

Carapace

Key

Pre-reading Activities

The purpose of the first activity (building a story from a series of questions) is designed for the students to become involved in the story telling process. The object of the exercise is for them to **create their own stories**, not to try and replicate a story which they haven't read – clearly a futile task. Teachers must be careful to allow the stories created to exist in their own time and space and not to try and interfere. They must be **owned** by the students, either individually or in groups.

The picture should set the scene – exactly where it is isn't important (though it is a photograph from Sri Lanka). The students need to acquire a sense of place from it. The reference to the title of the story, 'Carapace' means that students need to keep a possible explanation in mind. A possible explanation is that the protective shell of familiarity is what the narrator is contemplating – her comfortable, uncomplicated life which might be under threat.

Ask the students to work in small groups to discuss possible answers to the questions and from their answers build a narrative (they should read all the questions first; some answers may be hinted at in later questions). Do NOT ask the students to write the story. They should aim to tell the story to the rest of the class, or to another group.

The Narrator and Vijay

1. ANURA PERERA IS coming over tonight. *Amma* - my mother - says I ought to take him seriously. I told Vijay about it.

So?

He's coming to see me because he is interested in me and he has serious intentions. He lives in Australia!

Vijay grinned and said nothing. That's the way with Vijay.

Do you know who Anura Perera is?

He shook his head, no. Then he laughed, So he's looking for a Lankan wife?

Yes! I said. Anura Perera has a dollar job, a Sydney house, and an Australian ticket.

So what are you saying? Vijay laughed. You are going to marry this prick with a foreign job? Is that what you've come to tell me?

That wasn't what I had come to tell him at all.

- o indifferent/ calm/ casual
- o (to help her decide)

2.

What are we going to do? I asked. I wanted to know what he really felt for me.

About what?

About us, I said. What are we going to do?

He said, There's an American film at the Majestic.

He comes straight out with what he thinks. But I must have looked worried; he leaned forward.

What is it you want to know then? he asked, touching my hand.

I told him we've got to sort things out. Going to the pictures won't solve anything.

But you like movies, he said.

1. Their relationship
 2. Long term
 3. Short term
 4. a) frustrated? b) same as before – calm, unbothered
 5. She is looking for help
3. mop skinny fat stir bony burst crease
1. He doesn't eat
 2. A cook
 3. Not very attractive – skinny, bony, protruding teeth
 4. She likes him a lot
4. 1. He says what he thinks
2. She wants to be protected/ sheltered
 3. Students should discuss how knowledge of the characters has altered the stories they first imagined. They might like to discuss in what ways their knowledge has changed.

After Reading Activities

Recipes 1

Read through the recipes and explain any vocabulary that is unfamiliar.

1. coconut B chillies C oil D peppers E prawns F ginger (root)
2. A mix/blend B knead C slice D stir/ mix
3. boil/grill (on fire/hob) bake/roast (in oven)
4. simmer stir mix add rub knead divide cook (deep) fry blend serve

Kirri Hodi: 1 Blend/Mix 2 add 3 Simmer 4 Stir 5 add 6 Stir
5. Anything that uses recipe like ideas for people is acceptable.

Recipes (2)

Describing a favourite food will be challenging as it requires a lot of unfamiliar vocabulary to do with food and taste, but it is a good activity for sensitisation of what food means to us.

Apple Crumble. Simple translation activity. If you have the facilities, make the apple crumble with your class!

Arranged Marriages

Activity One – students own ideas, thoughts and results of survey

Activity Three – students own responses. Do this after group and class discussion

Lonely Hearts

1. c) f) 2. e) 3. b) 4. a) c) 5. f) 6. they all are!

Advert in detail: note lack of personal pronouns, use of imperatives, minimal conjunctions & verbs

Agony Aunt

No model answers. Make sure request for advice letters contain a request, and are succinct. Replies short and to the point.

Book Cover

Use this as a final comprehension check. Insist on a designed front cover, not just words. Interior 'blurb' can be taken from worksheets already used.

Students own ideas about what happens next can be articulated. Remind them about the title 'Carapace' and what this might mean to the narrator.

Word Work

1. real
2. habit
3. imagined
4. imagined
5. habit
6. real or imagined
7. real
8. real
9. habit
10. habit

Students own experiences are recorded. Correct only errors of language.