

TEXT	KIDNAPPED
AUTHOR	Robert Louis Stevenson
THEMES	All in the Mind (Unit 3), Past Times (Unit 5), Telling Stories (Unit 7), A Great Place to Live (Unit 8), A Bright Future (Unit 9), Getting There (Unit 14)
VOCABULARY	Places, walking, impressions, town and country.
WRITING	Students write a continuation of the story.
SPEAKING	Students perform a dialogue.

BACKGROUND INFORMATION

Robert Louis Balfour Stevenson (1850 – 1894) was a Scottish novelist, poet, essayist, musician and travel writer who is most famous for novels such as *Dr. Jekyll and Mr. Hyde* and *Treasure Island*. *Kidnapped* was a big success and was a novel greatly admired by writers as varied as Henry James and Jorge Luis Borges. The descriptions of the Scottish landscape are especially impressive. As a young boy, Stevenson would often accompany his father, a surveyor, on extensive journeys around Scotland on which he developed a detailed knowledge of the country, its language and customs.

WARMER

Focus on the picture and ask students to say where they think this place might be. Then ask them the following questions: Who do you think might live in a building like this? Why is it so high up – for the views, for protection? Would you like to visit this place? Why? / Why not?

ABOUT YOU

The questions are intended to get students thinking about contrasts between the past and present and how people got around in the past and without modern aids. Ask whether students could find a place by reading a map and what kinds of jobs people did in domestic service (cooks, cleaners, looking after animals, serving food, doing the gardening, etc.).

Go through the introduction and add any information from the *Background Information* box you think students might find interesting.

1 After reading, ask students to discuss the question in pairs and try to find reasons in the text for their prediction: the man calls him a 'lad' but also a 'young man,' he's old enough to work, but he doesn't mention having any previous experience. In the book, David is actually 17. Put the youngest and oldest suggestions on the board and ask students to vote on an age between the two.

2 **Suggested answers**

1 Ask for ideas and suggestions – is he going to go abroad or very far away, or will something or someone stop him from returning? Point out the narrative perspective Stevenson uses – he is talking about the past from an unspecified point in the future, which means that at the time of writing, he has not been back to his father's house.

2 Elicit the idea that when we are very impressed, amazed or scared of something, we often respond physically – increased heart rate being one example, and therefore the idiom expresses surprise. As a 'country' boy from a small village, the castle and ships are amazing to him.

3 He looks scruffy and dirty, so he probably thinks people are surprised that he is asking for directions to a 'grand' house, as he imagines the Shaws' house to be.

4 The fact that he continues to get the same surprised response makes him wonder if there is something strange about the Shaws.

5 He purposely interprets 'grand' to mean big, rather than impressive, and he seems to make a distinction between 'folk' and the 'lord', implying the lord does not deserve to be described as a person. Finally, he advises David to 'keep clear' of the Shaws.

VOCABULARY

3

Answers

1 a 2 e 3 c 4 b 5 d

4

Answers

1 bound 2 grand 3 keep clear 4 anchored

WRITING

5 Form groups of about six students. There are two main characters (David, the man) and any further characters the students choose to introduce in their additional section of dialogue. Monitor and help with vocabulary.

SPEAKING

6 Students rehearse their script in preparation for performing it for the rest of the class. If you have a very big class, you might want to spread out the performances over several lessons and prepare a feedback sheet for students to complete after each performance. (They can feedback on clarity, ideas, dramatic effect, language etc.).

MIXED ABILITY

Drama activities often allow students to participate according to their level and confidence. Stronger students can take a leading role in the script writing process, by checking for accuracy and suggesting language to the rest of the group. Weaker students can focus on reading the lines and get help from stronger students on pronunciation and stress.