

1. Based only on the first paragraph of the story, the mood could be described as oppressive because of the heat, the close quarters of the train car, and the aunt's repeated use of the word "Don't." Look at that same paragraph and determine the narrator's tone or attitude toward the characters and events of the story. What is the tone of the opening paragraph? Give evidence to support your stance.

I think the narrator's tone and attitude displayed signs of annoyance in the first paragraph, which is shown when the author says "Both the aunt and the children were conversational in a limited, persistent way, reminding one of the attentions of a housefly that refuses to be discouraged." The word choice such as "limited", "persistent", and "housefly" really shows the tone of annoyance.

2. The only character who is named is Cyril, the small boy. In Greek, the name "Cyril" can be translated to mean "lord." Given this information, what point do you suppose Saki was trying to make in choosing this name for this character?

Maybe the author is trying to change the reader's attention onto the children. I think Saki was trying to transition the background/setting of the story to the actual present.

3. What does the aunt do when Cyril presses her about why the sheep would think the grass in the other field is better? Think about the idiom, "The grass is always greener on the other side of the fence," and explain what point Saki, the author, might be making here.

The aunt doesn't answer Cyril's question and instead talks about the cows on the side. Saki is probably showing us that hardships gets us to better places. The aunt currently needs to go through the torture of Cyril's questioning, but after the questions, she finally will be able to get some peace (i.e the greener grass)

4. In the bachelor's story, what has Bertha done to win her three medals? Do you agree that these are the qualities that should be used to determine whether a child is good? Explain your answer.

Bertha is obedience, punctuality, and behaviour. I think these attributes can be used to describe young children, but as they grow older, it shouldn't be about their actions and more about their heart.

5. Also in his story, Bertha is disappointed to discover there are no flowers in the park. Why was she disappointed? What does this say about the nature of goodness?

She was disappointed because there wasn't anything to tempt her to pick the flowers. Or in other words, there was not another way to prove that she was a good child, because there was nothing to tempt her in the first place.

6. Why, do you suppose, the children used the word "beautiful" to describe the grisly ending of the bachelor's story?

I think the children thought that the story was beautiful because the story was unique. The aunt may have been just telling boring stories that revolved around a very predictable theme, so something gruesome may have been pleasing to the children.

7. Satire is a device employed by writers to criticize the foolishness of others and make a larger point about society by using humor, exaggeration, or mockery. What part of this story do you find to be satirical?

I think the part where the bigger of the smaller girls says "It is the most beautiful story that I ever heard" to the somewhat gruesome story was pretty funny.

8. Situational irony occurs when actions have an effect that is opposite from what was intended. What part of this story is an example of situational irony?

The gruesome ending of the story had a very "beautiful" reaction, which shows situational irony.

9. Early in the story, one of the girls repeats the first line of "On the Road to Mandalay," a Rudyard Kipling poem about a British soldier who formerly served in Burma (today known as Myanmar) and longs to return to the exotic land and a girl there that he loved. He says Southeast Asia is "where the best is like the worst, where there aren't no Ten Commandments an' a man can raise a thirst..." Explain the irony of having the smaller girl on the train recite a line from this particular poem.
- The irony was that it annoyed the bachelor just like how the aunt became annoyed, he was annoyed to the point that he would tell his own story.
10. What colors are used to describe the pigs and the wolf? Symbolically, what message can be drawn from this?
- The colors used to describe the pigs and the wolf were all dark. This shows the dark side of the story, where we eventually see Bertha eaten up.
11. Is the bachelor the protagonist or antagonist of this story? Explain your answer.
- I think the protagonist is the protagonist of this story. He tells us that life is unfair and that there is a lot of dark things in the world.
12. Is it possible for a person to be too good? Explain your answer.
- I think there are people that are naturally good, but it's not common. Most of the time you would see selfish people.
13. Based on this story, what do you think was Saki's opinion of the British school system? Give two pieces of evidence from the text to support your answer.
- I think Saki is depicting the British school system as a system that may try to hide some facts about life. The children are accustomed to hearing corny stories, which don't expose children to the real facts about life. This is shown when the children express their interest towards the story.
14. Thinking beyond the story, what responsibility do adults have toward children? What responsibilities, if any, do you have when interacting with little kids? Explain your thoughts.
- I think adults need to make it clear that some stories don't accurately depict life, that life does have its bad parts and that it isn't this so-called "fairly land" where everything is perfect.