

TEXT	<i>The Enchanted Barn</i>
AUTHOR	Grace Livingston Hill Lutz
THEMES	Family ties (Unit 1), When tomorrow comes (Unit 3), The great escape (Unit 6), Sink or swim! (Unit 10), Changing times (Unit 12)
VOCABULARY	Various, including words for people and places.
WRITING	Students describe a journey.
SPEAKING	Students debate the best place to live.

BACKGROUND INFORMATION

Grace Livingston Hill Lutz (1865–1947) was an early twentieth century novelist and wrote both under her own name and the pseudonym 'Marcia Macdonald'. She was immensely popular during her lifetime and wrote over 100 novels and numerous short stories. Her characters were most often young women.

WARMER

Focus on the picture and ask questions such as: *What kind of place is this? What is it used for? (Answer: storing food, animals, etc.) Could people live here? Why? / Why not? How easy or difficult would it be to make this a place for people to live?* Introduce the word 'barn' as it appears in the title but is not in the glossary.

ABOUT YOU

The questions focus on the themes of the extract – houses, neighbourhoods and journeys. Some of the ideas discussed can be used in later activities (writing and speaking).

- 1 Before students read, check they understand from the introduction what a trolley car is – show them a picture if possible. Ask for suggestions – which could range from a few minutes to an hour. The question could be a nice way of discussing how 'narrative time' and 'real time' are often different as the writer selects some details, and omits others.

2

Suggested answers

- 1 Ask for suggestions and build up a list on the board – *worried, sad, interested, curious, optimistic*, etc. Ask students if they think any particular feeling is the most important.
- 2 She notices how the neighbourhoods, people and buildings change.
- 3 She appears to be realistic, sensible and responsible but at the same time she imagines a better life – does that make her a dreamer, and is it a good or bad thing to dream?
- 4 Get students to visualise and describe how this could be filmed – how long the scene would last, how would we know what Shirley is thinking? (*Answer: a voice-over perhaps, or her facial expressions.*)
- 5 Ask for ideas and suggestions – if they don't make the connection themselves, remind students that the book is called *The Enchanted Barn*. Are Shirley and her family going to live in the barn, or is she going to find something in the barn?

VOCABULARY

3

Answers

- 1 stately
- 2 stuffy
- 3 velvet
- 4 overflowing
- 5 newcomers (*complexion* not used)

4

Answers

- 1 eating into
- 2 pretentious
- 3 overflowing
- 4 complexion

WRITING

- 5 Remind students that the word 'journey' does not imply a particular length, but the action of going from somewhere to somewhere else – so a journey to school and around the world are both possible. Go through the instructions and elicit some examples from students. Encourage them to use language that describes both what they see on their journey and how they feel about what they see.

SPEAKING

- 6 As this is a debate activity, make it clear which opinion each team has to defend and remind students that even if they don't personally agree with the opinion, they should try to be as persuasive as possible. If appropriate, you might want to revise some functional language for agreeing and disagreeing before the debate. Depending on class size, this could also be a whole-class activity with two teams.

MIXED ABILITY

Debates are good for mixed ability classes as roles can be adapted to match the students. Stronger students can be given roles as moderators or tasked with summarising ideas, while weaker students can read from texts they prepare and present. Try to ensure everyone speaks in the debate, otherwise stronger students might monopolise the presentations.