



**B. Reading**

**Read and imagine**

You are going to read an extract from a novel called *Teacher Man* by Frank McCourt.  
Take your time. Imagine you are a student in Mr McCourt’s class. How would you feel?

37

48

59

71

## Role Play

- a. Work with a partner.

### Student A:

You are a student in the class you have just read about. The class has finished and you're having a coffee with a friend from another class. Tell them about your class. (Think about your ideas from *Read and Imagine*.)



### Student B:

You are Student A's friend. You've heard about Student A's teacher, Mr McCourt, but you don't have him for any classes. Some people love him, some people hate him. Find out as much as possible about Student A's class and what they thought about it.

*When you have finished, swap roles and repeat this activity.*

- b. With your partner, decide what the three best things and the three worst things about being in Mr McCourt's class would be. Write them below.

### The 3 best things

1.	_____
2.	_____
3.	_____

### The 3 worst things

1.	_____
2.	_____
3.	_____

- c. You are going to share your response to **activity b.** with the rest of your class. Make sure you give a reason for each of your decisions. Do you agree with your classmates' decisions? Why/why not?

## Create

Choose one of the following activities to do:

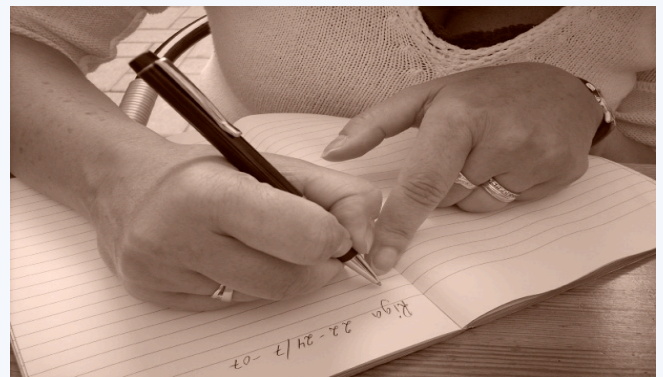
a.



Write a letter to Mr McCourt.

Imagine you are a student in his class and it is the end of the school year. Tell him what you thought of his classes.

b.



Write down, or discuss with a partner, your answers to the questions that Mr McCourt asks his students in this extract.

c.



One of the students in this extract, Sheila, says that it would be difficult to make a movie of the poem *My Papa's Waltz*. She goes on to list some of the questions a film maker would have to ask and answer. (*lines 67-74*)

Work with a partner or in a group and decide how you would make a film out of a) *My Papa's Waltz* and b) The extract.

## Share

When you have finished, present your work to the rest of your class.

## Language 1

### i. Narrative style

Work through these questions by yourself or with a partner:

- a. Below is an extract from the text (*lines 21-23*). It has been rewritten in a more conventional narrative style. What differences do you notice between this extract and the original text?

Mr McCourt thanked Stanley for reading the poem and asked the class to take a few minutes to look over the poem again in order to let it sink in. Then he asked them, "So, when you read the poem, what happened?" The students looked confused. "What do you mean 'what happened'?" one of them asked.

- b. Do you like Mr McCourt's style of writing? Why/why not?  
Which do you find easier, the style in the original text or the style in the rewritten extract above? Why?
- c. Choose another paragraph from the original text and rewrite it in the same style as the extract in *a*.
- d. Work with a partner. Tell your partner what changes you made to your paragraph. Find out what changes your partner made to their paragraph. How similar were the changes you made?

**You can use this space to write down any answers or notes, as you wish.**

## Articles

1. Work through these questions by yourself or with a partner:

a. Later in this story, Frank McCourt asks this question:

*"What is education anyway?"*

Here is another question about education:

*"What was the education you received like?"*

What type of noun is "education"?

Can you see any difference in the way it is used in each of those questions?

b. Look at the nouns in the box below.

Underline all those that are abstract.

- |                 |             |            |             |
|-----------------|-------------|------------|-------------|
| • information   | • classroom | • computer | • library   |
| • qualification | • betrayal  | • history  | • jealousy  |
| • happiness     | • bully     | • teacher  | • ignorance |

c. Read through sentences i.- v. below.

Some of the sentences need "the" to be correct. If you think "the" is needed, write it in the gap provided, if you think "the" is not needed, write "x" in the gap.

*e.g. Everyone knows that   x   love is all you need.*

- i. I think        information you gave me is incorrect.
- ii. I have found that        happiness is being content with what you have.
- iii. It's frightening to realise that        history is about to repeat itself.
- iv. The books show that        history of mankind is full of war and violence.
- v. It is often said that        ignorance is bliss.

--> *Language Reference 2 p11*

**You can use this space to write down any answers or notes, as you wish.**



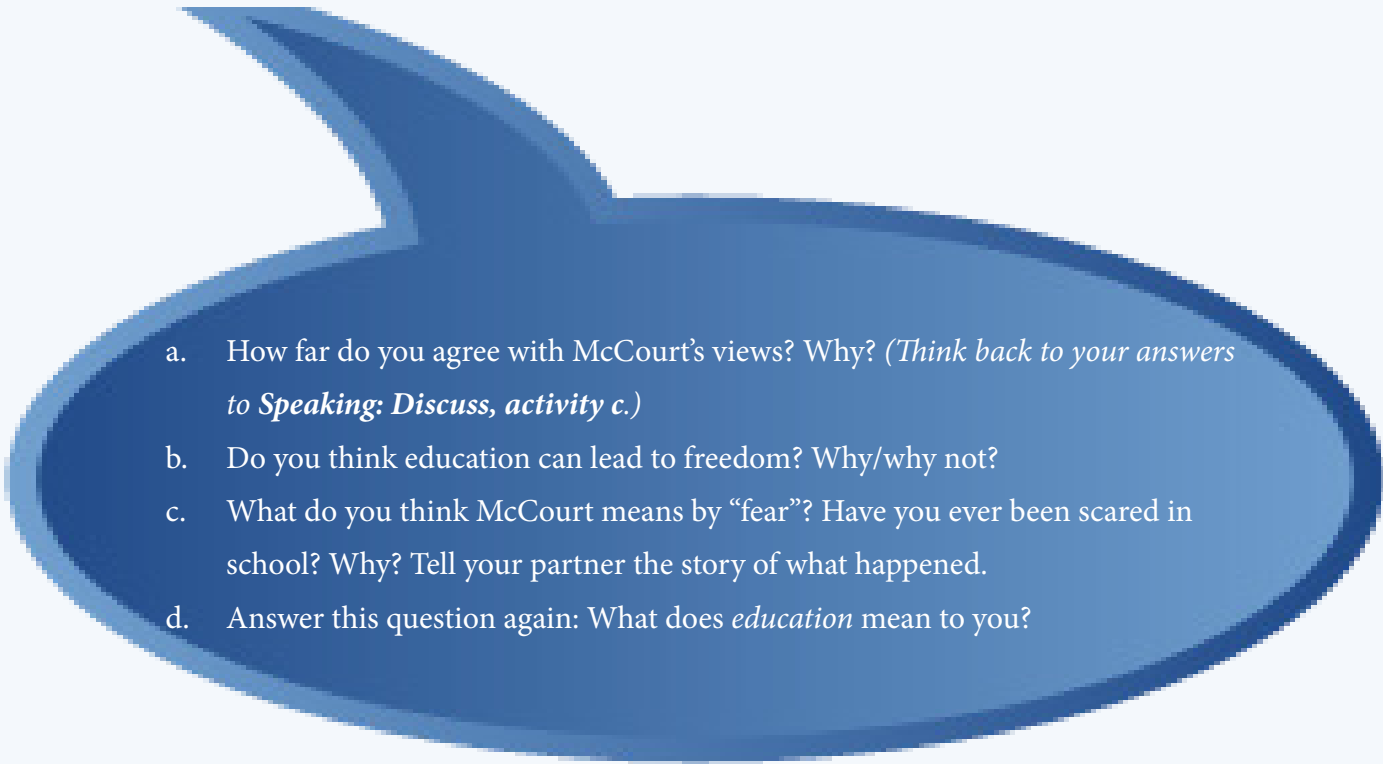
## Respond

First, read McCourt's views on education.

(Mccourt says this bit later on in the book than the text on pg 3-4..)

What is education anyway? What are we doing in this school? You can say you're trying to graduate so that you can go to college and prepare for a career. But, fellow students, it's more than that. I've had to ask myself what the hell I'm doing in the classroom. I've worked out an equation for myself. On the left side of the blackboard I print a capital F, on the right side another capital F. I draw an arrow from left to right, from FEAR to FREEDOM. I don't think anyone achieves complete freedom, but what I am trying to do with you is drive fear into a corner.

Then discuss the following questions:

- 
- How far do you agree with McCourt's views? Why? (*Think back to your answers to Speaking: Discuss, activity c.*)
  - Do you think education can lead to freedom? Why/why not?
  - What do you think McCourt means by "fear"? Have you ever been scared in school? Why? Tell your partner the story of what happened.
  - Answer this question again: What does *education* mean to you?

## Review

Think about your answers to the questions below.

Next, discuss them with a partner.

- What activities have you done so far in this unit?
- What have you learnt from doing them?
- What have you found useful?
- What have you talked about so far during this unit?

**I have learnt...**

