

# Death on the Nile

## SUMMARIES

### Part 1: Chapters 1–5

Linnet Ridgeway is a beautiful, young heiress. At her new estate, Wode Hall, her friend Joanna Southwood admires Linnet's expensive pearl necklace. An old friend, Jacqueline de Bellefort (whose parents lost all their money) asks Linnet to give her fiancée, Simon Doyle, a job. When Linnet meets Simon, she is instantly attracted to him.

Linnet's American trustee, Andrew Pennington races to Egypt when he hears Linnet has got married. She can now take control of her finances, but he has been misusing them.

In Egypt, Poirot meets Mrs Allerton and her son Tim (Joanna Southwood's cousin), and Mrs Otterbourne and her unhappy daughter Rosalie. Linnet arrives on her honeymoon with her new husband: Simon Doyle. Jacqueline has followed them. She shows Poirot a gun she had bought to kill Linnet and Simon with.

### Part 2: Chapters 6–10

Simon tries to lose Jacqueline on a Nile cruise. But, Jacqueline turns up too. Poirot is also on the cruise.

At dinner, Tim Allerton is annoyed to see Poirot at his table. Mrs Allerton surveys the other passengers: Jacqueline, the Otterbournes, Dr Bessner (Austrian and fat), Mr Fanthorp (quiet, young English lawyer), Mr Ferguson (a rude, scruffy, anti-capitalist), Mr Pennington, Signor Richetti (an Italian archaeologist), Miss Bowers (Miss Van Schuyler's nurse), Miss Van Schuyler (a wealthy grumpy old lady), Miss Cornelia Robson (Miss Van Schuyler's poor, young cousin), Linnet and Simon Doyle.

Pennington tries to get Linnet to sign some documents.

At Abu Simbel, a rock falls and nearly hits Linnet. They assume Jacqueline pushed the rock, but she was on the boat.

Richetti is very angry when Linnet opens a message meant for him by mistake. Poirot's friend, Colonel Race (British Intelligence) arrives on the boat. He says there is a dangerous criminal on board.

The next evening, Miss Van Schuyler's velvet shawl is missing. Jacqueline, Fanthorp, Cornelia and Simon are alone in the observation room. Angry and drinking heavily, Jacqueline shoots Simon in the leg. He holds his handkerchief over the wound. Simon asks Fanthorp and Cornelia to take Jacqueline back to her cabin and to ask Miss Bowers to sit with her, then to get Dr Bessner. When Dr Bessner arrives, Simon has opened the window next to him. They take Simon to Dr Bessner's cabin. When Fanthorp goes back to get the gun it has gone.

### Part 3: Chapters 11–15

Linnet is shot dead sometime between midnight and 2 am. Race asks Poirot to help him find the murderer. Simon tells them he knows one passenger's father had lost money because of Linnet's father. They interview Louise Bourget (Linnet's maid) in the presence of Simon Doyle. She speaks in riddles: *If I had been unable to sleep, ... maybe I would have seen the murderer*, but tells them that all she knows is that

one of the crew, Fleetwood, hated Mrs Doyle because she ruined his relationship with her previous maid, Marie. But Fleetwood has an alibi.

Lots of people say they heard a splash, but some say it was between 10.30 and 11.00 pm, and others say it was around 1 am. Mrs Van Schuyler says she saw Rosalie Otterbourne drop something into the water at 1 am. They find the gun in the river, wrapped in Mrs Van Schuyler's shawl and with a cheap handkerchief stained pink.

Linnet's pearl necklace is missing. Race decides to search the cabins. Simon asks to see Jacqueline. Rosalie admits that her mother is an alcoholic and that she threw her mother's bottle of alcohol into the river at 1.10 am, but didn't see anyone on deck.

Miss Bowers returns the pearls to Race and Poirot. Miss Van Schuyler apparently has a habit of stealing things. Poirot says these are not the real pearls. The search begins. In Tim's cabin, they find a rosary with wooden beads, and a tube of glue. In Linnet's cabin, they find a nearly empty bottle of red nail polish. In Pennington's cabin, they find lots of documents and a gun. Signor Richetti also has a gun and there is another gun in Rosalie's bag. Race finds Louise Bourget's body under her bed.

### Part 4: Chapters 16–22

Louise Bourget has been stabbed and is holding the ripped corner of a thousand-franc note. Poirot finds Jacqueline and Rosalie together. He confronts Rosalie. She shows him her bag; there is no gun.

Mrs Otterbourne declares that she knows who the murderer is. Simon shouts out excitedly. Suddenly, she is shot dead from behind with Pennington's gun. Ferguson reveals it was Cornelia's father who lost all his money because of Linnet's father. Poirot discovers that Fanthorp has been sent to Egypt by his uncle, Linnet's English lawyer, who suspected Pennington of swindling her. Poirot accuses Pennington of trying to kill Linnet at Abu Simbel. Pennington says it was an accident. Poirot accuses Tim Allerton of being a jewellery thief with his cousin Joanna Southwood. Tim has hidden the real pearls in the rosary beads. Poirot gives Tim a chance to return them. He and Rosalie realise they are in love. Simon tells Race that Richetti's message was about vegetables. Race realises this is code and that Richetti is the criminal he has been after all along. Poirot reveals that the murderer has to be Simon Doyle. Jacqueline hadn't shot Simon in the observation room. Simon had used a handkerchief stained red with nail polish to pretend he was bleeding. When the others left, Simon retrieved the gun and shot Linnet. Then, he shot himself using the shawl to silence the shot, opened the window and threw the gun, handkerchief and shawl into the river. Louise Bourget had seen him and tried to blackmail him. Simon told Jacqueline to kill her. Mrs Otterbourne saw Jacqueline going into the maid's cabin. When she came to tell Poirot and Race, Simon's shout warned Jacqueline. She grabbed Pennington's gun and killed Mrs Otterbourne. Simon confesses. Jacqueline uses a hidden gun to kill both Simon and herself.

# Death on the Nile

## CLASSROOM ACTIVITIES

### Part 1 (Chapters 1–5)

#### Before reading

#### 1 Research

Write *Death on the Nile* on the board. Explain to students that they are going to read a story by Agatha Christie and that this is the title. Elicit what the Nile is (a river) and where it is in the World (in East Africa – most prominently in Egypt). If possible, display a map and ask students to locate Egypt and the River Nile on it. Brainstorm what students know about Egypt (they may mention the pyramids, Cairo, Alexandria, Pharaohs, etc). Discuss why people visit Egypt. If possible, display some images of the pyramids, etc. If any students know Egypt and/or the Nile ask them to describe what it is like.

Finally, ask students to read the Cultural note *Touring in Egypt in 1937* on page 84 at the back of the book and to look at the map on page 85. If possible, display images of Aswan, Elephantine Island, Abu Simbel and the Cataracts. Show students an image of a large luxury steamboat or if this is hard to find, a modern-day Nile cruise ship. Ask *Would you like to take a luxury cruise down the Nile? Why or why not?*

#### 2 Language

Ask students to look at the diagram of the *Karnak* on page vi. Ask the following questions:

- 1 What is a cabin?
- 2 How many cabins are there?
- 3 What do the numbers on the cabins represent?
- 4 How many passengers are there?
- 5 Which cabins are empty?
- 6 Who is sharing a cabin?
- 7 Which cabins have private bathrooms?
- 8 What does this suggest about the occupants of these cabins?
- 9 What do we call the right-hand side of a ship?
- 10 What do we call the left-hand side of a ship?
- 11 What do we call the back of a ship?
- 12 Where on the ship would you go to walk around?
- 13 Where would you go to look at the view?

#### 3 Listening

Explain that the story begins in a large country house in England. Say *We're going to listen to the first paragraph of the story. Listen and tell me what the house is called and who owns it.* Play the first paragraph of Chapter 1 and elicit the answers.

Ask students to read Cultural notes 1, 2 and 3 on page 83 at the back of the book. Ask *What other characters are mentioned and what jobs do they have?* Clarify the meaning of any of these jobs as necessary. Ask students to find each of these characters and to read the descriptions of them on page 82 at the back of the book.

#### After reading

#### 4 Speaking

Ask students *Were you surprised to learn in Chapter 2 that Simon Doyle had married Linnet Ridgeway?* Elicit who Simon Doyle was engaged to in Chapter 1 (Jacqueline de Bellefort). Ask students to scan back through the scene in the restaurant on page 3 to find words that Hercule Poirot uses to describe Jacqueline and Simon together: *They did not look bored. They moved together in happiness. She cares too much for him.* Then ask them to scan back through page 2 to find how Jacqueline describes how she feels about Simon:

*'I shall die if I can't marry him!'*

and how Linnet responds:

*'My darling, you are in love!'*

Remind them of what Poirot says to Rosalie on page 7:

*'maybe he married her for her money!'*

and of what Linnet tells Poirot on page 11:

*'My husband ended it – he didn't love her.'*

Ask *Which do they think is the most likely?* Ask them to read or listen to the conversation between Linnet and Poirot again on pages 11 and 12. Ask *What do you think Poirot believes? Do you think Jacqueline has good reasons to follow Simon and Linnet on their honeymoon in order to spoil it or is it wrong?* Ask them to give their reasons.

#### 5 Comprehension

Write the following questions on the board. Ask students to reread the first paragraph of Chapter 2 and then to discuss the answers in pairs or small groups. Check answers open class.

- 1 Why is Sterndale Rockford shocked?
- 2 What does Andrew Pennington suggest?
- 3 Why are the two men worried?
- 4 Are they going to tell Linnet that Andrew Pennington is coming to Egypt?

**CLASSROOM ACTIVITIES**

**Part 2 (Chapters 6–10)**

*Before reading*

**1 Language**

Tell students that they are going to recap what has happened so far and give their opinions. Write the following on the board:

Sure	must
	have to
	should
	can/can't
Possible	might/may
	could/couldn't

Ask the following questions and encourage students to use the modals from the box to give their opinions. Students could work in pairs and then feedback to the whole class. Model good sentences on the board.

- 1 Why do you think Simon Doyle has married Linnet Ridgeway?
- 2 Why do you think Linnet Ridgeway has married Simon Doyle?
- 3 How good do you think the friendship is between Linnet and Jacqueline de Bellefort?
- 4 How do you think Linnet is feeling now?
- 5 What do you think Jacqueline will do next?
- 6 What do you think Linnet should do?
- 7 What do you think the problem is that has brought Andrew Pennington to Egypt?
- 8 How do you think Hercule Poirot will be involved in the story?

**2 Guess**

Refer students back to the title of the story *Death on the Nile*. Ask them to discuss and decide who they think is going to die on the Nile and how. Do not confirm or reject any suggestions. Ask them to write the name and the method or circumstances down on a piece of paper with their own names on the back. Fold the papers and keep them safe.

*After reading*

 **3 Listening**

Display the diagram of the *Karnak* with the names of the characters on it. Write the following randomly on the board:

poor relation	intelligent	American	fat
secretary	moustache	Italian	Austrian
thin	quiet	very ugly	young
dislikes the capitalist system	rich	archaeologist	old

Play the audio of the beginning of Chapter 7 on page 20 where Mrs Allerton is describing some of the other passengers on the *Karnak*. As students listen, ask them to match the descriptions on the board to the passengers. Discuss their answers.

Refer students to the Character list on page 82 at the back of the book to find out more about each character.

**4 Comprehension**

Read the following statements and ask students to say if they are true or false. Ask them to correct the false ones. You could play this in teams, giving teams alternate statements.

- 1 Mr Pennington lied to Simon and Linnet Doyle saying that he left New York before Linnet's letter arrived.
- 2 Simon secretly books tickets for himself and Linnet on the *Karnak* to get away from Jacqueline.
- 3 Rosalie Otterbourne is cousin to Joanna Southwood.
- 4 Everyone is surprised when Jacqueline appears on the *Karnak* too.
- 5 Tim Allerton is annoyed when his mother asks Hercule Poirot to join them for dinner.
- 6 Linnet signs all the documents that Andrew Pennington asks her to without reading them.
- 7 Mr Fanthorp doesn't speak to anyone.
- 8 A falling statue nearly kills Linnet.
- 9 Everyone thinks Jacqueline must have pushed the rock.
- 10 Jacqueline can't have pushed the rock as she is by the boat.
- 11 Colonel Race is a policeman.
- 12 Poirot and Race do not know each other.
- 13 Race believes there is a criminal on the *Karnak* who has killed people.
- 14 Race describes the criminal to Poirot.
- 15 Miss Van Schuyler has lost her pearl necklace.
- 16 Cornelia, Fanthorp, Linnet, Simon, Race and Andrew Pennington are all in the observation deck when Jacqueline comes in.
- 17 Colonel Race is the first to leave the observation room.
- 18 Jacqueline shoots Fanthorp by mistake.
- 19 Simon is shot in the arm.
- 20 Simon asks Fanthorp to take Jacqueline to her cabin.
- 21 Simon asks Cornelia to find Miss Bowers to take care of Jacqueline, and the doctor to look at his leg.
- 22 When the doctor arrives, Simon asks him to open the window.
- 23 Cornelia doesn't like the sight of blood.
- 24 Jacqueline's gun has disappeared when Fanthorp looks for it.

**CLASSROOM ACTIVITIES**

**Part 3 (Chapters 11–15)**

*Before reading*

**1 Speaking**

On page 28, Poirot says to Colonel Race:

*There is something else on this boat that I am worried about.  
A person A has done something bad to a person B.  
Now person B has made threats. Yesterday person A was  
nearly killed, but B could not have done it – B was not there.  
It might have been an accident, but I do not like accidents.  
If I am right, and I am always right, then we should be  
worried. I hope we shall arrive at Shellal without a great  
disaster.*

Display, read or play the audio for this speech. Ask students the following questions:

- 1 Who is person A?
- 2 Who is person B?
- 3 What bad thing did person A do to person B?
- 4 What threats did person B make?
- 5 How was person A nearly killed?
- 6 What might be the ‘great disaster’ Poirot is worried about?

 **2 Listening**

Write the following words on the board randomly. As students listen to/read Part 3 ask them to make notes about why each is mentioned in the story. Check and confirm at the end of Part 3. Make sure they understand that the Naillex Rose is nail polish and that the Mauser .25 is a gun.

the letter J   one o’clock   midnight and 2 am  
half past twelve   just after 11 o’clock   the velvet shawl  
bottles of alcohol   ten minutes past one  
tights   glue   Naillex Rose   Mauser .25

*After reading*

**3 Playing detective**

Hand out the papers that students wrote their guesses on in Part 2 about who would die and how. Make sure students each have someone else’s paper. Has anyone guessed correctly who the victim would be? Lots of students may have said Linnet Doyle, but did anyone guess Louise Bourget as well?

Discuss if they said Linnet would be shot. Why did they think this? Can anyone guess why Louise Bourget has also been killed and who the murderer might be?

Ask students to scan back through Chapters 1-15 to find any information about Louise Bourget – ask them to find out what she does, who she talks to and what she says. Does this help them work out who might have killed her and why? Encourage students to use modals when making deductions.

**4 Language**

Write the following conditional from page 38 on the board:

*If I had been unable to sleep, if I had climbed the stairs, then perhaps I might have seen the murderer enter or leave Madame’s cabin.*

Elicit who says this (Louise Bourget). Ask students *What type of sentence is this? (A conditional) How do we know? (it has two clauses – if and result/consequence) Which type of conditional is it? (Third conditional) What tenses do we use in the third conditional? (The past perfect (simple) in the if clause and would have + past participle in the result clause) What is used instead of would have in this example? (might have) Why does Louise use the modal here? (Because she can’t be sure that she would have seen the murderer – it is a possibility) Why do we use the third conditional? (To talk about situations or events that are the opposite of what actually happened.) Is Louise saying she was unable to sleep? (No.) Is she saying she went back up the stairs? (No.) Is she saying she saw the murderer? (No.)*

Ask students to make some third conditional sentences using the following prompts.

- 1 Simon Doyle / be hurt / sleep / Dr Bessner’s cabin
- 2 Jacqueline de Bellefort / shoot / Simon Doyle / have / an alibi
- 3 Hercule Poirot / wake up / might / see / the murderer
- 4 Miss Van Schuyler / take / the pearl necklace / Poirot and Race / search the cabins
- 5 Poirot and Race / search the cabins / find / Louise Bourget’s body

Check their sentences.

## CLASSROOM ACTIVITIES

## Part 4 (Chapters 16–22)

## Before reading

**1 Playing detective**

Ask students to recap the main events in the case so far. You could move around the class, so that each student says one point that they think is the most important in the case, without repeating what another student has said (if you have a very small class you may want to repeat this two or three times). Ask students to name all the characters in the story – elicit key points about each one.

**2 Research**

Tell students that in Chapter 18, page 63, Hercule Poirot notices that Fanthorp wears an old school tie from Eton. Ask students if they know anything about Eton. Ask them to find out some facts about it.

They could use the internet and the Cultural note on page 84 at the back of the book.

Then, ask them if they can think how knowing Fanthorp went to Eton might help Poirot understand why Fanthorp is on the *Karnak*. Encourage them to go back to Chapter 8 and reread the encounter between Fanthorp and Linnet Doyle on page 23. Draw attention to Simon Doyle's response and ask students to suggest why he might have thought he should be annoyed. Discuss the idea of *etiquette* and *manners* and how they were different and more rigid in Agatha Christie's time.

**3 Research**

Tell students that in Chapter 20, page 74, Hercule Poirot uses the term *a red herring*. Ask students to research the meaning of the phrase.

They could use the internet and the Glossary on page 88 at the back of the book.

Then, ask them if they can guess what events or which characters might be 'red herrings' in *Death on the Nile*. If students are stuck you could ask them about specific events or characters to prompt them, e.g. the criminal that Race is following; the letter J in Linnet's cabin; the pearl necklace as a motive for murder; Fleetwood; the fact that Simon Doyle says that Linnet was scared of a name on the passenger list... Do not confirm or reject any suggestions at this point.

## After reading

**4 Speaking**

Ask the class:

- 1 What crime did Simon Doyle commit?
- 2 What crimes did Jacqueline de Bellefort commit?
- 3 Why did they commit these crimes?
- 4 What crime did Tim Allerton commit?
- 5 Why did he do it?
- 6 Which of the three did Poirot give a second chance?
- 7 Why does he do this?
- 8 Do you think Poirot was right to do this? Explain your reasons.

You could ask students to discuss the final question in small groups.

**5 Comprehension**

Go back to students' guesses regarding *red herrings* in activity 3. Ask them in pairs to make a list of the red herrings Christie included in *Death on the Nile*.

Ask students if they can now explain why it was helpful to Poirot that he knew Fanthorp had been to Eton? Ask them to explain why Fanthorp is on the boat.

**6 Speaking**

On page 80, Jacqueline de Bellefort kills Simon Doyle and then kills herself. Read or play the audio for this section until the end of the story again.

Ask *Did Poirot know that Jacqueline had a second gun? Did he think that she might try to kill Simon and herself?*

Discuss what would have happened to them both if they had gone to court and been convicted. Refer students back to the information about the death penalty in the Cultural notes on page 84.

Discuss why Poirot allowed Jacqueline to kill herself and Doyle when he could probably have stopped it. Ask *Do you think he was right? Would you have done the same thing?*

**ANSWER KEY (CLASSROOM ACTIVITIES)**

**Part 1 (Chapters 1–5)**

**1 Research**

*Answers will vary.*

**2 Language**

- 1 The word for a bedroom on a boat.
- 2 16
- 3 the bed or berth numbers – so some cabins have only one bed e.g. 22, and some cabins have two beds, e.g. 30–31
- 4 15
- 5 42 and 43
- 6 Mrs and Miss Otterbourne
- 7 numbers 26–27, 28–29, 36–37 and 38–39
- 8 They are rich enough to be able to afford to have private bathrooms.
- 9 starboard
- 10 portside
- 11 the stern
- 12 the promenade deck
- 13 the observation room

**3 Listening**

The house is called Wode Hall and it is owned by Linnet Ridgeway.

Characters mentioned in Cultural notes 1, 2 and 3 are: Joanna Southwood – no job specified – member of the upper class; Jim Fanthorp – lawyer; Dr Bessner – doctor; Simon Doyle – land agent; Louise Bourget – maid

**4 Speaking**

*Answers will vary.*

**5 Comprehension**

- 1 Because Linnet has got married.
- 2 That he goes to Egypt to talk to Linnet.
- 3 Because there is a 'problem'.
- 4 No, they are planning 'a meeting by chance'.

**Part 2 (Chapters 6–10)**

**1 Language**

*Sample answers:*

- 1 He must have married her for her money. / He may love her.
- 2 She must love him. / She may have married him because she was jealous of Jacqueline.
- 3 It must be awful. / It can't be very good.
- 4 She must feel awful. / She might feel very happy. / She might feel bad.

- 5 She could go back to England. / She may fall in love with a different passenger. / She might try and kill Linnet.
- 6 She should say sorry.
- 7 He might have lost all Linnet's money.
- 8 He will have to solve a murder. / He may be able to convince Jacqueline to go home.

**2 Guess**

*Answers will vary.*

**3 Listening**

Dr Bessner – fat, moustache, Austrian  
Mr Fanthorp – quiet, young, intelligent  
Mr Ferguson – dislikes the capitalist system  
Mr Pennington – rich  
Mr Richetti – Italian, archaeologist  
Miss Van Schuyler – very ugly, old, American  
Miss Bowers/Miss Robson – thin, secretary and poor relation – we don't yet know which is which – but in fact Miss Bowers is Miss Van Schuyler's nurse and Miss Robson is a poor relation.

**4 Comprehension**

- 1 T
- 2 T
- 3 F – Tim Allerton is Joanna's cousin.
- 4 T
- 5 T
- 6 F – She says that her father taught her to always read everything.
- 7 F – He makes a comment to Linnet about the documents and not signing them without reading them through first.
- 8 F – A falling rock nearly kills Linnet.
- 9 T
- 10 T
- 11 F – He works for a British Government's secret intelligence unit.
- 12 F – They had met the previous year.
- 13 T
- 14 F – He doesn't have a description of the criminal.
- 15 F – She has lost her velvet shawl.
- 16 T
- 17 F – Linnet is the first to leave.
- 18 F – She shoots Simon on purpose.
- 19 F – He's shot in the leg.
- 20 T
- 21 T
- 22 F – Simon has already opened the window.
- 23 F – Fanthorp doesn't like the sight of blood so Cornelia helps the Doctor.
- 24 T

**Part 3 (Chapters 11–15)**

**1 Speaking**

- 1 Linnet Doyle
- 2 Jacqueline de Bellefort
- 3 She married her fiancée.
- 4 She threatened to kill both Linnet and Simon.
- 5 A rock fell down.
- 6 That someone gets seriously hurt or killed.

**2 Listening**

**The letter J** – this has been written on Linnet's wall – possibly in her blood.

**One o'clock** – when Fanthorp heard a splash.

**Midnight and 2 am** – the time Linnet was killed between.

**Half past twelve** – when Fanthorp went back to look for Jacqueline's gun and found it was missing.

**Just after 11 o'clock** – when Louise Bourget left Linnet Doyle's cabin.

**The velvet shawl** – Miss Van Schuyler's; was wrapped around the gun to stop the noise of the shot.

**Bottle of alcohol** – this is what Rosalie Otterbourne throws into the river.

**Ten minutes past one** – the time Rosalie threw the bottle into the river.

**Tights** – where Miss Van Schuyler hides the things she steals.

**Glue** – Poirot finds this in Tim Allerton's cabin.

**Nailex Rose** – the name of the empty bottle of red nail polish they find in Linnet's cabin.

**Mauser .25** – Richetti's gun.

**3 Playing detective**

*Information students should discover is:*

Louise Bourget found the body of Linnet Doyle. (page 35)

She is a dark-haired French woman; Poirot saw her talking with the man in the uniform; she has been crying about Linnet's death but also has a strange look on her face; she was the last person to see Linnet alive the night before; she left her just after 11 o'clock the night before. (page 38)

She thinks Fleetwood hated Mrs Doyle for ruining his romance with her previous maid, Marie; she says Linnet was wearing her pearl necklace the night before and left it on the table when she went to bed. (page 39)

Louise Bourget couldn't be found when Race and Poirot started their search. (page 51)  
Louise's cabin was very messy but her shoes were in a neat line. (page 54)

## ANSWER KEY (CLASSROOM ACTIVITIES)

### 4 Language

*Sample answers:*

- 1 If Simon Doyle hadn't been hurt, then he wouldn't have slept in Dr Bessner's cabin.
- 2 If Jacqueline de Bellefort hadn't shot Simon Doyle, then he wouldn't have had an alibi.
- 3 If Hercule Poirot had woken up in the night, he might have seen the murderer.
- 4 If Miss Van Schuyler hadn't taken the pearl necklace, then Poirot and Race wouldn't have searched the cabins.
- 5 If Poirot and Race hadn't searched the cabins, then they wouldn't have found Louise Bourget's body.

Etiquette at the time meant that Fanthorp was actually very rude when he interfered in Linnet's private business (see Simon Doyle's reaction). Poirot knew that someone who had gone to Eton would never interfere like that without a very good reason. Therefore he deduced that Fanthorp had an ulterior motive for being on the cruise.

### 6 Speaking

*Answers will vary* but students should refer to page 80, where Poirot says:

*'She had a pair of guns. I knew when I heard that one had been found in Rosalie Otterbourne's handbag the day of the search.'*

Mrs Allerton asks: *'Did you want her to choose to kill herself?'*

Poirot replies: *'Yes. But I knew she would not choose it for herself alone.'*

## Part 4 (Chapters 16–22)

### 1 Playing detective

*Answers will vary.*

### 2 Research

*See cultural note on page 84.*

### 3 Research

*See glossary on page 88.*

### 4 Speaking

- 1 He killed Linnet Doyle.
- 2 She killed Louise Bourget and Mrs Otterbourne.
- 3 Because they were in love but had no money so they wanted Linnet Doyle's money. They had to kill Louise Bourget because she saw Simon Doyle leave Linnet's cabin after he was meant to have been shot. They killed Rosalie Otterbourne because she had seen Jacqueline leaving Louise Bourget's cabin after murdering her.
- 4 He stole Linnet Doyle's pearls and replaced them with false ones.
- 5 He says he was bored.
- 6 Tim Allerton
- 7 Because he can see that Rosalie and Tim are in love.
- 8 *Answers will vary.*

### 5 Comprehension

*See notes for activity 3.*

Students should be able to tell you that Fanthorp was sent on the cruise by his father, who was Linnet's English lawyer. When his father heard that Pennington had met Linnet 'by chance' in Cairo, he became suspicious that Pennington was swindling her and he sent Fanthorp to make sure Linnet didn't sign anything she shouldn't.