

ENGLISH READERS EDELVIVES



CLASSIC TALES

Jack London

Jordi Vila Delclòs



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Illustrations
Jordi Vila Delclòs

before reading

- 1 **Discover** what is missing from the descriptions of these important events in Jack London's life (it's the same thing every time!).

As a journalist, London wrote a report about the _____.

He arrived only hours after the _____ and saw how fires were destroying everything. In spite of the fact that more than three thousand people died and two hundred and fifty thousand people lost their homes in the _____, London was impressed how calm everyone in the city was. Records of London's birth were lost in the fires after the _____.

- 2 Jack London joined the Klondike Gold Rush in the late 1890s, but this was not the first nor last time men travelled from far away to look for gold and make their fortunes.

Match the countries to the areas where gold has been discovered around the world.

Australia Brazil Canada Chile New Zealand
Scotland the United States

In 1695 gold was discovered in Minas Gerais in _____.

In 1849 the California Gold Rush took place in _____.

In 1851 people found gold in New South Wales in _____.

In 1861 there was the Central Otago Gold Rush in _____.

In 1869 the Kildonan Gold Rush happened in _____.

In 1883 there was the Tierra del Fuego Gold Rush in _____.

1896 was the beginning of the Klondike Gold Rush in _____.

3 Jack London had many dreams and he often said that writing was his way of making them come true. **Match** the beginnings and ends of these sentences describing his dreams.

He dreamed of escaping	a millionaire.
He dreamed of building	gold.
He dreamed of finding	animals.
He dreamed of travelling	Wolf House.
He dreamed of becoming	poverty.
He dreamed of improving	around the world.
He dreamed of protecting	social problems.

4 How do these numbers relate to London's life and work? **Read** his biography to find out.

30 _____

40 _____

50+ _____

70 _____

100s _____

1,000 _____

before reading

5 **Identify** the following Record Breakers.

Which author's stories have been translated into the most languages?

Agatha Christie

Hans Christian Andersen

William Shakespeare

Which author is the most googled?

Agatha Christie

Hans Christian Andersen

William Shakespeare

Who is the richest author?

J.K. Rowling

James Patterson

Stephen King

Which author wrote the longest novel?

George R.R. Martin

James Patterson

Marcel Proust

Which literary character has appeared in the most films?

Dracula

Heidi

Sherlock Holmes

Which author wrote the most words per day?

Sir Arthur Conan Doyle

Ernest Hemmingway

Michael Crichton

The Law of Life

1 **Find** these sounds and what made them in the story.

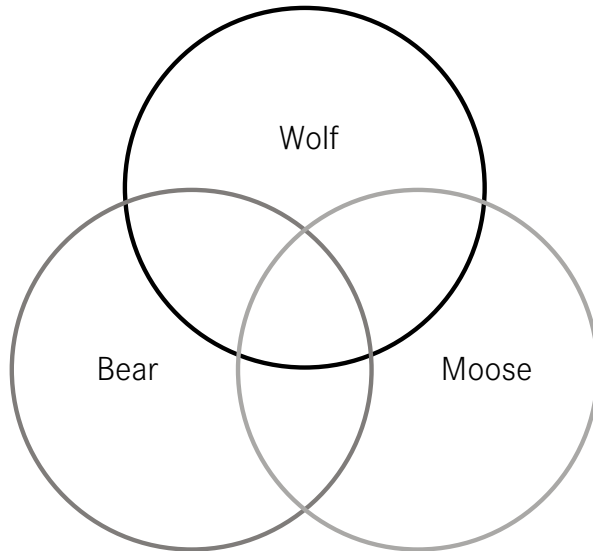
Snapping - the sound of somebody walking on dry branches and _____

Crunching - the sound of someone eating an apple and _____

Howling - the sound of the wind on a dark night and _____

Barking - the sound of a guard dog when it sees the postman and _____

2 **Add** the characteristics that a wolf, a moose and a bear have in common to this Venn Diagram.



They hunt other animals. _____

They can travel great distances. _____

They are dangerous to humans. _____

They are in danger from humans. _____

They live in groups. _____

during reading

- 3 Here are some key words from the tale. **Match** them with their meanings and their significance in the story.

A “Sled” is	...the leader who is in charge of the tribe	...and is significant because the Indians are packing up and leaving Koskoosh behind.
A “Camp” is	...the force that controls life and the physical world around us	...and is significant because the Native American Indians follow them to find animals to kill for their food.
The “Chief” is	...a time of great hunger when many people die	...and sleds are significant because the nomadic Indians carried their possessions on them but not old people who were going to die.
“Frost” is	...the line of prints an animal or person leaves as they move	...and is significant because she is not interested in individuals but only the race.
“Nature” is	...a low, flat platform used to transport objects and people over the snow	...and is significant because it will cover and freeze the old man when he has no more wood for his fire.
“Famine” is	...a thin covering of ice	...and is significant because here he is Koskoosh’s son.
A “Track” is	...the nomadic town of tents where the Indians lived	...and is significant because the nomadic Indians must travel to find food.

- 4 This story tells us about some of the traditions of Native American Indians. **Search** the story and make a list of their customs, habits and beliefs.

The Native American Indians were nomadic. _____

- 5 **Put** Koskoosh's boyhood memories in order:

They saw the places the wolves and the moose had fought.

Zing-ha understood the meaning of the tracks they found.

Koskoosh and Zing-ha were playing at hunting like their fathers did.

The old moose got up again and again and did not stop fighting.

Zing-ha and Koskoosh lay on the snow and watched the final fight.

The boys saw the circle of wolves close in around the moose.

The boys ran quickly following the trail.

Why have these memories come to him now?

during reading

The Apostate

- 1 **Write** about the differences between Johnny's morning routine and yours.

Johnny's mother woke him up... but my radio-alarm clock wakes me up.

Johnny's mother shook him and he tried to punch her... _____

Johnny's mother pulled the bedclothes off... _____

Johnny didn't brush his teeth... _____

Johnny left home at half-past five... _____

- 2 London was an American writer and some of the words or spellings in his tales are different to British English. **Find** the "translation" of these British English words.

UK - My stomach doesn't feel very well this morning.

US - My stomach doesn't feel _____ this morning.

UK - "He's been so ill he isn't himself yet".

US - "He's been so _____ he isn't himself yet".

UK - He had never believed in fairies nor Father Christmas.

US - He had never believed in fairies nor _____.

UK - Once he found a silver coin lying on the pavement.

US - Once he found a silver _____ lying on the _____.

UK - He ate fifteen pence of sweets at one go.

US - He ate fifteen _____ of _____ at one go.

UK - He was walking down a road next to the railway line.

US - He was walking down a road next to the _____.

3 The doctor was called to diagnose Johnny's symptoms. **Diagnose** the illnesses described here.

epilepsy fever measles rickets scurvy tuberculosis

If someone has _____ their bones become soft.

If someone has _____ their teeth fall out and their skin goes brown and dry.

If someone has _____ they shake suddenly and uncontrollably.

If someone has _____ they cough up blood.

If someone has _____ they have a high temperature and red spots all over their body.

If someone has a _____ they have a high temperature and aches in their muscles and head.

4 Johnny's family was extremely poor. **Remember** some examples from the story.

Johnny had no bathroom; _____

5 London gave this story the subtitle "A Child's Labor Parable" and based it on his own experiences of working as a child. **Decide** if Jack (the author), Johnny (the Apostate), or both, did these things.

At the age of seven Jack / Johnny went to work in a mill.

Jack / Johnny caught measles and lost his job.

At the age of thirteen Jack / Johnny worked in a pickle factory.

Jack / Johnny also worked in a glass factory, a twine factory and a cloth factory.

Jack / Johnny also worked on a seal ship, in a twine factory and a power plant.

Jack / Johnny had scurvy because of not eating fresh fruit and vegetables.

The One Thousand Dozen

- 1 David Rasmussen did a lot of calculations before he set off for the Klondike with his eggs. **Calculate** Rasmussen's profit.

Sell 1,000 dozen @ \$5 per dozen = \$5,000

Cost:

12 eggs @ 15 cents x 1,000 dozen = \$150

Transport = \$850 First class ticket to Dyea = \$50

Indian carriers to Lake Linderman = \$200

Boat = \$300 BUT 2 passengers @ \$150 each ... boat = \$0

Clothes and equipment = \$100

Profit: _____

Now **calculate** Rasmussen's profit if he takes 2,000 dozen eggs that cost 10 cents per dozen and he sells them at \$7 per dozen.

Cost: _____

Profit: _____.

Now **calculate** Rasmussen's profit if he takes 1,000 dozen eggs that cost 15 cents per dozen and he can't sell them.

Cost: _____

Profit: _____

- 2 **Unjumble** the shopping list of the food prospectors need to take when they go to the Klondike. Why are these things so important?

Prospectors need...

ALPEPS _____

SGEG _____

DER TEAM _____

CESEHE _____

CERI CEAKS _____

3 In English there are some sayings or proverbs which fit this story quite well. **Choose** the best meaning for the proverbs.

Don't count your chickens before they're hatched. Means:

Wait before you make plans.

Don't take risky decisions.

It's always better to be careful.

Spanish equivalent: _____

Don't put all your eggs in one basket. Means:

Divide up your work.

Don't give up hope until you have tried everything.

Don't put all your resources into one project.

Spanish equivalent: _____

4 **Order** the events from the story.

He bought one thousand eggs.

Everyone in Dawson had heard of the Egg Man and wanted to buy his eggs.

Rasmussen sold two hundred eggs for gold dust at a dollar and a half each.

David Rasmussen planned to get rich selling eggs.

The thousand frozen eggs were all bad and Rasmussen killed himself.

He left his job and mortgaged his house.

Rasmussen went back to San Francisco to get a second mortgage.

He began the journey again with three sleds, fifteen dogs and two Indians.

He bought a boat and two newspaper correspondents paid to sail with him.

He took a ship from San Francisco to Dyea in Alaska.

during reading

Like Argus of the Ancient Times

- 1 The Argos was the ship (built by a man called Argus) that Jason and the Argonauts sailed in to find the Golden Fleece. John Tarwater sings his song over and over as he searches for gold, and compares his adventure with the one in Greek mythology. **Compare** the stories.

Jason was the son of the King of Iolcus but his uncle had stolen the throne. What family problems did Tarwater have?

Jason had very little possibility of surviving and finding the Fleece. How probable was it that Tarwater would find gold?

Jason helped King Phineus to free himself from the Harpies and the King helped Jason to resolve their next problem - the dangerous Symplegades rocks. Who did Tarwater help?

The Argonauts met with many problems on their journey. What was Tarwater's journey like?

The daughter of King Aetes, the owner of the Fleece fell in love with Jason and helped him. Who really liked Tarwater in the story?

Jason nearly had the Fleece but he had to do one little thing for the King - take two bulls and prepare a field, and plant and cut the crop - all in one day. What stopped Tarwater when he was close to getting to the Klondike?

The Golden Fleece was nailed to a tree. Where were the gold nuggets?

Jason and the Argonauts returned to Greece with the Golden Fleece. What did Tarwater take home with him?

- 2 The Klondike was famous for its freezing winters. **Find** 13 cold words in this wordsearch.

chilly
freezing
frost
frozen
snow
ice
melt
blizzard
subzero
Fahrenheit
centigrade
permafrost
winter



- 3 Identify who said these things in the story.

“The time’s past for you to run off to a place like the Klondike.”

“Nothing can stop me, not a thing”

“He’s a valuable addition to the party”

“They don’t make people like you any more, dad.”

“Old Man, you better start home now.”

“Gold is where you find it, son.”

“Of course you aren’t crazy”

after reading

- 1 **Draw** a map of North America and Canada and add the route the prospectors took when they went to the Klondike.



- 2 Jack London and some of the characters in his tales like Johnny, Rasmussen, Old Tarwater and Charles suffered from scurvy. **Categorise** the information about this disease.

Prospectors Malnutrition Refugees Losing weight
Spinach Fever Oranges Diarrhoea Sailors
Bleeding gums Tomatoes Poverty Dry skin
Months without having Vitamin C Broccoli Explorers

Symptoms	Causes	Remedies	People affected

- 3 Apart from the scurvy and his adventures in the Klondike, Jack London added a lot of autobiographical details into his stories. **Identify** the stories which mirror these details from London's life.

London was from San Francisco.

London hardly knew his father.

London's mother tried to commit suicide.

London's mother was a spiritualist in contact with the spirit of Black Hawk, a Native American chief.

London wanted to be rich.

London worked in a jute factory making twine.

London became a tramp, giving up work and travelling round the country.

- 4 The first and third stories are sad and end with the main character dying, but the other two have much more positive endings. What do you think happened next to Johnny and Tarwater? **Write** a short paragraph with your ideas.

I think Johnny _____

I think John Tarwater _____

after reading

- 5 **Unjumble** these words from the glossary and **match** them to their definitions.

_____ CLOMPAIN	To shake with cold
_____ PREEC	Decaying, gone bad
_____ MEGRAGOT	Make involuntary sudden movements
_____ REDH	Say you are unhappy or dissatisfied
_____ RETTON	Move slowly and silently
_____ SHVEIR	Borrow money from the bank using your house as security
_____ WITTCH	Big group of animals of the same species who live and hunt together

- 6 Can you use 5 of the words from the matching activity to **fill the gaps** in these sentences?

Koskoosh was blind but he could hear the wolves _____ up to the fire.

The Indian tribe followed the tracks left by the _____ of moose.

Johnny used to _____ about having to get up so early and having to work so hard when his brothers and sisters didn't.

Rasmunsen had to _____ this house twice to get money for his Klondike adventure.

All one thousand eggs were _____ when Rasmunsen finally arrived in the Klondike.

Tarwater sat by the stove on the boat and _____ while he put wood on the fire.



Objectives

- To enjoy reading and understanding the main ideas of the stories in English.
- To relate characters and episodes in the stories to historical events.
- To be aware of social problems in recent history (poverty, child labour, desperate search for wealth).
- To encourage the students' awareness and use of cognates in their mother tongue and target languages.
- To work collaboratively to reconstruct a text, using all four skills.

Word Bank

Key Vocabulary

Nouns: words related to the cold - frost, blizzard, icicle; words related to professions - weaver, prospector, trader, carrier, foreman

Verbs: words related to the cold - freeze, shiver, thaw; negative concepts - complain, threaten, twitch, shrug, wound

Adjectives: words related to the cold - subzero, icy, sub-arctic; negative states - stiff, rotten, dizzy, painful, oversensitive

Expressions: to die of hunger; to just be skin and bone, to be the breadwinner

Tips and Ideas

Before reading

- As each story begins, ask the students to use their imaginations to picture the scenes: of Old Koskoosh sitting in the snow, Johnny being woken up on a cold morning, David Rasmussen making his calculations and the Tarwater family's problems. What do the characters look like? Where are they? What are they wearing?
- Move your students on to more abstract speculation: why is Koskoosh there? What is happening around him? What might happen as the story unfolds?
- Do the same as you begin to read each tale.

During reading

- As the stories unfold check the students are following the plot by asking simple Yes/No questions and *Wh-* questions.
- Encourage them to ask questions too (let the other students give their answers if they can, before you respond).
- Keep referring the group back to the first image they had of the characters - how is this changing or developing? Do they still expect the same outcome?

After reading

- Think, pair, share: group focus on the sequential action in each story and also how the tales come to a climax.
- Lead a discussion with the students about the different endings and their reactions. Two ended in death and two in hope and life. Would they prefer another ending for one or other of the tales?
- Groups choose a tale and either defend the ending or describe an alternative one.

Teacher support activities

CLIL Link: Newspapers – Hold the Front Page!

Gold found!

Get your students to imagine the excitement caused by the arrival of the first shipment of a million-dollars-worth of Klondike gold in San Francisco in July 1897. Elicit different features that your newspaper could run (this project is on paper - there were no blogs or websites in London's day!), perhaps including a front page story about the arrival of the gold dust in the city; interviews with the lucky prospectors, and with the unlucky ones who have caught scurvy, who ran out of money or whose team of dogs fell through the ice; background stories about the geography and meteorology of the Klondike; a piece on the effect the Gold Rush has had on the Native American Indians in the area; maps and statistics.

Groups divide up to research and write. To ensure everyone takes part, the teacher could allot roles within each group: the investigator, the secretary, the editor, the illustrator, the gopher (the one who "goes for" the glue and scissors).

Energising language skills: Paired Dictation

You read, I write

This dictation activity requires students to read their gapped text and to try to understand as much as possible of the context. Their partner has the missing phrases so they must listen hard to each other in order to complete their text, while speaking clearly in order to dictate to their partner. When students write in the missing language they must also be aware of meaning and correctness so their final text is error-free and makes sense.

Before the activity, you could elicit some helpful requests for the students to use during the activity, such as "Could you repeat that, please?", "How do you spell that?" or "I've got XYZ, is that right?"

Student A:

the Gold Rush had _____ on the Native American Indians who _____. The Tlingit and the _____ people worked as guides and carriers and _____ to the prospectors. However, the _____ were moved off their ancestral land and _____ where many died as a result of _____. They also suffered because the _____ the ecological balance of the _____ where the Hän fished and _____.

Student B:

The _____ had an important effect on the _____ who lived in the region. The _____ and the Koyukon people _____ and made money selling food to _____. However, the Hän people were moved _____ and into a reserve where _____ of contaminated water and smallpox. They _____ the gold mining damaged the _____ of the rivers and forests where _____ and hunted.

Full text:

The Gold Rush had an important effect on the Native American Indians who lived in the region. The Tlingit and the Koyukon people worked as guides and carriers and made money selling food to the prospectors. However, the Hän people were moved off their ancestral land and into a reserve where many died as a result of contaminated water and smallpox. They also suffered because the gold mining damaged the ecological balance of the rivers and forests where the Hän fished and hunted.