we pronounce the word as 'promiss'
<i>snoring</i>	remember the phrase: <i>Is snoring boring?</i>
<i>torch</i>	other words containing 'or' are: <i>port, fork, short, morning, important, forget</i>

Passive vocabulary

<i>instantly</i>	<i>insult</i>
<i>jumped out of my skin</i>	<i>stick together</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 69. Ask *What time of day is it? How can you tell? Who is Jim talking to? Where is Captain Flint, the parrot? What is Silver smoking? How many other pirates can you see in the picture? Where do you think they are?*
- Tell the children to look at the picture on page 73. Ask *Who is talking to Silver? What is Dr Livesey carrying? What do you think he has got in his case? Where is Silver? What is he doing? Where is Captain Flint? Can you see Jim in the picture? What's he doing?*
- Tell the children to look at the picture on page 75. Ask *Why do you think Dr Livesey looks surprised to see Jim? What do you think Jim is telling him?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 *Why didn't Jim want anyone in the log house to see him?*
- 2 *When he got close to the house, what did Jim hear?*
- 3 *What did Jim think was strange?*
- 4 *Why couldn't Jim see anything inside the house?*

- 5 *What made Jim jump?*
- 6 *What did Jim do when he heard Long John Silver's voice?*
- 7 *What happened when Jim tried to run out of the house?*
- 8 *Who did Jim see when someone lit a torch?*
- 9 *Silver said, 'Join us and get the treasure. If you don't, you will have to ____.'*
- 10 *Why did Silver say Dr Livesey had come to see him?*
- 11 *Jim said he wanted to join Silver and his men – true or false?*
- 12 *What did a pirate pull out when he sprang towards Jim?*
- 13 *How did Silver insult the pirates?*
- 14 *How did Silver describe the pirates to Jim?*
- 15 *The pirates said they did not want Silver to be their captain any more – true or false?*
- 16 *What did Silver pull out of his pocket and throw on the floor?*
- 17 *What did the pirates do when they saw the map?*
- 18 *Were the pirates still angry with Silver when they saw the map?*
- 19 *What woke Jim in the morning?*
- 20 *Did Silver talk to Dr Livesey angrily or in a friendly way?*
- 21 *How did Dr Livesey help the injured pirates?*
- 22 *Why didn't Jim run away with Dr Livesey?*
- 23 *Why was Dr Livesey pleased with Jim?*
- 24 *Who gave Silver the treasure map?*

- Ask the children to find examples of dialogue in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.

- Write some words from the chapter on the board and ask the children to find any smaller words 'hiding' inside each longer word (for example, *pirate*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Who did Jim think was in the log house when he crawled towards it? How do you know?*
- 2 *Why didn't Jim know the pirates were in the house?*
- 3 *Why did Jim think something was 'very wrong' in the log house?*
- 4 *How do you think Jim felt when he saw Silver and his men in the house?*
- 5 *Do you think Jim was foolish or brave to tell Silver he would not join him and his men?*
- 6 *What do you think Silver meant when he told the pirates that Jim was 'more of a man than any of you'?*
- 7 *How can you tell the pirates were not happy with Silver?*
- 8 *Why do you think Silver threw the treasure map on the floor?*
- 9 *What do you think it means when it says the pirates leaped on the map 'like cats with a mouse'?*

- 10 *Why do you think the pirates stopped being angry with Silver when they saw the map?*
- 11 *Why did Jim feel ashamed when he heard Dr Livesey's voice?*
- 12 *Do you think Dr Livesey was surprised when he heard Jim was in the house?*
- 13 *How did Silver say he had saved Jim's life?*
- 14 *Why do you think Jim didn't try to escape with Dr Livesey?*
- 15 *Why do you think Dr Livesey was pleased when Jim told him about the ship?*
- 16 *Why do you think Dr Livesey gave Silver the treasure map?*

Stage 2 comprehension extra

Characterisation We can learn a lot more about Long John Silver in this chapter. Ask *How did he treat Jim? Did he really like Jim? How did he protect him from his men? Did he really think Jim was brave? Was Silver a brave man? Was he frightened when his men turned against him? How did Silver treat his men? Did he speak nicely to them? How was Silver clever?* Remind the children of the incident with the map and how Silver produced it at a critical moment when things were going really badly for him, and changed the pirates' opinions of him immediately. Ask *Was Silver a fair man in some ways?* (Remember how he let Dr Livesey talk to Jim.)

- Write the words *screamed* and *screached* on the board and ask the children to read them. Read out the 'scr' words *scratch*, *scrape*, *screw*, *scribble* and *scrub* one at a time, and ask the children to spell them.

- Write the word *news* on the board and say it. Point out that it contains 'ew'. Write these words on the board: cr___, f___, ch___, j___el. Ask the children to complete each with 'ew', read the words they have made, and explain their meanings
- Write the word *pip* on the board and read it aloud. Now add 'e' and read the new word, *pipe*. Point out how the 'magic e' changes the sound of the short vowel 'i' and gives it a long sound. Write the words *cap*, *pin*, *not* and *cut* on the board and ask the children to read them. Now add a 'magic e' to each and ask the children to read the new words you have made.
- Write the adjective *angry* on the board and the adverb *angrily*. Discuss how its spelling has changed. (We change the 'y' to 'i' and add 'ly'.) Write the adjectives *happy*, *tidy*, *busy*, *hungry*, *thirsty*, *easy*, *lazy* and *noisy* on the board. Ask the children to change each adjective into an 'ly' adverb.
- The parrot screeched. Write these lists of animals and animals sounds on the board, and ask the children to match each sound with the animal that makes it:
 - *Animals*: lamb, horse, dog, cow, cat, mouse, duck, bird, wolf, monkey, lion
 - *Animal sounds*: barks, roars, bleats, quacks, chirps, neighs, purrs, howls, moos, chatters, squeaks
- Jim got a big (though unwelcome) surprise when he went into the log house at night and found it full of pirates! Ask the children to talk about any big surprises they have had, whether pleasant or unpleasant.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 9

The treasure hunt

Pages 76 to 83

CHAPTER 9

The treasure hunt

Early the next morning, Silver sat down to breakfast with his men. As he ate his cooked meat and biscuits, Captain Flint's parrot pecked at the biscuit crumbs on Silver's coat and gave a loud squawk.

'We have got the treasure map,' he said to the pirates, 'but we haven't got the ship. We will have to find it as soon as we've got the treasure. Then we'll be on our way back to England.'

'What happens if we have any trouble from Livesey and his friends?' asked one of the pirates.

'Remember, we got young Jim,' he replied. 'Livesey won't want us to hurt him.'

So that's why Silver wanted me. I was worried about two things. First I was worried about Silver. He was a pirate and I was sure he would stay on the side of the pirates. But if the pirates found out that he had talked to Dr Livesey, they would turn on him ... and me. He was playing a dangerous game. The second thing I was worried about was why had Dr Livesey given Silver the treasure map? Dr Livesey had come to the island to find the treasure so why did he give the map away to Silver? He couldn't find the treasure without it. What was Dr Livesey planning?

Later, we set off to find the treasure. All the pirates carried guns, knives and swords. Some took meat and

bread to eat as well. Silver tied a rope round my waist and dragged me along like a dog.

We stepped into the pirates' two rowing boats. They were covered in mud and there was water in them. But somehow they stayed afloat. We rowed to a beach on the other side of the island. Then we left the boats on the beach and walked towards a distant hill. Silver seemed to enjoy dragging me along by the rope. If ever I slowed down or stumbled, he dragged me up roughly.

As the hot sun beat down on our backs, we soon got tired. I was glad when we reached the top of the hill and Silver finally let us all sit down to rest. He took out his compass and looked at the map.

'We're looking for a very tall tree,' Silver said. 'The map shows that the treasure was buried next to it.'

Suddenly a voice sang out from the trees.

'Hissen men on the dead man's chest,' it cried.

The pirates turned pale. I recognised the voice. It reminded me of a rusty lock.

'It's Captain Flint!' one man whispered.

'Yes, he's trying to frighten us and make us turn back,' whispered another.

'Captain Flint is dead,' said Silver firmly. 'He can't sing any more. Someone is playing a trick on us. I've been looking for that treasure for a long time. I'm going to get it and no one is going to stop me.'

'You're right,' said a pirate.

'I think I know that voice,' said another pirate.

'It's Ben Gunn. He's harmless. Come on, let's find this treasure,' cried Silver.

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All the pirates calmed down and were keen to get moving again. We stood up and set off. Now that we were near to the treasure, the pirates walked faster than before. They were very excited and couldn't wait to get their hands on the treasure.

Silver pulled me along with the rope. He was just as excited as the other pirates. I slowed him down as much as possible. I was afraid. As soon as Silver had the treasure I was sure that he would kill me. That would be the end of the adventure. And the end of me.

Suddenly, the leading pirate gave a loud cry.

'That's the tree,' he shouted.

Everyone ran to the tree. Silver dragged me along with him on the end of the rope. I nearly fell over and Silver dragged me up roughly.

Next to the tree was a large hole in the ground. We all peered inside to see the treasure. But all there was inside was an empty chest. The treasure was gone.

He climbed out of the hole and helped his two friends out. Then the pirates stood and glared at the captain.

'It's right here. And the boy,' he shouted. 'There are only two of them.'

'One has a wooden leg and the other is only a boy. We can beat them easily,' laughed another pirate.

'Let's teach them a lesson they won't forget,' sneered a third pirate.

But just as the pirate raised his arm to strike me, three gunshots came from the trees.

Instantly the pirates ran off, leaving Silver and me standing by the hole.

'They are not to leave after all,' laughed Silver.

No one could believe their eyes. All the pirates stood with their mouths open. They didn't understand. Why was the hole empty? Where was the treasure?

Suddenly one pirate dragged the empty chest out and jumped into the hole. He started digging with his hands.

Two other pirates jumped in to help him. They wanted to see if the treasure was buried deeper in the hole.

They could not understand the fact that the treasure had gone.

While the pirates were digging, Silver quietly passed me a gun.

'You may need that,' he whispered.

Inside the hole a pirate held up a single gold coin and shook it angrily.

'Is this all the treasure?' he shouted. 'You fool, Silver. You got it all wrong. You and your map. There is no treasure here.'

He climbed out of the hole and helped his two friends out. Then the pirates stood and glared at the captain.

'It's right here. And the boy,' he shouted. 'There are only two of them.'

'One has a wooden leg and the other is only a boy. We can beat them easily,' laughed another pirate.

'Let's teach them a lesson they won't forget,' sneered a third pirate.

But just as the pirate raised his arm to strike me, three gunshots came from the trees.

Instantly the pirates ran off, leaving Silver and me standing by the hole.

'They are not to leave after all,' laughed Silver.

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Two figures appeared from the wood. It was Dr Livesey and Ben Gunn. Dr Livesey was holding a smoking gun and Ben was behind him, also with a gun in his hand. I ran towards them.

Dr Livesey. 'I cried. I'm so glad to see you. Those pirates were going to beat me. You saved my life.'

'Come on. Catch those pirates,' cried out Dr Livesey. 'They'll take the *Hippanida* unless we stop them.'

We all ran after the pirates - even Long John Silver. There was a short cut to the beach so we hurried down it. Soon we were sure we would reach the rowing boats before the pirates so we slowed to a walking pace. Silver was putting hand to his forehead to rest for a moment.

'Thank you, doctor, for saving young Jim's life and mine, too,' said Silver.

He wiped his face with a large, dirty handkerchief.

'I couldn't let young Jim come to any harm,' smiled the doctor.

I smiled back. I was so glad he had found us in time.

'How are you, Silver?' asked Ben.

Silver peered into Ben's face.

'Gunn? Is that you?' he asked.

'Yes, it's me,' Ben laughed. 'I've been on this island for three years. I found the treasure long before you all came here. I dug it up and carried it on my back to a cave in the north of the island. It's still hidden there,' he explained.

Dr Livesey spoke next.

'Jim, do you remember the day I left the log house and went to meet Ben?' he asked.

I nodded.



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'Ben and I did meet,' continued the doctor, 'and he told me that he had dug up the treasure. After that meeting, I gave Silver the map. It was useless of course because the treasure had gone. While Silver was bargaining in the wrong place we would take the treasure from the cave to the ship.'

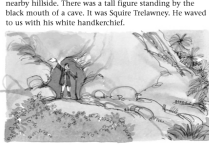
'So that's why you gave Silver the map,' I said.

'We set off again and soon we reached the pirates' rowing boats.'

'We'll use this one,' said Dr Livesey. 'And we'll smash the other one so the pirates can't use it.'

Together we smashed up one boat with lumps of rock. When it was just a pile of wood, we stepped into the other boat.

As we rowed around the island, Ben pointed to the misty hillside. There was a tall figure standing by the black mouth of a cave. It was Squire Trelawney. He waved to us with his white handkerchief.



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As we rowed further, we saw the *Hippanida*. She was drifting in the open sea. The tide and the wind had pulled her off the beach where I had left her.

'It's a good thing we found her,' said Dr Livesey. 'She would have drifted away and we'd have been left without a ship.'

We boarded the *Hippanida*, found the spare anchor and dropped it into the sea. Then we rowed to a little beach near Ben's cave. At last I was going to see the treasure.

Active vocabulary

<i>believe</i>	remember the spelling rule: 'i' before 'e' except after 'c'
<i>distant</i>	there's an ant 'hidden' at the end of this word
<i>drag</i>	think of other 'dr' words, such as <i>drift</i> , <i>draw</i> , <i>dream</i>
<i>empty</i>	another word containing 'pt' is <i>interrupt</i> (Chapter 3)
<i>pale</i>	change the 'p' to 'wh' to get a big sea creature
<i>peer</i>	change the 'r' to 'p' to get another 'looking' word
<i>recognise</i>	the 's' sounds like 'z'
<i>strike</i>	rhymes with <i>bike</i> and <i>like</i>
<i>stumble</i>	the 'le' is quite a common word ending
<i>wipe</i>	rhymes with <i>pipe</i> and <i>ripe</i>

Passive vocabulary

<i>figure</i>	<i>glare</i>	<i>panting</i>
<i>single</i>	<i>spare</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 78. Ask *Who can you see in this picture? Where do you think they are? What's in the chest in the hole? What do you think was in it? Where do you think it is now? How do the pirates look? Are they happy or puzzled? Why do you think Silver is holding a rope that is tied to Jim?*
- Tell the children to look at the picture on page 81. Ask *Who is Silver with now? What do you think has happened to the pirates? Are you surprised to see Ben Gunn with Dr Livesey? Where do you think he got the gun from? How can you tell Silver is hot? Is Jim still tied to a rope?*
- Tell the children to look at the picture on page 82. Ask *Who is waving a white handkerchief? Who do you think Squire Trelawney is waving to? Why is he waving? What is behind him? Who or what do you think is in the cave?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 a) *What did Silver say they had got?* b) *What did he say they needed?*

- 2 *Why did Silver say Dr Livesey and his men would not hurt Silver and the pirates?*
- 3 *What were the two things Jim was worried about?*
- 4 *What did the pirates take when they set off to find the treasure?*
- 5 *What did Silver do to Jim?*
- 6 *Where did the pirates row to?*
- 7 *Where did they stop and rest?*
- 8 *Where did Silver say the treasure was buried?*
- 9 *What frightened the pirates?*
- 10 *Silver recognised the voice. Who did he say it was?*
- 11 *Did the pirates walk faster or slower when they got near where the treasure was buried?*
- 12 *What did Jim think Silver would do to him when he found the treasure?*
- 13 *What did they discover when they reached the place where they thought the treasure was buried?*
- 14 *What did the pirates do when they saw that the treasure was gone?*
- 15 *What did Silver give Jim while the pirates were digging?*
- 16 *What happened when the pirates decided to attack Silver and Jim?*
- 17 *What did the pirates do when someone shot at them from the trees?*
- 18 *Who appeared from the trees?*
- 19 *Why did Dr Livesey tell the others to try and catch the pirates?*
- 20 *Why did Dr Livesey and the others think they would reach the beach before the pirates?*
- 21 *Why did they stop to rest for a moment?*
- 22 *What did Ben Gunn tell Silver about the treasure?*
- 23 *Why was the map that Dr Livesey gave Silver useless?*

- 24 Who reached the pirates' rowing boats first – Dr Livesey and his men or the pirates?
- 25 What did they do to one of the boats?
- 26 Where did they row in the other boat?
- 27 a) Who did they see? b) Where was he?
c) What was he doing?
- 28 Where did Dr Livesey and the others find the Hispaniola?
- 29 Why was it a good thing they found the ship when they did?
- 30 What did they do after they found the ship?

- Ask the class to find a word on page 76 that rhymes with: *hat (sat), seat (meat), cloud (loud), trap (map), chip (ship), ride (side), ground (found), same (game), measure (treasure)*.
- Ask the children to identify some common nouns in the chapter. Now ask them to find some proper nouns, such as *Captain Flint, Dr Livesey*, and elicit that each begins with a capital letter because it is the particular name or title of a person, place or ship.
- Ask children to find and read any adjectives in the text, for example *loud, young, dangerous*. Ask them which nouns they describe.
- Ask the class to find and read aloud any words ending with a double consonant, for example *all*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Do you think Silver and his men were worried about anything at the beginning of the chapter?
- 2 How do you think Jim felt that morning?
- 3 Do you think Silver was kind to Jim as they set off to find the treasure?
- 4 Do you think Jim enjoyed the journey to where the treasure was buried?
- 5 How did Jim recognise Ben Gunn's voice?
- 6 Why do you think Ben called out to the pirates from the trees?
- 7 Do you think they could see him?
- 8 Why wasn't Silver worried by the voice?
- 9 What did Silver mean when he said Ben Gunn was 'harmless'?
- 10 Why do you think the pirates walked faster after they heard Ben Gunn?
- 11 Why did Jim try to slow Silver down as much as possible?
- 12 Who saw the tall tree – the first or last pirate?
- 13 Why couldn't the pirates 'believe their eyes' when they reached the tall tree?
- 14 Do you think anyone saw Silver pass a gun to Jim?
- 15 Why do you think Silver gave Jim a gun?
- 16 What do you think Jim did with the gun?
- 17 Why do you think the pirates turned against Silver and Jim?

- 18 Why do you think the pirates ran off when three shots were fired at them from the trees?
- 19 Silver said, 'They are not so brave after all.' Do you agree with him?
- 20 Who do you think fired the three shots?
- 21 Why didn't Dr Livesey want the pirates to take the Hispaniola?
- 22 Why do you think Silver was 'panting hard'?
- 23 Were you surprised when you discovered that it was Ben Gunn who had dug up the treasure?
- 24 Why do you think Dr Livesey was clever to give Silver the treasure map?
- 25 How do you think the pirates felt when they reached the beach where they had left their rowing boats?
- 26 What do you think was in the cave behind Squire Trelawney?
- 27 What would have happened to the Hispaniola if Dr Livesey and his men had come later?
- 28 How do you think Jim felt at the end of the chapter?

Stage 2 comprehension extra

Plot This is quite a complicated chapter with a few surprise twists in it. Ask *Did you guess why Dr Livesey had given Silver the map? Did you know the treasure would not be there when Silver and his men reached it? Silver seemed to treat Jim very badly by tying him up with a rope, but then he gave him a gun! Were you surprised by Silver's behaviour towards Jim? Were you surprised when Dr Livesey came to Jim's rescue just in time? Did you guess that Ben Gunn had dug up the treasure and hidden it in a cave?* Review the chapter's plot with the class to ensure they understood all the twists and turns. In doing so, talk about the skill of the author in keeping the reader guessing about lots of things.

- Write the word *squawked* on the board and say it. Point out that the 'aw' sounds like 'or'. Write these words on the board: s___, dr___, cl___, p___, str___, y___n, cr___l, ___ful. Ask the children to complete each with 'aw', read the words they have made, and use them in sentences of their own.
- Write the word *knife* on the board and read it. Point out that the 'k' is silent and is not pronounced. Write these words on the board: ___nee, ___now, ___not, ___nock. Ask the children to complete each word with a silent 'k', read the words they have made, and explain their meanings. Now write the plural *knives* on the board. Point out how the spelling of the plural form changes (when we change a singular noun ending in 'f' or 'fe' into the plural, we change the 'f' or 'fe' to 'v' and add 'es'). Write these words on the board: *loaf, shelf, leaf, wife, thief, life, wolf, half*. Ask children to write their plural forms, using the rule, and use them correctly in sentences of their own.
- The map was useless to Silver. Write the words *useful* and *useless* on the board. Point out that they are opposites. Now write these words on the board: *colourful, harmful, powerful, careful, hopeful, helpful*. Ask the children to explain their meanings. Rub out the suffix 'ful' on each word and replace it with 'less'. Elicit that this changes the meaning to the opposite of each word.
- If possible, bring in a compass and show it to the children. Work out what direction things are from a particular point in the classroom, such as your desk.
- Silver said someone was 'playing a trick' on them. Ask the children if they have ever played any tricks on anyone, or if anyone has ever played any tricks on them.

- It was a great disappointment to discover that the treasure had gone. Have the children ever suffered any big disappointments?
- Play hide and seek. Send a child outside the room and hide some 'treasure' (perhaps a chocolate bar) somewhere in the classroom. Invite the child back in and ask him or her to find it. The class can encourage the child as he or she looks for the 'treasure'. If he or she walks away from it, the class calls out 'You're getting cold'. If he or she walks towards where it is hidden, the class calls out 'You're getting warmer!'
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 10

Treasure in a cave

Pages 84 to 91

CHAPTER 10
Treasure in a cave


Squire Trelawney met us at the mouth of the cave. He was glad to see me and shook my hand warmly. 'Welcome to Ben Gunn's cave, young Jim,' he said. 'I'm so glad to see you looking so well. Not that long ago I thought we would never see you again. How many lives the pirates had got you.'

'I'm glad to see you, too, Squire Trelawney,' I replied. 'I'm sorry I went off on my own and worried you all. Don't you worry, young Jim,' he replied. 'You are safe and well and that's all that matters.'

But when Silver greeted him, he was quite different. 'You're a wicked pirate, Long John Silver,' he said. 'But Dr Livesey wants to spare your life. If I do not feel the same way, I think you are a dangerous man. Just remember how many men you have killed. How many lives you have told and how much money you have stolen.'

'Yes, sir,' said Silver politely, looking down at his boots. 'We all went into the cave. It was a large place with a little stream running through it. The floor was sandy and soft to walk on.'

We found Captain Smollett lying in front of a fire. Near him, thousands of gold coins, gold bars and jewels lay in great heaps, shining brightly in the firelight. Here was the treasure we had come so far to find. Here was the treasure that had cost so many lives and caused so much suffering.



In the morning, Dr Livesey and Squire Trelawney took the first load of treasure back to the *Hipponia*. It was a 15-minute walk from the cave to the beach. Then it took 30 minutes to row from there to the ship. There was a lot to carry and the gold was very heavy. It took three days to load all the treasure onto the ship. We knew there were still some pirates on the island so we kept a careful lookout all the time.

My job was to sit in the cave, sort the coins and pack them into cloth bags. I enjoyed sorting the coins. There was such a strange collection. Some were English coins and some were French. Some were Spanish coins and some were Portuguese. There were a few from other places, too. It took me two days to sort and pack the huge pile of coins. When I had filled a few bags, I carried them to the entrance of the cave. From here, Ben Gunn carried the treasure to the beach. Then Dr Livesey rowed it all to the *Hipponia* where Squire Trelawney and Silver were waiting for him. Finally the squire and Silver unloaded the rowing boat and loaded the treasure onto the ship. Then Dr Livesey rowed back to the beach and waited for Ben Gunn to appear with the next load of treasure.

On the third day, when we had finally finished loading the treasure onto the *Hipponia*, we took a boat to the cave with Dr Livesey and Silver. All of a sudden we heard men shouting and screaming.

'It's the pirates,' I cried. 'They're coming to find us. And the treasure.'

Dr Livesey shook his head.

'I don't think we're in any danger, Jim,' he said. 'They sound as if they are sick. I am a doctor and if they need my help, I will go to them.'

'Don't do that, Dr Livesey,' replied Silver. 'They are outside, but they are cruel men. It's a trick. They want you to think they are weak. They want you to go to them. Then they will kill you.'

'Very well,' replied Dr Livesey. 'But I think we should leave some goat's meat and biscuits for them in the cave. We can leave some medicine for them, too.'

So we placed these things in the cave, together with some tools, some rope and some clothes. Dr Livesey left some bullets so that they could shoot animals for food.

When all the treasure was on board the *Hipponia*, we took some water and goat meat for the journey.

Captain Smollett said, 'There's just one more thing we must do. The *Hipponia* must fly the Union Flag.'

We hung the Union Flag on the flagpole. And then, on that fine sunny morning, we pulled up the anchor. At last we were on our way home.

As we passed the south point of the island, we saw the pirates on the beach. They were kneeling in the sand and holding out their hands, begging us not to leave them behind on the island.

'What should we do?' I asked. 'Should we take them with us or should we leave them on the island?'

Squire Trelawney frowned.

'If we took them back to England, they would be put in prison,' he said. 'It would be kinder to leave them here on the island.'

Dr Livesey called out to them.

'We can't take you back with us,' he shouted. 'But we've left you some food and medicine. There are tools, rope and clothes, too. We left them over there for you.' He pointed towards the cave. 'In that cave.'

When we passed close by the pirates, one of them gave a loud cry of rage and fired his gun at us. The bullet whizzed past Silver's head. He quickly ducked down and it just missed him. That was the last we saw of them. It was the last we saw of Treasure Island, too.


Soon we were far out at sea. Sailing the ship was hard work because the weather was stormy and we didn't have enough men.

Captain Smollett was a little better, but he still needed to rest. He lay on a mattress on the deck and called out his orders to the rest of us.

It was clear that we would have to find more sailors so Captain Smollett told us to look for the nearest port. This was in South America. It was a long way away and we had to sail for several hours. By sunset, the port finally came into sight.

'Land ahoy!' shouted the captain from his mattress. Everyone was very tired from all the hard work and glad to see dry land again.

When the ship was safely tied to the dock, Dr Livesey, Squire Trelawney and I went ashore. What a welcoming sight it was. The port was full of sustenance men wandering around selling many different types of fruit and vegetables. We smiled when we saw their friendly faces under the twinkling lights.



As we walked around the little town, we met an English sea captain. He was a friendly man and invited us to go on board his ship. We happily agreed. The sea captain gave us a good meal. We told each other tales of our adventures and as the time passed by, the stories became more and more exciting.

When we finally got back to the *Hipponia*, the sun was coming up. We had been much longer than we planned to be. We found Ben Gunn ashore. He looked very upset and he had very bad news to tell us: Silver had gone. And he had taken a big bag of treasure with him. Long John Silver had shown us that he was a pirate and like all pirates he would steal if he got the chance. He had seen the chance, taken it and got clean away.

'The wicked thief. He will be caught and punished,' growled Squire Trelawney. 'I wish I could do it myself!' But there was nothing we could do. We hired our new crew and took on more food and water. Then we set off for home.

It was a long journey, but we had no more adventures. When at last we sailed into Bristol, I was happy to be back in my own country. At last I would see my mother again.

As we unloaded the ship, Dr Livesey said, 'Of the men who started this adventure, only four are left: Squire Trelawney, Captain Smollett, Jim and me.'


Each of us had a share of the treasure. Squire Trelawney went back to the Hall and Dr Livesey became a doctor again. Captain Smollett decided not to go back to sea. Ben Gunn had a share of the treasure, too, but he spent it all

in three weeks. He was soon looking for another ship to sail on.

We heard no more of Long John Silver, the on-sabbaged pirate. I hope that journey was his last. I hope he was caught as pirates usually are and punished for his life as a pirate captain.

As for me, Jim Hawkins, I shall never forget my great adventure. In my dreams I still see the wild shores of Treasure Island. I still hear Captain Flint the parrot squawking. 'Pieces of eight. Pieces of eight.'

But I am happy enough now. After my journey to Treasure Island, I promised myself that I would never go to sea again. And I never did.



Active vocabulary

<i>beg</i>	change the 'e' to 'a' to make something to carry things in
<i>collection</i>	the 'tion' at the end is pronounced 'shun' and is a common word ending
<i>frown</i>	change the 'f' to 'c' to make something a king or queen wears
<i>hire</i>	the opposite of <i>hire</i> is <i>fire</i>
<i>politely</i>	the adjective <i>polite</i> is changed into an adverb by adding the suffix 'ly'
<i>port</i>	rhymes with <i>short</i> and <i>sport</i>
<i>punish</i>	we pronounce the past tense <i>punished</i> as 'punisht'
<i>rage</i>	take off the 'e' and you are left with an old piece of material (<i>rag</i>)
<i>sunset</i>	this is a compound word: <i>sun</i> + <i>set</i> = <i>sunset</i>

Passive vocabulary

<i>duck down</i>	<i>entrance</i>	<i>got clean away</i>
<i>greeted</i>	<i>knelling</i>	<i>load</i>
<i>vegetables</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *How do you think the story is going to end?*
- Tell the children to look at the picture on page 85. Ask *Where is everyone? Why do they all look so happy? Why do you think Silver looks happy? What sort of treasure is in the cave?*

- Tell the children to look at the picture on page 89. Ask *Is the ship still at Treasure Island? Where do you think it is? Which three people have come ashore? Who do you think is still on the Hispaniola? Can you see anyone there? What are they doing? Who else is at the port? What are they doing? Do they look friendly?*
- Tell the children to look at the picture on page 91. Ask *Why do you think the story ends with a picture of Long John Silver's parrot, Captain Flint?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 6) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

- 1 *Why did Squire Trelawney call Long John Silver a 'wicked pirate'?*
- 2 *What was the cave like?*
- 3 *Describe how the treasure looked.*
- 4 *Why was everyone happy at dinner that night?*
- 5 *How long did it take a) to walk from the cave to the beach? b) to row from the beach to the ship? c) to load all the treasure onto the ship?*
- 6 *Why did they keep a careful lookout as they took the treasure to the ship?*

- 7 *What was Jim's job?*
- 8 *Who a) carried the coins to the entrance of the cave? b) carried the treasure to the beach? c) rowed the treasure to the Hispaniola? d) unloaded the treasure onto the ship?*
- 9 *Who did they hear shouting and screaming on the third day?*
- 10 *What did they leave for the pirates when they left the island?*
- 11 *What flag did Captain Smollett fly on the flagpole?*
- 12 *What was the weather like when they set sail?*
- 13 *a) Who did they see on the beach as they sailed away from the island? b) What were the pirates doing? c) What did one of them do as the ship passed close by them?*
- 14 *Why was it hard to sail the ship?*
- 15 *Why did they go to the nearest port in South America?*
- 16 *What did Jim see in the port when he went ashore?*
- 17 *a) Who did they meet in the little town? b) Where did the captain invite Jim, Dr Livesey and Squire Trelawney?*
- 18 *When they returned, what did they discover had happened?*
- 19 *Before they set off for home, they hired a new ____ and took on more ____ and ____.*
- 20 *a) Where did they sail to? b) Was it a long journey? c) Did they have any adventures on the way?*
- 21 *What did a) Jim b) Dr Livesey c) Squire Trelawney and d) Ben Gunn do when they arrived back in England?*
- 22 *Did they hear any more of Long John Silver?*
- 23 *What did Jim hope would happen to Silver?*
- 24 *Did Jim ever go to sea again?*

- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- There are many proper nouns in the chapter, such as *Squire Trelawney, French, South America*. Ask the children to find them, and elicit which are people's names and which are the names of places or nationalities.
- Ask the children to find and read any three-syllable words they can find in the text. Ask them to tap out the syllables as they read the words (for example, Tre-law-ney, dif-fe-rent, dan-ge-rous).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell Squire Trelawney was glad to see Jim again?*
- 2 *How can you tell Squire Trelawney did not like Silver?*
- 3 *How do you think Jim felt when he saw the treasure at last?*
- 4 *What do you think he meant when he wondered, 'Had it been worth it?'*
- 5 *Do you think they enjoyed their dinner that evening?*
- 6 *How can you tell there was a lot of treasure?*

- 7 *Why do you think Jim enjoyed sorting the coins?*
- 8 *Why was Jim worried when he heard men shouting and screaming on the third day?*
- 9 *Do you think that Silver gave the doctor some good advice when he told him not to go to see the pirates?*
- 10 *What do you think about the way Dr Livesey chose to help the pirates who were left on the island?*
- 11 *Why do you think Captain Smollett wanted to fly the Union Flag on the ship?*
- 12 *Do you think it was kinder to leave the pirates on the island rather than take them back to England?*
- 13 *How can you tell that the pirates didn't want to be left on the island?*
- 14 *Why did they need more sailors on the ship?*
- 15 *What do you think Jim meant when he said the port was a 'welcoming sight'?*
- 16 *Do you think it was sensible to leave just Ben Gunn and Captain Smollett on the ship with Long John Silver?*
- 17 *Why was Jim glad to get back to England?*
- 18 *Why do you think Captain Smollett decided not to go back to sea again?*
- 19 *Do you think Ben Gunn spent his money wisely?*
- 20 *Do you think Jim really hoped that Long John Silver would be caught and punished?*
- 21 *Why do you think Jim never went back to sea again?*
- 22 *Do you think he enjoyed his adventure?*

Stage 2 comprehension extra

Writer's style In this last chapter the writer makes us think about lots of issues. Discuss the following questions with the class: Was the treasure really 'stolen' money? The pirates who were left obviously wanted to go back to England but they were left on the island. Was this the right thing to do? Long John Silver managed to get a share of the treasure and escape from being punished. How do the children feel about this?

- Jim often dreamed of his adventures on Treasure Island. Discuss strange dreams the children have had.
 - What sort of things make the children really happy?
 - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Write the sentence *Here was the treasure that had caused so much suffering* on the board, and read it. Underline the word *caused*. Point out that the 'au' sounds like 'or'. Write these words on the board: __thor, __turn, s__cer, l__ndry, p__se, n__ghty, __dience, d__ghter. Ask the children to complete each with 'au', read the words they have made, and explain their meanings.
 - Write the words *worth* and *warm* on the board and read them. Point out that the 'or' sounds like 'er' when it comes after 'w', and the 'ar' sounds like 'or' when it comes after 'w'. Write these words on the board: w__d, w__ning, w__ld, rew__d, w__se, sw__m. Ask the children to complete them with either 'ar' or 'or' and to explain their meanings.
 - There are several proper adjectives describing where various coins came from, for example *French, Spanish, Portuguese*. Check that children know which countries these are from. Encourage children to suggest proper adjectives for other countries they know.
 - The port was full of people selling fruit and vegetables. Have a competition. Divide the class into teams and, in a given time, ask each team to write down as many different types of fruit and vegetables as they can. The team with the highest score is the winner.

Ocean Travel

Pages 92 and 93

Before reading

- Explain that most of the story takes place on or near the sea. This poem picks up the theme of ocean travel.
- Read the title. Tell the children to look at the pictures that accompany the poem. Ask the class to identify any of the sea creatures illustrated. Ask if any of the children have ever swum with dolphins or seen whales.

During reading

- Read the entire poem to the class.
- Read it again and explain any unfamiliar vocabulary. Ensure children are familiar with the names of all the animals mentioned.

Vocabulary notes:

<i>buffeting gale</i>	being blown about in very windy weather
<i>cling to</i>	hold on tightly to
<i>frolic</i>	play
<i>soar</i>	fly high

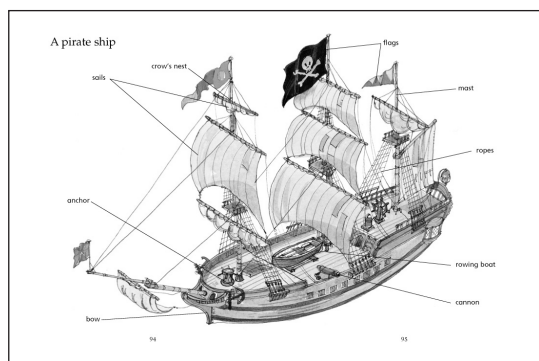
- Ask the class to read the poem together.
- Ask individuals to read a verse of the poem each.

After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the name of poet, the words that rhyme, the pattern of the rhyming words (every second and fourth line).
- This could lead on to wider discussions about what children love to do at the seaside and animals that live in or near the sea.

A pirate ship

Pages 94 and 95



Note The ship is a typical pirate ship of the 17th century. The picture may be looked at and discussed before reading the story. Whenever a specific part of the ship is referred to in the text, it can be looked at again to find the part of the ship mentioned. The picture may also be reviewed again after reading the story.

Before reading

- Discuss what facts the children have learned about the *Hispaniola* from the story.
- Ask the children if they have ever been on the sea on a boat with sails (or any other large boat). Ask those who have to talk about their experiences.

During reading

- Read each label. Discuss the function of each thing mentioned.

After reading

- Have a competition to see who can remember the most parts of a ship. Draw a large pirate ship. Write a number next to each part. The first child to identify and write all the parts correctly is the winner.

About the author

Page 96

Before reading

- Look back at the title page of the book and read the name of the author.
- Ask the children to turn to page 96, and read the title. Explain that this is some biographical information about Robert Louis Stevenson.
- Draw attention to the picture and ask the children for their comments on his appearance.

During reading

- Read the information about Robert Louis Stevenson. Explain any unfamiliar vocabulary as you do so.
- Read the text again. Ask individuals to read a paragraph each.

After reading

- Devise a short quiz about the author. Read the questions to the class for each child to answer individually. The child with the highest score wins.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses to some if you feel it is appropriate. There are written after-reading activities (a Book Review and Character Profiles) on pages 22 to 24 of the Workbook.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Did you think he wrote well? Did he use exciting words?*
- Ask the children to complete the Book Review on page 22 of the Workbook.

Characters

- Ask the children a few questions each of the following characters: Jim, Dr Livesey, Squire Trelawney, Captain Smollett, Long John Silver, Ben Gunn. (See the activity on page 24 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story in their own words. (See the activity on page 22 of the Workbook.)

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify the setting of each chapter.

Moral issues

- Use any one of these themes from the story as a basis for a class discussion:
 - *Stealing*: Pirates robbed and stole from others.
 - *Bravery*: There are many examples of bravery in the book. Ask the children to recall a few of them.
 - *Loneliness*: What would it have been like for Ben Gunn, who was left alone on the island for three years?
 - *Caring for others*: Dr Livesey was prepared to care for the pirates who were hurt, even though they were his enemies.
 - *Persistence*: Jim continued to try to board the *Hispaniola* when he was in Ben Gunn's tiny boat in a terrible storm but he never gave up.

Vocabulary check-up

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of all the words.

Follow-up topics and ideas

Drama The story lends itself well to dramatisation. Encourage the children to act out the story. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested. Alternatively you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

Art 1. Draw, paint and label (as it is done on pages 94 and 95) a huge class picture of the *Hispaniola*.
2. Draw or paint a portrait gallery of the characters from the story, as on pages 4 and 5 of the book.
3. Draw or paint pictures of the children's own ideas of how Treasure Island looked. It does not necessarily have to be like the one in the book.

Celebration There was a big celebration when they found the treasure. Why not have your own party to celebrate finishing the book?

Class story Ask the class to imagine they have found a treasure map and gone in search of the gold. Brainstorm some possible ideas of the adventures you could have. As a class, make up your own 'Treasure Island' story.

Pirates Ask the children to do some research and find out all they can about any famous pirates. What sort of lives did they lead?

Pirate ships Ask the children to do some research and find out all they can about sailing ships of the time (like the ship on pages 94 and 95).

Diary Dr Livesey kept a diary of things that happened every day. Ask the class to keep their own diaries for a week or two.

Robinson Crusoe Children might like to follow up this story by reading *Robinson Crusoe* by Daniel Defoe. It tells of a man who was shipwrecked on a desert island for years and describes how he managed to survive.

Poetry Robert Louis Stevenson also wrote some nice poetry. The children might like to see if they can find any poems by him.

Treasure Hunt Send a child outside the room and hide some 'treasure' (perhaps some chocolate) somewhere in the classroom. Invite the child back in and ask him or her to find the 'treasure'. The class can encourage the child as he or she looks for the 'treasure'. If he or she walks away from it, the class calls out 'You're getting cold'. If he or she walks towards where it is hidden, the class calls out 'You're getting warmer!' Alternatively, send two children out of the room and hide the 'treasure' somewhere in the classroom. Invite the two children in and see which of them can find the hidden object first (with no help from the class).

Maps Look together at a map in an atlas. Discuss various features, such as scale, compass directions, how physical features are shown.

Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Treasure Island*. Active vocabulary items are shown in *italic print*.

- adventure** an exciting, unusual and sometimes dangerous experience
- advice** an opinion someone gives you about the best thing to do
- afloat** floating on water
- amazed** very surprised
- anchor** to stop a boat from moving by dropping its anchor into the water
- argue** to discuss something that you disagree about, usually in an angry way
- ashamed** feeling guilty or embarrassed about something you have done
- at the mercy of** in a situation where you cannot prevent a bad thing from happening
- attack** to use violence against someone
- back and forth** backwards and forwards
- bandage** to wrap a thin piece of cloth around an injured part of the body
- barrel** a large round container with a flat top and bottom, used for storing things in
- battered** hit by someone or something many times
- battle** a fight between two sides
- beg** ask anxiously for something you want
- believe** to think something is true
- berries** small fruit with no stones
- blade** the thin sharp metal part of a knife
- blind** unable to see
- blinds** coverings for windows that you pull down from top to bottom
- bow** the front part of a ship
- brass** a shiny yellow metal that is a mixture of copper and zinc
- breath** the air that goes in or out of your body when you breathe
- breeze** a light wind
- buried** put something in the ground and covered it
- business** the work someone does
- cabin** a bedroom on a ship
- calm** opposite of rough
- cannon** a large gun, used to shoot heavy metal balls
- capture** to catch someone and stop them from escaping
- chatter** to talk informally in a fast way about unimportant things
- chimney** a passage that takes smoke from a fire through the roof
- cliff** the steep side of an area of land
- cloak** a long coat without sleeves that fastens round the neck
- clung** held onto
- collection** a group of things that are kept together
- comfortable** feeling relaxed and pleasant
- compass** a piece of equipment used for finding your way, with a needle that always points north
- concentrate** to give all your attention to the one thing you are doing
- concern** worry, anxiety
- cool** fairly cold
- courage** bravery
- coward** someone who is not brave
- crawl** move along the ground on your hands and knees

- creaky** rough and harsh
- crew** the people who work on a ship
- crow's nest** a platform high up on the mast of a ship, where someone stands to look out for land
- cruel** causing pain to someone
- damp** slightly wet
- dangerous** likely to cause harm or hurt you
- deck** the outside top part of a ship that people can walk on
- defeat** to win against someone
- direction** the place that someone or something moves or points towards
- discuss** to talk about something together
- distant** far away
- ditch** a long narrow hole that is dug by the side of a road or field
- dock** an enclosed area in a harbour for ships to load and unload
- drag** to pull something along with difficulty
- drift** to be pushed along slowly by the movement of water
- duck down** to lower your head and body quickly
- empty** containing no things or people
- entrance** the place where you can enter a building or room
- escape** getting away from someone or something
- eventually** at the end of a period of time
- explore** to travel around an area to find out about it
- faint** to suddenly become unconscious for a short time (verb); feel weak (adjective)
- famous** something or someone a lot of people know
- fence** something made of wood or wire that surrounds an area
- fierce** very angry
- figure** a person
- flap** to move quickly up and down (verb); a flat piece of cloth attached at one side that can be moved (noun)
- footprints** marks made by a human or animal feet
- foreign** from another country
- frown** to look annoyed or worried
- furniture** things like chairs, tables and cupboards
- galley** the part of a ship, below the deck, where the cooking is done
- galloping** running fast
- get rid of** to dispose of something (give it away, throw it away, etc.)
- glare** to look in an angry way
- got clean away** escaped
- greet** to talk to someone in a polite and friendly way when you meet them
- grumble** to complain about something
- guard** to protect someone or something from danger or harm (verb); a person who does this (noun)
- gunpowder** a substance used for making explosions
- gust** a sudden strong wind
- harbour** an area of water next to the land where boats can stop
- haste** hurry
- hire** to pay someone to work for you; to pay the owner of something for the use of it
- honest** someone who is honest does not tell lies or cheat
- huddled** moved closer together

- human** relating to people; a person
- injured** hurt in an accident or attack
- instantly** straight away
- instruction** explanation of how to do something or what to do
- insult** to say something offensive (verb); an offensive remark (noun)
- interrupt** to say or do something that stops someone when they are speaking
- island** land that is surrounded by water
- journey** when you travel from one place to another
- jumped out of my skin** jumped suddenly in a frightened manner
- kneeling** having both knees on the ground
- lick** to move the tongue across something
- limp** to walk with difficulty because of an injured leg
- load** to put things onto something, such as a ship (verb); the things being carried (noun)
- log** a thick piece of wood; a record of things that happen on a ship
- lookout** someone who watches for danger and is ready to warn others
- magical** especially attractive
- mast** the tall pole on a ship on which sails hang
- medicine** something you eat or drink to make you better if you are ill
- mood** the way someone is feeling
- overloaded** having too many things on something
- pale** not bright; pale skin is lighter than usual because of illness or shock
- panic** a sudden feeling of fear or worry
- panting** breathing quickly and loudly with your mouth open
- peace** friendship not enmity
- peak** the top of a mountain
- peer** to look very carefully at something
- persuade** to make someone agree with something by giving them reasons why they should
- pine** a tall tree
- pirate** someone who steals things from ships while they are sailing
- plenty** a lot
- politely** behaving towards others in a pleasant way
- port** an area of water on a coast where ships can stop
- position** where something is
- pretend** to behave in a way that makes someone believe that something is true when it is not
- prisoner** someone who is in prison or who is being kept against their will
- private** when other people cannot see or hear you
- promise** to tell someone you will definitely do something
- punch** to hit someone with your fist
- punish** to do something unpleasant to someone because they have done something bad
- rage** anger
- rags** pieces of old cloth; old torn clothes
- rapidly** quickly
- recognise** to know someone or something because you have seen them before
- refuse** to say you will not do something
- rescue** to save someone from a dangerous situation (verb); help in a dangerous situation (noun)

- rough** not calm, smooth
- rusty** covered in rust
- sailor** someone who sails a ship
- scar** a mark on the skin showing where you have been injured in the past
- scraps** small pieces
- secret** something that is known only to a small number of people
- shade** the area where the light and heat of the sun do not reach
- shadow** the area of darkness that is created when something blocks the light
- shallow** the opposite of deep
- shiver** to shake because you are cold or frightened
- shocked** being very surprised – usually by something unexpected or bad
- shore** the land that is on the edge of the sea
- shovel** a tool used for digging or lifting and moving something such as coal
- shudder** to shake because you are cold or frightened
- sign of relief** to make a loud sound showing you are glad something is over
- single** only one person or thing
- sly** clever at tricking people without them knowing it, not to be trusted
- snoring** breathing noisily while you are asleep
- spare** something you have in addition to other similar things (noun); to prevent someone from experiencing something unpleasant (verb)
- spare your lives** to decide not to kill someone and to allow them to live
- stagger** to walk in an uncontrolled way, as if you are about to fall
- steer** to control the direction a thing moves in
- stick together** to keep together in a group
- stream** a small narrow river
- stretch** to put your arm or leg out straight
- strike** to hit against something
- stumble** to fall, or almost fall, when you are walking or running
- sunset** the time in the evening when the sun goes down below the horizon
- surprised** feeling of surprise because something unexpected has happened
- suspiciously** to act in a way that is unusual and makes you think the person is going to do something wrong
- telescope** a piece of equipment like a tube, which makes distant objects look closer
- tide** the regular movement of the sea towards and away from land
- torch** a piece of wood with a flame at one end that is used as a light
- treasure** a collection of valuable things
- trial** in court, when a judge decides if a person is guilty or not
- trouble** problems, worries or difficulties
- trust** to believe that someone is good, honest or reliable
- vegetables** parts of plants used for food that are not usually sweet
- wade** to walk in shallow water
- weapon** an object that can be used for hurting people, e.g. a sword or gun
- whisper** to speak quietly
- wicked** very bad
- wipe** to clean or dry something with a cloth
- wound** a bad injury to your skin



Name _____ Date _____

Book Title _____ Chapter _____

Word	Meaning

