



# The Dream and Other Stories

Daphne du Maurier and Others



## Summary

### The Dream

The writer describes a dream he has had and reflects on the connection between dreams and reality.

### The Blind Man

Maurice is blinded during the war and has a disfiguring facial scar. He is also depressed. Maurice and Isabel, his young wife, have become socially isolated since his injury.

Bertie, Isabel's old friend, pays them a visit. The three of them enjoy dinner together. Afterwards, Maurice becomes restless and leaves the house. When Bertie goes out to check on him, he finds Maurice in the barn. The blind man asks Bertie to touch his useless eyes and awful scar. The experience is a revelation for both men. Maurice understands the splendour of friendship while Bertie realises how much he fears intimacy.

### It Happened Near a Lake

Mr Beaseley inherits a lot of money and decides to travel. His wife follows him to nag him. He meets a doctor who tells him about a monster in the Amazon River. They go there and Mrs Beaseley decides to leave them and go to a big city. She discovers the monster's footprints and doesn't want her husband to see them. While she's approaching the edge of the river brushing off the footprints, the monster attacks her. Mr Beaseley returns to the city thinking his wife is already there.

### The Ugly American and the Ugly Sarkhanese

Mr Atkins is an engineer who travels to Sarkhan to help them take water uphill to the terraces. He uses the resources there are in Sarkhan and gets the help of a Sarkhanese mechanic: Jeppo. They start a pump factory because their invention is a success.

### Hilary's Aunt

Hilary is a young man who has spent all his family's fortune. He wants to inherit his aunt's money. She's dying of a painful disease. He decides to give her double the amount of medicine to kill her before she can change her will. What he doesn't know is that as she hasn't changed it, all her money will go to Chinese people.

### The Birds

There's a bird invasion all over the country. For some unknown reason, the birds attack when the tide comes in. It is impossible to stop them. Nat takes shelter in his house, and he and his family survive for two days, but he doesn't know how long he can fight the birds.

## About the authors

**Frank Tilsley** is a little known writer today. Born in 1904, he began writing when he was in his mid-twenties. He also worked as a broadcaster. His time in the Air Force during the Second World War gave him new subject matter for his stories. The story in this collection is set in France after the Second World War and deals with the grey area where dreams meet reality.

**D. H. Lawrence** (1885–1930) was the first British novelist and short story writer from a genuinely working class background. He grew up with a coal miner father and teacher mother, with whom he had an intense and painful relationship. Despite ill-health, he travelled widely and wrote continuously during his life – novels, stories, essays, travel diaries. He wrote with a direct and fresh style about human relationships, and was often in trouble with the law for his graphic descriptions of sex.

**John Collier** (1901–80) spent his early life as a poetry editor in England. He wrote many short stories about dark, frightening events and the supernatural. His most famous novel, *His Monkey Wife* (1930), is a strange story about an explorer who 'marries' a chimpanzee he has brought back from the wild. When he was 35, he moved to the United States where he became a scriptwriter.

**W. J. Lederer** and **E. Burdick** were American writers who worked together on many stories. They travelled widely and saw for themselves the effect of rich western countries like America influencing poorer countries. The Americans in their stories often treat the local people with contempt and don't allow them to run their own economies. The story in this collection, however, offers a model for westerners wanting to introduce advances in technology



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into less developed economies, showing how to run new businesses in equal partnership with local people.

As well as being a writer, **Cyril Hare** (1900–58) was a lawyer and judge, living and working in England all of his life. He used his knowledge of the law and criminal cases to find subject matter for his stories, and was best known for his detective character, Francis Pettigrew. Hare also loved music and explored his ideas about music in his writing.

**Daphne du Maurier** (1907–89) is famous for her wild and exciting adventure romances, among them *Jamaica Inn* and *Rebecca*. She often set her stories in the west country of England, where there is much wild moorland and dramatic coastal scenery. Although she grew up and was educated in London and Paris, she loved the countryside and spent most of her life there. The story included here, *The Birds*, was made into a classic film thriller by Hitchcock in 1963.

### Background and themes

**Dreams:** The writer raises a philosophical question about dreams: Can dreams tell us something about our future? Should we believe in our dreams?

**Freewill and predestination:** If we can see the future, then it already exists, so we can't change it. If we can't change, do we have freewill?

**Blindness:** How do disabled people relate to others? Can they make up for what they've lost?

**Self-image:** How important is self-image and how can it affect one's relationship with others?

**Friendship:** What is true friendship? Can it exist between two people of the same sex? Can time and family be an enemy to friendship?

**Feelings:** How can human beings express their feelings? Do men and women express it in the same way? How do others see the expression of feelings between people of the same or different sexes?

**Love and generosity:** Can a person love another one if he/she is selfish and doesn't care for the other one?

**Respect:** Should we impose our ideas on others if we feel we know better?

**Euthanasia:** Is it ever acceptable?

**Cooperation:** If people get together, they can succeed and achieve more.

**Punishment:** Should people get punished here on Earth or should they wait for Divine Justice?

**Fears:** How do fears affect human beings? Can our past come to us in the form of fears?

### Discussion activities

#### The Dream

##### Before reading

- Discuss:** Have students talk about their ideas about dreams.
  - What are dreams? Are they real or fantasy? Why do people have dreams?*
  - Do you remember your dreams? Why do some people remember dreams and others don't?*
- Group work:** Divide the class into groups of 3–5 students. Ask groups to make a list of words connected with dreams.  
*How many words do they have in common?*

##### While reading

- Guess:** Have students read the two sentences in italics below the title.
  - What is the story about? Is there only one main character? Is the ending happy or sad?*
  - Where is the main character? What is he/she doing there? Is he/she having a dream there? What is the dream about?*
- Guess:** Ask students to answer the question below the title.  
*Must I never pass a lorry on a clear road?*
- Discuss:** Have students discuss driving rules.
  - What can drivers do when they are driving along a clear road? What mustn't they do?*
  - Are the rules for the road the same as the rules for the city?*
  - Can you sit on the front seat if you are a child? Where must you sit?*

##### After reading

- Write:** Have students write a newspaper article about what happened on the road. Students can take the point of view of the writer, the cream car driver or the lorry driver.
- Role play:** Assign the roles of writer and cream car driver. Have students role play the conversation at the hotel.
- Discuss:** Talk about dreams and life. Have them discuss what is similar and what is different in the writer's dream and what happened.

#### The Blind Man

##### Before reading

- Guess:** Have students read the words in italics on page 8.  
*What can the story be about?*



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### While reading

- 10 **Discuss:** Have students talk about Maurice's life before the war.  
*Where did he live? What was his life like?*
- 11 **Guess:** Ask students to imagine the following situation.  
*What would happen if Maurice could see again?*
- 12 **Discuss:** Have students talk about the end.
- *Is the ending happy or sad?*
  - *How would you change the ending to make it happy or sad?*

### After reading

- 13 **Write:** Ask students to write Bertie's letter to Isabel.
- 14 **Discuss:** Have students change the story.  
*Imagine Maurice was deaf. How would you change the story?*

### It Happened Near a Lake

#### Before reading

- 15 **Guess:** Write the title on the board and ask students to make predictions.  
*What is the story going to be about? What happened near a lake? What about the ending? Is it going to be sad or happy?*
- 16 **Read carefully:** Have students read the title words in italics on page 22.  
*What about your previous predictions? Would you make any changes?*

#### While reading

- 17 **Discuss:** Have students talk about the following situation.  
*You have inherited or won a lot of money. Where would you travel? Why?*

#### After reading

- 18 **Role play:** Have students act out the conversation between the doctor and the Indians.
- 19 **Write:** Imagine you're Mr Beasley. Write a letter to a friend in your hometown and tell him/her about your experience in the Amazon.
- 20 **Artwork:** Imagine you've seen the monster. Make a drawing of the monster. Then write a description. Show the description to your friends. They read it and draw a monster. Are the two drawings similar or different?

### The Ugly American and the Ugly Sarkhanese

#### Before reading

- 21 **Guess:** Have students read the title and the words in italics on page 30.  
*What is the story about? What is going to happen? Is it going to have a sad or a happy ending? Why shouldn't the Sarkhanese handle machines?*
- 22 **Discuss:** Have students talk about stereotypes.  
*What stereotypes are there about the Sarkhanese? What other stereotypes do you know? What stereotypes do people have about your culture?*

### While reading

- 23 **Guess:** Ask students to read pages 30–31.  
*What is going to happen? Is Atkins going to help the Sarkhanese? Why don't they need roads?*

### After reading

- 24 **Write:** Ask students to imagine they're Atkins or his wife. Write a letter to a friend back in America and tell him/her about life in Sarkhan.

### Hilary's Aunt

#### Before reading

- 25 **Guess:** Have students read the title and look at the picture on page 47.  
*What the story is about? What are the two characters saying and thinking?*

#### While reading

- 26 **Discuss:** Have students talk about the old man's attitude.  
*Was Hilary's father right? What would you do if your sister wanted to marry a man you don't like?*
- 27 **Guess:** Have students discuss the following, from pages 48–49.  
*Why is Hilary's aunt going to call the lawyer? Imagine you're the aunt. Would you change your will? Who would you give your money to? Why? Should Hilary get his aunt's money? Why (not)?*

#### After reading

- 28 **Write:** Students write the next chapter of the story.

### The Birds

#### Before reading

- 29 **Guess:** Have students read the title and the words in italics on page 54.  
*What will happen in this story? Why were the birds attacking the door? What type of story is it? Is there love or romance? Is the ending going to be sad?*

#### While reading

- 30 **Read carefully:** Have students read pages 54–57 and find words that predict a negative ending.

#### After reading

- 31 **Film:** Watch the film *The Birds*. What differences are there between the story in the book and the movie?
- 32 **Write:** Ask students to write a different ending to the story.
- 33 **Discuss:** Have students talk about fears.  
*What fear can the birds represent? Why are they attacking human beings?*

### Vocabulary activities

For the Word list and vocabulary activities, go to [www.penguinreaders.com](http://www.penguinreaders.com).