Catch us if you can

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Introduction

What is a novel?

Only in a novel are all things given full play – D. H. Lawrence

A novel is a long narrative in literary prose. Novels tell stories, which are typically defined as a series of events described in a sequence. The novel has been a part of human culture for over a thousand years, although its origins are somewhat debated. Regardless of how it began, the novel has risen to prominence and remained one of the most popular and treasured examples of human culture and writing.

There have been stories and tales for thousands of years, but novels must combine a few unique characteristics in order to be defined as such. First, a novel is written down, rather than told through an oral account. Secondly, novels are meant to be fictional in form, differentiating them from myths, which are said to have their basis in reality or theology. Although some modern scholars argue differently, there is no truly established guideline for length, point-of-view, or even establishment of a moral or philosophical point in novels.

Sources:
- http://www.wisegeek.com

Date accessed: 5th July 2010
The elements of a novel include the following:

i. **Plot** - the structure of a novel. It shows the arrangement of events and actions within a story (please refer to notes on Freytag’s Pyramid below for details).

ii. **Setting** - the time, place, physical details, and circumstances in which a situation occurs. Setting enables the reader to better envision how a story unfolds by relating necessary physical details of a piece of literature.

iii. **Theme** - is the main idea, or message, of an essay, paragraph, or a book. The message may be about life, society, or human nature. Themes often explore timeless and universal ideas and may be implied rather than stated explicitly. Along with plot, character, setting, and style, theme is considered one of the fundamental components of fiction. It is the universal statement or feel when you read a piece of writing.

iv. **Character and characterisation** - a character is a person in a narrative who may represent a particular class of group of people. Characters in a novel are the vehicle by which author conveys to us his / her view of the world. Characters maybe classify either main character or minor character. The characterisation of a character is revealed by actions, speech, thoughts, physical appearance, and the other characters’ thoughts or words.

v. **Language** - used by author to reveal the theme and purpose of the novel.
Notes on Freytag's Pyramid

Gustav Freytag was a nineteenth century German novelist who saw common patterns in the plots of stories and novels and developed a diagram to analyse them. He diagrammed a story's plot using a pyramid like the one shown here:

1. **Exposition**: setting the scene. The writer introduces the characters and setting, providing description and background.

2. **Inciting Incident**: something happens to begin the action. A single event usually signals the beginning of the main conflict. The inciting incident is sometimes called 'the complication'.

3. **Rising Action**: the story builds and gets more exciting.

4. **Climax**: the moment of greatest tension in a story. This is often the most exciting event. It is the event that the rising action builds up to and that the falling action follows.

5. **Falling Action**: events happen as a result of the climax and we know that the story will soon end.

6. **Resolution**: the character solves the main problem or someone usually solves it for him or her.

7. **Dénouement**: *(a French term, pronounced: day-no-moh)* the ending. At this point, any remaining secrets, questions or mysteries which remain after the resolution are solved by the characters or explained by the author. Sometimes the author leaves us to think about the THEME or future possibilities for the characters.
Catherine MacPhail (born 25 January 1946, Greenock) is a Scottish-born author, who has an established reputation as a writer of gritty, urban stories that tackle emotional and contemporary issues that eventually work towards a positive solution. Although she has had jobs (assembling computers for IBM and as a housewife), she always wanted to be a writer. Her first published work was a sort of "twist-in-the-tale" story in Titbits, followed by a story in the Sunday Post.

In addition to writing books for children around their teens, she also writes for adults and is the author of the BBC Radio 2 series.
Rory and his grandfather, Granda, have looked after each other since Rory’s dad walked out on them. Granda is given to lapses in memory (putting Rory’s homework down the rubbish chute and the rubbish in Rory’s school bag) and completely irresponsible behaviour (setting fire to his coat at a Parents' Evening), but he has a generous heart and plenty of charm. Rory acts as his carer until there is a fire in the flat and the authorities decide to separate them. However, Rory is determined that they will stay together and they embark on an escape but with their faces on every television screen and in every newspaper, this is not so easy. Their journey is full of surprise betrayals and unexpected friends as they attempt to evade the authorities and eventually track down the man who walked out on them.
PLOT SUMMARY

Chapter 1
Readers are introduced to Rory and his Granda as they wait for Dr Nicol in the waiting room. The doctor is concerned that Rory is too young to take care of his grandfather. However, Rory is aware that there are only two of them in the family.

Chapter 2
Granda has a failing memory; always misplacing things. Rory has the sole responsibility of taking care of Granda like buying him his lunch every day.

Chapter 3
Rory sacrifices some of the things he likes for Granda. He gives up football so that he can be at home with his Granda. Rory’s worry is that if Granda is put into Rachnadar, they would be separated. Rory’s dad had left them many years ago and Granda is very disappointed with his son, not wanting to see him again.

Chapter 4
Granda is very popular with Rory’s friends and meets Mrs. Foley for the first time. Granda accidentally sets fire to his and Mrs. Foley’s coats at the school’s Parents’ Night.

Chapter 5
Val Jessup, a social worker is assigned to take care of Granda and Rory. Darren’s mum and Mrs. Foley are both worried for Rory and are glad of the extra help they were going to receive. However, Granda has a little accident in the flat and is taken to the hospital.

Chapter 6
Granda has suffered from smoke inhalation and has to be hospitalised. Rory pleads to the Big Man to make Granda wake up. Val Jessup is nervous to let Rory live in the flat alone and drives him to the children’s home at Castle Street.

Chapter 7
Rory goes to the home because he has no choice and he thinks that it will be for only one night – till his granda is out of the hospital. Tess, a young inmate of the home, terrifies Rory with her bad behaviour.

**Chapter 8**

Granda admits that he had forgotten that the chip pan was on the stove, hence the fire in the flat. He tries to appease Rory by saying that he would get better soon. However, he is upset that his grandson is in the Castle Street home.

**Chapter 9**

Although Rory loves his grandfather, he is slightly annoyed with him as well because of the accident; he had landed himself in the hospital because of that and now Rory is in a children’s home. Rory goes back to the flat with Val and collects Granda’s medication. There, Rory realises that he wants to return home. Granda feels the same too.

**Chapter 10**

Rory is given the idea that Mrs Foley might foster Rory. Rory goes to the hospital to find that Granda is not there anymore.

**Chapter 11**

Granda has been shifted to Rachnadar. Val Jessup tells Rory that he is just a boy and that he cannot take care of Granda anymore.

**Chapter 12**

Granda is very upset to be sent to the home and it breaks Rory’s heart to see him cry. At Castle Street, Rory fights with Tess. Rory becomes exasperated when Granda retreats further and further into a shell while at Rachnadar and at school, the idea of being fostered by Mrs Foley worries him. Life is certainly unpleasant in Castle Street when Tess becomes increasingly uncontrollable. Rory decides that the only way is to run away with Granda.

**Chapter 13**

The Great Escape. Darren offers the use of his mom’s caravan and Rory plans the escape with great detail. Granda relies on Rory to get out of Rachnadar.

**Chapter 14**

Granda is like a little boy, allowing him to be led; safe in the knowledge that Rory would look after him. He is happy to be in the caravan and decides that he is indeed a lucky man to deserve a boy like Rory. Rory has done all of this so that they could be together. He realises that he would never let anyone separate them.

**Chapter 15**

Happy in the caravan, Granda recovers his old self.

**Chapter 16**
While fishing, they meet strangers and Granda is prejudiced when he calls them “tinkers”. As Granda’s health improves and both of them are happy, Darren sends Rory a text message saying that the authorities are after them.

Chapter 17

Rory prepares Granda for another move away from the police but as they move through the woods, the strangers whom they had met the day before, reach out and help them.

Chapter 18

Rory has no choice and allows them to lead. They are taken to an older caravan camp and Rory meets Tyrone and his family. Tyrone’s mom responds that they had helped them because it was Rory that they had wanted to help.

Chapter 19

They are taken care of well in Sammy’s camp. While there, they realise that they are the top story on the Scottish news as a boy and his grandfather on the run. Apparently, the authorities are worried about Granda whose health is a real concern. Granda decides that he would rather die of cold and hunger as long as he is free.

Chapter 20

Granda and Rory are worried that Sammy would get into trouble by helping them. But Sammy insists that he did not kidnap them and that they are not escaped convicts. Rory learns never to be judgemental of people.

Chapter 21

The runaways enjoy the birthday party in Sammy’s brother’s place. Ruby reads Rory’s future and predicts that he would meet people who would help him; some of whom he would not be able to trust. He would certainly find what he is looking for but would face a terrible sadness before that.

Chapter 22

The public has mixed responses over Rory and Granda’s running away. Ruby indicates that people are taking sides about them, arguing about the rights and wrongs of their case. Rory realises that they would have to be on the move again. Sammy suggests that he drives them to Dundee so that they can take a train to Glasgow to be with family friends who would provide them with shelter and time to think.

Chapter 23

In the train, Rory realises that they have been recognised and alights at an earlier station. When Granda goes to the toilet, Rory is bullied by a young man who recognises him. Granda beats the latter with a bottle and decides that he will steal a car to escape.

Chapter 24

Granda seems an expert at stealing cars and his driving scares Rory. They stop at the lay by to have some rest.
Chapter 25

The runaways meet Rab when they stop to buy petrol. He offers them help.

Chapter 26

Rab says that he wants to help them because Rory and Granda are not criminals. He allows them the use of his flat and seems kind and concerned. Though pale and tired, Granda says that he is alright as long as he is with Rory. Rory prays for help because he realises he needs someone to help him. Again TV newsflashes show that the public is very much on their side and Rory gets to know that his Granda’s son, his father, has been traced to Liverpool.

Chapter 27

The television news states that neither Rory nor his grandfather have attempted to contact Jeff McIntosh in Liverpool. Rab encourages Rory to take his grandfather to his son.

Chapter 28

Rab has a grand idea to make sure that they get to Liverpool. A whole line of people are going to take them to Rory’s dad and Granda comments that the world is indeed wonderful after having experienced so much kindness.

Chapter 29

Annie drives them into England and leaves them with Norma and Nicola. The latter admires Rory for what he has done. Granda agrees but his mood changes when he finds out that they are going to his son in Liverpool.

Chapter 30

Granda refuses to go and for the first time Rory is frustrated. He had hoped that his father would take over the responsibility of Granda but Granda thinks that it would hurt Rory too much if his father would leave them again. Rory begins to hate his father and Granda consoles him by saying that they have never needed him and that they do not need him now. Nicola rings up to tell Rory that the police are coming and that they would have to move on.

Chapter 31

It is the second escape; both of them run out into the dark. Granda is tired and they both stop to rest and eventually sleep off at a stone bus shelter. Prior to that Granda says that if he was to die, he would as a happy man. On awakening, Rory is not able to awaken his grandfather and is afraid that he may be dead.

Chapter 32

Rory runs for help and remembers Ruby’s prophecy about the terrible sadness. Help comes immediately and the police introduce him to his father.
Chapter 33

Granda is not dead. He is hospitalised and recovers eventually. Rory is reunited with his dad and his family. He has two little sisters who endear themselves to Granda. His dad asks to be given another chance to prove that he can be a good dad and a good son again. Rory has found what he was looking for and realises that if anything happens to his Granda he will not be alone again. He is thankful to all who have helped them on their journey. He is very happy that he, Granda and his family are together again.

CHARACTERS

Major characters

Granda
Rory’s grandfather. Also known as Mister McIntosh. Elderly, partially senile and never quite well, with a tendency to forget what he is doing (never puts off his pipe properly till it smoulders into flames). Loves his grandson dearly and cannot bear the thought of being separated from him. Rises to the occasion when least expected to. Hurt by his son’s departure from the family and after his daughter-in-law’s death, is dedicated to taking care of Rory.

Rory
A young boy, still in school who is dedicated to taking care of his aging grandfather. Shows determination and courage even in desperate situations (when the grandfather is admitted in Rachnadar). Mature, he understands why his grandfather refuses to meet his own father.

Minor characters

Val Jessup
A young and eager social worker who is responsible for Rory’s well being. Responsible, she is anxious that Granda receives his full pension benefits and arranges for Rory to stay at the children’s home in Castle Street.

Mrs Foley
Rory’s teacher who is keenly aware of his inability to pass up his homework because of his duty to care for his grandfather. She is very concerned when Granda is admitted into the hospital and realises that Rory should not be in the children’s home.
Darren
Rory’s best friend in school who helps him to stay in the mother’s caravan when Granda is taken away from Rachnadar.

Jeff McIntosh – reconciliates with his father and son when he sees them on television.

Sammy, Ruby and Tyrone
The family that offers comfort and security knowing that if they did not, the police would have taken Rory and his grandfather away.

Rab and his friends
Offer security and are keen for Rory and Granda to go to Liverpool to meet with Rory’s father.
### Setting

<table>
<thead>
<tr>
<th>Physical setting</th>
<th>Social setting</th>
<th>Atmosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Nicol’s clinic</strong></td>
<td>Comfortable with the care and concern of Dr Nicol</td>
<td>Relaxed</td>
</tr>
<tr>
<td><strong>Rory’s school</strong></td>
<td>Public school</td>
<td>Rory is terrified of Mrs. Foley. Helpful classmates – try to help Rory with his homework. Parents’ Night.</td>
</tr>
<tr>
<td><strong>Granda and Rory’s flat</strong></td>
<td>Flat owned by the Building Society</td>
<td>Despite Granda’s forgetful antics, there is much love and understanding between the two.</td>
</tr>
<tr>
<td><strong>Hospital</strong></td>
<td>The nurses and a policewoman are kind to Rory but do not tell him Granda’s real condition.</td>
<td>Rory is worried for his grandfather’s health – the constant fear of death nags at him; he begs ‘Big Man’ to ‘wake’ Granda up from his sleep.</td>
</tr>
<tr>
<td><strong>Children’s home at Castle Street.</strong></td>
<td>Temporary home for abandoned children who may be up for foster care.</td>
<td>‘grey, dead stone, crow step gables and even a turret .....an eerie silver light was cast against the building. Like something out of a ghost story.’ Contrast between amiable boys and girls as well as aggressive Tess. Rory is miserable.</td>
</tr>
<tr>
<td>Where it happens</td>
<td>Physical setting</td>
<td>Social setting</td>
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<tr>
<td><strong>Rachnadar</strong></td>
<td></td>
<td>‘This is where they put old folk that nobody wants.’</td>
</tr>
<tr>
<td><strong>Darren’s mum’s caravan</strong></td>
<td>The caravan provided them with the comfort they had missed in the past few days.</td>
<td>‘…dead secluded’ but filled with basic necessities.</td>
</tr>
<tr>
<td><strong>Tyrone’s caravan</strong></td>
<td>Similar to many other caravans in the campsite.</td>
<td>Warm and friendly. Smelling of spices; domestic and happy atmosphere.</td>
</tr>
<tr>
<td><strong>Perth railway station</strong></td>
<td></td>
<td>Rory is threatened and Granda attacks the young nasty boy; Granda is galvanised into action – decides that he will steal a car.</td>
</tr>
<tr>
<td><strong>Gas station</strong></td>
<td>It is comforting to know that Rory and Granda are among people who trust them and are willing to help.</td>
<td>Rab has recognised Rory and his Granda and is keen to help</td>
</tr>
<tr>
<td><strong>The trip to Liverpool</strong></td>
<td>The public, though worried for the responsibility that Rory has undertaken with the care of his grandfather, is very helpful in attempting to get Jeff McIntosh to meet his father and son.</td>
<td>Norma’s house provided temporary relief. Granda is hurt and angry that he is actually being taken to Liverpool to meet his son / Rory’s father.</td>
</tr>
</tbody>
</table>
### Where it happens

<table>
<thead>
<tr>
<th>Physical setting</th>
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<th>Atmosphere</th>
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</table>
| **Bus shelter**  | The bond between the two generations. | Granda is cold when he rests at the shelter after the escape from Norma’s house, but tells Rory that he is willing to be anywhere as long as ‘they are together.’  
Rory is extremely afraid and shocked that he may be alone when he thinks his grandfather is dead. |
| **Liverpool**    | The family is united  
‘I’d find what I was looking for.’ | Granda may accept his son eventually (despite the years of misunderstanding).  
Rory had found a family and would not be alone when Granda finally goes. |
Plot

**Climax**
Rory is convinced that his Granda is dead when they escape and rest at the stone bus shelter.

**Exposition:**
Readers are given a view of Granda’s and Rory’s life.

**Resolution:**
Rory is reunited with his father. He is happy that he now has a family.

- **Running away from the authorities with the help of caring individuals**
- **Rory runs for help. Intervention of the authorities.**
- **The Great Escape.**
- **Meets his father.**
- **Granda is admitted to the hospital when he inhales smoke during the fire in the flat. Rory is sent to the Children’s home in Castle Street.**
- **Granda recovers in the hospital and meets his son and family.**
Themes

Family and relationships
A journey of love and protection between a grandfather and his grandson.

Growing up / Adolescence
Explores key issues that young boys of this age may confront as their characters are shaped by relationships around them.

Bridging the generation gap
A young boy's love for his aging grandfather; it shows a young boy realizing that someone he loves deeply may die.

Social and civic responsibilities
How society tries to intervene and help those who they think are unfairly treated or who they think deserve a better treatment.

Social bias
How society is quick to decide what the aged and ailing as well as the young should be treated.

Values

1. Family relationships and bonds must be appreciated and maintained.
2. Communication is an important feature among friends and family members.
3. Trust is a vital component in bridging generations.
4. Appearances may not be what they seem.
AN INSIGHT INTO THE NOVEL

Point of View

- The novel is seen through the eyes of Rory.
- Readers get access to his young mind – how he thinks, feels and reacts.
- This narration technique reveals Rory’s love for his granda, the concern and anxiety, fears, doubts and frustrations as he goes on the journey of love and protection with his grandfather.
- Reader can appreciate Rory’s growth and maturation because the first person narration has made it possible for an inside view of Rory’s mind.

Analysing Characters

RORY – has a rich inner life; capable of growing and changing, adapting to every new situation with hope and optimism. Readers follow his development through a very wide variety of experiences.

**Behaviour**
Kind, respectful and very aware of his responsibilities

**Motives**
Honest and sincere; he is very determined to be with his grandfather all the time. He does not want his grandfather to be in the old people’s home and the only way out is to run away.

**Consequences**
He and his grandfather avoid the authorities and eventually meet up with his father

**Actions**
He plans the great escape and is solely responsible for getting his grandfather out of the home for old people. Along the journey, he meets new people who extend help.
GRANDA – delightfully funny; often repeating phrases and is able to surprise the reader in some instances (hitting the bully unconscious in Perth railway station and stealing the car)

**Motives**
He has no serious motives except that he wants to be together with his grandson at all times.

**Behaviour**
Forgetful and often helpless, he has a good sense of humour. Loves his grandson who he says makes up for his ‘lost’ son. Charming to ladies, he considers himself lucky to have Rory as his grandson - “What did I do to deserve a boy like you?”

**Actions**
He unwittingly embarrasses Rory’s school teacher and becomes a hit among the children when he accidentally sets his coat on fire during Parents’ Day. In his forgetfulness, he nearly sets the flat on fire and because of that is hospitalised. He is very cooperative with Rory during their journey and never once complains.

**Consequences**
Consequently he is separated from his grandson but runs away from the home. He meets strangers, some of whom he harbours prejudices. He hits a bully who threatens Rory and even steals a car in an attempt to escape. He reconciles with his son and his family in the end.

FRIENDS – a good collection of friends, who, despite being unknown to Granda and Rory, are very helpful to both of them in their initial mission to get away from Rachnad and Castle Street and to be able to live together.

**Behaviour**
Helpful and very understanding of Rory’s case. They all think that Rory is too young to be responsible for his granda.

**Motives**
Sincere in their attempts - they know that Granda and Rory are not ‘dangerous’ people and only want to be together.

**Actions**
They go out of their way to help Rory and his grandson to escape from the authorities.

**Consequences**
Their help propels Rory and his grandfather to find the long missing father / son.

“I think of them all. Everyone who helped us on our journey.”
Symbolism

**The journey / escape** - of the desired freedom that both need to be together.

**The caravan** - safety, privacy and security; both feel very safe in the caravans until it is time to run again.

**Movies and movie stars** - refer to Granda’s constant memory of what he likes and remembers best – tending to verge on an element of fantasy.

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### Tone

- Witty, tongue-in-cheek
- Humorous
- Element of suspense

### Word Choice

- Use of figurative language
- Reference to proper nouns in the entertainment media
- Culturally different language e.g. *bonny, wee, lassie, tinkers etc*

### Imagery

- Vivid, descriptive
- Appeals to personal experiences
- Shows feelings and emotions and use of sensors
- In keeping with intended meaning – e.g. Castle Street, when Rory and Granda were running through the woods (comparison with an escape by prisoners of war)

### Grammar

- Mainly in the past tense
- A recollection of events by Rory
- Rory’s thought patterns are also in the past.
Setting

Setting and the Mood of Characters

The setting of the hospital or Rachnadar and the children’s home at Castle Street is both morbid and sombre. Both reveal a great deal of Mister McIntosh’s and Rory’s feelings and fears.

### Rachnadar
- the local old people’s hospital
- granda always told me that was where you went when nobody wanted you “Shoot me before you put me in there, son,” he would say.
- the very building, stuck on the edge of town, dark and forbidding, **frightened him.** *(I glanced into the corridor, watched the shuffling old people with dead eyes pass up and down, going nowhere.)*

### Castle Street Home
- an old Victorian villa- converted into a children’s home just after the war.
- grey, dead stone, crow step gables and even a turret – it looked just the kind of place wizards and warlocks would live in.
- silhouetted against the night sky as patches of cloud scurried across the moon and an eerie silver light was cast against the building. Like something out of a ghost story

<table>
<thead>
<tr>
<th>Rachnadar</th>
<th>Castle Street Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Granda was morbid of entering the home – it terrorised him.</td>
<td>- Rory’s nightmare.</td>
</tr>
<tr>
<td>- When he is sent there, he is very emotional and pleads with Rory “Don’t let me stay here”</td>
<td></td>
</tr>
<tr>
<td>- Granda becomes agitated and needs medication to sleep.</td>
<td>- Although Rory accepts the fact that he is sent there because of what had happened, he is determined to leave the place as soon as his granda is out of the hospital.</td>
</tr>
<tr>
<td>- He becomes pessimistic and nostalgic “People then cared about each other. Looked out for each other. ….now nobody cares about anybody but themselves. It’s a horrible world, Rory”</td>
<td>- He sleeps poorly – out of sheer terror of Tess and also of worry of his grandfather.</td>
</tr>
<tr>
<td>- “If I were younger, I’d run away from here.”</td>
<td>- He also knows that he has no choice and comforts his granda that he will be settled in Castle Street until the hospital discharge.</td>
</tr>
<tr>
<td>- He might breathe and walk, but inside, my granda would be dead.</td>
<td>- “Me and my granda were going to run away.”</td>
</tr>
</tbody>
</table>

- The landscape of the two places is not pleasant – the drabness of the two places shape and reflect the feelings of the characters and goad them into action *(The Great Escape)*
Setting and the Situation of Characters

The novel starts with Granda and Rory in the waiting room of a doctor’s clinic and ends with them at the hospital.

In the first instance (Chapter 1), Rory and Granda are waiting to see Dr. Nicol and Granda comments about “…how nervous I get going in to see this doctor.” But here we realise that Granda never ever forgets to take the various types of pills because it is Rory who “made sure he took them.”

In the doctor’s room, it is Rory who is questioned about the prescriptions and whether Granda takes his pills regularly. It is here that we see the interaction of characters - **Rory’s responsibility of caring for his grandfather** is clear to the reader and **Granda’s appreciation of his young grandson** is obvious. The phrases that prove this are often repeated throughout the text. (The author’s underlying message of the strong and loving relationship that the two have is seen throughout the whole novel). **Rory’s journey of duty and care begins…**

The story ends with Granda recovering in the hospital. But this time, Rory is not alone in his responsibility. He has with him his dad and the family and when he realises that Granda is not going to die, he goes back home to stay with his newly found family.

If in the beginning, Rory was scared and family meant just him and Granda, now in the end, if Granda did go eventually, he “won’t be alone again.” He considers himself lucky.

The story begins and ends in quite similar settings but the characters are happier after going through their journey of trials and tribulations.

**Possible sample question based on the notes above.**

Describe two occasions when the settings reveal something about a character’s mood, situation or personality.
Setting and the Underlying Theme

Plots and Causes

🌟 The plot is concerned with causes – the ‘why’s’ of events; the story itself is simply a sequence of these events. The plot invites and answers the question as to why one event follows another.

🌟 Why have these events happened? Why did those things happen in the past? Why are these things happening now? What things are going to happen in the future and why will they happen?

🌟 The following series of events show the need for Rory and Granda to be together:

- My granda had taken care of me all my life. Now, when he was getting old and forgetful and was never quite well, now it was my turn to look after my granda.

- He was a spoiled brat of a boy!...I was too old to be his dad...we both spoiled him rotten. Anything he wanted he got, and when he got it, he threw it aside.....he did the same thing with your mother.’ He did it with you too. He couldn’t face responsibility.

- ‘When he left Rory, I told him never to come back. Told him I washed my hands of him. Never wanted to hear from him again. He was a waste of space. A waste of space!’

- ‘If I were younger I’d run away from here somewhere where they’d never find me.’

The two main characters embark on a journey to escape the possibilities of being separated - Granda to be in an old people’s home and for Rory to be fostered.

Their journey is full of surprises and unexpected friends but with their faces in full national coverage, the escape is difficult. At all times, they must attempt to avoid the authorities but in the end, they manage to track down the very man who had walked out of them.
• Me and my granda were going to run away.

• “Rory, I’m your dad.”

• “I was young, Rory, and stupid. Too scared to come back because my dad said he hated me. Didn’t want to see me again. But as soon as I saw the wo of you on the news. I got in touch with the plice. Honest. Just give me a chance to prove I can be a good dad again, a good son.

• I’d find what I was looking for…

Plots based on Journeys

* Based upon a journey that Rory takes with his Grandpa. Partly a “rites of passage” story where the reader witnesses the growth and maturity of the 12 year old boy key issues that young children of this age are bound to confront as they respond to relationships with a variety of people and listen to voices that shape their ideas and decisions.

* The ‘journey’ is a series of unplanned coincidences. When Rory plans the Great Escape, Darren offers him the use of his mother’s caravan and from then on, their meetings with strangers is purely by chance or a twist of luck.

Themes

The title of the book

<table>
<thead>
<tr>
<th>Title words</th>
<th>Possible meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch</td>
<td>To get hold of and stop someone you have been chasing so that they cannot escape; to indicate that both Rory and Granda must have been running away from something.</td>
</tr>
<tr>
<td>Us</td>
<td>Used for referring to yourself and other people with you ( the two of us - Rory and Granda)</td>
</tr>
<tr>
<td>If</td>
<td>Used for emphasising that something is not as possible as one thinks it to be</td>
</tr>
<tr>
<td>You</td>
<td>Used for referring to the person or people that you are talking to</td>
</tr>
<tr>
<td>Can</td>
<td>Have the ability or means to do something</td>
</tr>
</tbody>
</table>

The title seems to indicate a dare – to catch Rory and Granda as they escape from being put into two separate homes.
C A U S E A N D E F F E C T

Time: 80 minutes

Aims

1. To map the sequence of events of the story
2. To write these events as a result of cause and effect

Materials

1. Worksheet 1a and 1b

Steps

1. Instruct students to sit in pairs and map the plot of the story.
2. Ask students to present their findings.
3. Encourage students to ask questions at the end of each presentation.
4. Ask students to write out the cause and effect of the events.

Notes

Students may create their own graphic organiser that explains the plot of the story.
There are many incidents that make up the plot in a story. Write down the sequence of these incidents in the boxes below.

Granda leaves the chip pan on the fire and suffers from smoke inhalation.
Write down the cause and effects of the incidents that you have listed in worksheet 1a.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granda leaves the chip pan on the fire</td>
<td>He suffers from smoke inhalation and has to be hospitalised</td>
</tr>
</tbody>
</table>
How Well Do You Know Me?

Time: 40 minutes

Aims

1. To analyse how a character is portrayed as a character.

Materials

1. Worksheet 2

Steps

1. Distribute worksheet 2 to each student, and instruct them to work in pairs.
2. Ask students to work through worksheet 2 to locate appropriate material from Chapters 1 – 6 and find evidence to support the assertions.
3. Ask students to sit in group of four and to discuss their findings.
4. Encourage students to share their ideas on their discussion of Granda.

Notes

Students can be asked to write down words used to describe Granda and explain how these words explain his attitudes and behaviour.
How well do you know me?

Task A

Work with a partner, think about what sort of person Granda is and what has happened to him up to chapter 6. Below are ten points you could make about him. What evidence can you find in the story to support these points? Give page references for your evidence.

<table>
<thead>
<tr>
<th>Points</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>He makes amusing mistakes.</td>
<td></td>
</tr>
<tr>
<td>He can be very charming.</td>
<td></td>
</tr>
<tr>
<td>He can be very rude.</td>
<td></td>
</tr>
<tr>
<td>He cannot be trusted.</td>
<td></td>
</tr>
<tr>
<td>He is popular with Rory’s friends.</td>
<td></td>
</tr>
<tr>
<td>He sometimes behaves like a child.</td>
<td></td>
</tr>
<tr>
<td>He is a danger to himself and others.</td>
<td></td>
</tr>
<tr>
<td>He dreads being put in a home.</td>
<td></td>
</tr>
<tr>
<td>He hates his own son passionately.</td>
<td></td>
</tr>
<tr>
<td>He loves Rory deeply.</td>
<td></td>
</tr>
</tbody>
</table>
**TASK B**
These two pupils have read the book. This is what they thought of Granda:

I think he’s a proud man who now needs some help? He should stay with Rory because they really love each other.

I think he’s selfish. He’s just stealing Rory’s childhood. He should show his love for Rory by letting him live his own life.

What do you think of Granda? Share your opinions with another pair and see if you all agree.

- Notes -
Aims

1. To explore and empathize with a character.
2. To analyse what other characters think of her.

Materials

1. Worksheet 3a
2. Worksheet 3b

Steps

1. Instruct students to discuss in pairs and complete table in worksheet 3a on the character, Tess.
2. Ask students to write about 80 to 100 words on Tess, including their thoughts on what Rory and Tony say (refer to sample format of essay). (Worksheet 3b)

Notes

Students should try to write the short essay on Tess in three paragraphs - the first dealing with Tess's general behaviour, the second on how others feel and react to her and the third, a conclusion of what they think of her.
Use the table below to think of the character, Tess. Working with a partner, fill in the column on the right with points of explanation to match the contextual evidence on the left.

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>Tess’s attitude and behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There was a sudden wild commotion from another room. A voice started shouting</td>
<td></td>
</tr>
<tr>
<td>2. “She shouldn’t be here!” Jackie said angrily. …”She’s mad. Totally off the</td>
<td></td>
</tr>
<tr>
<td>3. Tess turned her piggy eyes on me. “What’s that?” Her voice was loud, almost</td>
<td></td>
</tr>
<tr>
<td>4. “He’s sitting in my seat!” Tess made a dive towards me and I jumped out of the</td>
<td></td>
</tr>
<tr>
<td>5. “What is she so angry about?” I asked Jackie. Jackie tutted. “She’s the type</td>
<td></td>
</tr>
<tr>
<td>6. When Tony came back into the kitchen he tried to reassure me. “She’s not</td>
<td></td>
</tr>
</tbody>
</table>

Point of explanation:
**Sample Format of Essay on the character study of Tess.**

<table>
<thead>
<tr>
<th>General Behaviour of Tess</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How others feel and react to her</td>
<td></td>
</tr>
<tr>
<td>What others think of her</td>
<td></td>
</tr>
</tbody>
</table>
I packed a suitcase for us

Time: 40 minutes

Aims
1. To analyse the different kinds of ‘journeys’ a character takes over the course of a novel.

Materials
1. Worksheet 4

Steps
1. Instruct students to work in pairs and discuss the different kinds of journeys a character for example, Rory might take both literally and figuratively.
2. Ask students to think of the journey as a physical, emotional, and spiritual journey.
3. Distribute worksheet 4. In the tag beside each suitcase, ask students to write the type of journey Rory undertakes. Beneath the space have students list the essential items, friends and other things that helped Rory on the journey.

Notes
The worksheet can be adapted for other characters in the novel.
In each suitcase tag, elaborate the types of journeys Rory took as indicated in the graphics. Then list some things that helped the character on the journey.
Aims

1. To chart the journey of the characters as they travel from Scotland to England.

Materials

1. Worksheet 5

Steps

1. Give each student worksheet 5 each.
2. Get students to sit in groups of 3 to 5 and chart the journey in the spaces provided.
3. Discuss the answers with the students.

Notes

As an enrichment activity, students decide 3 places which they think are important in the story. Ask students to find textual evidence from the novel that describes these places. Elicit what these descriptions tell them of the different settings described by the students.
A journey to remember

Write down all the significant places Rory ang Granda go to when they escape from Rachnadar and move on to Liverpool, England.
**Aims**

1. To compare the two settings.
2. To differentiate the social backgrounds of these settings.

**Materials**

1. Worksheet 6

**Steps**

1. Provide each student with worksheet 6.
2. Instruct students to read both excerpts and discuss the differences in pairs.
3. Ask students to write their answers on the worksheet.

**Notes**

Students can be asked to write down words used to describe the caravans and explain how these words made the caravans different. The students can also be asked to write a description of their classroom.
Caravans

Compare the two caravans. Write your answers on a separate piece of paper.

1) How is Caravan 1 different from Caravan 2?
2) Why do you think there is this ‘difference’?

Caravan 1

The caravan was luxury. Only the best for Darren’s mum. There were two bedrooms and a fitted kitchen. There was a bathroom with a shower. I opened the cupboards. Just as Darren had told me, they were crammed full of tins and packets. There was tea and coffee and sugar and cereal and dried milk.

Caravan 2

This van is so unlike Darren’s mum’s. Brightly covered shawls were thrown over the seat and the lamps threw out a soft and warm, orange glow. And the smell... it was of spices and cinnamon and garlic. It was as if we had been catapulted into another word.
CATCH US IF YOU CAN

THEMES/ACTIVITY 7

Feelings

Time: 40 minutes

Aims

1. To understand and analyse a theme in the novel.

Materials

1. Worksheet 7

Steps

1. Instruct students to read and discuss the excerpt given in pairs.
2. Ask students to complete worksheet 7.

Notes

Tinkers (noun) - travellers (in former times, somebody who travelled from place to place to mend metal household items such as pots and pans).
Read the following excerpt and answer the questions below. Decide the theme which comes across through this excerpt.

‘Grandpa! That was really rude.’
‘Tinkers!’ My grandpa spat the word out in disgust.
‘Don’t trust ’em. Don’t like them.’
‘I don’t think you’re supposed to call them tinkers any more Granda. It’s not politically correct. They’re travellers.’
Granda tutted. ‘Tinkers! They would be after my fish.’
‘Travellers,’ I insisted. ‘And they wouldn’t be interested in your old fish.’
Granda lifted his fish and started walking back to the caravan. ‘Tinkers!’ he kept muttering. I was grinning as I followed behind him. ‘Travellers!’ I kept saying, knowing that it was annoying him no end.

1. Why do you think Granda said, ‘Don’t trust ’em. Don’t like them.’

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Feelings

CATCH US IF YOU CAN

THEMES/WORKSHEET 7
2. What could have been the possible reasons for his dislike?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. Do you think Granda was fair to the travellers?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

4. (a) Circle one of the following words that best describe the theme in the excerpt.

ANGER   JEALOUSY   PREJUDICE

FEAR

(b) Discuss reason for your choice of answer in 4(a).

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Aims

1. To understand and analyse a theme of in the novel.

Materials

1. Worksheet 8

Steps

1. Ask students to read and answer the questions in worksheet 8.

Notes
Exercise A

Read the excerpt and answer the following questions

Please God let him wake up **soon**, I didn’t pray very often. But I did **now**. I closed my eyes and sent up a **special** prayer.

‘Listen, Big man, my name’s Rory. I know I don’t talk to You much, but You’re busy with wars and famine and things. And me and my granda are usually doing OK. So hope You are going to listen to me now. I don’t give You any trouble. So a bit of help here would be much appreciated. I want him to wake up. I promise I’ll never shout at him again, even when he slurps his tea. I’ll even listen to his endless stories about his bowel movements. I’ll never moan or complain about him again……I promise……if you just let him wake up.

1. How do the three words ‘soon’, ‘now’ and ‘special’ add to the impact of the prayer?
   A. The words highlight the urgency of the prayer.
   B. It shows that Rory is desperate to get his grandfather out of the hospital.
   C. It shows that he loves his grandfather dearly.

2. Rory repeats the phrase “… want him to wake up.” What does this reveal of Rory’s relationship with his grandfather?
   A. He is desperate for his grandfather to get better.
   B. He loves his grandfather so much that he is ready with his promises.
   C. The Granda seems to be the most important person in Rory’s life.
Exercise B

Read the excerpts and answer the questions

My granda shook his head. I’m a lucky man, Rory. A lucky, lucky man.’ He took a step closer to me and touched my cheek. ‘What did I do to deserve a boy like you? You’re the most special boy that ever lived.’ He looked around the caravan. ‘You’ve done all this for me?’

I knew I was ready to cry myself. I wanted to tell him that I had done this for both of us, so we could be together, the way we were meant to be. I couldn’t bear the thought of my granda in Rachnadar, as much as I couldn’t bear to be in Castle Street. I wanted to tell him that I would do anything so we could be together.

‘No, Granda, we’re a team.’ I squeezed his hand. We would either go back together or escape together. Together. There was no other way.

1. Which of the following phrases express the main idea in the above passages?

A. “….I had done this for the both of us…”
B. “…You’ve done all this for me?”
C. “….we’re a team.”
D. “….There was no other way.”

2 (a) Do you think Rory is mature for his age?

________________________________________________________________________________________

(b) Write down additional phrases from the novel to support your answer above.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
The Big Ideas

Time: 40 minutes

Aims
1. To identify themes based on excerpt given

Materials
1. Worksheet 9

Steps
1. Distribute worksheet 9.
2. Instruct students to work in pairs and discuss the themes based on the excerpts.
3. Then they list down the themes and find evidence to support their findings.
4. Get students to stick the worksheets on the wall and move around to compare the answers.

Notes
The theme is the main idea, or message, of an essay, paragraph, or a book. The message may be about life, society, or human nature. Themes often explore timeless and universal ideas and may be implied rather than stated explicitly.
Read the excerpts and write down the themes.

<table>
<thead>
<tr>
<th>EXCERPT</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>So he had promised and I believed him. It was settled between us, in whispered conversations in the playground, and Darren sneaked me the spare key of the caravan. All the time it seemed to me that Mrs Foley had been watching us suspiciously.</td>
<td></td>
</tr>
<tr>
<td>‘Granda, I thought you were going to die.’ Putting it in words brought the tears to my eyes, and I was glad no one could see me as my Granda hugged me close to him.</td>
<td></td>
</tr>
<tr>
<td>The doctor didn’t give me a chance to answer. Rory can’t do everything. He does the shopping and the cooking. He cleans the house. He’s only a boy, and Mr. McIntosh he needs help.</td>
<td></td>
</tr>
</tbody>
</table>

Write down other themes and find words or evidence from the text to support the themes.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Evidence from the excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
VALUES/ACTIVITY 10

VALUES in life

Time: 40 minutes

Aims
1. To state and provide evidence of two values found in the story

Materials
1. Worksheet 10

Steps
1. Distribute worksheet 10 to every student. Ask students to write four values found in the story (with textual evidence).
2. Select students randomly to present their findings.

Notes
The teacher may give an example of an intended answer to guide students of lower English proficiency.
Suggest four values that you may derive from the text. Write these values in the column on the left and support them with textual evidence from the story. Write your answers in the space provided below.

<table>
<thead>
<tr>
<th>Values</th>
<th>Textual evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
The Writer’s Tools

Time: 40 minutes

Aims

1. To understand and analyse the writer’s use of language.

Materials

1. Worksheet 11

Steps

1. Distribute the worksheets.
2. Ask students to read the excerpt and go through instructions on worksheet 11.
3. Have students answer the questions on the worksheet 11.

Notes

Students are encouraged to use a dictionary to find the meaning of words they do not understand.
I can't remember falling asleep but I did. I don't even know how long I slept. I jumped awake into a silent night. Not a bird. Not a rustle of trees or bushes. There wasn't a breath of wind. Granda wasn't even snoring any more. I stood up and stretched. Time to wake him, I thought. We would have some cheese and bread......but of course, he couldn't eat that, not without his teeth! How could I have forgotten them? For a moment the problems stretched ahead of me like an obstacle course. But I shrugged them away. We were still here, we hadn't been caught. There was still hope. I laid a hand on Granda’s shoulder to wake him, and a cold shiver ran through me, as if someone had just walked over my grave. His colour was all wrong. In fact, he didn’t have any colour at all. His skin was like the wax fruit you see in bowls in furniture shops. His mouth was hanging open. He wasn't snoring.

How would you describe this passage? You can choose from the words below or think of some of your own.

- Dramatic
- Sad
- Fast
- Unpredictable
- Shocking
- Distressed

Explain how the writer has made this passage highly dramatic.
Smiles

**Aims**

1. To understand and analyse the writer’s use of language.

**Materials**

1. Worksheet 12

**Steps**

1. Distribute worksheet 12.
2. Ask students to make notes on worksheet 12 and collect evidence of characters’ thoughts as they are implied by smiles and looks.
3. Encourage students to speculate correctly what these gestures really mean.

**Notes**

Language is used by an author to reveal the theme and purpose of the novel.
Sometimes a character’s facial expression is just as important as what they say. The first section of *Catch Us If You Can* is full of people smiling.

Fill in the table below, explaining why you think these people are smiling.

<table>
<thead>
<tr>
<th>The smiler</th>
<th>The reason for the smile</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ‘lady’, who looked about sixteen, smiled and thanked him and took a seat. (Page 2)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>He bent right down to the smiling baby and started talking (Page 2)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>Dr Nicol was smiling. (Page 3)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>Mrs Foley beamed. (Page 17)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>But my granda was smiling and nodding his head as if he’d just given her a lovely compliment. (Page 17)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>Darren’s smile wavered. (Page 20)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>My granda looked pleased when I said that and he stood up and grinned toothlessly (Page 23)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>A male nurse was at the door... He was smiling, but that didn’t make me feel any better. (Page 26)</td>
<td>[Reason]</td>
</tr>
<tr>
<td>Val Jessup came in later. She had a big smile on her face (Page 28)</td>
<td>[Reason]</td>
</tr>
</tbody>
</table>
Aims  
1. To relate a character’s personality and adventures in his life.

Materials  
1. Worksheet 13  
2. Recorded song ‘My way’

Steps  
1. Distribute lyrics (worksheet 13) to students.  
2. Play the song for students to listen or sing along.  
3. Ask students to work in pair and read the lyrics to select incidents or moments from the story about Granda’s life which are related to the song.

Notes  
Students are encouraged to download the lyrics of the song entitled “My Way”.

Time: 40 minutes
Highlight lines in the following song which may have close reference to Granda’s life.

My Way

And now, the end is near
And so I face the final curtain.
My friend, I'll say it clear
I'll state my case of which I'm certain.
I've lived a life that's full
I travelled each and every highway
And more, much more than this,
I did it my way.

Regrets, I've had a few
But then again too few to mention.
I did what I had to do
And saw it through, without exemption.
I planned each charted course
Each careful step, along the byway
And more, much more than this,
I did it my way.

Yes there were times, I'm sure you knew,
When I bit off more than I could chew
But through it all, when there was doubt
I ate it up, and spit it out,
I faced it all, And I stood tall,
And did it my way.

I've loved, I've laughed and cried
I've had my fill, my share of losing.
And now, as tears subside,
I find it all so amusing.
To think, I did all that,
And may I say, "not in a shy way",
Oh no, oh no not me,
I did it my way.

For what is a man, what has he got,
If not himself, then he has not,
To say the things, he truly feels,
And not the words of one who kneels.
The record shows, I took the blows,
And did it my way.

Performed by: Frank Sinatra
Reach out

Time: 40 minutes

Aims
1. To role play a character in the novel

Materials
1. Worksheet 14

Steps
1. Get students to role play the various characters who proved helpful to Granda.

Notes
Role play – Drama-like classroom activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.

TASK

In the first half of Catch Us If You Can many people try to help Granda and Rory. Imagine that four of these people have a meeting to discuss what is best for both Granda and Rory. Work in a group of four, each taking the role of one of the people at the meeting. Decide what your character thinks would be the best thing to do. The questions below

Question to ask Dr Nicol

• What do you think of Granda and Rory?
• Why do they make you laugh?
• What is Granda suffering from?
• Where will he get the best care?
• Do you think it right that Rory has to look after Granda?
• Why did you contact Val Jessup?
• What do you think should happen to Granda now?
• What do you think should happen to Rory?

Question to ask Mrs Foley

• What do you think of Rory?
• Do you think it right that he has to look after his Granda?
• How has this affected his work in school?
• How has it affected his leisure time?
• What did you think of Granda’s behaviour at Parents’ Evening?
• What do you think should happen to Granda now?
• What do you think should happen to Rory?
• Would you really want to be his foster mother?
Question to ask Val Jessup

• What was your reaction when Dr Nichol first phoned you?
• What was your reaction when you were told Granda had set fire to the flat?
• Why do you think Rory hates Castle Street so much?
• Do you think he should stay there?
• Can you think of a better solution to his problems?
• Do you think you should have tried to get Granda a home help sooner?
• Do you think Granda should stay in Rachnadar?
• Do you think Rory and Granda should be able to live together?

Question to ask Tony

• What was your first impression of Rory when he arrived?
• How did you try to get to know him?
• What special problems do you have at Castle Street?
• What are your impressions of him now?
• Why do you think he hates Castle Street so much?
• Do you think he should stay there?
• Can you think of a better solution to his problems?
• Do you think Rory and Granda should be able to live together?

- Notes -

Students responses may be their own or from their understanding of issues in the novel.
Aims

1. To test students’ understanding of the text.

Materials

1. Worksheet 15

Steps

1. Get students to refer closely to their texts and complete the grid (worksheet 15) below in group of four.
2. Ask students to discuss answers in class.

Notes

A full understanding of a text is often impossible without reference to the context in which it occurs. Students are encouraged to find meaning within specific areas of the text that would lend to a better understanding of the novel.
**TASK 1**

The following quotations are some of the many in the novel that help in the understanding of the characters in the novel. Find other such lines and complete the table below. You are advised to work in small group of three to four students.

In Chapter 12, Granda says: ‘Now... Nobody cares about anybody but themselves. It’s a horrible world, Rory.

In Chapter 28, he says: ‘People are kind, Rory. I thought the whole world was going to the dogs, and then you meet kindness like this. It’s a wonderful world, Rory.’

<table>
<thead>
<tr>
<th>Character</th>
<th>What they do to help</th>
<th>Why they help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darren</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sammy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annie and Rab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norma and Nicola</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Nicol</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In your opinion, how is family responsibility portrayed in the novel *Catch Us If You Can*?
CATCH US IF YOU CAN

ASSESSMENT/ACTIVITY 16

Chapter by Chapter

Time: 40 minutes

Aims

1. To test the understanding of the text according to the different chapters.

Materials

1. Worksheet 16

Steps

1. Explain to the students to understand what a question is asking them.
2. Give them a set of comprehension questions.
3. Ask students to answer the questions. They can work individually, in pairs or in groups.
4. Get students to discuss answers in class.

Notes

Questioning techniques - teachers may use different methods in asking question, since questioning is one of most frequently used teaching techniques, it is recommended that the following questions be used to illicit further understanding of the novel.
Chapter 1

1. Where do we first meet Rory and Granda?
2. Who is Doctor Nicol?
3. Why did Rory ask Granda to “sit down, Granda and behave yourself.” (page 1)
4. Why did Rory throw the vase of water on Granda?

Chapter 2

1. What happened to Rory’s homework jotter?
2. Who is “holy Foley”?
3. Why did Rory’s classmates love Granda?
4. What did Rory tell his teacher about his homework?
5. Why did Rory sneak to the bakers’ every afternoon?
Chapter 3

1. Why did Darren say Rory was turning into “a lassie”?
2. Why doesn’t Rory play football anymore?
3. What is “Rachnadair”?
4. What happened to Rory’s father?

Chapter 4 and 5

1. What did Granda do in the toilet?
2. What happened to Mrs Foley’s coat?
3. Why is Darren’s mom worried about Rory?
4. Who is Val Jessup?
5. Who tells Rory about the incident at his flat?

Chapter 6 and 7

1. What had caused the fire?
2. Who is “Big Man” and what does Rory ask from him?
3. What is “Castle Street”?
4. What was Rory’s first impression of Castle Street?
5. What caused the sudden “wild commotion”?
6. Why couldn’t Rory sleep that night?
Chapter 8 and 9

1. Why did Rory refer to Tess as the monster?
2. Why do you think Tess gets special treatment?
3. How did Granda react when he found out Rory had spent the night at Castle Street?
4. Why did Rory want to paint the flat?
5. Who did Granda say visited him at the hospital?

Chapter 10, 11 and 12

1. According to Darren, why does Mrs Foley seem extra concerned about Rory?
2. Where had they moved Granda?
3. Why was Granda crying?
4. Why did Rory pick a fight with Tess?
5. What did Rory decide to do?

Chapter 13 and 14

2. What was Rory’s plan?
3. Where was their first hide out?
4. Why was the caravan so well-stocked?
5. How could Darren warn Rory?
**Chapter 15 and 16**

1. What did they have for breakfast the first morning in the caravan?
2. Why did Granda whoop like a cowboy?
3. How did Granda react to the travellers?
4. What two talents did Rory learn about his grandfather?
5. Who did Rory hear Granda talking to at night?

**Chapter 17 and 18**

1. Why did Rory throw his phone away?
2. Why did the police block the entrance to the park?
3. What did Granda ask Rory to do? (pg 81)
4. Who helped them escape from the police?
5. How did they recognise Granda and Rory?
6. What did Tyrone and Rory have in common?

**Chapter 19 and 20**

1. What is Ruby’s nickname for Granda?
2. Where were Tyrone and his family taking them?
3. What did Val Jessup say on TV?
4. Why did Rory have doubts after seeing Daren’s mother on TV?
5. What happened to Tyrone’s sister?
6. Why was Rory embarrassed by all the times he had slammed the door on
Chapter 21 and 22

1. Who did Granda dance with?
2. What did Ruby tell Rory about his future?
3. Why did they have to leave Tyrone and his family?
4. Where were Granda and Rory going?
5. How did Granda feel about leaving the travellers? Why do you say so?

Chapter 23 and 24

1. Why didn’t they sit together on the train to Glasgow?
2. Why did they get off the train at Perth?
3. Why did the boy grab Rory?
4. What did Granda do to him?
5. How did Granda react to Rory’s desperation at what to do next?
6. How does Granda know how to hot-wire a car?
7. Why does Granda pick the old Corsa?
8. Why did Granda’s driving terrify Rory?

Chapter 25 and 26

1. What is the significance of the song “My Way”?
2. Whom did they meet at the petrol station?
3. Why was Rab willing to help them?
4. Why was Granda taken up by Rab?
5. Why are people helping them?
6. What was Rory’s big discovery as he listened to the TV reporter?
Chapter 27 and 28

1. What was the society’s response to the two of them running away?
2. What was Rab’s advice to Rory?
3. What did Rab’s plan involve?

Chapter 29

1. “Life is not like a movie.” What do you think Rory means by this?
2. Why does Rory keep Liverpool a secret from Granda?
3. How does Granda finally know that they were going to Liverpool?

Chapter 30, 31, 32 and 33

1. Why did Granda not want to meet Rory’s father again?
2. Why do Rory and Granda leave Nicola’s house in a hurry?
3. Why did Granda refuse to leave the cold bus shelter?
4. What were Ruby’s words that kept playing on Rory’s mind?
5. “…a terrible sadness.” What is this sadness about?
6. What is the outcome of the above?
7. “I’d find what I was looking for.” What was it that Rory was looking for?
ACTIVITY 1a

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granda leaves the chip pan on fire - suffers from smoke inhalation and hospitalised</td>
<td>As he is alone, Rory has to stay at the children’s home at Castle Street. Rory is unhappy; terrorised by Tess and is worried about his Granda.</td>
</tr>
<tr>
<td>Medical assessment of Granda finds him ‘just not fit enough’ – a decision to send him to Rachnadar because it is realised that Rory cannot be responsible for his grandfather anymore.</td>
<td></td>
</tr>
</tbody>
</table>

THE GREAT ESCAPE

Rory plans to take his grandfather away from the nursing home.

Others worry about Rory being so young and being burdened with the responsibility of taking care of Granda.

Strangers come forward to help.

Rory wishes to go to Liverpool to hand over the responsibility of his Granda to his own dad.

The family is reunited.

Granda is happy with his granddaughters and Rory is thankful that he has a family.

ACTIVITY 1b : Cause and Effect

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granda leaves the chip pan on fire - suffers from smoke inhalation — is weak and on oxygen. If Granda had not attempted to fry chips for lunch?</td>
<td>As he is alone, Rory has to stay at the children’s home at Castle Street. Rory is unhappy; terrorised by Tess and is worried about his Granda.</td>
</tr>
<tr>
<td>As he is alone, Rory has to stay at the children’s home at Castle Street. Rory is unhappy; terrorised by Tess and is worried about his Granda.</td>
<td>Medical assessment of Granda finds him ‘just not fit enough’ – a decision to send him to Rachnadar because it is realised that Rory cannot be responsible for his grandfather anymore.</td>
</tr>
</tbody>
</table>
Medical assessment of Granda finds him ‘just not fit enough’ – a decision to send him to Rachnadar because it is realised that Rory cannot be responsible for his grandfather anymore.

**THE GREAT ESCAPE**
Rory plans to take his grandfather away from the nursing home. Takes on the responsibility of planning the getaway.

“The great escape” …I looked up at him and a wave of love swept over me. My granda looked like a little boy, as if he were my baby brother, relying on me to make things better, just as I’d always relied on my granda.

“I wanted to tell him that I had done this for both of us, so we could be together, the way we were meant to be. I wanted to tell him that I would anything so we could be together.

But others worry about Rory being so young and being burdened with the responsibility of taking care of Granda.

Strangers come forward to help. The two runaways are on national news and many people want them to be together. Rory wishes to go to Liverpool to hand over the responsibility of his Granda to his own dad.

The family is reunited.
Granda is happy with his granddaughters and Rory is thankful that he has a family.

**ACTIVITY 2** : How well do you know me?

**TASK A**

<table>
<thead>
<tr>
<th>Points</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>He makes amusing mistakes.</td>
<td>Putting Rory’s homework down the rubbish chute and the rubbish in Rory’s school bag.</td>
</tr>
<tr>
<td>He can be charming.</td>
<td>‘In you come darling. Rory, get the lady’s bag.</td>
</tr>
<tr>
<td>He can be very rude.</td>
<td>Chapter 16 – “Tinkers!” “Don’t trust ‘em. Don’t like ‘em”</td>
</tr>
<tr>
<td>He cannot be trusted.</td>
<td>Granda had set himself on fire at the doctor’s office – he never puts off his pipe properly; leaving it to smoulder until it bursts into flames.</td>
</tr>
</tbody>
</table>
He is popular with Rory’s friends.

- My classmates loved my granda – they thought his exploits were hilarious. They were always eager for more stories about him.

He sometimes behaves like a child.

- “Now sit down, Granda, and behave yourself.”
- Sometimes living with my granda was like having a baby in the house.

He is a danger to himself and others.

- Left electric ring switched on and burned a pot.
- Granda’s coat is accidentally set on fire when he is in school for Parent’s Day.

He dreads being put in a home.

- My granda will never go into a home. It will kill him.

He hates his own son passionately.

- “When he left Rory, I told him never to come back. Told him I washed my hands of him. Never wanted to hear from him again. He was a waste of space. A waste of space!”

He loves Rory deeply.

- “The only son I’ve got now is you, Rory. You’re the best boy that ever lived. I don’t need anybody else, and neither do you.”

**TASK B**

What do you think of Granda? Share your opinions with another partner and see if you all agree.

- As an elderly man, given to lapses of memory, Granda has a generous heart and is certainly full of charm.
- He loves his grandson dearly and is very proud of him. Nevertheless, he is a frightened ‘child’ and is aware that he needs Rory to be with him at all times – at least to feel safe.
- He is quite incapable of looking after himself – his medication and food has to be attended to by someone else and the only other person who can do it responsibly is Rory.
- But Rory is not only willing but is also a very capable boy who thinks it is now his duty to take care of his Granda since his Granda had ‘taken care of him all his life’.
- So, it is not only Granda who needs Rory’s help and care but Rory too believes that together they make a ‘wonderful team.’

**ACTIVITY 3**

: My friend, Tess

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>Points of explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There was a sudden wild commotion from another room. A voice started shouting and swearing abuse. Everyone around the table stiffened.</td>
<td>Tess certainly had her way in the Children’s home. A young girl who is angry with the rest of the world most of the time, she is abusive in character and language. Her attitude not only frightens the other inmates but also displeases them.</td>
</tr>
<tr>
<td>2. “She shouldn’t be here!” Jackie said angrily, &quot;She’s mad. Totally off the wall. You never know what she is going to do next.”</td>
<td>Jackie obviously has had enough of Tess and he quickly surmises her as being mad and dangerous. He does not think she warrants a place in the home and should not be among them.</td>
</tr>
<tr>
<td>3. Tess turned her piggy eyes on me. “What’s that?” Her voice was loud, almost a scream, as if she thought no one would hear her, or listen, unless she yelled.</td>
<td>It is obvious that Tess despises anyone new to the home and Rory becomes her latest ‘victim’. Her raised voice is most probably to show that she is in power – an attitude that she may employ to frighten the other children.</td>
</tr>
</tbody>
</table>
4. “He’s sitting in my seat!” Tess made a dive towards me and I jumped out of the seat automatically.

Authoritative, Tess is showing definite signs of being the home’s terrifying bully. She is also somewhat abusive in her reactions to Rory.

5. “What is she so angry about?” I asked Jackie. Jackie tutted. “She’s the type that’ll always find something to be angry about.”

No one is really sure why Tess behaves the way she does. The other children have come to the conclusion that Tess does not need much to be angry about and would harp on any reason to be so foul tempered.

6. When Tony came back into the kitchen he tried to reassure me. “She’s not going to be here for long. They’re arranging another place for her.”

Tony is aware that Rory has become Tess’s target of attack and his answer is probably to soothe the young boy’s frayed and frightened nerves.

Sample Format of Essay on the character study of Tess

<table>
<thead>
<tr>
<th>General Behaviour of Tess</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tess is in the children’s home in Castle Street because her mother is apparently in prison. For some reason or other, she is a highly strung person, foul mouthed and quite uncouth. She seems to be angry with the rest of the world and is abusive, especially towards Rory. Her attitude both frightens and displeases the other inmates of the home.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How others feel and react to her</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie obviously has had enough of Tess and he quickly surmises her as being mad and dangerous. He does not think she warrants a place in the home and should not be among them.</td>
<td></td>
</tr>
</tbody>
</table>

Rory, on the other hand, becomes her latest victim when he is brought to the house by Val Jessup. She screams at him and addresses him as “that...” – probably trying to frighten him with her loud voice too.

She exerts her control by trying to shove him off his seat, claiming it to be hers and when admonished by her keeper, she kicks at the table, ‘sending mug tumbling’ and spilling the tea everywhere. That night, Rory goes to bed a very frightened boy, imagining Tess to come into his room and to drag him out of bed to throw him out of the window.

Tess seems to get increasingly angry with Rory as he stays on in the home. Behaving like a wild animal, she tries to strangle him when he remarks that she must take after her mother.

<table>
<thead>
<tr>
<th>What others think of her</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The other inmates in the house despise her. Jackie is sure that Tess is the type of girl who will always find something to be angry about. Tony, being more mature, calms the tense situation around Tess by reassuring his friends that she would not be in Castle Street for long as another place was being arranged for her. The children are not happy that Tess gets preferential treatment and gets to a private tutor in a taxi, while some of them walk to school, despite poor weather. Despite all misgivings, there is some measure of understanding and pity towards Tess. Tony advises Rory to feel sorry for her as no one really wants her – her mother is in prison and her aunts and foster parents do not want her. Tony says that Tess is ‘her own worst enemy’ and that she really is a sad girl.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 4**

**I packed a suitcase for us**

**Physical Journey**

- The actual plotting of the Great Escape – Rory hatches a plan to go on a run like a convict.
- Journey proves to be a real adventure – with dangers lurking at most unsuspecting corners.
- “Me and my granda were going to run away.”

**Emotional Journey**

- A journey of love and protection
Rory is devastated when he realise that his Granda will be sent to a home and he to be fostered.
The fears he faces and the will to overcome them.
Rory learns never to judge anyone.
Rory’s frustration when his father does not come up to find for them after all that publicity that has been given to their ‘escape’.

Spiritual Journey
✓ A journey of discovery; that they both need each other – they are “a team”.
✓ Rory reaches out to the Big Man when he fears he is unable to do the right things to help his grandfather.
✓ The determination to meet his father and to ‘hand’ over the responsibility of taking care of his Granda to him
✓ “But we’re together. We’ll always be together. And I’ve found a family.”

ACTIVITY 5: A journey to remember
1. Children’s home in Castle
2. The Great Escape
   Left Rachnadar
3. Tyrone’s parents’ caravan
4. Forfar (to meet Sammy’s brother’s family).
5. Dundee
6. Glasgow
7. In stolen car
8. Liverpool
9. ‘WELCOME TO ENGLAND’ (Lake District.)
10. The ‘second’ Great Escape
12. ‘Reconciliation” – to live in Liverpool with Rory’s father and family.

ACTIVITY 6: Caravans
1) How is Caravan 1 different from Caravan 2?

<table>
<thead>
<tr>
<th>CARAVAN 1</th>
<th>CARAVAN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darren’s mum’s caravan – in a prime location; secluded spot.</td>
<td>Caravan and a large camper van.</td>
</tr>
<tr>
<td>Luxurious – two bedrooms with a fitted bathroom. Pink frilly curtains and duvet.</td>
<td>Not so plush, a little battered and old</td>
</tr>
<tr>
<td>Kitchen cupboards were crammed full with tins and packets.</td>
<td>A welcoming flood light.</td>
</tr>
<tr>
<td>Tea, coffee, sugar, cereals and dried milk.</td>
<td>Brightly covered shawls thrown over seats.</td>
</tr>
<tr>
<td>Located next to a fishing pond.</td>
<td>Lamps threw out a soft and warm, orange glow.</td>
</tr>
<tr>
<td>Smell of spices, cinnamon and garlic.</td>
<td>Rory wakes up to the smell of cooked breakfast and pop music on the radio.</td>
</tr>
</tbody>
</table>
| Is parked in indefinite spots. | }
2) Why do you think there is this ‘difference’?

Caravans belonged to two different stations in society. The first caravan is a fabulous charming home; a perfect place for a holiday – both cosy and content. The second caravan is more a home, albeit one with minimum permanence but its warm colours and homely smells symbolise security and a peaceful domestic setting away from home.

The first caravan is also deserted and is occupied when and if desired. Hence it fulfils immediate needs and nothing more. The second caravan offered security within a family unit and was able to take off at a moment’s notice to avoid being caught. While being private, it offered Rory and Granda a social setting in which they were most comfortable.

Symbolism of caravans

Private
Self sufficient
Secure

The first caravan, being luxurious and well stocked, was a novelty and an immediate place to hide in while the second one provided a very domestic place of security (the security of a family setting that both Rory and his Granda had missed all this while).

ACTIVITY 7 : Feelings

1. Why do you think Granda said, ‘Don’t trust ‘em. Don’t like them.’

   Granda is a proud man – the way he dismisses his son out of his life – is reason enough to believe that he does not trust anyone except Rory. He may have been frightened meeting the two strangers (Sammy and Tyrone) in the secluded spot and his immediate reaction was to dismiss them rudely. Furthermore, both Sammy and Tyrone were dressed rather shabbily and Granda would have thought that these two strangers were not to be trusted. Their first meeting was certainly not a friendly one.

2. What could have been the possible reasons for his dislike?

   Granda’s fear that they were alone in a secluded spot; the strangers were dressed shabbily and this could have been a reason for Granda’s prejudice.

3. Do you think Granda was fair to the travellers?

   No, he was not. He could have been more polite in questioning their intentions.

4. Circle one of the following words that best describe the feelings that Grandpa portrayed.
5. Discuss your answer with your friends and teacher.

**ACTIVITY 8 : Relationships**

**EXERCISE A**

1. How do the three words ‘soon’, ‘now’ and ‘special’ add to the impact of the prayer?

   A. The words highlight the urgency of the prayer.
   B. It shows that Rory is desperate to get his grandfather out of the hospital.
   C. It shows that he loves his grandfather dearly.

2. Rory repeats the phrase “… want him to wake up.” What does this reveal of Rory’s relationship with his grandfather?

   A. He is desperate for his grandfather to get better.
   B. He loves his grandfather so much that he is ready with his promises.
   C. The Granda seems to be the most important person in Rory’s life.

**EXERCISE B**

1. Which of the following phrases express the main idea in the above passages?

   A. “….I had done this for the both of us..”
   B. “...You’ve done all this for me?”
   C. “...we’re a team.”
   D. “....There was no other way.”

2. Do you think Rory is mature for his age?

   Yes he is a mature boy because he is not only very concerned and responsible of his grandfather, but also knows that he cannot be separated from his Granda. Therefore his plotting and finally the escape from Rachnadar are both brilliant and touching. Rory remains his grandfather’s carer at all times throughout their adventures and journey.

   Write down a few phrases from the text that support your answer.

   1. My granda had taken care of me all my life. Now, when he was getting old and forgetful and was never quite well, now it was my turn to look after my granda.

   2. But if it wasn’t my responsibility, then whose was it?
3. I looked up at him and a wave of love swept over me. My granda looked like a little boy, as if he were my baby brother, relying on me to make things better, just as I’d always relied on my granda.

4. ‘Why couldn’t people realise that I was all my granda had....and....Granda was all I had too. If they put Granda into a home....where would I go?

ACTIVITY 9 : The Big Ideas

Read the excerpts and write down the theme

<table>
<thead>
<tr>
<th>EXCERPT</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granda says : “Tinkers!” My granda spat the word in disgust. “Don’t trust ‘em. Don’t like ‘em.”</td>
<td>We should not assume that people we do not know are not to be trusted. (Prejudices)</td>
</tr>
<tr>
<td>So he had promised and I believed him. It was settled between us, in whispered conversations in the playground, and Darren sneaked me the spare key of the caravan. All the time it seemed to me that Mrs Foley had been watching us suspiciously.</td>
<td>Key issues that young children are bound to confront as they challenge authority.</td>
</tr>
<tr>
<td>‘Granda, I thought you were going to die.’ Putting it in words brought the tears to my eyes, and I was glad no one could see me as my Granda hugged me close to him.</td>
<td>Love between generations: a young boy is aghast that someone he loves deeply may die.</td>
</tr>
<tr>
<td>The doctor didn’t give me a chance to answer. Rory can’t do everything. He does the shopping and the cooking. He cleans the house. He’s only a boy, and Mr. McIntosh he needs help.</td>
<td>Love overcomes civic / familial responsibilities.</td>
</tr>
</tbody>
</table>

Write down other themes and find words or evidence to support the themes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Evidence from the excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family and relationships</td>
<td>1. There was only Granda and me. Were the two of us enough to make a family?</td>
</tr>
<tr>
<td></td>
<td>2. We still had each other (chap. 12)</td>
</tr>
<tr>
<td></td>
<td>3. He can behave anyway he wants. He’s the best granda in the world. (chap. 12)</td>
</tr>
<tr>
<td></td>
<td>4. ‘I’m only here till my granda gets out of hospital.’ ‘No grandson of</td>
</tr>
</tbody>
</table>
2. Growing up / Adolescence

1. My granda never forgot to take his pills; because I made sure he took them.
2. “OK, Big Man, I need some help here. I can’t do this on my own.”

3. Social and civic responsibilities

1. People are kind Rory. I thought the whole world was going to the dogs, and then you meet kindness like this. It’s a wonderful world, Rory.
2. A wonderful world – Passing us like the baton in a relay race. People who didn’t even know us, but who were willing to help anyway.

4. Social bias

1. TV reporter -- the question is how can an old man and a boy disappear like this? The answer had to be that people are helping them out. The public are very much on their side.
2. Ruby’s response: “People are taking sides about you, arguing about the rights and wrongs of your case. That’s good. The more people who know your plight, the better chance of you staying together.”

ACTIVITY 10  : Values in life

<table>
<thead>
<tr>
<th>Values</th>
<th>Textual evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family relationships and bonds must be appreciated and maintained.</td>
<td>No Rory, nothing’s changed. I’d rather be here in this cold bus shelter with you than anywhere else in the world. I want us to stay together as long as we can. Is that a deal? “It’s a deal Granda”</td>
</tr>
<tr>
<td>Communication is an important feature among friends and family members.</td>
<td>I wanted to tell him that I had done this for both of us, so we could be together, the way we were meant to be. I wanted to tell him that I would anything so we could be together. Anything. (Chap. 14).</td>
</tr>
<tr>
<td>Trust is a vital component in bridging generations.</td>
<td>“I’m getting you out of here.”</td>
</tr>
<tr>
<td></td>
<td>My granda was like a little boy, allowing himself to be led, without a word, without a question. Safe in the knowledge that I would look after him.</td>
</tr>
<tr>
<td>Those we should trust may sometimes let us down; those we do not trust may sometimes be our friends in need.</td>
<td>“You will meet people who will help you. And there will be people you can’t trust. You’re looking for something, Rory, and when you find it, everything changes for you. ….And a terrible sadness will come first. ‘Because of that terrible sadness, Rory, you will find the thing you’re looking for.”</td>
</tr>
</tbody>
</table>

ACTIVITY 11  : The writer’s tools
I can't remember falling asleep but I did. I don't even know how long I slept. I jumped awake into a silent night. Not a bird. Not a rustle of trees or bushes. There wasn't a breath of wind.

Granda wasn't even snoring any more. I stood up and stretched. Time to wake him, I thought. We would have some cheese and bread……but of course, he couldn't eat that, not without his teeth! How could I have forgotten them? For a moment the problems stretched ahead of me like an obstacle course. But I shrugged them away. We were still here, we hadn't been caught. There was still hope.

I laid a hand on Granda's shoulder to wake him, and a cold shiver ran through me, as if someone had just walked over my grave. His colour was all wrong. In fact, he didn't have any colour at all. His skin was like the wax fruit you see in bowls in furniture shops. His mouth was hanging open. He wasn't snoring.

How would you describe this passage? You can choose from the words below or think of some of your own.

Dramatic  Sad  Fast  Unpredictable  Shocking  Distressed

Explain how the writer has made this passage highly dramatic.

The writer uses the negative forms of the modals - a bleak picture is created; mood is somewhat sombre.

The use of personification, similes (like the wax fruit) and metaphors (somebody had just walked over my grave)

Sensory details of the environment - the stillness of the surrounding - as if contributing to the pathos of the situation. Also the feelings of the narrator - use of question technique provides the emotional hook; an indicator of tension and problems to come in the story.

The issue of 'forgotten teeth' add to the many problems that Rory seems to have.

Repeated references to Granda's situation - was not snoring, was not breathing - building up to a crescendo that he may be dead. The final sentence says that he is dead. Sentences are short and quick, adding up to the climax.

Passage has the three parts of 'what the narrator did, saw and thought' -

ACTIVITY 12 : Smiles
<table>
<thead>
<tr>
<th>The smiler</th>
<th>The reason for the smile</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ‘lady’, who looked about sixteen, smiled and thanked him and took a seat. (Page 2)</td>
<td>The young ‘lady’ was obviously grateful that Granda had not only opened the door for her but had also asked Rory to help her with her bag as she came into the doctor’s office, struggling with a baby in her arms.</td>
</tr>
<tr>
<td>He bent right down to the smiling baby and started talking (Page 2)</td>
<td>An obviously happy baby who was happy to be in the arms of her mother as well as receive Granda’s attention.</td>
</tr>
<tr>
<td>Dr Nicol was smiling. (Page 3)</td>
<td>Dr. Nicol was probably amused at the way Mister McIntosh had been drenched by his grandson who, in an attempt to put out the smoke belching from his grandfather’s pockets, had thrown a vase of water at him. The doctor was also probably tickled by Granda’s complaint about how he had been ‘practically drowned’ by his grandson as well as his pronunciation of the word ‘pneumonia’. All in, the doctor was very familiar with his patient, having known them for a very long time.</td>
</tr>
<tr>
<td>Mrs Foley beamed. (Page 17)</td>
<td>Mrs Foley was happy to finally meet Mister McIntosh, Rory’s grandfather, on Parents’ Night and probably wanted to break the news about Rory’s late homework to the older gentleman as politely as possible.</td>
</tr>
<tr>
<td>But my granda was smiling and nodding his head as if he’d just given her a lovely</td>
<td>Granda was smiling at the fact that Rory had been correct about telling</td>
</tr>
<tr>
<td>Compliment. (Page 17)</td>
<td>Him about Mrs. Foley’s moustache. His smile, together with the nod of the head, was a confirmation of the memory of what he had heard from his grandson as he was seeing it (the moustache) himself too.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Darren’s smile wavered. (Page 20)</td>
<td>Darren faltered in his smile because his mother had told him that the fire incident could have been more dangerous than it actually had been. Perhaps Darren knew too that the incident could have turned out to be a dangerous accident and that his friend had too much of a responsibility to bear, caring for his granda.</td>
</tr>
<tr>
<td>My granda looked pleased when I said that and he stood up and grinned toothlessly (Page 23)</td>
<td>It was a toothless grin because Granda was not wearing his dentures. But more importantly, Granda was obviously very happy to hear his grandson tell him how well he looked after him.</td>
</tr>
<tr>
<td>A male nurse was at the door... He was smiling, but that didn’t make me feel any better. (Page 26)</td>
<td>The nurse was probably trying to be reassuring, and it was in his best intentions to break the news about granda to Rory in a pleasant way. The smile could possibly soften the case and reduce Rory’s worry and anxiety.</td>
</tr>
<tr>
<td>Val Jessup came in later. She had a big smile on her face (Page 28)</td>
<td>Val was genuinely happy and relieved that Granda was going to be OK and she was glad that she could put Rory’s mind at ease.</td>
</tr>
</tbody>
</table>

**ACTIVITY 13**: My way...
And now, the end is near
And so I face the final curtain.
My friend, I'll say it clear
I'll state my case of which I'm certain.
I've lived a life that's full
I travelled each and every highway
And more, much more than this,
I did it my way.

Regrets, I've had a few
But then again too few to mention.
I did what I had to do
And saw it through, without exemption.
I planned each charted course
Each careful step, along the byway
And more, much more than this,
I did it my way.

Yes there were times, I'm sure you knew,
When I bit off more than I could chew
But through it all, when there was doubt
I ate it up, and spit it out,
I faced it all, And I stood tall,
And did it my way.

I've loved, I've laughed and cried
I've had my fill, my share of losing.
And now, as tears subside,
I find it all so amusing.
To think, I did all that,
And may I say, "not in a shy way",
Oh no, oh no not me,
I did it my way.

For what is a man, what has he got,
If not himself, then he has not,
To say the things, he truly feels,
And not the words of one who kneels.
The record shows, I took the blows,
And did my way.

### Lyrics

<table>
<thead>
<tr>
<th>And now, the end is near</th>
</tr>
</thead>
<tbody>
<tr>
<td>And so I face the final curtain.</td>
</tr>
<tr>
<td>Granda is certainly an old man who is quite unwell. He is heavily dependant on medication to keep him healthy and needs someone to take care of him.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I've lived a life that's full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granda had lived an adventurous life - for instance, he had lived beside a river as a boy and had always fished and had learnt how to prepare the fish too. In another example, Granda had been a motor mechanic before and now utilised his knowledge of cars to steal one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regrets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perhaps the main regret that he had</td>
</tr>
</tbody>
</table>

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80
| **I did what I had to do**  
And saw it through, without exemption. | been old when he had had a son and that he had spoiled the son too much. That the son had taken things for granted and had thrown things aside when he grew tired of them, and that included Rory and his mother. So Granda did what he had to do and ‘washed his hands’ off his son, never wanting to hear from him again. |
|---|---|
| Yes there were times, I’m sure you knew,  
When I bit off more than I could chew | There are times when Granda attempts to help out but makes a mess out of things, for instance when he burnt the chip pan. He was quite incapable of doing things around the house because of his failing memory. |
| I ate it up, and spit it out,  
I faced it all, And I stood tall,  
And did it my way. | He took care of his grandson on his own after Rory’s grandmother passed on and never quite gave in to his ailments and incapabilities. |
| And may I say, "not in a shy way". | Granda was never quite shy - always charming himself to pretty women and being absolutely frank when it required him to be. |
| To say the things, he truly feels,  
And not the words of one who kneels. | The instance when he had to tell his son not to return after he had left Rory and his mother. He took over the caring of Rory on his own, never once trying to find the son he had dismissed. |
| The record shows, I took the blows,  
And did my way. | Perhaps the blows that granda might have felt is when his only son leaves the house for good; and then later, when his wife dies and he tends to the upbringing of Rory on his own. Finally, a major blow could be his ailing health as well, requiring him to be taken care of instead of him taking care of Rory. |
(Accept any suitable answers)

**ACTIVITY 15**: What a wonderful world

**TASK A**

Working in a small group, complete the table below:

<table>
<thead>
<tr>
<th>Character</th>
<th>What They Do To Help</th>
</tr>
</thead>
</table>
| Darren    | 1. He helps Rory come with an excuse for Mrs. Foley as to why Rory had not passed up his homework.  
2. He is a good listener and although he conveys his mother’s messages/opinions to Rory, he himself is worried about the burden of responsibility that his dear friend has to bear.  
3. Darren comes up with the solution that Rory and Granda could ‘escape’ to his mother’s secluded but comfortable caravan when Rory knew he had to take his grandfather away from Rachnadar. Rory swears Darren to secrecy and in turn the latter sneaks Rory the spare key of the caravan.  
4. Later, Darren texts Rory to warn him that the police know where Rory and his grandfather are and encourages him to run away.                                                                                                                                                                                                                                                                                                                                 |
| Sammy     | 1. When Rory and Granda have to leave the first caravan, and are unable to run away fast because of Granda’s health, Sammy comes up from behind to lead them out of the police search. He practically offers his  
2. Sammy is a kind man, he wants to help the two of them escape the police and the media.                                                                                                                                                                                                                                                                                                                                 |

Darren Fisher is Rory’s best pal and genuinely likes Granda too.
help, leading them through the trees and bushes.

2. Sammy explains that the police would have got to Rory and Granda if he and Tyrone had not helped them instead. They had actually recognised them on TV and decided that they would be the ones to help when it was needed.

3. Sammy understood Granda’s initial mistrust of them but he was willing to drive the camper van out of police scrutiny and move on to his brother’s place far south to Dundee.

4. At the railway station, Sammy gives Rory his mobile number and makes Rory promise that he will call Sammy if he needed anything.

<table>
<thead>
<tr>
<th>Annie and Rab</th>
<th>1. Rab takes them under his wing when he sees that Granda is unable to continue driving the stolen car and allows them to stay in his flat.</th>
<th>Rab is the petrol station attendant who recognises them and wants to help them. Annie is Rab’s girlfriend.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Rab is keen to get a doctor to look into Granda’s health and reassures Rory that he would turn them in.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. It is Rab who first suggests to Rory that he should go to Liverpool to meet his father.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. When the police are looking for the stolen car, Rab comes up with the idea of driving to the border and to hand them over to his girlfriend, Annie who would then take them closer to Liverpool.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Annie later drives them to Norma’s house.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Norma and Nicol</th>
<th>1. Norma prepares a great dinner for both of</th>
<th>Norma is Annie’s cousin. Nicol is Norma’s cousin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicola</td>
<td>them. Nicola is adamant that the both of them have done the correct thing. 2. Norma has agreed to drive them to Liverpool. 3. Norma actually tells the police when she realises that Rory’s dad has to know of their whereabouts.</td>
<td>daughter.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Dr Nicol</td>
<td>1. Cares for Granda and provides him with the necessary pills. 2. Is very concerned about Rory and about how he has to care for his grandfather at such a young age. 3. He is fond of both Rory and Granda – thinks they are like “a double act”. 4. Tell Mister McIntosh that he is indeed a lucky man to have a grandson like Rory 5. He is concerned for both of them and was going to do his best to get a home help. Finally, he arranges for Val Jessup - a social worker, to take care of the affairs of Granda and Rory.</td>
<td>An old family friend and doctor who cares for Granda and is also worried for Rory and his responsibilities.</td>
</tr>
<tr>
<td>Val Jessup</td>
<td>1. She is nervous about Rory living alone in the flat after the fire mishap and so drives him to the children’s home in Castle Street. 2. She takes Rory to the hospital to see his grandfather but keeps her worries about the latter’s health a secret. 3. Eventually, it is she who tells Rory that the</td>
<td>A social worker who, in her enthusiasm in her first case, really takes to heart about Granda and Rory.</td>
</tr>
</tbody>
</table>
authorities have moved granda to the old
people’s home and that Rory, being young,
really cannot take the responsibility of
caring for his aged and unwell grandfather.
4. When Rory and his grandfather are on the
run, Val Jessup appears on TV to address
them, appealing for them to get in touch,
stating that the authorities were only
worried about them and that it was
granda’s health that was the main concern.

TASK 2

✓ **The Importance of Family**: Sacrifices for family are honoured and explored, as are the family bonds that survive adversity.

✓ **Family responsibility in the novel is best displayed by Rory’s constant care of his grandfather.**

✓ Very early in age, Rory has realised that ‘there was only Granda and me’ to make up a family. Rory does not know any other family love (his father had left them when he was very young. Granda had taken care of him all his life and now, as Granda is getting old and forgetful, and is never quite well, it is his turn to look after him.

✓ Rory makes sure that Granda takes his pills, and often leaves school on time (sacrificing his game of football) to get hot pies for their lunch.

✓ When Granda is sent to Rachnadar, Rory knows that he has to get him away from that place. Though torn with desperation at times (Granda’s carelessness with the chip pan had landed him in hospital and Rory at Castle Street), Rory plans the Great Escape and gets him away from the hospital where they put old people in.

✓ From now on, Rory is responsible in keeping Granda well and away from public scrutiny. Nevertheless, help comes in the most unexpected manner and it is also Rory’s responsibility to accept the help offered and to be with his Granda at all times.
As a young care-giver, Rory is bent on keeping his granda free, and away from Rachnadar. He also ignores others’ pleas to not take up the responsibility of caring for his grandfather. For Rory, it was important that he do everything he could for both of them so that they could be together, “the way they were meant to be.”

Rory, despite his young age, is also aware that if he does not take care of his Granda, the old man could be put into a home and what then will happen to Rory? Where would he go? (Dynamics of family relationships)

**Issues of Personal Development in the novel:**
- Growing Up/Maturation/discovery of self
- Morality to guide one’s actions
  - defend what is right
- Adult or child relationship
  - Support of other people
  - Acceptance of self and others
- Respect for authority
- Accepting responsibility
ACTIVITY 15 : Chapter by chapter

Chapter 1

1. Where do we first meet Rory and Granda?
   We first meet Rory and Granda in the waiting room of a clinic.

2. Who is Doctor Nicol?
   Doctor Nicol is their family doctor.

3. Why did Rory ask Granda to “sit down, Granda and behave yourself.” (page 1)
   He was asking many questions that Rory thought inappropriate.

4. Why did Rory throw the vase of water on Granda?
   Granda was on fire.

5. What do you think home help is?
   Home help is someone who is hired to help out with the housework.

Chapter 2

1. What happened to Rory’s homework jotter?
   Granda had accidentally put it down the rubbish chute.

2. Who is “holy Foley”?
   She is Rory’s class teacher.

3. Why did Rory’s classmates love Granda?
   They thought his exploits were hilarious.

4. What did Rory tell his teacher about his homework?
   He told his teacher the truth, that he had lost his homework.

5. Why did Rory sneak to the bakers’ every afternoon?
   To get lunch for himself and Granda.

Chapter 3

1. Why did Darren say Rory was turning into “a lassie”?
   He’s stopped playing football.
2. Why doesn’t Rory play football anymore?
   He has to take care of his grandfather

3. What is “Rachnadar”?
   It is the local old folks’ home

4. What happened to Rory’s father?
   He had left Rory and his mother when Rory was just a baby

Chapter 4 and 5

1. What did Granda do in the toilet?
   He smoked his pipe

2. What happened to Mrs Foley’s coat?
   Granda’s pipe set it on fire

3. Why is Darren’s mom worried about Rory?
   She thinks that he has too much responsibility for his age

4. Who is Val Jessup?
   She is a social worker, assigned to their case.

5. Who tells Rory about the incident at his flat?
   The baker

Chapter 6 and 7

1. What had caused the fire?
   Granda had left the chip pan on.

2. Who is “Big Man” and what does Rory ask from him?
   The “Big Man” is God. Rory asks Him to wake Granda up

3. What is “Castle Street”?
   It is a children’s home

4. What was Rory’s first impression of Castle Street?
   It looked just the kind of place wizards and warlocks would live in.
5. What caused the sudden “wild commotion”?
   The commotion was caused by Tess, one of the children at Castle Street

6. Why couldn’t Rory sleep that night?
   His mind was a jumble of emotions

Chapter 8 and 9

1. Why did Rory refer to Tess as the monster?
   She scares Rory with her violence and anger

2. Why do you think Tess gets special treatment?
   She is unpredictable and dangerous to other children

3. How did Granda react when he found out Rory had spent the night at Castle Street?
   He became agitated

4. Why did Rory want to paint the flat?
   To welcome Granda

5. Who did Granda say visited him at the hospital?
   John Wayne

Chapter 10, 11 and 12

1. According to Darren, why did Mrs Foley seem extra concerned about Rory?
   She wanted to foster Rory

2. Where had they moved Granda?
   To Rachnadar

3. Why was Granda crying?
   He was upset to be sent to Rachnadar

4. Why did Rory pick a fight with Tess?
   He had had a bad day and he could not stand Tess’ attitude anymore

5. What did Rory decide to do?
   He decided to run away with Granda
Chapter 13 and 14

   He gave Rory the spare key to his mother’s caravan

2. What was Rory’s plan?
   He would take Granda and they would make their way through the wooded grounds, to the old back road station. There they would catch a late night train down the coastal line to the park where the caravan was.

3. Where was their first hide out?
   Darren’s mother’s caravan

4. Why was the caravan so well-stocked?
   His mother was always scared they might get snowed in and has to fend for themselves.

5. How could Darren warn Rory?
   He would text Rory

Chapter 15 and 16

1. What did they have for breakfast the first morning in the caravan?
   Marmalade and crackers

2. Why did Granda whoop like a cowboy?
   He caught a fish

3. How did Granda react to the travellers?
   He spoke to them in a voice that was harsh and unfriendly

4. What two talents did Rory learn about his grandfather?
   He knew what berries to pick and eat and he knew the name of almost every bird that called out through the trees

5. Who did Rory hear Granda talking to at night?
   His grandmother, Bella

Chapter 17 and 18

1. Why did Rory throw his phone away?
   It was of no use to him anymore and he did not have anywhere to charge it
2. Why did the police block the entrance to the park?
   To block any other vehicle from coming in or going out.

3. What did Granda ask Rory to do? (pg 81)
   He asked Rory to make a run for it.

4. Who helped them escape the police?
   The travellers, Sammy, his wife, Ruby and their son, Tyrone.

5. How did they recognise Granda and Rory?
   They had seen photographs of Rory and Granda on the television.

6. What did Tyrone and Rory have in common?
   They were both afraid of being taken away from their loved ones.

---

**Chapter 19 and 20**

1. What is Ruby’s nickname for Granda?
   Handsome

2. Where were Tyrone and his family taking them?
   They were going north.

3. What did Val Jessup say on TV?
   She pleaded to them to get in touch.

4. Why did Rory have doubts after seeing Darren’s mother on TV?
   She reminded him that his Granda was ill and he started to wonder if he was doing more harm than good.

5. What happened to Tyrone’s sister?
   She ran away to stay with her aunt in a house.

6. Why was Rory embarrassed by all the times he had slammed the door on travellers when they had come selling their wares?
   He was touched because Tyrone and his family, who were travellers, were being so nice to him.
Chapter 21 and 22

1. Who did Granda dance with?
   Ruby

2. What did Ruby tell Rory about his future?
   She told him that he would go to the authorities. He would also have more
   adventures and a terrible sadness.

3. Why did they have to leave Tyrone and his family?
   The authorities suspected the travellers were harbouring them

4. Where were Granda and Rory going?
   They were going to Glasgow by train.

5. How did Granda feel about leaving the travellers? Why do you say so?
   He felt sad. He had tears in his eyes.

Chapter 23 and 24

1. Why didn’t they sit together on the train to Glasgow?
   To reduce suspicion that they were the runaways; also Rory could keep an
   eye on his Granda if he sat further away

2. Why did they get off the train at Perth?
   A lady seemed to have recognised them and Rory was afraid that she was
   going to sound the alarm

3. Why did the boy grab Rory?
   He recognised Rory and thought that it would be his “big break” if he turned
   them in.

4. What did Granda do to him?
   He knocked him unconscious with a bottle

5. How did Granda react to Rory’s desperation at what to do next?
   Granda calmly stated “We’re going to steal a car.”

6. How does Granda know how to hot-wire a car?
He was once a motor mechanic and knows everything there is to know about motors.

7. Why does Granda pick the old Corsa?  
   He doesn't know how to hot-wire a new car.

8. Why did Granda’s driving terrify Rory?  
   Granda was speeding and overtaking on the wrong side of the road

Chapter 25 and 26

1. What is the significance of the song “My Way”?  
   Granda felt that he was doing things (escaping) his way

2. Whom did they meet at the petrol station?  
   Rab

3. Why was Rab willing to help them?  
   Rab explained that they were not criminals; that is, they were not going to jump at him and steal his cash

4. Why was Granda taken up by Rab?  
   Rab was very kind and showed genuine concern

5. Why are people helping them?  
   Most of the general public thought that they should be kept together at all times

6. What was Rory’s big discovery as he listened to the TV reporter?  
   Rory realised that he and his Granda were not alone because they knew that there was a son or father

Chapter 27 and 28

1. What was society’s response to the two of them running away?  
   They felt that it had happened because of a breakdown of community and the failure of social workers

2. What was Rab’s advice to Rory?  
   To find Rory’s father in Liverpool

3. What did Rab’s plan involve?
He had planned for a whole line of people to take both of them to Liverpool

Chapter 29

1. “Life is not like a movie.” What do you think Rory means by this?
   He realised that their escape was unpredictable and anything could happen; the situations were real and not fantasy

2. Why does Rory keep Liverpool a secret from Granda?
   He knows that his Granda does not like even the mere mention of his father what more meeting him

3. How does Granda finally know that they were going to Liverpool?
   He read the subtitles on the TV screen

Chapter 30 to 33

1. Why did Granda not want to meet Rory’s father again?
   He was afraid that the father would hurt them too much if he turned his back on them again

2. Why do Rory and Granda leave Nicola’s house in a hurry?
   Norma had informed the police about them

3. Why did Granda refuse to leave the cold bus shelter?
   Rory wanted to return because he felt that his grandfather needed more comfort and that he wanted them to stay together as long as he could

4. What were Ruby’s words that kept playing on Rory’s mind?
   No one had caught them; instead Rory had gone for help.

5. “...a terrible sadness.” What is this sadness about?
   That Granda would die

6. What is the outcome of the above?
   He met his father; Granda eventually recovered in the hospital and the family was reunited.

7. “I’d find what I was looking for.” What was it that Rory was looking for?
   A family. Rory knew that even if Granda dies, he would not be alone again.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baffled</td>
<td>v. to prove too difficult or complicated for somebody to understand</td>
</tr>
<tr>
<td>Barring</td>
<td>v. excluding</td>
</tr>
<tr>
<td>Battering</td>
<td>n. repeated beating</td>
</tr>
<tr>
<td>Belching</td>
<td>v. releasing gas from mouth noisily</td>
</tr>
<tr>
<td>Berserk</td>
<td>Adj. behaving in an uncontrolled way as a result of anger or irrational feeling</td>
</tr>
<tr>
<td>Billowing</td>
<td>v. to fill with air</td>
</tr>
<tr>
<td>Bonny</td>
<td>Adj. attractive</td>
</tr>
<tr>
<td>Chute</td>
<td>n. slope to drop things down</td>
</tr>
<tr>
<td>Commotion</td>
<td>n. fuss, turmoil</td>
</tr>
<tr>
<td>Defiantly</td>
<td>Adv. disobediently</td>
</tr>
<tr>
<td>Drooling</td>
<td>v. dribbling saliva</td>
</tr>
<tr>
<td>Eerie</td>
<td>Adj. unnerving or unusual way</td>
</tr>
<tr>
<td>Embellished</td>
<td>v. beautify something by adding decorations</td>
</tr>
<tr>
<td>Engrossed</td>
<td>v. to take up somebody’s whole attention</td>
</tr>
<tr>
<td><strong>Word</strong></td>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Forecourt</td>
<td>n. an open area in front of the building</td>
</tr>
<tr>
<td>Gables</td>
<td>n. the triangular top section of a side wall</td>
</tr>
<tr>
<td>gnashing</td>
<td>v. grinding your teeth</td>
</tr>
<tr>
<td>Gruffly</td>
<td>Adj. harsh-sounding or throaty</td>
</tr>
<tr>
<td>Guffawed</td>
<td>v. laughed loudly</td>
</tr>
<tr>
<td>Hollering</td>
<td>v. yelling, loud cry</td>
</tr>
<tr>
<td>indignation</td>
<td>n. anger at unfairness</td>
</tr>
<tr>
<td>Jotter</td>
<td>n. note pad</td>
</tr>
<tr>
<td>Ominous</td>
<td>Adj. threatening, suggesting that something bad is going to happen</td>
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<tr>
<td>Platter</td>
<td>n. a variety of prepared food</td>
</tr>
<tr>
<td>Rattled</td>
<td>v. to make somebody to lose composure</td>
</tr>
<tr>
<td>Rucksack</td>
<td>n. a large bag usually with two straps and a supporting frame, a backpack</td>
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<tr>
<td>Scurried</td>
<td>v. to move at a hurried space</td>
</tr>
<tr>
<td>Shuffling</td>
<td>v. walking without lifting feet</td>
</tr>
<tr>
<td>Sledgehammer</td>
<td>n. a large hammer</td>
</tr>
<tr>
<td>sloshing</td>
<td>v. spilling liquid clumsily</td>
</tr>
<tr>
<td>Slurped</td>
<td>v. drank something noisily</td>
</tr>
<tr>
<td>Smouldering</td>
<td>v. on fire, fiery</td>
</tr>
<tr>
<td>Stealthily</td>
<td>Adv. Silently, sneakily, cautiously</td>
</tr>
<tr>
<td>Tinkers</td>
<td>n. travellers (in former times, somebody who travelled from place to place to mend metal household items such as pots and pans)</td>
</tr>
<tr>
<td>Tutting</td>
<td>v. expression of irritation or disapproval, to make a clicking sound with tongue to express annoyance or dissatisfaction</td>
</tr>
<tr>
<td>Wary</td>
<td>Adj. cautious and alert for problems</td>
</tr>
<tr>
<td>Waxen</td>
<td>Adj. pale and unhealthy looking</td>
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ESSENTIAL QUESTIONS FOR NOVEL ANALYSIS

Answer the following questions about your novel in essay form. As you work through the different sections of questions, you will be composing an essay that analyzes the novel you have read.

PLOT
- What is the story about? What are the main events in the story, and how are they related to each other?
- Are the main events of the story arranged chronologically, or are they arranged in another way?
- To what extent is this a "formula" story? How is the story narrated? Are flashbacks, summaries, stories within the story used?
- Is the plot fast-paced or slow-paced?
- Is the ending of the story happy, unhappy, or indeterminate? Is it fairly achieved?
- Does the plot have unity? Are all the episodes relevant to the total meaning or effect of the story? Does each incident grow logically out of the preceding incident and lead naturally to the next?

SETTING
- Where and when does the action take place?
- How does the setting affect characters in the story?
- Does their environment give them freedom, satisfaction, or enjoyment, or does their environment make them feel trapped, dissatisfied, or unhappy? Why?
Describe the social forces and institutions that shape the characters and their lives: political, social, economic, philosophic, religious, educational, etc.

CHARACTER

Describe the main character's situation. Where does he/she live? Does he/she live alone or with others? What does the main character do for a living, or is he/she dependent on others for support?

What are some of the chief characteristics (personality traits) of the character? How are these characteristics revealed in the story? How does the main character interact with other characters? Note the degree of complexity of his/her behaviour, thought, and feelings; their appearances, their habits, mannerisms, speech, attitudes and values.

What is the main character's attitude towards his or her life? Is he or she happy or sad, content or discontented? Why?

What sort of conflict is the character facing? How is this conflict revealed? Is it resolved? If so, how?

At the end of the story, is the main character different from how he or she was at the beginning of the story? In what way has the character changed? What has caused this change?

POINT OF VIEW

What point of view does the story use? Is the story told from a first-person perspective, in which the narrator is one of the characters in the story, and refers to himself or herself as "I"? Or is the story told from a third-person perspective, in which the narrator is not one of the characters in the story or may not participate in the events of the story?

Is it consistent in its use of this point of view? If shifts are made, are they justified?

What are the advantages of the chosen point of view? Does it furnish any clues as to the purpose of the story?

IMAGERY

What scenes, moments, descriptive passages, phrases, or words stand out in your reading of the story?

Did a particular image make you feel happy, or frightened, or disturbed, or angry? Why?

How do you think your reactions to the imagery in the story contribute to the overall meaning of the story?

TONE

What is the author's attitude toward actions or events?

Is the story humorous or tragic or frightening? Does the author want you to laugh or cry, to feel happy or sad, and to experience anger or fear?

THEME

Is there more than one theme? Does the theme support or oppose popular notions of life? Does the theme offer a new insight into human experience or does it support an old (traditional) one?
What lesson or message does the author want the reader to understand from the story?
Are there any objects which seem to have a symbolic meaning? What are their meanings? Do any people act as symbols in the story? What do they represent?

GENERAL QUESTIONS
What light is thrown on the story by its title?
Did you enjoy reading the book? What aspects of the book gave you pleasure, and why?
Does the story chiefly offer escape? Purpose?
What are the novel's strengths? What are the novel's weaknesses?

SOME IMPORTANT EVIDENCE FROM THE TEXT

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>EXPLANATION</th>
<th>EVIDENCE</th>
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| 1. Rory’s responsibility of taking care of grandpa | Rory is aware of his responsibility of taking care of his granda | 1. My granda never forgot to take his pills; because I made sure he took them.  
2. Sometimes living with my granda was like having a baby in the house.  
3. Did she see me sneak into the bakers’ at the corner for two hot pies? Did she know already that Granda never had my lunch ready? Granda relied on me to bring him his lunch everyday. I had to go home at lunch time. I had to make sure he was taking his pills.  
4. My granda had taken care of me all my life. Now, when he was getting old and forgetful and was never quite well, now it was my turn to look after my granda.  
5. But if it wasn't my responsibility, then whose was it?  
6. Are you alright Granda? As long as I'm with you.(ch 26) |
| 2. Rory treats his grandpa like a young child. | 'Now sit down, Granda, and behave yourself.'  
2. The trouble is, he just doesn’t know how to handle my granda like I do. You’ve got to throw the insults right back at him, and my dad can’t do that. Every |
| 3. Rory recognises Granda’s carelessness with fire. | 1. ‘You were on fire, granda. I put you out.’ It hadn’t been the first time either... granda had set something on fire with that pipe of his. He never put it out properly. He always left it to smoulder.  
2. Left electric ring switched on and burned a pot.  
3. Granda’s coat is accidentally set on fire when he is in school for Parent’s Day. |
|---|---|
| 4. Concept of Family | 1. There was only Granda and me. Were the two of us enough to make a family?  
2. We still had each other (chp 12)  
3. He can behave anyway he wants. He’s the best granda in the world. (chp 12)  
4. I wanted to tell him that I had done this for both of us, so we could be together, the way we were meant to be. I wanted to tell him that I would anything so we could be together. Anything. (Chp 14).  
5. No, Granda, we’re a team. Together. There was no other way. (chp 17) |
| 5. Granda’s pride | 1. I moulded him into the boy he is today.  
2. “You’re a great boy Rory...I don’t deserve ye”  
3. ‘The only son I’ve got now is you, Rory. You’re the best boy that ever lived. I don’t need anybody else, and neither do you.’  
4. I’m a lucky man, Rory. A lucky, lucky man. What did I do to deserve a boy like you? You’re the most special boy that ever lived. You’ve done all this for me?  
5. ‘I’ve not got a son, you’re my son. Nothing, nobody in between, eh?  
6. “We’re the news....(ch25) |
| 6. Others’ concern for Rory and | 1. ‘Rory can’t do everything...He’s only a boy...He needs help. (Doctor Nicol)  
2. (Damen’s mum) – “It worries my mum, Rory. |
<table>
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<tr>
<th><strong>his duties</strong></th>
<th>She says that at your age you should be playing football. You shouldn’t have that mind of....responsibility.”</th>
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<tr>
<td>3. (Val Jessup) – “You’re just a boy Rory. You can’t take the responsibility of your grandfather, not any more.”</td>
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<td>4. (Ruby) – ‘It was the boy we were thinking about. Same age as Tyrone.’</td>
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<tr>
<th>7. Granda’s failing memory</th>
<th>Granda was always forgetting where he had put things away.</th>
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<tbody>
<tr>
<td>1. My Granda was always putting it away ‘somewhere safe’ and then couldn’t remember where. (homework)</td>
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<tr>
<th>8. Granda was a hit with Rory’s friends.</th>
<th>Rory’s friends all loved Granda – they thought his exploits were hilarious.</th>
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<tr>
<td>1. I was kinda proud that my granda was everybody’s Granda.</td>
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<th>9. Rory’s sacrifice</th>
<th>Rory does not play football even though he is good at the game.</th>
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<tr>
<td>‘You’re a good little footballer. You should be in the team.’ ‘You were in the team once. ‘You should be in the team Rory. ‘Anyway, you know I can’t get to football practice. How would I get to the games? Who would look after my granda?’</td>
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<tr>
<th>10. Rory’s plight about Rachnadar</th>
<th>Rory knows that the old people’s hospital is the last place for his granda.</th>
</tr>
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<tbody>
<tr>
<td>1. My granda will never go into a home. It will kill him.</td>
<td></td>
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<tr>
<td>2. “I’m never going back. I’d rather die of cold and hunger and be free!”(chp 19)</td>
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<tr>
<th>11. Rory wants to know about his father.</th>
<th>‘I’m wondering what my dad was like, Granda.’</th>
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<tr>
<th>12. Granda does not like Rory’s father (his son)</th>
<th>‘He was a spoiled brat of a boy!...I was too old to be his dad....we both spoiled him rotten. Anything he wanted he got, and when he got it, he threw it aside.....he did the same thing with your mother.’ He did it with you too. He <strong>couldn’t face responsibility</strong>.</th>
</tr>
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<tr>
<td>2. ‘When he left Rory, I told him never to come back. Told him I washed my hands of him. Never wanted to hear from him again. He was a waste of space. A waste of space!’</td>
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<tr>
<th>13. Friends in their life</th>
<th>1. Val Jessup 2. Mrs Foley is relieved with the idea of a social worker, assigned to our case.</th>
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<tr>
<td>- a socialworker, assigned to our case.</td>
<td></td>
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<tr>
<td>- ‘I’m glad about that at least. You do need some help.’</td>
<td></td>
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<tr>
<td>- What are you helping us for? – The police would have got</td>
<td></td>
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</table>
| 14. Rory’s pact with God | ‘Listen, Big Man, my name’s Rory. ….want him to wake up.’
(Ch 26) OK, Big Man, I need some help here. I can’t do this on my own.
**The Big Man works quickly sometimes. I wasn’t alone. I had a dad. He had a son. And it was time he lived up to his responsibilities.** (Ch 26) |
| --- | --- |
| 15. Children’s home in Castle Street | - ‘I’m only here till my granda gets out of hospital.’
- ‘No grandson of mine is going to Castle Street. Not when I’m alive.’ |
| Chapter 7 – Setting | Both Grandson and Grandfather look out for each other. |
| Granda’s reaction: | |
| 16. Rory’s trying times | Chapter 12 |
| i. The idea of Mrs Foley fostering loomed over me; | |
| ii. At Castle Street, Tess had to be watched constantly as I waited for her to launch herself at me again; | |
| iii. At Rachnadar, my granda retreated further and further into a shell |
| 17. Theme | People then cared about each other. Looked out for each other. Now...nobody cares about anybody but themselves. It’s a horrible world Rory. |
| Impact of the new world? | People are kind Rory. I thought the whole world was going to the dogs, and then you meet kindness like this. It’s a wonderful world, Rory.’ A wonderful world – Passing us like the baton in a relay race. People who didn’t even know us, but who were willing to help anyway. But we’re together. We’ll always be together. And I’ve found a family. |
| Kindness (ch 28) | |
| To find what he was looking for (Chp 33) | |
| 18. Running away | ‘If I were younger I’d run away from here somewhere where they’d never find me.’ |
| THE GREAT ESCAPE (chp 13) | Me and my granda were going to run away. |
### THE SECOND ESCAPE (CHAP 31) - Stone bus shelter

- Go to my mum’s caravan….it’s dead secluded. Nobody would ever find you there.

No Rory, nothing’s changed. I’d rather be here in this cold bus shelter with you than anywhere else in the world. I want us to stay together as long as we can. Is that a deal? “It’s a deal Granda”

But I had gone to them. Because I had no choice.

### 19. Reverse Roles

- **Rory prepares to get his granda out of Rachnadar.**

  “Where am I going, son?”… I looked up at him and a wave of love swept over me. My granda looked like a little boy, as if he were my baby brother, relying on me to make things better, just as I’d always relied on my granda.

  “I’m getting you out of here.”

  My granda was like a little boy, allowing himself to be led, without a word, without a question. Safe in the knowledge that I would look after him.

### 20. TV headlines

- **Val Jessup appears on TV.**
- **Darren’s mum on TV.**
- **TV reporter - chp 26**

  ‘We were in no trouble. The authorities were only worried about us both, especially my granda, whose health was a real concern.

  “Come back, son. Bring your granda. He can’t take this. He’s not well. You know that. You’ve got to come back.”

  - The question is how can an old man and a boy disappear like this? The answer had to be that people are helping them out. The public are very much on their side.

  Mister McIntosh’s son has been traced to Liverpool.

### 21. Rory’s worry

He is worried that Sammy will be in trouble for helping them. Rory learns a lesson never to judge anyone again.

‘Why should we? We haven’t kidnapped you. And you’re not escaped convicts. It’s a free country. You can go where you please.’

### 22. Ruby’s fortune

“Will they catch us?”

“No, they won’t catch you Rory”
<table>
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<tr>
<th><strong>telling</strong></th>
<th>“They won’t find you. It is you who will go to them. You won’t have nay choice.” “Never.” “Me and my granda, we’ll always be together, won’t we?” “You will meet people who will help you. And there will be people you can’t trust. You’re looking for something, Rory, and when you find it, everything changes for you. ....And a terrible sadness will come first. ‘Because of that terrible sadness, Rory, you will find the thing you’re looking for.”</th>
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| 23. Public responses over the TV national news | Chapter 27 – Public responses about: how the system had let us down; how it was all society’s fault; the breakdown of community, of family, the failure of social workers; everyone was blamed. | 1. If the old man had any sense he’d bring the ladde back home. He’s missing school and goodness knows what terrible things could happen to him.  
2. I think it’s wonderful! They don’t want to be split up, so what choice did they have?  
3. Leave them be. Let them live and die together. They’ve not done anything wrong.  
4. wasting police time....  
5. Ruby’s response: “People are taking sides about you, arguing about the rights and wrongs of your case. That’s good. The more people who know your plight, the better chance of you staying together.” |
| 24. Rory’s frustration (chp 30) | He hated his father for not coming up, asking to meet them. | I could have cried with frustration. I had thought I had figured it all out. Go to Liverpool. Let my grada’s son, my father, deal with it ....but now my granda knew my plan there was no way he would go there. |
| 25. Rory meets his dad | “Rory, I’m your dad.” “I was young, Rory, and stupid. Too scared to come back because my dad said he hated me. Didn’t want to see me again. But as soon as I saw the wo of you on the news I got in touch with the plie. Honest. Just give me a chance to prove I can be a good dad again, a good son.” |
Panel of Writers

Coordinators

Diana Fatimah Bt Ahmad Sahani  
Masreen Wirda Bt Mohammad Ali  
Tengku Ireneza Marina Tunku Mazlan  
Eileen Jessie Ah Guan  
Ng Yew Kee  

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(Panel Head)  

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SMK Raja Puan Muda Tengku Fauziah,  
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