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**Rhetorical/Stylistic Analysis**

**Case Example**

**“The Collector”**

**Mark Healy**

# **Focus: Language and Characters in Drama, Case Example, “The Collector”**

Task: Look closely at everything Miranda says in Act 1, Scene 3. Judge each part as to whether you think it “true” or “false”. One person reads Miranda’s words aloud whilst the others say “true” or “false” for each section of what she says. Talk together about what you think of Miranda’s behaviour here. Discuss: Does her behaviour towards Clegg alter your feelings about her in any way?

Task: Miranda asks Clegg questions in her captivity. Comment on her questioning. What effect do you think Miranda hopes to achieve through her questioning?

Question: *How long are you going to keep me here?* (p.7)

Possible effect:?

Question: *Do you know I am a Buddhist?* (p.11)

Possible effect:?

Question: *Well, aren't you going to show me my fellow victims?* (p.17)

Possible effect?

Add more questions and possible effects yourself...

Task: Consider what elements in the dialogue between Miranda and Clegg, contribute to building up pathos (i.e passions, deep feelings, tenderness, pity, sympathetic sorrow etc) from the reader. The dialogue starts on page 18 (Clegg enters) and ends on page 19 (pause as Miranda does not know how to respond to this)

Task: Find the many places in the play where Miranda seems to talk down to Clegg – and the other way around. Comment on and describe the language used in these situations.

Task: Does the language used by the characters in the story tell us something about their social background? If so, give examples.

Task: Dialogue has two main functions in drama. It contributes to the telling of the story and it reveals (creates) character(s).

Identify the lines in “The Collector” where the author:

- shows character through dialogue. What does the way the character speak reveal about the character?
- tells the reader about the characters’ feelings. What information does the way the character behave provide?

Next, rewrite showing instead of telling and vice versa.

Task: Discuss: Does the author, Mark Healy, mainly reveal the character through showing or telling, or does he use both techniques? If so, what is the advantage of using both techniques?

Task: Consider the role of dialogue, descriptive passages and monologue in “The Collector”.

Find evidence in the text that dialogue contributes to the telling of the story and reveals character(s).

Any descriptive passages in the play?

Comment on the function and use of these passages.

Any evidence in the text that the audience is very often inside the minds of the characters?

Discuss: What may be the advantages and disadvantages of this narrative technique?

Task: Throughout the play consider how tension is built up in the relationship between Miranda and Clegg. Next, find examples in the dialogue where the tension in their relationship seems to come out. Remember to state reference to the text (see for instance p. 21, p.32, p.44).

Task: How would you describe Miranda's attack on Clegg on page 4, Scene 1, First Conversation? The following words may help you: savage – reasonable - exaggerated- appropriate- humiliating- heartless – immature – or what? Next, discuss Clegg's reaction to Miranda's attack.

Task: On page 52, Scene 6, Miranda asks Clegg to get a doctor. How would you describe Clegg's reply to Miranda's wish to see a doctor: a) truthful b) insensitive c) straightforward d) reasonable e) hurtful. Next, consider what justification can be given for Clegg's reply?

Task: Discuss in Pairs: What aspects of Clegg's character emerge from his last speech on page 53? The following suggestions may help you:

- a) His confusion
- b) His lack of courage
- c) His melancholy nature
- d) His strong religious convictions
- e) His weariness
- f) His indecision
- g) Other things?

Task: Which of the following adjectives would you choose to describe Miranda on the basis of Scene 5. You may choose from the following box of words: passionate – rational – forgiving – hysterical – confused – heartless – mad – righteous - and add more yourself.

Task: By close examination of the dialogue between Miranda and Clegg on page 48, Scene 5, what does the reader learn about Clegg with regard to his change in behaviour towards Miranda? Which adjectives would you use to describe the language Clegg uses to express himself in Scene 5. What does Clegg's language reveal about his personality? That he is balanced - confused rational – poetic – emotional – or what?

Task: “Pathos” is one of the three modes of appeal in rhetoric. It is the Greek word for passion or deep feelings. It is used as a

rhetorical device to refer to a scene or passage that is designed to evoke feelings of tenderness, pity, or sympathetic sorrow from the reader or the audience. What elements contribute to building up pathos in the dialogue between Miranda and Clegg on page 45, Scene 4? Consider the following:

- the changing attitude Clegg shows towards Miranda
- Miranda's revealing of her not eating
- Clegg's account of his condition

Task: Focus on the dialogue between Miranda and Clegg on page 20, Act 1, Scene 4.

*Miranda: Fuck ! What a woman*

*Clegg: She wasn't educated properly*

*Miranda: It's so petty*

*Clegg: She took me in*

*Miranda: She certainly did, she's made a complete fool out of you*

*Clegg: Thank you very much*

*Miranda: Well, she has!*

*Clegg:*

*Miranda:*

*Clegg:*

*Miranda: Oh, shut up! Stop whinging! You're ugly enough already" (p.21, top)*

How does the conversation develop? Any turning point? Who is the one in control of the dialogue – and why? Which of the two would you say “wins” the argument. And why? Finally, act-out-the dialogue in class.

Task: Which adjectives would you use to describe the language Miranda uses to express herself in Act 2, Scene 4. What does Miranda's language reveal about her mental state of mind at this point in the play?

Task: On page 41, Scene 3, Clegg suggests that Miranda marries him .On the basis of Miranda´s reaction to Clegg´s suggestion, which of the following adjectives would you use to describe Miranda as a character? Do you think that she may be: narrow-minded – humane –detached - prejudiced – conservative – arrogant - heartless .. or what do you think?

## **Focus: Tone of voice in Drama,** **Case Example: “The** **Collector”**

Task: As you read through Act II, Scene 3 of “The Collector”, note every time there is a mood change or a new note of any kind. Try to explain why the change of voice takes

place. Discuss: What do you think is the effect of this change?

Task: The atmosphere of the dialogue between Clegg and Miranda on page 50 (Why did you leave me?... .. p.51 , “She falls asleep”) ) is one of tension, horror, and emotional extreme. Write down words and expressions which contribute to creating this highly charged atmosphere. Compare and contrast with your classmates.

Task: Act-out the dialogue between Miranda and Clegg on page 12 ( “I’ll stay here a week and not a day longer” .. .. p. 14, “I’m sure”). How does Clegg speak? Are his words full of suspicion? Or are his words full of tender and care? How is Miranda’s tone of voice? Where is Clegg positioned in relation to Miranda and vice versa? What facial expressions, gestures, body postures are appropriate when acting-

out the scene? Remember Clegg and Miranda are the language they speak.

Task: Comment on the dialogue between Clegg and Miranda on page 21 from where it says (“Oh, don’t be so pathetic ... p.21, “The Lights go down on Miranda”). Consider the overall tone of the dialogue: *light-hearted – rational – friendly – sarcastic – detached – pedantic – serious – playful – ironic ... or ?* What are the characters’ feelings towards each other? Act-out the dialogue working with the voice quality and how it may change. Try saying the lines in different styles. Vocabulary to describe voice quality: high, low, sweet, clear, rough etc.

Task: Clegg’s version of the story. Pair-work: One reads Clegg’s account on page 53 pausing after every couple of lines. At each pause, the others ask Clegg questions about his version of the story, for instance:

- Why weren't you able to go down there for a while?
- Why didn't you kill yourself ?
- Did you do everything you could?
- Why didn't you help Miranda?
- Etc.

Task: In Pairs: Read aloud all that Miranda says in Act II, Scene 6, think of voice and intonation. Pair-work: Share out the lines between you and try speaking them in a variety of ways, with accompanying gestures. Discuss: How Miranda's lines add to your knowledge of her character. Discuss also the effect of Miranda's use of language. Finally, what is the effect of Clegg's "aside" to the audience on page 52?

# Focus: Style and Language in Drama, Case example, “The Collector”

## Lead in:

*Style refers to the way a writer says what he wants to say. A writer’s way of writing (a writer’s style) is usually analysed in terms of diction (i.e the choice of words), the sentence structure or syntax, the density and types of imagery, and the rhythm and sounds.*

*The term diction refers to the choice of words in a literary work. A writer’s work may be described, for example, as abstract or concrete, colloquial/informal language or formal language, technical language or common language, literal or figurative*

*language etc. It may also be drawn from a particular lexical source.*

Task: There are numerous adjectives to describe a writer's diction (a writer's choice of words in a work). Among them the most common are: *ornate – artificial- plain- simple – colloquial – literary - up-to-date- archaic – concrete – abstract – literal-figurative*. Read the dialogue between Clegg and Miranda on page 29, (Clegg exits... p.29, final line, Miranda sits on a chair) and choose:

1) one or more adjectives from the list above which you think accurately describe the diction used in the scene. Discuss your choices with your classmate.

2) one or more adjectives that you think would be inappropriate in describing the diction. Discuss your choices with your classmate.

Task: Comment on the style of writing in the following lines: *“You lost it with the hands, didn’t you, George? This is old ... You must have been about my age when you did this. Who was she George? Did you love her? Did you have to send her away because she disturbed you so much? ... I like women , Miranda. I like the female form. I’ve met dozens of girls like you. Some I’ve known well, some I’ve slept with, two I’ve even married. Some I’ve hardly known at all, just seen them in a crowd, on a train – but you are a really strange one .. You’d be a bloody bore if you weren’t so pretty”*, p.30

Task: Comment on the style of writing (syntax, diction, spoken versus written language, figurative language, etc.) in the letter from the aunt to Clegg, Act 1, Scene 4: *“Dear Fred ... Very pleased to have yours and, as I said in my last letter, it is your money. God has been very kind to you and*

*you mustn't fly up in the face of his kindness. I notice you don't answer my question about the woman to clean. I know what men are and just remember what they say, cleanliness is next to godliness .... I am worried with all that money you won't lose your head, there are a lot of clever, dishonest people about these days. I brought you up as well as I could and if you do wrong it's the same as if I did it ... I worry so much ... When you do get a cleaner in, don't get one of the young ones they don't know how to clean properly nowadays", (p.20).* Often adjectives are used to classify different styles of writing. Look at the following and decide if any of these can be used to describe the style of writing in the aunt's letter : formal – colourful - oratorical – ornate – objective - sober – simple – elaborate – conversational – personal - etc.

Task: Comment on the style of writing (syntax, diction, etc.) in the hidden note written by Miranda: “*Kidnapped by madman. Frederick Clegg – worked at Job Centre, won Lottery. Prisoner in cellar. Lonely, timbered cottage dated 1621. Hill country, two hours from London. So far safe*”, (p.36)

Task: Comment on the style of writing in the following cif. p.3 “The Collector” by Healy: “*Far From the Madding Crowd? Old cottage, charming secluded surroundings, large garden, one hour by car from London, two miles from nearest village, .....* now, your turn try to copy the style and write on from here ..

Task: Discuss: How would you characterize the language and style in “The Collector”?

Think of rhetorical/stylistic devices such as for instance: repetition, rhetorical questions, modes of appeal, syntax, diction, imagery, etc)

The following lines may help you to get started:

- *“I don’t want any fucking breakfast ... This bloody room and that stuff you used – what the fuck was it?”*, (p.7)
- *“Bastard! You fucking little shithead! Wanker, pissing little son of a bitch. You – fucking bastard!”*, (p.21)
- *“And you on me for everything else? Fuck off.”*, (p.23)
- *“Ermmm... I’ve been thinking about ..”*, (p.35)
- *“SSSssh. I want to feel you next to me..”*, (p.44).
- *“Life isn’t fair”*, (p.37)
- *“ I saw how weak I had been and now, by letting her stew in her own juices”*, (p.47)
- *“We do have fun here, but you wait and*

*see, it'll be so much better in London",*  
(p.42)

- *" ...I can't respect you know you have made yourself like any woman",* (p.45)
- *"It's all right. Don't fuss",* (p.45)
- *"Everything in my life was going so well – and now this – it's like falling off the edge of the world",* (p.22)
- *"I had to go round so many different shops",* (p.27)
- *"But I was getting all the shopping",* (p.27)
- *"I called into a couple of galleries with regard to that George Paston you were interested in* (p.29)

# **Focus: Figurative language in Drama, Case Example: “The Collector”**

## **Lead in:**

*A figure of speech is any use of language which deviates from the obvious or common usage in order to achieve a special meaning or effect. We use figures of speech in everyday conversation when we say, for example, “money talks” (personification) or “it’s raining cats and dogs” (metaphor) or “they are like two peas in a pod” (simile).*

*A simile is a figure of speech in which a comparison between two distinctly different things is indicated by the word “like” or “as”. A simile is made up of three elements:*

- A) *The tenor, i.e the subject under discussion*  
B) *The vehicle, i.e what the subject is compared to*  
C) *The ground, i.e what the writer believes the tenor and vehicle have in common*

*In literature, figures of speech are used to create a stronger intellectual or emotional impact on the reader or the spectator and to add a range of depth of association.*

*When a writer's work is rich in figures of speech we describe his style as figurative.*

Task: Comment on the use of figurative language in the following quotations:

- *“Clegg is moving now, checking outside the door and then coming back in to take her in his arms like a newly-wed bride...”, (p.53)*

- *“I even thought I should kill myself and be found with her. It would be like Romeo and Juliet”, (p.53)*
- *“Then the doctor came out – he just stared straight at me – no sympathy, just looked at me like I was dirt”, (p. 52)*

Discuss the effect of this kind of language.

Next, re-write the lines in non-figurative style. Try to reduce what the characters say to its essential and avoid the use of figures of speech. Finally, read the original figurative version and your new literal version aloud. Discuss: How has the impact of the text changed?

Task: Comment on the following figures of speech consider: What is the subject under discussion? What is the subject compared to? What do the two have in common?

From “The Collector” by Mark Healy:

- *“My intentions were for the best, you see,*

*that's what she never understood. It's the best thing I have ever done. It was like catching a Mazarinne Blue or a Queen of Spain Fritillary – a dream come through”, (p.5)*

- *“You are like a miser, locking all this beauty away”, (p.18)*
- *“From now on she becomes increasingly like a caged animal”, (p. 32)*
- *“You could help them instead of massacring butterflies like a schoolboy”, (p.34)*

**Task:** Try writing a simile for an emotional state such as happiness, sadness, fear or rage.

# Focus: Humour in Drama, Case Example: “The Collector”

Lead in: In Class talk about humour, irony, sarcasm.

Task: Comment on the use of humour, sarcasm and irony, in the play “The Collector”. Who may be said to be the carrier of “humour” in the play by Healy? Clegg or Miranda? Or both? Give examples from the text.

Task: Comment on the following dialogue between Miranda and Clegg:

*Miranda: You are hopeless .. What’s in here?*

*Clegg: Be careful, that’s my collection*

*Miranda: Well, aren’t you going to show me my fellow victims?*

*Clegg: If you like*  
*Miranda : I like .. (p.17)*

Task: Comment on the following dialogue between Miranda and Clegg:

*Clegg: What are you doing?*

*Miranda: I´m on the toilet*

*Clegg: Oh sorry. It´s just the light was off*

*Miranda: What do you think I´m doing – digging a bloody tunnel? All right come in (p.26).*

Task: Comment on the following dialogue between Miranda and Clegg:

*Clegg: “I had to go to several shops on the Charing Cross Road for these”*

*Miranda:Excellent! It´s just like Christmas*

*Clegg: That´s what I thought*

*Miranda: Well, sorry I didn´t get you anything*

*Clegg: I doesn´t matter*

*Miranda: I find it so difficult to get to the shops sometimes – you know (p.28).*

Task: Compare and contrast the above three scenes between Miranda and Clegg (consider the use of humour, sarcasm and irony). From the stage directions, we often learn that Clegg does not laugh at what Miranda says. Discuss why is that? What does that tell us about Clegg as a character?

## **Focus: Language Tasks, Case Example: “The Collector”**

Task: Find all the nouns and adjectives in the following excerpt. Translate the nouns into Danish: “*Clegg pulls back a curtain or*

*central wall to reveal a cellar. The cellar is neatly furnished with a bed, large folding screen, wall mirror, wardrobe, table and a chair, and a bookcase full of expensive art books. There is a door that leads off stage to an outer cellar”*, (p.3). Add more adjectives to the text. Next, discuss the effect of this choice.

Task: Comment on the use and function of the modal verbs in the following excerpt:  
“..... *I can't live down here all the time. I must have some fresh air and light. And I must have a bath sometimes. I need drawing materials and music, a radio or a stereo or something, it's so quiet in here. .... And I can't drink this, ... And I must have fresh fruit and salads,... and I need ...*”, (p.13)

Task: Find examples of the many linkers used in the play ( see for instance, p.2, p.4, p.26, p.27, p.39, p.50 etc.). Before starting, in class talk about what is a so-called linker/ a so-called run-on? Next, discuss the function of these linkers in the play “The Collector”.

Task: In Class: Talk about pronouns. Next, comment on the use of demonstrative pronouns in the following quote: “*You’ve gone to a lot of trouble. All those clothes in there, all these books*”, (p.7).

Task: In Class: Talk about the use of ing-forms. Comment on the use of the ing-form in the following examples: “*The Lights come up on Miranda standing in the middle of the cellar* (p.5) – “*He stands staring at her, heart pounding*” (p.4) – “*I’d seen you practising the piano in your front room, taking your dog*

*for a walk, going for drinks”, (p.8) – “I’m thinking of all the butterflies that would have come from these if you hadn’t killed them..”, (p.17) etc.*

## **Focus: Talking about Drama and Genre, Case Example: “The Collector”**

Task: What genre do you think “The Collector” falls into? Argue for and against for e.g. a fairy tale, a fable, a parable, a crime/detective story, a thriller, a love-story, or ... add others.

Task: Define the different genres, e.g. look up the definitions of the concepts in a dictionary.

Next, compare and contrasts with some of the following definitions:

*Fairy tales: Short narratives featuring mythical beings such as fairies, elves, and sprites. These tales originally belonged to the folklore of a particular nation or region, such as those collected in Germany by Jacob and William Grimm. Two other celebrated writers of fairy tales are Hans Christian Andersen and Rudyard Kipling.*

*Fable: A prose or verse narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fables. A famous fable is Aesop's "The Tortoise and the Hare".*

*Parable: A story intended to teach a moral lesson or answer an ethical question. In the West, the best examples of parables are those of Jesus Christ in the New Testament.*

*Detective story: A narrative about the solution of a mystery or the identification of a criminal. The conventions of the detective story include the detective's scrupulous use of logic in solving the mystery; incompetent or ineffectual police; a suspect who appears guilty at first but later proved innocent; and the detective's friend or confidant – often the narrator – whose slowness in interpreting clues emphasizes by contrast the detective's brilliance. Edgar Allan Poe's Murders in the Rue Morgue is commonly regarded as the earliest example of this type of story.*

Task: Discuss the genre of the play “The Collector” and account for your choice. I.e. state why you would you call it for instance a thriller or a love-story? Find places in the text to substantiate your point of view.

Task: Comment on the following: “ *In critical theory, genre may refer to both the content of a given work and to its form*”. Take that into consideration when you consider the genre of “the Collector”

Task: “*The Collector, you see, was widely reviewed in England as a thriller; it didn’t even make the serious novel columns. Which is why I am certainly tender towards the American critical scene. They at least realized it was simply borrowing something from the thriller form, but that, of course the deeper intentions were quite different*”, (said by Fowles). Comment on the statement and

try to account for why “The Collector” mistakenly too often is reviewed as a thriller.

Task: Fowles himself has stated that he sees the story of Miranda and Clegg more as a parable or a fable. Find evidence in the text to substantiate his point of view.

## **Focus: Creative Genre**

## **Writing, Case Example: “The Collector”**

Task: Clegg tells us on page 16 how he first met Miranda. Write out his story as a dialogue between Miranda and Clegg. “*You know, I used to think about you at work so*

*much –make up stories where we met. I remember one went on for days. We met in a park where I had been collecting , you stopped and asked me all sorts of questions, you were fascinated. You said ...p.16”*

Task: In her captivity Miranda promises herself that when she gets out things are going to be different between her and G.P. Write the first dialogue between Miranda and G.P.

Task: Write a day in Miranda´s diary, starting with the lines: ... *I do not know how I will be able to stay for one day more in this basement together with this psychopath .. I keep remembering the times when I ....”*.

Task: Write a love letter to G.P from Miranda. Starting with the lines: *Dear*

*G.P, I just want you to know that I think of you all the time, sometimes so much that it hurts. I do not know how many times I have made love to you in my mind, but what I do know for sure is ...*

Task: Clegg goes into town to buy a newspaper, and discovers that Miranda's face is all over the front pages of the papers. Write a newspaper report about Miranda who has been kidnapped.

Task: Write a letter to the editor. Your starting lines have been given: *Dear Madam. What shall I do? I have met a man who is very much in love with me and who does everything to make me fall in love with him. But I am not in love with*

*him and am very tired of him trying to get in contact with me. What shall I do?  
Yours Sincerely, Miranda .* Write an answer to Miranda

Task: Write a text-message (SMS) about “The Collector” which you send on your mobile phone to another person in class. He/she reads the message and replies and so on. After this both have to compare and discuss the rules you have used or invented when you created your text-messages. Compare the language of text-message to the language of everyday speech .

Task: Write a review of “The Collector” in no more than 200 words. Begin your review with: Healy’s *“The Collector is a very interesting play which deals with the topic of ..”*

Task: The relationship between Miranda and Clegg has been described as a love-hate relationship. Turn the story of Miranda and Clegg into a poem about love and hate in a relationship.

Task: Use the play “The Collector” as an inspiration to write a short story about Miranda and Clegg. Your short story must contain some of the major elements of the play.

Task: Turn “The Collector” into a classical whodunit crime/detective story. Create e.g. a detective and explain how he solves the crime.

Task: Imagine you are a journalist. Your next job is to prepare an interview with Clegg, the famous collector of rare butterflies. Your job is to write down questions that you would like to ask him. Your final product is an article in a science magazine.

Task: Take your point of departure in Mark Healy’s play. Write an article with the title “The Rise and Fall of Miranda” . Remember your target audience

(interested people on the internet, readers of your school magazine etc.)

Task: You are a literary journalist. Write an article telling your readers why they should/should not read “The Collector”.

Useful vocabulary: *to begin with ...*

*secondly .. another reason is .. the main things is .. the most important aspect ...*

*oddly/surprisingly/strangely enough ... s a rule ... on the whole .. the point is ... in my*

*opinion.. from my point of view ... well, personally ... what I am concerned with ..*

*what I find particularly the play conveys*

*... in the opening scenes .. what fascinates*

*me .. I will/will not recommend this play to*

*..*

Task: Write a blurb in English directed at a Danish audience. Your primary concern is how would you sell the play in Denmark?

Write down three points that you would like to include in your blurb and find arguments for including the points

Points:

- 1.
- 2.
- 3.

Task: Write a speech where you either defend or approve of Clegg's life-style. Think of how you build up your arguments. Before you start, think of the content of your speech (introduction/welcome – main body – ending).

Think also of what rhetorical tools/devices you will use (repetitions, contrasts, quotations, rhetorical questions, rhetorical modes (ethos, pathos, logos). Present your speech in class.

Task: Write a two-minute speech on the subject what Clegg wants from Miranda. Use at least two words from the box of words below and make sure your audience (class-mates) will remember them after you have given the speech: erotic fantasy – attention – love - children – sexual satisfaction – sensuality – pleasure – joy- passion- submission- house- money ...

Task: Write a letter to your parents or loved ones imagining that you are a

kidnap victim. Remember: You only have one small piece of paper. You have never been beyond the walls of the house, but have heard traffic. You have been on a hunger strike and are very weak.....

Task: Choose one of the situations below and write a letter to a problem page asking for help with your dilemma. Add as many details as you like.

Situation A: My name is Miranda my dilemma is that I feel superior to men.

Situation B: My name is Clegg my dilemma is that I feel inferior to women.

Task. Transform the story of Miranda and Clegg into a journalistic account (into non-fiction). That is, rewrite the story of

“The Collector” as a newspaper article to be printed in the local newspaper.

**Task: Working with**  
**Command Words in Essay**  
**Tasks, Case Example “The**  
**Collector”**

Task: Give an outline of the way Clegg plans to capture Miranda.

Task: Clegg seems torn between two conflicting forces: Reason and passion.  
Discuss: Will marriage to Miranda solve Clegg’s problems? Why?/why not?

Task: Write a paragraph (about 150 words) in which you argue for a wider understanding of the psychological effects of having been capture in a basement for a year or two. State your main points in the first sentence and signpost your supporting arguments with appropriate linkers.

Task: Discuss: In what way/ways do/does Healey's play "The Collector" differ from other plays that you have read in class?

Task: Discuss: What lessons, if any does Fowles (Healy) have to teach us about life? Account for your choice.

For example:

*a) Should we be afraid of meeting a psychopath such as Clegg?*

*b) Ought we not to go out on our own?*

- c) Is it dangerous to speak to strangers?*
- d) Should we be more open to people from other backgrounds?*
- e) Enjoy each day as much as we possibly can?*
- f) Not take freedom for granted?*

Task: In her captivity Miranda draws strength from primarily two sources: Her strong religious beliefs and her ability to endure suffering. Discuss and find examples in the text of how Miranda proposes religion and the acceptance of suffering as sources of consolation.

Task: Discuss, the following quote: ”*...what sets Fowles apart is his love of story telling*”. Try and apply the quote to

“The Collector”. Next, give a characterization of Fowles – the storyteller.

Task: Discuss: Perhaps it takes a threat to one’s liberty to fully appreciate what freedom means? (Consider police states, dictatorships). Next, apply the notion of freedom to Miranda’s situation in “The Collector “

Task: Comment on the following quote:  
*“The Collector” is psychologically believable and convincing?*

Task: Discuss for or against reading “The Collector” in the classroom.

1. Write down two or three arguments for reading “The Collector” in the classroom.

2. Write down two or three arguments against reading “The Collector” in the classroom.
3. Order your arguments (either most important to least or vice versa). Decide whether you are for or against. Use linkers to show when your writing is moving from for to against, or from against to for; in other words to show a change in direction in your discussion.

Task: Discuss a question of ethics in John Fowles’ “The Collector”. Before you start brainstorm: What does “ethics” mean? Write down arguments for and against your point of view.

Task: Write a summary of the play. Use as many words as possible from the box:

in love – butterfly – sex - old cottage –  
psychopath – afraid - victim - dinner -  
escape – letter – ill – die.

Task: Clegg and evil. Discuss: Do you think that some people are born evil? Are there people who are by nature violent or prone to anti-social behaviour who cannot be reformed? Is everybody born good but can turn evil because of social conditioning? How can those who are violent and habitually involved in crime be rehabilitated and become good members of society?

Task: Arranged-marriages seem to work. This goes against the modern Western belief in romantic love and free-will, but this concept is relatively new as not so

long ago it was parents who chose who their children could and could not marry. Discuss do we have too much freedom now to do what we like without considering those who might be affected by our actions?

Task: Divorce-rates have increased many-fold since the swinging 1960's. Do people get divorced too easily nowadays? Write an essay arguing the cases for and against arranged-marriages.

Task: Give an account of the way Miranda in the play "The Collector" progresses/changes in her captivity.

Task: Write an essay about “The Collector”. In your essay you must include the following points: - a characterization of Miranda and Clegg and their relationship - the title of the play – the theme(s) of the play ...

Task: Discuss Clegg’s attitude to love and women. Please include linkers in your discussion. Box of useful linkers: *on one hand, on another hand, however, nonetheless, in contrast to, therefore, as I see it, in conclusion, in brief, consequently, moreover, finally, etc.*

