



Robinson Crusoe, written by Daniel Defoe, was first published in 1719. It is the story of a young man who goes to sea and is shipwrecked. This extract is about his time in the water and how he reached the shore of an island.

Nothing can describe my **confusion** when I sunk into the water. Although I swam very well, I found it difficult to get my head above water to breathe. A huge wave carried me forward and as it **retreated**, I found myself on dry land.

As I lay there, I could still taste the salty water I had swallowed. Before I could get up, another huge wave crashed over me. The water carried me further up the shore. I held my breath and began to swim forward.

Suddenly, I felt myself rising up. My head and hands shot out above the surface of the water and I took a deep breath.

But the waves were **not finished with me yet**. Again I was covered with water and carried forward, but not for so long this time. I felt ground beneath my feet. I stood still for a few moments to recover my breath and then **took to my heels** and, with what strength I had left, made for the shore.

I could not, however, run faster than the next wave which came after me. I was lifted up by the sea again, and this time the wave carried me at great speed towards a piece of rock.



The rock that nearly injured me was to be my **salvation**. I held on to it as the next wave crashed over me. When the wave retreated, I ran for the shore.

Nearer the shore, the next wave went over me but did not swallow me up. I ran again and this time, reached the bottom of the cliffs. With my remaining strength, I **clambered** up the cliffs and collapsed on the grass at the top.

At last, I was free from danger and out of the reach of the wild waves.

Adapted from *Robinson Crusoe* by Daniel Defoe



Word Check

Use a dictionary to help you.



A Find each word in the extract. Choose the correct meaning.

- | | | |
|-------------|---------------------------|---------------------------|
| 1 confusion | a muddled thinking | b clear thinking |
| 2 retreated | a went forward | b went back |
| 3 salvation | a greatest danger | b the thing that saved me |
| 4 clambered | a climbed with difficulty | b climbed with ease |

B Find these phrases in the extract.. Discuss what they mean.

- | | |
|----------------------------|--------------------|
| 1 not finished with me yet | 2 took to my heels |
|----------------------------|--------------------|

Comprehension

A Write **true** or **false** for each of these statements.

- 1 Robinson Crusoe could not swim.
- 2 He did not swallow any water.
- 3 The waves carried him towards a rock.
- 4 He clutched the rock to avoid being carried out to sea.
- 5 The waves nearer the shore were bigger than those farther out.
- 6 He did not make it to land.

B Write **sentences** to answer each question.

- 1 Why do you think Robinson Crusoe found it difficult to get his 'head above water'?
- 2 What do you think the writer means when he says 'But the waves were not finished with me yet'?
- 3 Explain in your own words why the rock was his 'salvation'.
- 4 How do you think he felt when 'he was free from danger and out of reach of the wild waves'?



- C**
- 1 Who is telling the story?
 - 2 Write a summary in the **third person** of what happened to Robinson Crusoe in the extract.

Vocabulary

Idioms

Idioms are short phrases that usually mean something different from what you might expect. For example:

Nearer the shore, the next wave went over me but did not **swallow me up**.

In this case, the idiom 'swallow me up' means *surround me, engulf me or submerge me*.

A Copy both lists below and draw a line to match each **idiom** to its meaning.

- | | |
|----------------------------------|---------------------------|
| 1 over the moon | wise for his or her age |
| 2 call it a day | cause great amusement |
| 3 bring the house down | delighted |
| 4 an old head on young shoulders | stop working on something |

B Copy and complete each of these **idioms** using words from the word box.

moon cake forward head trumpet glasses

- 1 hit the nail on the _____.
- 2 put your best foot _____.
- 3 once in a blue _____.
- 4 blow your own _____.
- 5 see things through rose-coloured _____.
- 6 it was a piece of _____.

C Write a few words explaining what you think each idiom in **Activity B** means.



Punctuation

Punctuation round-up

These are the **punctuation marks** that have been covered so far.

- full stop (.) at the end of a statement
- question mark (?) at the end of a question
- exclamation mark (!) at the end of an exclamation
- apostrophe (') shows where a letter or letters have been left out
shows who owns something
- comma (,) separates items in a list
makes big numbers easier to read
after adverb clauses
before and after extra information
- dash (—) and brackets () before and after extra information
- speech marks (“ ”) in direct speech to show which words are spoken

A Copy and **punctuate** these sentences.

- 1 Robinson Crusoe was shipwrecked
- 2 What happened to the ship
- 3 It was terrifying
- 4 He was tired wet and frightened

B Copy and **punctuate** these sentences.

- 1 Hed swallowed a lot of water
- 2 The rocks edges were sharp
- 3 He couldnt get to the shore
- 4 Its a very exciting story

C Copy and **punctuate** these sentences.

- 1 Robinson Crusoe written in 1719 is by Daniel Defoe
- 2 Have you read Robinson Crusoe he asked
- 3 Ive read a few chapters she said but Ive not finished it yet
- 4 You should finish it he replied Its very good



Spelling

ild and ind words

Words that have the spelling pattern **ild** and **ind** often have a long vowel sound. For example:

Nothing can describe the confused state of my **mind** when I sunk into the water ... At last, I was free from danger and out of the reach of the **wild** waves.

A Copy and complete these sentences with a word from the word box.

kind	unwind	child	behind
mild	remind	find	wild

- 1 Sam's mum had to _____ him to finish his homework.
- 2 Deon loved looking at the _____ flowers.
- 3 Mahmoud and Kai couldn't _____ their way back.
- 4 Meena hid _____ the door.
- 5 It was really _____ of you to help me.

B Copy and complete the words by adding **ild** or **ind** in the gaps.

- | | | |
|-------------|------------|------------|
| 1 beh_____ | 2 unk_____ | 3 k_____er |
| 4 w_____est | 5 f_____ | 6 unw_____ |
| 7 ch_____ | 8 m_____ly | 9 rem_____ |

C Write the word in each group that has a different i sound.

- | | | | |
|------------|--------|--------|------------|
| 1 child | mild | build | wild |
| 2 remind | find | rind | individual |
| 3 kind | behind | indeed | mind |
| 4 children | kinder | wilder | reminder |



Grammar

Improving writing

We need to look very carefully at what we write to see if we can **improve** it. Read this paragraph.

I went down to the sea early that morning. I looked at the water. I noticed a boat coming towards the shore. I watched as it came closer and closer. I could see someone on the boat.

We can improve this paragraph by:

- changing the order of words to avoid starting every sentence with the word **I**

Early that morning, I went down to the sea. I looked at the water. I noticed a boat coming towards the shore. **As I watched**, it came closer and closer. I could see someone on the boat.

- using conjunctions to make shorter sentences into longer and more interesting sentences.

Early that morning, I went down to the sea. I looked at the ships **and** noticed a boat coming towards the shore. As I watched, it came closer and closer **until** I could see someone on the boat.

- A** Copy and improve this paragraph by **changing the order of the words**.

I like to watch the waves when I go to the seaside. I enjoy swimming although I'm not very good at it. I always feel tired after I swim!

- B** Copy and improve this paragraph by **using conjunctions**.

I saw a spider in the bath. I called my Mum. I asked her to catch the spider. I said she should put it outside.

- C** Rewrite this paragraph, improving it by **changing the order of the words** and **using conjunctions**.

I went swimming yesterday. I had been given goggles for my birthday. I wanted to try them out. I knew that the swimming pool opened at 10 o'clock. I was the first one there. I had a great swim. I really enjoyed myself.

Writing

Writing in the first person

An **autobiography** is the **facts** of a person's life written by himself or herself.

Autobiographies are written in the **first person** and they are **non-fiction** because they tell the truth about real-life events.

When an author writes a **story** in the **first person**, they are writing as if they are a character in that story. They are writing as if the story happened to them.

Daniel Defoe tells the story of *Robinson Crusoe* in the **first person** – as if he is Robinson Crusoe and the events of the story are happening to him.

I lay there, **I** could still taste the salty water **I** had swallowed.

- 1 Imagine you are in the same situation as Robinson Crusoe.

You have been washed up on a desert island.

Write about what the island is like and what you do. Remember:

- write in the first person
- describe what you see
- describe what you hear
- describe how you feel
- describe what you do
- think of interesting ways to begin your sentences – don't start every sentence with I.





Vocabulary

Idioms

Idioms are short phrases that usually mean something different from what you might expect.

Remember, **abstract nouns** are the names of qualities, feelings or times that you can't see or touch (for example: **bravery**, **happiness**).

- A** For each of the **idioms** below, find the abstract noun in the box that is closest to its meaning. Use a dictionary to check the meanings of any of the words in the box that are unfamiliar to you.

insincerity	cowardice	boastfulness	certainty
excellence	selfishness	indecision	alertness



- 1 in the bag _____ 2 blowing one's own trumpet _____
3 second to none _____ 4 feathering one's own nest _____

- B** Use two idioms from **Activity A** in sentences of your own.

- 1 _____
2 _____

Punctuation

Punctuation round-up

These are the **punctuation marks** that have been covered so far.

full stop .	question mark ?	exclamation mark !
comma ,	apostrophe '	speech marks " "
dashes –	brackets ()	

- A** **Punctuate** these sentences.

- 1 What are you reading Salma asked
2 Its a story *Robinson Crusoe* by Daniel Defoe replied Farah
3 Whats it like Salma asked
4 Its amazing said Farah Its about a man who was shipwrecked

Spelling

ild and ind words

Words that have the spelling pattern **ild** and **ind** often have a long vowel sound.

Nothing can describe the confused state of my **mind** when I sunk into the water ... At last, I was free from danger and out of the reach of the **wild** waves.

- A** Add **ild** or **ind** in the gaps to make a word.

Then write three sentences using three words you have written.

- | | | |
|-------------|------------|-------------|
| 1 unw _____ | 2 m _____ | 3 unk _____ |
| 4 beh _____ | 5 w _____ | 6 f _____ |
| 7 rem _____ | 8 ch _____ | 9 w _____ |
| 1 _____ | | |
| 2 _____ | | |
| 3 _____ | | |

- B** Circle the word in each group that has a different i sound

- | | | | | |
|----------|--------|-------|--------|--------|
| 1 kind | grind | print | blind | mind |
| 2 remind | unkind | kind | behind | hint |
| 3 child | twin | wild | mild | wilder |

Remember, **prefixes** and **suffixes** are added to root words.



- C** Write the root word found in each of these words.

- | | |
|------------------|------------------|
| 1 rewind _____ | 2 minder _____ |
| 3 grinding _____ | 4 reminded _____ |
| 5 childish _____ | 6 finding _____ |
| 7 unkindly _____ | 8 mildness _____ |



Grammar

Improving writing

We can **improve** our writing by:

- **changing the order of words** in sentences to avoid repetition.
I went down to the sea early that morning. I looked at the water.
Early that morning, I went down to the sea. I looked at the water.
- using **conjunctions**
I looked at the water. I noticed a boat coming towards the shore.
I looked at the ships **and** noticed a boat coming towards the shore.

A Improve each pair of sentences by **changing the word order** so both sentences do not begin with **I**.

- 1 I finished my book late last night. I really enjoyed it.

- 2 I will get another book when I go to the library. I would like another adventure story.

B Join each pair of sentences with a **conjunction**.

- 1 I am doing my reading homework. I am going to the cinema.

- 2 I would like to be Robinson Crusoe. I would like to live on a desert island.

C Copy and **improve** these sentences.

I have to write an adventure story this weekend. I have been trying to think about what to write. I haven't come up with any ideas!

Writing

Writing in the first person

Imagine you have been washed up on a desert island.
Write about what the island is like and what you do.

- 1 What can you **see** on the desert island? Use interesting **adjectives** to describe:

- the beach _____
- the cliffs _____
- the trees _____
- anything else? _____

- 2 What can you **hear** on the desert island? Use interesting **adjectives** to describe the sound of:

- the waves _____
- the birds _____
- anything else? _____



- 3 How do you feel on the desert island? Are you tired, frightened, relieved, interested? Any other ideas?

- 4 What do you do on the desert island? Do you explore, build a shelter, look for food? Any other ideas?





Pupil Book Answers

Word Check

A

- 1

confusion
- 2

retreated
- 3

salvation
- 4

clambered
- a

muddled thinking
- b

went back
- b

the thing that saved me
- a

climbed with difficulty

B

- 1

not finished with me yet: not over yet
- 2

took to my heels: ran as fast as I could

Comprehension

A

- 1

false
- 2

false
- 3

true
- 4

true
- 5

false
- 6

false

B

- 1

Answers that suggest he sank under the water and the waves kept crashing over him.
- 2

Answers that suggest that there were more waves to come.
- 3

Answers that suggest that holding on to the rock stopped him being swept away by the waves.
- 4

Individual answers that suggest he felt thankful/relieved.

C

- 1

Robinson Crusoe is telling the story.
- 2

Example answer:
Robinson Crusoe's ship was wrecked and he found himself in the water. He was a good swimmer but he was confused and found it difficult to breathe. The waves carried him forwards. Just as he thought he was safe, another wave came and carried him back out to sea. He tried to outrun the waves but one carried him towards a rock. He clung to the rock and then made a dash for the shore. He reached the cliffs, climbed up and was safe.

Vocabulary

A

- 1

over the moon – delighted
- 2

call it a day – stop working on something
- 3

bring the house down – cause great amusement
- 4

an old head on young shoulders – wise for his or her age

B

- 1

hit the nail on the **head**
- 2

put your best foot **forward**
- 3

once in a blue **moon**
- 4

blow your own **trumpet**
- 5

see things through rose-coloured **glasses**
- 6

it was a piece of **cake**

C

- 1

hit the nail on the head: to be right about something
- 2

put your best foot forward: to do something as well as you can
- 3

once in a blue moon: hardly ever happens/happens very infrequently
- 4

blow your own trumpet: to tell others how good you are
- 5

see things through rose-coloured glasses: seeing things in a positive way, often thinking they are better than they actually are
- 6

it was a piece of cake: it was very easy

Punctuation

A

- 1

Robinson Crusoe was shipwrecked.
- 2

What happened to the ship?
- 3

It was terrifying!
- 4

He was tired, wet and frightened.

B

- 1

He'd swallowed a lot of water!
- 2

The rock's edges were sharp.
- 3

He couldn't get to the shore.
- 4

It's a very exciting story.

C

- 1

Robinson Crusoe – written in 1719 – is by Daniel Defoe. [Commas or brackets could also be used.]
- 2

“Have you read Robinson Crusoe?” he asked.
- 3

“I’ve read a few chapters.” she said, “but I’ve not finished it yet.”
- 4

“You should finish it,” he replied. “It’s very good.”

Spelling

A

- 1

Sam’s mum had to **remind** him to finish his homework.
- 2

Deon loved looking at the **wild** flowers.
- 3

Mahmoud and Kai couldn’t **find** their way back.
- 4

Meena hid **behind** the door.
- 5

It was really **kind** of you to help me.

B

- 1

behind
- 2

unkind
- 3

kinder
- 4

wildest
- 5

find
- 6

unwind
- 7

child
- 8

mildly
- 9

remind

C

- 1

build
- 2

individual
- 3

indeed
- 4

children

Grammar

A

Example answer:
When I go to the seaside, I like to watch the waves. Although I enjoy swimming, I’m not very good at it. After I swim, I always feel tired!

B

Example answer:
I saw a spider in the bath so I called my Mum and asked her to catch the spider. I said she should put it outside.

C

Example answer:
Yesterday, I went swimming. I had been given goggles for my birthday and I wanted to try them out. I knew that the swimming pool opened at ten o'clock so I was the first one there. I had a great swim and I really enjoyed myself.

Workbook Answers

Vocabulary

A

- 1

certainty
- 2

boastfulness
- 3

excellence
- 4

selfishness

B

Example answers:
1 Our school swimming team is **second to none**.
2 The prize for the best science project is **in the bag**.

Punctuation

A

- 1

“What are you reading?” Salma asked.
- 2

“It’s a story – *Robinson Crusoe* – by Daniel Defoe,” replied Farah. [Commas or hyphens could also be used.]
- 3

“What’s it like?” Salma asked.
- 4

“It’s amazing!” said Farah. “It’s about a man who was shipwrecked.”

Spelling

A

- 1

unwind
- 2

mind/mild
- 3

unkind
- 4

behind
- 5

wind/wild
- 6

find
- 7

remind
- 8

child
- 9

wind/wild

Example answers:
1 My teacher wrote the spelling rules on the board to **remind** the class.
2 The sun stayed hidden **behind** the clouds all day.
3 My teacher didn’t **mind** that I forgot to bring my library book today.

B

- 1

print
- 2

hint
- 3

twin

C

- 1

wind
- 2

mind
- 3

grind
- 4

mind
- 5

child
- 6

find
- 7

kind
- 8

mild

Grammar

A

- 1

Late last night, I finished my book. I really enjoyed it.
- 2

When I go to the library, I will get another book. I would like another adventure story.

B

- 1

I am doing my reading homework **then** I am going to the cinema.
- 2

I would like to be Robinson Crusoe **because** I would like to live on a desert island.

C

Example answer:
This weekend, I have to write an adventure story. I have been trying to think about what to write but I haven’t come up with any ideas!