***The Araby*, by James Joyce**

**TASK 1** Warm-up

The students are asked to read a passage about *Araby* setting and background information. The text was taken from the Internet from [www.betterlesson.com/community/](http://www.betterlesson.com/community/). This activity intends to introduce the students in the world of the short story they are going to read.

*The title, ‘Araby’ refers to a large bazaar hard in Dublin from May 14-19, 1894, called “Araby in Dublin: A Grand Oriental Fete’. In English, the word ‘araby’ refers to a mystical, romanticized version of Arab culture (think of the Disney movie, Aladdin, with flying carpets and magic genies). In the story we will read, the young narrator’s looks forward to going to the bazaar so that he can buy a gift for the girl he has a crush on. A bazaar is a large marketplace where people can set up booths, tables, and tents to sell their goods. Bazaars are still very popular today in counties such Egypt, India, and Turkey. However, large bazaars are not as common in America or western European counties. The Araby bazaar in Dublin was set up to feel like a real bazaar from the Middle East, but it was really a charity event for a local hospital. Many people (over 80,000) went to it to try experience what it might be like to live in a country where going to a bazaar like this would not be such an unusual event.*

 After reading the text they have to answer the following questions individually. The teacher mentions that their response should have at least five sentences long.

What is the best gift you have ever given to someone? What made this gift so special?

**TASK 2** Listening – The characters

The students are asked to listen to the text *The Araby, by James Joyce*. The text is read by Tom O’Bedlam and can be found on YouTube. While listening, the students have each in front of them the texts. They have to look over the texts and underline using different colours the characters they meet and the details the author gives about them. After the text is over the information they find are filled in a chart drawn on the blackboard or flipchart.

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| **Setting** | **Characters** |
| 1. The first part of the story takes place in and around the narrator’s home in a neighbourhood in Dublin, Ireland.
2. At the end of the story the action moves to a bazaar across town.
 | 1. A nameless first-person narrator
2. Mangan’s sister
3. Narrator’s uncle
4. Narrator’s aunt
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**TASK 3** Philips 6/6 Method **–** Reading comprehension

The teacher divides the class in four groups of 6 members each. One member of the team is the secretary – the person that writes the answer(s) and another is the leader that leads the team and presents the conclusions. The others find the correct solution. The students have 6 minutes to fulfil their task.

Each team has to choose the correct answer to a question that is connected with the text they have read and listened to, and then to write the passage from the text that helped them figure out whether the answer was correct.

Group 1 – Before the narrator, his aunt and his uncle lived in the house on North Richmond Street, who lived in the house?

1. A banker.
2. A priest.
3. A school teacher.
4. A carpenter.
5. *‘The former tenant of our house, a priest, had died in the back drawing-room’.*

Group 2 – What is the narrator’s motivation for wanting to go to the bazaar?

1. The narrator is motivated by his desire to buy a present for the girl he has a crush on.
2. The narrator is motivated by his desire to go somewhere he has never gone before.
3. The narrator is motivated by his desire to run away from home and escape from his mean aunt and uncle.
4. The narrator is motivated by his desire to buy something for himself with the money he was given for allowance.
5. *‘If I go,’ I said, ‘I will bring you something.’*

Group 3 – Although the narrator’s uncle returns home late and thinks that the bazaar will already be closed, he agrees to give the narrator money. What is the uncle’s motivation for doing this?

1. The uncle is motivated by his desire to get rid of the narrator. The narrator annoys the uncle, so if he leaves for the bazaar the uncle knows he will not be annoyed by the boy for a little bit.
2. The uncle is motivated by his desire to get a present. The uncle knows that if the narrator goes to the bazaar, he will bring back something for the uncle.
3. The uncle is motivated by his desire to let his nephew to meet his favourite poet, who wrote *The Arab’s Farewell to his Steed.* The uncle knows the poet will be at the bazaar, and this a once-in-a-lifetime opportunity.
4. The uncle is motivated by his desire to let his nephew have a bit of fun. The uncle knows that the narrator works hard, so he wants to let him have a little bit of fun so his life is not too boring.

d. *’All work and no play makes Jack a dull boy.’*

Group 4 – What is the narrator’s motivation for not buying anything from the lady who works at the bazaar?

1. The narrator is motivated to not buy anything because he does not have enough money to afford anything.
2. The narrator is motivated to not buy anything because he wants to buy Mangan’s sister something beautiful, and nothing there is good enough.
3. The narrator is motivated to not buy anything because he is disappointed by the bazaar and is disappointed in himself for thinking that buying Mangan’s sister something would make her love him back.
4. The narrator is motivated to not buy anything because he plans on coming back the next day and buying something when there are more people there.
5. ‘*I lingered before her stall, though I knew my stay was useless,’…‘I allowed the two pennies to fall against the sixpence in my pocket.’*

**TASK 4** Vocabulary practice

The students are given papers on which there is a chart as it is below. They have to work in pairs. They have some words in the text in bold. These words appear on the first column. On the second column they have to work together and write in their own words what the words mean and then they check the dictionary meaning with the teacher.

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| The word: | The student believes that the word means: | The dictionary meaning: |
| 1. Imperturbable
 |  | Always staying calm and controlled, even in difficult situations that would cause other people to worry; |
| 1. Charitable
 |  | Kind, and not judging other people in a severe way; |
| 1. Resignedly
 |  | Accepting that something you do not like will happen because you cannot change it; |
| 1. Diverged
 |  | To follow a different direction, or to be or become different; |
| 1. Litanies
 |  | Long Christian prayers in which the priest speaks some parts and the other people at the ceremony speak other parts; |
| 1. Impinge
 |  | To have an effect on something, often causing problems by limiting it in some way; |
| 1. Incessant
 |  | Never stopping, especially in an annoying or unpleasant way; |
| 1. Amiability
 |  | Pleasant and friendly; |
| 1. Monotonous
 |  | Not changing and therefore boring; |

**TASK 5** Grammar Practice – Comparative-Superlative Degrees

The teacher asks the students watch a part of the movie ‘*The Araby’.*  The scene is when the author meets Mangan’s sister and they talk. They have to pay attention to the girl, her appearance, her jewellery, clothes. Then the students are asked to read the fragment from the printed text where the girl is described. In pairs they have to compare the two ‘images’ (from the movie and from the text). The comparative, the superlative or other ways of expressing comparison should be used. At the end of the activity the students name themselves to answer.

*‘While she spoke she turned a silver bracelet round and round her wrist. She could not go, she said, because there would be a retreat that week in her convent. Her brother and two other boys were fighting for their caps, and I was alone at the railings. She held one of the spikes, bowing her head towards me. The light from the lamp opposite our door caught the white curve of her neck, lit up her hair that rested there and, falling, lit up the hand upon the railing. It fell over one side of her dress and caught the white border of a petticoat, just visible as she stood at ease.’*

**TASK 6** Biography writing

The students are asked to write James Joyce’s biography on the sheet of paper they get from the teacher. They will work at home and there will be organized an exhibition with all their works. They have the possibility to personalize their papers adding pictures, drawings etc.

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| Biography of: ……………………………………………………………………………..…Born………………………………………………..Died……………………………………..Cause of death…………………………………………………………………………………..…………………………………………………………………………………………………..Early life………………………………………………………………………………………..………………………………………………………………………………………………….Education…………………………………………………………………………………….………………………………………………………………………………………………….Major works……………………………………………………………………………………..………………………………………………………………………………………………….The strangest things about him………………………………………………………………….…………………………………………………………………………………………………..…………………………………………………………………………………………………… |