

# The Turn of the Screw

Henry James



## About the author

Henry James was born in New York in 1843, of Scottish and Irish ancestry. Educated in New York, London, Paris and Geneva, he entered law school at Harvard in the United States but left after a year to concentrate on writing. From 1865 he was a regular contributor of reviews and short stories to American magazines.

In 1876 James settled in England, making it his home for the rest of his life. That year his first important novel, *Roderick Hudson*, was published. In the following thirty years he wrote some twenty novels, travel books, books of criticism and nearly 100 short stories. He also wrote a number of unsuccessful plays. His last great novel, *The Golden Bowl*, was published in 1904. He died in 1916, leaving two unfinished novels, prolific to the last.

James was fascinated by the differences between a sophisticated and tired Europe and a vital and naïve America. This is this theme that he continually returns to in such famous novels as *The American*, *Daisy Miller* and *Portrait of a Lady*.

He explored the English character with great subtlety. He had acute powers of observation and was fascinated by people, whom he loved to watch and analyse. The novel *What Maisie Knew*, belongs to this period.

## Summary

A young governess agrees to look after two orphans. Their former governess has died and their uncle and guardian wants nothing to do with them. The housekeeper is kind and the children, Flora and Miles, are charming. Miles's school, however, have written saying that he must leave.

After some weeks, the governess starts seeing the ghosts of an evil servant, Quint, who has died and the dead

governess. She suspects that the ghosts have taught the children to be wicked and want them to die. The children don't admit they see the ghosts.

The governess's ghost appears in the presence of Flora and the housekeeper, who say they can't see her. Flora becomes ill and the housekeeper takes her away from the house. In a last climactic scene, the governess feels that a terrible battle between her and Quint is in progress for the possession of Miles. When she thinks she is winning, Miles dies in her arms.

## Chapter 1

The night before Christmas a group of friends are gathered. Douglas mentions a ghost story that was passed on to him by his sister's governess before she died. The story is about her job as the governess of two children whose former governess had died. The children's guardian and uncle, with whom the governess falls in love, makes her promise she will not write to him.

## Chapters 2–3

The governess is welcomed by a kind housekeeper, Mrs Grose, and Flora, a beautiful girl. The boy, Miles, comes a few days later. A letter has arrived from school saying he cannot stay because he is dangerous. For some weeks everything is normal. In her walks in the park, the governess sometimes sees her employer's face, as she thinks of him. One evening she sees a man on the roof, and some time later, the man's face at a window. From her description, Mrs Grose infers it is Peter Quint, a former evil servant who is now dead.

## Chapter 4

Mrs Grose tells the governess about Quint. He was very close to Miles, and a dreadful man. The cause of his death is not clear. People say he was drunk and hit his head on a stone. The governess takes Flora to the lake and sees a woman on the other side. She intuitively knows it is the ghost of Miss Jessel, the dead governess, and is sure Flora can see her. Mrs Grose tells the governess that Miss Jessel was Quint's lover, had suffered a lot, and had had to leave.

## Chapter 5

Life goes back to normal, but soon the ghosts return. One night the governess finds Flora staring through the window, at somebody outside. It is Miles, who, questioned, confesses it was a plan they had made to frighten her. Fearing that something may happen to the children, the governess speaks with Mrs Grose about writing to the children's uncle, in spite of her promise.

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## Chapter 6

Life goes back to normal once again. Miles asks the governess when he will go back to school. He wants to know if the governess has written to his uncle and says he will write the letter himself. The governess feels Miles has a plan and decides to leave the house, but changes her mind when she sees Miss Jessel in the schoolroom. She begins to write the letter to her master. Miles insists on her finishing it, and evades her questions about his former school.

## Chapter 7

The governess finishes the letter and leaves it on a table for the servants to post it. In the afternoon, while listening to the strange music that Miles is playing, she notices Flora is missing. After looking for her everywhere, she and Mrs Grose find her on the other side of the lake. The ghost of Miss Jessel is there, but only the governess seems to see her. Flora is frightened by the governess's behaviour and does not want to see her again.

## Chapter 8

Flora falls ill and says dreadful things. Mrs Grose takes her away from the house. At lunch, Miles admits he has burned the governess's letter to his uncle. He wanted to know what the governess had written. The governess sees Quint's face in the window. Miles tells her that at school he 'said things' and asks if Miss Jessel is there. He can't see Peter Quint. When told his ghost is there, he screams and dies in the governess's arms.

## Background and themes

*The Turn of the Screw* is one of James's best-known short stories. It is a very long short story; James called it a 'tale'. First published in serial form, it was much praised. The famous dramatist, Oscar Wilde wrote: 'It is a most wonderful, lurid, poisonous little tale (...) I am greatly impressed by it.'

According to his notes, James got the basic idea for *The Turn of the Screw* from the Archbishop of Canterbury, the most important bishop in the Church of England.

*The Turn of the Screw* is frightening and compelling. Evil is constantly suggested but nothing evil actually happens until the last chapter. Part of the power of the story lies in the contrast between the children's innocent faces and the evil that hangs around them. They seem to be both passive victims and active perpetrators; but we are never sure. In the same way, we are never quite certain

whether the governess is really seeing these things – could she just be imagining them? Anything seems possible.

At the end, there appears to be a psychic battle for the possession of Miles's soul between the governess and Quint. The governess wins, but Miles dies. James seems to be suggesting that, separated from Quint, Miles must die. Still, we are unsure as to exactly what has happened. The story's genius lies in the deliberate ambiguity with which James veils his story.

## Discussion activities

### Chapter 1, pages 1–3

#### Before reading

- Discuss:** Ask students if they believe in ghosts. Have them tell any ghost story they know.

#### After reading

- Discuss:** Ask students: *Why are the children in Essex? What is better for children, family or a quiet town? Has the idea of children's needs changed in the last hundred years?*
- Artwork:** Tell students: *In this chapter there is a story inside another story. Make a picture illustrating this.*

### Chapters 2–3, pages 4–12

#### Before reading

- Discuss and Guess:** Have students discuss what ghosts look like in popular belief and what they think the ghosts in this story will look like.

#### After reading

- Check** students' predictions in Activity 4.
- Group work and Write:** Students look at the pictures on pages 7 and 8. Tell them: *Imagine Peter Quint wants to be noticed, so he makes strange things happen, for example, he makes a picture fall. What else can he do?* In class or as homework, students write the episode.
- Research and Artwork:** Ask students to search the web for tips on how to make sounds. They make the sounds the governess heard on her first night in the house. Other groups guess what the sounds are.

### Chapter 4, pages 13–16

#### Before reading

- Group work and Discuss:** Have groups make a list of the ingredients of a ghost story. The whole class discusses which they have found or expect to find in this story.

#### After reading

- Group work:** Speak with students about how writers create suspense by leaving open ends. They scan page 14 for 'With them all?' and 'But she couldn't stay in the house after that.' and decide what 'them all' and 'that' refer to. They tell their stories to their classmates.

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- 10 Write and Role play:** Have students write and act out the episode of Peter Quint's death.
- 11 Artwork:** Students write acrostic poems. Tell them: *Write a poem for one of the characters. Start each line with one letter of his/her name.* Hang the poems in the classroom.

### Chapter 5, pages 16–21

#### Before reading

- 12 Guess:** Tell students: *These are lines from the coming chapter. What do you think is happening? What do you think will happen next?*  
'We stood and stared silently, and that was the strangest thing. A murderer can talk, but a ghost cannot.' (page 17)

#### After reading

- 13 Check** students' predictions in Activity 12.
- 14 Group work and Role play:** Divide the class into two groups. Tell students: *The governess tells Mrs Grose about the night Miles went to the garden. Write their conversation. Group A: In your conversation, Mrs Grose gets frightened. Group B: In your conversation Mrs Grose gets angry.* Groups role play their dialogues.
- 15 Read carefully and Discuss:**
- Discuss with students how writers can create atmospheres in stories.
  - Tell them to scan pages 17 and 19 and find what the lighting was when the governess saw:  
1 Peter by the window, 2 Flora's bed was empty, 3 Flora's innocent smile, 4 Flora standing by the window, 5 Miles in the garden
  - Ask them: *Is the story different if all this happens in daylight? Why/Why not?*

### Chapter 6, pages 21–27

#### Before reading

- 16 Guess:** Tell students: *Look at the illustration on page 25. Who are these women? Who is holding what in her hands?*

#### After reading

- 17 Check** students' predictions in Activity 17.
- 18 Read carefully and Discuss:** Tell students: *This story is famous for its ambiguity. There is ambiguity when meanings or things people say are not clear.* Have them find the sentences below. Ask them: *What do these words refer to? Is it clear? What do you think?*
- Page 22
- 'She's a wonderful lady, of course.'
  - 'Does my uncle know about everything?'
  - 'He'll use it in his plan!'
- Page 24
- 'And about all these strange things—'
- Page 26
- 'You must tell him everything.'
  - 'The things that you don't tell me.'
- Ask them further: *Is Miles a good boy? Does the governess really love him?*

- 19 Write:** Students write one of the 'beautiful letters' from Miles or Flora to their uncle. The letters must include at least one ambiguous sentence.

### Chapter 7, pages 28–31

#### Before reading

- 20 Discuss and Role play:** Ask students: *Do you think Miles is acting strangely, doing normal things in strange ways? Create a scene where Miles does something common in a strange way.*  
Students act their scenes out.

#### After reading

- 21 Pair work:** Have pairs of students answer the questions below in the shortest possible time. The first pair to finish wins.
- The governess expects that one of Miles's father's brother's servants sees something on the table. Is this true?
  - The woman who thinks that the woman who was in love with a servant is near the lake is the housekeeper. Is this true?
  - Three persons' hats are mentioned. Whose?
  - The governess notices that Flora has disappeared in the morning and returns to the house late at night. Is this true?
  - Who asks who about their outdoor clothes?
- 22 Write:** Have students imagine Flora went to the lake to throw a bottle with a note in it. They write it.
- 23 Artwork:** Tell students: *Which is the 'strange and beautiful music' that Miles plays to the governess? Bring it to class and explain why you have chosen it.*

### Chapter 8, pages 31–39

#### Before reading

- 24 Artwork and Group work:** Students make a four-picture cartoon illustrating the ending they would like. They vote for the most likely, if any.

#### After reading

- 25 Pair work and Role play:** Have students imagine Peter Quint and the governess can speak. They make their conversation after Miles dies.
- 26 Group work and Write:** Students decide what the governess did after Miles' death. They write the CV she sent to Douglas's family.

#### After reading the book

- 27 Debate:** Divide the class in two. Group A supports the idea that all happens in the governess's imagination. Group B supports the idea that there are ghosts in the house. Each group tries to persuade the other.

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## Chapter 1, pages 1–3

### While reading

1 Use the letters in the box to complete the crossword puzzle. What 5-word phrase can you form with the letters that are left?

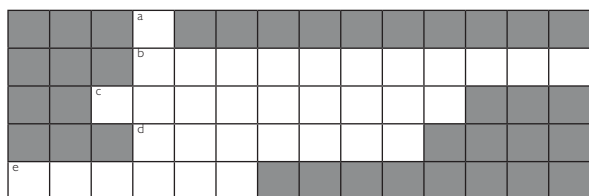
**Across:**

- b a person who cleans and cooks
- c a woman who teaches children at home
- d a person who works for another person or family
- e a person who employs other people (old word)

**Down:**

a a dead person who comes back to the world

a a c e e e e e e e e e e e e f g g h h h k m n n n  
o o o p r r r r r r r s s s s s s t t t t t t u u v v w



2 Find in the text:

- a two events that take two days to happen.
- b a promise.
- c a person who falls in love.
- d a man who liked a woman older than him.

## Chapters 2–3, pages 4–12

### Before reading

3 Put the letters in capitals in order to form words. Do you think it is true? Read and check.

A EDDA NMA TWEAHCS the governess from the OFRO and through the WWNODI.

### While reading

4 Who thinks this? Write the correct name. Do you agree (✓) with them or not (X)?

Discuss your ideas in class.

- a It may be a mistake to take a job in a strange house.
- b A 10-year-old boy can't be bad or dangerous.
- c All children are sometimes naughty.
- d It is wrong to speak of dead persons' mistakes.

e When you make a promise, you must keep it.

5 Faces, faces! Write the right names.

Peter Quint the governess,  
the master Mrs Grose

- a ..... sees ..... 's smiling face in front of her eyes.
- b ..... sees ..... 's face and thinks it is ..... 's, but it isn't!
- c ..... sees ..... 's face in the window.
- d ..... 's face was white. She was frightened!
- e ..... sees ..... 's face through the window.

## Chapter 4, pages 13–16

### While reading

6 Find one reason why ...

- a the governess thinks Flora saw Miss Jessel.
- b the governess thinks Miss Jessel has come for Flora.
- c Mrs Grose thinks the ghost may be Miss Jessel.
- d Miss Jessel had to leave the house.
- e Miss Jessel was angry with Mrs Grose.

7 Answer these questions. Write 'yes' or 'no'.

- Is there any evidence that ...
- a Flora or Mrs Grose really see the ghost? .....
  - b Flora knows about 'these dreadful things'? .....
  - c Mrs Grose is sure that Miles told lies? .....
  - d Miles knew that Peter and Miss Jessel were lovers? .....

## Chapter 5, pages 16–21

### While reading

8 Stop reading at the points indicated and answer the questions. Then check your predictions.

- a End of page 16: What kind of plan can the children make?
- b End of page 17: Who is the woman?
- c Picture on page 18: Why is Flora standing by the window?
- d End of page 19: What will Mrs Grose ask the governess to do?
- e Picture on page 20: Who says this?

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9 Complete the sentences. Use A and B to form the necessary words.

A	B
wonder-	-ing
wick-	-ed
star-	-ful
candle-	-light
dread-	
look-	
turn-	

- a Flora was standing by the window ..... out.
- b Peter Quint and Miss Jessel were a ..... pair.
- c Flora's face looked innocent in the .....
- d The woman did not show her face, but the governess knew it was .....
- e Miles smile was .....
- f The governess thinks the ghosts are ..... for the children.
- g The man by the big window ..... at the governess, then ..... and disappeared.

## Chapter 6, pages 21–27

While reading

- 10 a Writers use the weather in their stories to create effects. What do you think the weather will be like when ghosts come?
- b Take notes on the descriptions of the weather.

Example

Page	Weather	Events
21	grey sky	the governess thinks that children can see the ghosts

- c What do you notice?
- 11 What do these words refer to?  
Page 22
  - a 'We can't send *them* to *him*.'
  - b 'Then *the storm* came.'
  - c 'I *will*.'
  - d 'Miles knew that I did not want to do *this*.'
  - e 'He'll use *it* in his plan!'

## Chapter 7, pages 28–31

Before reading

- 12 Guess: Who is going to do this? Write the name, then check.
  - a stand on the grass and smile in silence  
.....
  - b get angry with the governess .....
  - c lie on the ground, crying .....
  - d move to another bedroom in the house  
.....

While reading

- 13 Find something which makes the governess feel ...
  - a worried .....
  - b glad .....
  - c sad .....
  - d warm .....

## Chapter 8, pages 31–39

While reading

- 14 Which of these things do you think will happen? Write 'yes' or 'no'.
  - a Flora will speak about Miss Jessel. ....
  - b Miles will speak about what he did at school.  
.....
  - c The governess will see Peter Quint again.  
.....
  - d The governess will see Miss Jessel again. ....
  - e Mrs Grose will leave. ....
  - f Somebody will die. ....
- 15 Do we know this? Write (✓) if we do and (X) if we don't. Take notes on what we know.
  - a What the governess writes in the letter.
  - b What happens with the letter.
  - c What the children's uncle thinks.
  - d What Miles did at school.
  - e Why Miles 'screamed like an animal'.

After reading

- 16 Choose new titles for the chapters and the novel. Take them to class and be ready to explain why you have chosen them.
- 17 Write a short book review. Here is a possible beginning.  
*This is a book everybody must read. It has all the ingredients of a good ghost story. There is ...*

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## Chapter 1, pages 1–3

### 1 Who is speaking? Who are they speaking to? When?

- a 'The key is on the second shelf.'
- b 'We always remember beautiful women, don't we?'
- c 'I haven't told this to anybody else.'
- d 'There are many trees and flowers. You'll like it.'
- e 'When must I leave for Essex?'

### 2 Are these sentences true (T) or false (F)?

- a The house with big gardens and parks is in London.
- b Douglas tells the story in his house.
- c The children's uncle has his own children.
- d The governess wrote down the story.

## Chapters 2–3, pages 4–12

### 3 Put these actions in the correct order.

- a  A letter from Mile's school arrives.
- b  The governess sees a man on the roof.
- c  The governess refuses to go to church.
- d  Peter Quint steals the master's clothes.

### 4 Complete these sentences. Form a new word with the first letter of words a–c. Whose hair was this colour?

- a Mrs Grose gave the letter to the governess because she could not \_\_\_\_\_.
- b There were two towers in the house, one at \_\_\_\_\_ end of the roof.
- c Both Miss Jessel and Peter Quint are \_\_\_\_\_.
- d \_\_\_\_\_'s hair is \_\_\_\_\_.

## Chapter 4, pages 13–16

### 5 Complete the questions with one word. Words b–d are formed with three letters from the previous answer and one new letter; for example cold – lock – cook. Then answer the questions.

- Is Mrs Grose sure that ...
- a Peter \_\_\_\_\_ in a car accident? .....
  - b Miles \_\_\_\_\_ to her? .....
  - c The woman in black looked \_\_\_\_\_ Miss Jessel? .....
  - d There was really a woman on the other side of the \_\_\_\_\_? .....

### 6 Complete the sentences with the correct names.

- Miles Flora Miss Jessel Peter Quint  
Mrs Grose says that ...
- a ..... and ..... were lovers.
  - b ..... and ..... were great friends.

- c ..... and ..... were servants.
- d ..... and ..... were bad.
- e ..... and ..... are lost.

## Chapter 5, pages 16–21

### 7 Circle the correct ending

- a When the governess returned to the bedroom, the candle ...
  - 1 was still burning.
  - 2 went out.
- b The governess was frightened when ...
  - 1 the ghost stared at her.
  - 2 she did not see Flora in her bed.
- c The governess thinks that Flora ...
  - 1 saw somebody in the garden.
  - 2 did not see anybody in the garden.
- d The governess thinks that the children want ...
  - 1 to leave with Quint and Miss Jessel.
  - 2 to frighten her.

## Chapter 6, pages 21–27

### 8 Who thinks this? What are they thinking about?

- a Why don't they want to speak about it?
- b He is right, he must go back.
- c I am in danger!
- d Why doesn't she finish writing it!
- e Is he good? Is he wicked? What must I do?

## Chapter 7, pages 28–31

### 9 Where's Flora? Write (✓) if the governess and Mrs Grose looked for her in these places and (X) if they did not.

- a the roof
- b the governess's room
- c the schoolroom
- d Mrs Grose's bedroom
- e the lake, where the boat usually is
- f the other side of the lake
- g Where do they find her? Write the letter.

## Chapter 8, pages 31–39

### 10 Write the right names.

- a ..... gets ill.
- b ..... says dreadful words.
- c ..... and ..... go to London.
- d ..... feels free.
- e ..... burns a letter.

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### Book key

1 a governess, housekeeper, master, servant, stranger  
b dreadful, innocent, naughty, wicked  
c blow, stare  
d anger

2 a candle b tower c at once d ghost  
e goodness f screw g among h forward

3 a No  
b Mrs Grose  
c The boy and the girl that the governess looks after  
d No  
e In England  
f It's about ghosts  
g Open answer  
h Open answer

4 a ghost b governess c friends d job  
e brother f died g loved h problems  
i again

5–6 Open answers

7 a friendly b at school c school d doesn't read  
e naughty f isn't

8 a X b X c ✓ d X e ✓

9–11 Open answers

12 a looking b free c lake d governess e lovers  
f ghost g naughty

13 a Open answer  
b Not really. Mrs Grose was afraid of him and says 'he could do terrible things' (in Chapter 4). But we never hear any details.  
c Open answer

14 a Open answer  
b Open answer

15 a ✓ b X c ✓ d X e X f ✓ g ✓  
h ✓ i X

16–17 Open answers

18 a want b wants c leave d school room  
e Flora f seriously bad g night h school  
i wants

19–21 Open answers

22 a Mrs Grose b The governess  
c Miles d Mrs Grose e The governess  
f The governess g Mrs Grose

23 a women b secrets c asks d ghost e well  
f take g ground h cries

24 a Open answer

b Because Flora is crying. She thinks the governess is frightening her. She shouldn't talk about ghosts all the time.

c She realizes that she can't help Flora. She thinks that the ghost of Miss Jessel has won.

25–26 Open answers

27 a see the governess again

b see the uncle

c tell her everything

d but Miles doesn't

e burnt

f stole things

g said some bad things

h but can't

i dead

28–39 Open answers

### Discussion activities key

1–4 Open answers

5 Ghosts look like people in this story

6–7 Open answers

8 Possible answers: an isolated hunted house; a ghost; somebody who is sceptical; bad weather conditions; gloomy sceneries; unnatural events

9–12 Open answers

13 The governess sees Quint's ghost. Next she goes to her bedroom and finds Flora is awake.

14 Open answers

15 a, c Open answers

b 1 light from outside, at dawn

2, 3 a candle

4, 5 moonlight (full moon)

16 Open answers

17 Both governesses. The woman holding a paper in her hands is Miss Jessel, who was writing a letter.

18 Open answers. Referents are not clear. Mile's attitudes and the governess's feelings are ambiguous.

19–20 Open answers

21 a Yes.

b No. It is Mrs Grose.

c Flora's, the governess's and Miss Jessel's.

d No. She notices Flora's absence in the afternoon and returns to the house in the evening.

e Mrs Grose and Flora ask the governess; the governess asks Flora.

22–27 Open answers

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## Activity worksheets key

				<sup>a</sup> G															
				<sup>b</sup> H	<sup>b</sup> O	<sup>b</sup> U	<sup>b</sup> S	<sup>b</sup> E	<sup>b</sup> K	<sup>b</sup> E	<sup>b</sup> E	<sup>b</sup> P	<sup>b</sup> E	<sup>b</sup> R					
			<sup>c</sup> G	<sup>c</sup> O	<sup>c</sup> V	<sup>c</sup> E	<sup>c</sup> R	<sup>c</sup> N	<sup>c</sup> E	<sup>c</sup> S	<sup>c</sup> S								
			<sup>d</sup> S	<sup>d</sup> E	<sup>d</sup> R	<sup>d</sup> V	<sup>d</sup> A	<sup>d</sup> N	<sup>d</sup> T										
<sup>e</sup> M	<sup>e</sup> A	<sup>e</sup> S	<sup>e</sup> T	<sup>e</sup> E	<sup>e</sup> R														

Phrase: The turn of the screw

- 2 a The book takes two days to arrive and the new governess takes two days to take the job.  
 b The governess promises not to write to the children's uncle.  
 c The governess, with the children's uncle.  
 d Douglas liked the governess, 40 years ago.
- 3 A DEAD MAN WATCHES the governess from the ROOF and through the WINDOW; True
- 4 Agreement or disagreement: Open answers  
 a the governess  
 b Mrs Grose  
 c the governess and Mrs Grose  
 d Mrs Grose  
 e the governess
- 5 a The governess; the master  
 b The governess; a man or Peter Quint; the master  
 c The governess; Peter Quint  
 d The governess  
 e Mrs Grose; the governess
- 6 a Flora stopped playing, was still, and then turned away from the lake.  
 b Because of the way she looked at Flora.  
 c Because she was dressed in black and was beautiful.  
 d Because she was a lady and her lover was a servant or because something that is not told happened.  
 e Mrs Grose did not want Miles to spend so much time with Peter Quint.
- 7 a–d No
- 8 a one talks to the governess and the other goes outside; p. 19: Flora wakes her up and Miles goes out at midnight.  
 b we don't know; her suffering face suggests she is Miss Jessel  
 c to wake the governess up  
 d write to the children's uncle  
 e the governess
- 9 a staring / looking b wicked c candlelight  
 d dreadful e wonderful f looking  
 g stared, turned

## 10 a Open answers

Page	Weather	Events
21	grey sky	the governess thinks that the children can see the ghosts
22	bright, cold autumn weather	Miles asks about going back to school. They are outside the church.
24	strong wind and heavy rain	The governess tell Mrs Grose about the ghost of Miss Jessel, and goes to Miles's room
26	Cold wind blows into the room	There are noises in the house; the governess thinks Miles is a wicked boy.

- c Possible answer: The weather is cold, windy and stormy when the ghosts come to the house, but sunny when the ghosts are not present; this creates different atmospheres.
- 11 a the letters to the children's uncle  
 b Miles's question about going back to school  
 c ask the children's uncle to come  
 d write a letter to the children's uncle  
 e information (the fact that the governess does not want to write to the children's uncle)
- 12 a, b, d Flora  
 c the governess
- 13 a She can not find Flora.  
 b She thinks Mrs Grose can see the ghost of Miss Jessel.  
 c She thinks she has lost Flora to the ghost.  
 d Miles
- 14 Open answers  
 b, c, e, f – yes  
 a, d – no
- 15 a ✗  
 b ✓ Miles burned it.  
 c ✗  
 d ✓ He said things, we don't know what.  
 e ✗
- 16–17 Open answers

## Progress test key

- 1 a Douglas to his servant when he sends for the book.  
 b Douglas's interlocutor when he admits he liked the governess.



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- c The governess to Douglas when she told him the story.  
d The uncle to the governess when he describes de house in London.  
e The governess to the uncle when she takes the job.
- 2 a T b F c F d T
- 3 a 2 b 3 c 4 d 1
- 4 a read b each c dead d Peter Quint; red
- 5 a died; No b lied; No c like; No d lake; No
- 6 a Miss Jessel, Peter Quint  
b Peter Quint, Miles  
c Peter Quint, herself (Mrs Grose)  
d Peter Quint, Miss Jessel  
e Flora, Miles
- 7 a 1 b 2 c 1 d 1
- 8 a the governess, she is thinking about the children and the ghosts  
b the governess; she is thinking about Miles' school  
c the governess; she is thinking about Miles' plan  
d Mrs Grose and/or Miles, they are thinking about the governess's letter to the children's uncle  
e the governess; she is thinking about Miles
- 9 a X b ✓ c X d X e ✓ f ✓ g f
- 10 a Flora b Flora c Flora, Mrs Grose d Miles  
e Miles