



AN EDUCATION

- EXTRA

Level 4

This level is suitable for students who have been learning English for at least four years and up to five years. It corresponds with the Common European Framework level B2. Suitable for users of CLUB magazine.

SYNOPSIS

The book is set in Twickenham, a London suburb, in the early 1960s and tells the story of how sixteen-year-old schoolgirl Jenny Mellor meets and becomes engaged to David Goldman, a charming older man.

Jenny is bright and talented. She is doing well at school. She loves French music and culture and likes to speak French. She dreams of studying English literature at Oxford University – one of the best universities in the country. Her parents, especially her father, are pushing her hard to do well in her exams. Jenny plays the cello in the youth orchestra. Graham, a boy in the orchestra, likes Jenny but she finds him a bit shy and awkward. Jenny's life is very ordinary ... and rather boring.

When Jenny meets David, a whole new world opens up to her. David is confident and cultured and he makes her laugh. He even wins over her parents with his charm. He seems to have lots of money and he takes her to concerts, smart restaurants, nightclubs ... and, best of all, Paris for her 17th birthday. Life is suddenly very exciting and Jenny feels alive in a way she has never done before. She begins to consider her previous life very dull and to question some of her key values.

When David asks Jenny to marry him, Jenny is torn between marriage and her dream of going to Oxford. In a decision supported by her parents, she chooses David ... and drops out of school.

Then Jenny discovers that David is already married and she is devastated. She is stunned to realise that both she and her parents have been completely taken in by David's lies and charm.

Jenny wants to go back to her studies, but her old school won't have her back. Thankfully her English teacher agrees to help. After a year of hard work, Jenny is finally offered a place at Oxford, but her journey to get there has given her a different kind of education.

THE BACK STORY

The film *An Education* was released in 2009. The screenplay was written by Nick Hornby, a well-known British writer. The screenplay is based on a chapter from the autobiography of Lynn Barber, a British journalist. Barber describes how, just like Jenny, she accepted a lift from a handsome older man in a sports car. This charming stranger swept the sixteen-year-old off her feet and introduced her to a life of glamour and excitement.

The director of the film was a Danish woman, Lone Scherfig, and the film had several Oscar™ nominations. Carey Mulligan, who played Jenny, won the BAFTA (British Academy of Film and Television Arts) award in 2010 for best leading actress.

MEDIA LINKS

DVD: The film of *An Education* is available on DVD.

CD: A recording of *An Education* is available to accompany the Scholastic Reader.

Internet: You can find out more information about the film at www.imdb.com.

Book(s): The screenplay of *An Education* and Lynn Barber's autobiography of the same name are both published by Penguin.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have they seen the film? Do they know much about the 1960s? You can motivate them with background information (see The Back Story above) and by reading aloud the first page of the story.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 6 of this resource sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The film is 96 minutes. You could show it in chunks of around 15 minutes in parallel with the class reading schedule. Alternatively, show it as a reward when the class have finished the book.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 4 of this resource sheet practises the new words in a different context.

Casual language

Introduce the informal expressions used in *An Education*. (See Vocabulary Builder on page 4 of this resource sheet.) Put them into context. Ask students to look out for them as they read.

Fact Files

Set these as self-study or use for whole class work. These provide background information about Oxford University, women in the 1960s and Notting Hill.

What did they think?

Get everyone to do a written or spoken review of *An Education*. Compare opinions. Will they go and see the film? Did you like it? Let us know at readers@link2english.com.

COMPETITIONS AND UPDATES

Check www.scholasticeltreaders.com for competitions and other activities related to the Scholastic Readers.

RESOURCE SHEET STUDENT ACTIVITIES



AN EDUCATION - EXTRA

ANSWER THESE QUESTIONS IN YOUR NOTEBOOK

Chapter 1

1 Match the two parts of the sentence.

- | | |
|---|-------------------------|
| a) Miss Stubbs is Jenny's | i) half past twelve |
| b) Jenny is good at everything except | ii) Oxford University |
| c) Twickenham is a suburb of | iii) the cello |
| d) London is a centre for music and | iv) the youth orchestra |
| e) Jenny wants to study at | v) Latin |
| f) Sunday dinner at Jenny's house was always at | vi) fashion |
| g) Jenny plays | vii) favourite teacher |
| h) Jenny knows Graham from | viii) London |

2 Write a list of words to describe the following people and places.

- | | |
|-------------------|-------------------|
| a) Jenny | d) Jenny's mother |
| b) Jenny's house | e) David |
| c) Jenny's father | |

Compare your lists with a partner.

3 Chapter 1 is called 'A meeting in the rain'. Describe the meeting in your own words.

4 Imagine you're waiting at a bus stop in the rain. What would you say if someone drove up and offered you a lift? Would you accept? Why/Why not? Do you think things were different in the 1960s? Discuss with a partner.

Chapters 2-3

1 Only two of these sentences are true (T). Which ones? Correct the false (F) sentences.

- a) Graham felt comfortable and relaxed having tea with Jenny's parents.
 - b) The flowers are from Graham.
 - c) Jenny's father wanted Jenny to leave the flowers outside the house.
- F. Graham felt uncomfortable and nervous...

- d) Jenny often went out in the evenings.
- e) Jenny liked the dress she was wearing for the concert.
- f) Jenny's parents trusted David immediately.
- g) Jenny thought her evening out with David was the best of her life.

2 Jenny hears David tell a lie for the first time when he's talking to her father. What is the lie? Have you ever told a similar sort of lie in order to do something you wanted? Talk to a partner.

3 Why do you think Jenny's mother was still in the kitchen when Jenny came home? What thoughts do you imagine were going through her mind?

Do your parents wait up for you when you go out? If so, why? What kinds of conversations do you have with each other when you come home? Talk to a partner.

4 Write Jenny's diary for the evening she goes to the concert and has supper at Juliette's.

Chapters 4-5

1 Write the names.

Who ...

- a) ... wants to know all about David? *Hattie and Tina*
- b) ... thinks David is like Mr Rochester?
- c) ... goes to the auction?
- d) ... does Danny buy a painting by?
- e) ... bids for the painting?
- f) ... used to play the cello?
- g) ... is waiting outside the old house?
- h) ... is looking down from the window upstairs?
- i) ... is the surprise visitor?
- j) ... says that he studied at Oxford University?

2 Answer the questions.

- a) How did Jenny feel at the auction?
- b) How was Danny and Helen's flat different from her own house?
- c) What happened during the drive home to make Jenny feel uncomfortable?
- d) Why does Jenny's father get angry?
- e) Who is C. S. Lewis? What does David say about him? How does this persuade Jenny's parents to let her go to Oxford?

3 Run a pretend class auction! Someone in the class is the auctioneer with five or six 'valuable' objects to sell. The rest of the class can bid for the different things.

RESOURCE SHEET STUDENT ACTIVITIES

4 When Jenny's father says, 'Money grows on trees', he is playing with the expression 'Money doesn't grow on trees'. Why does he say it and what does the expression mean? Do you know any other expressions about money in English or in your own language?

Chapters 6–7

1 Answer the questions.

Jenny gets to know David and his friends better during their trip to Oxford. What do you think she learns about ...

- a) ... Helen?
- b) ... Danny?
- c) ... David?

2 Who said this? To whom?

- a) 'You can keep it.' *Helen to Jenny*.....
- b) 'You're wasting your breath.'
- c) 'I've never slept with a man before.'
- d) 'They can be quite naughty.'
- e) 'I'll make my own way home.'
- f) 'They don't grow on trees!'
- g) 'You have no idea how boring everything was before I met you.'
- h) 'He's a very clever young man, your David.'

3 Write Jenny's diary entry for the evening of her birthday at her house. What were the best and the worst moments?

4 What's the best (and the worst) birthday you've ever had? What was so good (or bad) about it? What's the best (and the worst) present you've been given? Talk to a partner.

Chapters 8–9

1 Are these sentences true (T) or false (F)? Correct the false sentences.

- a) Jenny's trip to Paris wasn't as good as she had hoped.
F. Jenny's trip to Paris was everything she had hoped for.
- b) Miss Stubbs was happy to accept the perfume.
- c) Miss Stubbs was upset by what Jenny had said.
- d) Jenny thought Peter Rachman didn't look very nice.
- e) David was jealous when he saw Jenny dancing with Danny.
- f) Jenny's parents were against the idea of her marrying David.
- g) Miss Stubbs was excited when she saw Jenny's ring.
- h) Danny was happy when David told him the news.

2 How many of these things does Jenny say? Do you agree with these points of view? Why/Why not? Discuss with a partner.

- a) 'It's ... important to enjoy life right now.'
- b) 'You've got taste. That's everything.'
- c) 'Nobody does anything worth doing without a university education.'
- d) 'Studying is hard and boring.'
- e) 'My choice is to be bored or get married and have fun.'

3 Imagine you are Jenny in Paris. Write a postcard to Hattie and Tina.

Chapter 10–Epilogue

1 Number these sentences in the correct order.

- a) Jenny found some letters and took them out.
- b) Jenny told David to take her home.
- c) David stopped at a garage to get petrol.
- d) David picked up Jenny and her parents.
- e) Jenny looked for a cigarette in the glove box.
- f) David came back and found Jenny with the letters.
- g) David went to make a quick phone call.

2 Answer the questions.

- a) Chapter 10 is called 'The misunderstanding'. What is the misunderstanding?
- b) What were the other lies 'since the beginning'?
- c) What is David's suggestion for putting things right?
- d) What didn't David have the courage to do?

3 Jenny wants to get over her experience with David. Who does she go to see and why? What does she get rid of and why?

Would you have done the same things if you were Jenny? Is there anything else or different you would have done? Talk to a partner.

4 Jenny had to make a decision between her studies and getting married. What do you think you would have done if you had been Jenny in the 1960s? If Jenny were 16 now, would she have to make the same decision?

5 Jenny's education takes place in different ways in the book. What does she learn from school? What does she learn from her relationship with David? Talk to a partner.

RESOURCE SHEET STUDENT ACTIVITIES

FINAL TASKS

Role-play

Work in pairs. One of you is Jenny, and one of you is her mother. Imagine that Jenny rings up her mother one evening to tell her how she's getting on at Oxford. If you are Jenny, what things would you like to tell your mother? Write five things. If you are Jenny's mother, what questions do you want to ask? Write five questions.

Role play the conversation.

Guessing game

When Jenny is accepted by Oxford University, she is very excited. Imagine she wants to tell everybody she knows.

With a partner choose someone that Jenny wants to tell the news to, and write a dialogue. Your classmates are going to guess who Jenny is talking to. Be careful not to mention any names in the dialogue!

Act out your dialogue in front of the class. Can your classmates guess who Jenny is talking to?

Writing

You are going to write a short review of *An Education* for a popular magazine. The review must be a maximum of 180 words long and should give a brief summary of the story as well as saying what you like and don't like about it. Give the story points out of five. Collect your reviews together into a class magazine. How many reviews are positive?

VOCABULARY BUILDER

1 Find words from the 'New Words' at the back of the book for these definitions.

1. You light these on a birthday cake. candles
2. Laugh in an embarrassed or nervous way.
3. A senior teacher in a university.
4. Practise before a concert or play.
5. Smart and very fashionable. This word comes from French.
6. Attractive and exciting. This word can describe people or places.
7. Knowing a lot about culture, fashion, food and drink etc.
8. Person who offers money to buy something at an auction.
9. Very interested and excited about something.
10. Say something suddenly because you are angry or excited.

7. Where did you get that painting?
I bought it at an audience.
8. The cat had really soft furniture.
9. Why does the teacher always sing when we don't know the answer?
10. Don't pull Sally's hair, Michael!
That's noisy!

2 There is an incorrect word in each of these sentences. Find the correct word from the 'New Words' list.

1. She may be young but she's not stupid. In fact, she's quite wide. wise
2. He's invited her to his flat for dinner. Perhaps he's trying to save her!
3. Where are the suitcases? I put them in the box of the car.
4. Do you live in the centre of London?
No, I live in a supermarket in the north of the city.
5. I can't go out tonight. I've got an important envelope to write.
6. He plays the ceiling in a really famous youth orchestra.

Casual Language

- **'Golly!' or 'Gosh!'** Jenny and her friends often say 'Golly!' or 'Gosh!' when they are surprised or worried. Nowadays we might say 'Wow!'
- **'I bet ...'** (p.31). Jenny says 'I bet you can't' to David because she doesn't believe he can persuade her father to let her go to Oxford. We say this when we are so sure of something we would be prepared to put money on it.
- **'What on earth ... !'** (p.35 & p.46). Hattie asks 'What on earth are those?' when she sees the Russian cigarettes. Using 'on earth' after a question word shows that you are really surprised or angry about something.
- **'have enough'** (p.16 & p.51). When Jenny's father is being difficult, Jenny feels she has 'had enough'. It means you are tired of something and want it to stop.

Complete the dialogues with the expressions below.

~~Golly!~~ I bet they don't. I've had enough.
Where on earth

1. A: My cousin from America is visiting tomorrow.
B: Golly! That's a surprise!
2. A: I think Manchester United will lose tomorrow.
B:
3. A: Do you want to continue with this exercise?
B: No,
4. A: have you been?
B: I decided to go shopping.

OXFORD UNIVERSITY (pages 78–9)**Quiz**

Students prepare five questions on the information in the spread and then either

- quiz each other in pairs or groups
- or
- give their questions to the teacher, who uses them for a class team game.

Class survey

Jenny dreams of studying English literature at Oxford. Prepare survey questions to ask your classmates on their future plans, e.g. *What would you like to study at university? Do you want to continue studying or get a job when you leave school?*

Students present their results to the rest of the class. If you had done the same survey in Jenny's class, do you think you would have the same results?

WOMEN IN THE 1960s (pages 80–1)**The most interesting**

Students read pages 80–1 and decide which piece of information they find most interesting. Ask the class to share their ideas and keep a record on the board. Which idea has been chosen the most times and why? (It's also fun to do this with the most boring piece of information!)

Interview

Students work in threes. A is an interviewer doing research for a magazine article on life for women in the 1960s. B is the housewife in the photo on page 80. C is the career woman in the photo on page 80. Both B and C are not young women now – they are in their seventies. A prepares a list of questions to ask B and C. B and C prepare their 'story' about what life was like for them back then, with all its joys and its problems.

Research

Put the students in small groups. Ask them to use the Internet or the library and find another woman to add to the list of First Women (both before and since the 60s). Students find out more about this woman and prepare a short presentation for the class on her achievements. It could be a woman from the students' own country. Each group presents the information they have found out to the class. The class votes for the best first woman.

Alternatively, the class could create a list of First Men and vote for the one they think is the best.

GREEDY LANDLORDS AND NOTTING HILL (pages 82–3)**Dates and places**

Students read the Fact File on pages 82–3. When they have finished reading, ask them to close their books. Write the following dates and places on the board: *Jamaica, Notting Hill, 492, 1919, 1948, 1959*. In pairs, students see if they can remember what information was given about these places or dates. Compare as a class.

Information check

Ask students to answer the following questions and write them down:

- Why and when have immigrants come to your country in the past?
- Who are the largest groups of immigrants in your country today?

Students then do research on the Internet or in the library to check whether their information is correct. The class share their findings. Were their original answers correct? Were they surprised by any of the findings?

FILM/CD FOLLOW-UP**Prediction (CD)**

Students listen to the CD with their books shut. Pause the CD and ask a question about what happens next or asking for more information. For example, in chapter 1, on page 6, play just the very first sentence up to '... and she had a dream.' Pause and ask: *What is Jenny's dream?* Then play as far as 'But English was her favourite.' Pause and ask: *Why does she like English so much?* On page 10, stop after 'And his eyes met Jenny's.' Ask: *What happens next?*

Who, where and what (CD)

Play one or two sentences from the story on CD. Then pause and ask students to tell you the context, e.g. *Who are the speakers? Where are they? What are they talking about?*

Watching without sound (DVD)

This is suitable for any short sequence of dialogue, e.g. David inviting Jenny to the concert or Graham having tea with Jenny's parents. Students read a chapter and then watch the relevant section of the DVD with the sound off. As they watch, they provide the dialogue. (This needn't be exactly the same as the original – an approximation is fine.) You may need to pause the DVD to give students enough time to do this. Students then act out their dialogue in groups before listening and comparing with the actual dialogue.

Characters (DVD)

Choose a scene from the DVD, for example, the scene where David comes to the house and meets Jenny's parents for the first time. Put the students in pairs. They choose a character from the scene. They watch the scene carefully and note down what the scene reveals about the characters, e.g. Jenny's father is impressed by David because he is wealthy.

Awards (DVD)

In small groups, students award BAFTAs (see The Back Story) for the film version of the story, e.g. best actress and best supporting actor. Ask them to invent some new awards too, e.g. best (or worst) dress, most dramatic moment, best line, least sympathetic character. Compare the awards as a class.

Self-Study Activities (pages 84–8)

- 1 a) Jenny b) Miss Stubbs c) David d) Jenny's father
e) Danny f) Helen
- 2 a) auction b) fur c) suburb
- 3 a) impress b) giggle c) sighed d) glamorous e) exclaim
f) rehearsal g) fur h) enthusiastic
- 4 a) to go to Oxford University to study English literature
b) She's 16; she's good at English and French but not at Latin; she loves reading; Miss Stubbs is her favourite teacher; she lives in a nice house in a nice suburb of London called Twickenham; her life is boring; she loves French books and music; she has no-one to really share her interests with; she plays the cello; her father has very strong opinions and is pushing her to do well. c) He drives a beautiful dark red car – a Bristol; he's a lot older than Jenny; he's good-looking; he knows a lot about culture; he's funny; he's a bit different; he didn't go to university; he doesn't always tell the truth; he's wealthy (he goes to concerts and expensive restaurants); he has glamorous friends; he's interested in Jenny.
- 5 The correct order is: g, e, d, h, i, b, f, c, a, j.
- 6 a) Jenny's mother is reasonable. She tries to understand Jenny and make things right. She went out more before she got married. Jenny's father has strong and narrow views. He doesn't listen or try to understand other peoples' opinions. b) Jenny is clever and she has great plans for her future. Hattie and Tina do not have so much success at school and are not very ambitious. c) Graham is a schoolboy, young, shy and unsure of himself. David is much older, a man of the world: confident, wealthy and charming.

7–8 Open answers.

- 9 a) 'yes' b) nice c) university d) offer e) naughty f) sells
g) candles
- 10 Open answers.
- 11 e) is true a) Jenny went to the auction without asking.
b) Helen was bored at the auction. c) Danny and Helen's flat was beautiful and like an art show. d) She needed good results in Latin too. f) Hattie and Tina were very interested and asked her lots of questions.
- 12 a) No, he didn't. b) Helen did Jenny's hair and make-up and gave her some clothes. c) A small hotel. Jenny told David she didn't want to sleep with a man until she was 17. d) David and Danny stole a valuable map. e) By scaring old ladies to sell their flats cheaply and then renting them.
- 13 a) He told her that he wasn't clever like her and he had to earn money in the best way he could. b) and c) Open answers.
- 14 a) Jenny, Hattie and Tina b) the head teacher
c) Graham and her parents d) David e) Jenny's father
f) David's Aunt Helen
- 15 Open answer.
- 16 a) boot b) wise c) seduce
- 17 Open answers.
- 18 a) Miss Stubbs to Jenny b) Danny to David
c) Danny to Jenny d) David to Jenny e) Jenny's father to Jenny
f) Miss Walters to Jenny g) Jenny to Miss Walters
h) Helen to Jenny i) Jenny to David
- 19 a) He was taking them out to dinner. b) She found letters in the glove box addressed to Mr and Mrs Goldman. c) No, she didn't. d) He heard a programme on the radio which said that C. S. Lewis didn't live in Oxford anymore. e) She studied for her exams with Miss Stubbs. f) She had been accepted by Oxford University.
- 20 a) David's wife b) Danny c) Miss Stubbs d) Miss Walters
e) Helen

21–22 Open answers.

Resource Sheet Activities

Chapter 1

- 1 b) v c) viii d) vi e) ii f) i g) iii h) iv
- 2 Possible answers: a) sixteen, clever, attractive, hard-working, bored, lonely b) nice, large, like all the others in the street
c) bossy, strong opinions, narrow opinions, serious
d) housewife, quiet, kind, reasonable
e) older, quite good-looking, funny, different, wealthy

3–4 Open answers.

Chapters 2–3

- 1 The two true sentences are f and g. b) The flowers are from David.
c) Jenny's father wanted her to take the flowers in. d) Jenny never went out in the evenings. e) Jenny hated her dress.
- 2 The lie is that his Aunt Helen will be having supper with them after the concert.

3–4 Open answers.

Chapters 4–5

- 1 b) Miss Stubbs c) Jenny, David, Danny and Helen d) Sir Edward Burne-Jones e) Jenny f) Danny g) a large West Indian family
h) an old woman i) David j) David
- 2 a) She felt very excited. It was like a dream.
b) It wasn't brown and grey like her house. It was full of beautiful things.
c) David took a West Indian family into an old house.
d) Because Jenny did not do well in her Latin exam and her education is costing her father a lot of money.
e) He's the author of a famous children's book – David says C. S. Lewis was his professor at Oxford University and he is going back to visit him. He invites Jenny to go with him. Her parents think it may help her get to the university.
- 3 Open answers.
- 4 The original expression 'Money doesn't grow on trees' means that money isn't freely available whenever you need it – you have to work hard for it. Jenny's father wants Jenny and her mother to understand that her education costs a lot and he is working hard in order to pay for it.

Chapters 6–7

- 1 a) Helen's kind and generous, but not very intelligent.
b) Danny does business with David from time to time. This business includes stealing things.
c) David buys flats cheaply off old ladies and then rents the flats. This gives him the money for his expensive lifestyle.
- 2 b) Danny to Jenny c) Jenny to David d) Helen to Jenny
e) Jenny to her new friends f) David to Jenny
g) Jenny to David h) Jenny's father to Jenny

3–4 Open answers.

Chapters 8–9

- 1 b) F. She didn't accept it. c) T d) T e) T
f) F. Jenny's parents were very happy for her to marry David.
g) F. Miss Stubbs was very disappointed.
h) F. Danny wasn't very pleased.
- 2 Jenny says a) and e).
- 3 Open answer.

Chapter 10–Epilogue

- 1 The correct order is: d, c, g, e, a, f, b.
- 2 a) The misunderstanding is that Jenny and David are planning to get married but David is already married.
b) Other lies: Helen is his aunt. He had been to Oxford University and C. S. Lewis was his professor. 'Aunt' Helen was going to Paris with them.
c) He says he'll get a divorce.
d) Tell Jenny's parents the truth.
- 3 Jenny goes to see: Danny and Helen – to ask why they hadn't told her; David's wife – to tell her what has been happening; the head teacher – to ask if she could come back to school; Miss Stubbs – to ask for her help. She gets rid of everything that reminds her of the time she spent with David and the lies he (and she) told.

4–5 Open answers.

Vocabulary Builder

- 1 2. giggle 3. professor 4. rehearse 5. chic 6. glamorous
7. sophisticated 8. bidder 9. enthusiastic 10. exclaim
2. seduce (not save) 3. boot (not box) 4. suburb (not supermarket) 5. essay (not envelope) 6. cello (not ceiling)
7. auction (not audience) 8. fur (not furniture) 9. sigh (not sing)
10. naughty (not noisy)

Casual language

2. I bet they don't. 3. I've had enough. 4. Where on earth