

A Lesson On A Tortoise

By D H Lawrence

Pre-reading activities

Key Vocabulary

Describing the tortoise and the boys

- 1 **ribs** chest; **paws** feet; **claws** toes; **shell** body
2 tortoise: bony, horny; boys: bright, coarsely-dressed, crop haired, lively

Movement

- 3 1e; 2a/f; 3d/c; 4b; 5g
4 a) tortoise's movements: 1, 3, 5; b) boy's movements: 2, 4

Key phrasal verbs

- 5 1f; 2d; 3b; 4a; 5c; 6g; 7e

Non-standard English

- 6 a6; b3; c5; d2; e1; f4; g4; h5
7 *I don't know where they are – I've never had any rubbers.*
*You pick on us...you pick on Marples, **and** Rawson, and on me.*
That doesn't mean that we do now.
I wouldn't have done if you hadn't been going to cane me.

Main themes

Student's own answers.

Post-reading activities

Understanding the story

Before the lesson

- 1 Tired.
- 2 Joe is a tortoise. The teacher wants his class to draw him.
- 3 He puts him under the radiator so he keeps warm.
- 4 Two boys from his class.
- 5 No.
- 6 He's feeling lazy and it's cold outside.
- 7 He asks them to set out the books for next class.
- 8 In the schoolyard.

The class

- 9 About thirty.
- 10 The boys come from different backgrounds.
- 11 The Gordons, because they misbehaved and lied.
- 12 We don't really know. He finds the class difficult but he is also obviously interested in the boys and makes an effort to make the class interesting.

The lesson

- 13 They crowd around the table to look at him and are excited and noisy.
- 14 He asks them to draw the tortoise.
- 15 He wants peace. Yes, initially.
- 16 No, he is looking out of the window at the sunset.
- 17 It is very quiet and peaceful.

The rubbers

- 18 They want the rubbers to help them with their work of drawing the tortoise.
- 19 He is feeling indulgent and decides to give them some.
- 20 Because his moment of peace has been destroyed.
- 21 Himself and his students.

- 22 His reactions seem a bit extreme. The students seem to expect it as they have all stopped what they were doing and are all watching him.
- 23 It seems that he accuses Marples because he is one of the Gordons.
- 24 He shouts back, saying that he hasn't taken the rubbers.
- 25 It makes him angrier.
- 26 It isn't clear. He is the third boy he's accused, and he is his favourite from the group of Gordons.
- 27 He walks out to the front of the class unwillingly but then he accuses the teacher of picking on him and the other Gordons.
- 28 The teacher defends himself by saying that the boys have a history of stealing.
- 29 Wood's (the boy who has been brought to the front of the class).
- 30 Yes, to some extent.
- 31 They get with their work.
- 32 Tense and uncomfortable.

After the lesson

- 33 They do not go into evening prayers. They're not in the mood.
- 34 Embarrassed and humiliated.
- 35 No.
- 36 He takes away his job of assistant monitor.
- 37 He turns out the lights and checks that the cupboards are locked.
- 38 Very tired and very sick.

Language study

Grammar

Would

- 1 3, 4 and 5
- 2 a4; b4; c3; d3; e4; f5
- 3 1 I knew he would regret his decision for the rest of his life. (4)
2 She would not help him with his family commitments. (5)
3 If I was offered a good job, I would possibly move to another country. (2)

4 Even if I had a lot more money, I wouldn't leave my job. (2)

5 In the evenings we would sit around the fire and tell stories. (3)

Word formation

4 agitated/agitation – the teacher; angry, anger – the teacher; frank – Wood; humiliated, humiliation – Ségar; insolent – Wood; obedient, obedience – the boys from the home for the children of actors; silent – the class; slack – the tortoise, Wood; weary – the teacher

5 angry – anger; humiliated – humiliation; obedient – obedience; silent – silence; weary – weariness.

6 – tion – ness – ence – er

More examples:

-tion: action – active; communication – communicative; frustration – frustrated

-ness: kindness – kind; gentleness – gentle; nastiness – nasty

-ence: patience – patient; absence – absent; intelligence – intelligent

-er: hunger – hungry; danger – dangerous

7 1 weariness; 2 slack; 3 obedient/ insolent; 4 anger; 5 agitation; 6 frankness; 7 silence; 8 humiliated

Adverbs of manner with direct speech

8 Student's own answers.

9 a) 3; b) 2; c) 1

10 1 a quiet voice / quietly; 2 scornfully x 2; 3 passionately, with passion

Literary analysis

Plot

- 1 e) One of the boys asked for a rubber.
- b) The monitor told the teacher there were only eleven rubbers left.
- f) The teacher called one of the boys to the front.
- c) The boys wrote the name of the thief on pieces of paper.
- a) The lesson finished.
- d) The teacher spoke to the thief.

Student's own answers.

- 2 Student's own answers.
- 3 Student's own answers.
- 4 Student's own answers.

Character

- 5 About thirty. The tortoise – Joe; some of the boys: Miles, Marples, Rawson, Wood, Burton, Maddock, Newling, Curwen, Ségar. The tortoise is the focus of attention for the class and the beginning of the story. Miles is asked not to misbehave; Marples, Rawson and Wood are all Gordons boys and are accused of having stolen the rubbers; Burton fetched the cane; Maddock and Newling are defended by Wood as other boys who are often picked on by the teacher. Curwen is the monitor, and Ségar is the assistant monitor and the thief.
- 6 Student's own answers.
- 7 We know very little about him. Why? Student's own answer.
- 8 We know that he is one of the Gordons, a group of boys who live in an orphanage, and that he is poor and badly dressed. He stands up for himself against the teacher and suggests that the teacher asks the boys to write the name of the thief in secret on a piece of paper. Student's own answers.
- 9 Student's own answers.

Narration

- 10 The teacher tells the story. Student's own answers.
- 11 Student's own answers.

Style

- 12 Tiredness. It helps us understand the teacher's anger and disappointment.
- 13 Student's own answers. Suggested answers: calm, quiet, peaceful, pleasurable. Student's own answer.
- 14 The class is lively and enthusiastic.

Similes and imagery

- 15
 - a) The sunlight is being compared to paint (the effect is of something thick and heavy and slow moving).
 - b) The atmosphere, a piece of glass (the effect is of something fragile).
 - c) Anger – a bird being shot (the effect is of something sudden).

d) The streets, a disease (the effect of something dirty, unclean).

Student's own answers.

- 16** Gold. It is precious, valuable and beautiful. It makes the experience precious, it gives it a special importance. The sunset: great, large, magnificent, immense. The town: low, dark. Student's own answer.

The Teddy-bears' Picnic

by William Trevor

Pre-reading activities

Key vocabulary

Plants, flowers and gardens

- 1 Pink, purple, yellow, white. The garden must be very colourful and full of flowers.
- 2 Lawns 2; raised 3; rockery 4; sundial 6; shrubbery 5; glade 1

Key verbs

- 3 1 nudge, poke, tilt; 2 giggle, poke forward, sulk, tilt; 3 stalk about, sulk; 4 amble off, giggle, potter, stroll about
- 4 1 giggle; 2 nudge; 3 stalk about; 4 tilt; 5 wander off; 6 pok(ing)

Idiomatic expressions

- 5 a4; b5; c2; d6; e7; f1; g3
- 6 1 lift her little finger; 2 serve you right; 3 thought the world of; 4 make the most of; 5 go to any lengths; 6 feel (completely) out of my depth; 7 makes no bones about

Main themes

Student's own answers.

Post-reading exercises

Understanding the story

Edwin and Deborah

- 1 An invitation to go to a picnic.
- 2 Six months.
- 3 Their age, their jobs, where they live, and something about their social status.
- 4 She doesn't really approve, she doesn't think the marriage will work.
- 5 Edwin's father doesn't say anything about his thoughts or feelings on the matter.
- 6 Yes, she does.

- 7 It is new and evolving, they are still learning about what they like and want.
- 8 The fact that he hates losing and will stop at nothing to win. She worries about it because she thinks it might 'one day get him into trouble'.
- 9 Deborah prepares the dinner probably because she is the woman and is expected to, and expects to cook as part of her wifely duties.
- 10 They are having pork chops, frozen broccoli and fried noodles. Student's own answer.
- 11 Student's own answer.
- 12 She thinks it must be because he hadn't had any lunch.
- 13 He's thinking about the phone call between Deborah and her friend Angela.
- 14 He thinks it's childish and he's sure that Deborah has never mentioned it to him before.
- 15 Edwin.
- 16 Friends of Deborah's family.
- 17 At the Ainley-Foxletons' house in the country in 1975.
- 18 Apart from his general attitude to her friends and the picnic, he's poured a drink for himself without asking her if she wants one too. 'Stupid' and 'famous' and 'half-wit'.
- 19 It's burnt.
- 20 A friend of Deborah's. She wants to confirm the date of the picnic. He is very cold to her.
- 21 He goes into the living room and pours himself another drink and switches on the TV. The supper is burnt and he's in a bad mood.
- 22 Yes and no. They have had similar arguments in the past and made up afterwards. But she is worried about what her friends might think if he refuses to go to the picnic.
- 23 Edwin eats the burnt supper later, Deborah makes him a cup of tea and gives him a Danish pastry, and in the morning Edwin says he is sorry.
- 24 Edwin feels confused and angry, but he thinks that with time the problems and uncertainties will disappear as the couple get to know each other better. Deborah thinks that quarrels are part of being in love.
- 25 They met at a party.
- 26 That Edwin had told her not to eat the paella. She, and the man she had previously been talking to, had been too polite to admit there was something wrong with it.
- 27 About their childhoods.

- 28 He played naughty tricks. Yes.
- 29 No.
- 30 She thinks that Edwin's job is more important because she thought share prices were more important than typing letters.
- 31 No.
- 32 Someone who works in banking, like Edwin. Edwin is talking about him because he recently made a lot of money.
- 33 It makes Deborah think of a childhood rhyme.
- 34 He isn't interested.

The teddy-bears' picnic

- 35 Elderly, possibly in their 70s or 80s, the story does not give their exact age. Mrs Ainley-Foxleton forgets who people are, Mr Ainley-Foxleton walks in an unstable way and his hands shake.
- 36 The cleaner, Mrs Bright, is preparing the picnic. The others don't help because they never have before.
- 37 They had been to Deborah's parents' house. Edwin had been drinking with Deborah's father.
- 38 Thirteen. Yes, everyone except Edwin.
- 39 They will join them later with chocolates as is the tradition.
- 40 He's bored and uncomfortable. He goes up to the house to look for a drink.
- 41 He is angry that he has been caught in this embarrassing situation and feels that he has been weak and that he should have refused to come to the picnic and he even begins to think he might have made a mistake in marrying Deborah. The alcohol makes him more angry.
- 42 Because the circumstances are similar. In both cases there had been a party in a garden. In both cases he went even though he didn't want to. In both cases he was bored. In both cases he wandered away from the party and walked into the house in search of something. In both cases, nobody noticed when he wandered away.
- 43 He'd climbed onto the roof and scared the people at the party, who thought he was going to jump off.
- 44 We don't really know why. Yes.
- 45 Mr Ainley-Foxleton falls and hits his head on the corner of the sundial.
- 46 They are eating and talking about the past and telling stories about their teddy bears. Everyone's in a happy, party mood.

- 47 Edwin is happy too. He's thinking about what will happen after the picnic, about how his married life will change.
- 48 A scream from Mrs Ainley-Foxleton.
- 49 Edwin.

Language study

Grammar

Should have – criticizing past events

- 1 1 shouldn't have married; 2 should have spoken; 3 should have gone; 4 should have refused; 5 shouldn't have offered; 6 shouldn't have let; 7 shouldn't have had; 8 should have talked
- 2 Student's own answers.

Past perfect – referring to previous events and actions

- 3 The time before the quarrel about the picnic.
- 4 hadn't had / 'd been / had wished / hadn't managed / had blown / 'd got / had been

Vocabulary

Formal vocabulary

- 5 1 said / make sure; 2 combination / worried; 3 looking at; 4 told; 5 explained/coming out; 6 drunk; 7 wanted
- 6 verbs: state, ensure, survey, inform, impart, emerge, consume, desire
- a) state, inform, impart
- b) survey, emerge
- Effect – student's own answer.

Upper-middle class speech

- 7 1 I simply don't believe it / Well, grown-up now, darling; 2 All of who, for heaven's sake!; 3 They do so love it all; 4 You're always welcome, as you know, my dear; 5 What on earth's that?; 6 Poor Algernon had to be given a horrid bath.

Literary analysis

Plot

- 1
 - c) The first teddy-bears' picnic was held.
 - d) Edwin climbed onto a rooftop at a garden party.
 - b) Edwin met Deborah.
 - h) Edwin first visited the Ainley-Foxletons.
 - e) Deborah first mentioned the teddy-bears' party to Edwin.
 - g) Edwin and Deborah got married.
 - f) Angela called Deborah to make arrangements for a teddy-bears' picnic.
 - j) Edwin and Deborah argued about the picnic.
 - i) Edwin and Deborah had lunch at Deborah's parents' home.
 - a) Mr Ainley-Foxleton died.
- 2 Student's own answers.
- 3 The couple's first meeting.
The garden party where Edwin climbed onto the roof.
A series of naughty tricks Edwin played as a child.
Stories about the teddy bears.
The time Edwin first visited the Ainley-Foxletons.
Student's own answers.
- 4 Student's own answers.

Character

- 5 Student's own answers.
- 6 Student's own answers.
- 7 Deborah thinks the world of Edwin, she thinks he's strong and intelligent and can do very little wrong. Edwin thinks that Deborah is beautiful, but silly and not as clever as he is. Student's own answer.
- 8 a) Edwin thinks that the marriage he will be able to control the marriage and make all the decisions once they have 'settled down'. Deborah is in love and all that matters to her is being with Edwin, even if this means that they quarrel at times.

b) Edwin is angry and confused about the quarrel; he feels he should have been able to control the situation better. Deborah thinks it is just a natural part of their relationship – she is saddened by it, but not worried.

c) Edwin thinks it's silly and immature and embarrassing. Deborah enjoys the romance of the tradition and meeting old friends.

Student's own answers.

- 9** Edwin's mother comments on the relationship between Edwin and Deborah; Deborah's father entices Edwin to drink and comments negatively on the picnic; Mr Ainley-Foxleton is the victim of Edwin's anger; Angela's phone call sparks the argument between the couple; the other friends at the picnic are all happy and relaxed in contrast to Edwin. Student's own answers.

- 10** Student's own answers.

Narration

- 11** The story is told by a third person narrator. Suggested answers:

a) Deborah would not have been able to tell us what was going on in Edwin's mind, nor would she have been able to tell the story about the garden party.

b) Edwin would not have been able to tell us what was going on in Deborah's mind, but maybe he would have been able to tell us why he acted the way he did in the garden.

- 12** j) Edwin and Deborah argued about the picnic.

c) The first teddy-bears' picnic was held.

g) Edwin and Deborah got married.

h) Edwin first visited the Ainley-Foxletons.

e) Deborah first mentioned the teddy-bears' party to Edwin.

f) Angela called Deborah to make arrangements for a teddy-bears' picnic.

b) Edwin met Deborah.

i) Edwin and Deborah had lunch at Deborah's parents' home.

d) Edwin climbed onto a rooftop at a garden party.

a) Mr Ainley-Foxleton died.

Student's own answers.

- 13** 1 Edwin – being in the Ainley-Foxleton's garden for the first time.

2 Deborah – past quarrels.

3 Deborah – when she first met Edwin.

4 Edwin – the garden party.

5 The guests at the picnic – various childhood stories that involved their teddy bears

14 Student's own answers.

Style

Free indirect speech

15 I know he'll sit and sulk, I'll wash the dishes up feeling miserable and he'll probably eat the chop and broccoli when they're cold. I can't blame him.

16 *Edwin discovered that it wasn't easy to drink from a decanter, but he managed it none the less. Anger spurted in him all over again. It seemed incredible that he had married a girl who hadn't properly grown up. None of them had grown up, none of them desired to belong in the adult world, not even the husbands and wives who hadn't been involved in the first place. If Deborah had told him about any of it on that Sunday afternoon when they'd visited this house he wondered, even, if he would have married her.*

Student's own answers.

Metaphors

17 a) 4; b) 1; c) 3; d) 2

Student's own answers.

18 Student's own answers.

19 Student's own answers.

The Rough Crossing

by F Scott Fitzgerald

Pre-reading activities

Key vocabulary

Ocean liner and life on board the ship`

- 1 a) stevedores, stewards and stewardesses, purser, crew, gulls
b) pier, gangplanks, promenade deck, rail, cabins, staterooms, bridge, stanchions, portholes
c) trucks, cargo, trunks, cranes, wireless, (radio) mast
d) board
- 2 1 bridge; 2 cabins and staterooms; 3 cranes; 4 crew (stewards and stewardesses, purser); 5 gangplanks; 6 radio mast; 7 pier; 8 deck; 9 purser; 10 stanchions; 11 stevedores; 12 stewards, stewardesses; 13 trunks; 14 wireless; 15 cargo

Describing the storm

- 3 Extreme weather – gale, hurricane
- 4 Synonyms:
heave, pitch, toss
hurl, lurch
keel over, tip
rock, roll
the most violent: hurl, lurch, pitch, pound

Adjectives

- 5 a) dim, dreary, hazy, mournful, stifling
b) dizzy, flushed, swarthy, taut
c) outrageous, touching
- 6 1 dreary; 2 outrageous; 3 touching; 4 Flushed (could be 'Swarthy', too, without knowing more about the context); 5 taut

Main themes

Student's own answers.

Post-reading exercises**Understanding the story**

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- 1 The scenes at the docks as the ship prepares to leave.
- 2 Because he is famous.
- 3 Up to the promenade deck.
- 4 The people on the docks who are waving goodbye.
- 5 The crimes are imaginary, the police are not chasing the couple.
- 6 They're going to France, they're travelling with their children and the children's nurse (nanny).
- 7 Because it's more stylish.
- 8 It's not made clear, but it seems to be because she recognises him.
- 9 That he's seen her somewhere before.
- 10 Adrian is interested in them, Eva wants to hold herself apart from them.
- 11 A gong is being beaten as a signal for all non-passengers to leave the ship.
- 12 From the list of destruction it will bring.
- 13 Two to three days.

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- 14 Two days.
- 15 To the smoking room (one of the bars on the ship). They are feeling bored and lonely.
- 16 A short time.
- 17 To invite Adrian to play tennis with him and his friends.
- 18 Adrian is flattered, Eva is not so happy to meet new people.
- 19 She goes to see the children.
- 20 She is shocked and angry.
- 21 She feels seasick.

- 22 Because he has asked the girl in the bar to play doubles with him instead of Eva.
- 23 Some are playing tennis, others are filming the players, others are sitting in deck chairs.
- 24 Adrian plays tennis with the girl from the bar. Eva sits and watches the sea.
- 25 Because she is still feeling seasick.
- 26 She is thoughtful and a little sad.
- 27 Mr Butterworth's past.
- 28 He is on the deck with Betsy, the girl from the bar.
- 29 Because she thinks that Adrian only pities her.
- 30 She makes him feel young and passionate.
- 31 Of flirting with Betsy.
- 32 Suggested answer: Adrian's behaviour with Betsy.
- 33 Sick and crazy.
- 34 He goes to Betsy's cabin.
- 35 They all act slightly differently than they would usually; they feel sick and the rocking of the sea moves them all around.
- 36 There are only a few people there, but they are all together.
- 37 She is sure that Adrian has disappeared with Betsy.
- 38 Because they were a present from Adrian and she thinks they are a symbol of the fresh happiness in her marriage which has now passed.

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- 39 The sound of a trunk bumping around in their cabin.
- 40 Because Eva was very drunk the night before and insulted the medical stewardess.
- 41 We find out from the ship's doctor that Eva had been drinking too much and wandering around the ship.
- 42 He jokes about the night before and promises to get them a beer.
- 43 The ship has been sailing through a hurricane. There have been various accidents on the ship and on several ships in the area.
- 44 Because one of the stewards died during the night and they are holding a funeral ceremony.
- 45 She cries wildly and then she asks Butterworth to order a bottle of champagne for their cabin.

- 46 Because Eva wants to drink some more.
- 47 Butterworth tries to defend Eva. Eva says she wants a divorce.
- 48 She says she's going to see the children. She actually goes to the wireless room to try and send a telegram to her lawyer.
- 49 Because he's worried that something terrible might happen to her in the bad weather.
- 50 On the top deck outside the wireless room.
- 51 An enormous wave.

IV

- 52 On a train on their way to Paris.
- 53 They are a happy couple again.
- 54 As if it has all been a bad dream.
- 55 They are in love.

Language study

Grammar

Present participle clauses

- 1 frowning = he; not knowing what she was doing = Mrs Smith; painting the lifeboat = the sailors; sitting languidly = cabin steward; Smiling up at him = she
- 2 a) Smiling up at him, frowning; b) The sailors painting the lifeboat stanchions, the steward sitting languidly; c) not knowing what she was doing
- 3 1 When she opened the door of her stateroom / who was sitting languidly on her bed
2 as she was going into the bar
3 who was passing along the corridor
4 who was standing beside a ventilator
- 4 a) 1 (first example); 2 b) 1 (second example); 4 c) 2, 4
- 5 1 finding the cabin steward; 2 meeting Eva; 3 recognising the Adrian Smiths;
4 becoming aware of Eva
- 6 1 Eva was dimly conscious of Adrian bending over her.
2 Eva looked out at the night, seeing that there was no chance for them.
3 It was only possible to progress step by step, holding on to the rope or rail.

4 There were the rows of stiff, disciplined men and women standing in the driving rain.

5 He saw the sailor making his way forward.

6 Pushing out from the stanchion, he lunged desperately towards her.

Homonyms

7 Student's own answers.

8 A mind; B rock; C save; D back; E close; F right

Literary analysis

Plot

- 1 between a) and b) a few hours
between b) and c) two days
between c) and d) a night
between d) and e) half a day
between e) and f) a few hours
between f) and g) a night and half a day
between g) and h) a few days.

Student's own answers.

- 2 a) The passengers board the ship.
b) The ship sets sail.
i) The ship entered the storm.
c) Adrian and Eva first enter the smoking room.
j) The steward was taken ill.
d) Adrian plays in the deck-tennis tournament.
e) They both go to the fancy dress party.
k) The storm reached hurricane force.
f) Eva throws her pearls into the sea.
l) Various passengers are injured, one seriously.
m) The steward dies.
n) The steward was buried.

g) Adrian finds Eva near the wireless room.

o) Two waves hit the wireless room.

h) They travel by train to Paris.

3 Student's own answers.

Character

4 We know that they are married, that the husband is a famous playwright, that they are both good-looking and wealthy and have two children. They seem quite typical of their class, travelling with a servant and indulging in parties and cocktails and champagne.

5 Suggested answers: Adrian invites Betsy to play tennis with him not thinking about how this will make Eva feel. Eva is totally unsympathetic towards the sick steward in her cabin. Student's own answer.

6 Suggested answers: she throws her pearls into the sea, she tries to reach the wireless room in the middle of the storm. Jealousy, alcohol.

7 Because she flatters him and she is young and attractive. She makes him feel young and passionate. Student's own answers.

8 Suggested answers: because she was feeling neglected by Adrian and she wanted to get revenge for the attention that Adrian was showing Betsy. He represents youth and admiration.

9 Student's own answers.

Narration

10 A third person narrator tells the story. Student's own answers.

11 The main events yes, though some of the secondary events are retold after the event. There are very few references to events before the story. Betsy talks about how she first saw Adrian, this helps us understand his background. Eva thinks back to the plans they have for when they get to France, this reality seems so remote in the middle of the storm and Eva has difficulties focusing on it.

12 The doctor and Mr Butterworth tell us what Eva did after the party. It suggests that she didn't know what she was doing.

13 The narrator comments at the beginning, the main characters comment at the end. Student's own answers.

Style

- 14** The opening paragraphs describe the noise and bustle and activity on and around the ship as it prepares to leave. Student's own answer.
- 15** Student's own answer.
- 16** The sounds of shouting voices, the rumble of trucks, the banging of trunks, the smell of the sea. Suggested answers: they create an effect of confusion and busy-ness. The passengers feel as if they are entering a new world.
- 17** Smaller, no longer so sure, unmoved, cell-like, disdainful, solemn, deserted, odd, loud, mournful, big, dark. Suggested answer: they are all sombre and serious. Unmoved – the crew; cell-like – the cabin; disdainful – the expressions on the faces of the passengers; solemn – the officer; deserted – the deck.
- They come before the noun rather than after it. Suggested answers: it emphasises the description which is in stark contrast to the sounds and movements in the paragraph before. The ship is quiet and expectant, awaiting its passengers.
- 18** Student's own answers.
- 19** Student's own answers.
- 20** Student's own answers.

Lamb To The Slaughter

by Roald Dahl

Pre-reading activities

Key vocabulary

Describing the Maloneys' home

- 1 1 cabinet, mantel, sideboard, table lamp, vase
2 gravel
3 Student's own answers.

Police and police procedures

- 2 1c; 2b; 3a, e; 4f, d

Large heavy objects

- 3 Student's own answers.

Adjectives

- 4 a) positive: blissful, placid, tranquil; b) negative: bewildered, dazed, exasperated
- 5 1 bewildered; 2 blissful; 3 dazed; 4 tranquil; 5 tranquil; 6 exasperated

Main themes

Student's own answers.

Post-reading exercises

Understanding the story

Coming home

- 1 Late afternoon, about half past four.
- 2 She has drawn the curtains, switched on the lights and put out ice, glasses, soda water and whisky ready for an early evening drink.
- 3 Yes.
- 4 She's happy and quiet and calm.
- 5 She hears his car on the gravel outside.

6 She calls him darling. He just says 'hullo'.

7 Mary does.

Breaking the news

8 He drinks it all in one gulp.

9 It's stronger, with more whisky in it.

10 His slippers, some cheese, to cook dinner for him and bring it to him in the living room. He says no to everything, giving short, brusque answers.

11 When he tells her to sit down. Probably because it is unusual.

12 That he is leaving her.

13 She doesn't want to believe that it's true.

14 She gets up to go and get dinner ready.

15 She feels sick.

16 To cook it for supper.

17 He says he's going out.

18 Student's own answer (the story doesn't tell us).

Alibi

19 Very calm and clear-minded.

20 The punishment she'll face for having killed her husband. At the time it would have been a death sentence and she is worried about her unborn child.

21 She puts it in the oven to cook it.

22 She is practising what she will say to the shopkeeper so that her voice and smile seem natural.

23 The shopkeeper at the grocery shop.

24 She tells him that she's cooking dinner for her husband because he's too tired to eat out. She tells him that she's cooking a leg of lamb that she got from the freezer. She is creating an alibi for herself.

25 She buys potatoes, peas and cheesecake. This has given her a reason to leave the house and will help to back up her story that her husband was alive when she left the house.

26 She's thinking about how she should react when she gets home.

27 She calls to her husband in order to keep up the pretence of the alibi, even to herself.

28 She runs over to him and cries over his dead body. Student's own answer.

The police arrive

- 29 They are policemen, colleagues of Patrick Maloney.
- 30 Very gently.
- 31 They check her story, but once they've spoken to Sam at the grocery shop they don't seem to suspect her.
- 32 She sits in the chair in the living room.
- 33 He thinks that Patrick was hit on the back of the head by a heavy metal object.
- 34 Jack thinks that if they find the weapon, they'll find the killer.
- 35 They're looking for a heavy metal object, the murder weapon.
- 36 To get rid of the murder weapon.
- 37 She says she doesn't want to eat anything that was in the house when Patrick was alive.
- 38 Because, as the policemen eat the lamb, they're talking about the murder weapon being in the house, right 'under their noses'.

Language study**Grammar****Speculating – modal verbs**

- 1 a) can't have; b) might have
'might have' means the same as 'may have'; 'can't have' is the opposite of must have.
- 2 1 must have; 2 can't have; 3 could have, may have, might have
- 3 1 Patrick Maloney must have been killed by a man.
2 He can't have been killed by a woman.
3 The murder weapon may/might/could have been a tool of some sort.
4 The murderer can't have taken the weapon away from the scene of the crime.
5 Mary Maloney must have been telling the truth.
6 She may/might/could have been acting.

Multiple-clause sentences

- 4
- 1 She was in her sixth month with child.
 - 2 Her skin had acquired a wonderful translucent quality.
 - 3 Her mouth was soft.
 - 4 Her eyes had a new placid look.
 - 5 They seemed larger and darker than before.
- 5
- 1 subject pronouns and possessive adjectives (she, her, they)
 - 2 linking words: for, with
 - 3 The one long sentence contains the whole description, emphasising the link between her pregnancy and her appearance. The shorter sentences separate the facts out into a simple list and don't underline the connection between them.
- 6
- He paused a moment, leaning forward in his chair, then he got up and went slowly over to fetch himself another. (This is the original sentence from the story.)
- 7
- Student's own answers.

Literary analysis**Plot**

- 1
- Student's own answers.
- 2
- The action takes a few hours. The time is measured first by the clock and then by the cooking of the meat. When Mary is waiting for Patrick to come home, the tension between the two when he gets home, Mary's reactions and thoughts after killing Patrick, the end, when the policemen are eating the lamb in the kitchen. Why?
- Student's own answers.
- 3
- Student's own answers. Suggested answers: the scene in the shop creates Mary's alibi. It tells us that she is a good actress.
- 4
- Firstly, when they check her alibi with Sam, he tells them how normal she seemed, and that Sam had said it was 'impossible' that she (presumably) could have known her husband was dead/ killed him. They also take it for granted that the murderer must have been a man from the injury. They use 'he' for the murderer all the time and are looking for a large, heavy object that they think would be too heavy for a woman to carry. They also know her, which may make them less likely to suspect her.
- 5
- Student's own answers.
- 6
- Student's own answers.

Character

- 7 We don't know much about either character. We know that Patrick is a senior officer in the police force, that they are married and that Mary is expecting their first child. Mary is described more fully than Patrick. They seem to have a peaceful marriage and Mary seems to be very contented in her role of wife and mother. This shows in the opening scene as she waits happily and patiently for her husband to come home, and in the way she enjoys the simple pleasure of his presence in the house.
- 8 Yes, she does. No, it seems that he has fallen out of love with her. Student's own answers.
- 9 Student's own answers.
- 10 Student's own answers.
- 11 Student's own answers.

Narration

- 12 A third person narrator tells the story from Mary's point of view. He shares her thoughts and her feelings as she plans her actions after the murder.
- 13 Suggested answer: we would not know about the leg of lamb, we would never find out how Patrick was killed, unless Mary confessed.
- 14 Yes. The story unfolds slowly before our eyes, with no explanations or background details to distract us from the main action.
- 15 Student's own answers.

Style

- 16 Student's own answers.
- 17 Suggested answer: it reflects the way Mary is watching her husband's every move and it prepares us to some extent for the bad news that he is about to give. Even though we have not seen him before, we can tell by his actions and behaviour that he is tense.
- 18 She compares her husband to the sun. He is the centre of her world, he gives her energy. Suggested answers: the main physical effect is one of warmth and well-being, it suggests that Mary feels warm and safe in her husband's company.
- 19 Student's own answers.

The Rich Brother

by Tobias Wolff

Pre-reading exercises

Key vocabulary

Cars

- 1 1b; 2i; 3h, c; 4g; 5e; 6a; 7d; 8f

Words relating to money

- 2 a) prosper, repossess, (treat); b) interest, share, trust fund, repossess; c) broke, wad;
d) prosper; e) repossess

American English

- 3 1 sailboat – a sailing boat; 2 whipped – exhausted; 3 nickels and dimes – small coins; 4 the folks – your parents; 5 the check – the bill; 6 parking lot – car park; 7 rolled down – open; 8 men's room – toilet; 9 highway – motorway

Colloquial and slang expressions

- 4 Student's own answers.

Adjectives

- 5 1 hearty, upbeat; 2 grave, grim, watchful; 3 bony, gaunt, stout
6 for answers see question 6 in the Literary analysis section.

Main themes

Student's own answers.

Post-reading exercises

Understanding the story

Introduction

- 1 He works in real estate, selling houses and properties.
2 A typical, comfortable middle class lifestyle, with a family, a boat and a house with an ocean view.

- 3 Donald paints houses (when he is working).
4 Because it is very different from his and from the lifestyle they grew up in.
5 He wanted to do something new. Donald is shocked by the cost.

Paso Robles

- 6 He wanted to do something new too and be part of a 'family of faith' living and working together on a farm.
7 Initially, yes.
8 In November, we know because Donald stopped sending letters.
9 Donald phoned Pete to ask him for help.
10 He offered to come and pick Donald up in his car because he didn't want his brother to hitchhike.
11 They arranged to meet at a service station because Donald did not want Pete to see the farm.

The first leg of the journey

- 12 Student's own answer. Suggested answer: he feels uncomfortable because he doesn't like or understand the feelings behind it and he is worried about his brother.
13 Because he needs to pay his bill at the service station.
14 A hundred dollars.
15 Because he's proud of his new car.
16 Student's own answer. Suggested answer: because he thinks that Pete is too interested in material goods.
17 Pete.
18 No.
19 To change the subject.
20 Because he doesn't want a serious conversation, he wants to give a light-hearted answer.
21 Once he gave them away to a poor family he picked up on the road, because they were poor. It taught him to be practical and to think about himself as well as others and that there's nothing wrong with being in business as long as you're fair to others.
22 Because he thinks Pete is laughing at him.
23 He accuses Pete of bullying him, of trying to kill him.
24 He tries to make light of it, says he doesn't really remember.

- 25 Student's own answers. Suggested answers: he wants to make a connection with his brother, to ease the tension in the conversation. He doesn't tell him all the details because he doesn't want Donald to analyse the symbolism of his being blind.

End

- 26 To have something to eat.
- 27 A man at the diner, Webster. He's looking for a lift.
- 28 He's suspicious of him.
- 29 No.
- 30 Pete is cynical and doesn't believe the stories, but he finds them amusing and doesn't want him to stop. Donald is interested and sympathetic.
- 31 He's says he's an engineer and that he was sent to Peru to look for tungsten.
- 32 Because he wanted to make sure that the local people would benefit from it.
- 33 He says he's set up a trust fund for them.
- 34 No. Student's own answers.
- 35 How long he's been asleep and where Webster is.
- 36 That he had a brother living there.
- 37 Because he gave his one hundred dollars to Webster.
- 38 Student's own answer. Suggested answer: because he doesn't want to rely on Pete for the rest of his life, or maybe because he wants to make Pete feel guilty.
- 39 Preparing to turn round to go back and find his brother.

Language study

Grammar

Using *would* to talk about the past

- 1 *I'd hear them say good night, and then I'd hear the car start up, and when they were gone I'd lie there and listen. After a while I could hear you coming down the hall, and I'd close my eyes and pretend to be asleep. There were nights when you'd stand outside the door, just stand there, and then go away again. But most nights you'd open the door and I'd hear you in the room with me, breathing. You'd come over and sit next to me on the bed – you remember, Pete, you have to – you'd sit next to me on the bed and pull the sheets back. If I was on my stomach you'd roll me over. Then you would lift up my pajama top and start hitting me on my stitches.*

- 2 b

Used to and would

- 3 in sentences 2, 5 and 6
- 4 1 false; 2 true; 3 true; 4 true; 5 true; 6 true
- 5 *There were nights when you'd stand outside the door, ~~you'd~~ just stand there, and then ~~you'd~~ go away again. But most nights you'd open the door and I'd hear you in the room with me, breathing. You'd come over and ~~you'd~~ sit next to me on the bed – you remember, Pete, you have to – you'd sit next to me on the bed and ~~you'd~~ pull the sheets back.*

Phrasal verbs

- 6 took up, going on, get out, pick up, grow up, pay back, come in, turned on, give away, wear out, got into
- 7 arrives – comes in; be mature – grow up; give me the money – pay me back; give him a lift – pick him up; happening – going on; leave / (exit) – get out; started – took up; making me tired – wearing me out; switched on – turned on; let someone have them for free – give them away; began to discuss – get into
- 8 Type 1: come in, going on, get out, grow up
Type 2: took up, get into
Type 3: pick up, pay back, turn on, give away, wear out
- 9 1 let me down; 2 brush him off; 3 put it out; 4 scare him off; 5 must go on; 6 he got out; 7 they pulled out; 8 cut him off

Literary analysis**Plot**

- 1 Student's own answers. Suggested answers: Donald is thrown out of the community farm where he has been living. Pete picks Donald up. Pete gives Donald money. Pete and Donald pick up a hitch-hiker. Donald gives the hitch-hiker the money that Pete gave him. Pete finds out about the money. Donald gets out of the car. Only the first event happens before the journey in the car.
- 2 Late afternoon and into the night. A few hours.

- 3 Student's own answers. Suggested answers:
- 1 Donald tips his drink on the seat of the car.
 - 2 Donald thinks that Pete is laughing at him when he starts to tell him about the fire.
 - 3 When Pete realises that Donald has given Webster the one hundred dollars he has just given Donald.
 - 4 When Donald offers to pay Pete back.
- 4 Student's own answers.

Character

- 5 We know that they are brothers and that they have very different lifestyles. Donald is married, he has a good job and a comfortable lifestyle. He enjoys the material pleasures of life and thinks of himself as a responsible citizen. He is the older brother. Donald is not married, he has no children and he doesn't have a job. He is looking for some kind of spiritual truth to guide him and give his life a meaning. Neither brother understands or approves of the other's life choices.
- 6 Pete: hearty, stout; Donald: bony, grave, grim, upbeat (trying to be), gaunt, watchful. Suggested answers: Pete is generally happy and optimistic, content with his comfortable life. Donald is troubled, he is looking for something that he can't find.
- 7 Student's own answers.
- 8 Student's own answers.
- 9 Student's own answers.
- 10 Student's own answer. Suggested answer: it shows us that Pete is cynical and that Donald is innocent and gullible.
- 11 Student's own answers.
- 12 Student's own answers. Suggested answers: he gives him the money because he believes that he is buying a share in Webster's gold mine in Peru. Donald's attitude tells us that he is trusting and that he is a romantic. It also shows that although he criticises his brother's attitude to money, he too is interested in getting rich.
- 13 Student's own answers.

Narration

- 14** A third person narrator, from the point of view of Pete. Suggested answers: Donald would have been able to tell us more about the farm he had to leave, he would have seen the arguments and Webster's story in another light, the end of the story would have been told very differently.
- 15** Day turns to night. Student's own answers. Suggested answers: this has the effect of making the journey more intimate, but also more claustrophobic. Their conversation becomes more reflective as Donald tries to talk about their childhood.
- 16** Student's own answers.
- 17** By reporting Pete's thoughts.

Style

- 18** It sets the scene and explains very simply the focus of the story. Pete is always described first, and then contrasted with Donald.
- 19** Student's own answer.
- 20** Student's own answer. Suggested answer: it allows the characters to speak in their own words, and we feel as if we're listening in on the conversation.
- 21** Student's own answer. Suggested answer: the exchanges get shorter, there are more and more questions as the brother's two distinct viewpoints clash.
- 22** Student's own answer. Suggested answer: it makes it seem unreal, as if the story had happened a long time ago. It makes the story seem more romantic, like a myth, and so more attractive to the listener, as it sounds similar to a child's fairy story.
- 23** Student's own answer.
- 24** It is more closed in and threatening. 'Trees loomed', 'the air was cold and musty'.
- 25** Because he feels responsible for his brother and he can't face his wife's questions if he leaves his little brother behind.

The Blood Bay

by Annie Proulx

Pre-reading activities

Key vocabulary

Describing cowboy life

- 1 a) blanket coats, chaps, grease-wool scarves, sheepskin mitts
b) stove, Bowie knife, saddle bags
c) bunkhouse, shack, barn, lean-to, woodpile
- 2 Clothes: a) blanket coats; b) grease-wool scarves; c) chaps; d) sheepskin mitts
Equipment: e) Bowie knife; f) stove; g) saddle bags
Buildings and places: h) barn; i) bunkhouse; j) lean-to; k) shack; l) woodpile

Adjectives

- 3 1 bitter; 2 spirited; 3 scorching; 4 savvy; 5 vain

Non-standard language

Spelling

- 4 1 I'll cut them off and thaw them after supper.
2 He's bound to have dried prunes.
3 A lean-to ... should keep them from blowing away or maybe freezing.
4 Hot biscuits just coming out of the oven.

Grammar

- 5 a) without no more / don't make no trouble; b) He's ate Sheets; c) The arithmetic stood comfortable
- 6 1 He's eaten Sheets.
2 Eat your bacon, and don't make any trouble.
3 The arithmetic stood comfortably.
4 There's enough trouble in the world without any more.

Picturesque descriptions

- 7 1 not so good; 2 dead man; 3 alcohol; 4 feet; 5 son's greeting; 6 lively horse.

Main themes

Student's own answers.

Post-reading exercises**Understanding the story**

- 1 It was extremely cold and snowy.
- 2 Because he wasn't wearing enough clothes.
- 3 Because they are the same size as his, and his own boots are old and cracked.
- 4 He cuts his feet off.
- 5 Because they're too far away from their own ranch and they need somewhere to sleep overnight.
- 6 In the shack with him.
- 7 Grice beats them all at cards and takes their money.
- 8 Next to the stove, so that they thaw out and he can take the boots off.
- 9 He takes them out of the boots and throws them into the corner next to the dish cupboard, where the horses are sleeping.
- 10 He wants to get to the telegraph office to send a birthday message to his mother.
- 11 He thinks his horse has eaten Sheets.
- 12 Forty dollars and four bits so they won't tell anyone about the blood bay eating Sheets.
- 13 Nothing.

Language study**Vocabulary****Using so**

- 1 1c; 2b; 3c; 4a
- 2 1 At night, the cowboy was so cold he froze to death.

- 2 At the end of a day's work the cowboys were so tired they would sleep like the dead.
- 3 Sheets loved his mother so he got up early to send her a telegram for her birthday.
- 4 The old man was worried that his horse had eaten Sheets so he gave the other cowboys money to keep quiet.
- 5 The cowboys knew that the horse hadn't eaten Sheets so they didn't say that the horse hadn't eaten him to old man Grice.
- 3 1 Dirt Sheets liked the boots so much he cut off the man's feet to get them.
- 2 The men worked so hard they were exhausted at the end of the day.
- 3 The cowboys feared the night cold so much they slept on the floor of old man Grice's shack.
- 4 The horse bit people so often, old man Grice warned them to stay away from her.

Grammar

Compound nouns and adjectives

- 4 bunkhouse; daylight; handmade; leftover; midnight; saddlebag; sheepskin; snowbank; uphill; woodpile
- 5 a) nouns: bunkhouse, daylight, midnight, saddlebag, sheepskin, snowbank, woodpile
b) handmade, leftover, sheepskin , uphill
- 6 1 uphill; 2 sheepskin; 3 leftover; 4 daylight; 5 handmade
- 7 Student's own answers.

Literary analysis

Plot

- 1 A cowboy died in the snow. Three others found him and one cut off his feet in order to take his boots. They stayed the night at old man Grice's. In the morning, Sheets got up early, took the boots, left the feet and rode away. Old man Grice found the feet and thought his horse had eaten Sheets. He gave the other two cowboys some money to keep quiet. The other two cowboys left. Student's own answer.
- 2 Student's own answer.

Character

- 3 Five. We don't know very much, except that they are all cowboys. We know that Sheets and the other two unnamed cowboys work together and that old man Grice lives alone.
- 4 He wasn't wearing the right clothes. Life as a cowboy was very hard and they were very vulnerable to the weather.
- 5 Student's own answers.
- 6 Student's own answers.
- 7 He is proud of his horse, but also worried about what people will say and do if they find out. It doesn't really mean much to him, just possibly a threat to his peace and quiet in his shack. Death was a day to day part of life.
- 8 Student's own answers.
- 9 Probably so that they do not have to share the money with him. This tells us that the cowboys were not close friends, but travel together for safety and other practical reasons. As life is so difficult, they have to be resourceful and independent and so probably don't form very close alliances – it's 'every man for himself'.

Narration

- 10 Suggested answers: the narrator only tells us about how old man Grice feels about his horse eating a cowboy. The narration tells the facts and leaves the reactions and feelings to the reader.
- 11 It tells us about the relationship between the cowboys and their reactions to events. It also adds a sense of spontaneity to their lives – they have to 'think on their feet', they share only practical, immediate information. They don't reflect on their relationships or situations. Student's own examples.
- 12 Student's own answers.

Style

- 13 'Freeze-eye cold' – this is when it's so cold that even your eyes freeze. The writer is appealing to the sense of touch. It conjures up a sensation of extreme cold.
- 14 running muddy – a comparison to water, if it's running clear, then it's good to drink, if it's running muddy, then it isn't

curl-toe – the boots are so old and cracked the toes are curling up

like a falling feather – very quietly

grinning – like a broad smile, a happy, clear day.

Effect: Student's own answers.

15 Student's own answers.