

Reader: *The Old Man and the Sea*

by Ernest Hemingway

CHAPTER 1 SB pages 52–60

LESSON 1 SB page 53

Outcomes:

- To learn about Ernest Hemingway
- To understand the background to the story

Before using the book:

- 1 Write the title of the reader *The Old Man and the Sea* on the board and ask the students to tell you what they think the story might be about. Ask them what kind of story they think it will be, e.g. funny, serious, happy, sad; an adventure story, a detective story, a sci-fi story.
- 2 Ask students *Do you like the sea? Do you prefer being in it or watching it? Why? Do you think the sea is dangerous? How?* Encourage students to give as much information as they can.
- 3 Explain that they are going to read the story over the next four weeks but first they are going to find out something about the writer.



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The Old Man and the Sea

Ernest Hemingway (1899–1961)
Ernest Hemingway is one of the greatest American authors of the twentieth century.

After he left school, Hemingway drove an ambulance in Italy in 1918. He had an exciting life and travelled to a lot of different countries. He worked as a journalist in France and liked the outdoor life. He loved the desert, the sea and flying planes.

Hemingway often wrote about his life and the people he knew. Between 1925 and 1929 he wrote some of his most important books: *The Sun Also Rises* and *A Farewell to Arms*. In 1953, he won the Pulitzer Prize for his last book, *The Old Man and the Sea*, and a year later he won the Nobel Prize.

Internet search →
Find out what the Nobel Prize is.

Life in Cuba
The Old Man and the Sea is about an old fisherman and the day he catches a wonderful fish called a marlin. The fisherman lives in Cuba. Cuba is famous for the many fish in its sea.

The marlin is one of the biggest and fastest fish and it is very difficult to catch. It can be about five metres long and it lives far out in the ocean. Hemingway loved fishing for marlin in Cuba. He went fishing there many times. He knew a lot about the fishermen and the marlin.

Life for many fishermen at that time was hard. They had small boats and they didn't have much money. It was dangerous to catch a big fish like a marlin with a small boat.

CRITICAL THINKING

1 Read about the writer Ernest Hemingway and answer the questions

- 1 Can you name two countries Hemingway lived in? Look for them on a map.
- 2 Which prizes did he win for his books?

2 Match the words and their definitions

1 <input type="checkbox"/> author	a not in a house
2 <input type="checkbox"/> outdoor	b a van that takes people to and from hospital
3 <input type="checkbox"/> ambulance	c this person writes books

3 Answer the questions

- 1 What did he do in Italy?
- 2 Which of his books won the Pulitzer Prize?
- 3 When did he win the Nobel Prize?

4 Are these sentences true (T) or false (F)?

- 1 Hemingway liked visiting Cuba.
- 2 Hemingway didn't like fishing for marlin.
- 3 Fishermen in Cuba had an easy life.
- 4 Fishing for marlin can be difficult.

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- 1 Why was life for some fishermen in Cuba hard?
- 2 Why was it dangerous to catch a marlin in a small boat?

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1 Read about the writer Ernest Hemingway and answer the questions

- 1 If possible, take a map of the world into class with you. Ask students to read the two questions. Ask them if they know of any prizes you can win for writing books.
- 2 Before they read about Hemingway, ask them the following questions:
 - *What century are we in now? (21st)*
 - *What does a writer do? (writes books, writes in a newspaper, etc.)*
 - *What's the name of a person who writes for a newspaper? (journalist)*

Teach these words if they don't know them.

- 3 Ask the students to read the passage silently. Then choose different students to read each paragraph aloud. Help if necessary, especially with the dates. Point out we always group the numbers in twos, so nineteen twenty-five. Then choose other students to answer the questions.
- 4 Choose students to find Italy and France on the map. Ask *Which continent are they in? (Europe)*. Ask them to name in English the countries that have borders with them. Help them to do this.

Answers:

- 1 any two from: America, Italy, France
- 2 The Pulitzer Prize; The Nobel Prize

2 Match the words and their definitions

- 1 Ask the students to look at the example and explain that they have to match the words and definitions.
- 2 Students complete the exercise in pairs.
- 3 Check the answers as a whole class.

Answers:

- 1 c 2 a 3 b

3 Answer the questions

- 1 Give students one or two minutes to discuss the questions in pairs. Then check answers as a class.

Answers:

- 1 He drove an ambulance.
- 2 *The Old Man and the Sea* won the Pulitzer Prize.
- 3 He won the Nobel Prize in 1954.



Internet search

- 1 Give students some background information on the Pulitzer Prize and ask them to do the same for homework for the Nobel Prize. For example: *The Pulitzer Prize began in 1917 and is a prize for American writers. They can be journalists, authors, people who write music or writers of plays for the theatre. It was started after the death of Joseph Pulitzer, a newspaper owner.*

He wanted a prize to show how good American writers were.

4 Are these sentences true (T) or false (F)?

- 1 Ask students to silently read through the questions. Make sure that they know where Cuba is, using your world map.
- 2 Then ask them to silently read the information about life in Cuba and answer the questions.
- 3 Check answers as a whole class.

Answers:

- 1 T 2 F 3 F 4 T

5 Critical Thinking

- 1 Remind students that they will not find all the answers to these questions in the information they have read. They have to use the information and give their opinions. Always ask the students to justify their answers.
- 2 Read through the two questions with the class. Then ask them to discuss in groups of four. Monitor while they are working, helping if necessary.
- 3 Then ask students to make new groups. Two students from one group join two students from another group. They share their ideas.
- 4 Finally, discuss the questions together as a whole class.

Suggested answers:

- 1 Some fishermen had small boats and so couldn't catch a lot of fish. These people were poor although they worked very hard.
- 2 A marlin is a very big, strong fish and it could make the boat turn over.

LESSON 2 SB page 54-55

Outcomes:

- To read Chapter 1
- To make predictions



The Old Man and the Sea Chapter 1

Santiago was an old fisherman. He taught a young boy called Manolin to be a fisherman too. The old man needed to catch a big fish because he was very poor, but Manolin's parents didn't want him to go fishing with Santiago. Because Santiago was old, he did not usually catch many fish.

Santiago had old clothes and only a little food. He lived in an old house by the sea. The other fishermen were kind to the old man, but they were sad because he was poor. Manolin visited the old man every day. He helped him and he carried things for him.

In the evenings, Manolin sat with the old man and they talked about baseball. Santiago told him stories about Africa. He travelled there when he was a young man. Manolin loved the old man.

"There are many fishermen, but you are the best," said Manolin.

One day, Santiago wanted to go fishing. Manolin helped him with his boat.

"Good luck!" said Manolin.

The old man sailed out to sea. He went far because he thought he could find a big fish. Manolin looked for Santiago from his boat while he was fishing with another man. He was worried about Santiago, but the old man was strong and he was a good fisherman.

Santiago loved the sea and he knew the sea was his friend. He wasn't afraid and he sailed for a long time. When he was far at sea, he put his fishing line in the water.

Santiago knew that it was important to be patient to catch fish. While he was waiting, he watched the birds. The birds showed him where to find the fish. He thought of the beautiful turtles he often saw when he was fishing. He loved the turtles.

He watched his fishing line and he waited for a big fish. It was very hot. He waited for a long time and then he saw his fishing line move. He knew that there was a very big fish on his fishing line.



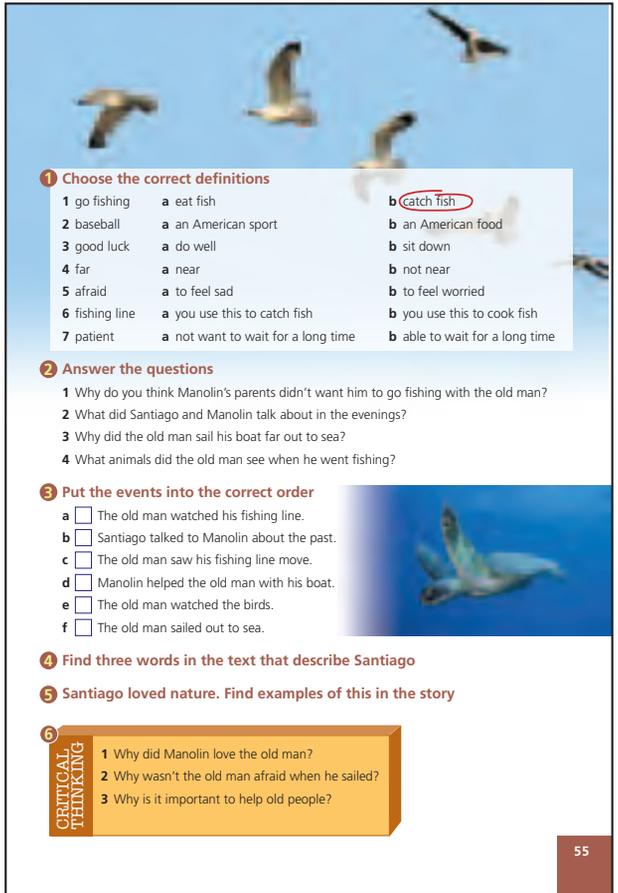
Pre-reading activity

- 1 Ask the students to look at the picture and ask *What can you see?* (a boat, an old man, a village, somebody saying goodbye to the man, the sea) *Who do you think the person saying goodbye is?* You could teach *wave goodbye*.
- 2 Tell the students they are going to read the story. They know it is about the sea so ask them to predict what words they will see in the story. Let them work in groups. Each group should think of ten words. When they have finished, ask each group for a couple of words and write them on the board. Ask if anyone has any more words. Students write the words in their notebooks.

Reading the story

- 1 Ask the students to read the story quietly to themselves. They should tick the words in their lists that they find in the story. Check which words they found.
- 2 Ask students to tell you the names of the people in the story. (*Santiago and Manolin*)
- 3 Choose students to read the story aloud, a paragraph or so each. Help them with the

pronunciation of any words. Make a note of any difficult words and practise with the whole class.

1 Choose the correct definitions

1 go fishing	a eat fish	b catch fish
2 baseball	a an American sport	b an American food
3 good luck	a do well	b sit down
4 far	a near	b not near
5 afraid	a to feel sad	b to feel worried
6 fishing line	a you use this to catch fish	b you use this to cook fish
7 patient	a not want to wait for a long time	b able to wait for a long time

2 Answer the questions

- 1 Why do you think Manolin's parents didn't want him to go fishing with the old man?
- 2 What did Santiago and Manolin talk about in the evenings?
- 3 Why did the old man sail his boat far out to sea?
- 4 What animals did the old man see when he went fishing?

3 Put the events into the correct order

- The old man watched his fishing line.
- Santiago talked to Manolin about the past.
- The old man saw his fishing line move.
- Manolin helped the old man with his boat.
- The old man watched the birds.
- The old man sailed out to sea.

4 Find three words in the text that describe Santiago

5 Santiago loved nature. Find examples of this in the story

6 CRITICAL THINKING

- 1 Why did Manolin love the old man?
- 2 Why wasn't the old man afraid when he sailed?
- 3 Why is it important to help old people?

1 Choose the correct definitions

- 1 Look at the example with the class.
- 2 Ask the students to complete the exercise individually before checking their answers in pairs. Then check the answers as a whole class.

Answers:

2 a 3 a 4 b 5 b 6 a 7 b

2 Answer the questions

- 1 Ask students to work in pairs to answer the questions. Explain that they will find the answers in the text, except for the first question where they have to give an opinion. Monitor as they are working.
- 2 Check answers as a whole class by asking different students to give their answers. They can also say which paragraphs they found the answers in.

Answers:

- 1 Santiago never caught many fish so perhaps they think he isn't a good teacher. Also Santiago is old and perhaps they think he cannot look after their son well.
- 2 They talked about baseball and Santiago told Manolin stories about Africa.
- 3 Because he needed to catch a big fish.
- 4 He saw turtles.

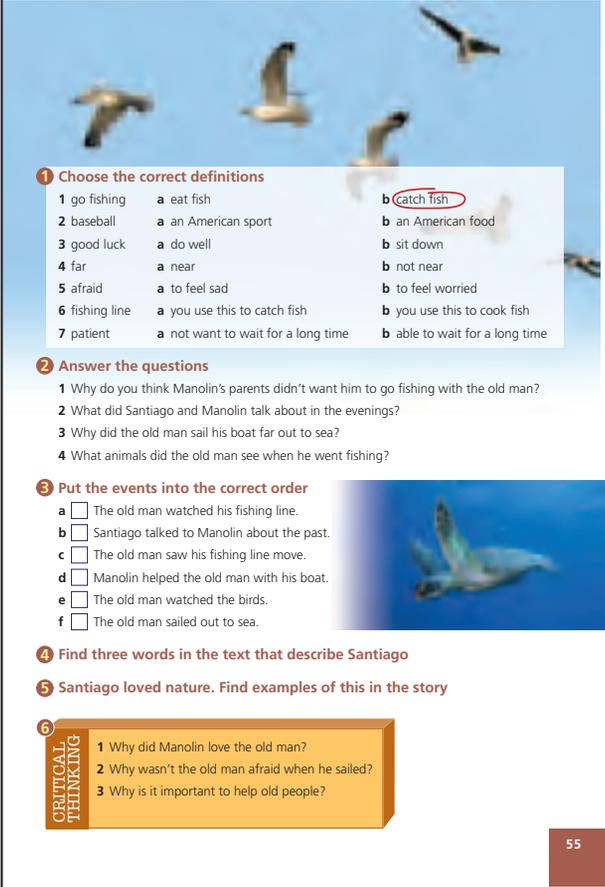
LESSON 3 SB page 54-55

Outcomes:

- To order sentences to tell the story
- To give their own opinions on related topics
- To make predictions



SB Page 55



1 Choose the correct definitions

1 go fishing	a eat fish	b catch fish
2 baseball	a an American sport	b an American food
3 good luck	a do well	b sit down
4 far	a near	b not near
5 afraid	a to feel sad	b to feel worried
6 fishing line	a you use this to catch fish	b you use this to cook fish
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2 Answer the questions

- 1 Why do you think Manolin's parents didn't want him to go fishing with the old man?
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5 Santiago loved nature. Find examples of this in the story

6 CRITICAL THINKING

- 1 Why did Manolin love the old man?
- 2 Why wasn't the old man afraid when he sailed?
- 3 Why is it important to help old people?

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you practised in the previous lesson properly. If they do not, ask other students to help them and practise the pronunciation again.

- 2 Choose a student to read the example answer in the exercise. Explain that these sentences act as a summary of what happened in Chapter 1.
- 3 Students work in pairs to order the sentences according to the story. Check answers as a whole class.

Answers:

1 b 2 d 3 f 4 e 5 a 6 c

4 Find three words in the text that describe Santiago.

- 1 Ask students what kind of words they have to look for. If they don't know the word *adjective*, write the following on the board and ask them to choose the words that describe things, e.g. **That's a big old boat. The boy is very happy.** Explain that *big*, *old* and *happy* describe things or people.
- 2 Ask students to tell you the adjective in the title of the story (*old*).
- 3 Then let the students quickly read through the story and write down all the describing words they can find. They check with a partner before you check the answers as a whole class.

Answers:

old, poor, strong, not afraid (accept brave), patient

5 Santiago loved nature. Find examples of this in the story

- 1 Talk about what *nature* means. (*It is all living things – animals, plants, birds, the countryside, etc.*)
- 2 Tell the students to look at the last three paragraphs to find examples. Choose students to read their examples aloud and ask others if they agree with them.

3 Put the events into the correct order

- 1 Choose some students to read the story aloud again. Make sure that they pronounce the words

Answers:

Santiago loved the sea and he knew the sea was his friend.

He watched the birds. The birds showed him where to find the fish.

He thought of the beautiful turtles. He loved the turtles.

6 Critical thinking

- 1 Read through the questions with the class making sure they understand them. Remind them the answers are not necessarily in the story. They have to think about reasons with these questions and give their opinions.
- 2 Let students discuss the questions in small groups. They then choose one person to be their representative and give their answers to the class.
- 3 Choose one group to give their answer. Ask the rest of the class *Do you agree? Do you want to add anything else?* Other representatives can give their group's answer if it is different to the first answer. They must listen carefully to what each group is saying.

Suggested answers:

- 1 Because he told him stories and he talked to him about baseball.
- 2 Because he knew the sea was his friend and so believed it wouldn't hurt him.
- 3 It shows respect for them. Sometimes they cannot do things for themselves as they get older and so they need help. Helping people is a good thing to do. You make friends with people when you help them and learn more about them.

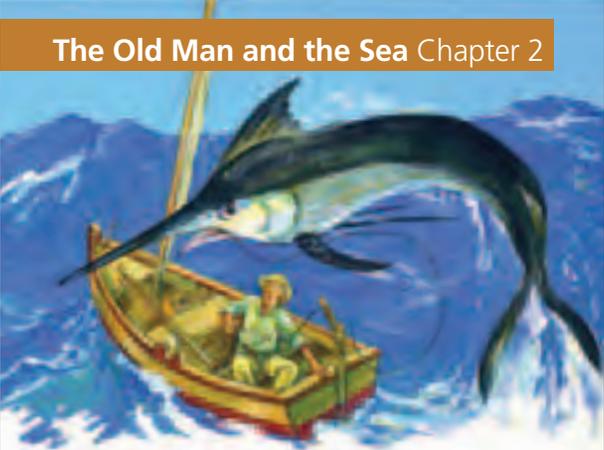
Before using the book:

- 1 Ask the students some questions to remind them about Chapter 1, e.g. *What did we find out about Santiago? Who is Manolin? What did Santiago think about the sea? What happened at the end of Chapter 1?*
- 2 Ask students what they think might happen in the next chapter. Give them a few minutes to discuss in pairs or small groups and then ask students to give their opinions.



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The Old Man and the Sea Chapter 2



Santiago carefully held the fishing line and he knew there was a very big fish there. He thought that it was a marlin, which was one of the biggest fish in the sea.

He was an old man and he knew that it would be difficult to catch this fish and take it home. But he was strong, he was a good fisherman and he needed this fish.

The marlin was very strong. The fish was on the fishing line, but the old man could not pull the fish onto the boat. The fish swam fast and pulled the boat far out to sea.

Santiago wasn't afraid. He knew the fish was a good prize and he could sell it for a lot of money. That night, he didn't sleep. He thought about Manolin and he thought about the big fish on the fishing line.

"Fish," he said softly, "I'll stay with you until the end."

The fish swam for a long time and pulled the boat a long way. Santiago held the fishing line

with one hand and he hoped the fish would become tired.

The next day, the old man was very hungry and his hand hurt. A small bird rested on his boat and he talked to it. He was sad that Manolin wasn't with him.

Suddenly, the fish jumped high out of the water and the old man saw it. It was bigger than his small boat! The old man knew that this was a wonderful fish. It was strong like him and it wasn't afraid.

The old man was now very tired, but he felt strong and he had enough food and water.

"How do you feel, fish?" he asked. "I feel good. I have food for a night and a day."

Soon it was the second night and again Santiago didn't sleep. He thought about when he was a young man. He was stronger and faster then.

"Pull the boat, fish," he said. "One of us must stop. It will not be me!"

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CHAPTER 2 SB pages 56–57

LESSON 1 SB page 56

Outcomes:

- To read the next part of the story
- To talk about a picture
- To pronounce regular past tenses correctly

Pre-reading activity

- 1 Ask students to look at the picture and describe what they can see. If they say it is a big fish, teach or elicit some words other than *big*, e.g. *huge*, *enormous*. Explain that *big* can describe lots of things but *huge* or *enormous* means *very, very big*.
- 2 Ask them to compare the fish and Santiago, e.g. The fish is bigger/stronger than Santiago. Santiago is smaller than the fish.

Reading the story

- 1 Ask students to read the next part of the story silently to themselves. First give them a question: *How long did Santiago hold on to the fishing line? a) half a day b) a day c) more than a day.* Give them three to five minutes to read the chapter and elicit the answer (c).
- 2 Choose students to read the chapter aloud, a paragraph at a time. Help with the pronunciation of any difficult words. Note down any words they have difficulty with and practise with the class once they have read the story.
- 3 Ask students to find the simple past verbs ending with *ed* and write them down. The verbs are: *needed, pulled, hoped, rested, talked, jumped.*
- 4 Now ask them to match the verbs with the correct pronunciation of *ed*, e.g. /ɪd/, /d/ or /t/. Choose students to read the sentences with the words in again.

Answers:

/ɪd/ - needed, rested; /d/: pulled; /t/: hoped, talked, jumped

- 5 Finally ask *Do you want to know what happens next? Is the story exciting?* Discuss the students' ideas and opinions.

LESSON 2 SB page 56-57

Outcomes:

- To answer reading comprehension questions
- To revise describing words

Before using the book

- 1 Ask the students to tell you what they remember about Chapter 2, without looking at the book.
- 2 Give the students two pieces of A5 paper. On one they write **SANTIAGO** and on the other, they write **THE FISH**. Tell them you are going to say some describing words. If you are describing the old man, they hold up **SANTIAGO**; if you are describing the fish, they hold up that piece of paper. If the word describes Santiago and the fish, they hold up both pieces of paper; if it doesn't describe either, they don't hold up a paper.
- 3 Give them an example, e.g. *old*. Students should hold up **SANTIAGO**.

- 4 Here are some more words with answers in brackets: *old (S), big (F), strong (both), afraid (neither), brave (both), tired (S), hungry (S), wonderful (F), sad (S).*



SB Page 57



- 1 Complete the sentences

end hold hopes ~~pull~~

 - 1 You can **pull** a boat out of the water and onto a beach.
 - 2 You _____ a cup when you are drinking tea.
 - 3 A fisherman _____ to catch a lot of fish.
 - 4 They watched the film until the _____.
- 2 Choose the correct words
 - 1 The marlin was one of the ~~smallest~~ **biggest** fish in the sea.
 - 2 The fish/Santiago pulled the boat.
 - 3 The fish was strong and it ~~wasn't~~ was afraid.
 - 4 The fish didn't become ~~tired~~ strong.
 - 5 It was a ~~young~~ wonderful fish.
- 3 Are these sentences true (T) or false (F)?
 - 1 It was difficult to catch the fish because it was big and strong.
 - 2 Santiago could sell the fish for a lot of money.
 - 3 When Santiago saw the fish, he thought of Manolin.
 - 4 Santiago didn't like the fish.
 - 5 Santiago was tired and slept.
 - 6 Santiago wanted to stop and go home.
- 4 Read the quotation and answer the question

"Pull the boat, fish," he said. "One of us must stop. It will not be me!"
What does this tell us about the old man?
- 5 CRITICAL THINKING
 - 1 Why do you think Santiago wasn't afraid when the fish pulled his boat out to sea?
 - 2 Why did the old man think about Manolin?
 - 3 If the old man thought the fish was wonderful, why did he want to catch it?
 - 4 How do you feel about the fish? Do you want Santiago to catch it?
 - 5 Do you think a fisherman's life is easy? Why/Why not?

1 Complete the sentences

- 1 Read the words in the box with the class. Tell them that these words are from the story. Choose a student to read the first sentence. Ask the other students to find the word *pull* in the story. Ask them to mime what the old man wanted to do, i.e. pull the fish onto the boat. Ask them what else they can pull, e.g. a door.
- 2 If your students are confident, ask them to complete the rest of the sentences, working in pairs. If they are not confident, do the exercise orally before students write the answers individually. Tell all the students they can look at the story to help them understand the words.
- 3 Check answers as a whole class.

Answers:

1 pull 2 hold 3 hopes 4 end



2 Choose the correct words

- 1 Make sure that students understand they have to choose between the words in italics. They need to look at the story to find the correct answers. This is another kind of comprehension exercise.
- 2 Choose a student to read the example sentence aloud.
- 3 They then continue the exercise working in pairs. They can refer back to the story if they wish. Monitor as they are working.
- 4 Check answers as a class.

Answers:

2 The fish 3 wasn't
4 tired 5 wonderful

3 Are these sentences true (T) or false (F)?

- 1 Choose students to read all the sentences aloud without saying if they are true or false.
- 2 Choose a student to read the example again. Ask *How do you know it is true? Find the part in the story that will tell you this.* Elicit that the 2nd and 3rd paragraphs tell you this.
- 3 Ask students to quickly read through the story again before they answer the other questions, pointing out where they find the answers.
- 4 Check answers as a whole class.

Answers:

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

LESSON 3 SB page 56-57

Outcomes:

- To explain part of the story in detail
- To give their own opinions on related topics

Before using the book

- 1 Choose some different students to read the story aloud again. Encourage them to put expression into their reading now they know the story, for example, "Fish," he said softly "I'll stay with you until the end" should be read in a quiet voice.
- 2 They can read it to each other in pairs. Monitor as they are reading.

1 Complete the sentences

end hold hopes ~~pull~~

- 1 You can *pull* a boat out of the water and onto a beach.
- 2 You a cup when you are drinking tea.
- 3 A fisherman to catch a lot of fish.
- 4 They watched the film until the

2 Choose the correct words

- 1 The marlin was one of the *smallest/biggest* fish in the sea.
- 2 *The fish/Santiago* pulled the boat.
- 3 The fish was strong and it *wasn't/was* afraid.
- 4 The fish didn't become *tired/strong*.
- 5 It was a *young/wonderful* fish.

3 Are these sentences true (T) or false (F)?

- 1 It was difficult to catch the fish because it was big and strong.
- 2 Santiago could sell the fish for a lot of money.
- 3 When Santiago saw the fish, he thought of Manolin.
- 4 Santiago didn't like the fish.
- 5 Santiago was tired and slept.
- 6 Santiago wanted to stop and go home.

4 Read the quotation and answer the question

"Pull the boat, fish," he said. "One of us must stop. It will not be me!"

What does this tell us about the old man?

5 CRITICAL THINKING

- 1 Why do you think Santiago wasn't afraid when the fish pulled his boat out to sea?
- 2 Why did the old man think about Manolin?
- 3 If the old man thought the fish was wonderful, why did he want to catch it?
- 4 How do you feel about the fish? Do you want Santiago to catch it?
- 5 Do you think a fisherman's life is easy? Why/Why not?

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4 Read the quotation and answer the question

- 1 Ask students to work in groups and answer the question. Monitor as they are working, helping where necessary.
- 2 Ask the groups to split up and join another group, forming new groups. They each say what their original group thought. They discuss further.
- 3 Check answers as a whole class.

Answers:

He is sure about what he wants to do. He will not stop no matter what happens.

5 Critical thinking

- 1 Read through the questions with the class, making sure they understand them.
- 2 Put the students into groups of four to discuss the questions. You might like to consider putting a less able student in each group to help them understand more. Remind them they need to be able to justify their answers.

- 3 Monitor as the students are working. Make sure that all students are taking part. If not, ask them some simple questions to help them contribute. For example, for question 2, you might ask: *Did Santiago like Manolin? Did Manolin like Santiago? Can you remember what they did in the evenings?*

Suggested answers:

- 1 He thought the sea was his friend. He thought the sea would look after him and that nothing bad would happen.
- 2 He was feeling sad, lonely and tired so he started to think about his friend. He wasn't sad or lonely when he was with Manolin.
- 3 The old man was poor and he needed to catch this fish to make money. He also thought it was a challenge for an old man to catch a fish like this.
- 4 Yes, because I want Santiago to be successful so that he isn't poor any more. I also want Manolin's family to have more respect for him. If he is successful, they will let Manolin go fishing with him.
No, because it is a wonderful fish and it is sad when it is killed.
- 5 No, because they have to fish in all kinds of weather and it is often dangerous. Also they have to work very long hours.

End the lesson

Ask *What do you think will happen in the next chapter?* Ask students to write down what they think will happen. Choose a few students to read out their ideas. Tell them to keep their ideas and check whether they are right or not in the next lesson.

CHAPTER 3 SB pages 58–59

LESSON 1 SB page 58

Outcomes:

- To read the next chapter of the story
- To highlight irregular past simple verbs

Before using the book:

- 1 Say *Santiago is trying to catch a marlin. What else do you know that lives in the sea?* Elicit words that they know, e.g. *whale, shark, turtle.* Ask them to tell you what they can about

these creatures, e.g. what they eat, if they have seen them and where. Ask also *What do you sometimes find on the beach?* Elicit *shells.*

- 2 Then ask *Do you think it is possible to catch a very big fish with just a fishing line? What else might you need?* Begin to draw a harpoon on the board. Elicit the word in Arabic and teach the English. Write the word on the board and practise the pronunciation.
- 3 Finally, choose students to give you a sentence about what happened in the previous chapter. Choose others to continue.



SB Page 58

The Old Man and the Sea Chapter 3

It was night and Santiago was sleeping. Suddenly, he woke up. The fish was swimming fast and jumping out of the water. The old man pulled the fishing line, but the fish pulled harder. The fishing line cut the old man's hand and it hurt badly. He ate some food and rested and then he felt a little stronger.

The old man couldn't rest for long. He knew that the big fish was becoming tired because now it was swimming around the boat. The old man held the fishing line and he waited.

Suddenly, he saw the fish's tail come out of the water. The old man waited for the fish to come nearer to the boat and he slowly took his harpoon. When the fish was near the boat, he used the harpoon to kill the enormous fish.

The fish was too big to put in the boat. So the old man started to sail home and pulled the fish behind the boat. He was happy because he

knew he could sell the fish for a lot of money. But he felt sad for the fish, too.

While he was sailing home, an enormous shark started swimming towards the boat. The shark was as big as the marlin and wanted to eat it. The old man took his harpoon and he killed the shark, but later more sharks came. The sharks attacked the boat and quickly started eating the marlin. The old man wasn't afraid and he killed seven more sharks with his harpoon. After he killed the sharks, he talked to the fish.

"You are now half a fish," he said. "Fish that you were, I'm sorry that I went too far out. I ruined us both. But we have killed many sharks, you and I, and ruined many others."

In the night, more sharks attacked the boat and ate all of the fish. The fish was now only a skeleton. The old man was tired and his body hurt. He looked at the skeleton and he felt very sad.



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Pre-reading activity

- 1 Ask students to look at the picture and describe what they can see. What do they think is happening? What do they think is going to happen? Let them discuss in pairs or small groups. Monitor as they are speaking. Ask different students for their suggestions. Write their suggestions on the board.

Reading the story

- 1 Read through the suggestions and then ask students to silently read the next part of the story.

They should think about the list on the board and find out if any of the suggestions were correct. Give them up to five minutes to do this then discuss as a class.

- Choose students to read different paragraphs aloud. Help them with pronunciation if necessary. If they make mistakes with the regular past tenses which you practised in the last chapter, say *Pardon? Could you read that again, please?* If they continue to make a mistake, ask others to help them.
- One sentence they may have trouble with is *Suddenly, he saw the fish's tail come out of the water.* If necessary, model the pronunciation of *fish's*. In fact, it is pronounced *fishes*. Point out to students that there are in fact two syllables in this word.
- Ask some questions to check their understanding, e.g. *Who got tired first – Santiago or the fish? (the fish); How did Santiago finally kill the fish? (with a harpoon); Why was Santiago happy when he killed the fish? (Because he could sell it for a lot of money.) What happened to the fish? (The sharks ate it.) How do you feel now?* Elicit from students their feelings and what they think of the story so far. Ask if anyone can draw a skeleton of a fish on the board. Make sure that they draw just the bones.
- Test students' recognition of irregular past tense verbs. Here is a list of the verbs used in Chapter 3: *wake up, cut, hurt, eat, feel, know, hold, see, take, come, go*. Read the verbs to them one by one and ask them to find the past tense of each one in the text. They then tell you the past tense and read the sentence aloud which they found it in. Again, check their pronunciation. You can use the verbs in this order which is as they appear in the story, or if your class needs more of a challenge, muddle the order.

LESSON 2 SB page 58-59

Outcomes:

- To answer questions on Chapter 3
- To understand differences in prepositions

Before using the book:

- Write the irregular past tense verbs in their infinitive form from the previous lesson on separate pieces of paper (e.g. **go, wake up**, etc.) Hold the pieces of paper up without saying the

word and choose different students to give you the past tense. You can add other verbs that they know for further practice if you wish.

- Ask students *What is the marlin like now?* Elicit from the students that it is now a skeleton.



SB Page 59

1 Match the words and the definitions

1 <input checked="" type="checkbox"/> a	around	a made bad
2 <input type="checkbox"/> b	attack	b very big
3 <input type="checkbox"/> c	enormous	c try to hurt a person, animal or a place
4 <input type="checkbox"/> d	harpoon	d (move) in a circle
5 <input type="checkbox"/> e	kill	e you can use this to catch a big fish
6 <input type="checkbox"/> f	ruined	f end a life

2 Choose the correct words

- People usually walk around through a lake.
- At the end of the lesson, you usually walk *in/towards* the door.
- Fish sometimes jump *to/out* of the water.

3 Answer the questions

- Why did the old man wake up?
- How did the old man cut his hand?
- How did he know the fish was getting tired?
- What part of the fish did he see?
- Why did the old man pull the fish behind the boat?
- When did the first shark swim towards the boat?
- What did the sharks do to the fish?
- How many sharks did the old man kill?

4 Read the quotation and answer the questions

"You are now half a fish," he said. "Fish that you were, I'm sorry that I went too far out to sea. I ruined us both. But we have killed many sharks, you and I, and ruined many others."

- Why did the old man talk to the fish?
- Why did he say "fish that you were"?
- Why was he sorry that he went far out to sea?
- Why did he think that he ruined them both?

5 CRITICAL THINKING

- Why was the old man sad for the fish when it was dead?
- Are you happy that the old man killed the sharks?
- Do you think the old man was a good fisherman? Why/Why not?
- Do you think the old man will stop fishing? Why/Why not?

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1 Match the words and the definitions

- Ask students to do this exercise by themselves first and then compare answers with a partner. Monitor as they are working, noting anyone who is having difficulty with these words.
- Check answers as a whole class.

Answers:

2 c 3 b 4 e 5 f 6 a

2 Choose the correct words

- Explain that this is an exercise testing prepositions. These are important words in English but they are quite difficult, so the students must try to learn their meaning.
- Ask a student to read the example sentence aloud. Students complete the rest of the exercise.

Outcomes:

- To intensively study one part of the story
- To give their own opinions on related topics
- To identify past continuous verbs

Check answers as a class.

- 3 When they have understood the difference between the prepositions in each case, ask them to work in pairs and write their own sentences with the prepositions which were not used. Monitor as they are working, helping and correcting where necessary. Choose students to read their sentences aloud.

Answers:

2 towards 3 out of

3 Answer the questions

- 1 Before the class start to answer these questions, you could choose a few students to read the story aloud again to help remind them of the details.
- 2 Then choose students to read the questions aloud. Explain that it is always important to read the questions before they start answering them. They should make sure that they understand the questions.
- 3 For this exercise, ask students to work alone and write full sentences for the answers. Monitor as they are working, pointing out any errors, but do not correct them at this stage.
- 4 When they have finished, ask students to swap exercise books. They are going to mark each other's work. Go over the questions and if necessary write the answers on the board. Students should make sure that what their partner has written matches the answer perfectly. This is good practice in editing skills for the students, which are important when they do any writing.

Before using the book:

- 1 Using the definitions in Exercise 1, read them to the students and ask them to give you the correct word. Then ask another student to spell the word.
- 2 Ask students to look at the story again and find all the past continuous verbs. Give them two or three minutes to do this in pairs and then ask students to read out the sentences with the verbs in.

Answers:

It was night and Santiago was sleeping.

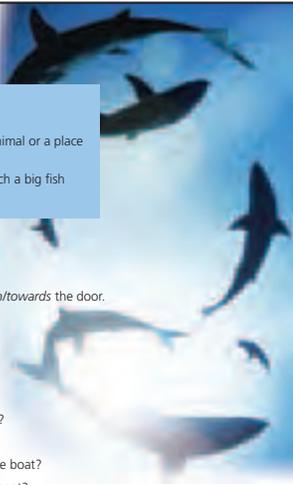
The fish was swimming fast and jumping out of the water.

He knew that the big fish was becoming tired because it was now swimming around the boat.

While he was sailing home, an enormous shark started swimming towards the boat.

Answers:

- 1 He woke up because the fish was swimming fast and jumping out of the water.
- 2 The fishing line cut his hand because the fish was pulling on it very hard.
- 3 He knew the fish was getting tired because it was swimming around the boat.
- 4 He saw its tail.
- 5 He pulled the fish behind the boat because it was too big to put in the boat.
- 6 The first shark swam towards the boat while he was sailing home.
- 7 The sharks ate the fish.
- 8 The old man killed eight sharks.

1 Match the words and the definitions

1 <input type="checkbox"/> a	around	a	made bad
2 <input type="checkbox"/> b	attack	b	very big
3 <input type="checkbox"/> c	enormous	c	try to hurt a person, animal or a place
4 <input type="checkbox"/> d	harpoon	d	(move) in a circle
5 <input type="checkbox"/> e	kill	e	you can use this to catch a big fish
6 <input type="checkbox"/> f	ruined	f	end a life

2 Choose the correct words

- 1 People usually walk around through a lake.
- 2 At the end of the lesson, you usually walk *in/towards* the door.
- 3 Fish sometimes jump *to/out* of the water.

3 Answer the questions

- 1 Why did the old man wake up?
- 2 How did the old man cut his hand?
- 3 How did he know the fish was getting tired?
- 4 What part of the fish did he see?
- 5 Why did the old man pull the fish behind the boat?
- 6 When did the first shark swim towards the boat?
- 7 What did the sharks do to the fish?
- 8 How many sharks did the old man kill?

4 Read the quotation and answer the questions

"You are now half a fish," he said. "Fish that you were. I'm sorry that I went too far out to sea. I ruined us both. But we have killed many sharks, you and I, and ruined many others."

- 1 Why did the old man talk to the fish?
- 2 Why did he say "fish that you were"?
- 3 Why was he sorry that he went far out to sea?
- 4 Why did he think that he ruined them both?

5 CRITICAL THINKING

- 1 Why was the old man sad for the fish when it was dead?
- 2 Are you happy that the old man killed the sharks?
- 3 Do you think the old man was a good fisherman? Why/Why not?
- 4 Do you think the old man will stop fishing? Why/Why not?

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5 Critical thinking

- 1 Read through the questions with the class making sure they understand them. Remind them the answers are not necessarily in the story. They have to think about reasons with these questions and give their opinions.
- 2 Let students discuss the questions in small groups. Give them 7–10 minutes. They then choose one person to be their representative and give their answers to the class.
- 3 Choose one group to give their answer. Ask the rest of the class *Do you agree? Do you want to add anything else?* Other representatives can give their group's answer if it is different to the first answer. They must listen carefully to what each group is saying.

Suggested answers:

- 1 Because it had become like a friend to him.
- 2 Yes, because they were eating his fish. He wanted to sell it to get some money.
No, because there were so many sharks and he couldn't stop them eating his fish.
- 3 He was a good fisherman to catch the fish but he wasn't sensible when he went so far out to sea. Sharks are always looking for food and he couldn't put such a big fish on his boat. Perhaps he was too greedy. It was better to catch ten smaller fish than one big one. At the end he went home with nothing.
- 4 He might stop fishing because he is very tired and old.
He might not stop fishing because he doesn't like losing.

4 Read the quotation and answer the questions

- 1 Choose a student to read the quote aloud again. Ask *How do you think Santiago is feeling? (very sad)*
- 2 Read through the questions with the students and remind them that *ruin* means *to make very bad*.
- 3 These questions are quite difficult, so let students work in pairs to discuss them. Monitor as they are working, helping where necessary.
- 4 Check answers as a whole class. Choose students to give you an answer and ask others if they agree. Encourage students to add further to the answers.

Answers:

- 1 He was with the fish for a long time so he felt as if he knew it and it had almost become a friend.
- 2 Because the fish has now changed from what it was when Santiago first saw it.
- 3 When he went far out to sea, the sharks saw him and ate his fish.
- 4 He thinks this because he hasn't got a fish to sell and the fish is dead. Neither of them got what they wanted.

CHAPTER 4 SB page 60

LESSON 1 SB page 60

Outcomes:

- To read the final chapter of the story
- To read aloud with expression
- To think about adverbs

Before using the book:

Read the following sentences about the story to the students. Tell them there is one word in each sentence that is wrong. They have to listen carefully

and correct them. The words that are wrong and the correct words are in brackets.

- 1 *Santiago was a young man.* (young → old)
- 2 *He was rich.* (rich → poor)
- 3 *Manolin was his brother.* (brother → friend)
- 4 *Santiago travelled to Europe when he was a young man.* (Europe → Africa)
- 5 *The fish was little.* (little → big/enormous)
- 6 *Santiago held on to the fish for two hours.* (hours → day)
- 7 *The fish pulled Santiago's boat from the sharks.* (from → towards)
- 8 *Santiago used a fishing line to kill the marlin.* (fishing line → harpoon)



SB Page 60

The Old Man and the Sea Chapter 4

Santiago sailed home with the skeleton behind the boat. That night, more sharks came and swam around the boat, but they didn't stay because the marlin was only a skeleton. The small boat sailed fast, and soon the old man saw the lights of the houses far away. He was exhausted.

"A bed is my friend. I just want a bed," he said. When he got home, it was night. People did not see him. Manolin and all the fishermen were sleeping. He left the skeleton of the fish by the boat and he started to walk to his house. He walked very slowly because he was so tired. It took him a long time. When he got home, he drank some water and went to bed.

The next day, Manolin saw Santiago's boat. He visited the old man's house. When he saw the old man and his cut hand, he was very sad.

Manolin went to the café to get some coffee for him. The old man was happy to see the boy and they talked. Manolin wanted to go fishing with the old man again.

"Lie down, old man, and I will bring you a clean shirt and something to eat," said Manolin. He wanted to look after the old man. The old man smiled and soon he was sleeping.

The fishermen saw the skeleton of the marlin by Santiago's boat and they couldn't believe its enormous size. They felt sad for the old man, but they respected him because he was always patient and hard working.



- 1 Choose the correct definitions

1 exhausted	a very old	b very tired
2 lie down	a what you do when you want to go to sleep	b what you do when you want to go eat
3 respect	a think well of a person	b think badly of a person
- 2 Put the events into the correct order

a <input type="checkbox"/>	Manolin took the old man some coffee.
b <input type="checkbox"/>	The old man got home and went to sleep.
c <input checked="" type="checkbox"/>	Sharks swam around the boat, but they didn't stay.
d <input type="checkbox"/>	The old man saw the lights of the houses.
e <input type="checkbox"/>	Manolin and the old man sat and talked.
- 3 Answer the questions
 - 1 The sharks came to the boat but they didn't stay. Why?
 - 2 Who came to the old man's house the next day?
 - 3 Why was Manolin sad when he saw the old man?
 - 4 Do you think the old man and Manolin will go fishing again?
 - 5 Why did the fisherman respect the old man?
- 4 Read the quotation and answer the question

"Lie down, old man, and I will bring you a clean shirt and something to eat," said Manolin.

What did Manolin think of Santiago?

60

- 1 Ask students to look at the picture and describe what they can see. Then ask: *Who do you think the people are? Why are they there? Can you see Santiago? Do not tell them if they are correct or not. Ask different students for their suggestions. Write their suggestions on the board.*
- 2 Read through the suggestions and then ask students to silently read the next part of the story. They should think about the list on the board and

find out if any of the suggestions were correct. Give them up to ten minutes to do this, then discuss as a class.

- 3 Choose students to read different paragraphs aloud. Help them with pronunciation if necessary. Encourage students to read with expression. They should think about how Manolin would speak to Santiago.
- 4 Then let them practise reading it to each other. They should listen to each other's pronunciation and guide each other where necessary. Monitor as they are reading. Note any words they have difficulty with and practise them as a class when they have finished.
- 5 Ask students some comprehension questions to check their understanding, e.g. *Why do you think the boat was going fast? (The big fish was light now.) How did Santiago feel when he got home? (very tired) How many people saw Santiago when he arrived home? (none) How did Manolin help Santiago? (He got him some coffee, a clean shirt and something to eat.)*
- 6 Tell students there are two adverbs in the story. Remind them that an adverb tells them about a verb and usually ends in *ly*. Give them three to five minutes working in pairs to find them.
- 7 Choose different students to tell you the adverbs and others to read the sentences (*The small boat sailed fast. He walked very slowly.*)
- 8 Ask students to give you sentences with other adverbs about the story. Ask questions to help them, e.g. *How did the sharks swim? (fast) How did Santiago drink the water when he got home? (thirstily) How did Manolin speak to Santiago? (happily) How did Santiago sleep? (well) How did the other fishermen look at the marlin? (sadly)*

LESSON 2 SB page 60

Outcomes:

- To answer questions on Chapter 4
- To find adjectives in the text

Before using the book:

- 1 Write some adjectives from the story on separate pieces of paper: **exhausted, sad, happy, clean, old, enormous, patient, hard working.**
- 2 Hold the first word up for five seconds. Make sure that all students can see the word. Hide the word. Ask students to tell you what it describes.

- Hold the other words up for five seconds and do the same.
- Then repeat the activity but not showing the words in the same order. This time only show the words for two or three seconds. This will show you how well the students are reading. The quicker they can read the words, the more fluently they are reading.

Answers:

exhausted – Santiago; sad – Manolin/fishermen;
 happy – Santiago; clean – shirt; old – Santiago;
 enormous – marlin/fish; patient – Santiago;
 hard working – Santiago

2 Put the events into the correct order

- Choose students to read the sentences aloud. Make sure that they understand them.
- Explain that they have to put the sentences into the correct order so that they make a summary of this part of the story. They can work in pairs to do this. Monitor as they are working, helping and correcting where necessary.
- Choose students to read the sentences aloud. Check answers as a class.

Answers:

2 d 3 b 4 a 5 e

3 Answer the questions

- Before the class start to answer these questions, you could choose a few students to read the story aloud again to help remind them of the details.
- Then choose students to read the questions aloud. Explain that it is always important to read the questions before they start answering them. They should make sure that they understand the questions.
- For this exercise, ask students to work alone and write full sentences for the answers. Monitor as they are working, pointing out any errors, but do not correct them at this stage.
- When they have finished, ask students to swap exercise books. They are going to mark each other's work. Go over the questions and if necessary write the answers on the board. Students should make sure that what their partner has written matches the answer perfectly. This is good practice in editing skills for the students, which are important when they do any writing task.

Answers:

- They didn't stay because the marlin was only a skeleton.
- Manolin came to the old man's house the next day.
- He was sad because the old man had a cut hand.
- They might because Santiago didn't say no and he likes the boy a lot.
- They respected him because he was old but he caught a very big fish. He was patient and hard working.



SB Page 60

The Old Man and the Sea Chapter 4

Santiago sailed home with the skeleton behind the boat. That night, more sharks came and swam around the boat, but they didn't stay because the marlin was only a skeleton. The small boat sailed fast, and soon the old man saw the lights of the houses far away. He was exhausted.

"A bed is my friend. I just want a bed," he said.

When he got home, it was night. People did not see him. Manolin and all the fishermen were sleeping. He left the skeleton of the fish by the boat and he started to walk to his house. He walked very slowly because he was so tired. It took him a long time. When he got home, he drank some water and went to bed.

The next day, Manolin saw Santiago's boat. He

visited the old man's house. When he saw the old man and his cut hand, he was very sad.

Manolin went to the café to get some coffee for him. The old man was happy to see the boy and they talked. Manolin wanted to go fishing with the old man again.

"Lie down, old man, and I will bring you a clean shirt and something to eat," said Manolin. He wanted to look after the old man. The old man smiled and soon he was sleeping.

The fishermen saw the skeleton of the marlin by Santiago's boat and they couldn't believe its enormous size. They felt sad for the old man, but they respected him because he was always patient and hard working.

1 Choose the correct definitions

- exhausted a very old **b very tired**
- lie down a what you do when you want to go to sleep
b what you do when you want to go eat
- respect a think well of a person
b think badly of a person

2 Put the events into the correct order

- Manolin took the old man some coffee.
- The old man got home and went to sleep.
- Sharks swam around the boat, but they didn't stay.
- The old man saw the lights of the houses.
- Manolin and the old man sat and talked.

3 Answer the questions

- The sharks came to the boat but they didn't stay. Why?
- Who came to the old man's house the next day?
- Why was Manolin sad when he saw the old man?
- Do you think the old man and Manolin will go fishing again?
- Why did the fisherman respect the old man?

4 Read the quotation and answer the question

"Lie down, old man, and I will bring you a clean shirt and something to eat," said Manolin.
 What did Manolin think of Santiago?

60

1 Choose the correct definitions

- Ask students to find the three words in the story. They then choose the correct definition. They can check in pairs.
- Check answers as a whole class.

Answers:

2 a 3 a

Outcomes:

- To intensively study one part of the story
- To write a review of the story

Before using the book:

- 1 If you were one of the fishermen in the picture, what would you say? What would you say when you saw Santiago next? Elicit suggestions from the class.
- 2 Ask students to roleplay being a fisherman and Santiago or Manolin and Santiago. Give them five minutes to prepare this and then let them present their dialogues in front of the class.



SB Page 60

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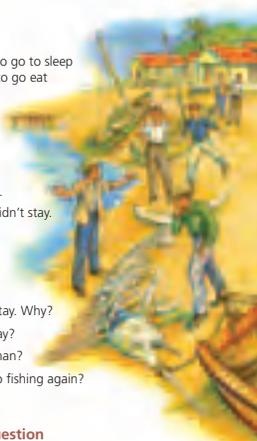
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4 Read the quotation and answer the question

"Lie down, old man, and I will bring you a clean shirt and something to eat," said Manolin.
What did Manolin think of Santiago?



students to give you an answer and ask others if they agree. Encourage students to add further ideas.

Answers:

He liked him a lot and wanted to look after him. He probably thought he was very brave and wanted to know exactly how he caught the fish. He also respected him.

Writing activity

Write the following questions on the board and ask the students to write a report about the whole story:

What is the story about? [Students should write four or five sentences.]

What is your favourite part? [Students should write two or three sentences.]

Are you going to tell your friends to read it? [Students should write one or two sentences]

How many stars do you want to give it? [1, 2, 3, 4 or 5]

4 Read the quotation and answer the question

- 1 Choose a student to read the quotation aloud. Ask *What is Manolin like? (kind)*
- 2 Read the question with the students. Ask them to discuss the question in pairs.
- 3 Check answers as a whole class. Choose