The Tell-tale Heart
by Edgar Allan Poe

Pre-reading activities

Key vocabulary

Preparing the crime

1  a) nouns: foresight, dissimulation, sagacity, concealment
   b) verbs: proceeded, thrust
   c) adjectives: wary
   d) adverbs: cunningly, cautiously, stealthily

2  a) cautiously; b) concealment; c) dissimulation; d) foresight; e) proceed; f) sagacity;
   g) stealthily; h) thrust; i) wary; k) cunningly

3  Student's own answer.

Sounds

4  Two adjectives: muffled, stifled. Both are past participles, both describe a sound
   which has been softened or made quieter.
   a) sounds made by people: chuckle, groan, shriek, yell
   b) beating, chirp, creak, tattoo

Describing police procedures

5  1f suspicion; 2b foul play; 3c lodged; 4d officers; 5a deputed; 6e premises

Strong emotions

6  Student's own answers.

Main themes

   Student's own answers.
Post-reading activities

Understanding the story

1. Student’s own answer.
2. Student’s own answer.
3. He claims that it was because he didn’t like the old man’s eye.
4. He was very kind to the old man.
5. To watch him as he slept and to see if his eyes were open.
6. Because his eyes were always closed.

Killing the old man

7. The old man woke up.
8. The sound of the younger man’s thumb slipping on the fastening of the lantern.
9. No. Because he was afraid.
10. The old man’s eye.
11. The sound of the old man’s heart beating.
12. It makes him angry, anxious and finally pushes him to act.
13. The story doesn’t tell us exactly how the old man died, but we know that the younger man turned the bed over on top of his body.
14. The younger man cut it up and hid it under the floorboards.

The police arrive

15. Four o’clock in the morning.
16. A neighbour had heard the old man’s shriek.
17. Student’s own answer.
18. It seems that they are convinced by the younger man’s story and don’t suspect him.
19. He starts to hear a sound in his head, which gets louder and louder.
20. He is sure the policemen will hear the sound as well.
21. To stop the sound of the beating heart.
Language study

Grammar

Fronting

1 Nervous. This emphasises how intensely nervous the younger man felt, and that his feeling had lasted some time.

2 Object and passion. This emphasises the lack of logical reason to kill the old man.

3 The subject and the verb have been inverted (they have changed position so that the verb comes before the subject).

4 1 Completely mad was he.
   2 Evil looked the old man’s eye.
   3 Never had he thought of killing anyone before.
   4 Not only had he killed him, he had cut his body into small pieces.
   5 Sound there was none. Movement there was none.
   6 Motive there was, but there was no weapon.
   7 Under no circumstances could he look at the eye.
   8 Haunted was he/he was by the sound of the old man’s heart.

5 1 Above all was the sense of hearing acute.
   2 For his gold I had no desire.
   3 And this I did for seven long nights

1 emphasises the sense of hearing
2 emphasises the lack of interest in the old man’s money
3 emphasises the length of time

6 1 Above all the sense of hearing was acute.
   2 I had no desire for his gold.
   3 I did this for seven long nights.

Past perfect simple and continuous

7 1 had been lying; 2 had turned; 3 had been growing; 4 had been trying; 5 had been saying; 6 had been trying; 7 had found; 8 had stalked

8 Student’s own answer.
Past perfect passive

9  A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they had been deputed to search the premises.

Effect: Student’s own answer.

Literary analysis

Plot

1  The younger man treated the old man very kindly.
He looked into his bedroom at exactly midnight for seven nights.
On the eighth man the old man woke up.
The younger man killed the older man.
A neighbour reported a shriek to the police.
The police visited the house and examined all the rooms.
The younger man invited the policemen to sit in the old man’s room.
The younger man confessed his crime.
Yes, they are described in order.

2  Eight days. Three hours. Student’s own answer.

3  None except to treat the old man particularly well so that no-one would suspect that his murder was being planned. The police visited the house because they heard the old man’s shriek. Student’s own answers.

4  Student’s own answer.

5  It could be the old man’s heart, or it could be the younger’s man’s heart, which forced him to confess his crime.

Character

6  The old man, the younger man, the three policemen. We know very little about them.

7  Student’s own answers. There is no clear evidence. We could imagine that the younger man is either the old man’s servant, or a relative of some kind.

Is it important? Student’s own answer.
8 We know that he has some money, but that the young man is not interested in it. Deductions from the story – student’s own answers.

9 Student's own answers.

10 Student's own answers.

Narration

11 Student’s own answers.

12 The first thing the narrator talks about are his feelings and state of mind. Student’s own answer.

13 He doesn’t tell us what happened after he confessed, nor where he is as he retells the story. Student’s own answers.

Atmosphere

14 Suggested answers: repetition of actions and events, repetition of descriptions of the old man’s eye and the sound of the heart beating.

15 Slowly – head – cautiously

Effect: Student’s own answer.

Other examples of repetition:

‘nervous – very, very dreadfully nervous; I put in a dark lantern, all closed, closed, that no light shone out; I resolved to open a little – a very, very little crevice in the lantern; you cannot imagine how stealthily, stealthily; It was open – wide, wide open; It grew quicker and quicker, and louder and louder every instant; It grew louder, I say, louder every moment!; the beating grew louder, louder!; He shrieked once – once only; Yes, he was stone, stone dead; I bade them search – search well; the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men – but the noise steadily increased; It grew louder – louder – louder; and now – again! – hark! louder! louder! louder! louder! louder!’

Effect: student’s own answers.

16 Student’s own answers.
**Style**

17 Student’s own answers. Suggested answers: by speaking directly to the reader, the narrator draws us in. It seems more personal as he speaks directly to the reader. It seems he is trying to justify or prove himself, either for his actions, or the fact that he is now able to tell the story. Ironically, one effect that this has is to make him seem more desperate and ‘mad’ still.

18 Student’s own answers. Suggested answers: the storyteller seems excited by his own story and actions, and perhaps proud. He seems to be asking the reader to admire him. What response does it provoke in you? Student’s own answers.

19 First extract – the story teller’s acute sense of hearing. Second extract – there was no motive to kill the man, who had done nothing wrong.

**Examples of repeated structures**

The disease had sharpened my senses – not destroyed – not dulled them; I heard all things in the heaven and in the earth. I heard many things in hell; But you should have seen me. You should have seen how wisely I proceeded; I talked more quickly – more vehemently; with what caution – with what foresight – with what dissimulation I went to work!; this I thought, and this I think, I then replaced the boards so cleverly, so cunningly, that no human eye – not even his – could have detected anything wrong; There was nothing to wash out – no stain of any kind – no blood-spot whatever; I foamed – I raved – I swore!; They heard! – they suspected! – they knew!; But anything was better than this agony! Anything was more tolerable than this derision!
The Red-headed League
by Sir Arthur Conan Doyle

Pre-reading activities

Key vocabulary

Describing the pawnbroker

1  a) (his weight) stout, portly, obese
   b) (his colouring) florid-faced, fiery

2  a) he’s dressed quite formally
   b) he isn’t very wealthy
   c) he doesn’t look after himself very well

Words to describe red hair

3  a) (light) 4, 5
   b) (dark) 7, 9, 10
   c) (strong) 1, 2, 3, 6, 8, 11

Describing Saxe-Coburg Square

4  1d; 2a; 3b; 4c; 5e
   Both the pawnbroker and his home are described as being faded, a bit sad and scruffy, and generally not looking their best/as good as they once did.

Talking about crimes and solving them

5  a) associated with crimes and criminals: accomplice, forger, fraud, hoax, prank, rogue
   b) associated with methods of detection: conundrum, deduce, motive, reason

6  1 motive; 2 deduced; 3 accomplice; 4 reasoned

Main themes

Student's own answers.
Post-reading activities

Understanding the story

Introducing Mr Jabez Wilson

1 In Holmes’s flat.
2 An elderly, red-faced man (the pawnbroker, Mr Jabez Wilson).
3 He has brought a case/mystery for Holmes to solve.
4 He is trying to understand something about the man and his background from his physical appearance.
5 Because he understands what Watson is trying to do and doesn’t think he is succeeding.
6 Holmes has understood that the man once worked with his hands, that he takes snuff, that he is a freemason, that he has been to China and has been doing a lot of writing recently.
7 He is surprised and impressed at first, but then once Holmes has explained how he made his deductions, he laughs at how simple it is.
8 A piece of paper.
9 He is surprised and confused.
10 He is enjoying the fact that the case is unusual and puzzling.
11 He is happy to work for half wages.

Mr Jabez Wilson’s story

12 Because his employer has red hair and could be a candidate for the job.
13 Because he did not keep up with the news.
14 Because he seemed to know a lot about the Red-headed League.
15 A lot.
16 They avoided the long queue and made their way straight into the office.
17 He has to come to the office everyday from 10am to 2pm. He must not leave and he must copy out the entire Encyclopaedia Britannica.
18 He was convinced that it was all a joke. However, in the morning he decided to go to the office with his pen and paper just in case it was true.
19 Eight weeks.
20 He went to the office as usual and found a notice on the door telling him the office had closed.

21 He asks him about his assistant, how long he’s worked for him, how he found the job, why he was chosen for the job, what he looks like, whether his ears are pierced and whether he has looked after the business in the pawnbroker’s absence. He suspects that the assistant has something to do with the mysterious case, and he suspects that he may know who he is.

*Holmes considers the case*

22 He smokes his pipe.

23 He decides to go to a classical concert because it will help him think.

24 They go to Saxe-Coburg Square, where the pawnbroker has his shop, to visit the area and to see the pawnbroker’s assistant.

25 He asks him for directions to The Strand (a street nearby). He’s particularly interested in seeing the knees of the pawnbroker’s trousers.

26 Because he says it is time to observe, not to talk.

27 It is unusual in that it is completely different from the front. Saxe-Coburg is a small, shabby street, the other side is a busy road, lined with shops and businesses. Holmes makes a note of the exact position of the shops and businesses along the block.

28 Watson notices how different Holmes seems to be when he’s listening to the music, but he also knows that Holmes is thinking about the case and is sure that he will solve it.

29 He wants Watson to meet him at his flat in Baker Street at ten o’clock, and to bring a gun with him.

30 Because he has seen and heard all the things that Holmes has seen and heard, but he does not understand what is going on.

*Later that evening*

31 Three; Holmes, Mr Jones, a detective from Scotland Yard and Mr Merryweather, who Holmes does not introduce fully at first.

32 John Clay is a criminal, a murderer and a thief.

33 To the busy road at the back of Saxe-Coburg Square.

34 He leads them through a series of gates to a large room underground – the cellar of the City branch of a major London bank.

35 30,000 gold coins from the Bank of France.
36 So that the criminals will not suspect that there is someone waiting for them.

37 A glimmer of light, an opening in the floor and a hand appearing out of the hole.

38 John Clay, the famous criminal.

39 Because he has done a good job.

40 Because it was a clever and original plan.

41 Some form of repayment.

42 He wants the bank to pay his expenses.

**Summing up**

43 He explains how he solved the case.

44 Not really, because now he needs a new case to stop him from getting bored.

**Language study**

**Vocabulary**

**Formal language**

1 1 leave; 2 in a friendly voice; 3 busy; 4 start your story again; 5 tried hard; 6 apart from; 7 information; 8 see; 9 decided; 10 looked at; 11 night time; 12 came to an end; 13 took; 14 was enough; 15 guessed

2 1 terminated; 2 withdraw; 3 engaged; 4 cordially; 5 particulars; 6 surveying; 7 suffice; 8 nocturnal

**Use of whom**

3 Suggested answers:

1 I felt that an evil time might be coming for the people he had set himself to hunt down.

2 I found Holmes in animated conversation with two men. I recognized one of them as Peter Jones, the official police agent.

3 For you, Mr Merryweather, the stake will be some 30,000 pounds; and for you, Jones, it will be the man you wish to lay your hands on.
Common idiomatic expressions

4  a6; b4; c3; d8; e2; f7; g1; h5
5  1 a wild goose chase
    2 at my wits’ end
    3 stretch a point
    4 off the beaten track
    5 set eyes on
    6 they stand a good chance of
    7 ‘re having (quite) a job
    8 in high spirits

Literary analysis

Plot

1  e) The City and Suburban bank borrowed some money from the Bank of France.
   d) Jabez Wilson took on a new assistant at his pawnbroker’s shop.
   f) The pawnbroker’s assistant showed him an advertisement in the newspaper.
   g) The pawnbroker got a new job.
   i) The assistant dug a tunnel from the shop to the bank.
   h) The pawnbroker lost his new job.
   a) Jabez Wilson decided to go and see Sherlock Holmes.
   b) Sherlock Holmes solved the case.
   c) The police arrested the bank robber.

2  d, e, f, g, h and i took place before the story started. When he visited Saxe-Coburg Square and saw the assistant, his trousers, and the position of the bank. We don’t find out about the money in the vault until just before the thieves are caught. Without this information it is hard for both us and Watson to guess the solution to the puzzle.

3  Suggested answers:
   The assistant may have broken into the bank earlier, or he may have decided to abandon the plan. The conclusion would have been less satisfying, as they would either have arrived too late to catch the criminals, or arrived to find the tunnel, but not the criminals.
Characters

4 Holmes, Watson, the pawnbroker and his assistant. Holmes. Why? Student’s own answers.

5 Student’s own answers.

6 Student’s own answers.

7 Holmes and John Clay. Both are thin. Similarities and differences: Student’s own answers.

8 Student’s own answers.

Narration

9 Watson is telling the story. Each storyteller would tell the story from a very different point of view, and include different details and information. Suggested answers: Holmes would reveal his logic step by step, which would mean less suspense at the end. The pawnbroker would not be able to tell us much more than the first half of the story. Spaulding’s story would be a personal tragedy, ending with this arrest and imprisonment.

10 Student’s own answers. Suggested answer: both Holmes and Watson speak in a much more formal way than Jabez Wilson. Mr Wilson speaks in shorter sentences, more informally, and using simpler language. He also dramatizes the story, quoting Spaulding, Duncan Ross and himself as he tells his story. This makes the story more colourful and entertaining than a simple statement of the facts.

11 Student’s own answers. Suggested answer: Holmes and Watson probably find the story amusing because it is so strange, and the details of Mr Wilson’s job at the Red-headed league so bizarre. The pawnbroker is defensive and is embarrassed. He blushes. He thinks that they are laughing at him.

12 At the end when he’s talking to Watson about how he solved the crime. It helps us to understand exactly what happened and how Holmes understood what was going on. Unlike Mr Wilson, Holmes relates simple, clear facts, without drama. This tells us how his mind works – he is insightful and focused.

Atmosphere

13 adjectives: absolute, depressing, subduing, sudden, cold, dank, weary, stiff, acute, gentle, deeper, heavier, bulky, thin, sighing. Effect: Student’s own answer.
Style

14  b) A client approaches Holmes with a problem. *Watson is an observer and recorder of the events.*

   a) Holmes investigates the scene of the supposed crime. *Watson is a companion, assistant and recorder of events.*

   c) Holmes explains how he solved the mystery. *Watson is Holmes’s audience.*

   d) Holmes sets a trap for the criminal. *Watson is assistant and observer.*

At each stage we, the readers, see the scene through the eyes of Watson and are observers of the mystery unfolding.

15  Clues: Holmes hits his stick on the ground to see if it is hollow; there is a bank on the street behind the pawnbroker’s house; Holmes recognizes the assistant; he notices something about the knees of his trousers. Watson doesn’t know what Holmes is looking for and Holmes doesn’t explain, so the reader too is left in the dark. We don’t know that Holmes’s stick made a hollow sound on the ground; we don’t know that the knees of the man’s trousers were dirty and worn; we don’t know that the bank is storing a fortune in French gold.

16  Student’s own answers.

17  Suggested answer: only Holmes knows all the details of his deductions, as he explains them we feel that he is superior and we are amazed by his abilities.
The Blue Cross
by G. K. Chesterton

Pre-reading activities

Key vocabulary

Verbs of movement

1 a) movement you make yourself: crawl, creep up, crouch, fling yourself, tread, tumble
   b) causing something else to move: chuck, whirl
2 1 fling; 2 tumbled; 3 whirling; 4 chucking; 5 crouch; 6 crawl; 7 creep up

Using adjectives

3 a) people: bewildered, gullible, ponderous
   b) places: desolate, dreary, garish, gaudy, palatial, ramshackle
   c) both: austere, conspicuous, quaint, shabby
4 1 austere; 2 quaint; 3 conspicuous; 4 bewildered; 5 garish

Non-standard spoken English

Dropping initial and final consonants

5 'ave = h; 'em = th; 'eads = h; 'em = th; 'ave = h; havin; = g; 'ave = h; arst = asked

Non-standard grammar

6 1 those; 2 the ones; 3 said; 4 picked

Main themes

Student's own answers.
Post-reading activities

Understanding the story

On the way to London

1. He is on his way from Brussels to London on the trail of a criminal.
2. Flambeau is a notorious international criminal. Years before the story starts he was in the news almost every day with amazing stories of his crimes and his great escapes from the police and the law.
3. Because Flambeau is very tall, and he hasn’t seen anyone who is tall enough to be him, even in disguise.
4. At first his attention is drawn to the priest because he is so short, the opposite of Flambeau, and secondly because he seems to be so clumsy, even stupid, and he advises him not to tell everybody about the silver cross he is carrying with him.

At breakfast

5. He goes straight to Scotland Yard, the police headquarters in London to explain why he is in London and to arrange help from them if he needs it. Then he goes for a walk.
6. Because it looks out of place and interesting, an oddity that caught his attention.
7. He has no clues as to where Flambeau might be so he decides to follow his instinct and to investigate any curiosities or ‘oddities’ that cross his path.
8. Because the sugar bowl was full of salt.
9. The sugar was in the salt cellar.
10. He blames two clergymen who had visited the restaurant. One had thrown a cup of soup against the wall.
11. Because it is a strange story and he is looking out for strange things to lead him to Flambeau.

On the trail

12. Because the signs for the oranges and the nuts have been swapped around.
13. Because a clergyman knocked over his apples.
14. Because he thought one of the clergymen was drunk and he thought it was amusing.
15. They caught a bus to Hampstead.
16. To help him capture Flambeau as he thinks he’s getting nearer.
17  Something strange or out of place.
18  Because he has seen a broken hotel window.

At lunch

19  Student’s own answer. Suggested answer: maybe because he knows that once he has the answer, they’ll have no time to eat, or maybe because he thinks the waiter will be happier to talk to him once he has eaten and paid the bill.
20  Because Valentin gives him a big tip.
21  It was three times as much as it should have been.
22  To draw attention to himself.
23  They went up a nearby street, Bullock Street.

At the sweet shop

24  Because it is very colourful.
25  Because she sees a policeman at the door.
26  Because a clergyman asked her to.
27  Because he wants to catch up with Flambeau.

On Hampstead Heath

28  It’s late evening. The sun has just set.
29  No, not many.
30  No.
31  Yes and no. Yes, because of the coincidence of having seen the priest on the train. No, because he’d heard the story of a certain Father Brown who was bringing a silver cross to the congress, and he was certain that if he’d heard the story, then Flambeau was sure to have heard it too.
32  He has found out about the cross.
33  He still doesn’t understand all the strange events.
34  Towards the wilder, quieter part of the heath.
35  They have to creep and crouch and hide.
36  They’re talking about theology.
Father Brown explains

37 Student's own answer. Suggested answer: maybe because when Father Brown talks about stealing he realizes that he has been discovered.

38 It's not really clear, maybe to intimidate the other priest.

39 Because he hasn’t got it.

40 The cross has been posted to a friend of Father Brown’s in Westminster.

41 He swapped the parcels and then left the cross at the sweetshop.

42 From people whose confessions he’d heard.

43 Because he could see the shape of an insignia of a criminal organisation under his sleeve.

44 Disbelief.

45 Because he knows the policemen are hiding behind the tree.

46 Because he was the one who left the clues for Valentin.

47 Father Brown, because of all the repentant criminals he’s spoken to.

48 That Father Brown is a great detective.

Language study

Grammar

Would: future in the past

1 No answer required.

2 ‘would take some advantage’; ‘would travel’

3 1 was / would notice; 2 threw / would remember / would talk; 3 gave / would post;
   4 had / would see; 5 would Flambeau react / wondered 6 bowed / were / would make

Using do, does and did for emphasis

4 gave – did give

looks – does look

decide – do decide
Uses of *by*

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

6 1 He had kept up a close correspondence with a young lady by the extraordinary trick of photographing his messages infinitesimally small upon the slides of a microscope…

2 Valentin even had the good nature to warn [the priest] not to take care of the silver [cross] by telling everybody about it.

3 All his wonderful successes had been gained by clear and commonplace French thought.

4 He remembered how Flambeau had escaped once by getting people to look through a telescope at a comet that might destroy the world.

5 “…we're all alone, and I'll take it by force!”

6 It is at Westminster by now.

7 1 use 2; 2 use 2; 3 use 1; 4 use 1; 5 use 2; 6 use 3

Literary analysis

Plot

1 h) A boat arrived in Harwich – Valentin arrived on the boat in pursuit of Flambeau.

a) A bowl of soup was thrown at a wall – This caught Valentin’s attention and made him curious about the man who had thrown it.

b) A window was broken – This caught Valentin’s eye and made him get off the bus.

c) An apple cart was knocked over – The spilt apple cart made the greengrocer angry so that he remembered the clergymen.

d) A parcel was left at a sweetshop – Father Brown left the parcel at the sweetshop so that the cross would be safe.

e) Two priests took a walk in a park – Flambeau was hoping to take the cross from Father Brown in the empty park where he would have no witnesses.

2 Student’s own answers.

3 Student’s own answers.
Character

4 They are all extremely intelligent and have a detailed knowledge of the world of crime.

5 Student’s own answers.

6 Father Brown knows about the world of crime because in his role of priest he has spoken to a lot of repentant criminals. He is very calm in the face of danger. Student’s own answers.

Narrative

7 The story is told by a third person narrator from the point of view of Valentin. Student’s own answers.

8 We know that Flambeau had committed a number of crimes and that Valentin and other policemen had been trying to catch him for some time. It adds to the suspense of the chase.

9 Student’s own answers. Suggested answer: the fact that a lot of the action in the story is re-told second hand by the waiters and shopkeepers adds to the excitement and mystery, and puts us in the same position of Valentin, asking questions, following clues, on the trail of Flambeau.

10 Student’s own answer.

Atmosphere

11 narrow; shut; void; vast; light; clear. The darkness of the narrow streets is being contrasted to the size and light of the heath. Student’s own answer.

12 Student’s own answers.

Style

13 Dawn, Valentin is being introduced. Glowing green/ glittering green; and a ribbon of light on the horizon.

14 Sunset, Father Brown and Flambeau. The author repeats a comparison to insects – ‘a swarm of folk like flies’ and ‘they seemed as small as insects’. Student’s own answers.

15 Sentence 1: holiday gaiety/ official gravity.

Sentences 2 and 3: the light colours of his clothes and the dark colour of his face and beard.

Last sentence: grey jacket/loaded revolver; white waistcoat/police card; straw hat/one of the most powerful intellects in Europe.
Suggested answer: the effect is very visual, one of a striking figure, of someone who has hidden depths and talents, someone who looks ordinary, but isn’t.

16 Adjectives: little, round, dull, empty, quaint, saintly. That he was short and fat. His attitude is very patronising. We are only shown one side because we are seeing him through Valentin’s eyes, and we, like him, will only find out about his hidden side at the end of the story. We know nothing about his intellect and his plan. It tells us that with both characters, outward appearances can be very misleading.

17 Extract 1: art; extract 2: hunting. The comparison is more direct in the first contrast. The comparison in the second extract is created by using words associated with hunting, pursuers, hunters, quarry, to refer to the people in the description. These extracts tell us that Valentin thinks of his profession as being less romantic than the criminal’s.

18 That the three men respect each other’s intelligence. Student’s own answers.
Mother’s Help
by Ruth Rendell

Pre-reading activities

Key vocabulary

Words for describing cars

1. 1f; 2i; 3c; 4h; 5g; 6a; 7b; 8j; 9d; 10e
2. 1 horns; 2 windscreen wipers; 3 bonnet; 4 handbrake; 5 steering wheel

Words for describing houses

3. a4; b5; c8; d2; e12; f1; g7; h3; i9; j10; k11; l6

Describing different ways of responding to fear and pain

4. a) burst into tears, howl, snuffle, sob, wail, yell
   b) whimper
   c) scream, shriek, yell

Verbs describing sudden movements

5. 1 hammered; 2 propelled; 3 shot; 4 punched; 5 jerked

Words for describing legal proceedings

6. 1) inquest; 2) coroner; 3) verdict; 4) death by misadventure; 5) perjury; 6) trial; 7) custody; 8) witnessed

Medical terms

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

Main themes

Student’s own answers.
Crime Stories

Understanding the story

1

1 Daniel is two, almost three. He doesn't speak.
2 He enjoys sitting in the driver's seat and pulling the levers and buttons and sounding the horn.
3 Probably not. Charlotte works late and Ivan flirts with Nell.
4 She thinks he's handsome and masterful.
5 He takes time off work.
6 So that thieves don't break into the house.
7 If he hadn't he would have been hit by the car.
8 Daniel takes off/releases the handbrake.
9 She doesn't know how to drive and she doesn't know anything about cars.
10 Because she realizes that Ivan could have been killed and this makes her realize that she is in love with him. It makes Ivan feel tender towards her.
11 Charlotte asks Ivan to talk to Daniel about what he did in the car. Student's own answer.
12 'Daniel drive car.' They are happy to hear him say his first sentence.
13 Charlotte tells her mother and her mother-in-law, her boss and the girl who did the typing; Ivan tells their dinner guests, including the doctor, and the two men who worked for him at the gallery.
14 She wants to stay at home with her son. She's jealous of the relationship between Daniel and Nell.
15 To the cinema with her boyfriend.
16 Yes, because she hoped that Nell would soon get married and leave her job.
17 Cutting vegetables, when Daniel runs up behind her unexpectedly.

2

18 She cries and doesn't know what to do.
19 Charlotte is impatient and takes control of the situation. Daniel isn't worried. He's playing with the blood that's pouring from Nell's hand.
20 Because she doesn't want to leave Nell alone with Ivan.
21 His father.
22 Yes.
23 That Charlotte understood exactly what was happening.
24 Nell screams and shouts Ivan’s name. Daniel sits quietly in the back of the car, forgotten by the adults. Ivan remains calm and takes control of the situation.

3

25 Ivan plans to say he wasn’t in the car at the time and that it was Daniel who started the car. Nell agrees with it because she cannot say no to Ivan.
26 The neighbours from the house next door, a man from the Gas Board and a girl who was distributing leaflets.
27 They are shocked by the tragedy and immediately think that it was Daniel’s fault. They help Nell out of the car, make a cup of tea and look after Daniel.
28 They don’t question Ivan’s story. The court and doctors agree that it is better not to talk to Daniel about what happened.
29 She cries and holds up her bandaged hand. It helps their case as it is obvious that there was nothing she could do.
30 A year.
31 Nine.
32 Because his half sister has a mother and he doesn’t.

4

33 It’s cold and hostile.
34 The Pet Roses in the garden that Charlotte was about to plant when Nell cut her hand; the scar on her hand that would have healed if she’d got to the hospital sooner; maps of Scotland as this was the picture on the kitchen towel that she wrapped around her bleeding hand.
35 A girl who worked at Ivan’s gallery and who sometimes babysits for them.
36 She is good with children. Emma loves her as Daniel loved Nell. She talks about her boyfriend a lot.
37 Nell is jealous of Denise’s relationship with Emma and she hopes that Denise will marry her boyfriend and move away.
38 She’s hyperactive.
39 She doesn’t speak.
40 Ivan wants to send Daniel away to school because he has started asking questions about how his mother died and Ivan is worried that Nell might tell him.

41 Emma shut her in the cupboard. She can’t get out because there was no handle on the inside.

42 By telling her she is clever.

43 Emma wanders off.

44 Nell is worried that Emma will hurt herself or shut herself out of the house.

45 Because he had forgotten his music and had come home to get it.

46 He saw Emma asleep on the floor in the living room with the vacuum brush by her side.

47 He is angry with Daniel for being forgetful and pays very little attention to Nell, paying far more attention to Denise.

48 Because she wants to hurt Ivan and because she is jealous of Denise.

49 He sits Emma on his knee and tells her how naughty she’s been.

50 To celebrate their seventh anniversary.

51 Because she realizes that Ivan is planning to kill her by locking her in the cupboard.

Language study

Grammar

Using *if* to talk about hypothetical or imaginary situations

1 1 If Nell left, she [Charlotte] wouldn’t have to sack her.
2 If Nell hadn’t encouraged Daniel in these displays of affection, he wouldn’t have hugged her like that and she wouldn’t have cut herself.

a) 1 – simple past
b) 2 – past perfect
c) would
d) i) would + infinitive; ii) would + have + past participle

2 1 would be; 2 would have happened / hadn’t cut; 3 hadn’t; 4 were; 5 had been /would have left
3  
   a) past: 2, 3, 5  
   b) future: 1, 4

4  
   Suggested answers:  
   1 ...Daniel might never have got into the driver’s seat the first time.  
   2 ...she wouldn’t have been in the way of the car.  
   3 ...Charlotte would not have been killed.  
   4 ...he wouldn’t have hugged her and she wouldn’t have cut her hand.  
   5 ...she wouldn’t have lied for him at the inquest.

**would have, could have, should have**

5  
   a) 2; b) 3; c) 1

6  
   1 a) could have; b) should have; c) would have  
   2 a) should have; b) wouldn’t have; c) could have  
   3 a) should have; b) could have; c) would have

**Vocabulary**

**Expressions with take**

7  
   1a; 2b; 3a; 4c; 5d; 6a; 7b; 8a; 9a; 10a

8  
   It was a beautiful, sunny day. We decided to take our bikes out for a ride. We took a picnic with us and cycled down a long, shady road along the river. I took the picnic in a backpack, but it was getting heavy and when I couldn’t take the weight any longer, we stopped under a particularly large tree. We took out the food and laid it out on a rock. I took off my shoes and socks and sat at the edge of the river, cooling my feet in the cold water. Debra offered me a chicken wing and I took it from her, but just as I was reaching for it, something took my attention, a strange cry coming from the other side of the river. I stood up to take a closer look, but my foot slipped on a rock in the water and I fell in with a big splash. “Thinking of taking a swim?” laughed Debra as she held out her hand to help me get back up.

9  
   1 taken the day off; 2 took place; 3 took a step; 4 taking days off; 5 take her out to eat somewhere

10  
   Student’s own answers. Suggested answers: take over from someone; take offence at something; take charge of; take pity on someone; take notes on
Literary analysis

Plot

1  
   b) Daniel started the car.  
   h) Nell cut her hand.  
   e) Ivan drove the car into the garage door.  
   g) Nell and Ivan got married.  
   d) Emma was born.  
   c) Emma shut Nell in the broom cupboard.  
   a) Daniel saved Nell.  
   f) Ivan told the neighbours what Emma had done.  
   i) Nell suddenly understood what might happen to her.  
   Student's own answer.

2  
   Daniel almost killed his dad – Emma almost killed her mum  
   Ivan had an affair with Nell – Ivan had an affair with Denise  
   Ivan told Daniel off – Ivan told Emma off  
   Nell lied to Charlotte – Denise lied to Nell  
   Ivan kills Charlotte – Ivan kills Nell.  
   Student's own answer.

3  
   Ivan lies to Charlotte and Nell about his affairs; he lies to Daniel, the police and the coroner about Charlotte's death.  
   Nell lies to Charlotte about her boyfriend and her affair with Ivan; she lies to Daniel, the police and the coroner about Charlotte's death.  
   Denise lies to Nell about her boyfriend and her affair with Ivan.  
   Most of the lies revolve around Ivan. Through these lies each woman is tied to him through loyalty or jealousy, and becomes an accomplice to his deceit. They cannot break away from the lies without hurting him.  
   Most serious lie – student’s own answer.

4  
   Student's own answers.
Character

5 Student's own answers. Suggested answers: Nell is young and emotional, and naïve in her view of Ivan, and generally quite innocent; Ivan is older and cooler, calculating and puts himself and his needs first, even to the extent that he is prepared to blame Daniel for his mother’s death. Ivan is stronger – he stays focused, is manipulative of his wives, and his friends and others, keeps calm and calculates every move carefully.

6 Student’s own answers.

7 Student’s own answers.

8 No, it isn’t a good relationship, Charlotte is jealous of Nell’s relationship with Daniel and suspicious of her feelings for Ivan. Nell is not particularly close to Charlotte and does not feel any loyalty towards her. Nell is totally influenced by Ivan. In the second half of the story Nell has taken over Charlotte’s role of wife and mother, and Denise takes over Nell’s role of pretty young lover.

9 Student's own answers.

10 Student's own answers.

Narrative

11 A third person narrator is telling the story. It is mainly told from Nell’s point of view.

12 Daniel, because he is the focus on the first accident.

13 Extract A: We understand that the relationship between Ivan and Charlotte is tense and that Charlotte is jealous and suspicious of Nell.

Extract B: We understand that Ivan is more interested in his house and money than in his son.

Extract C: We understand that Daniel is closer to Nell than he is to his mother.

Student’s own examples and answers.

14 Extract A: Charlotte; Extract B: Nell

Student’s own examples and answers.

15 Student's own answer.
Atmosphere

16 Panic. Shot forward, screamed, didn’t know, seize, descending, charged, slowing, sliding. Stood, flattening. Six verbs describe movement (see verbs underlined). Many are quick and brusque. Two, didn’t know and scream.

17 Student’s own answers.

18 They are all sudden, violent movements. It tells us that it happened quickly, and that it was very dramatic.

19 It is focusing on Charlotte’s face. Her face is compared with the face of a ghost. We are seeing it from Nell’s point of view. It adds to the horror because Nell knows what is happening, she knows why it’s happening and she knows (or thinks she can see) that Charlotte knows too.

20 ‘Stopped’ and ‘listened’ are repeated, and we as readers also stop and listen to Ivan. Student’s own answers.

Style

21 Movements: switching on the lights, the windscreen jets and wipers and taking the handbrake off. In the first extract the movements are supervised and controlled, part of a routine told in the present simple. In the second extract the verbs emphasize the suddenness of the movements (lunge, grab, flip, whip, tug). In the third extract the verbs highlight the purposeful decision behind each movement (put, set, took off). It also emphasizes the last movement, which Daniel could not perform – ‘stamped his foot down on to the accelerator’. This tells us that the driver knows exactly what he’s doing and wants to do it.

More examples and student’s own answers.

22 Pirate: ruthless, romantic, no scruples. Wolf: wild, instinctive, a killer

Extract 1: Charlotte understands that Ivan is having an affair when she sees the look on his face that had first attracted her to him.

Extract 2: As he falls out of love with his wives they see the wolf in him rather than the pirate.

Extract 3: As he grows older the transformation from romantic pirate to ruthless, cold-blooded wolf becomes more pronounced.
No Place To Park
by Alexander McCall Smith

Pre-reading activities

Key vocabulary

Crimes
1 a) serious offences: extortion, fraud, murder or homicide, theft
   b) parking violation, tax evasion, theft

Crime literature
2 1f; 2c; 3b; 4g; 5a; 6i; 7e; 8j; 9d; 10h
3 1 genre; 2 graphic; 3 wound; 4 autopsy; 5 gory; 6 mundane

Adjectives
4 1 heated; 2 unforeseen; 3 nagging; 4 blatant; 5 hard-bitten; 6 whimsical; 7 budding;
   8 vindictive

Main themes
   Student’s own answers.

Post-reading activities

Understanding the story

1
1 Realism in crime fiction.
2 That all crime stories are about murders.
3 To write a crime novel that talks about day-to-day low level crimes that really happen.
4 He laughs at the idea.
5 He started to think about it seriously.
6 He lives in a small bungalow near Cottesloe Beach near Perth in Western Australia.
7 He goes surfing.
8 Sharks.
9 A story about surfers.
10 Possibly because it might make him worry about being in the water.
11 Because his heart isn't in it.
12 Because he is ready for a new project.
13 He wants to spend time with the local traffic police.
14 His girlfriend.
15 Yes.

16 Because farmers come into town and they often park illegally.
17 Suggested answer: yes, because he seems very committed to giving fines to people parking illegally.
18 Because it is parked in a no-parking area and there are people sitting inside it.
19 He's surprised and shocked. He has a dead body under his car.
20 He describes it as if it were in a graphic crime novel.

21 The parking officer had made a note of the car's registration number.
22 One of the men was the brother of a surfing friend of his girlfriend's.
23 He can identify the passenger.
24 His girlfriend's surfing friend, the brother of the man in the car.

25 Early morning.
26 No, there are very few people around.
27 Relaxed and at peace.
28 A flash of metal.
29 That someone is going to try and kill him using the plot from his surfing novel.
30 He is killed.
Language study

Vocabulary

Uses of *get*

1. get real – get + adjective; 2. get ticketed – get + past participle; 3. get the world of parking officers right – get + right; 4. get permission – get = obtain; 5. get the registration number – get = obtain; 6. get to know one another – get to know someone; 7. get off – phrasal verb, to be found not guilty by a court.

2. 1. buy; 2. was given; 3. earns; 4. have; 5. ask; 6. entered; 7. carry; 8. start; 9. understand; 10. catch

Common idiomatic expressions

3. 1c; 2h; 3b; 4d; 5j; 6e; 7f; 8g; 9i; 10a

4. 1. warmed to the idea; 2. bold as brass; 3. make her mark; 4. not in their wildest dreams; 5. his heart wasn’t in; 6. brought it home to him; 7. at the complete opposite end of the spectrum; 8. a stone’s throw from; 9. in jest; 10. on his doorstep

Grammar

Multiple-clause sentences

5. *There was the usual panel on stage, /and an audience /made up of the sort of people/ who frequent the crime panels /– predominantly women, /but with a sprinkling of men; /highly educated, highly literate, and highly imaginative.*

6. a) relative pronouns, linkers; b) subject pronouns, the verb to be

7. 1. What better way than to fake a shark attack.
   2. It would be administered from below.
   3. It would be faked with a large knife.
   4. He would have made the knife specially in his garage.

8. Student’s own answer.

9. Suggested answers:
   1. Eight months earlier someone he knew had been taken by a great white.
   2. He only knew the person vaguely.
   3. It had happened within a stone’s throw of the edge of the beach.
Literary analysis

Plot

1. In the first book a surfer plans to kill a fellow surfer; in the second book he wants to write about romances and intrigues in the world of parking officers. The crime writer is killed using the plot of the first story while researching into the working lives of parking officers for his second story. That they can be reflected in real life.

2. Student's own answers.

3. a) It makes the writer feel nervous of sharks when he’s in the water, and may have influenced him when he was thinking of the plot for his first story.

   b) This man is the brother of the passenger in the car who is arrested and charged with murder.

   c) He tells her about the surfing murder plot that is eventually used to kill him.

4. Student's own answers.

5. Student's own answers.

Characters

6. Student’s own answers.

7. Two, the writer and his girlfriend. Student’s own answers.

8. Suggested answers: most of the characters are generic, the officer, the surfer, the driver, they are not described as individual people, their personalities and motives are not explored. It is the action, and the irony of the action that is the main focus.

Narrative

9. A third person narrator is telling the story. The main point of view is that of George.

10. A conference for crime writers. We meet the main character towards the end of the first section. That he is a successful crime writer, and that he comes from Perth.

11. Only George’s thought and feelings are reported directly, everyone else’s words are reported through dialogue because the story is being told from George’s point of view.

12. Suggested answer: it takes us more and more inside the head of the main character, focusing on his thoughts and feelings rather than the actions.
Atmosphere

13   Student's own answers.

14   a) They vary in length. The short sentences describe actions and emotional reactions. The longer sentences describe rational thoughts.

    b) look, peer, search – they all describe different ways of looking, which become more and more intense with each sentence.

    c) Student’s own answers.

Style

15   He disagrees with his view of the world. For the parking officer the driver of the car is a law-breaker. The writer sees a person and their life reflected in the car and the objects inside it. The parking officer is happy to fine people for their parking offences, he sees this as being an important role and he is proud of it.

16   Student’s own answers.

17   Student’s own answers.