

Teacher's notes

Lost Love and other Stories

by Jan Carew



SUMMARY

All the stories in this book have one thing in common – one or more strange things happen. In *Lost Love*, a young man meets a girl and falls in love with her. Nothing strange there, but the girl lived 350 years earlier, and the village that she lives in only reappears in our time once every ten years. The young man decided that his love for the girl is greater than his love for the present day and decides to be there the next time the village appears, and to stay with the girl in her time.

In *The Doll*, a lonely man buys an old doll which turns out to have strange and, in the end, frightening powers. It can speak, it can move, it can even climb out of the ground where he buries it in fear. The doll finally kills the man by pushing him into a fire he has built to destroy the doll once and for all.

The *Other Man* is the story of a writer who shuts himself away in a small room to write a book. One day his pen disappears from the table, but this is only the start of the strange things which happen to him. He sees a man in the mirror with a beard – and he is clean-shaven. When the man appears to him at night, he decides it is time to leave the room ... but he has left it too late. The man with the beard has taken over his life, and he has become invisible, unable to move or speak. Even the writer's friend believes that nothing strange has happened. The writer has grown a beard, that's all.

The Charm asks the reader to consider the question – What makes a person brave? In the story, the narrator is not a brave man, until an old blind man who he meets by chance gives him a charm and assures him that nothing bad will happen to him. He believes in the power of the charm and lives through several battles with the charm in his possession. But one day, after inspiring a group of soldiers to follow him into attack, he realises that he has lost the charm. For a moment, he feels afraid again, until he realises that truly brave people are ones who are

afraid, but still do dangerous or courageous things.

The final story, *Journey's End*, shows a possible pitfall of knowing the future. Tom, an unemployed young man, has his fortune told and learns that, if he travels on the following Friday, he will never arrive. When the man is offered a job interview in a town 30 kilometres away, he is delighted, until he realises that the interview is scheduled for Friday. Unhappily, he decides to take the risk. The prediction turns out to be accurate. The train suddenly comes to a stop and the young man never arrives at his destination. But the story ends happily. An old man, who Tom befriended on the train, offers him a job in one of his shops. If Tom had stayed at home because of the fortune-teller's words, he would never have met the old man or got the job. In this case, the strangeness is in the way that the future can turn out.

ABOUT JAN CAREW

Jan Carew is a teacher who teaches story-writing at the University of Cardiff in Wales. She has written over fifteen books for young people. She is very interested in different places and cultures and travels as often as she can.

BACKGROUND AND THEMES

The village in the first story, was destroyed by Oliver Cromwell. He was the leader of the republican forces, called Roundheads, who fought the royalist forces or Cavaliers during the English Civil War (1642–1649). The republicans won and the King, Charles I, was executed. But the republic did not last for long. In 1658, Oliver Cromwell died and in 1660, the heir to the throne returned to restore the monarchy as Charles II.

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ELEMENTARY

LOST LOVE AND OTHER STORIES



Teacher's notes

Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the Reader and supplement those exercises. For supplementary exercises covering shorter sections of the book, see the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of the discussion and pair/groupwork activities, can also be used by students working alone in a self-access centre.

ACTIVITIES BEFORE READING THE BOOK

Ask students to work in groups and discuss the following questions:

- 1 Has anything strange ever happened to you? What happened and when?
- 2 Can you, or anybody in the group, explain the strange event?

ACTIVITIES AFTER READING A SECTION

'Lost Love'

Ask students to work in groups and consider the problems that the story-teller will face in adapting to life 350 years ago.

'The Doll'

- 1 Ask students to think of different ways of disposing of the doll – and how the doll would have 'turned the tables' in each case.
- 2 Ask students to role play a conversation between the man and the doll, in which the man asks why the doll is doing all these things and the doll explains what he wants the man to do so that he (the doll) will go away.

'The Other Man'

Ask students to work on their own and write a final paragraph which gives a completely rational explanation for the events in the story. Perhaps the most obvious is that the story-teller has been on his own too long, without eating or drinking properly, and he has started to have hallucinations. He wakes up to find himself in hospital, with the friend explaining what had happened to him.

'The Charm'

Ask students to work in groups to say whether they have a lucky charm and if so, what it is and how they think it may have helped them in the past.

'Journey's End'

Ask students to work in groups and write a prediction for each of the other people in the group. The predictions are then jumbled and students try to find the predictions which were written for them.

ACTIVITIES AFTER READING THE BOOK

Ask students to work in groups and discuss the following questions.

- 1 Which story is:
 - the best?
 - the most frightening?
 - the most believable?
 - the happiest?
 - the saddest?
- 2 Do any of the stories have a moral? What is it?

Glossary

It will be useful for your students to know the following new words. They are practised in the 'Before You Read' sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

'Lost Love' and 'The Doll'

ago (adv) used to say how far back in the past something happened

bury (v) to put something under the ground

case (n) a container for storing something

doll (n) a toy that looks like a small child or a person

king (n) a man from a royal family who rules a country

lonely (adj) unhappy because you are alone

lost (adj) not knowing where you are or how to find your way

petrol (n) a liquid that you put in a vehicle to make the engine work

voice (n) the sound you make when you speak or sing

war (n) a long period of fighting between the armies of two or more countries

wonder (n) to think about something and want to know what happened or why

'The Other Man', 'The Charm' and 'Journey's End'

beard (n) the hair that grows on a man's chin

brave (adj) dealing with danger, or difficult situations with courage

charm (n) an object, phrase or action believed to have special magic powers

fair (n) an outdoor event at which there are machines to ride on and games to play

guard (n) someone whose job is to protect a person or a place

leader (n) a person who is in charge of or controls a country, organization etc.

mirror (n) a special piece of glass made so that when you look at it, you see yourself

shy (adj) nervous and embarrassed about talking to other people

soldier (n) a member of the army, especially someone who is not an officer



Student's activities

Lost Love and Other Stories



Photocopiable

Students can do these exercises alone or with one or more other students. Pair/group-only exercises are marked.

Activities before reading the book

Work in pairs. Look at the pictures in the book. Which story do you think is about:

- 1 a man who buys a strange toy
- 2 a man who finds out about his future
- 3 a man who meets a girl from the past?
- 4 a man who sees something strange in his mirror?
- 5 a soldier

Activities while reading the book

'Lost Love'

- 1 Complete these sentences about things which are different in the village.
 - (a) The people do not use ... to travel, they use ...
 - (b) They ... their food over a wood ...
 - (c) Their ... are strange.
 - (d) They have a ... which is dark brown and very strong.
 - (e) They do not know about ...
- 2 There are four main characters in this story:
 - the story-teller
 - the girl
 - the girl's father (the old man)
 - the man at the garage

This story happens in three places:

- in the country
- in the village
- in the town

Who says each of these things? Where does the person say them?

- (a) Are you thirsty after your walk?
- (b) But where am I?
- (c) Come in, please.
- (d) Do you walk everywhere?
- (e) How did it happen, and why?
- (f) I love you, Mary.
- (g) I saw the people and the village.
- (h) Now I'll have to walk.
- (i) Oh, dear, I haven't got any petrol.
- (j) Oliver Cromwell killed them.
- (k) Perhaps we can help you.
- (l) Petrol? What is that?
- (m) There was a village there, but it isn't there now.

- (n) What village?
- (o) Where can I find some?
- (p) Why are you sad?
- (q) You have to go now.

'The Doll'

Complete these strange things that happened after Mr Brown bought the doll.

- (a) Somebody on the ... said to the ... man, 'Go ... ! You ... man.
- (b) The doll didn't have a ... on its ... in the ..., then later, it did.
- (c) Mr Brown left the doll on the ... but in the morning it was on his ...
- (d) Someone opened Mr. Brown's ...
- (e) Somebody on the bus said 'You stupid old ...' to the old ...
- (f) Mr. Brown left the doll at ... but it was in his ...
- (g) He left the doll at the ... stop, but in the evening it was in his ... again.
- (h) He buried the doll in the ... but the next night it was at his back

'The Other Man'

Match each question (a-j) to the correct answer (i-x).

- (a) Why did the story-teller go to the little room?
 - (b) What did the other man take from his table?
 - (c) Where was the story-teller when he heard a voice?
 - (d) Why did he stay in the room?
 - (e) Where did the story-teller first see the other man?
 - (f) How was the other man different from him?
 - (g) What did the other man say to the story-teller?
 - (h) What did the story-teller see in the mirror after his clothes were in the case?
 - (i) Why couldn't he shout?
 - (j) Who did the story-teller's friend think the other man was?
- (i) Because he had no voice.
 - (ii) Because he wanted to finish his book.
 - (iii) Because he wanted to write a very long book.
 - (iv) He had a beard.
 - (v) He thought he was the story-teller, with a beard.
 - (vi) He was in bed.
 - (vii) In the mirror.

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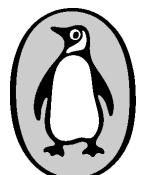
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ELEMENTARY

LOST LOVE AND OTHER STORIES



Student's activities

- (viii) Nothing.
- (ix) The storyteller's pen.
- (x) You will never leave here.

'The Charm'

1 Match the beginnings (a-i) and endings (i-ix) of these sentences from the beginning of the story.

- (a) 'He's a brave man,
 - (b) I wasn't always a brave man,
 - (c) People know me
 - (d) They don't know
 - (e) I never laugh at shy people
 - (f) There was a war
 - (g) The other soldiers didn't talk about it,
 - (h) 'They're laughing at me', I thought –
 - (i) I was wrong,
 - (i) and at times I was afraid – very afraid.
 - (ii) and like me.
 - (iii) because I remember when I was shy.
 - (iv) between my country and another country.
 - (v) but I didn't know that.
 - (vi) but they knew I was afraid.
 - (vii) people say about me.
 - (viii) that I wasn't always brave.
 - (ix) they aren't afraid.
- 2 Put these events from the story in order.
- (a) 'Go in front,' he said to me. 'The men will follow you.
 - (b) An old man stood by the road.
 - (c) I helped the old man across the road.
 - (d) I took the charm with me.
 - (e) I took the old man's arm.
 - (f) One day, I was in the town.
 - (g) Our leader fell to the ground.
 - (h) The men followed me and we fought well that day.
 - (i) The next day we went to war.
 - (j) The old man gave me a small charm.

3 What did the story-teller learn about brave men?

'Journey's End'

Complete this summary of the story with a suitable noun from the box in each space.

case day face fair friend future games guard
hair job journey leg letter man map
newspaper noise person shop tea ticket town
towns train tree village

- (a) Tom Smith wanted a ... but he couldn't find one.
- (b) He wanted to work in a sports ...

- (c) He looked in the ... every day.
- (d) One day, he saw something in the newspaper about a ... in the park near his house.
- (e) He walked to the park and bought a ...
- (f) He played some ...
- (g) Suddenly, he saw in large letters: Madame Zelda knows the ...
- (h) He went in and saw an old woman with grey ... and a kind face.
- (i) She told him 'Make a ... next Friday and you will never arrive.'
- (j) On Thursday, Tom got a ... about a job.
- (k) It was in a ... 30 kilometres away.
- (l) 'I'll have to take the ...', he thought.
- (m) On the train, an old ... sat next to Tom.
- (n) He had a bad ...
- (o) He gave Tom some ...
- (p) Suddenly there was a loud ... and the train stopped.
- (q) 'Don't be afraid.' Tom told his new ...
- (r) He found the ...
- (s) 'There's a large ... in front of the train.' he said.
- (t) The guard looked at a ...
- (u) He said: 'You'll have to get off the train and walk to this ...
- (v) Tom helped the old man off the train and carried his ... to the village.
- (w) The old man saw Tom's sad ... and asked him 'What's wrong?'
- (x) Tom told him and the old man said, 'I've got lots of sports shops in different ...
- (y) 'You're the right ... for the job in my new shop.'
- (z) Tom said 'This is the best ... of my life, not the worst.

Activities after reading the book

Choose your favourite story and write a summary in 10 sentences. Find other people who have chosen the same story and compare your summaries.



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