Moon Man
Teacher's Notes

A space ship crash lands in the field of a bad tempered, technology hating Welsh farmer. His long suffering wife and bewildered family wonder what will happen next.

The materials presented for class work on Eric Malpass' 'The Return of the Moon Man' are intended for the development of language development and cultural understanding rather than as a source of literary study. In this revised version (2010) there are three parts: **Pre-reading**, **Context**, and **Word Work** plus a **teacher's key**. As with all other BritLit productions, this is called a 'kit' to emphasise the fact that you, the teacher, are expected to assemble the component parts yourself, using the parts you require in the order you prefer. This is not, therefore, a course, but simply a resource which can be picked over with some items used and others discarded. For this reason, each worksheet or worksheets within a sub-heading stand alone, and do not require work to have been done on any other worksheet. It is intended that the order in which the work is done is largely up to the teacher responding to the needs of their class. However, we would make the following suggestions:

- The Pre-reading section should be treated as the title suggests, and the contents used before the students are shown the story in any form. In fact, even if no other part of the kit is attempted, we suggest that you use this part. The message is: do not give your students the story to read unless they are prepared first.
- The Context section needs to be treated with caution and perhaps just one or two activities chosen from the variety on offer.
- The Word Work section is the most disposable part of the kit and could be omitted altogether.
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We very much welcome your contribution to the project. Much of the material in the current kit has been contributed by state school teachers working in collaboration with the project team and we invite you to contribute your ideas and experience so that future versions of this material will present an even wider choice of opportunities for students to explore language and culture through literature.

2. Acknowledgements

Key

Pre-reading

1. Sequencing

The order the actions occur in the story is as follows, but be aware that other, valid permutations may be valid. Be flexible in your response to student's suggestions!

- We discover that Grandfather Griffiths is anti technology but that Gran isn't.
- A space ship launched from London lands in a field on the farm
- One of the spacemen is injured and goes back to London
- Grandfather goes missing
- Newspaper headline '**Octogenarian on Moon**'
- The moon slowly changes from a full moon to a crescent moon to no moon
- Gran decides Grandfather is dead and hangs black cloth around his picture
- Gran leaves the farm to go and live in a town and remarries
- Grandfather returns form the moon
- He hunts for Gran
- Grandfather gets his revenge

2. Matching

One of the spacemen is injured and goes back to London	'Nothing to what you will bite when you land on the Moon,' said my grandfather. 'That is what I am thinking,' the man replied. 'And that is why I say they can have their old Moon. Back to Golders Green by the first train it is for me.'
Gran decides Grandfather is dead and hangs black cloth around his picture	'No Moon," repeated Gran in a voice of death. 'No Moon! She rose and hung a black cloth over the big picture of Grandfather at the Eisteddfod. 'Falling through the sky he will be now,' she said slowly; as though speaking to herself. 'Like a shooting star he will fall, and like a shooting star he will cease to be! She went back to her chair and sat down, her hands folded in her lap.
We discover that Grandfather Griffiths is anti technology but that Gran isn't.	That was funny about Gran. She was progressive, and left to herself she would have filled the house with refrigerators and atomic cookers and washers. But Grandfather called these things devil's inventions, and would have none of them.

Grandfather goes missing	All the grown-ups looked uneasy, and suddenly I was frightened and began to cry.
	  'Gone to talk to the old bull, maybe,' said Gran.
	   Silently my father picked up the lantern and went out into the fields. It was a long time before he came back. .
	  'Gone,' he said. 'clean as a whistle' .
	  No one said anything.

A space ship launched from London lands in a field on the farm	But at that moment there was a noise as of a great wind passing over, and then a terrible crash as though someone had picked up all our milk chums and dropped them on the Dutch barn. We ran outside, and there, in the Ten Acre Field, a Thing was glinting in the frosty moonlight. Huge it was, like a great shining rocket.

Context

The Coming of the Electric

1. a - hydro-power: b- solar panels; c- solar; d- wind power; e- hydro; f- wind
2. 1.B   2.D   3.D

Renewable Energy

1. (Top, left to right) Biomass; Hydroelectric; windmill; solar water heating
    (Bottom, l to r) More than one; photovoltaic panels; tidal power; wind turbines
2. Details are explained on the map
3. 1 D   2 A   3 E   4 C
4. In this kind of activity, it's a good idea to allow small groups to work together to plan their arguments before embarking on a class discussion
5.   Divide into groups of 4-6, with them electing a 'secretary' to report back to the class.
Alternative, use this as a pyramid discussion (i.e. groups of six discuss, then join another group to become 12, come to a consensus, group of 12 joins another group of 12, form consensus etc)

NOTE: CAT education resources, including 4 minute video:
http://www.cat.org.uk/education/ed_content.tmpl

Space – Astronaut
1 F 2 F 3 Don't know 4 T 5 F 6 F

Space – The Moon
MCQ gap fill: 1 B 2 C 3 A 4 C 5 B 6 A 7 C 8 A 9 C 10 B 11 A 12 B 13 C 14 C

The Welsh Language
The purpose of this exercise is not, of course, to teach any Welsh! It is to familiarise students with the unfamiliar word formation, and to recognise that Welsh is not simply an English dialect, but a language which has little connection with English.
Map exercise: any identification will do, and incomplete translations (e.g. Llandudno, only the 'clearing' or 'early church' element will be known) are acceptable.
Pentre-llyn-llwyd: village of the grey lake
Llan-y-pwll: The pond (in?) the clearing
Coed-y-Bryn: The forest hill
Pentredwr: Water village
Llanbedd: Church grave

Whitechurch: Eglwys-y-gwyn (with or without the 'y')
Valleyhead Bridge: Pontepen
New Bridge: Pontenewydd
Riverhill: Brynafon
Moor Clearing: Llanrhos

Poets
The activity here is mainly to familiarise students with the sound of Welsh being spoken. Use the Welsh audio ('bloddier') and the English version ('Let the World's People') after the students have had a chance to look through the poems and try out the Welsh version themselves. A reading of the English version of the poem will raise some discussion about learning languages and the role of languages in a peaceful world.

Word Work

Language in Use
'Would have….'

3a would help   b would not have left   c would have burned down   d would go
e would tell   f would have spent   g would have done   h would have enjoyed
i would work/would have worked   j would not have been caught

Adjective or adverb?
A:
1 lonely/ silly 2 unlikely 3 cowardly 4 lovely 5 deadly *(others may be possible; use discretion)*
D:
1.He went on a fast plane (inherent property of plane)/ She performed well / It was hard to study / I caught a late train / It was a straight road home
2: 1 directly   2 easy   3 finely   4 freely   5 free   6 high   7 easily   8 directly   9 tightly   10 widely
3: allow a variety of responses - one adverb per sentence!

Emphasis - Welsh Style
1.
(examples) Asking him for a space ship was I
Teach her (it will) to go hankering after a space ship
Run up Snowdon barefoot will I
Caught the train back to London did he
Back to Golders Green by the first train it is for me
Took off his helmet, the leader did

2.
1 1st   2 2nd   3 1st   4 2nd   5 1st (unfair)   6 2nd

3 Questions: Grandfather / Grandfather chased Gran and Llewellyn / Gran / experience will teach Gran

Glossary
This section should be used at the teacher's discretion. Note that the words here are given the meaning relevant to the context of the story. There may be other meanings in other contexts.