

Light On Lit

Poems

1 *The Day the Bulldozers Came* by David Orme

*The day the bulldozers came
Rooks were building
Crazy egg baskets in the oaks;
Green flies sizzled by the pond
And a cold-eyed toad
Waited for them.*



1st Stanza

On that fateful day the bulldozers came, nature and life were busy with their daily lives – rooks were building nests on oak trees, green flies could be seen by the pond and a toad stood still biding time to make a meal out of the flies.

*The day the bulldozers came
Squirrels were scattering
Up tree trunks,
And leapt from branches
That were hardly there.*



2nd Stanza

The onslaught of the bulldozers to their homes caused the squirrels to panic. They scampered up the tree trunks and leapt from branches which were scarcely found.

*The fox
Stirred in his sleep
As the ground trembled.
'Ha ha!' he thought,
'I'm quite safe,
Deep down in the Earth,
No one can get me here.'
Then the bulldozer came.*



3rd Stanza

The vibration from the bulldozers on the ground caused the fox to awaken. It thought amusedly that it was safe for it was deep down in its hole. However, the bulldozers came and dug away its home.



Elements of the Poem

About the Poem

This poem describes what development and modernization is doing to the forest. Trees are felled, animal and plant life cycles are disrupted and habitats cease to exist. It shows the stark truth of what future earth would be like without forests.

Structure, Style and Language

There are 3 stanzas but each stanza is different in length. The style is free and there is no definite rhyme scheme. The language is simple, almost narrative-like.

THE DAY THE BULLDOZERS CAME

About the Poet

David Orme was born in 1948. He lives in Winchester, Hampshire, England. He is an English writer and poet. His works include poetry collections, fiction and non-fiction books and anthologies. He has published over 300 works.

Setting

Place - The poem is set in a forested area where oak trees grow and animals like squirrels and foxes are able to run freely. Oak trees are found mostly in the Northern Hemisphere.

Time - This poem is set in modern times as bulldozers are modern inventions used to clear forests or land for development.

Themes

- Change and development is unavoidable – No one can stop the change. However, we should take pains to ensure that the environment and nature are preserved and conserved in the process.
- Man's ignorance – The poet shows how man is intent on reaping profits through development without caring for the environment.
- Man Vs Nature – Man with the help of modern devices are able to destroy nature in a single blow. Animals and plants are seen as the weaker ones as they have no voice to speak up and defend themselves.

Literary Devices

- Repetition – 'The day the bulldozers came' as if to warn the readers of the destruction that is to come.
- Imagery – The writer uses imagery to bring the poem to life. For example 'the bulldozers came' and 'Squirrels were scattering up tree trunks'.
- Personification – Giving human qualities to non-human entities such as the fox ('Ha ha!' he thought)
- Onomatopoeia – 'green flies sizzled'



POEM 1

Online Quick Quiz 12

Point of View

The third person is used here as the poet is all-knowing down to what the fox is thinking.

Moral Values/Lessons

- Defend nature – As plants and animals have no voice, we should stand up for them and protect their habitat and lives.
- Respect for life – The poem shows animals living peacefully and going about their daily lives. When the bulldozers came, these animals have to scatter or are killed.
- Learn to live in harmony – Even though change has to take place, we should always find ways to ensure that all parties are protected.

WHO KILLED COCK ROBIN?

Who killed cock robin?
I, said the worm,
I did him great harm.
He died on the branch of a withered tree
From the acid soil that poisoned me.



In Stanza 1, the worm declared that it had killed cock robin. The worm explained that it ate the soil which contained acid, thus transferring the poison to cock robin when the bird ate the worm and died on the branch of a dead tree.

Who killed the heron?
I, mouthed the fish,
With my tainted flesh
I killed tern, duck and drake,
All the birds of the lake.



In the 2nd stanza, the fish took blame over the death of the heron and all of the birds of the lake. The word 'tainted' showed us that the fish was poisoned and this poison caused the death of the birds in the lake when they ate the flesh of the fish.

Who killed the lake?
I, boasted Industry,
I poisoned with mercury
Fish, plant and weed
To pamper mens' greed.



In Stanza 3, Industry claimed responsibility over the death of the lake occupants. It explained that it contaminated the fish, weeds and plants in the lake with mercury. It justified its act by explaining that the reason was to satisfy men's greed.

Who killed the flowers?
I, moaned the wind,
I prowl unconfined,
Blowing acid rain
Over field, flood and fen.



The 4th stanza revealed that the wind was responsible for the death of the flowers. It scattered acid rain over the field, flood and fen as it blew causing their demise.

Who killed the forest?
I ensured that it died,
Said sulphur dioxide.
And all life within it,
from earthworm to linnet.



The final stanza put forward the question 'Who killed the forest?' Sulphur dioxide claimed responsibility. It also said that it killed everything in the forest. Sulphur dioxide is a gas produced by the industry and from fossil burning. Released into the air, it dissolves to form acid rain which is harmful to plants, animals and the environment.



About the Poem

The poem is about how the environment suffers from pollution because of man's actions. The poem puts forward a series of questions and these are answered by parties who are indirectly involved in environmental destruction. However, it is clear to see that the starting point of the senseless deaths of animals and plants are humans. The poem foreshadows that if nothing is done to stop pollution, earth will soon suffocate and all lives in it will perish.

Persona

Raymond Wilson Chambers was born in 1874. He was a British literary scholar, academic and author. He received his education at University College London and served in World War 1 with the Red Cross in France and Belgium. He wrote on a numerous subjects relating to English Literature, history and culture. He died in 1942.

Moral Values / Lessons

- Love and care – The poem illustrates how the environment is rapidly deteriorating. Therefore, we should learn to love and care for nature.
- Responsibility – Each of us should be responsible towards nature and protect it from harm.
- Respect – We should respect the beautiful and useful plants, animals and the environment given by God.

POISONED TALK

Major Themes

- Man's greed – In the bid to gain profits, man ignores the destruction he causes to the environment.
- Taking responsibility for our actions – We are to blame for earth's destruction and we need to take measures to stop before nothing is left.
- The effects of development to nature and the environment – Pollution caused by industries destroys nature to the extent of causing some living things to be on the brink of extinction.
- The lethal effects of pollution on nature – The environment and life forms suffer from poisoned air, water and earth.

Literary Devices

- Repetition of 'Who killed...?' and 'I' to draw attention to the seriousness of the message in the poem.
- Personification – Human qualities are given to the creatures and elements. Some examples: Industry 'boasted' and the wind 'prowled'
- Alliteration – 'duck and drake', 'flood and fen'.

Structure, Style and Language

There are five stanzas, each has five lines. The rhyme scheme is abbcc. Each stanza begins with a question.

Point of View

- Third person as the poet knows everything that is happening.

Mood and Tone

- Mood - dark and sombre. The picture of death and killings depict an almost violent like atmosphere.
- Tone - serious as the poem focuses on destruction of the environment by man.

NOVELS

THE ELEPHANT MAN by Tim Vacary

Setting

- Time - Late 19th century (This is stated in the first scene. The year is 1884.)
- Place - London, England
- Specific places
 1. A shop near London Hospital - Where Dr. Treves first saw John Merrick (pg. 2)
 2. London Hospital - Where Dr. Treves examines Merrick and where Merrick stayed for a while. (pg. 12, 18)
 3. The theatre - Where Merrick experienced his first Christmas play. (pg. 30)
 4. Apple Tree House - Where Merrick stayed for 6 blissful weeks. (pg. 33).

Literary Devices

- Imagery - The author plays with words to bring scenarios to life. (pg. 2 'He was a dirty man in an old coat with a cigarette in his mouth.'/ pg. 32 'In the morning, hundreds of birds sang in the trees')
- Simile - To make comparison. (pg. 2 'like an elephant'/ pg. 30 'He was like a child').
- Foreshadowing - The dead flower (pg.3) is an ominous detail that perhaps hints at what's to come later in the story (Merrick's death).
- Personification - Nature is given human abilities in Merrick's letter to Dr. Treves. 'Little flowers are very thirsty, you know!' (pg.34).
- Contrast - The stark difference between his right arm and hand (ugly) and his left arm and hand (beautiful) (pg. 4)/ The juxtaposition of Merrick's ugliness and his kind persona.

Themes

- Prejudice - People reacted to Merrick's outwards appearance and made fun of him. (pg. 11 and 19).
- Alienation and Isolation - Merrick felt alienated and isolated due to his appearance and prefers to live away from prying eyes. (pg. 21)
- Kindness - When Dr. Treves helps Merrick to befriend the Queen (pg. 12) / when the readers of The Times gave money to the hospital to help Merrick (pg. 17).

Elements of the Novel

Tone and Mood

- Tone - The novel starts off with a depressing sombre tone when Dr. Treves discovers Merrick in the small room. It changes to a more optimistic and joyful tone as Merrick makes friends and is able to live his life doing things he wants. The ending is sombre again as Merrick is found dead.
- Mood - The mood is solemn and dark at first and it turns hopeful and joyful when Merrick is able to enjoy life for a brief reprieve. It changes to sad when Merrick dies.

Moral Lessons

- Do not judge people by appearances.
- Beauty is only skin-deep.
- Always be kind to one and another.

Language and Style

The style of the language is simple and direct. A majority of the novel contains Dr. Treves' narration of events. In certain parts, dialogues are used.

Point of View

- The first person point of view is used. We see events unfold through the eyes of Dr. Treves.

Dr. Frederick Treves

- 🐙 Narrates the events in the novel.
- 🐙 Curious and observant – He was intrigued by the picture of Merrick (pg. 1)/ He notes the physical condition of the room, Silcock and Merrick (pg. 2,3, 4)
- 🐙 Dedicated – A doctor through and through, he is eager to learn about Merrick's condition (pg. 7)
- 🐙 Kind and helpful – As he got to know Merrick, he wanted to help him live a better and happier life.

Joseph Merrick (The Elephant Man)

- 🐙 Withdrawn – Due to his deformity and condition, he did not like being around people.
- 🐙 Soft spoken and quiet – did not talk much and kept to himself.
- 🐙 Child-like – Easily accepting and thought in a simple minded way (pg.13, 30).
- 🐙 Good-hearted – Made things for the nurses who were kind to him (pg. 16)/Wrote a thank you card to the Queen (pg. 29).
- 🐙 Emotional - Overwhelmed when young lady shook hands with him (pg. 23)/ Had different emotions while watching a play (pg.30).

Characters and Characterisation

Simon Silcock

- 🐙 Opportunist – Takes advantage of Merrick's appearance and makes money off him (pg. 2).
- 🐙 Greedy – Allows Dr. Treves to take a look at Merrick for a larger sum of money (pg. 2)
- 🐙 Swindler – Takes off with the money Merrick made for him in Begium and left Merrick to fend for himself) (pg.15).

Mr. Carr Gomm (Hospital Chairman)

- 🐙 Dedicated – He is dedicated in helping those who need medical aid and allowed Merrick to stay at the hospital (pg 18.)
- 🐙 Supportive and helpful – He wrote a letter to The Times seeking financial help for Merrick (pg 15).
- 🐙 Honest – He reveals the death of Merrick to the The Times and states that the leftover fund will be donated to the hospital (pg. 38)

Online Quick Quiz 14



NOVEL 1

The Story...

The year is 1884...



Hmm... this is curious!

Dr. Frederick Treves sees a picture in the window of a shop near London Hospital where he works and is intrigued. He pays Simon Silcock, the shopkeeper 12 pence to see the man in the picture.

Stand up!



Dr. Treves is taken to a cold, dark room. The deformed man (Joseph Merrick) sat on a chair with a cloth over his head. A dead flower is seen on the table. His right hand is hideous but his left hand is beautiful, like a woman's.

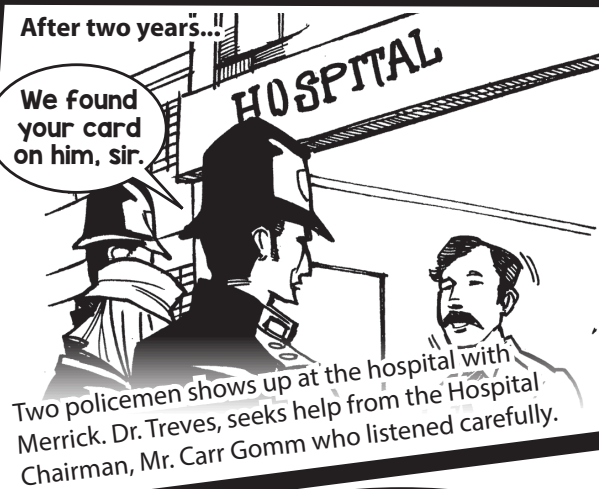
Here is my card.



Dr. Treves decides to take Merrick to the hospital by cab. Dr. Treves and postman help Merrick up the stairs. He sends Merrick back to the shop at 4 o'clock. He never sees Merrick again for two years.

After two years...!!

We found your card on him, sir.



Two policemen shows up at the hospital with Merrick. Dr. Treves, seeks help from the Hospital Chairman, Mr. Carr Gomm who listened carefully.

Merrick makes things with his hands and gives them to nurses who are kind to him

Oh my! It's beautiful!



Mr. Carr Gomm writes a letter to The Times and asks for financial aid for Merrick. After a week, they collected £50,000 and this enables Merrick to have a home at the hospital.

Joseph, this is Her Majesty Queen Alexandra, the Queen of England.



During his time at the hospital, Merrick meets Dr. Treves's lady friend as well as Her Majesty, Queen Alexandra. The Queen gives Merrick a Christmas present. Merrick writes a letter of thanks in return



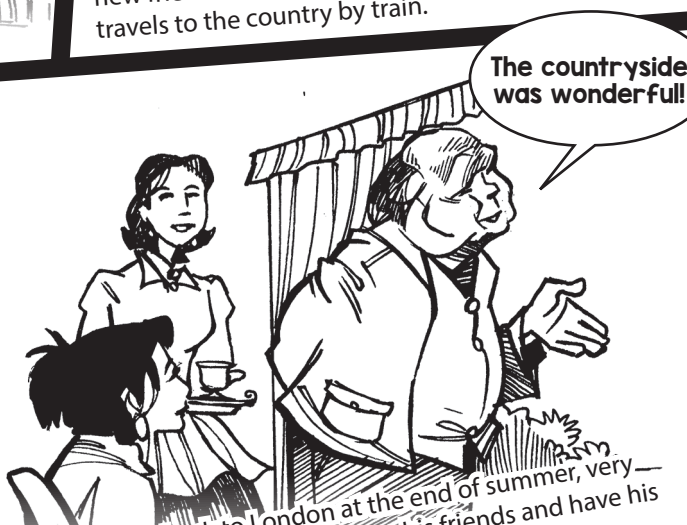
During his time in London, Merrick even manages to watch a play at the theatre.



Merrick tells Dr. Treves that he wants to go to the country. Although it was difficult, one of Merrick's new friends comes to their aid. Dr. Treves and Merrick travels to the country by train.

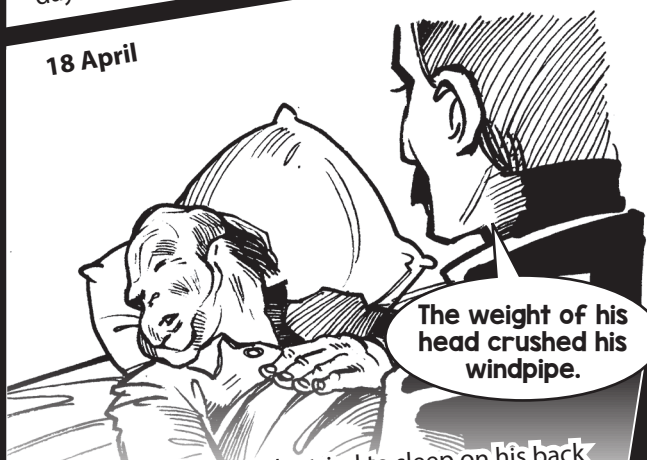


Merrick spends six blissful weeks in the country whereas Dr. Treves had to go back to London. He is wonderfully happy and writes to Dr. Treves every day describing his experience in the countryside.



Merrick goes back to London at the end of summer, very much healthier. He is happy to see his friends and have his books again.

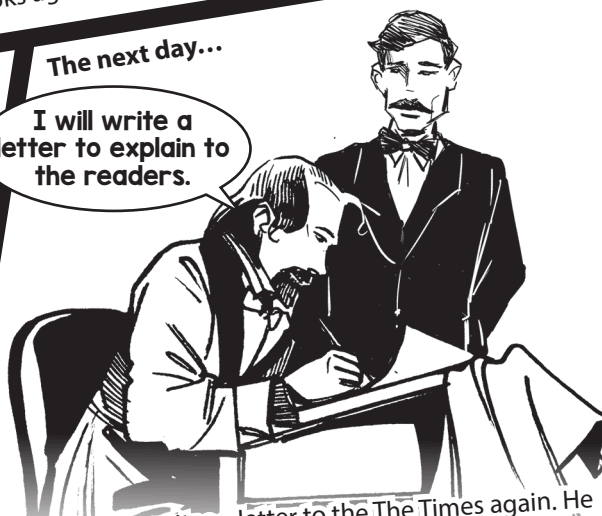
18 April



Merrick died because he tried to sleep on his back like normal people do. Unfortunately, his head was too heavy and he neck broke. He died quickly.

The next day...

I will write a letter to explain to the readers.



Mr. Carr Gomm writes a letter to the The Times again. He explains that Merrick had been happy and thanks the readers for their donation. He also writes that the leftover money will be donated to the hospital.

Setting

- Time – The 19th century when whaling for meat and especially oil was at its height./ Christmas morning.
- Social – Middle class Americans who are captains of ships and lower class sailors, foreign and local who worked on the ships.
- Place – Nantucket where Ishmael first relates the story. A big part of the story is set on Pequod, a whaling ship as it sails across the Atlantic and Pacific Oceans.

Tone and Mood

- Tone – Animated when Ishmael was narrating. It turns prophetic when Elijah gives a grim ambiguous description of Ahab (He's the DEVIL!) and contemptuous when Ahab starts on his crazed rants. It settles on impending doom as the neared the search for Moby Dick.
- Mood – Reflective in the beginning and end. Madness creeps in when Captain Ahab talks about Moby Dick. It turns tragic when the crew loses their lives.

Point of View

- The story is told in the first person point of view. It is told by Ishmael, a young sailor who wants to work on a whaling ship. The story unfolds through his eyes.

Elements of the Novel**Language and Style**

The language and style is straightforward and easy to understand. It is a mixture of reflective narrative (by Ishmael) and dialogue that tells the story.

Literary Devices

- Similes – This device is used throughout to offer direct comparisons (pg. 7 'He is a mountain' / pg. 23 'as cold as ice')
- Personification – Moby Dick is personified as a human being by Captain Ahab (pg. 27 'He lives here – in this ocean.')
- Imagery – The in-depth description of Captain Ahab (pg.7)/ The hunt for Moby Dick described in detail (pg.36)
- Foreshadowing – The black bird that took Captain Ahab's hat and flew away – a forecast of darkness that was to come later.
- Symbol – The gold coins (pg. 7) symbolizes a better life for the crew. / Moby-Dick (The white whale) – represents impossible goals and strength of nature. / Queequeg's Coffin – death (as seen in the ending and life as seen in Ishmael's survival).

Moral Lessons

- Do not defy nature.
- Always help one another
- Be rational and not reckless
- Value friendship

Themes

- Revenge – Captain Ahab's obsessive quest to hunt down Moby Dick
- Authority – Captain Ahab is the authority on the Pequod.
- Man versus Nature – Even though Captain Ahab wanted to destroy Moby Dick, nature in the form of the ocean and the whale proved too strong.
- Diversity – The Pequod is a micro-society of the world with a diverse crew of different countries working together.
- Friendship – Ishmael and Queequeg's friendship with Queequeg's coffin coming to Ishmael's aid in the end.

Ishmael

- 🐙 The narrator of the story.
- 🐙 A young sailor who works on different ships (pg. 1)
- 🐙 Daring – As he wanted to visit exciting places and see the whales. (pg. 1)
- 🐙 Eager to learn (pg. 4)
- 🐙 Thankful – When he survives the battle with Moby Dick (pg. 42)

Queequeg

- 🐙 Huge, ugly, bald, wears a skirt (pg. 2)
- 🐙 A loner but becomes fast friends with Ishmael
- 🐙 A strong, quick and skilful whaler (pg. 2/5)
- 🐙 Brave (pg. 12)
- 🐙 Mission-minded, decides to die only after accomplishing his mission (pg. 24)

Characters and Characterisation

Online Quick Quiz 15



Moby Dick

- 🐙 A white whale – The antagonist of the story in Captain Ahab's eyes.
- 🐙 Beautiful, large and dangerous (pg. 32).

Starbuck

- 🐙 First mate of the Pequod (pg. 4)
- 🐙 Works for a purpose and not for recklessness (pg. 9)
- 🐙 Level headed/rational (pg. 22).

Captain Ahab

- 🐙 Thin, strong, grey wild hair with a white whale bone leg (pg. 7)
- 🐙 Angry, determined and revengeful (pg. 7/13)
- 🐙 Kind, especially to Pip the cook's boy (pg. 20)
- 🐙 Irrational and does not appear to care for his men's livelihood. (pg. 22)
- 🐙 Yielding when he realised Starbuck was right (pg. 23)
- 🐙 Obsessed with Moby Dick (pg. 27)
- 🐙 Cold-hearted when he refused to help find Captain Gardiner's son. (pg. 30).

The Story...

One day in November in the mid 19th century



Nice to meet you!

Ishmael, a young sailor decides to find work on a whaling ship. He meets Queequeg, a huge ugly man but a skilful whaler. They become best friends.

You two are hired.

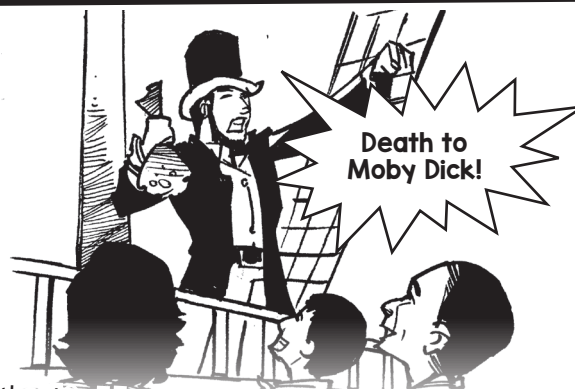


He's a sick man!
He's the DEVIL!



Before they board the ship, an old man called Elijah warns them about Captain Ahab.

Death to
Moby Dick!



On the ship, Ishmael doesn't get to see Ahab until the 3rd week. Ahab tells his crew that the first person to spot the white whale will receive a bag of gold. He also tells the crew that it was the whale who took his leg and that he is intent on revenge.

The white
whale!



One night, Fedallah, one of Captain Ahab's trusted harpooners spots the white whale and the Pequod starts to chase it, but loses it when the whale swims under the water. The whale comes again night after night.

My dream! I see
my coffin!



The crew spends their time whaling. Sometimes they see sharks as well. One night, Captain Ahab has a dream. He sees his coffin in the dream and is afraid.

I don't need a map!
I'll find the white
whale without it!



Frustrated that he couldn't catch Moby Dick, Ahab throws his map into the sea. A storm brews across the ocean as if telling Ahab to abandon his quest for the white whale!

It was too fast. It
pulled one of my
boats along with it.



The *Pequod* meets the *Rachel*. Ahab asks Captain Gardiner about the whale. Captain Gardiner tells Ahab that it was spotted the day before. He sent a boat after it but it swam and pulled the boat along with it.

Please help me find
the boat. My twelve
year old boy is in it!



No! I don't
have the
time for it!

Captain Gardiner asks Ahab to help him search for the lost boat as his son was in it. Ahab refuses, unwilling to deter from his mission. Ahab sits and watches out for Moby Dick day and night.

The first day...



White whale! I'm
going to kill it with my
harpoon in his white
devil's body!

Ahab spots Moby Dick and the chase begins. Fedallah and his men jumps into the sea. Ahab remains on the ship as his whalebone leg limits his movement. The whale goes down and disappears.

The second day...



Fedallah!
Where is he?

Moby Dick comes again. He starts swimming round and round. They fight with him and Ahab loses his whalebone leg. He notices that Fedallah wasn't with them.

The third day...



Moby Dick appears again and a fierce battle ensues. Fedallah's body had gotten caught in the ropes. Moby Dick hits the *Pequod* and all except Ishmael perish with it as it goes down. He hangs on to Queequeg's coffin and is picked up by the *Rachel*.

Setting**Place**

- Pin Mill (Shotley Peninsular) in the UK
- Harwich Harbour
- Aboard the Goblin
- North Sea
- Flushing, Holland

Time

- Sometime in the 1930's.

Tone and Mood

- Tone – Cheerful when the children gained permission to sail on the Goblin. Frightening and grave when the children had to defend themselves at sea without Jim. Hopeful and lively when the children came across their father in Holland.
- Mood – Cheerful and peaceful, when the children headed out to sea on the Goblin. Nightmarish and overwhelming when Jim disappeared and the yacht drifted out to sea. Light-hearted and joyful when the children saw their father in Holland.

Point of View

- The third person point of view is used in this story as the writer narrates the story and is all knowing.

Elements of the Novel**Language and Style**

The language is simple and straightforward with a scattering of maritime jargon thrown in like 'buoy', 'cock pit', 'tiller' and 'captain'. There's dialogue when the characters are talking.

Literary Devices

- Repetition – (pg. 38 '...sailing very fast, too fast' / pg. 47 'too exhausted and too cold to move'). This is used to add emphasis and draw attention to something in the text such as the speed of the yacht sailing and the degree of fatigue and chill the character is facing.
- Personification – The *Goblin* an inanimate object is described as if it was a person with qualities and feelings (pg. 36 '...the brave little *Goblin*...' / pg. The *Goblin* was a happier ship now...)
- Slang – Use of naval terminology 'Aye, aye, sir' / 'Ahoy, there!'
- Onomatopoeia – Use of words to represent a sound which resembles the sound it stands for (pg. 19 'Beu... eueueueu...' / pg. 48 '...miaow').

Moral Lessons

- We should be rational when solving problems.
- We shouldn't give up easily.
- It is always good to cooperate and work together.
- Always be responsible.
- Always be prepared.

Themes

- Value and importance of knowledge – Jim taught John about the *Goblin*'s sails, ropes and how to handle the yacht which came in handy when the children drifted out to sea.
- Courage and Bravery – Even though Susan felt sea sick, she held it in and helped John out. / John fought to keep the *Goblin* steady in the storm and did not give up even when he was tired.
- Responsibility – Jim met with an accident but felt responsible and worried when he woke up.

John Walker

- Responsible – took charge by rowing the boat (pg.1)/ He knew he needed to look at the chart to see which way they were going. (pg. 30)
- Kind – Saved the kitten (pg. 46)
- Willing to learn – Took note and was patient when Jim taught him about the ins and outs of the *Goblin* (pg. 15)
- Courageous – He fought to steer the *Goblin* in the stormy sea (pg. 36)
- Quick-thinking – He asked Roger to sound the foghorn to alert the ferry (pg. 40).

Susan Walker

- Observant – Warned John about the buoy (pg. 1)
- Eager to learn – She learned how to steer *the Goblin* (pg.3)
- Worried – When Jim did not come back to the yacht (pg. 22)
- Helpful – Aided John when the drifted out to sea (pg.24)
- Responsible – She did not like the fact that they broke their promise to their mother (pg. 30) / Prepared dinner for her family (pg. 60).

Mary Walker

- Kind – Invited Jim over to Pin Mill for supper (pg. 8)
- Responsible – Did not say yes to Jim's offer straight away (pg. 8) / She asks around about Jim before giving her children the green light to sleep on his yacht. (pg. 9)
- Firm – Scolded her children and questioned them about their promise (pg 70).

Characters and Characterisation

Jim Brading

- Friendly – Made friends with the Walker children easily (pg. 3) / invited the children aboard *the Goblin* (pg. 4)
- Polite – Thanked John when he tied the rope to the buoy (pg. 3).
- Knowledgeable – Knows the ins and outs of handling a yacht (pg.10)
- Patient – Takes his time to teach John and Susan about how to handle *the Goblin* (pg. 10)
- Responsible – Promises to keep watch of the children (pg. 12).

Commander Walker

- Calm – Remain composed when he saw his children in a Dutch harbour (pg. 56)
- Responsible – Takes charge of the children when they found him. / Sends his wife a telegram about the children (pg. 58).

Online Quick Quiz 16



NOVEL 3

The Story...



Can you fix a rope to that buoy?

Aye, aye sir.

John, Susan, Titty and Roger Walker arrives in Pin Mill to meet their father who was on his way back from China. They are on a row boat when they meet Jim Brading.



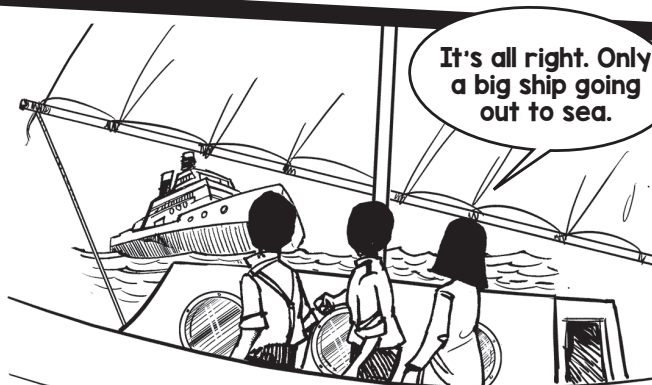
How soon can they come abroad?

Mrs. Walker, the children's mother invites Jim back to Pin Mill for supper. Jim then invites the children to spend the night in the Goblin.



Goodbye!

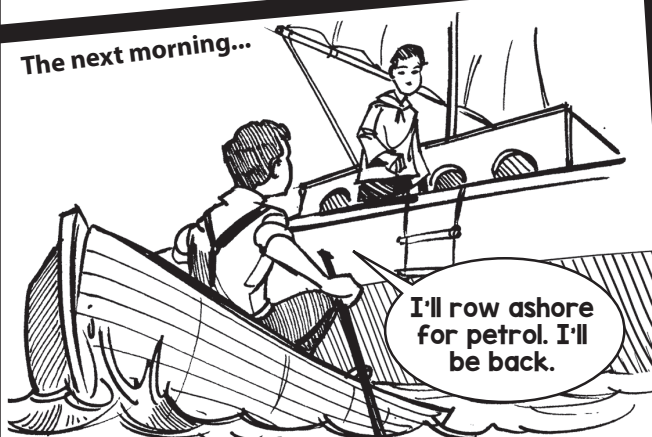
Mrs. Walker is hesitant at first but relents after asking around about Jim. She makes the children promise to be back on time to meet their father the day after tomorrow.



It's all right. Only a big ship going out to sea.

Along their journey, Jim teaches John and Susan about how to handle the yacht. They were asleep when they were woken up by a noise.

The next morning...



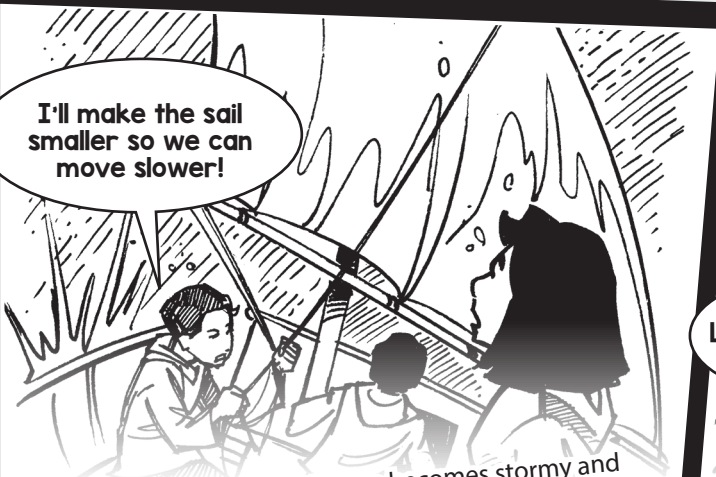
I'll row ashore for petrol. I'll be back.

..as the children are cooking breakfast, the yacht engine sputters and stops. Jim realises that it had run out of petrol and rows ashore to get some.



We're out at sea!

Jim does not return and the children became worried. The tide turned and slowly moves the *Goblin* into the open sea. Their sea adventure begins.



I'll make the sail smaller so we can move slower!

The Goblin is out at sea. The sea becomes stormy and rain comes with strong winds. John struggles to steer the yacht against the wind and sea. John makes the sail smaller so that the yacht could move at a slower pace.




Let's turn back!

After the ordeal, John becomes very tired but struggles to keep awake. Susan suggests that they turn back to Harwich but John is determined to get into a harbour and send their mother a telegram.



Hold my legs!

As the Goblin sails across the ocean, the children see a box with a cat on it. John valiantly lowers himself to rescue the little cat while Susan and Titty held on to his legs. They feed it and decide to call it Sinbad.




Hello! How is it that you are here?

Then, they spot a pilot ship and use a blue and white flag to catch the ship's attention. They pretended that there is a party on board. It works and the pilot guides the Goblin into Flushing. They are surprised to see their father there.



We will buy some supplies before we go home.

The children are happy to see their dad. Captain Walker asks his friend to send a telegram to their Mother. The pilot gives them charts for the North Sea for their passage home.



Walk with me dear, and I'll tell you the whole story.

Jim wakes up in hospital and is worried about the children. He hurries to the harbour and is happy to see the children again. Mrs. Walker meets them in a dinghy and wants to know what happened. Captain Walker explains to his wife about everything that has happened.