

# LITERATURE 2A

## TEACHER'S NOTES

AUTHOR	Lucy Maud Montgomery
TITLE	<i>Anne of Green Gables</i> (Chapters 2 & 4)
THEMES	Being imaginative, exaggeration
WRITING	A story
THINK STYLE	Children's literature

### ABOUT THE AUTHOR

Lucy Maud Montgomery (1874–1942) was born in Clifton, Prince Edward Island, Canada. She wrote 20 novels, 530 short stories and 500 poems. Her most famous books were the *Anne of Green Gables* series.

She was brought up by her grandparents and was very lonely as a child. She was equally unhappy as an adult. Apart from the *Anne* series, she also wrote two other series with a young girl as the main character. The final book in the *Anne* series was given to the publisher the day before she died, but the manuscript was lost. *The Blythes Are Quoted* was finally published in 2009.

### INTRODUCTION

Ask students if they have heard of Lucy Maud Montgomery or *Anne of Green Gables*. Write any ideas on the board in note form. Use the information in the *About the author* box to provide an introduction. Depending on the class, it may be appropriate to use L1 at this stage.

### START THINKING ...

- 1 Organise the class into pairs. Set a time limit of a few minutes for students to discuss the questions. Then ask students for their opinions. Encourage them to back up their answers with examples and to give reasons to justify their answers.
- 2 Find an illustration or image from the film or mini-series of *Anne of Green Gables* and show it to the students. Ask them to describe what they see and what they think the story is about.  
Draw students' attention to the text at the top right-hand corner of the page which 'sets the scene' and clarify understanding. Play the audio. When the students have finished reading the text, ask some comprehension questions to check their understanding.
- 3 Ask the students to match the words in bold in the text to the definitions. Tell them they may need to change the part of speech (form of verb, noun, etc.) to the base form to fit the glossary. Point out that making a glossary of unknown words in a text is a good way to learn vocabulary. Ask individual students for answers.

#### Answers

1 orphan 2 merchant 3 overboard 4 veil 5 lacy  
6 scope 7 bliss 8 prowl 9 delightful 10 pity

- 4 Students read through the questions. Check for understanding and remind them to refer closely to the text to find the answers.

#### Answers

1 F 2 DS 3 F 4 DS 5 F 6 T

- 5 Students read the text again. Discuss the questions and answers with the class.

#### Suggested answers

1 She describes her dress as horrid, highlighting that she's poor and can't afford nice things. 2 She imagines herself wearing expensive clothes that aren't very practical. She imagines a life that is more fun and less serious, and this cheers her up. 3 She's very optimistic. When she talks about something negative, she immediately responds with something positive. She's positive about other people's intentions too. For example, the merchant's reason for donating wincey to the orphanage. 4 They're probably going to get on well. The narrator says, 'But he had never expected to enjoy the society of a little girl.'

- 6 Read through the sentences one at a time to check comprehension of any unknown vocabulary. Students complete the sentences with the correct form of the words in the glossary. Ask students for answers.

#### Answers

1 merchants 2 scope 3 orphans 4 overboard  
5 bliss 6 pity

### Optional extension

Ask students to read the text again and to underline five more words that are new to them. Get students to look these up in a dictionary and write each in a sentence.



### CRITICAL THINKING

Ask students to read the following quote in the text: *A merchant in Hopeton last winter donated three hundred yards of wincey to the asylum. Some people said it was because he couldn't sell it, but I'd rather believe that it was out of the kindness of his heart, wouldn't you?* (lines 16–20). Ask the students the question: *Why do people donate money or things to charity?* Elicit that there can be more than one reason why people are generous. Working individually, students write notes. When students have finished, bring their ideas together on the board and discuss their ideas as a class. Possible reasons include: wanting to help less fortunate people, to get publicity for their business, to get rid of things they don't want in an environmentally friendly way.

## ROLE PLAY

- 7 Organise the class into groups of three. Read the instructions and check that students understand what they are going to do. Ask a student to read the first part of the conversation. Brainstorm ideas and phrases on the board. Remind students that when the story was written in 1908, boys and girls lived very different lives. For example, girls were expected to help more with the housework and boys were expected to do more manual work instead. Ask them for further examples.

Set the students a time limit of 5–10 minutes to prepare their role plays. Monitor and offer support and encourage students to write their scripts. Once they have finished, encourage as many pairs as possible to perform their role plays. Consider asking groups to perform to each other. The ‘audience’ group can monitor language use and make corrections if necessary.

## LISTENING

- 8 Before listening, explain that students are going to hear an extract from later in the story. The Cuthberts have had a disagreement and Marilla has decided to send Anne back. Play the recording twice. The first time, encourage students to listen without taking notes. The second time, they put the words in the order they hear them.

### Answers

1 orchard 2 playmate 3 dream 4 geranium 5 sense  
6 imagine Not mentioned: Billy, life

- 9 Students read through the questions. Encourage students to answer from memory. Play the recording again for students to complete their answers and to check.

### Answers

1 sits 2 stay 3 love 4 over 5 apple  
6 name 7 Anne 8 Snow

### AUDIOSCRIPT (abridged from Chapter 4)

Anne flew to the door, face alight, eyes glowing. On the very threshold she stopped short, wheeled about, came back and sat down by the table, light and glow as effectually blotted out as if someone had clapped an extinguisher on her.

‘What’s the matter now?’ demanded Marilla.

‘I don’t dare go out,’ said Anne, in the tone of a martyr relinquishing all earthly joys. ‘If I can’t stay here there is no use in my loving Green Gables. And if I go out there and get acquainted with all those trees and flowers and the orchard and the brook, I’ll not be able to help loving it. It’s hard enough now, so I won’t make it any harder. I want to go out so much – everything seems to be calling to me, “Anne, Anne, come out to us. Anne, Anne, we want a playmate” – but it’s better not. There is no use in loving things if you have to be torn from them, is there? And it’s so hard to keep from loving things, isn’t it? That was why I was so glad when I thought I was going to live here. I thought I’d have so

many things to love and nothing to hinder me. But that brief dream is over. I am resigned to my fate now, so I don’t think I’ll go out for fear I’ll get unresigned again. What is the name of that geranium on the window-sill, please?’

‘That’s the apple-scented geranium.’

‘Oh, I don’t mean that sort of a name. I mean just a name you gave it yourself. Didn’t you give it a name? May I give it one then? May I call it – let me see – Bonny would do – may I call it Bonny while I’m here? Oh, do let me!’

‘Goodness, I don’t care. But where on earth is the sense of naming a geranium?’

‘Oh, I like things to have handles even if they are only geraniums. It makes them seem more like people. How do you know but that it hurts a geranium’s feelings just to be called a geranium and nothing else? You wouldn’t like to be called nothing but a woman all the time. Yes, I shall call it Bonny. I named that cherry-tree outside my bedroom window this morning. I called it Snow Queen because it was so white. Of course, it won’t always be in blossom, but one can imagine that it is, can’t one?’

## THINK STYLE

### Children’s literature

- 10 Ask students what their favourite book was when they were in primary school. Ask them why they enjoyed it. Ask if they think it is easier or more difficult to write for children than adults and why. Read and check that students understand the meaning of *fairy tales* (traditional stories written for children that usually feature imaginary creatures and magic).

Ask students to think of a children’s series and discuss the question in pairs. If they are struggling to think of a book series, they can think of a children’s TV or film series. Call the class together and write the students’ ideas on the board.

## WRITING

- 11 Read through the *Writing skills* box. Students can write their story in class or for homework. Students then swap their story with a partner. They read each other’s work and highlight any mistakes. They assess whether the student has answered the question fully and whether they have included all of the points. They then return the story to the original student who looks at the comments and redrafts their work. Ask some students to read their stories out loud to the class.

### Optional extension

Students could write a blurb (the text on the back cover) for a children’s book. Remind them that the text should be short (no more than 150 words) and grab the reader’s attention. It shouldn’t give the full plot. Students can then swap their blurbs and try to guess their partner’s book.

### Additional reading or internet research topics

- *Anne of Green Gables* themes
- The life of Lucy Maud Montgomery
- Life in early 20th century Canada