

I Do what I say!

Text I

I What is a grown-up?

Who usually uses the word 'grown-up'?

Look at these pictures. What do you think a grown-up might say to the children in each picture?



Write the words the grown-up might say:

e.g. *Don't feed the dog.*

.....

.....

.....

.....

.....

Show your sentences to another student.

 2 Now read and listen to the poem *Chivvy*.


Chivvy by Michael Rosen

| | |
|-------------------------------------|----|
| Grown-ups say things like: | |
| Speak up. | |
| Don't talk with your mouth full | |
| Don't stare | |
| Don't point | 5 |
| Don't pick your nose | |
| Sit up | |
| Say please | |
| Less noise | |
| Shut the door behind you | 10 |
| Don't drag your feet | |
| Haven't you got a hankie? | |
| Take your hands out of your pockets | |
| Pull your socks up | |
| Stand up straight | 15 |
| Say thank you | |
| Don't interrupt | |
| No one thinks you're funny | |
| Take your elbows off the table | |
| Can't you make your <i>own</i> | 20 |
| mind up about anything? | |

Put a tick next to any sentences in the poem which are like the sentences you wrote in Exercise 1. Tell your partner which ones are the same.

 3 Read and listen to the poem again.

Then, can you complete this paragraph about the *last two lines* of the poem?

 Grown-ups tell children what to do all the time, and if the children don't listen to them, the grown-ups become cross. But, at the same time, grown-ups also want children to

.....

.....

2 Do what I say!

4 Divide into groups of three or four. One of you pretend to be the grown-up who is speaking in the poem. Read the poem aloud. Think about the way you read the poem – for example, are you cross or bored? The others pretend to be the children, who the grown-up is speaking to. Mime the actions. *Remember:* Children, you need to do the actions *before* the grown-up speaks to you!

5 Write down some answers to the following questions, and then discuss them with another student.

How old should children or teenagers be when they make up their own minds about


- (a) what subjects to study at school?
- (b) what clothes to wear?
- (c) what friends to have?
- (d) what food to eat?
- (e) what job to do when they are older?
- (f) where to go without an adult?

Text 2

6 You are going to read another poem. But first look at this definition:

charity (noun) money or help given to people who are poor, sick, etc.

- (a) Do you think that charity is a good or bad thing? Why?
- (b) In your country are there any special times when people give to charity? When? What do people give?

 7 You are going to read and listen to a poem called *Feeding the Poor at Christmas* by Eunice de Souza, a writer from Goa in India. From the title of the poem can you guess


- (a) who gets the charity?
- (b) what do they get?
- (c) when do they get it?

Now read and listen to the poem.

Feeding the Poor at Christmas by Eunice de Souza

Every Christmas we feed the poor.
 We arrive an hour late: Poor dears,
 Like children waiting for a treat.
 Bring your plates. Don't move.
 Don't try turning up for more. 5
 No. Even if you don't drink
 you can't take your share
 for your husband. Say thank you
 and a rosary for us every evening.

No. Not a towel and a shirt, 10
 even if they're old.
 What's that you said?
 You're a good man, Robert, yes,
 beggars can't be, exactly.

-  8 In the poem, we hear the words of the speaker, a person who is helping to feed the poor at Christmas. But we don't hear the poor people to whom the speaker is talking. Here are a few ideas about what the poor people in the poem say to the speaker:


(a) Can I have another place of rice?

Don't try turning up for more.

(b) Could I give it to my husband instead?

(c) May I please have these two things?

(d) Well, beggars can't be choosers I suppose.

-  Read and listen to the poem again, and see if you can find the answers that the speaker gives to these words. The first one has been done for you.

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Excerpt

[More information](#)

- 9 'Beggars can't be choosers.' What does this expression mean in English?

Complete the following definition:

Poor people must take they can get, and must not hope to

..... exactly what they

Do you agree with this expression? Why?

- 10 Do you agree with the following sentences about the poem? Discuss them with another student.

The people who feed the poor at Christmas

- are very kind and generous
- think that they are better than poor people
- don't show any respect for poor people
- like telling poor people what to do
- show a lot of love for poor people
- think that poor people are like small children

Can you write your own sentence about the *poor people* in the poem? Talk to other students about your sentence.

- 11 In both *Chivvy* and *Feeding the Poor at Christmas* there are a lot of *orders* (a phrase or sentence where one person tells somebody to do something). Can you fill in this table about both the poems?

| | <i>Chivvy</i> | <i>Feeding the Poor at Christmas</i> |
|-------------------------|-----------------|--------------------------------------|
| Some orders in the poem | <i>Speak up</i> | |
| Who gives the order | | |
| Who the order is for | | |

What kind of relationship is there between the person who gives the order, and the person who has to listen to it?

Can you think of other relationships where one person may use a lot of orders when they speak to the other person?

Creative development

Do one of the following exercises (or both if you have time).

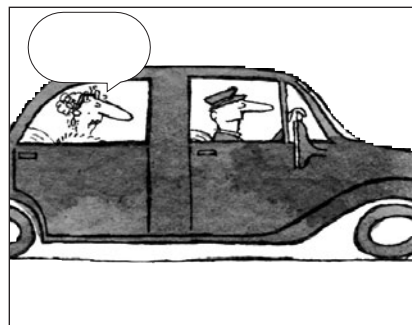
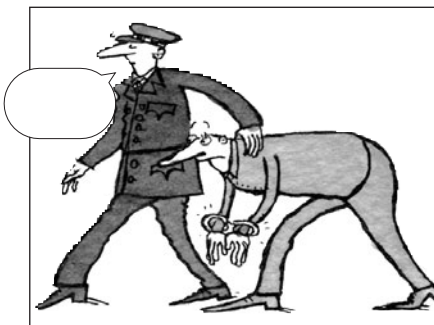
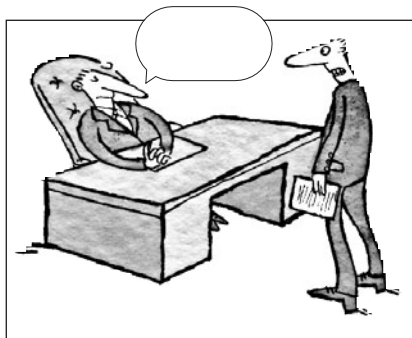
(a) Look at the following dialogue:

CHILD Rob is pulling my hair, Miss.
 TEACHER Stop that, now, Rob!
 CHILD I left my book at home, Miss.
 TEACHER Again? I'm really getting tired of this!
 CHILDREN Can't we go now, Miss?
 TEACHER Another five minutes.
 CHILDREN
 TEACHER I said another five minutes!
 CHILDREN Now, Miss?
 TEACHER
 CHILDREN
 TEACHER
 CHILDREN
 TEACHER

Can you fill in the missing words of the dialogue between the children and the teacher?

Then choose either the words of the children or the words of the teacher. Use these words as a poem. Think of a title for this poem. Practise reading it out aloud to the other students in your class!

(b) Think of a relationship where two people are not equal, and the one gives orders to the other. Write the words of the person who gives all the orders. Read these words aloud to the other students in your class. Do NOT tell them who the speaker is. Can they guess?



NOTES

Chivvy

Vocabulary

chivvy: ask somebody again and again to do something that they do not want to do

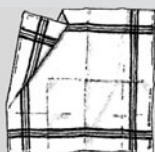
stare (line 4): look at somebody for a long time

point (line 5): hold your finger out to show somebody or something



drag your feet (line 11): walk slowly without lifting your feet

hankie (line 12): handkerchief; a square piece of cloth you use for blowing your nose



interrupt (line 17): say something when somebody is already talking

elbow (line 19): the middle part of your arm where it bends

make your own mind up about something (lines 20–21): decide what you think about something

Michael Rosen (1946–)

British poet and performer. Educated at Oxford University and the National Film School, Rosen's first book of poetry for children *Mind your own Business* was published in 1974. Since then he has written many books of poetry for children, including *Don't put Mustard in the Custard* (1984), and has edited many collections of poems for children.

Rosen is interested not only in the meaning of words, but also their grammar and sounds. His poems use playful spoken language to explore ordinary life in a fresh way.

Feeding the Poor at Christmas

Vocabulary

treat (line 3): something special that you give somebody or do for them because you know they will enjoy it

rosary (line 9): a prayer in the Catholic religion

beggar (line 14): a person who lives by asking people in the street for food or money

Eunice de Souza (1940–)

Indian poet and art critic. Born in Goa, which was once a Portuguese colony, de Souza was educated at the University of Bombay and in the United States. She has written three books of poetry, including *Ways of Belonging* (1990), children's tales and articles on art.

De Souza's poetry deals with the different European and Indian traditions of Goan society, including the Catholic religion. Her poems are short and exact, and many describe the anger and violence of women's lives.

2 Plans and decisions

1 What are your hopes and plans for the future? Make some sentences about your life, using the table below to help you.

| | |
|-----------------------|-----------------|
| In the next month | I hope to |
| Next summer | |
| In the next two years | I plan to |
| In five years time | I want to |
| In ten years time | |

Tell your hopes and plans to another student. Are any of your hopes and plans the same?

2 Now read and listen to the following text, and finish these sentences:

- (a) Peter plans to
- (b) His mother wants him to
- (c) His father wants him to



 from *To Be A Farmer's Boy* by C. P. Taylor

Part I

| | | |
|-------|--|----|
| PETER | Mum ... I want to talk to you about the farm ... I know you want me to stay on at school ... | |
| MUM | Do what the hell you like ... | |
| PETER | Dad wants me to take the job, too, Mum ... | |
| MUM | I've given up ... I told you ... It's finished ... There's nothing I can do about it ... | 5 |
| PETER | Yes ... That's the best way, Mum ... | |
| MUM | What do you mean it's the best way? ... What do you know about anything ... You're just a child ... Just lie down and die ... Is that the best way to live? ... You want to be a teacher ... They said at the school ... You had it in you ... You could be a teacher ... you could maybe even get to a university ... | 10 |
| PETER | Mother ... It's alright ... If I can't be a teacher ... I'm not worried ... | |
| MUM | You know that ... I don't want you to be a damn <i>farmer</i> ... I want you to better yourself, I've had farms enough with your father ... That's enough to put up with for half a <i>dozen</i> lifetimes ... | |
| PETER | I'll be getting a pound a week ... and my keep ... | 15 |
| MUM | What are you <i>doing</i> to me, Peter ... | |
| PETER | I'm talking to you about going to Briar Farm ... | |
| MUM | You're <i>not</i> talking to me ... That's <i>not</i> talking to me ... What are you <i>talking</i> about? ... | |
| PETER | Mum ... I want to ... I really want to go, Mum ... <i>Look</i> at me ... | |
| MUM | I can't bear looking at you, just now ... | 20 |
| PETER | <i>Look</i> at me ... (<i>THRUSTS HIS FACE IN FRONT OF HERS</i>) | |

3 Match these expressions from the text with the correct definitions:


- | | |
|--------------------------------------|--|
| (1) to give up (line 5) | (a) to improve your position in society |
| (2) to have it in you (line 9) | (b) to stop doing something |
| (3) to better yourself (lines 12–13) | (c) to have the ability to do something |
| (4) to put up with (lines 13–14) | (d) to accept something that is hard or unpleasant |

4 Here are some sentences about the text. Can you write down which line in the text has the same meaning as each sentence?

The first one has been done for you.

- (a) Peter and his father agree with each other. (line 4.)
 (b) Peter's mum says she can't change his dad's ideas or Peter's ideas. (line ...)

- (c) Peter has the ability to continue his studies and get a good job. (line ...)
- (d) Peter's mother has found her life as the wife of a farmer very difficult. (line ...)
- (e) If Peter takes the farm job, the farmer will give him food, a place to live and four pounds a month. (line ...)

 **5** Pretend you are Peter. What does he say to his mother next? Write down your ideas. Then read and listen to the next part of the play.

Part 2

| | | |
|-------|---|----|
| MUM | You're a proper devil ... You are ... the oldest and the worst ... | |
| PETER | I know ... I am ... | |
| MUM | Why do you say that, boy? ... | |
| PETER | BECAUSE I am ... It's the truth ... | 25 |
| MUM | You're not ... That was just my temper ... | |
| PETER | I am ... | |
| MUM | Peter ... Come here, child ... I didn't mean that ... | |
| PETER | Look at me a minute ... Mum ... | |
| MUM | What's there to see ... Looking at <i>you</i> ? ... | 30 |
| PETER | Look at me ... | |
| MUM | What's the <i>matter</i> with you, boy? ... | |
| PETER | It's alright ... Can't you see, Mum ... I'm happy ... Look at me ... | |
| MUM | <i>I'm</i> not ... | |
| PETER | <i>I</i> am ... | 35 |
| MUM | What's happened ... then ... You're happy ... | |
| PETER | I'm always happy ... Most of the time ... I'm a happy character ... aren't I ... | |
| MUM | You're sort of ... I am, too ... when I'm not miserable ... I could be a very happy person ... | |
| PETER | You know that ... It'll be better for everybody ... If I take this job, Mum ... I'm fourteen ... We've no money ... It's one less to feed ... and I can bring some money home ... | 40 |
| MUM | <i>Oh!</i> | |
| PETER | What do you, mean 'Oh' ... | |
| MUM | I'm not having that ... I'm not having people sacrificing themselves like that ... I don't believe in it ... I know that ... Sacrificing yourself like that doesn't do anybody any good ... You're staying on another year at school ... You <i>hear</i> me ... | 45 |