

Clap Hand, Here Comes Charlie

Supplementary Materials

Pre-reading

1. The Hendersons

1. Read the extracts from the story.

Mrs Henderson was Angela Bisson's cleaning lady.

Her husband, Charles Henderson, asked her how much Angela Bisson had tipped her for Christmas

When Alec (*the Henderson's son*) had gone out to attend a union meeting, Mrs Henderson told her husband he needn't bother to come to the theatre.

'By heck,' shouted Charles Henderson, '....I'm only the blasted breadwinner.'

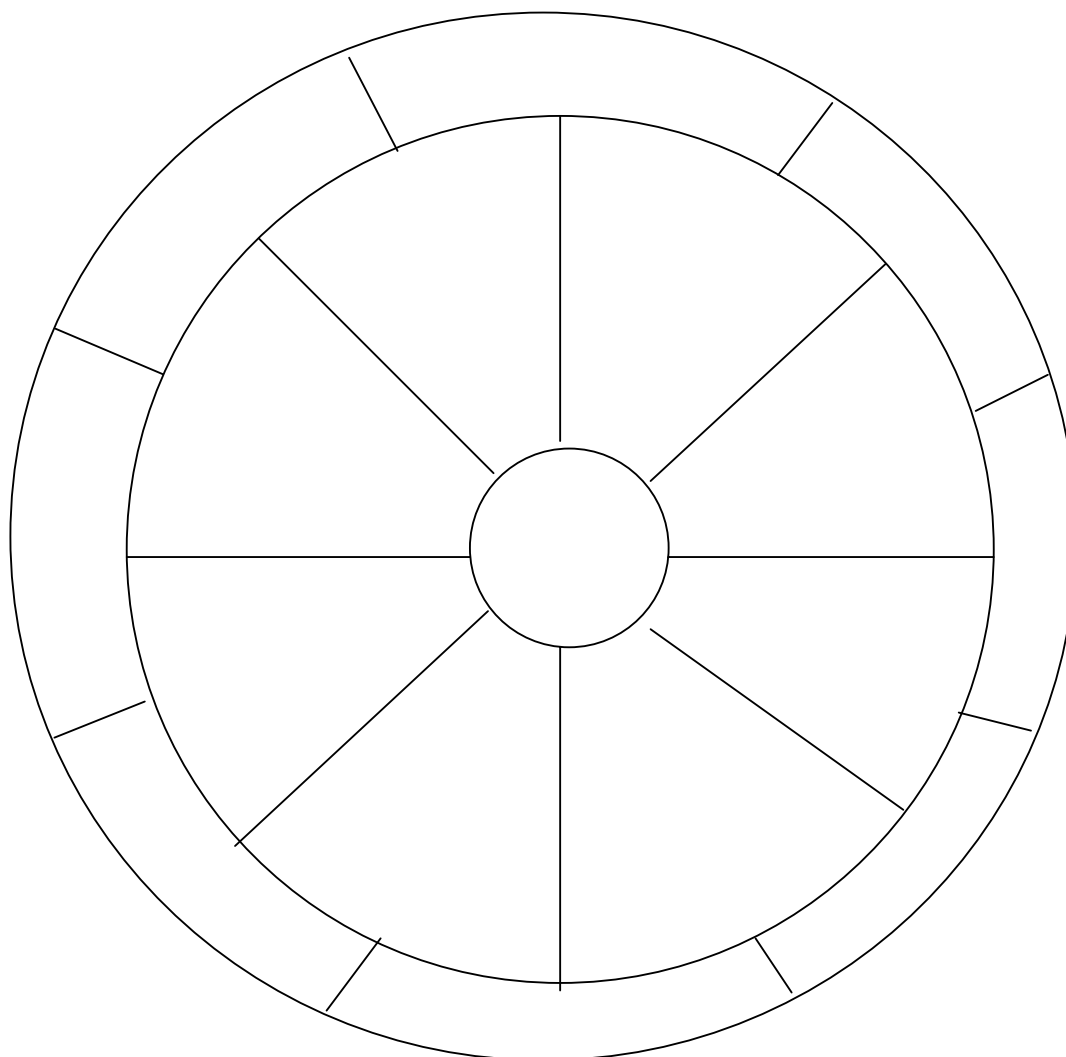
What do we know, or can we now guess, about the possible lifestyle of the Hendersons from the extracts above?

- a) Which of the three characters mentioned above work?
 - Which jobs do we know that any of them definitely do?
 - What kind of jobs can we imagine they might have?

Who might be an airline pilot an Electrician
 a doctor a teacher a plumber
 ..a factory worker an office worker
 a shopkeeperan accountant

What are your reasons for making these choices?

1.b) In the centre of the wheel, write the job from the list above that you think Mr Henderson might have had.



Now, in the outer part of the wheel, write down eight jobs that you can think of which are related to the one in the centre. (e.g. if you had written 'air line pilot' in the middle, you might have written 'air steward' 'air traffic controller' 'baggage handler' 'immigration officer' etc in the outer part.

Pre-reading

2. A Sense of Place

- a) **Charles Henderson is thinking about where he lives. What kind of place is he describing?**

Had there been anything so exalted as a back door in this hell-hole, going out of it certainly wouldn't improve his health. Not without a parachute. He couldn't even open the window for a breath of air. This high up there was generally a howling gale[⊗] blowing in from the river – it would suck the Christmas cards clean off the sideboard. It wasn't normal, he thought, to be perpetually on a par with the clouds[⊗].

- b) **Compare this to his reflection on where he used to live:**

When Moira and Alec had been little they'd played in the street – Moira on the front step fiddling with her dolly, Alec on one roller-skate scooting in and out of the lamp-posts.

Which did he prefer? He admits that it had been pleasant at first going into a new flat where they had hot water and where 'it had become unnecessary to scrub young Alec's neck with his toothbrush...' but comfort wasn't everything

Now:

Their whole existence, once work was over for the day, was lived as though inside the cabin of an aeroplane. And they weren't going anywhere – there wasn't a landing field in sight. Just stars. Thousands of the things, on clear nights, winking away outside the double glazing. It occurred to Charles Henderson that there were too many of them for comfort or for grandeur. It

Then:

At the end of the yard of the terraced house in which he had once lived, there had been an outside toilet. Sitting within the evil-smelling little shed, its door swinging on broken hinges[⊗], he had sometimes glimpsed one solitary star hung motionless above the city. It had given him perspective to his situation, his situation in the wider sense – beyond his temporary perch[⊗]. He was earthbound, mortal, and a million light-years separated him from that pale diamond burning in the sky. One star was all a man needed.

[⊗] definitions given in glossary in Activities – Pre-reading

- 1) Where did Charles Henderson prefer to live? Why?
- 2) Which of the following expressions best describes what Charles Henderson is saying?

“Man must choose whether to be rich in things or in the freedom to use them.”
(*Ivan Illich*)

“Don’t count your chickens before they’re hatched.” (*Aesop*)

“It’s grand, and you cannot expect to be both grand and comfortable.” (*J. Barrie*)

**“Twinkle, twinkle little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky!”** (*Anne and Jane Taylor*)

“For hope is but the dream of those that wake.” (*Matthew Prior*)

What was Charles Henderson talking about when he said: ‘It was quality that counted, not quantity’?

Think about this statement in the following situations:

Food

Housing

Friends

Clothes

Money

Education

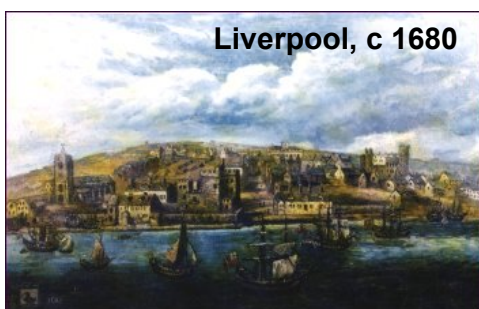
Clap Hands, Here Comes Charlie

After Reading Context

Liverpool

Two references in the story 'Clap Hands, Here Comes Charlie' make it clear that it is taking place in or near the city of Liverpool.¹ A further reference to 'the Empire Theatre' where they go to see a play is probably about Britain's largest provincial theatre 'The Liverpool Empire', in Lime Street in the heart of the city.

Here, then, is some quick reference material about the city, its people and history.



Liverpool, c 1680

Geography

Situated on the NW coast of England, at the mouth of the river Mersey, Liverpool has flat arable lands to the north, and is separated from Wales by a peninsula called 'The Wirral'. It is connected to Manchester, some 45 kilometres east, by road, rail and a ship canal.

Trade New trade opportunities, including salt from nearby salt mines in Cheshire, helped to develop the little fishing village into an important city.

From 1715 on, Liverpool became the apex of the slave triangle between Africa, the Caribbean and America and Europe. From Liverpool firearms, alcohol and textiles were sent to Africa where they were traded for slaves who in turn were traded in the Caribbean for sugar, tobacco and raw cotton which were sent back to Liverpool to complete the triangle, which then started all over again.

History

In 2007 Liverpool celebrates the 800th anniversary of its foundation, after it gained its charter from King John in 1207.

For the following 500 years it remained just a small fishing village.

New opportunities meant that the first dock was built in 1715.

In the 19th century Liverpool became Britain's most important transatlantic port, and the second most important city in the British Empire.

By the end of the 20th century things conditions had deteriorated so much that Liverpool qualified, under the EU development strategy, as one of Europe's poorest areas.

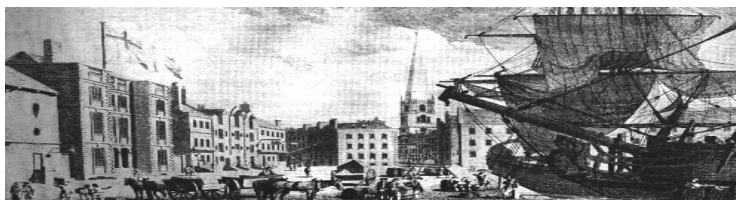


Where is Liverpool? Mark with a cross!

When air travel supplanted sea travel by liners Liverpool started its rapid decline, and the decrease in trade & a shrinking Empire along with greater trade with Europe from Britain's south coast ports sealed Liverpool's economic demise

A New Role

When the slave trade was abolished in Britain in 1807 Liverpool continued to grow however, and became one of the most important points of embarkation for emigrants to Europe to the Americas and Australia, and as a point of arrival for immigrants from the Caribbean, China and Ireland



Early 19th century Liverpool

The Liver Building on the waterfront, with the Liver Birds (right) sitting on top. Legend has it that if the Liver birds ever fly away, then Liverpool will be finished.

The statue in front is of King Edward VI.



The people of Liverpool.

People who come from Liverpool are known as 'Liverpudlians' or as 'Scousers', and they tend to call people who are not from Liverpool 'Woolleybacks' – not a compliment! Liverpudlians come from a very cosmopolitan city (see 'Trade' – many of the would-be emigrants never made it beyond the city and joined the numerous immigrants, making Liverpool Britain's first multi-cultural society). There is a distinctive culture about Liverpool, and its citizens are famous for their strong sense of community, their sharp sense of humour while enduring great hardship, and a great ability to entertain others. Their fierce loyalty to their two football teams should not be ignored!



Pronunciation

'Liver' in 'Liverpool' is pronounced *liv'er*, with a short 'i' sound

'Liver' in 'Liver Bird' is pronounced *līv'er*, with a long 'i' sound

Accent

The Liverpudlian or 'Scouse' accent is very distinctive. It is quite unlike the accents in the rest of the North West of England (which in themselves are distinctive) and is a fusion of many accents and sounds, containing some of the lyricism of nearby Wales, Irish vowel sounds, and glottal stops that have a life of their own.

The first steamships to be built especially to travel between Liverpool and Portugal were built in the 1850s. Before this time the service was provided by sailing ships. DOURO was built in 1853 by Blackwood & Gordon in Scotland & had a service speed of 10 knots. The first of a trio of ships she was built for John Bibby & Sons to establish a regular service between Liverpool and Portugal. **MINHO** was built in 1854, also by Blackwood & Gordon. The second of the trio she entered service on the Liverpool - Oporto - Lisbon service in 1854. **CINTRA** was also built in 1854. Similar in design to the *Minho* she was the third ship completed for the service to Portugal. She was wrecked in 1893

Famous People

Probably the best known Liverpoolians were the Beatles. Many famous Scousers tend to be entertainers of one sort or another, including comedians Ken Dodd, Leonard Rossiter and Alexei Sayle, writers Beryl Bainbridge (who wrote 'Clap Hands, Here Comes Charlie') and poets Roger McGough and Adrian Henri. Politicians – Bessie Braddock, Lord Gladstone, Edwina Curry (but who has heard of them?!)oh, yes, and a race horse called Redrum!



Above, the 'Fab Four' and, right, Beryl Bainbridge, writer of 'Clap Hands, Here Comes Charlie'



According to the citizens of Liverpool, **Ken Dodd**, a local comedian, is frequently chosen as the top artist of the city, more so than any of those above. He recently gained the Freedom of the City of Liverpool. He is virtually unheard of outside of the UK.



Football

Liverpool has two top class football teams – Liverpool and Everton.

Both of these teams attract enormously enthusiastic loyalty from their fans, and can be seen as an

New developments

The decline of the port of Liverpool, and the problem with what to do with the dock area near the heart of the city has led to the transformation of the Albert Dock into a busy and exciting commercial and tourist development. An old, disused waterfront has become a major attraction for visitors and residents alike



Questions: What can you remember? Without looking back, can you answer the following questions?

1. For most of Liverpool's 800 years, it was a) a busy port b) a sleepy fishing village c) the centre of the slave trade.
2. The people of Liverpool are known affectionately as a) 'Woolleybacks' b) 'Scousers' c) Liverpoolers
3. The people of Liverpool tend to live in isolation from each other. **True or False**
4. Most famous people from Liverpool seem to have something to do with a) entertainment b) racing c) politics
5. The people from Liverpool speak with accents like that of nearby Manchester. **True or False**
6. Liverpool is situated on the a) south west coast of England b) north west coast of England c) west coast of Scotland.
7. Slaves were sent to Liverpool as part of the slave trade. **True or False.**
8. Name the 'odd one out' (i.e. who doesn't fit this group?)
A. Leonard Rossiter B. Roger McGough C. Alexei Sayle D. Ken Dodd
9. Which sounds can the word 'liver' be rhymed with?
River Mother Driver Deceiver Either Weaver

Project

Design and make a chart like the one of Liverpool about a port city or town in your country. Remember to include information about its history and geography, and about its people. It is for people who have never visited this town or city.

After Reading

Housing Then and Now

The Henderson family live in a tower block of flats:

People weren't meant to look out of windows and see nothing but sky, particularly if they weren't looking upwards.....they were stuck up in the air over Kirkby

They used to live in 'a proper house' where they....

...could have stepped out of the back door and perambulated up and down the yard for a breath of air
...and where the children...had played in the street -
Moirra on the front step fiddling with her dolly, Alec on one roller-skate scooting in and out of the lamp posts

Look at the following pictures of housing, old and new, and discuss the differences between them. (use the prompt sheet which follows if necessary).



1



2



3



4

Look at the pictures of houses and flats, and try to imagine what it is like living in the different places shown.

- How do you get on with the neighbours – how often do you see them, and speak to them?
- What are the bathrooms/toilets like – is there hot water all the time?
- What about services like gas, electricity and water?
- How many bedrooms are there?
- How many other rooms are there?
- What's it like for children?
- Is it a healthy place to live?
- Are people happy there – why/why not?
- What sort of people live there – what do they do – are they rich?
- What are the *advantages* of each kind of housing?
- What are the *disadvantages* of each kind of housing?
- What about the architectural design of these houses/flats? Are they well-built?
- Are there houses/flats like this where you live? What are the differences between UK housing and housing where you live?
- What is life in a town like compared with life in the country? Which do you prefer and why?

Photographs, showing public housing in Liverpool in late 19th and late 20th centuries courtesy of Ron Formby, Scottie Press www.scottiepress.org.uk/main.htm

After Reading

Review

Question 1: Read the following text and decide where the extracted sentences (1-6) which follow the text, fit the blank spaces (A-E). There is one more sentence than blank spaces

Ever Never Land

Peter Pan is another world to cherish

by Jeffrey Gantz

PETER PAN - A musical production of the play by James Barrie. Original Broadway production conceived, directed, and choreographed by Jerome Robbins.



What makes the English so special, as shown in the first act of *Peter Pan* now at the Colonial Theatre, is that they're so good at being English. The red-brick house fronts and attic windows and grey skies of John Iacovelli's scenery create a cosy image of England. The Darling nursery is its own world: you step down the pink staircase into a huge room with a fireplace and every Victorian ornament imaginable.

A _____

You wonder why the children would ever want to leave. But it's open at the top, so we -- and they -- can see the stars, James Barrie's metaphor for that other world, the world of the imagination, a world indispensable to any child.

It makes a 'feel-good' musical out of Barrie's disturbing novel about little boys who feel abandoned by their parents -- especially their mothers -- and never quite grow up, but Jerome Robbins's *Peter Pan* is more realistic than most Broadway shows. Beautiful and comforting as it is, the Darling children's nursery divides them from their parents; they love Nana, their dog, but what they really want is Mum and Dad. It's that upper-class English practice of substituting a nursemaid that gives rise to the Lost Boys' stated fear that their mothers wouldn't notice if they fell out of their prams - - and perhaps their unstated fear that their fathers don't want them to grow up.

B _____

No, you can't stay there, but you can keep going back.

The director of the current production, Glenn Casale, shows he understands what is important here by adhering to the usual double casting: Paul Schoeffler plays Mr. Darling and Captain Hook, and Barbara McCulloh is both Mrs. Darling and the grown-up Wendy. **C** _____

And he's got an outstanding cast. Schoeffler is stern but sympathetic as Mr. Darling and, well, much the same as Hook (which is not to say that Schoeffler is limited as an actor -- just the opposite: he understands the joke). McCulloh's Mrs. Darling is smart and sweet enough to make you question the children's doubts.

D _____

But any *Peter Pan* flies or falls on its Peter. Former gymnast (and world gold-medal winner) Cathy Rigby has been doing this role for years; she sings and acts like the best Broadway actors, and she flies like a world-champion gymnast. Give her a 'B' for not being Mary Martin (who starred in the musical's 1954 Broadway debut), an 'A' for everything else. **E** _____



My only doubt is that they dominate the drama between Peter, who wants a mother, and Wendy, who wants a husband. Even as a musical, *Peter Pan* has the potential to be more thought-provoking, and therefore moving, than it is. But at the Colonial Theatre, Cathy Rigby still flies high.

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1 Casale even has Susan Lamontagne do double duty as Darling maid Lisa and Indian princess Tiger Lily -- the point being that the Never Land isn't just a fantasy world but a reworking of the children's real life.

2 Neither parent seems to offer the support and comfort that ordinary children require, and the dog is a poor substitute -- and may even require more support itself than it gives, poor animal!

3 Besides, we all need to live in that world of the imagination, "where dreams are born, and time is never planned," as much, and as long, as possible -- something no one has understood as well as the writers of English children's books.

4 The pirates are loud and joyous in their *habanera* and *tarantella* -- indeed, the musical numbers are uniformly entertaining.

5. There's even a doghouse for St. Bernard nursemaid Nana, complete with blue-and-white wallpaper and its own fireplace.

6 And Buck Mason's Nana (he doubles as the Crocodile) is so wonderfully dog-like, the children in the audience are likely to want to take him home.

Question 2

In your own words (try not to quote from the text) answer the following questions.

1. Is the review, in general, positive or negative about the musical?

2. Name a positive point mentioned in the review.

3. Name one negative point mentioned in the review.

4. What, according to the reviewer, are the English good at?

5. Why do the actors 'double up' parts?

6. Look at the following extract from 'Clap Hands, here Comes Charlie' and see if you can find another answer for question number 5.

She was enjoying it very much, though she hadn't understood at first what Mr Darling was doing dressed up as Captain Hook.

'It's traditional,' Alec told her.

'What are you on about?' asked Charles Henderson. 'That pirate chappie was never Mr Darling.'

'Yes it was, Dad,' said Moira. 'I didn't cotton on myself at first, but it was the same man.'

'I suppose it saves on wages,' Charles Henderson said. Alec explained it was symbolic. The kindly Mr Darling and the brutal Captain Hook were two halves of the same man.

Alternative
answer: _____

After Reading Word Work

Language in Context

Narrative Tenses

Aspects of the past 1

Consider this sentence from the story:

In the old days, when they had lived in a proper house, he could have stepped out of the back door and perambulated up and down the yard for a few minutes.

Underline examples of past modal and past perfect tenses

Which one indicates

- a) a possibility or ability?
- b) an earlier event than the body of the narrative?

Now think about which of the above verb forms would best complete these sentences.

Example: The family couldn't have stayed (not/stay) at the old house because it was unhealthy.

- 1) Mr Henderson _____ (ask) to move back to his old house if he _____ (want to)
- 2) They _____ (all/live) in the terraced house before being relocated to a flat.
- 3) Mrs Henderson _____ (accept) the tickets before she told her husband about the offer.
- 4) He _____ (not/move) back even if he _____ (want) to as they _____ (demolish) the house.
- 5) Alec _____ (decide) that he was going to annoy his father before he got home that evening.

Aspects of the Past 2

Consider this paragraph from the story.

Wayne was sitting bolt upright. Charles Henderson tried to concentrate. He heard some words but not others. The lost boys were going back to their Mums, that much he gathered. Somebody called Tiger Lily had come into it. And Indians were beating tom-toms. His heart was beating so loudly that it was wonder that Alec didn't fly off the handle and order to keep him quiet. Wendy had flown off with the boys, jerkily, and Peter was asleep.

© defined in glossary

Underline examples of the past simple and past continuous tenses in the text above.

The author is using the continuous tense here to give a sense of all the things that are happening around Mr Henderson, beyond his control. In all cases they refer to continuous actions.

Why, therefore, did the author not write "Charles Henderson was trying to concentrate" instead of "Charles Henderson tried to concentrate."? Is it because
a) the grammar would be incorrect b) it would lose a degree of dramatic contrast or
c) he only tried to concentrate for a brief moment?

Sometimes the choice of one structure or another is a matter of dramatic nuance rather than being a grammatical necessity. For example, why did the author write 'Peter is asleep' rather than 'Peter was sleeping'? She did so for effect – both forms are grammatically correct – and creating contrast can be important when choosing which forms to use.

Now read through the following paragraph and decide which form of the verb – simple or continuous – would be better in your estimation (in many cases – but not all! – either might be chosen). Be prepared to justify your choice. Don't forget to use the passive voice if you need. The present tense is used in one case. Why?

At midnight the storm (1)_____ (be) at full force. The wind (2)_____ (whip) the tops of the waves into a frothy white. Jim (3)_____ (hear) the storm warning on the radio as he (4)_____ (struggle) to make his little craft safe and secure. "Too late!" he thought. Now the wind (5)_____ (howl) through the tight cables securing the single mast, and *The Marlin* (6)_____ (throw) up the side of one wall of water, and almost instantly (7)_____ (fall) down the other side. Then the whole process (8)_____ (repeat) itself. At three in the morning, the engine, which (9)_____ (strain) to make headway, suddenly burst into flames. Fire at sea (10)_____ (be) one of a sailors greatest fears, and for it to happen in the middle of a storm (11)_____ (be) to face almost certain tragedy. The tiny hull (12)_____ (spin) around at the mercy of the elements, and Jim (13)_____ (seem) to be facing an almost certain death.

Aspects of the past 3

If you put the grammatical possibilities of Grammar 1 and Grammar 2 together, the result is a collection of tenses that we might refer to as the 'narrative tenses' (past simple, past continuous, past perfect and past modals)– the main tenses used to tell a story. Of course all forms of these tenses might occur, for example the infinitive, the past perfect continuous and passive voice forms. From the notes below, reconstruct part of the story of Peter Pan, using narrative tenses. Use each form (past simple, perfect etc etc) at least once each. Do not use direct speech at any point.

Tink to PP: 'don't drink!' Hook put poison in. PP not believe Tink & puts cup to mouth. Tink flies and intervenes - drinks. PP angry. Tink says 'I die'. PP upset says 'to save me?'. Tink goes to her room; PP follows. 'What to do?' PP asks. Tink now weak. Tink says – if children believe in fairies then will live. PP says to all (sleeping) children 'Do you believe?'. Voices unclear. PP to children 'If you believe, clap your hands!'. Many children clap. Tink lives.

Tink Tinkerbell
PP Peter Pan
Hook Captain Hook

Answer:

Tinkerbell said to Peter that he mustn't drink from the cup because
.....

After reading

Consolidation

After you have read the story 'Clap Hands, here Comes Charlie', answer these questions to check your understanding.

For questions 1 - 4 choose the best answer, A, B or C

1. The story is set in
A Southern Scotland B Northern Ireland C North West England
2. The Henderson family live in
A a tower block of flats B a small old house of their own
C a modern ground floor apartment
3. When they received tickets for the pantomime, they
A were delighted B would rather have had money
C started to make plans to go to see the play
4. The relationship between father and son is best described as
A affectionate B uncomfortable C traumatic
5. We get the impression that the younger children in the story are
A polite and well behaved B studious and rather serious
C rather a handful
6. Why are the parts of Mr Darling and Captain Hook deliberately played by the same actor?
7. Would you say that Charles Henderson was best described as one of the 'Lost Children' or as 'Mr Darling'? Give your reasons.
8. What is the poignant irony of Charles Henderson suffering a heart attack while everyone else is applauding?
9. Write a short review of the story as if for a group of students in another country who have this as one of their options. Describe some of the story (but not the ending!) and the characters, and give your opinion on how it is written and how effective it is. Would you recommend it to other students to read as part of their English course? (100-150 words)

Teacher's Key (Supplementary materials)

Pre-reading

The Hendersons

A series of extracts from the story tell us something about what the Henderson family do and how father and son relate to each other. Note that the [Ⓢ] symbol indicates that certain words and phrases can be found in the 'dictionary'.

1.a) We know that Mrs Henderson works as a cleaning lady. We know that Charles Henderson is 'the breadwinner' so must be the major wage earner. Alec probably works – he goes to a union meeting.

Conjecture: as Mrs Henderson works as a cleaning lady, it is unlikely that Charles is engaged in a profession. Hence he is probably an electrician, plumber, factory worker etc

1. b) Students should have free reign to decide which jobs are equivalent to the ones determined in 1.a). However, they must justify them in terms of skills, social class etc, and if the jobs they choose for Charles would be appropriate in contemporary Britain.

1. c) We don't know what Alec does. However, he seems more educated than his father, so perhaps he has achieved a higher position, or potential.

2. 1. Alec speaks as if from an educated background. He quotes from sources and has opinions which are clearly the result of a reasonable level of education.

2.2 Charles gives in to Alec's 'superior' knowledge, or argues ineffectively against it. Alec 'needles' Charles. Charles acquiesces, and withdraws into himself. Their relationship isn't good, and possibly destructive.

2.3 Charles: literal-minded; naïve; ingenuous; trusting; down-to-earth
Alec: analytical; sarcastic; patronising; clever; cunning

A Sense of Place

A series of extracts from the story give clues to the place where the Hendersons live, and what the principal figure, Charles Henderson thinks about it. Students have to assess the information and answer questions. Note that the [Ⓢ] symbol indicates that certain words and phrases can be found in the 'dictionary'.

- a) High rise accommodation / flat (*'this high up' 'on a par with the clouds'*)
- b) Street as a place into which domestic life extended
- c) Prefers old place. Why? – 'one star'; he knew who he was and where he was.
- d) 'Man must choose...' & 'For hope....' as both refer to contentment gained through knowing who one is rather than what one currently has.

Poem (C1)

The poem reminds us of what Charles Henderson thinks by the references to a lost past, the outside toilet (with its broken hinges) and smells (although these smells are different!) The poet extends the image by talking about the existence of other people in this remembered place (grandparents, sea captain), and tells us that he was a child at the time.

After Reading Context

Liverpool

A diagrammatic chart showing aspects of the history, geography and people of Liverpool. This is followed by some quiz type questions, then a suggestion for a project.

1 b) 2 b) 3 False 4 a) 5 False 6 b) 7 False 8) McGough (poet) 9) NOT 'mother' (both pronunciations of 'either')

PROJECT: A homework project (for individuals) or a classwork project (for groups). Students to choose a port town/city their own country or country of origin and design a similar diagrammatic chart to the one on Liverpool, researching the history, geography and characteristics of the port. This project is important in that it creates in the student a connection between their own country and Britain.

Peter Pan

A review of a production of a performance of 'Peter Pan' in the USA. Students are expected to complete the text by reinserting the correct paragraphs, which have been removed from the original. One paragraph will not fit.

Part 1

A 5 B 3 C 1 D 6 E 4 2 is not used

Part 2

1 Positive 2 outstanding cast/ pirates wonderful/ Cathy Rigby is Broadway troupier 3 Pirates overwhelm drama/ story 4 Being English 5 tradition; reworking of 'real' lives 6 Each character has two halves/ opposite halves

After Reading Word Work

Narrative Tenses

Using extracts from the text, aspects of past tenses in relationship to telling stories are given and explored. Students are given a series of progressive exercises to develop their skills in manipulating these tenses.

Aspects 1

1. would have asked /(had) wanted to
2. had all lived
3. had accepted
4. could not have moved back/ (had) wanted/ had demolished
5. had decided

Aspects 2

1. was 2. was whipping 3. had heard 4. struggled 5. was howling 6. was thrown 7. fell 8. repeated 9. had been straining/was straining 10. is 11. was 12. was spun 13. seemed
(10. 'is' because it is an 'eternal' truth.)

Aspects 3

Set as homework; variety of correct answers: ensure mixture of past and past perfect correctly used.

Phrasal Verbs

1. 1 tolerate 2 left 3 provoked 4 walk out 5 coming 6 angry 7 be quiet 8 move away 9 demolished 10 leave remain 11 went 12 rose 13 argument 14 comprehend 15 closed 16 stop sleeping 17 appearing like 18 are you saying 19 understand 20

gesticulating 21 left 22 is your problem 23 returning 24 moving 25 fly 26
experience 27 turned his head 28 recover 29 flew 30 be quiet

2. Glossary of Phrasal Verbs

put up with	tolerate
bring on	cause something to happen (eg illness)
take place	happen, occur
flare up	suddenly get angry
belt up	shut up / stop talking (very impolite)
get over	recover from
knock down	demolish (a building)
get out	leave
stand about	be idle, not knowing what to do
run over	drive over something / someone
go up	[in the theatre the curtain rises]
carry on	continue
bring down	[in the theatre the curtain is lowered]
yawn head off	yawn a lot
cry out	suddenly shout (in surprise or pain)
wake up	stop sleeping
dress up	put on smart clothes for a special occasion
be on about	be talking about (rather impolite)
cotton on (to)	understand
wave about	move continuously
run off	leave someone in a difficult situation
be up with	to be wrong
go back	return
fly off	leave by flying
flash about	move around quickly
stand up	move from sitting to standing position
soar up	fly up gracefully into the sky to a great height
go through	undergo a difficult or unpleasant experience
crane sideways	stretch your head sideways (too see sth.)
get well	return to good health after illness
sail up	fly up gracefully into the sky to a great height
shut up	stop talking
go out	leave
step out	walk outside
blow in	be blown in by the wind
come on	enter stage
make out	see with some difficulty

Gap fill

1. put up with 2 flared up 3 belt up 4 Get out! 5 standing about 6 cried out 7 woke up 8 dress up 9 on about 10 cottoned on 11 flying off 12 flashing about 13 craned sideways 14 sailed up 15 run over 16 take place 17 go out 18 brings on 19 stepped out 20 get over 21 knocked down 22 went up 23 make out 24 ran off 25 make out 26 soared up 27 waving about 28 get well 29 shut up 30 carrying on 31 stand up 32 gone through 33 up with 34 brought down 35 went back

Glossary

These are a small reference documents that should be copied for each student. The definitions given are accurate for the context of the story but may vary in other contexts – students should be made aware of this. Choose which version will be most useful for your students

After reading Consolidation

1.C 2.A 3.B 3.B 4.C

5. to show two sides of the character of the father figure
 6. Personal choice
 7. Clapping is supposed to bring (creatures) back to life
 8. Personal review.
- The story is set in