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THE TURN OF THE SCREW

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ABOUT THIS BOOK

For the Student

- 👂 Listen to the story and do some activities on your Audio CD.
- 🗣️ Talk about the story.
- ★ Prepare for Cambridge English: Preliminary (PET) for schools.

For the Teacher

HELBLING e-ZONE A state-of-the-art interactive learning environment with 1000s of free online self-correcting activities for your chosen readers.

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For lots of great ideas on using Graded Readers consult [Reading Matters](#), the Teacher's Guide to using Helbling Readers.

Level 4 Structures

Sequencing of future tenses	<i>Could / was able to / managed to</i>
Present perfect plus <i>yet, already, just</i>	<i>Had to / didn't have to</i>
First conditional	<i>Shall / could</i> for offers
Present and past passive	<i>May / can / could</i> for permission <i>Might</i> for future possibility
<i>How long?</i>	<i>Make and let</i>
<i>Very / really / quite</i>	Causative <i>have</i> <i>Want / ask / tell someone to do something</i>

Structures from lower levels are also included.

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ABOUT THE AUTHOR

Henry James was born in New York in 1843. He was the second of five children. His parents were wealthy¹ and cultured² people. When he was a teenager, the family spent several years traveling around Europe. During this time Henry attended private schools and also studied with private teachers. He learnt to speak several languages and read many books by famous European writers.

At the age of 19 he started studying law at Harvard University. However, he didn't finish the course because he much preferred reading and writing stories to studying law. His first short story was published in 1864. After that he decided to devote³ himself completely to writing.

In 1875 he left America and went to live in France. The following year he moved to England, where he spent the rest of his life. Henry James never married, but he had many friends and a busy social life. In 1915 at the start of World War I he became a British citizen. He died in London in February of the following year.

During his life Henry James wrote over twenty novels. The most well-known⁴ include *The Portrait of a Lady* (1881), *The Bostonians* (1886), *The Ambassadors* (1903) and *The Golden Bowl* (1904). These novels are now popular films. He also wrote many short stories⁵ and novellas⁶ (longer than short stories but shorter than novels), plays⁷ for the theater, articles⁸ for magazines and books about his travels.



- 1 wealthy ['weɪθi] (a.) 富有的
- 2 cultured ['kʌltʃəd] (a.) 有教養的
- 3 devote [dɪ'vəʊt] (v.) 奉獻
- 4 well-known ['wel'nəʊn] (a.) 眾所周知的
- 5 short story 短篇小說
- 6 novella [no'velə] (n.) 中篇小說
- 7 play [pleɪ] (n.) 戲劇；劇本
- 8 article ['ɑ:tɪkəl] (n.) 文章

ABOUT THE BOOK

Published in 1898, *The Turn of the Screw* is Henry James's best-known¹ ghost story. Ghost stories were very popular at the end of the 19th century, when there was also much interest in the supernatural².

James begins his novella with a prologue³, an introduction to the main story. A group of friends is spending Christmas together in an old country house. One evening they decide to tell each other ghost stories. One of the guests says that he once read a very frightening one. Of course everyone wants to hear it, so he has the pages of the story sent from his house in London. A couple of nights later he reads it to his friends.

The story forms the main part of the novella. It is written by a young governess⁴ about her first job.

She is employed⁵ by a young, handsome man to look after his young nephew and niece—Miles aged 10 and Flora aged 8. They live in a large house in the country called Bly and they are both very beautiful and good. Soon after her arrival the governess sees—or imagines she sees—the evil⁶ ghosts of two dead servants, a man called Quint and a woman called Miss Jessel. She is convinced⁷ that the ghosts are communicating with the children and that they are going to hurt them. She decides that she must save her pupils⁸ before it is too late.

Are the children really in danger? Or is the governess mad? Henry James leaves it to the reader to decide.

- 1 best-known ['best'nəʊn] (a.) 最有名的
- 2 supernatural [ˌsʊpə'nætʃərəl] (a.) 超自然的 (n.) 超自然力量
- 3 prologue ['prɒ,lɒg] (n.) 序言；前言
- 4 governess ['gʌvənɪs] (n.) 女家庭教師
- 5 employ [ɪm'plɔɪ] (v.) 雇用
- 6 evil ['ɪvɪ] (a.) 邪惡的
- 7 convinced [kən'vɪnst] (a.) 確信的
- 8 pupil ['pjʊpəl] (n.) 小學生；學生

BEFORE READING

1 Look at the pictures of some of the characters in the story. Which of the words or phrases below describe these characters? Use your dictionary to check the meanings of the words if necessary.

- 1 20 years old
- 2 long, pale face
- 3 golden curls
- 4 dressed in black
- 5 10 years old
- 6 red hair



2 Write a short description of each of the characters in Exercise 1. With a partner read and guess the character.









3 Listen to an extract from the story, when the governess describes her two young pupils, Miles and Flora. Answer the questions below. Put a tick (✓) in the correct box.



- T F a Miles learnt many things by himself.
- T F b Miles and Flora often had arguments.

4 Match the people with something they do as part of their job.

- 1 governess
- 2 headmaster
- 3 housekeeper
- 4 maid

- a informs parents about their children's progress
- b teaches children to read and write
- c clears the table after dinner
- d tells servants what to do

5 Complete the extracts from the story with an appropriate word from Exercise 4.

- a Then I remembered Mrs. Grose's words when the _____'s letter arrived: "All boys are bad sometimes."
- b A _____ let her in and asked her to wait in a small room.
- c The _____ and a little girl appeared at the door to welcome me.
- d Needing to work, she decided to answer an advertisement in a newspaper for the position of _____.

6 Who are the people on pages 55 and 68? What do you think these women are like? Discuss your ideas with a partner.

7 Match the underlined words in the sentences with the pictures.



- a Flora and Miles walked up and down the lawn while the governess and the housekeeper talked.
- b The lake at Bly was surrounded by tall reeds.
- c One night the governess saw a woman sitting at the bottom of the staircase.
- d Many of the rooms in the tower were empty.

8 The ghosts in the story appear to the governess in different places. Guess three from the list below. Put a tick (✓) in the box next to the places. Explain your choices to a partner.

- a on the lawn in front of the house
- b in the reeds near the lake
- c on a staircase in the house
- d in an empty room in the tower
- e outside the dining room window
- f in a church

9 The title of the story comes from an idiomatic expression—a **turn of the screw**. The expression is used twice in the original story. The first time is in the Prologue. A man called Griffin tells his friends a ghost story. In it a ghost appears to a child. Afterwards someone says:



“Griffin’s story was unusual; it’s true. But if the child gives the effect another turn of the screw, what about a story with TWO children?”

What does he mean? Tick (✓) the correct answer. It might help to think about what happens when you turn a screw in a hole.

- a a ghost story is more frightening if the ghost appears to more than one child
- b a ghost story is less frightening if the ghost appears to more than one child

10 The extracts below are from different chapters in the story. Look at the Contents on page 3. Which chapters do you think the extracts are from? Write the number of the chapter in the box.

a

They can destroy the children!
They don’t know how yet, but they’re trying hard.

b

She was standing in the reeds and watching us.

c

YOU must leave Bly, Mrs. Grose.
Take Flora to her uncle in London.

d

I understood immediately that he was looking for somebody!



Prologue

③ It was Christmas Eve and I was with some friends in an old house in the country. After an early dinner, we lit the candles in the sitting room and gathered¹ around the fire.

"This old house makes me think of ghost stories," Griffin said.

"Oh, please tell us one!" cried the ladies.

"Are you sure?" Griffin asked. "You might be frightened!"

We all agreed that a little excitement was exactly what we wanted, so Griffin started to tell us a story.

When he finished it, nobody moved or spoke for a few moments. Then one of the ladies said, "How unusual! A child that sees a ghost. I haven't heard a story like that before."

After that a couple of other people told stories, but they were rather dull².

I noticed that Douglas was very quiet. "He wants to tell us something," I thought.

I was right. Just before we went to bed he said, "Griffin's story was unusual; it's true. But if the child gives the effect another turn of the screw³, what about a story with TWO children?"

1 gather [ˈɡæθə] (v.) 聚集

2 dull [dʌl] (a.) 乏味的

3 turn of the screw 雪上加霜的行為或事件 (因而讓人不得不採取行動)

4 Of course everyone wanted to hear it.

"I can't tell it. It must be read," said Douglas. "But the story is in a locked drawer in my house in London."

When he saw the looks of disappointment on our faces, he quickly added, "If you like I'll write to my servant in the morning. I can give him the key to the drawer and ask him to send the pages of the story here."

"Did you write the story, Douglas?" I asked.

"No, I didn't," he replied. "It was written by a woman, my sister's governess. She sent me the pages more than twenty years ago, just before she died. She was a charming person, ten years older than me. I met her one summer during the holidays. I was at university at the time. We often went for walks together. I think she liked me and I liked her. I was the only person she told her story to."

The story arrived a few days later. In the evening we all gathered in the sitting room again. Everyone was looking forward to¹ hearing the story. Douglas sat in the best chair next to the fire. The manuscript² was on his knees.

"Before you hear the story, you need to know the circumstances³," he began. "The woman was the youngest daughter of a poor country priest⁴. Needing to work, she decided to answer an advertisement⁵ in a newspaper for the position of governess. The advertiser⁶ replied saying that he would like to meet her. Could she come to London?"

1 look forward to

期待 (後接名詞或動名詞)

2 manuscript ['mænjə,skript] (n.) 原稿

3 circumstances ['sɜ:kəm,stænsɪz]

(n.) [複] 情況

4 priest [prɪst] (n.) 神職人員; 牧師

5 advertisement [ˌædvə'taɪzmənt]

(n.) (徵人) 啟事; 廣告

6 advertiser [ˌædvɜː'taɪzə]

(n.) 刊登啟事者



5 "She immediately bought a coach¹ ticket and a week later she was on her way there. The advertiser had a big house in a rich part of the city. As she waited at the door she felt both excited and nervous. She was only twenty at the time and this was her first job. A maid² let her in and asked her to wait in a small room.

"A few minutes later the master of the house arrived and greeted her. His appearance surprised her. Young, handsome and well-dressed, he was like the men in old romantic novels—or the dreams of a country priest's daughter! She supposed³ that he was also very rich because the house was full of beautiful things. He sat down opposite⁴ her and explained his situation.

"I'm looking for⁵ a governess for my young niece and nephew," he said and smiled at her.

"Their parents, my brother and his wife, died two years ago in India and now the children are all alone in the world. I've tried to help the poor little things, but, not being married myself, I have no experience of children. I sent them to live in Bly, my house in Essex. The country is much safer than the city and the air is better. Don't you agree?"

"The young woman nodded⁶. Without knowing why, she really wanted to help him. He was so very charming.

- | | |
|----------------------------------|--|
| 1 coach [koiʃ] (n.) 四輪大馬車 | 6 nod [nɒd] (v.) 點頭 |
| 2 maid [meɪd] (n.) 女僕 | 7 housekeeper ['haʊs,ki:pə] (n.) 女管家 |
| 3 suppose [sə'pəʊz] (v.) 猜想；認為應該 | 8 responsible [rɪ'spɒnsəbəl] (a.) 負責任的 |
| 4 opposite ['ɒpəzɪt] (prep.) 在對面 | |
| 5 look for 尋找 | |

6 "Mrs. Grose, the housekeeper⁷ at Bly," he continued, "is an excellent woman and there are plenty of servants there. Unfortunately the children's first governess died suddenly. She was a nice young lady and the children loved her. After that we sent Miles to school and Mrs. Grose looked after Flora. You will look after Flora and when Miles comes home for the school holidays, you will be responsible⁸ for both of them of course."

The Master of the House

- What is the master of the house like?
- Is he interested in the children?
- Does the young woman like him?
- Is he going to offer⁹ her the job? Tell a friend.

"He offered her a good salary¹⁰, but she wasn't sure that she wanted the job. She was afraid that she might be lonely in the country with only two children for company¹¹."

"But she accepted the job," I said.

"Yes, she did," replied Douglas.

"Because she was in love with¹² the man."

"She saw him only twice."

"It only takes a moment to fall in love¹³," I replied.

- | | |
|-------------------------------|----------------------------|
| 9 offer ['ɒfə] (v.) 提供 | 12 be in love with sb 愛上某人 |
| 10 salary ['sæləri] (n.) 薪水 | 13 fall in love 墜入情網 |
| 11 company ['kʌmpəni] (n.) 陪伴 | |

7 Douglas got up and moved a log¹ on the fire.
 "Yes, you're right," he said. He was looking at the burning logs. "Love is strange, isn't it? She accepted the job knowing that she could never see him again."
 "How did she know that?"
 "It was one of the conditions of the job. His most important condition. 'If you accept,' he said, 'you will be responsible for the children. You must do everything for them. You mustn't write to me or try to get in touch with² me. I don't want to know anything. Do you agree to my condition?'
 'I do,' she replied."
 "What's the title of the story, Douglas?" somebody asked quietly.
 "It hasn't got one," he said sitting down. Then he opened the faded³ red cover of the manuscript and he began to read.

- | | |
|-----------------------------|-----------------------------------|
| 1 log [lɒg] (n.) 圓木；原木 | 7 in circles (繞) 圈子 |
| 2 get in touch with sb 聯繫某人 | 8 curl [kɜːl] (n.) 捲髮 |
| 3 faded ['fɛdɪd] (a.) 褪了色的 | 9 expression [ɪk'spreʃən] (n.) 表情 |
| 4 fly [flaɪ] (n.) 舊時的馬車 | 10 think of 想到 |
| 5 coach stop 驛站 | 11 journey ['dʒɜːni] (n.) 旅程 |
| 6 lawn [lɔːn] (n.) 草坪 | 12 chat [tʃæt] (v.) 聊天 |

1. Bly


8 A fly⁴ was waiting for me at the coach stop⁵ in Essex.
 It was a lovely June evening and I enjoyed the drive through the beautiful countryside to Bly.
 The house was a very pleasant building, not the sad place I imagined. There was a lawn⁶ at the front and lots of flowers. Birds were flying in circles⁷ above the tops of the trees in a clear blue sky. I no longer had any doubts about the job. "You made the right decision," I told myself. "You'll be happy here."
 The housekeeper and the little girl appeared at the door to welcome me. I noticed immediately that the child was extremely beautiful. She had golden curls⁸, blue eyes and a sweet expression⁹ on her little face. She made me think of¹⁰ the angels in old Italian paintings.
 "You must be thirsty after your long journey¹¹, miss," Mrs. Grose said with a smile. "Come in and have some tea!"
 She took me to the dining room and we spent the next hour chatting¹² happily. She was a kind, friendly woman and I liked her immediately. "I'm sure we're going to be good friends," I thought.
 After tea she showed me my room. It was at the front of the house, so there was a wonderful view of the garden from the windows.



- 9 "It's the best room in the house," she told me.
"It's lovely," I said. "And so big!"
There was another, smaller bed at the end of mine.
"That must be for Flora," I said.
"Yes, but I've told her that she can sleep in my room tonight, miss," said Mrs. Grose. "I hope you don't mind. She doesn't know you yet. I thought that she might be worried about sharing a room with a stranger. Is that alright?"
"Thank you, Mrs. Grose," I replied. "That's a very good idea."
The housekeeper's obvious¹ love for the little girl made me like her even more.
Later that evening while we were having supper I asked her about Flora's brother.
"Does he look like an angel too?" I asked.
"Oh, yes, miss!" she answered smiling. "He's just as beautiful as Flora!"
"He's coming home tomorrow, isn't he?"
"Not tomorrow, miss. Friday."
"I'll go and meet him at the coach stop," I said. "And Flora can come too. Do you think he'll like that, Mrs. Grose?"
"Oh, yes," she said. "That's a very good idea."
I was happy that we agreed about everything. I think she respected² me because I was the governess. She also seemed VERY glad that I was there.

1 obvious ['ɒbvɪəs] (a.) 明顯的

2 respect [rɪ'spekt] (v.) 尊重；尊敬

 That night I was too excited to sleep. I couldn't believe my good luck. Flora was so pretty and so charming! And she was a clever little girl too. "Teaching her will be a pleasure," I thought.


I finally fell asleep, but I woke up several times during the night. Each time I could see Flora's beautiful little face in my head. Once I thought I heard a child's cry and a light footstep¹ outside my room.

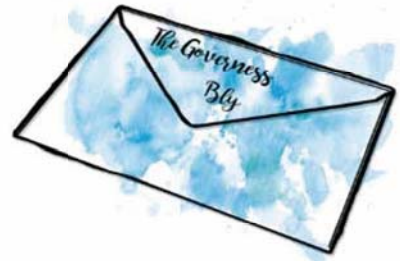
"Don't be silly!" I told myself. "You were dreaming. Go back to sleep!"

The next morning I decided to ask my pupil to take me on a tour of the garden and the house. I felt too agitated² to start lessons immediately. Bly frightened me a little. It was so different from my own home. I also thought it was a good way of getting to know Flora better.

She was delighted³ with my suggestion and we started our tour in the garden immediately after breakfast. She took me to see every corner, every tree and every flower in it. We chatted happily all the time and after half an hour we were good friends.

Although she was very young, she wasn't a shy child. She was also very sure of herself and she wasn't afraid of anything. She went into every dark corner and every empty⁴ room in the house. She ran up narrow staircases⁵. She stood on the top of the tower. In her blue dress and with her golden hair, she reminded me of⁶ a little fairy⁷.

 That evening after dinner a maid brought me a letter. I opened it and found a short note from my employer⁸ and another letter.



The note said:

This letter is from the headmaster⁹ of Miles' school—a very boring person. Read what he says, please. Deal with¹⁰ him yourself. Don't contact me! I'm going away.

1 footstep ['fʊt,steɪp] (n.) 腳步聲

2 agitated ['ædʒə'teɪtɪd] (a.) 激動的

3 delighted [dɪ'laɪtɪd] (a.) 高興的

4 empty ['emptɪ] (a.) 空的

5 staircase ['steɪ,kes] (n.) 樓梯；樓梯間


6 remind sb of sth 使某人想到某事

7 fairy ['feəri] (n.) 仙子；精靈

8 employer [ɪm'plɔɪə] (n.) 雇主

9 headmaster ['hed'mæstə] (n.) 校長

10 deal with sb 想辦法與某人交涉 (尤其指工作上的事務)

 I took the headmaster's letter to my room and read it before going to bed. Afterwards I was sorry because the contents gave me a second sleepless¹ night. The next morning I was tired and nervous when I got up. I didn't know what to do about the letter. Finally, I decided to show it to Mrs. Grose.

"Dismissed²!" she repeated after I read the headmaster's letter to her. "I don't understand. What does he mean? Aren't all of the boys . . .?"

"Sent home? Yes, they are. But only for the holidays," I replied. "Dismissed means that Miles can't go back to that school—ever! The headmaster doesn't want him. He says that Miles isn't good for the other boys."

Schools

- The words below all describe different kinds of schools in the UK. Write a sentence about each one. Use your dictionary if necessary.

- boarding
- mixed
- nursery
- public
- secondary
- comprehensive

"Master Miles!" the housekeeper said angrily. "How can they say such cruel things? He's only ten years old!"

"It IS difficult to believe," I said.

The expression on her face changed. She was happy that I agreed with her.

 "Has he ever behaved badly at home?" I asked.

"He's a boy, miss," she replied laughing. "All boys are bad sometimes. But see him first. Then decide if he's bad or not."

The following day Flora and I got ready to go and meet Miles at the coach stop. While we were waiting for the fly to arrive, I asked Mrs. Grose about the last governess.

"What was she like?"

"She was young and pretty," she replied. "Almost as young and pretty as you!"

"Did she die here?"

"No, miss. She went away."

"Do you mean she was ill and went home to die?"

"No, she wasn't ill here. She left Bly at the end of the year and went home for a short holiday. But she never came back. Then the master told us that she was dead."

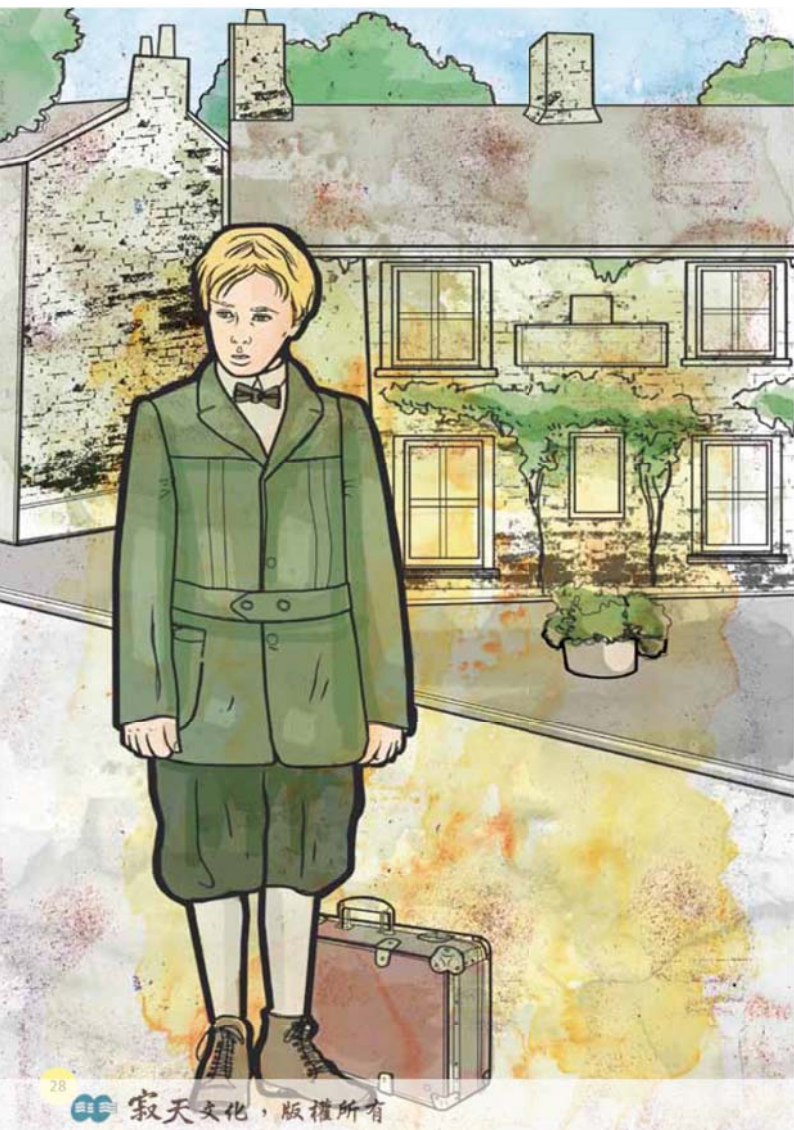
"What did she die of³?"

"The master never told me, miss," said Mrs. Grose. "But please, miss. If you don't mind I must get back to my work."

¹ sleepless ['sli:plɪs] (a.) 失眠的

² dismiss [dɪs'mɪs] (v.) 解散；退學

³ die of . . . 死於……原因



2. The face at the window

14 Miles was waiting for us at the coach stop. Mrs. Grose was right. He was just as beautiful as his sister and even more charming. There was an innocent¹ expression in his blue eyes that I have never seen in a child since then. During the drive back to Bly he completely won my heart.

As soon as² I had a free moment, I went to see Mrs. Grose.

"The headmaster's letter is very silly!" I said. "Have you ever met a sweeter child than Miles?"

"Never, miss," she replied with a triumphant³ smile. She was pleased that I loved Miles as much as she did. "So what are you going to do about the letter, miss?"

"Nothing!" I replied. "I'm not going to write to his uncle and I'm not going to say anything to Miles."

She took my hand and held it for a long time before saying, "I'll stand by⁴ you, miss."

I was so grateful⁵ to her that I put my arms around her and kissed her cheek.

The next few weeks passed pleasantly. I was always busy with the children during the day, but I had an hour for myself when they went to bed. This was my favorite moment of the day. The summer evenings were long, so I usually went out into the garden.

1 innocent ['ɪnəsnt] (a.) 天真無邪的

2 as soon as就.....

3 triumphant [traːˈʌmfənt] (a.) 勝利的

4 stand by sb 支持某人

5 grateful ['grɛtʃəl] (a.) 感激的

15 As I walked in the fading¹ evening light, I often thought about my employer. I was doing what he asked me to do, and I was doing it well. I felt pleased with myself. I imagined meeting him on the garden path. I imagined seeing his face, his smile—a smile that said he approved² of me.

I was enjoying my walk one evening when something strange happened. As usual I was thinking about my employer. His handsome face was very clear in my mind. Then, suddenly, I saw him! He wasn't standing on the path in front of me, but on top of the tower in the distance³.

I gasped⁴ twice. Once with shock and then again with surprise. But, no! It wasn't him! It was another man! We looked at each other for several minutes. I wanted to speak to him, but he was too far away. Then, with his eyes still on me, he walked to the other side of the tower and disappeared.

I felt frightened, confused⁵ and angry. Who was he? What was he doing there? Was there a "secret" at Bly?

I walked a bit more and when I got back to my room I was calmer⁶.

"He was probably just a curious traveler. Someone who wanted to see the park and the house at sunset," I told myself. "Anyway he's gone now. That's the important thing."

I tried to forget the man and concentrate on my work. It wasn't difficult because I enjoyed it so much. Miles and Flora filled every moment of the day with happiness.

1 fading [ˈfɛdɪŋ] (a.) 變暗的

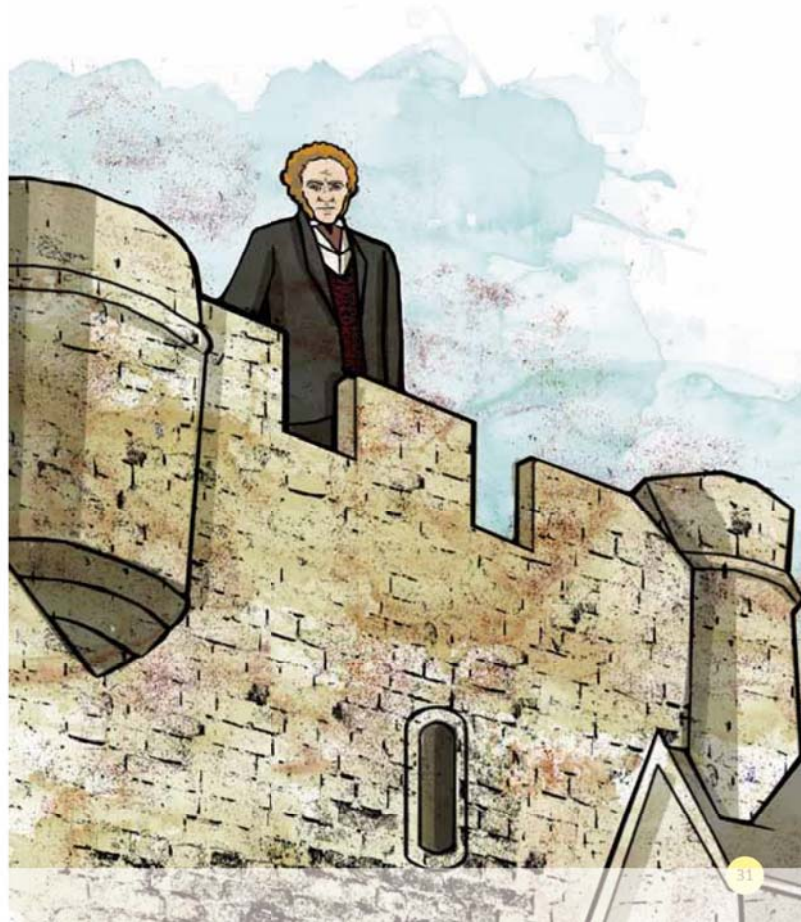
4 gasp [gæsp] (v.) 倒抽一口氣

2 approve [əˈpru:v] (v.) 贊同；贊許

5 confused [kənˈfju:zd] (a.) 困惑的

3 in the distance 在遠處

6 calm [kɑ:m] (a.) 鎮定的



16 They were both such lovely children. Miles especially was a very sensitive¹ child. He never spoke about his school and I never mentioned it. But I was more certain than ever that the headmaster was wrong. The boy was too innocent to be bad, and schools were cruel places for sensitive children.

A few days later I saw the man again. It was Sunday afternoon and Mrs. Grose and I were getting ready to go to church. I couldn't find my gloves anywhere. Then I remembered that they were in the dining room. I ran downstairs quickly to get them because I didn't want to be late. I opened the door and looked around. It was a gray, wet day, but there was enough light in the room for me to see my gloves on a chair near the window—and somebody outside! It was him! The man from the tower!

My heart missed a beat. He stared² at my face for a few seconds and then he disappeared. I understood immediately that he was looking for somebody! But it wasn't me. He wanted somebody else. Suddenly I no longer felt afraid of him.

I ran out of the house and into the garden, but there was no-one there. I looked around but I was sure the man wasn't hiding in the trees or the bushes³. I can't explain why.

Then I put my face on the glass of the window and looked into the dining room. I could see Mrs. Grose at the door. When she saw me she turned and hurried away. A few moments later she was running towards me.

17 "What's the matter?" she cried. "You're as white as a sheet! You look awful!"

As White as a Sheet

▪ Complete the similes/comparisons with your own ideas. Share your ideas with the class.

- as black as . . .
- as brave as . . .
- as cold as . . .
- as hungry as . . .

"I saw a man at the window," I said. "I was very frightened."

"Where is he now?" she asked.

"I don't know," I replied.

"Have you seen him before?"

"Yes, once. On the tower."

"Did you recognize⁴ him?"

"No, he was a stranger."

"What was he doing on the tower?"

"Only standing and looking down at me."

"You didn't tell me about him. Was he a gentleman?"

I didn't have to think before I answered, "No, not a gentleman. He was a HORROR!"

1 sensitive ['sensə'tɪv] (a.) 靈敏的；敏感的

2 stare [stə] (v.) 盯；凝視

3 bush [bʊʃ] (n.) 灌木叢

4 recognize ['rekəg,nəɪz] (v.) 認出