

Contents

About the Author	6
About the Book	7
FACT FILE It's up to you, reader!	8
Characters	12
Before Reading	14
Prologue	19
1 Bly	24
2 The face at the window	31
3 The lady at the lake	37
4 A bad boy	43
5 Dangerous friends	50
6 A difficult decision	56
7 A departure	62
8 Lost forever	69
After Reading with NEW ACTIVITIES	75
LIFE SKILLS Scary movie book	86




It's up to you, reader!

Although writers often try to avoid being a direct presence• in their own books, they can never really disappear from their writing and become completely neutral observers• of their stories. Their voice is always there, and so is their creative presence.

This presence is more obvious in the writing of some authors than others. In the case of *The Turn of the Screw*, Henry James comes very close to disappearing and leaving the reader to interpret the story on his or her own. Few works• in English literature ask the reader to interpret so much. At the same time, no other work of James's has caused so much discussion about the 'correct' way to read it. What is certain is that *The Turn of the Screw* emphasizes• the act of understanding facts and their meaning, of 'reading' the world.



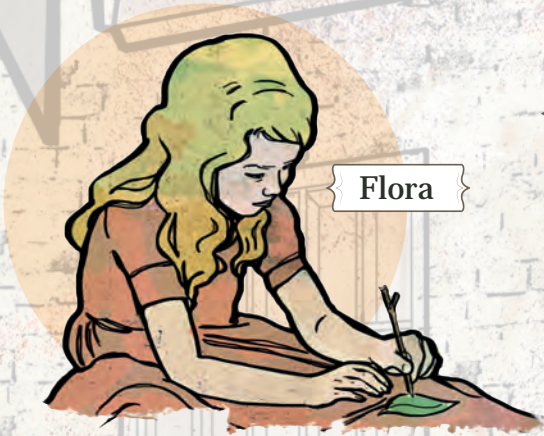
Most of the novel is told by a young governess who regularly sees the ghosts of two former employees in the house where she is working. The reader experiences the story through the governess's eyes and together they share the difficult task of interpreting the events as they happen. The constant climate of mystery and uncertainty, along with flashbacks which give new information, force the readers to continually reconsider their interpretation of the plot and think of a new one. That is, until further details reveal that the new interpretation is wrong. Indeed, at times, the plot seems to get thicker and thicker and resolution seems impossible.

- 
- **emphasizes:** shows the importance of
 - **flashbacks:** moments when past events are remembered
 - **observers:** people who look carefully
 - **presence:** (of someone or thing) is in a place
 - **task:** job
 - **thicker:** (here) more difficult to understand
 - **works:** (here) books; stories

The Turn of the Screw



Miles



Flora



The governess



Mr Quint




Miss Jessel

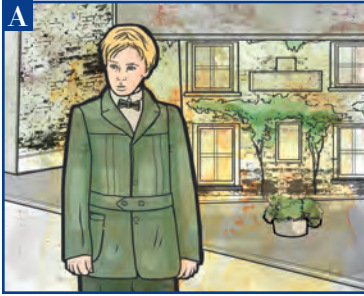
The master of the house

Mrs Grose




BEFORE READING

- 1  Look at the pictures of some of the characters in the story. Which of the words or phrases below describe these characters? Use your dictionary to check the meanings of the words if necessary.



- 1 20 years old
- 2 long, pale face
- 3 golden curls
- 4 dressed in black
- 5 10 years old
- 6 red hair

- 2  Write a short description of each of the characters in Exercise 1. With a partner read and guess the character.



- 3 **▶ MP3** Listen to an extract from the story, when the governess describes her two young pupils, Miles and Flora. Answer the questions below. Put a tick (✓) in the correct box.

	T	F
a Miles learnt many things by himself.	<input type="checkbox"/>	<input type="checkbox"/>
b Miles and Flora often had arguments.	<input type="checkbox"/>	<input type="checkbox"/>

- 4 Match the people with something they do as part of their job.

- | | |
|--|---------------------------------------|
| 1 <input type="checkbox"/> governess | 2 <input type="checkbox"/> headmaster |
| 3 <input type="checkbox"/> housekeeper | 4 <input type="checkbox"/> maid |


- a informs parents about their children's progress
- b teaches children to read and write
- c clears the table after dinner
- d tells servants what to do

- 5 Complete the extracts from the story with an appropriate word from Exercise 4.

- a Then I remembered Mrs Grose's words when the 's letter arrived: 'All boys are bad sometimes.'
- b A let her in and asked her to wait in a small room.
- c The and a little girl appeared at the door to welcome me.
- d Needing to work, she decided to answer an advertisement in a newspaper for the position of

- 6  Who are the people on pages 52 and 64? What do you think these women are like? Discuss your ideas with a partner.

Prologue

 It was Christmas Eve and I was with some friends in an old house in the country. After an early dinner, we lit the candles in the sitting room and gathered• around the fire.

‘This old house makes me think of ghost stories,’ Griffin said.

‘Oh, please tell us one!’ cried the ladies.

‘Are you sure?’ Griffin asked. ‘You might be frightened!’

We all agreed that a little excitement was exactly what we wanted, so Griffin started to tell us a story. When he finished it, nobody moved or spoke for a few moments. Then one of the ladies said, ‘How unusual! A child that sees a ghost. I haven’t heard a story like that before.’

After that a couple of other people told stories, but they were rather dull•. I noticed that Douglas was very quiet. ‘He wants to tell us something,’ I thought.

I was right. Just before we went to bed he said, ‘Griffin’s story was unusual, it’s true. But if the child gives the effect another turn of the screw, what about a story with TWO children?’

Of course everyone wanted to hear it.

‘I can’t tell it. It must be read,’ said Douglas. ‘But the story is in a locked drawer in my house in London.’

When he saw the looks of disappointment on our faces, he quickly added, ‘If you like I’ll write to my servant• in the morning. I can give him the key to the drawer and ask him to send the pages of the story here.’

• **dull:** boring

• **gathered:** came together

• **servant:** person who works in another person’s home

‘Did you write the story, Douglas?’ I asked.

‘No, I didn’t,’ he replied. ‘It was written by a woman, my sister’s governess. She sent me the pages more than twenty years ago, just before she died. She was a charming• person, ten years older than me. I met her one summer during the holidays. I was at university at the time. We often went for walks together. I think she liked me and I liked her. I was the only person she told her story to.’

The story arrived a few days later. In the evening we all gathered in the sitting room again. Everyone was looking forward to hearing the story. Douglas sat in the best chair next to the fire. The manuscript was on his knees.

‘Before you hear the story, you need to know the circumstances•,’ he began. ‘The woman was the youngest daughter of a poor country priest. Needing to work, she decided to answer an advertisement in a newspaper for the position of governess•. The advertiser replied saying that he would like to meet her. Could she come to London? She immediately bought a coach• ticket and a week later she was on her way there. The advertiser had a big house in a rich part of the city. As she waited at the door she felt both excited and nervous. She was only twenty at the time and this was her first job. A maid let her in and asked her to wait in a small room.’

- **charming:** very pleasant
- **circumstances:** facts or conditions
- **coach:** old-fashioned vehicle pulled by horses
- **governess:** woman who teaches children to read and write in their home
- **master:** (here) man who owned the house
- **supposed:** thought

'A few minutes later the master of the house arrived and greeted her. His appearance surprised her. Young, handsome and well-dressed, he was like the men in old romantic novels – or the dreams of a country priest's daughter! She supposed that he was also very rich because the house was full of beautiful things. He sat down opposite her and explained his situation.

"I'm looking for a governess for my young niece and nephew," he said and smiled at her.



“Their parents, my brother and his wife, died two years ago in India and now the children are all alone in the world. I’ve tried to help the poor little things, but, not being married myself, I have no experience of children. I sent them to live in Bly, my house in Essex. The country is much safer than the city and the air is better. Don’t you agree?”

“The young woman nodded•. Without knowing why, she really wanted to help him. He was so very charming.

“Mrs Grose, the housekeeper• at Bly,” he continued, “is an excellent woman and there are plenty of servants there. Unfortunately the children’s first governess died suddenly. She was a nice young lady and the children loved her. After that we sent Miles to school and Mrs Grose looked after Flora. You will look after Flora and when Miles comes home for the school holidays, you will be responsible for both of them of course.”

The master of the house

What is the master of the house like?

Is he interested in the children?

Does the young woman like him?

Is he going to offer her the job?

☞ Tell a friend.

• **housekeeper:** (here) person who tells servants what to do

• **nodded:** moved her head up and down to show that she agreed

‘He offered her a good salary•, but she wasn’t sure that she wanted the job. She was afraid that she might be lonely in the country with only two children for company.’

‘But she accepted the job,’ I said.

‘Yes, she did,’ replied Douglas.

‘Because she was in love with the man.’

‘She saw him only twice.’

‘It only takes a moment to fall in love,’ I replied.

Douglas got up and moved a log• on the fire.

‘Yes, you’re right,’ he said. He was looking at the burning logs. ‘Love is strange, isn’t it? She accepted the job knowing that she could never see him again.’

‘How did she know that?’

‘It was one of the conditions of the job. His most important condition. “If you accept,” he said, “you will be responsible for the children. You must do everything for them. You mustn’t write to me or try to get in touch with• me. I don’t want to know anything. Do you agree to my condition?”’

“I do,” she replied.’

‘What’s the title of the story, Douglas?’ somebody asked quietly.

‘It hasn’t got one,’ he said sitting down. Then he opened the faded• red cover of the manuscript and he began to read.

- **faded:** less bright and coloured as when it was new
- **get in touch with:** contact

- **log:** piece of wood
- **salary:** money received from a job

AFTER READING VOCABULARY

1 Use five of the words in the box to complete the sentences.

shady dismiss fond curls
dull fading emotional blush

- a The sun was hot that day, so they decided to move to a spot.
- b They soon became of me and were always doing things to please me.
- c 'I didn't, although I did feel embarrassed.'
- d Not all the stories were interesting, some of them were rather
- e The girl had golden, blue eyes and a sweet expression.

2 In pairs, create three sentences with the words left out in Exercise 1.

3 Read and correct the following sentences. Change the nouns to adjectives or adjectives to nouns. There is one mistake in each sentence.

Ex. I felt too agitation to start the lesson. → I felt too AGITATED to start the lesson.

- a It was a love June evening.
- b She was only a short distant away from me now.
- c There was an innocence expression in his blue eyes.
- d I was the only person who could protect them. I needed to be very brave – hero!
- e I recognized the black dress, the beautiful face and the tragedy expression.
- f The suspense was too much for me. I thought that I might go madness.
- g Miles was a very sense child.

P B1 Preliminary English Test Reading Part 5**1** Complete the sentences below by choosing the correct answer.

- a 'You mustn't write to me or try to in touch with me.'
A become B be C end D get
- b She immediately bought a coach ticket and a week later she
on her way there.
A got B was C found D set
- c When I saw the ghost, my heart a beat.
A had B felt C got D missed
- d She suddenly burst tears.
A with B in C on D into
- e I asked Mrs Grose about the last governess. 'What she like?'
A did B was C looked D does
- f I often thought about asking the children about the ghost, but I
never the courage.
A had B took C find D showed
- g Miles was using my fear to what he wanted.
A obtain B have C receive D get
- h 'Can't you see her?', I cried taking of her arm.
A most B all C care D hold
- i I expected to see Quint's face at the window, but it was there.
A no longer B not anymore C any more D any longer
- j 'Oh, please, miss, write to him!' the housekeeper said almost
tears.
A to B on C in D with
- k I couldn't sleep that night. I thinking about Quint.
A was B got C kept D stopped