

Laurence Edward Alan “Laurie” Lee, (June 26, 1914 – May 13, 1997) was an English poet, novelist, and screenwriter.

His most famous work was an autobiographical trilogy which consisted of *Cider with Rosie* (1959), *As I Walked Out One Midsummer Morning* (1969), and *A Moment of War* (1991). While the first volume famously deals with his childhood in the idyllic Slad Valley, the second deals with his leaving home for London and his first visit to Spain in 1934, and the third with his return in December 1937 to join the Republican International Brigades.

Other works include *I Can't Stay Long* (1975), a collection of occasional writing. He also published a number of poems during World War II, and later his memoirs of the Spanish Civil War.

Changes for the better

• Talking it over

1. How should your ideal teacher be? Use suitable adjectives from the box and talk to your partner.

friendly, knowledgeable, gentle-mannered, patient, absent-minded, short-tempered, sensitive, enthusiastic, eccentric, arrogant, dedicated

2. Match the adjectives on the left to the correct meaning on the right.

- | | |
|----------------|--|
| 1. fair-minded | a. not able to think quickly |
| 2. equable | b. thinking about the feelings and needs of other people |
| 3. placid | c. judging people or situations in a way that is completely fair |
| 4. considerate | d. calm, reasonable and not easily made angry or upset |
| 5. slow-witted | e. rarely showing or experiencing excitement or anger |

3. Which of the qualities above complete the portrait of the ideal teacher?

• Reading

4. Read the two texts and answer the following questions.

- Which text portrays a modern teacher?
- What relationship is there between Miss B and her students?
- Which text is part of an interview and which is an excerpt from a story?

1. Miss B

She was a punitive little body and the school had christened her Crabby; she had a sour yellow, lank hair coiled in earphones, and the skin and voice of a turkey. We were all afraid of the gobbling Miss B; she spied, she pried, she crept, she pounced — she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. “Good a-morning, children!” “Good morning, Teacher!” The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl “Ar Farther . . .” at which we said the Lord’s Prayer, praised all good things, and thanked God for the

VOCABULARY

- lank** = not attractive
- to gobble** = to make the sound made by a turkey
- to pry** = to be interested in someone's personal life in an annoying way
- to pounce** = to quickly jump on or hold someone
- to whack** = to hit with a lot of force
- to scowl** = to twist your face into an expression that shows you are angry
- to growl** = to say something in an unfriendly and angry way
- to binge** = to do too much of something you enjoy
- legless** = very drunk
- swot** = a student who works extremely hard and has no time for other activities



Martin Daunton

health of our King. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled, and sprang, and knocked some poor boy.

(Laurie Lee, *Cider with Rosie*)

2. The Master

Cambridge University is a federation of 31 independent colleges. So as Master of Trinity Hall, Martin Daunton is head of a college managing its own finances, electing its own scholars — known as fellows — to teach and research, and selecting its own students.

Intimacy, friendliness and a strong sense of community are traditions of Trinity Hall that Martin Daunton is determined to preserve. “We have made a deliberate decision to stay a small college,” he says. “We can then all know each other and can be intimate, friendly and supportive. And that means if we get someone in who has any social unease, we can really look after them well.” The Master in my days at Trinity Hall was a remote figure and Martin Daunton was amazed to hear that I had never been invited inside the Master’s lodge. He takes an interest in all that the students do, including their tendency to binge-drink when they first come up. He finds that doesn’t last and students soon get involved in some of the many activities within the college.” I was struck last Friday and Saturday night,” he tells me. “I went into the bar expecting to find it full of legless young students. In fact it wasn’t. They are doing other things, they are being active.”

“Legless” is by no means the only colloquial term Martin Daunton uses during our conversation. He tells me it is the college policy not to take students who are just “swots”. “What we want,” he says, “is people who realize it’s possible to get a good result and take part in the college activities, sing in the choir, row in one of the eights, debate in the political society. I feel it’s very important for me to encourage all these sorts of activities.”

(adapted from *The Master, Beautiful Britain*, 2006)

5. Re-read the two texts and the vocabulary box, then answer the questions.

1. Is there any connection between the way Miss B/Crabby looks and the way she behaves?
2. Does her relationship with the pupils stimulate learning? Explain.
3. Does Martin Daunton manage the college as an autocrat? Give arguments.
4. What elements in the Master’s vocabulary point to his relationship with the students?
5. Talk about Crabby’s and Martin Daunton’s relationships with their students.
6. The verbs in the first text are in the Past Tense. Identify the sentence which refers to repeated actions in the past.

A traditional relationship

• Talking it over

1. Modern times have brought important changes in the relationships between parents and children, students and teachers, citizens of different ethnic origins, etc. Can you think of other areas where relationships have undergone changes? Talk to your partner.

• Listening

2. Listen to the first part of a lecture on the British monarchy. Does the Queen still play any part in the relationship with the parliament and the institutions of government?



Queen Elizabeth II

3. Listen again and fill in the gaps.

Change seems to be the fashion of the day (1) there are areas of public life where calls (2) change should be treated with great caution. One (3) area of debate is the British monarchy, the centerpiece of the British Constitution, (4) has developed over hundreds of years. It is also a feature (5) the times that individuals and their functions often become confused (6) the public mind — and this is certainly true with the monarch and (7) role. When such a big issue is involved, (8) is important to retain a sense of perspective and clarity, and to look at the benefits (9) the nation of this institution.

The Queen was once asked what (10) thought her role was: she (11) that it consists in being, not doing. Her service is not in rushing around doing things but in being always unchanging, remaining quiet and observant (12) the affairs of the nation. That is an invaluable asset for any nation, to have (13) at the heart of government who remains always steady, true vigilant and (14) politics. It allows the government, considered in its entirety, to be likened to a flywheel, with stillness at the centre of the hub (15) which turns, with unceasing motion, all the machinery of governance.

(adapted from *Beautiful Britain* – spring 2006)

4. Listen to the second part of the lecture and tick the correct answer.

1. People's fluctuating appreciation of monarchy comes from
 - a) jealousy
 - b) complete ignorance of the role of this institution
 - c) unawareness of its role and service to the nation

The Civil List is an annual allowance, approved by Parliament, made to the sovereign and members of the royal family for the expense involved in carrying out their public duties.

Exchequer is the government department responsible for the collection of taxes and the paying out of public money.



Buckingham Palace
on Christmas Eve 2003

Past Tense Simple and Continuous

1. We use Past Simple to talk about - completed actions

They borrowed money and bought a house.

The article was published in "The Sun".

- habits

He read "The Times" everyday.

- states

As a child I didn't like swimming.

2. We use Past Continuous to talk about

- actions in progress in the past

I was sleeping when the phone rang.

- to give background information

It was getting dark and we were wondering what to do.

Past Perfect Simple and Continuous

1. We use Past Perfect Simple to talk about

- a past event which happened before another past event

She told us about her plans when she had made all the arrangements.

She told us about her plans when all the arrangements had been made.

2. We use Past Perfect Continuous to talk about

- an action which had been in progress up to a certain time in the past

He had been reading for two hours when she came to see him.

d) bad publicity

2. A peripheral aspect of a question means

a) as important as the main aim, part, etc. of the question

b) not as important as the main aim, part, etc. of the question

c) extremely important

d) completely unusual

3. The lecturer believes that the Civil List represents

a) a small amount of money

b) much more than it is received from Crown lands and rents

c) only a small part of the tax paid by the royal household

d) a huge amount of money

4. According to the lecturer

a) the monarchy is an old-fashioned institution

b) the monarch acts in favour of certain political parties

c) the monarchy is a symbol of power

d) the monarchy is above parties

5. Put the verbs in brackets into an appropriate Past Tense (Simple or Continuous).

One day John Digby (sit) in the playground eating his lunch from a paper bag when a dark shadow (loom) over him. He (look) up and (see) Mick Moakes peering down at him. Behind Moakes (stand) two of his pals. They (grin) and John (know) that something was going to happen to him.

6. Put the verbs in brackets into Past Simple or Past Perfect. Use active or passive forms.

Tacitus said that the Anglo-Saxons (be) stubborn but fiercely and proudly free people. Alfred the Great, king of the West Saxons, defeated the Danes who (try) to conquer his kingdom. He (lay) the basis for the unification of England under the West Saxon monarchy and (lead) a revival of learning and literature. An outstanding leader in both war and peace, he (call) *the great*. Education declined because until then the monasteries (loot) by the Danes. Few even among the clergy (can) read or write. With Alfred's help Latin books (translate) into Anglo-Saxon.

The Anglo-Saxon king (hold) the land as trustee for the people.

When the Anglo-Saxons (settle) in the British Isles, they (bring) this concept with them. Later, the Norman king, William (claim) that all land (own) outright by the king. Much misery (cause) to the people by this theft of their land.

It isn't always easy

Paragraph Plan for writing narratives

Paragraph 1

Set the scene: who/ what/where
Introduce the character(s), refer to their feelings, describe the weather, time, atmosphere, etc.

Paragraphs 2 – 3 – 4

Develop the story
Describe the main event(s) in detail. Describe people, places, actions, emotions.

Conclusion

End of the story
Refer to feelings, reactions, consequences. Make comments.
Which are the main parts of the story written by William Carlos Williams?

- A. Poor parents
- B. Diphtheria
- C. The Use of Force

VOCABULARY

diphtheria = a serious disease affecting your throat that makes it difficult for you to breathe
to gag = to be unable to swallow because you feel as if you are going to vomit

1. Read the Paragraph Plan for writing narratives and the following two excerpts. Which of them is the beginning and which is the end of a story?

1. “My friends, thank you for letting me have the last laugh. As for the money: because I love you all, my fortune will be divided equally among you. Enjoy your share, and think of me whenever you hear laughter.” The company fell silent. For the first time that day, there was a feeling of sadness in the air.

2. Jack Rogers could barely see through the windscreen of his coach. A heavy rain was falling steadily as he drove towards the Hastings River which flows near Mount Seaview in New South Wales, Australia. Usually placid, the river had been transformed into a thundering, 200-foot-wide torrent by days of rain. Roger’s mission was to cross the turbulent river using a narrow bridge now hidden beneath flood waters.

• Reading

2. a. Talk to your partner. Do doctors need good communication skills? How important is a good relationship between doctors and patients? Why do some children start screaming as soon as they see a doctor?

b. Read the abridged version of this story and choose the best title A-C.

They were new patients to me, all I had was the name, Olson. Please come down as soon as you can, my daughter is very sick.

When I arrived I was met by the mother, a startled looking woman, very clean and apologetic who merely said, “Is this the doctor?” and let me in.

The child was fully dressed and sitting on her father’s lap near the kitchen table. I could see that they were all very nervous, eyeing me up and down distrustfully. The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever. She did not move and seemed, inwardly, quiet; an unusually attractive little thing. But her face was flushed, she was breathing rapidly, and I realized that she had a high fever.

“She’s had a fever for three days,” began the father, “and we don’t know what it comes from. My wife has given her things, you know, like people do, but it don’t do no good. And there’s been a lot of sickness around. So we thought you’d better look her over and tell us what is the matter.”

We had been having a number of cases of diphtheria in the school to which this child went during that month and we were all thinking of that, though no one had as yet spoken of the thing.



Dr. William Carlos Williams, (sometimes known as WCW, September 17, 1883 – March 4, 1963), was an American poet closely associated with modernism and imagism.

Williams was born in Rutherford, New Jersey, a community near the city of Paterson. His father was an English immigrant, and his mother was born in Puerto Rico. In 1902 he entered the University of Pennsylvania Medical School. During his time at Penn, Williams befriended Ezra Pound, Hilda Doolittle (best known as H.D.) and the painter Charles Demuth. These friendships supported his growing passion for poetry. Surprisingly, most of his patients knew little if anything of his writings; instead they viewed him as a doctor who helped deliver over 2,000 of their children into the world.

OVER TO YOU!

5. Use the information in the Paragraph plan for writing narratives and write a story. Remember to use a variety of past tenses (Past Simple, Past Continuous, Past Perfect), appropriate time words and direct speech to enliven the narration.

“Well,” I said, “suppose we take a look at the throat first,” I smiled in my best professional manner and asking for the child’s first name I said, “come on, Mathilda, open your mouth and let’s take a look at your throat.”

Nothing doing.

“Come on, I coaxed, just open your mouth wide and let me take a look.”

“Such a nice man,” put in the mother. “Look how kind he is to you. Come on, do what he tells you to. He won’t hurt you.”

At that I ground my teeth in disgust. If only they wouldn’t use the word “hurt” I might be able to get somewhere.

“Look here,” I said to the child, “we’re going to look at your throat. You’re old enough to understand what I’m saying. Will you open it now by yourself or shall we have to open it for you?”

Not a move. Even her expression hadn’t changed. Then the battle began. I had to do it. I had to have a throat culture for her own protection.

“Put her in front of you on your lap,” I ordered her father, “and hold both her wrists.” But as soon as he did, the child let out a scream.

“Don’t, you’re hurting me. Let go of my hand. Let them go.” Then she shrieked terrifyingly, hysterically. “Stop it! You’re killing me!”

Then I grasped the child’s head with my left hand and tried to get the wooden tongue depressor between her teeth. She fought with clenched teeth, desperately. When finally I got the wooden spatula behind the last teeth she opened up for an instant but before I could see anything she gripped the wooden blade between her molars and reduced it to splinters before I could get it out again.

“Aren’t you ashamed,” the mother yelled at her. “Aren’t you ashamed to act like that in front of the doctor?”

“Get me a smooth-handled spoon,” I told the mother. “We’re going through with this.” In a final assault I overpowered the child’s neck and jaws. I forced the silver spoon back of her teeth and down her throat till she gagged. And there it was – both tonsils covered with membrane. She had fought valiantly to keep me from knowing her secret.

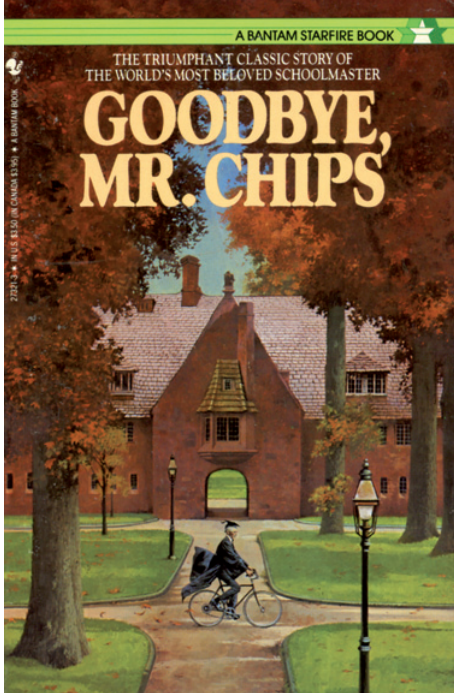
(adapted from William Carlos Williams)

3. Re-read the story and answer the following questions.

1. What tenses did the author use to tell the story? Give examples.
2. Why did the author use direct speech?
3. What time words did the author use to mark the sequence of events?

4. Correct three grammar mistakes in the story.

A teacher to remember



• Reading

1. Read part of the blurb on the back of *Goodbye, Mr. Chips*, by James Hilton (1934) and answer these questions.

a. How would you describe the relationship between Mr. Chips and his students?

b. What other qualities should a schoolmaster have to develop a good and memorable relationship with “rowdy” boys?

Full of enthusiasm, young English schoolmaster Mr. Chipping came to teach at Brookfield in 1870. It was a time when dignity and a generosity of spirit still existed, and the dedicated new schoolmaster expressed these beliefs to his rowdy students. Nicknamed Mr. Chips, this gentle and caring man helped shape the lives of generation after generation of boys. He became a legend at Brookfield, as enduring as the institution itself.

2. Read an excerpt from *Goodbye, Mr. Chips*. Did working with boys change Mr. Chips’ behaviour?

The one thing he had always had, a sense of humour, blossomed into a sudden richness to which his years lent maturity. He began to feel a greater sureness; his discipline improved to a point at which it could become, in a sense, less rigid; he became more popular. When he had first come to Brookfield he had aimed to be loved, honoured, and obeyed — but obeyed, at any rate. Obedience he had secured, and honour had been granted him; but only now came love, the sudden love of boys for a man who was kind without being soft, who understood them well enough, but not too much, and whose private happiness linked them with their own. He began to make little jokes, the sort that schoolboys like — mnemonics and puns that raised laughs and at the same time imprinted something in the mind. There was one that never failed to please, though it was only a sample of many others. Whenever his Roman History forms came to deal with the Lex Canuleia, the law that permitted patricians to marry plebeians, Chips used to add: “So that, you see, if Miss Plebs wanted Mr. Patrician to marry her, and he said he couldn’t, she probably replied: “Oh yes, you can, you liar!” Roars of laughter.

British English	American English
colour	color
travelled	traveled
Mr / Mrs	Mr. / Mrs.

VOCABULARY

blurb = the short description of a book printed on the back cover
rowdy = making a lot of noise

3. Tick the correct answer.

1. Mr. Chips’ sense of humour
 a. developed with experience b. disappeared as he grew older
 c. remained unchanged



An ancient Roman

pun = an amusing use of a word or phrase which has several meanings or which sounds like another word. e.g. What's black and white and red (= read) - a newspaper
mnemonic = word, short poem, sentence etc. used to help you remember things. e.g. The spelling guide "i before e except after c". (believe but receive)

2. By "obedience" Mr. Chips meant
 - a. rigid discipline
 - b. observing the rules of the school
 - c. preventing the boys' personality to develop
3. According to Lex Canuleia
 - a. a patrician was forbidden the right to make friends with a plebeian
 - b. a patrician was allowed to marry a plebeian
 - c. patricians and plebeians could meet and talk
4. Who tells the story?
 - a. Mr. Chips
 - b. one of the schoolboys
 - c. the author

4. Read the sentences. Find and correct: two spelling mistakes, two mistakes with prepositions, two mistakes with tenses and two often misused verbs.

1. Paul wanted to marry with that girl last year.
2. The failure of the operation has shaken our believes.
3. She raised from her chair to welcome us.
4. We only deal in companies which have a good reputation.
5. Mrs. T. is teaching in our school for more than ten years.
6. I'm so gratefull that you didn't tell my parents about this.
7. I had to rise my voice in order to make myself heard over the noise in the classroom.
8. And then he mentioned that he was at Brookfield for forty-two years.

5. Complete the blanks in the following sentences with the correct form of the word given in capitals.

1. Last Sunday my parents celebrated 20 years of . . . MARRY
2. ". . . is the best medicine" is a well known saying. LAUGH
3. We all know that he had several . . . before finding the right method. FAIL
4. He has applied for a . . . to buy a new house. LEND
5. As he is only 16, everybody thinks that his selfishness is just . . . MATURE
6. The newly introduced income tax has increased the . . . of this government. POPULAR
7. The embarrassing episode had . . . itself on my mind. PRINT
8. Reading is an excellent way of . . . your experience. RICH

OVER TO YOU!

6. Describe your ideal teacher. What moral qualities should he/she have? Remember to include examples to support your views. (200 words)

Review and consolidation



1. Read part of the essay *The Pen and the Scalpel* by Richard Selzer. Can you think of any other aspect(s) the two professions have in common?

At first glance, it would appear that surgery and writing have little in common, but I think that is not so. . . . In each of them you hold a slender instrument that leaves a trail wherever it is applied. In one, there is the shedding of blood; in the other it is ink that is spilled upon a page. In one, the scalpel is restrained; in the other, the pen is given rein. The surgeon sutures together the tissues of the body to make whole what is sick or injured; the writer sews words into sentences to fashion new version of human experience. A surgical operation is rather like a short story. You make the incision, rummage around inside for a bit, then stitch up. It has a beginning, a middle and an end.

2. Match the underlined words to their definitions in the box below.

- a. to search for something among a lot of other things
- b. a small sharp knife used by a doctor for doing an operation

3. What do teaching and acting have in common? Talk to your partner.

4. Match the two columns to make collocations relating to friends.

- | | |
|------------------|-----------------|
| 1. make | a. acquaintance |
| 2. develop/spoil | b. friends |
| 3. have a good | c. touch |
| 4. a casual | d. a friendship |
| 5. lose/keep in | e. relationship |
| 6. strike up | f. grows |
| 7. a friendship | |
| 8. close | |

5. Use an appropriate word to complete the collocations in the following sentences.

1. My brother seems to have already up a friendship with our new neighbours.
2. She describes herself as a acquaintance of the famous actor.
3. Contrary to all expectations, working together has their friendship.

Expressions describing relationships

1. see eye to eye
2. rub elbows with someone
3. make one's blood boil
4. give someone the cold shoulder
5. rain on someone's parade

Match them with the appropriate meaning:

- a. to ignore someone intentionally
- b. to spoil someone's happy feelings
- c. to disagree
- d. to cause someone to become angry
- e. to associate with someone



A forest fire



E.M. Forster (1879-1970)

4. We mustn't . . . touch when we finish this course.
5. Does your little sister find it difficult to . . . friends at school?
6. They have been . . . friends since they were at school.

6. Use nouns with -ance (-ence) for the words in italics. Make other necessary changes.

Example: She *remembered* what had happened but rather vaguely.
She had a vague remembrance of what had happened.

1. He was *reluctant* to accept our help, and we clearly felt it.
2. He found that the dates of the letter and the e-mail *coincided*. It seemed strange to him.
3. I don't see that the new edition of the book is any *different* from the old one.
4. The matter was most *important*. There was no denying it.

7. Put the verbs in brackets in the correct tense and voice.

Firefighters killed as winds spread blaze started by arsonists

The Governor of California (declare) a state of emergency in an area 125 miles east of Los Angeles, where more than 1,000 firefighters (fight) a forest fire that (start) deliberately. Four of their colleagues (die) after high winds (sweep) flames over their vehicle. A reward of \$300,000 for the arrest of the arsonist responsible for the deaths (announce) last night.

A US Forest Service spokesman said: "These winds (be) devil winds. The firefighters (flee) for their lives but the flames (catch) them.

A record 9.6 million acres (burn) by forest fires in California this year.

(adapted from *The Times*, 2006)

8. Translate into English.

1. Națiunile trebuie să se înțeleagă între ele și aceasta cât mai repede... pentru că micșorarea globului pământesc le aruncă una în brațele celeilalte. (E.M. Forster, *Notes on the English Character*)

2. Chiar atunci când manierele noastre de acasă corespund întocmai celor din societate — și bineînțeles ar trebui să fie cu mult mai bune — sunt întotdeauna diferite; și deosebirea este mai mare în limbaj decât în orice altceva.

3. Dan nu-și amintea unde a făcut cunoștință cu Tom, dar știa că prietenia lor a fost adevărată de la început și a durat până la terminarea liceului. Petreceau mult timp împreună, făceau același sport, se ajutau ori de câte ori aveau nevoie. Acum comunică des, dar distanța îi obligă să se vadă mult mai rar.