This story concerns a weekend that a middle class family spend at their country cottage. The family are Martin (a freelance designer) Martha (a market researcher for an advertising company) and their three children, Jolyon, Jenny and Jasper.

Read the extracts from the story and answer the questions that follow.

1. Martha had everything packed into the car and the three children appropriately dressed and in the back seat, complete with educational games and wholewheat biscuits.


3. Outside in the garden the children played badminton. They were bad tempered, but relieved to be able to look up and see their mother working, as usual: making their lives for ever better and nicer: organising, planning, thinking ahead, side-stepping disaster, making preparations, like a mother hen, fussing and irritating: part of the natural boring scenery of the world.

4. An egg and an orange each child, each day. Then nothing too bad would go wrong. And it hadn’t.

5. Katie appeared, reproachfully holding out her Yves St Laurent towel, sopping wet. “Oh dear,” cried Martha. “Jenny must have washed her hair!” And Martha was obliged to rout Jenny out of bed to rebuke her, publicly, if only to demonstrate that she knew what was right and proper.

1. What is meant by educational games? Give some examples.
2. In the second passage, what do we know about the kind of activities the children got involved in? What does the word ‘right’ actually mean in the contexts of ‘food’, ‘words’ and ‘play’? Give some examples of what is ‘right’ and ‘wrong’ in these contexts.
3. In the third passage is the writer telling us that the children appreciate what their mother did for them or not?
4. What aspect of the children’s welfare is being addressed in the fourth passage?
5. What aspect of the children’s upbringing is being addressed in the last passage?
6. Discuss how, in your opinion, the children have been brought up, and what their parent’s expectations of them are.
Weekend
Pre-reading
What Martha Thinks ...

1. You might think that Martha was unhappy with their relationship, but look at what she says about it:

Life now, by comparison, was wonderful for Martha.

Martin standing between her and the hostility of the world – popular, easy, funny Martin, beckoning the rest of the world into earshot.*

*encouraging the world to hear him

Wonderful! The best husband in the world: look into his crinkly*, merry**, gentle eyes; see it there. Gaze† into the eyes. Love. It must be love. You married him. You. Surely you deserve true love?

†look intensely

*small lines caused by laughter; **happy

Martha is tormented by doubt. Is she doing enough for her husband, her family. Her real fear seems to be: will he stay with her? To understand this we have to look at the comparison with her friend Janet, once married to Martin’s friend Colin. Colin has left Janet (‘quieter and duller than her husband…..she’d let herself go……..she plodded* round on flat, rather large feet….she was, frankly, boring’) and married a younger, beautiful woman. The implication is that Martha (who is worried about her ‘broad hips’ and if she has varicose veins) is like Janet, so would Martin leave her for another, younger, more beautiful woman?

*walked heavily
2. Martha’s Workload

The following are extracts from the story and they illustrate how much work Martha did, or was expected to do. Complete the text by putting ONE WORD ONLY in each of the gaps.

‘On Fridays Martha __(1)__ get home from work on the bus at six-twelve and prepare tea and sandwiches for the family: then she would strip four beds and put the sheets and quilt covers __(2)__ the washing machine for Monday; take the country bedding from the airing basket, plus the books and games, plus the weekend food – acquired __(3)__ intervals throughout the week, to lessen the load – plus her own folder of work, plus ……..’ ‘Then Martha would run round the house tidying and wiping, doing this and __(4)__ finding the cat at one neighbour’s and delivering __(5)__ to another, while the others ate their tea; and would usually, proudly, have everything finished __(6)__ the time they __(7)__ eaten their fill. Martin would just catch the BBC2 news while Martha cleared away the tea table, and the children tossed up for the best positions __(8)__ the car.’

‘Cook! Ah cook. People love to come __(9)__ Martin and Martha’s dinners. Work it out in your head in the lunch-hour. If you get in at six-twelve, you can seal* the meat while you beat the egg white while you feed the cat while you __(10)__ the table while you string* the beans while you set out the cheese, goat’s cheese, Martin loves goat’s cheese, Martha tried to like goat’s cheese – oh bed, sleep, peace, quiet.

Sex! Ah sex. Orgasm, please. Martin requires it. Well, __(11)__ do you. And you don’t want his secretary providing a passion you neglected to develop. __(12)__ you?’

‘Then there was the car to unpack and the beds to make up, and the electricity to connect, and the supper to make, and the cobwebs to remove, while Martin made the fire. The supper – pork chops in sweet and sour sauce, green salad __(13)__ the garden, and sauté potatoes……… then clear __(14)__ the supper: set the dough to prove for the bread: Martin already in bed: exhausted by the drive and lighting the fire. Sweep and tidy: get the TV aerial right. Turn up Jasper’s jeans __(15)__ he has trodden the hem undone. Midnight.’
Q. How much work does Martha do about the house? How much does Martin do?

3. Martin's influence

Martin, as we have already seen, has the habit of speaking in imperatives - he always seems to be giving orders or advice or instructions. This constant "Do this" "Do that" environment has its effect on the way that Martha talks, or at least thinks, to herself.

"Clothes. Oh, clothes! Can't wear this: must wear that. Dress shops. Piles of clothes in corners: duly washed, but waiting to be ironed, waiting to be put away.

Get the piles off the floor, into the laundry baskets. Martin doesn't like a mess."

"Shop in the lunch-hour. Lug* it all home. Cook for the freezer on Wednesday evenings."

*lug: carry something heavy

By using imperatives, the author creates a faster pace of reading; the action moves rapidly from one breathless list to another. The effect is make the reader share the restlessness of Martha - always something to do, something not quite right, something that might cause Martin some concern ("Martin doesn't like a mess"). For between each line there is the suggestion that she is driven to act the way she does because of Martin, just as her own language reflects Martin's way of talking.

"No such thing as an accident. Accidents are Freudian slips: they are wilful, bad-tempered things". This is not Martha speaking, but Martin speaking through her.

For work on imperatives, see Word Work

Q: Look at all the evidence from the CHARACTERISATION worksheets that you have completed. What do you make of the relationship between Martin and Martha? Write your answer in a paragraph of between 80 and 100 words.

Before you write, make a note of the main ISSUES here:
Weekend
After Reading
A House in the Country

1.
- What are the advantages of living in the country over living in a town or city?
- What are the advantages of living in the town or city over living in the country?

<table>
<thead>
<tr>
<th>Think about:</th>
<th>In the country</th>
<th>In the town</th>
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</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
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<td><strong>Noise</strong></td>
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<td><strong>Entertainment</strong></td>
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<td><strong>Schools</strong></td>
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2. Which of the following words fits best – for you – into either of the two boxes: rural life or urban life. Discuss your results with a colleague and talk about any differences that you discover.

<table>
<thead>
<tr>
<th>Rural life</th>
<th>Urban life</th>
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<tbody>
<tr>
<td>Convenience • Peace •</td>
<td>Convenience • Peace •</td>
</tr>
<tr>
<td>Enjoyment • Relax • Easy</td>
<td>Enjoyment • Relax • Easy</td>
</tr>
<tr>
<td>transport • Slow • Modern •</td>
<td>transport • Slow • Modern •</td>
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<tr>
<td>Entertainment • Old Fashioned</td>
<td>Entertainment • Old Fashioned</td>
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<td>• Healthy • Stimulating •</td>
<td>• Healthy • Stimulating •</td>
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<tr>
<td>Restorative • Hard work •</td>
<td>Restorative • Hard work •</td>
</tr>
<tr>
<td>Sleepy • Lazy • Exciting •</td>
<td>Sleepy • Lazy • Exciting •</td>
</tr>
<tr>
<td>Frantic • Exhausting • Boring •</td>
<td>Frantic • Exhausting • Boring •</td>
</tr>
</tbody>
</table>
3. **Ranking task:**

Decide which of the following you think to be the most ideal situation and which the least ideal, and rank the items 1-9, with 1 being the most ideal and 9 being the least. Justify your choices.

- A modern flat in the city.
- An old house in the city
- A house in the country in or near a small village
- A flat in the town and a country house in a village
- Live in the country but work or study in the city (travel everyday)
- Live in the city all the time
- Live in the country all the time
- Live in the city all week but in the country at weekends
- Live in the country all week but spend the weekends in the city.

After you have thought about this exercise, be prepared to talk for 30 seconds, defending your point of view.

4. **Writing assignment**

Using the information above explain what kind of place(s), in an ideal world, you would like to live in. Give your reasons.
Bomb in Belfast Restaurant

At least 14 people died tonight when a bomb exploded at the Le Mons restaurant and hotel near Belfast. Four hundred people were in the building at the time, 50 of them children attending the annual prize-giving of a junior motor cycle club.

The hotel was at its busiest when an anonymous telephone call warned of a bomb. Staff had just begun to clear the hotel when a bomb exploded on a window-sill outside the dining room. Immediately, flames swept through the building, trapping people on the floor above.

North Sea offers UK

Britain now produces 60% of its oil needs, figures released today show, showing that over 1 million barrels a day are being produced. New discoveries mean that the UK could well be self-sufficient in oil by 1980, say oil experts.

New Pope is Polish

Cardinal Karol Wojtyla has become the first non-Italian Pope since 1542 after an eighth ballot by Cardinals in the Vatican yesterday. The new Pope, 58, is the youngest pontiff this century, and is a fierce anti-Communist and theologically conservative. The Pope, who was Archbishop of Krakow, Poland, is the son of an army NCO, and speaks English, French, German and Italian. It was in Italian that he addressed the crowds waiting for two days in St Peter's Square, breaking with the Papal tradition of speaking in Latin.

The new Pope was chosen after Pope John Paul, 65, died after just 33 days in office.

Argentina Win World Cup

After a long but ultimately triumphant World Cup tournament, delirious fans applauded as Argentina held the World Cup aloft, having beaten their rivals Holland 3-1. Holland, playing without star player Johan Cruyff, fought well, but were disappointed to find themselves runners up for the second World Cup in succession.

Brazil were the only team to complete the tournament undefeated.

Kept by Liverpool

Liverpool have joined the distinguished ranks of Real Madrid, Benfica, Inter Milan, Ajax Amsterdam and Bayern Munich by winning the European Champion's Cup for the second year running.

FC Porto Stay on Top

After winning the national football cup last year (1977), FC Porto remain as one of the country's leaders by winning the League this year. Last years League winners, Benfica, lost out to FC Porto and Sporting, the latter winning the Cup this year.

Over 57% of women go out to work while the government is now looking into the possibility of providing paternity leave.
Peace Accord Signed

Warring nations Israel and Egypt today signed an historic peace agreement at Camp David under the watchful eye of President Jimmy Carter. Leaders President Anwar Sadat of Egypt and Prime Minister Begin of Israel was on the edge of failure before President Carter's intervention, and it is his triumph as much as that for peace in the Middle east.

Charlie Chaplin's Swiss police were puzzled today by the bizarre robbery of legendary film star Charlie Chaplin's body from a Geneva cemetery. The reason for this morbid crime is not clear, though police say that a ransom for its return is the most likely motive, though they have yet to receive any demands from the grave robbers.

Mid-air Collision

At least 150 people were killed yesterday in one of America's worst air disasters when a light aircraft collided with an airliner over San Diego and both crashed on to houses.

All 135 passengers on board the Boeing 727, and the student pilot of the light aircraft died immediately; others were killed as the burning wreckage fell onto their houses below.

Mass Suicide in Guyana

In what may be the modern world's largest instance of mass suicide, some 913 members of an American religious cult, the People's Temple, have been found dead in the jungles of Guyana. The cultists, all of whom lived in an agricultural commune known as Jonestown, appear to have been poisoned, and survivors, hiding in the jungle, claimed that the cult's leader, the Rev. Jim Jones, forced them all to drink a mixture of soft drink Kool-Aid and cyanide.

Health Education Department launch

In an attempt to get men to take greater responsibility for pregnancies, the HED today launched a new, hard hitting poster campaign. Assisted by advertising gurus Saatchi and Saatchi, the HED hopes to get men to think about what it would be like if it were them who became pregnant.

Sex Pistols

The Sex Pistols latest release 'God Save the Queen' has been banned by the BBC and other broadcasters due to its anarchic nature. At a time when Britain is celebrating the Silver Jubilee of Queen Elizabeth's reign, the subversive nature of the lyrics were felt to be a step too far for this leader of the punk rebellion.

European Top 10 of 1978

The top 10 favourite music singles in Europe this year have been:

1. Night Fever - Bee Gees
2. September - Earth, Wind & Fire
3. If I Can't Have You - Yvonne Elliman
4. Dancing in the City - Marshall Hain
5. Everyone's a Winner - Hot Chocolate
6. Stayin' Alive - Bee Gees
7. Take a Chance on Me - Abba
8. Dreadlock Holiday - 10cc
9. Lovely Day - Bill Withers
10. Song for Guy - Elton John
Journal Exercises

1. Replace the missing parts of the Headlines in the best place. Note that there is one more part of a Headline than spaces available.

   European Cup       New Campaign
   
   Kills 14
   
   Coffin Stolen       KILLS 150
   
   OIL BONANZA

2. Quickly read the articles to answer these questions. Try not to spend more than 30 seconds on each answer!

   1. Which three leaders met together?
   2. To whom was made an anonymous phone call?
   3. Who are 'Saatchi and Saatchi'?
   4. Who did something positive for two years in a row?
   5. How old was the Pope when enthroned?
   6. What did the Pope do to break tradition?
   7. Who wrote words that were considered subversive?
   8. What did birth control give women?
   9. What are men having to think about again?
  10. What killed the people of Jonestown?

3. Now complete this edition of 'The 1978 Journal' by researching one or two more articles. The choice is yours, but you might consider 'Fashion', 'Lifestyle' or some other leisure activity. (Each article should be between 40 and 80 words)
Weekend After Reading
Sexism: Inherent or learnt?

Look at the traditional nursery rhyme ‘Sugar and Spice’

Sugar and Spice
And all things nice,
That's what little girls are made of.

Slugs and snails,
And puppy dogs' tails,
That's what little boys are made of.

Can you think of a similar nursery rhyme in your own language?

NB: A ‘nursery rhyme’ means a short piece of rhyming text taught to very young children.

If the rhyme were to be believed, then this would indicate that the differences between girls and boys come at birth and can't be reconciled. Not everyone would agree with this. Read the article below to examine two different opinions concerning the different use of language between men and women.

Katharine Whitehorn and Clare Messud are two journalists who are interested in feminism and women's issues. One area that feminists are interested in is language and how men and women use it. Katharine Whitehorn thinks there is quite a difference. “Men tend to relate language either to trying to establish a higher status than the person they're talking to, or to discussing action. Women are using talk to establish a rapport with whoever they're talking to. And the whole question of using talk to establish status - the person who asks the question is in the lower status position - is why it's not difficult for a woman to ask advice but a man will drive round for a quarter of an hour in a car, rather than stop and ask the way.” There are feminists who believe that girls are taught to speak in a deferential way. Clare Messud also believes that girls are taught to behave in a traditionally feminine way, by the way we dress them and the things we surround them with. “There's the colours you paint your infant's room, the toys you give your infant. Then as children get bigger, I would say a big thing is how they're dressed. It's cute but it's horrible, these little girls in frilly dresses and boys in shorts and T-shirts. I mean, they can climb trees, they can fall down, but little girls are made to conduct themselves in ways that limit them.”

Which do you agree with? Are we conditioned to behave as we do, or is it part of a natural process? Divide into two groups and prepare arguments for and against the motion ‘We are conditioned to behave the way we do.’
Weekend
After Reading
Sexism: It's a man's world
Read the following text and answer the question that follows it.

Dr Rosalind Miles has decided to write a history book with a difference. The *Women's History of the World* is a feminist version of the past - written because Dr Miles thinks that all other history books are centred around the deeds of men, with women only playing a minor part.

"History has always belonged to the victors," Dr Miles told us. "If you win the battle, you get to write the account of it. As men have always dominated in history, they have written all the history books."

However, the book is not simply about famous women of the past. Dr Miles sees women's lives and Victories as different from men's. "It seemed to me very important in this book to assert the fact that child-rearing and all the other things that women do, are just as important, in their way, as what men have called history and as what men have done."

Men's domination in the history books goes right back to the beginning - to evolution. All the steps forward that humankind took were supposedly made by men. Social organisation, for instance, is deemed to have sprung from their going hunting. Speech is supposed to have evolved from the fact that they would shout "Look out - the mammoth is coming your way!" The work of mothering and the importance of that in the story of evolution has been completely overlooked. It does seem far more convincing that in the work of speaking to a baby, in teaching it, and in co-operating with other women to look after each other's babies, then there at least might be the origin of some form of social organisation.

In *The Women's History of the World*, Dr Miles makes it quite clear where women's repression started. "The story of women's history does actually follow a very clear trajectory. We started off highly valued, highly praised - there is no doubt about that, and that went on for a long period of time - because of our supposedly divine powers to give birth."

However, as Dr Miles points out, when men discovered biological paternity - their part in creating a child - this era was at an end. "There came then an historical period of great repression of women. Motherhood was meant to be the thing which alone could redeem us from our inferior status, yet nevertheless becoming a mother often made women more vulnerable to oppression than in the times past."

Put the following points into the order they are made in the text above.

a) Bringing up children could have been the origin of some form of social organisation.

b) When men realised that they were also responsible for the conception of a child, women stopped being as highly valued.

c) Women's history is just as important as men's, although different.

d) Women have not always been repressed - there was a time when they were highly praised and valued.

e) What goes into the history books has always been determined by men.

f) Basic theories of evolution always see men as having taken the first steps forward.

g) Although the ability to have a child used to be seen as divine, motherhood has more recently been downgraded.
Context: Sexism Stereotypes

Many people are aware of the Guinness Book of Records, which gives details of extraordinary achievements. For example, the extract opposite (from the Guinness Book website) concerns a Portuguese 'achievement'.

Not many people outside of the UK, however, will be aware of the somewhat subversive role the satirical magazine 'Viz' has to play in the British way of life. One of the 'Viz' publications is called 'The Sexist Book of Records'. On the next two pages are printed extracts from this publication; readers should not take any of it too seriously - it's an example of that infamous British sense of humour!

Exercises
1. After reading the 'Viz' extracts try to match the 'Who/Whose' section with an appropriate section of the text. One has been done for you as an example. Some of the 'Who/Whose' require more than one answer.

Who/Whose
had her husband with her? ..
was trying to impress some young women? ...
needed medical treatment? ...
involved a neighbour? ... ...
ignored clear signs of overheating? ...
damaged some public property? ...
stood without moving for a long time? ...
was unable to take any action? ...
drank a lot of alcohol? ...
only stopped when something was recalled? ...
was a danger to himself? ...
visited many places in the same street? ...

2. You have been invited to contribute an entry to the 'Viz Sexist Book of Records' that represents 'typical' sexist attitudes in your own country. Work in small groups to write an entry of between 60 and 100 words in a suitable style.
**Shopping**

**Shop Dithering**
The longest time spent dithering in a shop was 12 days between 21st August and 2nd September 2002 by Mrs Sandra Wilks (GB) in the Birmingham branch of Zara. Entering the shop on a Saturday morning, Mrs Wilks could not choose between two near identical dresses which were both in the sale. After one hour, her husband, sitting on a chair by the changing room with his head in his hands, told her to buy both. Mrs Wilks eventually bought the one for £32.99, only to return the next day and exchange it for the other one. To date, she has yet to wear it. Mrs Wilks also holds the record for window shopping longevity, when, starting on September 12th 1995, she stood motionless gazing at a pair of shoes in Clinkard’s window in Kidderminster for 3 weeks and 2 days before eventually going home.

**Social**

**Talking about Nothing**
Mrs Mary Caterham (GB) and Mrs Majorie Steele (GB) sat in a kitchen in Blackburn, Lancs, and talked about nothing at all for four and a half months from 1st May to the 17th August 1991, pausing only for coffee, cakes and toilet visits. Throughout the whole time, no information was exchanged and neither woman gained any knowledge whatsoever.

The outdoor record for talking about nothing is held by Mrs Vera Etherington (GB) and her neighbour Mrs Dolly Booth (GB) of Ipswich, who between 11th November 1993 and 12th January 1994 talked over their fence in an unenlightening dialogue lasting 62 days until Mrs Booth remembered she’d left the bath running.

**Incorrect driving**
The longest journey completed with the handbrake on was one of 504 km (313 miles) from Stanraer to Holyhead by Dr Julie Thorn (GB) at the wheel of a Saab 900 on the 2nd of April 1997. Dr Thorn smelled burning two miles into her journey at Aird but pressed on to Holyhead with smoke billowing from the rear wheels. This journey also holds the records for the longest completed with the choke fully out and the right indicator flashing.
**Beer Drinking**
The greatest amount of beer drunk before going to the toilet was 25.5 litres (45 pints) of assorted weak lagers by Mr. George Wingfield (GB), drunk in various pubs in Knutsford High Street, Cheshire, between 12.15pm and 2.38pm on the 22nd December 2001.

**Uselessness**
The record for the greatest inability to do anything practical is held by Rex Broadbent (GB) of Preston, Lancs. During forty years of marriage, Mr Broadbent's long suffering wife Freda, cooked, washed, ironed, did all the housework, held down two cleaning jobs and brought up six children while her husband, an unemployed gas fitter, watched the telly. On June 28th 2000, she went into hospital to have a hysterectomy, leaving Rex to look after himself. However, unaware of where the kitchen was, he died of dehydration after just four days, waiting for his wife to come home and make a cup of tea.

**Pottest Belly**
The overhanging beergut belonging to Trevor Chisholme (GB) of Chorley, Lancs, weighed in on July 7th 1999 at a mammoth 148.7 kgs (23st 6lb). Not including his world breaking super pot, Mr Chisholme himself would weigh a mere 49.3kg (7st 10lb). He achieved this impressive feat in only 8 years of relentless heavy drinking, during which time his trouser waist size has remained the same whilst his pot has ballooned above his belt. Having a bilge tank the size of Mr Chisholme's would be the equivalent to walking around with World Champion shot putter Geoff Capes lying in the bottom of your vest.

**Rep Driving**
The most impressive display of multi-task driving was achieved by Powdered Egg Salesman Mel Henshaw (GB) at the wheel of his Vauxhall Cavalier 2l GLi. On February 12th 1998, whilst driving at 112 mph (180 kph) in freezing fog on the M1 in South Yorkshire, he simultaneously shaved, ate a sandwich, dictated a letter, read a road map, filled in his expenses and re-tuned his radio.

These extracts from 'Viz' are reproduced with the kind permission of Fulchester Industries.
Fay Weldon is the author of 'Weekend'. Read the following text about her, completing the spaces with a suitable word from the choice given. Then answer the questions that follow.

She was born in England, raised in a family of women (her mother is a novelist) in New Zealand, and took degrees in economics and psychology at the University of St Andrews (Scotland). She is married for the second time, and has four sons. Her novels and stories serve as dispatches from that ever-changing marital front - the war between the sexes. She takes no sides, but has a clear vision of the wounds inflicted, as well as courage shown, and the exhilaration of occasional victory. The least didactic of contemporary chroniclers, she is one of the few authors whose every new novel or story is endlessly discussed and argued over.

"I didn't find writing, writing found me. I never set out to be a writer, I found --1-- writing. I never wrote diaries as a child, I hated writing letters. 'Dear grandmother, I hope you are well'. Now what do I say, mum? 'Thank you for the present.' Now --2--? Mind you, mum was a writer of novels, as was my grandfather and my uncle. Everyone wrote fiction around me to pay the rent. It looked like hard and uncertain work to me. --3-- I was a reader. The entire adult world encouraged you to read and it was free, those being the days of public libraries. I read the entire contents of the children's library in Christchurch New Zealand --4-- the time I was eleven. I picked up speed fast. The librarians would test me on books I brought back within the hour, but they never broke my spirit or --5-- me out. I read while I walked to the school or the shops: I crossed roads without looking, I don't know how I survived. I read at table, I read in bed, I couldn't read while riding a bike though I tried.

"My father was a doctor: he wrote a --6-- in the local newspaper: It was a detective story: it went on episode after weekly episode for more than a year. The Editor begged him to stop: he said he couldn't: he had no idea who dunnit¹. So they offered a prize to
any person who could solve the crime and, lo and behold! two such persons existed. The serial concluded: my father could attend to his proper business of healing the sick: a merciful fictional silence fell. There will always be a —7— to know better than a writer. All that was —8— the war: my mother would send her manuscripts by ship to the publishers in London: the ships would sink: they never got there. There will always be practical problems a writer must face, and lessons to be learned. Always keep a carbon —3— in case the ship sinks. In the end I ran —9— of books to read and finally when I got to my thirties, started to write the books I wanted to read because no-one else seemed to be writing them.

"I did write two stories as a child. One was when I was ten, a description of a parting at a railway station. I can see it in my mind's —10— to-day. My own tall —11— handwriting, carefully looped f's and h's and g's. (I was taught copperplate —4—). I can remember my own amazement at how it was possible to create people and feelings and atmosphere using only words. And I wrote a story when I was fifteen and had —12— been transported to England and was trying to get into a new school. No-one had ever asked to write a story before. I wrote one about a boy in Pompeii with his world falling about him just as the real world in the form of the volcano put an end to his troubles, and he was glad. Very miserable. But then so was I at the time. And that astonished me: how you could —13— yourself in time and space and body. It all seemed a bit too powerful to dabble —5— with. I got into the school (South Hampstead for Girls) and in my first week they asked me to write a —14— for bread making. I did so: it seemed to me perfectly simple, and the teacher read it out to the class as an example of how to write such things properly, clearly and without —15—. It was the first and best review I ever got."

1 'who dunnit' - who did it? - a form of thriller made popular by Agatha Christie  
2 'look, how amazing!'  
3 a copy (from 'carbon copy')  
4 an elaborate and decorative handwriting  
5 play

1. me ● myself ● one ● itself  
2. who ● what ● how ● when  
3. rarely ● occasionally ● mostly ● always  
4. by ● at ● in ● on  
5. tripped ● put ● caught ● set  
6. series ● serious ● cereal ● serial  
7. reader ● writer ● critic ● editor  
8. during ● in ● through ● at  
9. in ● out ● on ● onto  
10. ear ● eye ● heart ● soul  
11. childlike ● child ● children's ● childish  
12. just ● still ● only ● since  
13. transcend ● transpose ● transit ● trance  
14. receipt ● resume ● recipe ● recess  
15. mess ● stress ● cuss ● fuss
Answer these questions, using your own words wherever possible.

1. In her childhood, why did Fay Weldon think writing wasn’t such a great occupation?

2. What was the test that the librarians set her?

3. Why did ‘a merciful’ silence fall on the writing of her father’s detective story?

4. What made her finally start writing?

5. What was the connection between Fay Weldon as a teenager and the fictitious boy who died in the Pompeii volcano?
**Weekend**
Fay Weldon

**Consolidation**
The Relationships

1. Choose the best adjectives to describe Martin’s relationship with Martha

<table>
<thead>
<tr>
<th>dependant</th>
<th>dominant</th>
<th>disdaining</th>
<th>humble</th>
<th>scornful</th>
<th>contemptuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>possessive</td>
<td>submissive</td>
<td>loving</td>
<td>thoughtful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>selfish</td>
<td>demanding</td>
<td>domineering</td>
<td>fussy</td>
<td>fastidious</td>
<td></td>
</tr>
</tbody>
</table>

Choose the best adjectives to describe Martha’s relationship with Martin

<table>
<thead>
<tr>
<th>dependant</th>
<th>subservient</th>
<th>inferior</th>
<th>fussy</th>
<th>ancillary</th>
<th>humble</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquiescent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>willing</td>
<td>selfish</td>
<td>possessive</td>
<td>weak-willed</td>
<td>resourceful</td>
<td>submissive</td>
</tr>
<tr>
<td>thoughtful</td>
<td>loving</td>
<td>demanding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. What if . . . .?

1. . . . . . . Martha’s friend Janet had stayed with Colin?
2. . . . . . . Martha’s job eventually pays more than Martin’s and she becomes the ‘breadwinner’?
3. . . . . . . Martin started to listen to Martha and take her seriously?
4. . . . . . . Martha wrote this letter to the editor of an advice column in a popular magazine, and you are the editor. What would your advice be?

Dear Aunt Beatrice,

I need your help. I have been married to my husband for 14 years and I am worried. Although he is a good provider for the family and he is an excellent father for our three children, I feel that he takes me for granted and doesn’t appreciate all the things that I also do to make our home a proper family home.

He is very demanding and expects everything to be just the way he likes it, but he rarely does anything to help me. I know that he works hard and he often comes home from work too tired to do much except sit in front of the television, but I also work full time but I am expected to run the household as well.

Now I am worried that he is interested in another woman, a mutual friend of ours who sometimes comes to stay for the weekend. She is much more attractive than I am and doesn’t have the responsibilities of looking after a family or running a house. She is a lot of fun to have around, and I know my husband is attracted to her.

What can I do? How can I do everything my husband wants from me and still remain attractive to him? Please help me.

Yours,

Martha

3. The final sentence of the story is enigmatic. Does it refer to the present or the future? Is it an optimistic or a pessimistic sentence? What do you think?
Weekend

Word work

Language in Context

1. Wishes and regrets

When you want to talk about something you don’t have (in the present), we can use the past simple or continuous
I wish I were living in a big house in the country with a large swimming pool.
(However, in everyday speech ‘I wish I was’ is more common.)
He wishes he had a bigger flat.

When you want to talk about a future wish, use would or could.
I wish she would move into a nicer area.
They wished they could afford a swimming pool.

Exercises

How would you express yourself in these situations?

1. Your mobile phone is old and uncool! You want a new top of the range model.

2. You’re about to do an exam. You would rather be doing something else!

3. Your friend wants to go to University.

4. It’s raining but you want to go to the beach.

5. You want a relative to change her job, which is making her unhappy.

Wishes and Regrets when you express anger or frustration

When you are angry, frustrated, upset etc, we use wish + would and (especially) wish + wouldn't to tell someone how we feel. When Martin says

"I wish you'd wear scent**"  

he is being ‘reproachful’, that is, he is censuring Martha for not wearing scent.

In many ways, Martin seems to be ‘censuring' Martha all the time, and could well be saying 'I wish you would....' Or 'I wish you wouldn't.....' much of the time. Look at the following extracts from the story and see how many ‘I wish you would...' or ‘I wish you wouldn't.....’ sentences you can make from the context by imagining what Martin might have said. Remember, Martha criticised herself as well, so decide if some of the criticisms were made by her about herself.
On Saturday morning Jasper trod on a piece of wood (‘Martha, why isn’t he wearing shoes? It’s too bad’: Martin) and Martha took him into the hospital to have a nasty splinter* removed. She left the cottage at ten and arrived back at one, and they were still sitting in the sun, drinking, empty bottles glinting* in the long grass. The grass hadn’t been cut. Don’t forget the bottles. Broken glass means more mornings in hospital. Oh, don’t fuss. Enjoy yourself. Like other people. Try.

But no potatoes peeled, no breakfast cleared, nothing. Cigarette ends still amongst old toast, bacon rind and marmalade. “You could have done the potatoes,” Martha burst out*. Oh, bad temper! Prime sin. They looked at her in amazement and dislike. Martin too.

*‘splinter: small piece of wood that sticks under the skin
   *’glinting: light reflecting off (glass, ice etc)
   *’burst out: say something loudly and angrily

Martin:

Martha:
Wishes, and no regrets: Hope for the future:

We can use hope rather than wish to express simple future wishes

*She hopes the builders will have finished by next week.*
*I hope to move into my new house next month.*

Talking about wishes in the past usually refer to regrets, and requires the past perfect.
*I wish we had checked the building contract more carefully.*
*If only we had bought that house when we first saw it.*

Practice Activities

A. Choose between hope and wish in each sentence.

1. I hope/wish they’ll get the house painted soon.
2. I hope/wish the bank lends us the money for the improvements.
3. I hope/wish I could come and visit you.
4. I hope/wish it were the weekend.
5. I hope/wish nothing goes wrong with the transaction.
6. I hope/wish you can come to our house warming party.
7. I hope/wish could have seen him before he left.
8. I hope/wish you would leave.
9. I hope/wish he had painted the walls white.
10. I hope/wish to sign the contract next week.

B. Complete each sentence with a suitable word or phrase.

1. I wish you ______________ making so much noise!
2. She’d rather we ________________ on our own.
3. Suppose he ________________ the message. That would explain his absence.
4. I hope ______________ get into trouble because of what I said.
5. This is a terrible exercise. I wish I ______________ to school today.
6. Our teacher said it’s high time we ______________ to study for the exam.
7. Would you rather I ______________ the car, if you’re feeling so tired.
8. I wish my parents ______________ as understanding as yours.
9. I’d prefer you ______________ smoke in here, if you don’t mind.
10. I wish you ______________ ask me for the answers before you’ve even looked at the questions.
C. Rewrite each sentence so that it contains the word in capitals, and so that the meaning stays the same.

Do you ever regret not taking your driving test? WISH

2. I really must start to cook dinner. TIME

3. Our teacher doesn't know all the answers, though she pretends to. ACTS

4. I'd rather have the one with the Pentium processor. PREFER

5. It would be better if they didn't arrive before 10.00 a.m. RATHER
Weekend
Word Work
Language in Context

2. Phrasal Verbs

In the text of ‘Weekend’ there are a number of phrasal, or multi-use, verbs. This is a problematic area in English, as common verbs take on different meanings depending on the particle (usually a preposition) that is added to it. Sometimes these phrasal verbs can have more than one meaning, which makes it even more confusing. Worst of all, there are no rules to follow, and only practice and experience will help you.

Match the following phrasal verbs from the story with their meaning (where there is more than one possible meaning, the meaning given is correct for the context of the story). They appear in the same order that you will find them in the story.

<table>
<thead>
<tr>
<th>Phrasal verb in context</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>switch off the television</td>
<td>put sheets, blankets etc</td>
</tr>
<tr>
<td>Martha cleared away the tea table</td>
<td>solve mentally</td>
</tr>
<tr>
<td>(the car) could nip in and out of traffic</td>
<td>tidied</td>
</tr>
<tr>
<td>done for drunken driving</td>
<td>convicted/arrested</td>
</tr>
<tr>
<td>her life had blossomed out</td>
<td>remove from table</td>
</tr>
<tr>
<td>clothes, waiting to be put away</td>
<td>disconnect</td>
</tr>
<tr>
<td>whisks Martha off for holidays</td>
<td>make a fuss</td>
</tr>
<tr>
<td>work it out in your head</td>
<td>sexually excited</td>
</tr>
<tr>
<td>set out the cheese</td>
<td>wear</td>
</tr>
<tr>
<td>the beds to make up</td>
<td>brought to her attention</td>
</tr>
<tr>
<td>Then clear up the supper</td>
<td>made quickly</td>
</tr>
<tr>
<td>Turn up Jasper’s jeans</td>
<td>leaving (a relationship)</td>
</tr>
<tr>
<td>No one excused Colin for walking out</td>
<td>move quickly</td>
</tr>
<tr>
<td>The grown ups could get on with their conversation</td>
<td>helped</td>
</tr>
<tr>
<td>Martha rustled up a quick meal of omelettes</td>
<td>shout</td>
</tr>
<tr>
<td>Wash up another sinkful</td>
<td>reduce</td>
</tr>
<tr>
<td>Her mistake was pointed out to her</td>
<td>grown (much) better</td>
</tr>
<tr>
<td>persuade Colin to cut down on his allowance</td>
<td>take excitingly</td>
</tr>
<tr>
<td>When was Martha to put on scent?</td>
<td>put on the table</td>
</tr>
<tr>
<td>Martha burst out. Oh, bad temper!</td>
<td>shorten the leg of</td>
</tr>
<tr>
<td>How virile he was, turned on by the sounds</td>
<td>clean dishes</td>
</tr>
<tr>
<td>Everyone joined in taking the furniture out</td>
<td>remove from table</td>
</tr>
<tr>
<td>She does come on strong, poor soul</td>
<td>continue undisturbed</td>
</tr>
</tbody>
</table>
Now choose 10 of the phrasal verbs above to complete the following sentences. Remember to change the form of the verb where necessary.

1. You’d better _______________ a heavy coat. It’s cold outside.

2. Ana’s friends _______________ the laughter when they realised how stupid he’d been.

3. Even though she _______________ what he was doing wrong, he carried on making the same mistake.

4. Are you sure you _______________ the lights when you left?

5. John was _______________ murder even though he claimed it was self-defence.

6. The students couldn’t _______________ with their work because of the noise outside.

7. You’d better _______________ all these books before you leave.

8. If you can’t give up smoking, can’t you _______________ a little, at least?

9. Julia surprised everyone by _______________ after 5 years of apparently happy marriage.

10. He had just 30 seconds to _______________ the code before the bomb was detonated.
Weekend
Fay Weldon
WordWork
3. What Martin Says (1)

Martin seems to be very keen to give orders!

"Stop complaining"
"Don't fuss"
"Have a drink"
"Just relax"

Sometimes he 'softens' the command:

"Don't do it tonight, darling"

And at other times he seems to ask for agreement

"Get the children to do it, will you?"

Sometimes he reinforces the command:

"Oh don't do that...do just sit down"

In all cases, however, we mustn't forget he is asserting his authority. He is giving orders.

*The device the author uses is the imperative. The imperative is made by using the infinitive of the verb without 'to'; and the negative is made by adding 'do not' to the infinitive.*

**Exercise 1:** turn the following situations into imperatives:

1a  She's ill.
1b  Go and see a doctor

2a  He's always complaining.
2b  .................................................................

3a  I'm thirsty.
3b  .................................................................

4a  They are making too much noise.
4b  .................................................................

5a  She's taking a long time to get ready to go out.
5b  .................................................................
Another View

Of course, Martin might claim that he was not giving orders, but giving advice or instructions because the infinitive is used to do this as well. Often the difference is the way that it is said, or the context in which it is given. For example, the imperative

"Have a drink".

would soften and the pitch be lower at the end (on 'drink') if an offer was being made, but would emphasise 'drink' if it was a command.

"Have a drink" *(an offer)*  "Have a drink" *(a command)*

Exercise 2.

How would Martin (or anyone else!) change his voice to change the intention behind the following? There are two possibilities for each imperative. Try speaking out loud!

He is  
* a) angry  
  b) tired

He is  
* a) concerned  
  b) trying to be helpful

*fret – show concern or*

He is  
* a) bored  
  b) annoyed
Question Tags
Notice that in one of the examples, Martin uses a question tag. After imperatives the most usual question tags are will you? won’t you? would you? can you? could you?
Often there is no difference in meaning between will you? and won’t you? So, while Martin said

"Get the children to do it, will you?"
he could equally well have said …..

"Get the children to do it, won’t you?"

After negative imperatives, will you? is used.

"Don’t do that, will you?"

Exercise 3:
Add an appropriate question tag to the following imperatives:

Pass me that book, ……...?

Don’t ask again, ……...?
Stop making so much noise, ……...?

Come in, …………?
Stop complaining, …………?
Don’t throw that on the floor, …………?
Help me carry this, …………?
A. Choose a suitable word or phrase from the box to complete the following jokes.

<table>
<thead>
<tr>
<th>ill</th>
<th>seven cows</th>
<th>an ambulance</th>
<th>you love me</th>
<th>yes, no, yes, no</th>
</tr>
</thead>
</table>

1. Quick! Call me an ambulance.  
"OK. You're .................................."

2. Name 10 things with milk in them.  
"Yoghurt, cheese, er...icecream...and ... er ......................................"

3. Go round to the back of the car and tell me if the indicators are working.  
"........................................!!"

4. Take honey and lemon for a sore throat.  
"That's stupid. Who wants to be ........................."

5. Oh Frederick, say you love me. Do say you love me.  
"OK. ................................."
B. Imagine these situations - what advice or warning would you give? Only use each example once only.

Example: A person is about to walk into a hole they haven't seen. "Watch out!"

1. Your friend is being very slow. You might miss the bus.

2. A small child is eating very quickly and is in danger of choking.

3. A friend has put on some music very loud. You don't like it.

4. Someone won't stop talking. (Imagine two situations: one with a friend; one a stranger)

5. A friend is in a very nervous and excitable state.

6. You want to offer someone your seat on the bus.

7. You have something very important to say.

8. A car is skidding out of control towards you and some friends.

9. You want some friends to start eating a buffet you have prepared

10. You and a friend are about to be discovered doing something you shouldn’t be doing.
4. What Martin Says (2)

Martin Says to Martha…
………but does he mean what he says?

1. When Martin says to Martha, about the salad in the garden having been eaten by the rabbits,

   “Did you really net* them properly?”

he is not really asking a question, but actually means “You didn’t net them properly” He is implying that Martha is incompetent. The question form he uses is hiding his real feelings, better expressed as a statement.

What he was probably saying was

   “You’re so incompetent, you couldn’t have netted them properly”

   (*’net’ here is a verb, and means protect by using a net.)

Decide what you think he means when he says:

“Martha, why isn’t he wearing shoes?” (about their son, Jasper).

“You do too much for the children.”

“Surely you remembered the tissues, darling?”

“You shouldn’t have bought it so ripe*, Martha.”

* mature, of fruit and vegetables

For Martha, it is made worse by the fact that she thinks she is becoming paranoid. It seems her mother was paranoid, an idea that is encouraged by Martin. Look at the following extract:

““Let’s have a wonderful soup! Don’t fret*, Martha. I’ll do it.”

“Don’t fret.” Martha clearly hadn’t been smiling enough. She was in danger, Martin implied, of ruining everyone’s weekend. ”

*be upset, make a fuss
Was Martin really implying that she would spoil everyone’s weekend? Or is it only in Martha’s head? We can’t be sure, but it doesn’t matter, because this is what Martha thinks and that is what matters to her. What do you imagine Martha thinks when Martin says the following? (Underlined text). Put yourself in Martha’s place.

EXAMPLE

0. If Martha chose to go out to work – as was her perfect right, Martin allowed, even though it wasn’t the best thing for the children – she must surely pay her domestic stand-in.

She thinks: "He doesn't want me to go to work."

1. ‘Pork is such a dull* meat if you don’t cook it properly.’
   She thinks:…………………………………………………………………………
   *boring, uninteresting

2. ‘Martha, we really ought to get the logs* stacked up properly. Get the children to do it, will you?’
   She thinks:…………………………………………………………………………
   *wood for burning on a fire

   1. ‘He can’t go around like that, Martha. Not even Jasper.’
   She thinks:…………………………………………………………………………

4. ‘Don’t do it tonight, darling’
   ‘It'll only take a sec.’ Bright smile, not a hint of self-pity.
   Self-pity can spoil everyone’s weekend.

   She thinks:…………………………………………………………………………

5. ‘Martha, why isn’t he wearing shoes? It’s too bad.’

   She thinks:…………………………………………………………………………
Weekend
Word Work

5. Use Of English

For gaps A – F think of one word that can be used appropriately in the gaps and the pairs of sentences below.

On Saturday morning Jasper trod on a piece of wood (‘Martha, why isn't he wearing shoes? It's too bad’: Martin) and Martha took him into the hospital to have a nasty ....(A).... removed. She left the cottage at ten and arrived back at one, and they were still sitting in the sun, drinking, empty bottles glinting in the long grass. The grass hadn't been cut. Don't forget the bottles. Broken glass means more mornings at the hospital. Oh; don't ....(B).... . Enjoy yourself. Like other people. Try.

But no potatoes peeled, no breakfast cleared, nothing. Cigarette ends still amongst old ....(C)....., bacon rind and marmalade. ‘You could have done the potatoes,’ Martha burst out. Oh, bad temper! ....(D).... sin. They looked at her in amazement and dislike. Martin too.

‘Goodness,’ said Katie. ‘Are we doing the whole Sunday lunch ....(E).... on Saturday? Potatoes? Ages since I've eaten potatoes. Wonderful!’

‘The children expect it,’ said Martha.

So they did. Saturday and Sunday lunch shone like reassuring beacons in their lives. Saturday lunch: family lunch: fish and chips. (‘So much better cooked at home than bought’: Martin) Sunday. Usually roast beef, potatoes, peas, apple pie. Oh, of course. Yorkshire pudding. Always a problem with oven temperatures. When the beef’s going slowly, the Yorkshire should be going fast. How to achieve that? Like big ....(F).... and little hips.

A. 1 Don’t give that bone to the dog! It might .......... in its throat.
   2 Joe Bloggs and his followers broke away from the party to form a .......... group that believed in revolution, not reform.

B. 1 We hope the problem can be solved without .......... and without the need to go to court.
   2 I don’t know why you’re kicking up all this .......... , I haven’t done anything wrong.

C. 1 At the end-of-year party the director proposed a .......... to the very successful marketing team
   2 Kevin is the .......... of the town, after the success of his new play.

D. 1. Bin Laden has often been considered the ..........suspect behind international terrorism.
   2 The former tennis champion doesn’t go in for international competitions anymore. He’s definitely past his .......... .

E. 1 The stupid beast! It chased down the street and nearly .......... me. I just escaped on time!
   2 Why don’t you come in and stay with us for a ..........? It’s pouring with rain!

F. 1 She lived in a remote farm deep in the .......... of the hill.
   2 Young ladies of the Victorian Age confided in their .......... friends
## Glossary

The definitions below are accurate for the context of the story 'Weekend' by Fay Weldon. There may be other meanings for these words or phrases in other contexts. They are presented in the order in which they appear in the story.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>airing basket</td>
<td>storage for clean clothes</td>
</tr>
<tr>
<td>alacrity</td>
<td>liveliness</td>
</tr>
<tr>
<td>bacon rind</td>
<td>skin of bacon</td>
</tr>
<tr>
<td>beckoning</td>
<td>encouraging</td>
</tr>
<tr>
<td>blender</td>
<td>machine for mixing</td>
</tr>
<tr>
<td>blighted</td>
<td>spoilt, ruined</td>
</tr>
<tr>
<td>broad</td>
<td>wide</td>
</tr>
<tr>
<td>bustling</td>
<td>energetic activity</td>
</tr>
<tr>
<td>buttercups</td>
<td>golden flower</td>
</tr>
<tr>
<td>chilling</td>
<td>making cool</td>
</tr>
<tr>
<td>chutney</td>
<td>Indian condiment</td>
</tr>
<tr>
<td>coal</td>
<td>black carbon fuel</td>
</tr>
<tr>
<td>cobwebs</td>
<td>spiders ‘nets’</td>
</tr>
<tr>
<td>creeping up</td>
<td>going up slowly</td>
</tr>
<tr>
<td>crinkly, merry eyes</td>
<td>happy eyes</td>
</tr>
<tr>
<td>crumbs</td>
<td>remains of bread, cake etc</td>
</tr>
<tr>
<td>damp</td>
<td>a little wet</td>
</tr>
<tr>
<td>draining board</td>
<td>place for wet dishes</td>
</tr>
<tr>
<td>drewled</td>
<td>speak slowly, sexily</td>
</tr>
<tr>
<td>dreary</td>
<td>very uninteresting</td>
</tr>
<tr>
<td>drift</td>
<td>go without direction</td>
</tr>
<tr>
<td>drowses</td>
<td>sleeps</td>
</tr>
<tr>
<td>dull</td>
<td>boring</td>
</tr>
<tr>
<td>early birds</td>
<td>early to bed</td>
</tr>
<tr>
<td>fillings</td>
<td>repairs to teeth</td>
</tr>
<tr>
<td>flustered</td>
<td>embarrassed</td>
</tr>
<tr>
<td>foreplay</td>
<td>erotic acts before sexual intercourse</td>
</tr>
<tr>
<td>fret</td>
<td>get upset</td>
</tr>
<tr>
<td>fussing</td>
<td>showing concern</td>
</tr>
<tr>
<td>garden</td>
<td>verb – to work in the garden</td>
</tr>
<tr>
<td>garlic squeezer</td>
<td>kitchen tool</td>
</tr>
<tr>
<td>gloss</td>
<td>lustrous paint</td>
</tr>
<tr>
<td>harrowed</td>
<td>worn with worry</td>
</tr>
<tr>
<td>hem</td>
<td>edge or end of clothes</td>
</tr>
<tr>
<td>into earshot</td>
<td>close by</td>
</tr>
<tr>
<td>irritating</td>
<td>annoying</td>
</tr>
<tr>
<td>jolted</td>
<td>shake violently</td>
</tr>
<tr>
<td>let herself go</td>
<td>deteriorate</td>
</tr>
<tr>
<td>logs</td>
<td>wood for burning</td>
</tr>
<tr>
<td>loo</td>
<td>toilet</td>
</tr>
<tr>
<td>lug</td>
<td>carry (heavy thing)</td>
</tr>
<tr>
<td>lumbered</td>
<td>moved heavily, slowly</td>
</tr>
<tr>
<td>lumps</td>
<td>large pieces</td>
</tr>
<tr>
<td>mash</td>
<td>puree of potato</td>
</tr>
<tr>
<td>mild</td>
<td>moderate, slight</td>
</tr>
<tr>
<td>mown</td>
<td>cut (grass)</td>
</tr>
<tr>
<td>nag and drag</td>
<td>complain &amp; bore</td>
</tr>
<tr>
<td>nighttie</td>
<td>nightdress</td>
</tr>
<tr>
<td>old banger</td>
<td>old car</td>
</tr>
<tr>
<td>opted out</td>
<td>quit</td>
</tr>
<tr>
<td>over her head</td>
<td>without consultation</td>
</tr>
<tr>
<td>penchant</td>
<td>ability</td>
</tr>
<tr>
<td>plodded</td>
<td>walk heavily</td>
</tr>
<tr>
<td>poked her head</td>
<td>casually looked in</td>
</tr>
<tr>
<td>pout</td>
<td>display discontent</td>
</tr>
<tr>
<td>prove</td>
<td>mixture to rise</td>
</tr>
<tr>
<td>prudish</td>
<td>censorious (sex)</td>
</tr>
<tr>
<td>prune</td>
<td>cut excess growth</td>
</tr>
<tr>
<td>quit</td>
<td>feather-filled cover</td>
</tr>
<tr>
<td>rat race</td>
<td>fierce competition</td>
</tr>
<tr>
<td>rattle, clank, bump</td>
<td>noises</td>
</tr>
<tr>
<td>rocked and heaved</td>
<td>moved noisily</td>
</tr>
<tr>
<td>scar</td>
<td>mark left by cut</td>
</tr>
<tr>
<td>scent</td>
<td>perfume</td>
</tr>
<tr>
<td>seal the meat</td>
<td>heat rapidly</td>
</tr>
<tr>
<td>set the dough to</td>
<td>leave uncooked bread</td>
</tr>
<tr>
<td>shriek</td>
<td>scream</td>
</tr>
<tr>
<td>skimpy</td>
<td>insubstantial</td>
</tr>
<tr>
<td>smells</td>
<td>thin layers</td>
</tr>
<tr>
<td>sneezed</td>
<td>involuntary</td>
</tr>
<tr>
<td>some expiation</td>
<td>extremely wet</td>
</tr>
<tr>
<td>sour</td>
<td>no longer drinkable</td>
</tr>
<tr>
<td>splinter</td>
<td>small piece of wood (married) partner</td>
</tr>
<tr>
<td>spouses</td>
<td>replacement</td>
</tr>
<tr>
<td>stand-in</td>
<td>small ladder</td>
</tr>
<tr>
<td>step-ladder</td>
<td>dealing with company</td>
</tr>
<tr>
<td>stockbroking</td>
<td>stocks and shares</td>
</tr>
<tr>
<td>stodgy</td>
<td>heavy, indigestible food</td>
</tr>
<tr>
<td>strangiehold</td>
<td>firm, threatening hold</td>
</tr>
<tr>
<td>stretch</td>
<td>be enough for all</td>
</tr>
<tr>
<td>string the beans</td>
<td>very beautiful</td>
</tr>
<tr>
<td>stunning</td>
<td>miserably uncooperative</td>
</tr>
<tr>
<td>sulk</td>
<td>forehead</td>
</tr>
<tr>
<td>temple</td>
<td>sharp points</td>
</tr>
<tr>
<td>thorn</td>
<td>hurt (rhythmically)</td>
</tr>
<tr>
<td>throbbed</td>
<td>worked hard</td>
</tr>
<tr>
<td>toiled and moiled</td>
<td>spun coin to decide</td>
</tr>
<tr>
<td>tossed up</td>
<td>exacts revenge</td>
</tr>
<tr>
<td>twist a pretty knife</td>
<td>unwelcome plant</td>
</tr>
<tr>
<td>weed</td>
<td>determined</td>
</tr>
<tr>
<td>wilful</td>
<td>clever &amp; funny</td>
</tr>
<tr>
<td>witty</td>
<td>indicate tiredness</td>
</tr>
<tr>
<td>yawned</td>
<td>longingly</td>
</tr>
<tr>
<td>yearningly</td>
<td>savoury served with meat</td>
</tr>
<tr>
<td>Yorkshire pudding</td>
<td>moved quickly</td>
</tr>
<tr>
<td>zipped</td>
<td>moved quickly</td>
</tr>
</tbody>
</table>
1. Pre-Reading

1. **Family Responsibilities**
   1.1 "Improving" games e.g. Scrabble, 'I Spy', crosswords, Trivial Pursuits etc
   1.2 Creative activities (drawing, painting, music, dance) ‘Right’ is constructive, healthy, creative, civilised, courteous; ‘Wrong’ would be destructive, unhealthy etc
   1.3 They expect this from their mother, it is ‘the norm’. This does not mean that they actively appreciate what she does – they just expect it.
   1.4 Physical health
   1.5 Group behaviour and respect of other people's property
   1.6 Concentrate on controlled creativity ('healthy' activities supported, others censured); middle class expectations – intelligent, well brought up children who will no doubt go on to a suitable profession.

**What Martha Thinks**

1. Get students to read through this section aloud. Ask check questions.
2. 1. would  2. in/into  3 at  4 that  5 it/him/her  6 by  7 had  8 in  9 to  10 laid  11 so  12 Do

Martha does the vast majority of the work (the 'while' passage underlines her activity)
And Martin does 'men's' jobs – the driving and lighting the fire, which 'exhausts' him.

Summary: - should contain: 1. Martin’s view of how things should be (dominant force) 2. Martha's self-assessment (secondary, not competent, threatened) but that 3. a stasis has been formed – Martin is content with his life style; Martha ‘knows her place’.

**After Reading**

*A House in the Country*

All four parts of this section are based on students personal perceptions, likes and dislikes, and there are therefore no 'right' answers. This is an exercise in speaking (being able to justify decisions in 1,2 and 3) and writing (task 4) although 1,2 & 3 could also be treated as writing assignments if desired.

**The 1978 Journal**

A mock-up of a page of a newspaper, giving 'news' of 1978s (there is no attempt to be chronologically accurate!). The idea is to give students a basis for looking at the background for the times in which the story was written. Students have to put some of the headlines for articles in the correct places, to scan the text for answers to questions, and are invited to add a contribution to the 'paper' by researching 'fashion' in 1978 (or 1970's) or another topic(s) of your choice.
Headlines:
1. Kills 14  
2. Oil Bonanza 
3. Women at Work 
4. European Cup 
5. Coffin Stolen 
6. Kills 150 
7. New Campaign 
8. Banned by BBC 

Quick Reading:
1. Presidents Carter & Sadat and PM Begin. 
2. Belfast hotel 
3. Advertising ‘gurus’
4. Liverpool FC 
5. 58 
6. Spoke in Italian/Didn't speak in Latin 
7. Sex Pistols 
8. Greater Freedom 
9. Greater responsibility for birth control 
10. Cyanide.

Inherent or Learnt?
This reading exercise is solely designed to provoke discussion between the two points of view expressed which may be summarised as 1. Language is used differently by men and women as a natural response to their differing natures and 2. Language is taught to girls and boys differently, limiting girls and developing boys. To help you prepare for this, please refer to the appropriate web sites on the diskette.

It’s a Man’s World
May be used together with Inherent or Learnt?, this text is an exercise in intensive reading. 
Key: a-5, b-3, c-6, d-1, e-4, f-2, g-7

Stereotypes
This is a fun activity with a serious message: what real stereotypes are hidden in the joke texts?
Lead in - Guinness Book of Records quote about Porto and record number of Santas. Qs: What is the text about? Were you aware of it? What other Portuguese entries do you know of can you find out about?
Key:
(young women) I; (medical) E; (neighbour) D; E; (overheating) B; (damage) A; (not moving) C; (no action) C, H; (alcohol) F, G; (recalled) D; (danger) F, G, H, J (same street) F

The writing activity is best done in small groups in class.

Fay Weldon

1. It seemed like hard, uncertain work 
2. To see if she had actually read the books 
3. Everyone seemed glad that the story had finished 
4. Because the books she wanted to read hadn't been written. 
5. She was a miserable and dejected teenager too.
AFTER READING

1. 1. b  2. c  3. b  4. b  5. c  6. a

2. 1. NOT sensitive / thoughtful
   2. 1 (arguably) T  2 T  3 F  4 T  5 F
   3. 1. b  2. c  3. d  4. d
   4. 4

3. 1. NOT humble / submissive / thoughtful
   2. NOT dependant (?) / selfish / possessive / demanding

4. Speculation – any reasonable flight of fancy is acceptable!

5. Open ended discussion

Forward to the Present

1. daughter
2. not serious
3. to improve her husband
4. Dee isn't concerned with saving men from themselves.
5. Reversal of attitudes
6. Challenging her daughter
7. Pauline thinks Dee should be considering having a baby; Dee probably knows what her mother is talking about, but chooses to ignore it.

4. WORD WORK

Language in Use

Wishes and Regrets

Exercises

(EXAMPLES) 1. I wish I had a *****  2. I wish I were at home!  3. I wish you could go to Coimbra to study law.  4. I wish I could go to the beach.  5. I wish you could change your job.

Anger and frustration

Possible areas: Martin: 'I wish you had checked Jasper was wearing shoes': 'I wish you wouldn't fuss' 'I wish you would enjoy yourself' etc etc  Martha: 'I wish you'd cut the grass'; 'I wish I could enjoy myself'; 'I wish you'd peeled the potatoes' etc

Practice activities

1.1 hope  2. hope  3. wish  4. wish  5. hope
   6. hope  7. wish  8. wish  9. wish  10. hope

2. (Examples given; others may be correct)

1. would stop  2. worked  3. didn't get  4. you don't  5. hadn't come

6. started  7. drove  8. were  9. didn't  10. wouldn't

3.1 Don’t you (ever) wish you had taken your driving test?
   2  It’s high time I started to cook dinner
   3  Our teacher acts as though she knows all the answers.
   4  I’d prefer the one with the Pentium processor
   5  I would rather they didn’t arrive before 10.00 a.m.
# Phrasal Verbs

<table>
<thead>
<tr>
<th>Phrasal verb in context</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>switch off</strong> the television</td>
<td>put sheets, blankets etc</td>
</tr>
<tr>
<td>Martha <strong>cleared away</strong> the tea table</td>
<td>solve mentally</td>
</tr>
<tr>
<td>(the car) could <strong>nip in</strong> and <strong>out</strong> of traffic</td>
<td>tidied</td>
</tr>
<tr>
<td><strong>done for</strong> drunken driving</td>
<td>convicted/arrested</td>
</tr>
<tr>
<td>her life had <strong>blossomed out</strong></td>
<td>removed from table</td>
</tr>
<tr>
<td>clothes, waiting to be <strong>put away</strong></td>
<td>disconnect</td>
</tr>
<tr>
<td><strong>whisks</strong> Martha <strong>off</strong> for holidays</td>
<td>make a fuss</td>
</tr>
<tr>
<td><strong>work it out</strong> in your head</td>
<td>sexually excited</td>
</tr>
<tr>
<td><strong>set out</strong> the cheese</td>
<td>wear</td>
</tr>
<tr>
<td>the beds to <strong>make up</strong></td>
<td>brought to her attention</td>
</tr>
<tr>
<td>Then <strong>clear up</strong> the supper</td>
<td>make quickly</td>
</tr>
<tr>
<td><strong>Turn up</strong> Jasper’s jeans</td>
<td>leaving (a relationship)</td>
</tr>
<tr>
<td>No one excused Colin for <strong>walking out</strong></td>
<td>move quickly</td>
</tr>
<tr>
<td>The grown ups could <strong>get on</strong> with their conversation</td>
<td>helped</td>
</tr>
<tr>
<td>Martha <strong>rustled up</strong> a quick meal of omelettes</td>
<td>shout</td>
</tr>
<tr>
<td><strong>Wash up</strong> another sinkful</td>
<td>reduce</td>
</tr>
<tr>
<td>Her mistake was <strong>pointed out</strong> to her</td>
<td>grown (much) better</td>
</tr>
<tr>
<td>persuade Colin to <strong>cut down</strong> on his allowance</td>
<td>take excitingly</td>
</tr>
<tr>
<td>When was Martha to <strong>put on</strong> scent?</td>
<td>put on the table</td>
</tr>
<tr>
<td>Martha <strong>burst out</strong>. Oh, bad temper!</td>
<td>shorten the leg of</td>
</tr>
<tr>
<td>How virile he was, <strong>turned on</strong> by the sounds</td>
<td>clean dishes</td>
</tr>
<tr>
<td>Everyone <strong>joined in</strong> taking the furniture out</td>
<td>remove from table</td>
</tr>
<tr>
<td>She does <strong>come on</strong> strong, poor soul</td>
<td>continue undisturbed</td>
</tr>
</tbody>
</table>

1. put on
2. joined in
3. pointed out
4. switched off
5. done for
6. get on
7. put away
8. cut down
9. walking out
10. work out

**Suggestion**: Make a 'Wheel of Fortune'! A board approximately 1 metre in diameter, mounted on a bolt acting as a central spindle, and attached to a support, and a pointer (see diagram). Paint the face of the wheel in strips of colour (say four or five different colours) and give each colour a numerical value. Copy out the phrasal verbs on to different coloured paper. The colours corresponding to the colours n the wheel (either at random or chosen so that the most difficult phrasal verbs are on the coloured paper which is the same as the highest valued colour on the wheel etc). Divide class into teams. Each tea, takes turn to spin wheel, and a phrasal verb of the appropriate colour is chosen - the team have 30 seconds to put the phrasal verb into a sentence which demonstrates correctly its use. Score points if they do this correctly; if they get it wrong, the other team(s) get a chance, for half the marks. Carry on until all the phrasal verbs have been used up.
Language in Use - Imperatives

A. 1. an ambulance 2. Seven cows 3. yes, no, yes, no 4. ill 5. You love me.

What Martin Says (1)

Exercise 1 (allow a variety of alternatives)
2. Stop complaining.
3. Have a drink
4. Be quiet.
5. Hurry up.

Exercise 2

In general, anger is expressed with increasing inflexion, tiredness with a downward inflexion, and boredom is flat. Concerned requires downward 'step', as does trying to be helpful.

Exercise 3
will you/won't you/would you/can you/could you (i.e. any)
any
will you
will you
will you/won't you
will you
will you

What Martin Says (2)

1. He probably means:
   “It's your fault he isn't wearing shoes.”
   “I acknowledge you do a lot for the children but I'm not going to do anything about it” or "You don't do enough for me.”
   “I can't believe you were so stupid as to forget the tissues”
   “Can't you even do the shopping properly?”

She (probably) thinks

1. He doesn't trust me to cook it properly
2. He wants me to make sure the logs are stacked – I failed to do this
3. I shouldn't have let him go around like that
4. He doesn't want to be disturbed
5. It's my fault that Jasper hasn't got shoes on