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

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 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.

The voyage of the Hispaniola (Page 6)

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

Active vocabulary

blind think of other words beginning with ‘bl’, such as blood, blow
cliff note the ‘ff’ at the end
cloak contains the name of a tree ‘hidden’ at the end (oak)
coward there’s a ‘hidden’ animal at the beginning of this word (cow)
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: The pirate ate a date!
sailor other words ending with ‘or’ are: doctor, director, author, actor, tailor
telescope ‘tele’ is Greek for ‘from a distance’ and ‘scope’ comes from the Greek ‘to see’

Passive vocabulary

advice battered blinds
brass compass courage
ditch fainted foreign
galloping haste huddled
scar stagger
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?
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 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?
How many men came galloping down the hill on horseback?

What did Blind Pew do?

What happened to Jim’s mother?

Who was in charge of the customs men?

What did Jim decide to do with the packet he had in his pocket?

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, emerency, stran_e, chan_e. Ask the children to complete each with ‘g’ and read the words they have made.
- Write the word guest 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_m_b_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

Active vocabulary

crew
other words containing ‘ew’ are:
new, stew, jewel

cruel
rhymes with jewel

explore
think of other ‘ex’ words, such as except, exciting

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: An island is land surrounded by water!

secret
the ‘se’ is pronounced ‘see’

treasure
rhymes with measure

whisper
think of other ‘wh’ words, such as whistle, when

wicked
pronounced ‘wi-ked’, with the stress on the first syllable

Passive vocabulary

anchor (verb) business dock

galley gunpowder hire

surprised

Before reading
Notes

1. 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.
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?
Treasure Island

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

Active vocabulary

**attack**

note how two-syllable words containing a double consonant are split: at-tack

**famous**

the noun *fame* 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 empty

**journey**

the ‘our’ is pronounced ‘er’ – we pronounce the word as ‘jerney’

**magical**

the noun *magic* is changed into an adjective by adding the suffix ‘al’

**plenty**

think of other ‘pl’ words, such as pleased, plural, plane

**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

Passive vocabulary

**barrel**

**bow**

**cabin**

**concern**

**crow’s nest**

**deck**

**lookout**

**peak**

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

Active vocabulary
argue other words ending with ‘ue’ are: clue, glue, blue, rescue
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 piece
persuade we pronounce the word as ‘persuade’
refuse contains the ‘hidden’ word use
rescue see argue above
steer think of any other ‘st’ words, such as step, stagger
stream take away the ‘r’ and you are left with something hot (steam)
trouble rhymes with bubble

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 fast did the man run?
3 Why do you think the man stopped running and knelt in front of Jim?
4 Why do you think his voice was ‘creaky like a rusty lock’?
5 How do you know he spent a lot of time in the sun?
6 Why do you think he dreamed about cheese?
7 Why do you think he was crazy?
8 How do you know Ben was frightened of Long John Silver?
9 Why do you think of a man did Jim say Squire Trelawney was?
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 compounds words from the chapter on the board: hillside, shipwreck, sunburn, shotgun, 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_l_l_s_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

Active vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example use</th>
</tr>
</thead>
<tbody>
<tr>
<td>adventure</td>
<td>The ‘ture’ at the end is pronounced ‘cher’ ‘and is a common word ending.</td>
</tr>
<tr>
<td>chimney</td>
<td>Other words ending in ‘ey’ are: money, donkey, valley.</td>
</tr>
<tr>
<td>defeat</td>
<td>The prefix ‘de’ is quite common, as in decide, demand, deduct.</td>
</tr>
<tr>
<td>discuss</td>
<td>Note the ‘ss’ at the end.</td>
</tr>
<tr>
<td>fence</td>
<td>The ‘c’ is a soft ‘c’ and sounds like ‘s’.</td>
</tr>
<tr>
<td>guard</td>
<td>Other words starting with ‘gu’ are: guide, guess, guitar.</td>
</tr>
<tr>
<td>injured</td>
<td>Contains a ‘hidden’ colour (red).</td>
</tr>
<tr>
<td>limp</td>
<td>Change the ‘li’ to ‘ju’ to make another word.</td>
</tr>
<tr>
<td>rough</td>
<td>Rhymes with tough and stuff.</td>
</tr>
<tr>
<td>shocked</td>
<td>The ‘ed’ is pronounced ‘t’ – we pronounce the word as ‘shocked’.</td>
</tr>
</tbody>
</table>

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example use</th>
</tr>
</thead>
<tbody>
<tr>
<td>berries</td>
<td>Buried mood rags rapidly spare your lives trial weapons</td>
</tr>
<tr>
<td>rapidly</td>
<td></td>
</tr>
</tbody>
</table>

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 Smollet 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/sion, 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

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
                       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?
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

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 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?

- Jim kept his promise to Hands. Discuss why it is important always to keep promises we make to other people.
### Chapter 8

**A trap**

**Pages 68 to 75**

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#### Active vocabulary

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

#### Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>instantly</td>
<td>insult</td>
</tr>
<tr>
<td>jumped out of my skin</td>
<td>stick together</td>
</tr>
</tbody>
</table>

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#### 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 screeched 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

Active vocabulary

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

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>figure</td>
<td>glare panting</td>
</tr>
<tr>
<td>single</td>
<td>spare</td>
</tr>
</tbody>
</table>

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

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

Passive vocabulary
duck down entrance got clean away
greeted kneeling load
vegetables

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?

- 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, __tumn, s__cer, l__dry, 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.

- 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).
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:

- **buffeting** — being blown about in very windy weather
- **gale** — weather
- **cling to** — hold on tightly to
- **frolic** — play
- **soar** — 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.

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.

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.)

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 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 sailing ships of the time (like the ship on pages 94 and 95).

**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).

**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.

**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).

**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

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

**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

**scrap** 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

**sigh 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

**snore** 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
# The Wonderful World of Words

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