



Y7 English

Stories from a Desert Island

Hello Y7,

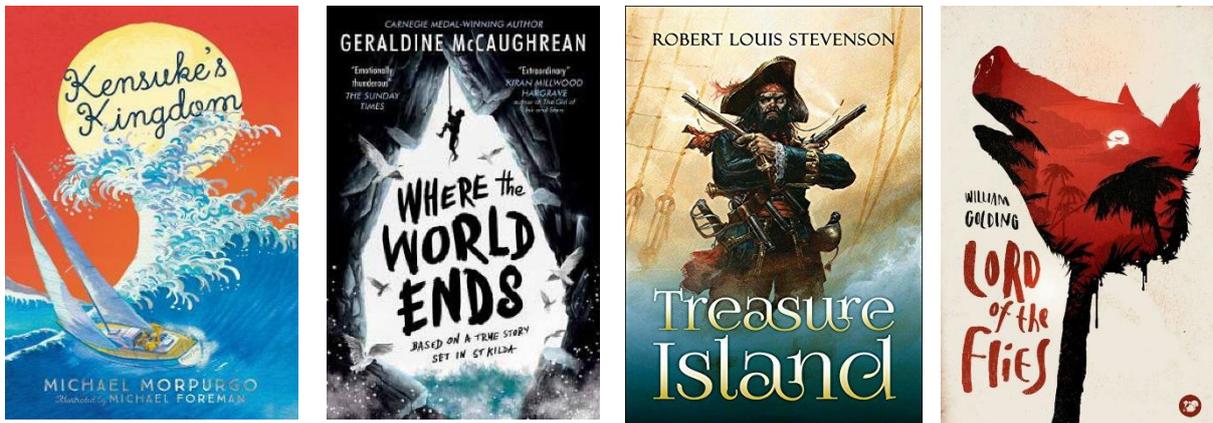
For the final week of this half-term, we are going to be looking at different texts that are set on a desert island.

The Tempest is set on a desert island; however, there are lots of other texts that share this feature, and desert island literature has become almost a genre in itself.

There are **four texts** for you to read and with each text there are different activities for you to complete.

Please complete TASK 1, then read the text and then complete TASKS 2-3.

If you enjoy reading some of these texts, you may want to get hold of one of the stories yourself and read the whole thing. I can really recommend *Where the World Ends* – I read it recently and loved it!



Please try your best with all of these texts- some may be trickier than others but it is important that you are reading a wide range of texts including more challenging reads.

Enjoy and stay safe!

Miss Evans & The English Department

Text 1: Kensuke's Kingdom

TASK 1: Vocabulary find the definitions of these words and then fill in the gaps.

Key Word	Definition
1. elongate (v)	
2. swathes (n)	
3. apprehension (n)	
4. implications (n)	
5. raucous (ad)	
6. bereft (adj)	
7. baleful (adj)	
8. petered (v)	
9. impenetrable (adj)	
10. surreptitious (adj)	

Fill in the missing words using the key words from the table above.

1. The rain was heavy in the morning but then gradually _____ out by the afternoon.
2. Children, when they are excitable, can be quite _____ and make a lot of noise.
3. When doing leg stretches, I try to _____ my calves.
4. The forest was dense and _____ so we had to find another way round.
5. The night before my exam, I was full of _____ as I was worried about the future.
6. Outside of the cities there are vast _____ of uninterrupted countryside.
7. Once my dog had died, who had been my lifelong companion, I felt _____ without him.
8. There are always _____ for everything that you do so it is important that you make decisions carefully.
9. The man made a _____ recording of the interview by holding a machine secretly beneath the table.
10. Feeling sorry for herself, because of her headache, the girl padded around the house making exaggerated _____ looks.

TASK 2: now read the text and answer the **questions**

1. According to Michael, what was the island shaped like?
2. What was there on both sides of the island?
3. Apart from the two peaks, what was the island mostly covered with?
4. How does Michael say that he feels (which he admits is quite strange)?
5. What helps Michael get through those first hours on the island?
6. What does Michael explore first?
7. Why was Michael unable to get any fruit or coconuts from the trees?
8. Why does Stella keep giving Michael baleful looks?
9. When walking around the island, what do Michael and Stella stick to?
10. What does Michael hear which makes him think he is being followed?

TASK 3: Write about **Language**

Read the following quotations from the extract and try to write about the effect that the writer's choice of words have on you the reader. Comment on what you think the words make you think, feel or imagine.

a) '*green jewel of an island*' = here the writer is using a metaphor to describe the island. It suggests that the island is...because...

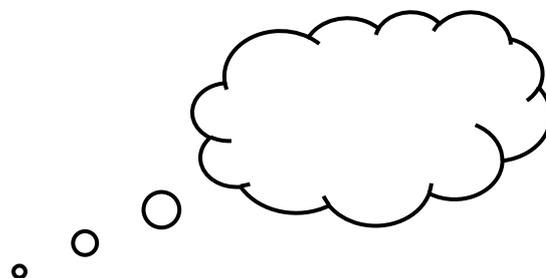
b) '*silken shimmering blue*' = here the writer is using alliterative adjectives to describe the sea. It makes the sea seem...

c) '*like a mountain goat*' = Here the writer uses a simile to describe Michael moving. It makes Michael seem...because...

Challenge: Pick out two more quotations that you think are powerful and write about the effect that they have on the reader.

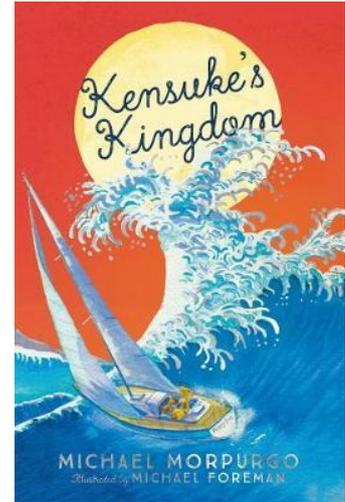
TASK 4: Imagine that you are one of the Gibbons on the island. You have just spotted Michael and Stella and have never seen anything like them before.

Describe your thoughts and feelings.



Text 1: *Kensuke's Kingdom* by Micheal Morpurgo

Michael and his parents set off on the “Peggy Sue” for a trip of a lifetime. However, he and the ship’s dog (Stella) are washed overboard at night and find themselves on an island. At this point in the story, Michael and Stella have just found themselves on the island and begin to explore.



The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other. There was a long swathe of brilliant white beach on both sides of the

5 island, and at the far end another hill, the slopes steeper and more thickly wooded, but not so high as mine. With the exception of these twin peaks the entire island seemed to be covered with forest. So far as I could see there was no sign of any human life. Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I
10 remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue. Strangely, perhaps comforted somehow by the extraordinary beauty of the place, I was not at all down-hearted. On the contrary – I felt strangely elated. I was alive. Stella Artois was alive. We had survived.

15 I sat down in the shadow of a great rock. The gibbons* set up a renewed chorus of howling and hooting in the forest, and a flock of raucous birds clattered up out of the canopy of the trees below us and flew off across the island to settle in the trees on the hillside opposite.

“We’ll be all right,” I told Stella. “Mum and Dad, they’ll come back for us.
20 They’re bound to. They will. They will. Mum’ll get better and they’ll come back. She won’t leave us here. She’ll find us, you’ll see. All we’ve got to do is keep a look out for them – and stay alive. Water, we’ll need water. But so do those monkeys, right? We’ve just got to find it, that’s all. And there must be food too – fruit or nuts, something. Whatever it is that they eat, we’ll eat.”

25 It helped to speak my thoughts out loud to Stella, helped to calm the panic that came over me now in waves. More than anything, it was Stella’s companionship that helped me through those first hours on the island.

It seemed to make sense not to plunge at once into the forest looking for water – to be honest I was too frightened anyway – but rather to explore the
30 shoreline first. I might come across a stream or river flowing out into the sea

and, with a bit of luck, on the way I might well find something I could eat as well.

35 I set off in good spirits, leaping down the scree like a mountain goat. Where monkeys lived, I reasoned, we could live. I kept telling myself that. I soon discovered that the track down through the trees was bereft of all edible vegetation. I did see fruit of sorts, what looked to me like fruit, anyway. There were coconuts up there too, but the trees were all impossible to climb. Some rose a hundred feet, some two hundred feet from the forest floor – I had never seen such giant trees.

40 At least the intertwining canopy did provide welcome relief from the heat of the day. All the same, I was becoming desperately parched now, and so was Stella. She padded alongside me all the way, her tongue hanging. She kept giving me baleful looks whenever our eyes met. There was no comfort I could give her.

45 We found our beach once again and set off round the island, keeping wherever possible to the edge of the forest, to the shade. Still we found no stream. Again, I saw plenty of fruit, but always too high, and the trees were always too smooth, too sheer to climb. I found plenty of coconuts on the ground, but always cracked open and empty inside.

50 When the beach petered out, we had to strike off into the forest itself. Here too I found a narrow track to follow. The forest became impenetrable at this point, dark and menacing. There was no howling anymore, but something infinitely more sinister: the shiver of leaves, the cracking of twigs, sudden surreptitious rustlings, and they were near me, all around me. I knew, I was
55 quite sure now, that eyes were watching us. We were being followed.

Text 2: *Where the World Ends*

Complete TASK 1 before reading the text.

TASK 1: Vocabulary – look up the definitions of these words.

Key Word	Definition
1. ordeal (n)	
2. implacable (adj)	
3. puny (adj)	
4. gripe (v)	
5. glimmer (n)	
6. stout (adj)	

Fill in the missing words in the sentences below using the key words from the table above.

1. The girl saw a _____ of light from the window.
2. Tiny and scrawny, Tommy was seen as being too _____ to join the school's football team.
3. I only had one _____ about my new room and that was that the window was too small.
4. Reaching the top of the mountain in the wind and rain was a horrific _____ and one that I would not like to repeat.
5. Tommy remained _____ despite John's attempts to be friends as Tommy could not forget about what happened.
6. The _____ man was somebody that everybody could rely on and was a pillar of strength for the community.

TASK 2: Now read Text 2 and answer the questions

1. What month is it?
2. How many hours did the boys work for?
3. What were the boys often doing by noon which showed that it was hard work?
4. What is the name of the boy whose father drove the boat from Hirta?
5. What did Mr Cane do on Sundays?
6. What did Mr Don begin to mutter about?
7. What did Mr Farriss want to get back to?
8. What does Quill do in his imagination?
9. Why did the boys not want to be the first to 'gripe'?
10. What two noises kept Quill awake at night?

Task 3: A True Tale of Survival

Where the World Ends is a true story based on a real place Stac an Armin in the Outer Hebrides.

Follow the link below and read about the people that lived on St Kilda. Then answer the questions below



<https://www.andyexplorestheworld.com/destination/st-kilda/st-kilda-scotland-survival-story/>

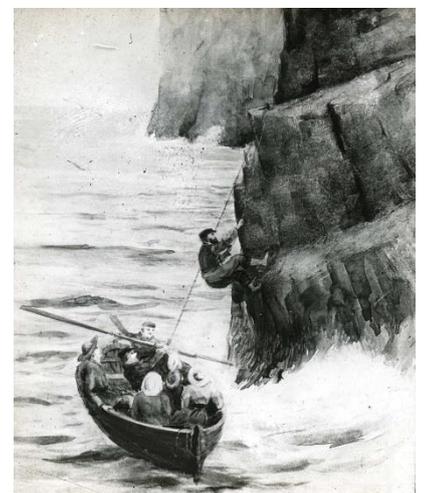
Non-Fiction Reading Questions

1. What ocean is St Kilda surrounded by?
2. In what year did the people of St Kilda leave the island for good?
3. What did St Kildans (the people that lived there) mainly survive on?
4. What type of boats did the people of St Kilda have?
5. In what year did a group of men and boys row out to Stac an Armin when tragedy struck?
6. Why were the group marooned on this island?
7. How long did the group survive on Stac an Armin for?
8. Who manages St Kilda today?

TASK 4: Writing

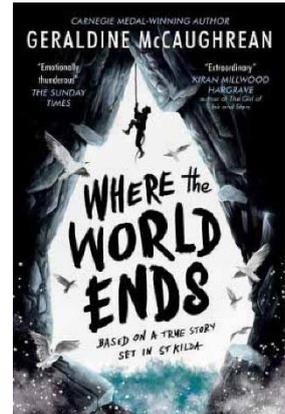
The boys on the island do not know why the boat has not been to collect them. They were supposed to be there for a week, but it was beginning to be months.

Imagine that you are one of the boys and write a diary entry. Write about how you are feeling and why you think the boat has not been to collect you.



Text 2: *Where the World Ends* by Geraldine McCaughrean

Where the World Ends is a novel that is based on a true story about a group of boys and men who get stranded on a small remote sea stac (big rock) in Scotland. The group have come from Hirta St Kilda (an island in the Outer Hebrides) to the sea stac as they do each year to hunt birds. At this point in the story, the boys are wondering why the boat has not been to collect them.



The August dawns sliced their way cleanly through the horizon. The sunsets were feathery and pink. The brief nights were spark-filled with stars.

5 But working from dawn till dusk meant fifteen hours of fowling: climbing, plucking, strangling, netting, lugging, storing, rope-mending, bottling, 'beachcombing' for firewood, egg-gathering, puffin-snaring and the wicking of petrels. By the time the sun was at its highest, boys were falling asleep whenever they sat down- on ledges and clifftops and scree slopes, and
10 would have to be woken, for fear they turned over in their sleep and fell to their deaths- woken, too, to go back to work, gathering, snaring, plucking, storing...

Still, there was satisfaction to be had from the numbers of feather-filled sacks, the bursting cleits. Hard work plucked the hours and minutes out of the days,
15 and the wind just blew them away. Soon they would be home on Hirta.

Three weeks and then a fourth.

The boat would come when it could. Tides and winds would decide. Perhaps Hirta's one and only boat had scraped its hull against rocks or developed a patch of wood rot: some repair was needed. Maybe Callum's father had hurt
20 himself and could not sail it. In that case, surely, Mr Gilmour would come instead, in the supply boat, since it must be time for another delivery of goods? Well, perhaps not. Perhaps there was no mail to deliver. Perhaps 'Parliament' had not ordered any supplies.

Mr Cane marked two more Sundays with prayers and stout advice. Then
25 another. The boys dared not gripe, but the job of work on Warrior Stac began to feel less of an honour and more of an ordeal. Even Mr Don – a stolid, implacable man- began to grunt and mutter to himself that he needed to get back to mending his roof while the weather was good. Mr Farriss wanted to get back to his wife and babies.

30 Quill stopped inventing reasons why Murdina Galloway might have stayed on in Hirta instead of going home: he was never going to see her again now, not ever. So he settled for wording imagined letters to her, dropping a mention

here and thee of the number of gugas he had taken, or being King Gannet, and how much he missed her singing. In his imagination, Mr Farriss did not
35 even have to help with the spelling. In his imagination Murdina wrote back.

A team of boys and men who can work a sea stac for four weeks can work it for longer. Of course they can. No one dies of sleeping on a rock floor. They had plenty of bird to eat, to light their cave and kindle their cooking fires. So what if they were dirtier now than their mothers would have liked? A little dirt
40 helps keep you warm. They wanted to be going- were ready to get back to their dogs and ponies and sisters and (above all) the proper earth-dug toilets behind their house. But no one wanted to be the first to gripe- make himself sound puny. Only the sound of Davie crying softly after the last glimmer of the cooking fire blinked out kept Quill awake a while. That and the drip drip drip
45 of water from the lip of the cave mouth.

Text 3: *Treasure Island*

Complete task 1 before reading the text.

TASK 1: Vocabulary – look up the definitions of the words below

Key Word	Definition
1. plunge (v)	
2. wheeling (v)	
3. peculiar (adj)	
4. stagnant(adj)	
5. plain (adj)	
6. jiffy (n)	
7. heed (n)	

Fill in the missing words to each of the sentences using the words above

1. The _____ water in the pool had been there for a long time and had begun to smell.
2. I was very nervous about asking Sheila for a date but I decided to take the _____ and ask her anyway.
3. It was _____ and obvious to see that the dog was in distress.
4. You must listen to what I say and take _____ or else you will be dismissed.
5. The man said that he would be back in a _____ however he was gone for a very long time.
6. There seemed to be a strange and _____ smell coming from the dustbins.
7. The broken trolley went _____ down the aisle in the wrong direction.

TASK 2: Now read text 3 and answer the questions

1. How many rivers could Jim see on Treasure Island?
2. What things could Jim not see from the ship as they were buried in trees?
3. How far did the ship anchor from the shore?
4. What gets disturbed when the ship plunges its anchor?

5. What is the peculiar smell that Jim smells?
6. How does Jim get onto the island before the rest of the crew?
7. What does Jim begin to feel when Long John Silver calls out to him?
8. What does Jim use to get himself from his boat onto the island?
9. What does Jim do as soon as he lands on the island?
10. How does Jim feel to have given 'the slip' to Long John Silver?

TASK 3: Character Analysis

Read this description of the villain Long John Silver from the book *Treasure Island*

As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham — plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests.

- A) List all of the things that you learn about Long John Silver
- B) Draw a picture of Long John Silver and label it with quotations

TASK 4: Creative Writing

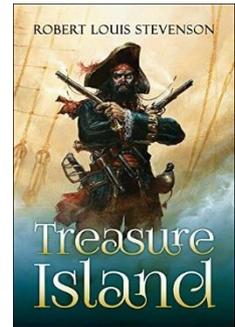
Create your own evil pirate and write a description of them. Think about the following details:

- What do they look like?
- what do they wear?
- do they have a side kick?
- What is their catch phrase?
- How do people view this pirate?
- What is their ship called?



Text 3: *Treasure Island* by Robert Louis Stevenson

In the story *Treasure Island*, a young boy called Jim by chance gets hold of a pirate's treasure map for Treasure island. The young boy sets off with two others in search of the treasure. The group hire a ship called The Hispaniola however during their journey, their ships gets infiltrated by pirates (including an evil pirate Long John Silver) and Jim realises that they are all in danger. In this part of the story, the ship has just arrived at Treasure Island and Jim escapes off the ship by himself and begins to explore the island alone.



The place was entirely land-locked, buried in woods, the trees coming right down to high-water mark, the shores mostly flat, and the hilltops standing round at a distance in a sort of amphitheatre, one here, one there. Two little rivers, or rather two swamps, emptied out into this pond, as you might call it; and the foliage round that part of the shore had a kind of poisonous
5 brightness. From the ship we could see nothing of the house or stockade, for they were quite buried among trees; and if it had not been for the chart on the companion, we might have been the first that had ever anchored there since the island arose out of the seas. We brought up just where the anchor
10 was in the chart, about a third of a mile from each shore, the mainland on one side and Skeleton Island on the other. The bottom was clean sand. The plunge of our anchor sent up clouds of birds wheeling and crying over the woods, but in less than a minute they were down again and all was once more silent.

15 There was not a breath of air moving, nor a sound but that of the surf booming half a mile away along the beaches and against the rocks outside. A peculiar stagnant smell hung over the anchorage--a smell of sodden leaves and rotting tree trunks. I observed the doctor sniffing and sniffing, like someone tasting a bad egg. . . .

20 Then it was that there came into my head the first of the mad notions that contributed so much to save our lives. If six men were left by Silver, it was plain our party could not take and fight the ship; and since only six were left, it was equally plain that the cabin party had no present need of my assistance. It occurred to me at once to go ashore. In a jiffy I had slipped over the side
25 and curled up in the fore-sheets of the nearest boat, and almost at the same moment she shoved off. No one took notice of me, only the bow oar saying, "Is that you, Jim? Keep your head down." But Silver, from the other boat, looked sharply over and called out to know if that were me; and from that moment I began to regret what I had done. The crews raced for the beach,
30 but the boat I was in, having some start and being at once the lighter and the better manned, shot far ahead of her consort, and the bow had struck among the shore-side trees and I had caught a branch and swung myself out and plunged into the nearest thicket while Silver and the rest were still a

35 hundred yards behind. "Jim, Jim!" I heard him shouting. But you may suppose I paid no heed; jumping, ducking, and breaking through, I ran straight before my nose till I could run no longer. I WAS so pleased at having given the slip to Long John that I began to enjoy myself and look around me with some interest on the strange land that I was in.

Text 4: Lord of the Flies

Complete task 1 before reading the text.

TASK 1: Vocabulary- look up the definitions of the words below and write them in the box.

Key Word	Definition
1. discarded (v)	
2. uninhabited (adj)	
3. fluently (adv)	
4. hindering (v)	
5. gaped (v)	

Using the words from the table, fill in the missing words in the sentences below.

1. The small children had never seen anything like this before and _____ at the rare, unusual creature.
2. You should stop _____ you education by doing your homework.
3. The man wanted to return the faulty item but he had _____ with the receipt as soon as he had bought it.
4. The Spanish teacher could speak Spanish _____.
5. Having been abandoned many years ago, the island was now completely _____.

TASK 2: Now read text 4 and answer the following questions

1. What is the platform like by the time Ralph stops blowing on the conch?
2. What had the choir done for the second meeting?
3. What does Ralph sit on?
4. What does Ralph tell the group of boys about the island? Line 17
5. What does Jack say that they need? Line 21
6. What does a person have to be holding if they want to speak during a meeting?
7. What does Jack want to kill 'next time'? line 28
8. What does Piggy accuse Jack of? Line 58
9. Who knows where the boys are? Line 66
10. What is the final thing that Ralph tell the boys in the meeting?

TASK 3: Character Study

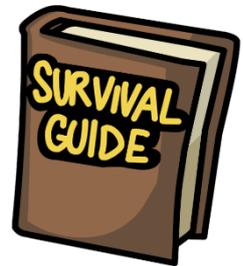
There are three main characters in this story: Ralph, Jack and Piggy. Using what you can from the extract, write as much as you learn about them and what impressions you get of them.

Ralph	Jack	Piggy
- He is holding a meeting = he is leader/in charge	- He wants to hunt for pigs 'you need an army- for hunting' = maybe he is violent	

TASK 4: Survival

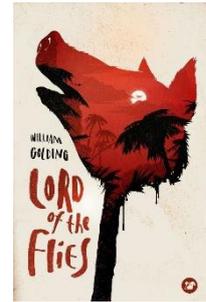
In the story Lord of the Flies, a group of school boys have to fend for themselves on a deserted island until they are rescued. There are no adults so they have to come up with rules and a plan to survive for themselves.

Imagine that you and a group of friends are stranded with no adults. **Write a list of rules** that you would have. Then **write a survival plan**- what things would you do to ensure that you survived.



Text 4: Lord of the Flies by William Golding

In this story, a group of schoolboys have been in a plane crash and have found themselves on a desert island. There are no adults and the boys must look after themselves. Ralph has been elected as the leader and he must try and organise the group of boys so that they survive.



By the time Ralph finished blowing the conch the platform was crowded. There were differences between this meeting and the one held in the morning. The afternoon sun slanted in from the other side of the platform and most of the children, feeling too late the smart of sunburn, had put their clothes on. The choir, noticeably less of a group, had discarded their cloaks.

Ralph sat on a fallen trunk, his left side to the sun. On his right were most of the choir; on his left the larger boys who had not known each other before the evacuation; before him small children squatted in the grass.

Silence now. Ralph lifted the cream and pink shell to his knees and a sudden breeze scattered light over the platform. He was uncertain whether to stand up or remain sitting. He looked sideways to his left, toward the bathing pool. Piggy was sitting near but giving no help.

Ralph cleared his throat.

"Well then."

All at once he found he could talk fluently and explain what he had to say. He passed a hand through his fair hair and spoke.

"We're on an island. We've been on the mountain top and seen water all round. We saw no houses, no smoke, no footprints, no boats, no people. We're on an uninhabited island with no other people on it."

Jack broke in.

"All the same you need an army—for hunting. Hunting pigs—"

"Yes. There are pigs on the island."

All three of them tried to convey the sense of the pink live thing struggling in the creepers.

"We saw—"

"Squealing—"

"It broke away—"

"Before I could kill it—but—next time!"

Jack slammed his knife into a trunk and looked round challengingly.

30 The meeting settled down again.

"So you see," said Ralph, "we need hunters to get us meat. And another thing."

He lifted the shell on his knees and looked round the sun-slashed faces.

"There aren't any grownups. We shall have to look after ourselves."

35 The meeting hummed and was silent.

"And another thing. We can't have everybody talking at once. We'll have to have 'Hands up' like at school."

He held the conch before his face and glanced round the mouth.

"Then I'll give him the conch."

40 "Conch?"

"That's what this shell's called. I'll give the conch to the next person to speak. He can hold it when he's speaking."

"But—"

"Look—"

45 "And he won't be interrupted. Except by me."

Jack was on his feet.

"We'll have rules!" he cried excitedly. "Lots of rules! Then when anyone breaks 'em—"

"Whee-oh!"

50 "Wacco!"

"Bong!"

"Doink!"

Ralph felt the conch lifted from his lap. Then Piggy was standing cradling the great cream shell and the shouting died down. Jack, left on his feet, looked
55 uncertainly at Ralph who smiled and patted the log. Jack sat down. Piggy took off his glasses and blinked at the assembly while he wiped them on his shirt.

"You're hindering Ralph. You're not letting him get to the most important thing."

60 He paused effectively.

"Who knows we're here? Eh?"

"They knew at the airport."

"The man with a trumpet- thing—"

"My dad."

65 Piggy put on his glasses.

“Nobody knows where we are,” said Piggy. He was paler than before and breathless. “Perhaps they knew where we was going to; and perhaps not. But they don’t know where we are ‘cos we never got there.” He gaped at them for a moment, then swayed and sat down. Ralph took the conch from his hands.

70 “That’s what I was going to say,” he went on, “when you all, all...” He gazed at their intent faces. “The plane was shot down in flames. Nobody knows where we are. We may be here a long time.”

The silence was so complete that they could hear the fetch and miss of Piggy’s breathing. The sun slanted in and lay golden over half the platform. The breezes that on the lagoon had chased their tails like kittens were finding their way across the platform and into the forest. Ralph pushed back the tangle of fair hair that hung on his forehead.

75 “So we may be here a long time.”

80 Nobody said anything.

Answers

Text 1 – *Kensuke's Kingdom*

TASK 1

1. petered
2. raucous
3. elongate
4. impenetrable
5. apprehension
6. swathes
7. bereft
8. implications
9. surreptitious
10. baleful

TASK 2

1. An elongated peanut
2. White beaches
3. Forest
4. Elated
5. Stella
6. Shoreline
7. Couldn't climb them because they were too tall
8. Thirsty/parched
9. Edge of the forest
10. Shiver of leaves/cracking of twigs/ sudden rustling

Text 2 – *Where the World Ends*

TASK 1

1. Glimmer
2. Puny
3. Gripe
4. ordeal
5. Implacable
6. Stout

TASK 2

1. August
2. 15
3. Falling asleep whenever they sat down
4. Callum
5. Said prayers and gave stout advice
6. Needed to get back to mend his roof
7. Wife and babies
8. Wrote letters to Murdina
9. Didn't want to sound puny
10. Sound of Davie crying and the dripping of water from the cave

Text 3- *Treasure Island*

TASK 1

1. Stagnant
2. Plunge
3. Plain
4. Heed
5. jiffy
6. Peculiar
7. Wheeling

TASK 2

1. Two rivers
2. The house or the stockade
3. Third of a mile
4. Clouds and birds
5. Sodden leaves and rotten tree trunks
6. Escapes the main ship and rows a smaller boat
7. Regret
8. Tree branch
9. Starts running
10. Pleased

Text 4 *Lord of the Flies*

TASK 1

1. Gaped
2. Hindered
3. Discarded
4. fluently
5. Abandoned

TASK 2

- 1) Crowded
- 2) Discarded their cloaks
- 3) A fallen tree trunk
- 4) Nothing there
- 5) An army for hunting pigs
- 6) The conch (shell)
- 7) Pigs
- 8) Hindering Ralph
- 9) Nobody
- 10) They may be there for a long time