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Panel of Writers
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THE FRUITCAKE SPECIAL

Synopsis

The story is about a young lady, Anna, who works as a chemist in Amos Cosmetics factory in New Jersey. She tries different concoctions to create the best perfume. One day, she accidentally discovers a perfume that can charm men and make them fall in love with her. In addition to using “the usual mix of flowers and things”, she decides to throw in a piece of fruitcake into the mixture. The mixture produces a perfume which smells pleasant. Anna dabs a little of the perfume on the back of her hands and keeps the rest in her handbag. She does not think too much of it as she knows that she has to make perfumes in a proper way. However, she later discovers Mr. Amos, her boss, is suddenly attracted to her. He even invites her for dinner and she accepts it.

That night, she uses her usual perfume called *Intrigue* for her dinner date. Mr. Amos behaves strangely when he comes to pick her up at her home. Instead of the friendly and flirty tone in the office, he seems uninterested. He tries to end the dinner quickly and tells her that it is a reward for her hard work at the factory. Anna is puzzled at the change in his reaction. She thinks it has something to do with the perfume she is wearing. She excuses herself to go to the restroom and applies a generous dab of the new perfume she has concocted. The perfume has the same effects on a waiter, who also declares his love for her. Upon returning to her table, she discovers Mr. Amos is once again besotted by her. Anna realises now that the perfume is responsible for his strange behaviour. When she returns to the table, she finds Mr. Amos with Sabina, a beautiful and young model. All of a sudden, Mr. Amos declares his love for Anna and the waiter too starts singing to her. Soon, a fight starts between Sabina, Mr. Amos, the waiter. Several waiters try to calm things down. Anna decides to leave the restaurant immediately and returns home.

The next day, she takes leave and investigates the fruitcake. Her conversation with Aunt Mimi reveals that Aunt Mimi actually buys the fruitcake from a strange old lady who uses a secret ingredient. Unfortunately, it is impossible to find the old woman as she has passed away recently. Two days later, Anna returns to work. She meets Sabina with Mr. Amos in his office and Sabina insults her. In anger, Anna splashes the perfume on Sabina. She then resigns from the company and finds a new job in the factory that produces *Intrigue*. Sometime later, Armstrong, the pizza boy who now owns the company, confesses his love for Anna.
THE FRUITCAKE SPECIAL

Elements

Setting

- Amos Cosmetic factory in New Jersey, USA

Anna works as a chemist designing new perfumes here. When she makes a new perfume with a little piece of fruitcake as part of the ingredients, she attracts her rich and handsome boss, David Amos, who has little regard for ordinary people.

- Home

Lives with her mother who is worried she is still single.

- French restaurant

It is an expensive place for food and drinks. David Amos brought her here for their dinner date. Both David and the waiter try to win Anna’s love and fight over her.

- Aunt Mimi’s apartment

Aunt Mimi lives in a nice little apartment on the other side of town. She wants to help Anna find a suitable husband.
Themes

- Physical attraction/superficial love versus true love
  David Amos has only been attracted to pretty young models in the past. However, after Anna wears the special perfume, he becomes physically attracted to Anna and thinks that he loves her. So does the waiter at the French restaurant who smells her perfume. Anna does not believe it because she knows that David Amos does not like plain girls like her.

  In contrast, Armstrong who has fallen in love with Anna when he was only a pizza delivery man, withholds his declaration of love until he feels that he is worthy of her love. He only dares to proclaim his love for Anna after he has become successful owner of a pizza company. Anna realizes that he truly loves her and would be a suitable life partner for herself.

- Integrity/self-respect
  Anna rejects both David Amos and the waiter as they are not genuinely concerned about her. She has integrity and has pride in her own worth. She resigned from her career at Amos Cosmetics because she did not like the way her employer, David Amos, belittled her, particularly in front of his snooty girlfriend, Sabina.

- Seeking the right life partner is fraught/filled with problems
  Anna faces wrong suitors, fights and job resignation before finding her true love.

- The influence of the supernatural is not desirable
  The special ingredient in the fruitcake that was mixed in the perfume did not bring happy consequences for Anna because she attracted the wrong type of men who were shallow and foolish. True love does not need supernatural aid.

- Fulfilling family obligations to marriage
  Anna was under pressure from her mother and aunt to get married because they were afraid that she was too old (27 years) to find a suitable life partner.
Values

Can you suggest some moral values after reading the story?

Here are some moral values:

- We must not be blinded by physical attraction.
- Appreciate ourselves for who we are and not depend on the supernatural.
- Do not be deceived by flattery/ We should appreciate true/sincere love.
- We should respect the opinions of our elders.
- Hard work is the key to success.
- We must not compromise our dignity.

Literary Devices in the Story

Point of View

This story is written from the first person point of view. The narrator is also the main character. The pronoun “I” is used. We see the events from Anna’s perspective. We can experience her thoughts and feelings.

Tone

The story is narrated in a humorous way.

Diction (the choice of words used in the story)

- Lighthearted/ humorous - …he smiled until I thought his face would break into two
- Casual – use of slang e.g. momma, guy
- use of clichés (overused expressions) e.g. I’m crazy about you; You are so beautiful
- simple vocabulary; short dialogues; lots of exclamation marks (!); unfinished sentences (…); use of italics (darling) to show emphasis and unexpected surprise
- American – boss
Simile

The story has several interesting and funny similes e.g. *he looked like a dog who had just found a bone; mouths wide open like a couple of fish, etc.*

Stereotypes

– e.g. *pretty young models; rich and handsome employer;*

Slapstick comedy

e.g. ridiculous behavior of singing waiter; silly fights

Imagery

The fruitcake ingredient makes the sophisticated perfume smell like a glorious mix of all natural, delicious, inviting and warm smells (*like fresh bread and flowers and sunshine all mixed together*).
To make predictions on the plot based on its title.

Distribute one worksheet to each student. Before students begin reading the story, ask them to complete questions 1 & 2. Ask students to predict the type of problem and characters of the story based solely on the title.

After reading the story, ask students to complete questions 3 & 4.

Discuss students’ predictions. Ask students to brainstorm on the suitability of the title.

Finally, have students suggest a new title for the story and justify their choice.

Bring pictures of a fruitcake or even a real fruitcake to arouse students’ interest.

This activity is also suitable for groups.
Think about the title of the story “The Fruitcake Special” and complete the table below.

Title of Story:

*The Fruitcake Special*

**BEFORE READING THE STORY:**

1. Based on the title, what do you think one problem in the story might be?

2. Based on the title, what types of characters do you expect to be in the story?

**AFTER READING THE STORY:**

3. Do you think the title is suitable? Give reasons for your answer.

4. If you could change the title of the story, what would it be? Why?
What's In A Word

Aim
To make predictions about the plot based on the words found in the text.

80 minutes

Materials
Worksheet SS2

Steps
1. Distribute two word clouds to each student. Get students to sit in groups of six.
2. Get the group members to look at the word clouds taken from the short story and predict what the story is about.
3. Answer the questions set. Call a representative from each group to read their groups’ version of the story to the class.
4. Discuss students’ predictions.

Notes
Prepare the 12 word clouds for each group.
Allow for students’ creativity.
What’s In A Word

Below are some words taken from the short story.

1. Write the title of the story.

2. What do you think the story is about?

3. Now read the story and see if your predictions are right!
To analyse the setting of the story.

Materials

Worksheet SS3

Steps

1. Distribute one worksheet to each student.
2. Students sit in groups and discuss the setting of the story.
3. Students fill in the graphic organizer with notes on the relevant aspects of setting.
4. Discuss students’ predictions and come to a common conclusion.

Notes

Teacher can pre-teach the four elements in the worksheet.
Discuss the following elements based on the story you have read. Complete the spaces provided with details from the story.

**THE FRUITCAKE SPECIAL**

**Setting**

**TIME**

**PLACE**

**ENVIRONMENT**

**MOOD**

_The Fruitcake Special_
**Aim**
To make predictions on the plot based on the pictures found in the text.

**Materials**
Worksheet SS4

**Steps**
1. Provide one worksheet for each student.
2. In pairs, ask them to discuss what they think the story is about based on the pictures.
3. Ask students to list out the predicted story line based on each picture.
4. Read the story together in class and see if your predictions are right.

**Notes**
Call good readers to take turns to read the story.
The pictures below are taken from the short story. What do you think the story is about? Are your predictions correct?
To analyse the development of the plot in the short story.

Worksheet SS5

Aim

Materials

Worksheet SS5

Steps

1. Provide one worksheet for each student. Put students in groups of 4.
2. Get students to look for relevant information on the elements of a short story.
3. Invite responses from each group.
4. Compare with teacher’s answers.

Notes

Teacher can also provide an A3 blown up version and get students to paste on wall for viewing and reporting.
Six-event Sequence

Aim

To sequence the plot of the story.

Materials

Worksheet SS6

Steps

1. Provide one worksheet for each student.
2. In groups, students discuss the plot of the story.
3. Students fill in the graphic organizer by selecting the six most important events of the story and put them in a logical sequence.
4. Teacher discusses the different events and the class as a whole comes to the agreed six.

Notes

Teacher can provide jumbled up events for weaker students.
Complete the sequence of the story in the boxes below. Pay attention to the six most important events.
**The Fruitcake Special**

**Activity SS7**

### Timeline

**Aim**
To analyse the development of the story.

40 minutes

**Materials**

Worksheet SS7

**Steps**

1. Provide one template for each student.
2. Divide students in groups of four.
3. Get students to sequence the important events provided.
4. Teachers asks for feedback from all the groups.

**Notes**

Ask students to note page references for each event.
Sequence the events on the left. Write the correct sequence in the timeline on the right. The first one has been done for you.

1. Anna works in the factory that produces Intrigue.
2. Two days later, Anna resumes work at the factory.
3. Anna throws a piece of fruitcake into the perfume mixture she is preparing.
4. Mr. Amos invites Anna for dinner.
5. Anna leaves the restaurant.
6. A fight starts between Sabina, Mr. Amos and the waiter.
7. Mr. Amos is attracted to her the first time she dabs the perfume on the back of her hand.
8. At the restaurant, Anna excuses herself to the restroom.
9. The waiter calls Anna via a telephone.
10. Armstrong, the pizza boy declares his love for Anna.
11. Anna pays a visit to Aunt Mimi’s.
12. Mr. Amos confesses his love for Anna.
13. Sabina sits next to Mr. Amos in the restaurant.
14. Anna is summoned to the office by Mr. Amos.
Students will examine how dialogue reveals character.

**Materials**

Worksheet SS8

**Steps**

1. Provide one worksheet for each student. Choose a favourite character and write his/her name in the center.
2. In groups, ask students to look for four passages with dialogues that say something about the speaker.
3. Write the quote in the speech balloons together with the page number where the dialogue is found. Underneath each quote, write what it says about the character.

**Notes**

Allow freedom for the paragraphs to be chosen.
Write your favourite character’s name in the center box. Find quotes from the story that show what the character implies.
**The Fruitcake Special**

**Activity SS9**

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**Character Factsheet**

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**Aim**

To analyse characters in the story.

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**Materials**

Worksheet SS9

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**Steps**

1. Provide one worksheet for each student.

2. In pairs, ask students to discuss and tick character traits that are relevant.

3. Choose their favourite character and give reasons why.

---

**Notes**

Some other character traits that might be added to the list depending on students’ suggestions.
The following is a character sheet of the major and minor characters. Tick (✓) the appropriate trait for each character.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Anna</th>
<th>Mr David Amos</th>
<th>Sabina</th>
<th>Aunt Mimi</th>
<th>Anna’s mother</th>
<th>Waiter</th>
<th>Armstrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambitious</td>
<td></td>
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<td>love-struck</td>
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<td>manipulative</td>
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<td>over-enthusiastic</td>
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<td>savvy</td>
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<tr>
<td>shallow</td>
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<td>traditional</td>
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<td>unkind</td>
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<tr>
<td>violent</td>
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</tbody>
</table>

Who is your favourite character? Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

24
To analyse characters

40 minutes

Worksheet SS10

Provide one template for each student.

Get students to discuss in pairs the main character based on the four aspects.

Teacher calls pairs to read and share their versions.

Teacher can assist by giving the first example for each element first.
To identify key literary elements in a short story

Worksheet SS11

Cut scrambled words and place them randomly in the class.

Ask each group to unscramble all the 12 words and write them on a piece of paper and say “Fruitcake!” when they have finished.

Correct answers based on the answer key.

Get students into groups to guess the meaning of each literary element. Then get groups to complete Worksheet S11 and suggest examples from the text.

Scrambled word cards need to be prepared.

This activity requires the answer key to be photocopied for each pair or to be displayed on PPT.
Unscramble the following words and give examples from the text where relevant.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>ieimls</td>
</tr>
<tr>
<td>2</td>
<td>hteoampr</td>
</tr>
<tr>
<td>3</td>
<td>eoisarncnipoti</td>
</tr>
<tr>
<td>4</td>
<td>polt</td>
</tr>
<tr>
<td>5</td>
<td>heetm</td>
</tr>
<tr>
<td>6</td>
<td>lmosby</td>
</tr>
<tr>
<td>7</td>
<td>ryino</td>
</tr>
<tr>
<td>8</td>
<td>rpraagpah</td>
</tr>
<tr>
<td>9</td>
<td>flicocnt</td>
</tr>
<tr>
<td>10</td>
<td>isnaotntag</td>
</tr>
<tr>
<td>11</td>
<td>asitotrgopn</td>
</tr>
<tr>
<td>12</td>
<td>nartraor</td>
</tr>
</tbody>
</table>
To select the most suitable meaning for each literary element in a short story

**Materials**

Worksheet SS12

**Steps**

1. Distribute one worksheet to each student. Ask each student to match the description to the correct literary element and fill in the third column with the correct number.
2. Get students to exchange their worksheets and correct answers based on the answer key.
3. Get students into groups to suggest examples of each literary element based on the story where relevant e.g. similes - mouths wide open like a couple of fish.
4. Finally, get groups to present their examples.

**Notes**

This activity requires the answer key to be photocopied for each pair or to be displayed on PPT. It is similar to Worksheet S12.
Can you guess the meaning of these literary elements in short stories?

Match the description in the first column to the correct literary element in the second column. Write the correct number in the third column.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>ELEMENTS</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) the hero or good person in the story</td>
<td>theme</td>
<td></td>
</tr>
<tr>
<td>2) story told in first person and is a true story</td>
<td>plot</td>
<td></td>
</tr>
<tr>
<td>3) something that stands for something else</td>
<td>exposition</td>
<td></td>
</tr>
<tr>
<td>4) story told from the &quot;I&quot; point of view</td>
<td>rising action</td>
<td></td>
</tr>
<tr>
<td>5) set of actions bringing the story to an end</td>
<td>conflict</td>
<td></td>
</tr>
<tr>
<td>6) the author's attitude toward the subject of his/her writing</td>
<td>climax</td>
<td></td>
</tr>
<tr>
<td>7) the opposing force(s) between the protagonist and antagonist</td>
<td>falling action</td>
<td></td>
</tr>
<tr>
<td>8) where a story takes place</td>
<td>resolution</td>
<td></td>
</tr>
<tr>
<td>9) plot in the story that builds to the climax</td>
<td>flat character</td>
<td></td>
</tr>
<tr>
<td>10) the high point of the story when the conflict is resolved</td>
<td>rounded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>character</td>
<td></td>
</tr>
<tr>
<td>11) come across as real people</td>
<td>protagonist</td>
<td></td>
</tr>
<tr>
<td>12) the force that opposes the protagonist</td>
<td>antagonist</td>
<td></td>
</tr>
<tr>
<td>13) to chart a course</td>
<td>tone</td>
<td></td>
</tr>
<tr>
<td>14) position from which the story is told to the reader</td>
<td>setting</td>
<td></td>
</tr>
<tr>
<td>15) a piece of prose that can be read in one sitting</td>
<td>autobiography</td>
<td></td>
</tr>
<tr>
<td>16) the main idea or message of the story</td>
<td>first person</td>
<td></td>
</tr>
<tr>
<td>17) story told from the &quot;he she they&quot; point of view</td>
<td>third person</td>
<td></td>
</tr>
<tr>
<td>18) stereotype</td>
<td>point of view</td>
<td></td>
</tr>
<tr>
<td>19) background information</td>
<td>symbolism</td>
<td></td>
</tr>
<tr>
<td>20) &quot;wrap up&quot; of the story plot</td>
<td>short story</td>
<td></td>
</tr>
</tbody>
</table>
Meeting New Vocabulary

**Aim**
To find meaning of new vocabulary.

**Materials**
Worksheet SS13

**Steps**

1. Distribute one worksheet to each student.
2. Ask each student to predict the meaning of three new words then find the meaning using dictionary.
3. Ask students to construct a sentence for each new word. Get students into groups to compile their words, meanings and sentences on mahjong paper.
4. Finally, get groups to display their work. Ask other groups to correct errors and provide feedback.

**Notes**
Students can present their work orally too.
In the space provided below, explain the meaning of any three new words you find in the story.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DRAWING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predicted meaning of words:

1. ____________________________

2. ____________________________

Definition from dictionary:

1. ____________________________

2. ____________________________

Based on the dictionary's meaning, use each word in a sentence:

1. ____________________________

2. ____________________________
Tell Me The Themes!

Aim
To identify two themes and give evidence from the story to support the answer.

Materials
Worksheet SS14

Steps
1. Distribute one worksheet to each pair.
2. Ask each pair to identify two themes and provide supporting evidence from the story.
3. Get pairs to get into groups of four to compile their work on mahjong paper.
4. Get groups to present their work. Provide feedback.

Notes
Groups can present their work using PowerPoint slides and suitable visuals.

Sources
URL: http://www.writedesignonline.com/organizers/evaluate.html
Date accessed: 13 October 2009
Suggest two themes you have learnt from “The Fruitcake Special”. Give evidence from the story to support your answer. You can use the graphic organiser to complete your task.

Themes

* *
To identify two moral values and give evidence from the story to support the answer.

Materials

Worksheet SS15

Steps

1. Distribute one worksheet to each student pair.
2. Ask each pair to identify two moral values and provide supporting evidence from the story.
3. Get pairs to get into groups to compile their work on mahjong paper.
4. Get groups to present their work. Provide feedback.

Notes

Groups can present their work using powerpoint slides and suitable visuals.
In the space provided below, suggest two moral values you have learnt from “The Fruitcake Special”. Give evidence from the story to support your answer.
To analyse changes in character development.

Worksheet SS16

1. Distribute one worksheet to each student. Ask each student to analyse how and why Anna’s values has changed as the story develops and provide supporting evidence from the story.

2. Get students to get into groups to discuss their answers.

3. Get groups to present their work on mahjong paper.

4. Provide feedback and ask students to relate their personal experiences where they become more mature and why.

Notes

Groups can present their work using powerpoint slides and suitable visuals.
In the space provided below, briefly explain how and why Anna’s values changed over time in the story “The Fruitcake Special”. Support your answer with evidence from the story. You can draw more bubbles if the space is not enough.
My Views About Anna

**Aim**

To give a personal response on the main character and the reasons why.

**Materials**

Worksheet SS17

**Steps**

1. Distribute one worksheet to each student.
2. Ask each student to explain whether he/she likes Anna and give reasons. Provide supporting evidence from the story.
3. Get students to peer-edit the answers to check for language errors.
4. Ask some students to present their work. Ask students to display their work.

**Notes**

Groups can present their work using powerpoint slides and suitable visuals.
In the space provided below, explain why you like Anna in the story “The Fruitcake Special” and give reasons for your answer.

Do you like Anna? Explain why.
AToZ Quiz

Aim
To summarise the short story.

20 minutes

Materials
Blackboard

Steps
1. Write all the letters of the alphabet on the board.
2. Invite students to go to the board. They must find a word from the short story that begins with the letter of the alphabet.
3. Teacher ticks the correct words that students have selected.

Notes
The words must be content words from the short story.

This activity is best done after the text has been understood and serves as a wrap-up activity.
**THE FRUITCAKE SPECIAL**

**ACTIVITY SS19**

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## The Secret Recipe

### Aim

To encourage creativity in students.

### Materials

- Worksheet SS19

### Steps

1. Distribute worksheet SS19 to all students. Get students to discuss in groups the recipe of a fruitcake.
2. Get students to guess what the special ingredient is.
3. Students answer some comprehension questions related to the secret ingredient.

### Notes

- Allow for student creativity.
Below are the ingredients for baking a fruitcake. Think of a special ingredient that has been added attracted men to Anna.

1/8 cup chopped dried cranberries

1/4 cup dried cherries

1/4 teaspoon ground cinnamon

1/4 cup dried currants

1/2 cup butter

1/4 cup packed brown sugar

1/4 cup chopped pecans

Answer the following questions:

1. Where can you get the secret ingredient?

________________________________________________________________________

2. How much does it cost?

________________________________________________________________________

3. What can it do?

________________________________________________________________________

4. Why do you think the ingredient is kept a secret?

________________________________________________________________________
To encourage creativity in students.

Materials

Worksheet SS20

Steps

1. Distribute Worksheet SS20 to all students. Put students into groups of 4. Students to discuss the whole story and to fill in the story map with relevant details.
2. Teacher asks groups to paste their versions on the wall. Each group selects one reporter to explain the group’s version.
3. Each group selects one reporter to explain the group’s version. Students move around to look at other groups’ product.
4. Students move around to look at other groups’ product. Teacher summarises the story. Teacher summarises the story.

Notes

Group work. Allow for student creativity.
Title of story ____________________

In this story, the problem begins when __________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

After this, _________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Next, ________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Then, _____________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

The problem is finally solved when ____________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

The story ends ____________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
**Aim**
To research on careers and present information.

**Materials**
Worksheet SS21

**Steps**

1. Form students into groups.

2. Ask each group to select one type of career suitable for women and research on the following aspects:
   - importance
   - qualifications
   - job specifications
   - challenges
   - prospects, etc.

3. Groups display their information on large posters or present their work using powerpoint slides and suitable visuals.

4. Suggested follow-up activity: Forum on “Career Opportunities for Women”.

**Notes**
Instead of a forum, students can debate on the topic “This house believes that the woman’s place is in the home” or other suitable topics.
Task:

1. In groups, select one type of career suitable for women and research on the following aspects:
   - importance
   - qualifications
   - job specifications
   - challenges
   - prospects
   - other interesting facts

2. Display your information on large posters or present your work using powerpoint slides and suitable visuals.

3. Suggested follow-up activities:

   (i) Forum on “Career Opportunities for Women”. Note: The forum could either be a simulation with students acting as different professionals or the class could invite speakers from different professions.

   (ii) Debate: “This house believes that the woman’s place is in the home”.

I had never heard my boss speak to me like that before. Or to anybody else, come to think about it. David Amos is a dark, handsome English guy who would never dream of saying nice things to ordinary looking girls like me. He preferred to be with pretty young models who liked his appearance and his money. When he did speak to the chemists he was usually complaining about something. Was he playing some kind of joke today?

Suddenly he came over right next to me. He spoke in a quiet voice close to my ear.

“You know Anna, I've never really noticed it before – I can’t think why – you really are a beautiful woman!

Mr. Amos. I ….” I tried to answer but I didn’t know what to say.

“No, it’s true, Anna,” he said. “I must see you outside this dull factory. Will you have dinner with me tonight?”

“Well, I …” I was still too surprised to speak properly.

“That’s great! I’ll pick you up at your place tonight at eight. See you then,” he said.

He was gone before I could say anything.

1. **How does David Amos look like?**

2. **How does Anna describe herself?**

3. **Why do you think David Amos suddenly noticed Anna’s beauty?**

4. **What do you think this extract shows us about David Amos’s character? Give a reason for your answer.**
Aunt Mimi. I like my Aunt Mimi, but she simply can’t mind her own business. She has wanted me to find a husband for ages. She didn’t like the thought of me being single and having a career. She thought it wasn’t natural for a twenty-seven-year-old woman like me not to be married. Aunt Mimi thought that the least she could do for me was to find me a husband. I was used to this by now, but it was still embarrassing.

1. “…but she simply can’t mind her own business”. What does this phrase tell us about Aunt Mimi?

2. What is Aunt Mimi worried about?

3. What does Aunt Mimi want to do for Anna?

4. What do you think is the right age to get married? Give a reason for your answer.
Read the extract below and answer the questions that follow.

I went to the front door. It was Armstrong, the pizza delivery man. He was holding up a pizza box which had “Armstrong’s Peachy Pizzas” in big letters on the front. Armstrong now owned the pizza company.

He explained that he’d fallen in love with me when he first delivered pizza to us; but he wanted to be a success before asking me out. He said I deserved no less. Then he gave me some flowers. I never really noticed before, but Armstrong is quite good looking: a bit short maybe, a little thin on the top – but nobody’s perfect.

1. Who visited Anna?

2. How do we know Armstrong is successful?

3. What do we know about Armstrong’s character based on this extract?

4. State the most important quality that you look in your life partner? Give a reason for your answer.
Aim: Producing a brochure list of Do’s and Don’ts when going on a date

Materials: coloured papers, printer, computer

Steps:
1. Get students in groups of 3-4.
2. Tell them to discuss the do’s and don’ts when dating someone for the first time. (see example below). Other possible topics: finding an ideal partner, making a fruitcake
3. Submit the brochure for assessment.
4. Students are encouraged to be as creative as they can!
Aim: Debate on a topic related to the story.

Time: 40 minutes

Materials: none

Steps:

1. Divide the class into two halves. Appoint a chairperson.

2. Write the motion of the debate on the board e.g. This house believes that being rich is the most important criteria for a life partner.


4. Both sides take turns to speak on the motion. Any member can speak on the motion. The teacher keeps a tally and decides on the winner based on the number of students who participate per group and the maturity of arguments.
Aim : Picture Stories

Time : 2-3 weeks

Materials : camera, A4 paper, coloured papers

Steps :

1. Divide the class into groups of four.

2. Tell students they are to take photos and to write dialogues of the characters in the short story using the ‘bubble’ technique.

3. Students submit their project for assessment.
Aim: To produce a class bulletin on the short story

Time: 1-2 weeks

Materials: A3 papers, computer, printer, publisher software

Steps:
1. Divide the class into groups of 4.
2. Show students a sample template of a bulletin (use Publisher software).
3. Tell students to promote the short story by including: information about the author and his works, interviews with the characters in the short story, reviews of the short story, etc.
4. Attach pictures and graphics to make it attractive.

Note: Alternatively, all the information are stuck onto a notice board (English notice board) which will be called a wall magazine.
THE FRUITCAKE SPECIAL

Aim : To produce a mini booklet on how the story will continue

Time : 1-2 weeks

Materials : A4 papers, computer, printer, pictures

Steps:
1. Divide the class into groups of 4.
2. Tell the students to continue the story. They will have to produce a mini booklet with a few chapters.
3. Discuss the information that must be included but leave creativity to students to produce the mini booklet.
4. Include pictures and graphics to make it attractive.
5. Collect for assessment.

The Story Continues...
Worksheet SS1: It's All In The Title

(Accept any suitable answers.)

Possible answers:

1. making a fruitcake
2. mother, cook
3. Yes, it was the special ingredient in the perfume that attracted men.
4. Secret Ingredient/The Perfume

Worksheet SS3: Setting

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
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</thead>
<tbody>
<tr>
<td>Twentieth century setting</td>
<td>The Amos Cosmetics Factory in New Jersey, USA- where Anna works</td>
</tr>
<tr>
<td>Contemporary</td>
<td>French restaurant- where Anna has a date with her boss</td>
</tr>
<tr>
<td>Modern times</td>
<td>Aunt Mimi’s apartment- where Anna has a conversation about the secret ingredient for the fruitcake</td>
</tr>
<tr>
<td></td>
<td>Home –where Anna stays with her mother</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace environment- e.g. office, factory</td>
<td>Tongue-and-cheek (lighthearted)</td>
</tr>
<tr>
<td>Social environment- e.g. the French restaurant</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet SS5: Story Plot

**Exposition**
- Sabina works in a Amos Cosmetics Factory, USA
- She is a chemist and she designs perfume for the company

**Rising Action**
- One day, she mixes some fruitcake that her mum has packed for lunch into the perfume
- Strange things begin to happen- Mr Amos asks her for a date
- The waiter in the restaurant falls in love with her
- Mr Amos declares his love for her

**Climax**
- The fight that ensues in the restaurant between the waiter, David Amos and ends with Sabina punching him. Sabina leaves the restaurant in a hurry.

**Falling Action**
- Sabina tries to find out the secret recipe from Aunt Mimi.
- Sabina finds out the woman who keeps the recipe has passed away
- She goes to back to work after two days
- She is summoned to Mr Amos’ office
- In a fit of anger, Sabina throws the rest of the perfume to Sabrina

**Resolution**
- Sabina quits her job at Amos factory and Armstrong, the pizza delivery boy, declares his love for Sabrina

Worksheet SS6: Six-Event Sequence

1. Anna accidentally designs a perfume using a piece of fruitcake.
2. Mr. Amos becomes besotted with Anna because of the perfume.
3. Mr. Amos invites Anna for a date.
4. A fight takes place in the French Restaurant between the waiter, Mr. Amos and Sabina.
5. Anna visits Aunt Mimi to find out about the secret ingredient in the fruitcake.
6. Anna resigns from her job at Amos Cosmetics Factory.
Worksheet SS7: Timeline

3, 7, 4, 8, 9, 13, 12, 6, 5, 11, 2, 14, 10, 1

Worksheet SS8: Say You Say Me

E.g. David Amos

<table>
<thead>
<tr>
<th>Quotes</th>
<th>Implies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “I must see you outside this dull factory. Will you have dinner with me tonight?”</td>
<td>- impulsive behaviour</td>
</tr>
<tr>
<td>• “As a reward for all your hard work at the factory….Have this meal on me! I’ll pay for it!&quot;</td>
<td>- changes his mind</td>
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<tr>
<td>• “You must realise that I’m crazy about you darling.”</td>
<td>- unprofessional</td>
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<td>• “Anyway…I managed to calm them….Amos Cosmetics didn’t appear in the newspapers”</td>
<td>- reputation conscious</td>
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### Worksheet SS9: Character Factsheet

<table>
<thead>
<tr>
<th>Traits</th>
<th>Anna</th>
<th>Mr David Amos</th>
<th>Sabina</th>
<th>Aunt Mimi</th>
<th>Anna’s mother</th>
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<th>Armstrong</th>
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### Worksheet SS10: Say You Say Me

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>a chemist</td>
<td>amazed, surprised</td>
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<tr>
<td>ordinary looking</td>
<td>shocked</td>
</tr>
<tr>
<td>twenty-seven-year-old</td>
<td>nervous</td>
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<tr>
<td>single</td>
<td>embarrassed</td>
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<tr>
<td>career-minded</td>
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<tr>
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</table>
### BEHAVIOUR
- calm
- strategises
- exacts revenge on Sabina

### PERSONALITY TRAITS
- creative
- innovative
- savvy
- strong-willed
- determined
- proud

---

**Worksheet SS11: Language Arts Scramble**

1. simile
2. irony
3. metaphor
4. paragraph
5. personification
6. conflict
7. plot
8. antagonist
9. theme
10. protagonist
11. symbol
12. narrator

---

**Worksheet SS12: Vocabulary: What Am I?**

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<td>exposition</td>
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</table>
Worksheet SS13: Meeting New Vocabulary

(Accept any suitable answers.)

Possible answers:
- embarrassment - shame, distress, humiliation
- Intrigue - fascinate
- Romeo - a male lover
- lobster - a type of shellfish with large claws
- cosmetics - makeup

Worksheet SS14: Tell Me The Themes!

(Accept any suitable answers.)

Possible answers:
- physical attraction/superficial love versus true love
- integrity/self-respect
- seeking the right life partner is fraught/filled with problems
- the influence of the supernatural is not desirable
- fulfilling family obligations to marriage

Worksheet SS15: Moral Values Search

(Accept any suitable answers.)

Possible answers:
- We must not be blinded by physical attraction.
- Appreciate ourselves for who we are and not depend on the supernatural.
- Do not be deceived by flattery/ We should appreciate true/sincere love.
- We should respect the opinions of our elders.
Worksheet SS16: Anna's Values

(Accept any suitable answers.)

Possible answers:
- Beginning: blinded by physical attraction towards her boss
- Middle: began to realise that her boss was not sincere in his affection for her
- End: appreciated the true devotion of Armstrong

Worksheet S17: My Views About Anna

(Accept any suitable answers.)

Possible answers:
- self-aware/realistic but almost got charmed by Mr. Amos’s flattery
- determined
- creative and innovative
- loving

Have I Understood? : Practice 1

1. He is a dark, handsome English man.
2. She is ordinary looking.
3. The magical fruitcake special perfume was working.
4. He is a shallow man who is attracted to equally shallow pretty young models who are only interested in superficial things like physical appearance and wealth.

Have I Understood? : Practice 2

1. She is a busybody.
2. She is worried that Anna has not yet married even though she is 27 years old.
3. She wants to find a husband for her.
4. Accept any suitable answers.
1. Armstrong visited Anna.
2. He now owns the pizza company.
3. He is hardworking, focused and sincere.
4. Accept any suitable answers.
Glossary

- **cosmetics**: makeup
- **embarrassment**: shame, distress, humiliation
- **Intrigue**: fascinate
- **lobster**: a type of shellfish with large claws
- **momma**: mother
- **O Sole Mio**: *My Sun* – my one and only
- **Romeo**: a male lover, usually very romantic
Panel of Writers

1. Ira Bhattacharyya (Panel Head)
2. Rahmah Hj Sayuti
3. Adrian Robert
4. Xavier Manickam
5. Rashid Hj. Abdul Jalil
6. So Suez Pink
7. Pushparani Subramaniam (BTP)
8. Y.M. Tunku Ireneza Marina Tunku Mazlan (Coordinator)