

Fresh from the Country

**«Первые шаги учителя
в школе»**

(по Мисс Рид)

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Assignment 1. (Read pp. 5-17)

- I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

to make any reduction (p.7)	a coherent thought (p.12)
to be no match for smb. (p.7)	to elude smb (p.12)
to be the envy of (p.9)	the immediate vicinity (p.14)
to endure through life (p.9)	on the staff (p.15)
to cause (no) jealousy (p.9)	smb's inward eye (p.16)
to be average (p.10)	compassionate (p.17)
a wakeful night (p.11)	

- II. Paraphrase or find the synonyms to the underlined word-combinations:

1. "All our doors," said Mrs. Flynn, getting her shoulder to it, "are well-fitting" (p.5)
2. His wife had been of gentler stuff, and although she baked and mended and ran her boisterous household with method and cheerfulness, there was a quality of secret reserve about her... (p.9)
3. He and Margaret slipped into marriage naturally and happily after a brief courtship... (p.9)
4. She early learnt the simple virtues of truthfulness. (p.10)
5. ...which she was capable of doing with zest and efficiency. (p.10)
6. ...stationery and paraphernalia of school life... (p.12)

- III. Translate the passage at p.13 ("It was unnaturally quite...to meet her headmistress".)
Give an adequate translation of this episode in writing.

- IV. Make a list of adjectives the writer uses for characterizing people (both the appearance and inner world). Find as many compound adjectives as possible (e.g. *good-tempered*). Memorize them.

- V. Answer the ff. questions:

1. How did Anna find Mrs. Flynn's house in general and the room for her in particular?
2. Why was Anna no match for Mrs. Flynn?
3. Was there any contrast between the nature of the country (Anna's home place) and the suburbs, where she was going to work? How is it described?
4. What kind of family did Anna come from?
5. Why was Mrs. Margaret Lacey especially pleased with Anna's choice as for her career?
6. What contradictory feeling did Anna have towards her new school?
7. Something troubled Anna on the eve of the first day of teaching, didn't it? (Speak on her contemplations.)
8. How does the writer herself treat Miss Enderby? What impressions have you formed, based on her descriptions?
9. How were six hundred children crammed into the building, which was meant to house 350 pupils?
10. In what respect were the pupils of Miss Enderby's school different from pupils of other schools?

- VI. Make a full character sketch of Anna Lacey (appearance, upbringing, character traits, life plans) and Miss Enderby (appearance, character traits, professional skills).

Assignment 2. (Read pp. 17-33)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

a lodger (p.17)	to rattle on (p.28)
to look crest-fallen (p.19)	arrested by the sight of (p.26)
to be rewarded by (p.20)	to be one's hobby-horse (p.27)
to shout smb down (p.20)	hectic (p.27)
to envisage smth (p.21)	to brook no argument (p.28)
a charge(s) (p.21)	a refuge from (p.32).

II. Paraphrase or find the synonyms to the underlined word-combinations:

1. To her bewildered senses the scene presented chaos incarnate (p.18).
2. With monumental dignity Anna stood her ground waiting for the chattering to subside (p.20).
3. Anna's self-esteem crept back (p.21).
4. "The school always come first!" (p.23)
5. ...and Anna felt quite exhausted with smiling and nodding and saying polite nothings under the battery of noise (p.29).

III. Translate the passage at pp. 31-32 ("He is such a frail child...than Anna's testimony to eradicate it"). Give an adequate translation of this episode in writing.

IV. Give the Russian equivalents to the ff. words:

marshland, a horse-chestnut tree, a rhododendron bush, a plantain, a daisy, geranium, a rose, a cedar, an elm tree, a white violet. Memorise them.

Find the descriptions of nature with these words and comment on them. What impressions do they make on a reader?

V. Answer the ff. questions:

1. Why did Miss Enderby decide to introduce Anna to her class? Did it help Anna in any way? How did she feel?
2. Did young Miss Lacey manage the class in the end?
3. Did Anna meet all the teachers on the staff? Describe them.
4. Why was Anna so depressed by the outskirts?
5. Was Anna very enthusiastic about the news of the coming Parents' Association meeting? Why?
6. What was the atmosphere of this Parents' Association meeting? What was the usual routine of the meeting?
7. How did Anna feel about this meeting? Why?
8. Why were some parents so eager to talk to Miss Lacey? What did they tell her?

VI. Speak on the character of Mrs. Flynn (Anna's host) and Andy Craig (Anna's colleague).

VII. Do you approve of Anna's methods in dealing with her class? How would you behave and what methods would you take in the similar situation? (Speak on the topic in no less than 8-10 sentences.)

Assignment 3. (Read pp. 34-45)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

To totter (p.34)	A fair for smth (p.38)
To take stock of smth (p.34)	An innocent conceit (p.39)
Exuberant (p.34)	To toss off (p.40)
To be overcome with awe (p.35)	A Probation Officer (p.40)
A malefactor (p.35)	Savoury (p.43)
To flag (p.36)	To take a short cut (p.44)
Peremptory (p.37)	

II. Paraphrase or find the synonyms to the underlined word-combinations:

1. It was contrary to all the text-books, to Anna's teaching notes taken down so laboriously at college, and to her own dislike of debasing her mother tongue. (p.34)
2. They were a daunting pair, but Anna found them pitiful too. (p.38)
3. The old inferiority complex, my child. (p.39)
4. ...he admitted with a very fair show of insouciance. (p.39-40)
5. It was no gay company as the farmhouse fire was, thought Anna, watching the latter lazily through half-closed eyes. (p.43)
6. ...it sounded like poetry, for she had her mother's ear for such things. (p.44)

III. Translate the passage at p. 36 ("Up on your toes! ...and kicking one's immediate neighbour "). Give an adequate translation of this episode in writing.

IV. Answer the ff. questions:

1. Did Anna gain confidence in the course of teaching? How did she feel?
2. What were Miss Hobbs actual methods? Did they correspond to what she told Anna? Why?
3. How did Anna find Miss Hobbs class?
4. What couldn't Anna understand about Joan Berry? Why did she still sympathize with her?
5. How did Anna treat Mr Foster's dreams? Did she approve of them?
6. What did Anna usually feel coming home?
7. What difference was there between Anna's house in her native village and Mrs Flynn's House? Compare the life in Anna's village in general with the life in. (Remember the details.)
8. What was the reason for that great difference between home and Elm Hill that Anna found?

V. Analyse the title of Chapter 5. Why do you think it is called "Rum Lot"?

VI. Give a full character sketch (description) of each member of the teaching staff, i.e. Miss Hobbs, Joan Berry, Miss Smith and Miss Jones, Andy Craig, Mr Forester, John Fraser.

Assignment 4. (Read pp. 46-59)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

By accident/by design (p.47)	by dint of (p.51)
to remain at large (p.48)	impervious (p.51)
to weight up the merits of doing smth against (p.48)	to have smb in one's clutches (p.52)
to alter smth (p.49)	remorselessly (p.53)
an excuse (p.49)	misgiving (p.53)
to be (to seem) oblivious of smth (p.50)	to be bedevilled (p.53)
	in an unobtrusive way (p.57)

II. Paraphrase or find the synonyms to the underlined word-combinations:

1. The freedom of space and air went to the children's heads like wine and... (p.46)
2. She had certainly known no reason why she should fear them, so that the trepidation felt by the other older members... (p.48)
3. She need not have wasted her sympathy. (p.50)
4. These zealous people, each riding his own hobby-horse, ... (p.51)
5. Anna liked too his cheerful demeanour. (p.57)
6. ..., but as someone once said all children need a little "healthy neglect" which I never really had. (p.58)

III. Give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

zest for (p.46); *consternation* (p.48); *the dire tidings* (p.49); *portly* (p.49); *squashed up* (p.50); *trying* (p.51); *gullible* (p.53); *snigger* (p.53); *fidget* (p.53); *thrift* (p.55); *assessment* (p.55); *a substitute for* (p.56).

IV. Translate the passage at p.47 ("The classroom, of course, ... thought Anna."). Give an adequate translation of this episode in writing.

V. Answer the ff. questions:

1. What was the peculiarity of Anna's class? What was the problem about her class that she faced?
2. What made all the teachers (Anna's colleagues) in Elm Hill school shudder?
3. What changes did an inspector, Mr Andrews, introduce into Anna's classroom? Why? What impact did this introduction make on her?
4. Were there any reasons for so many visitor of Anna's classes in particular? What visitors were the most trying?
5. How did Anna's classroom look before the arrival of an advisor for arithmetic? Imagine this picture and describe it.
6. Which trait of Mrs Flynn's character was very unpleasant? Did Anna disapprove it?
7. Why was Anna enjoying the time she spent at Tom Drew's place immensely? (Compare her own lodgings with Tom's.)
8. What were Tom's Plans for the nearest future?
9. Do you think the conversation with Tom Drew influenced Anna somehow? In what way?

VI. Innumerate all the difficulties which Anna suffered with the arrival of visiting inspectors.

VII. Give a physical and psychological portrait of Tom Drew.

Assignment 5. (Read pp. 60-73)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

Irrepressible (p. 61)	to deprive smb of smth (p.66)
a mass-producer (p.61)	to talk a lot of sense (p.67)
to accommodate (p.61)	incorrigible (p.67)
to fumble with one's thoughts (p.62)	unchivalrously (p. 68)
to take to doing smth (p.65)	welfare (p.69)
to overlap (p.65)	to feel a pang (p.70)
a brain-child (p.65)	

II. Paraphrase the underlined word-combinations:

1. She was soon to learn the reason for their unwonted unity. (p.62)
2. He was much too engrossed in his new venture. (p.66)
3. Afraid of giving way to another spasm of frankness, which she would later regret, ... (p.67)
4. "I can't keep forty-odd in order, let alone four hundred." (p.68)
5. "La Belle Flo intends to grab this juicy bone, i hear."
6. "You'll have to make it up to her in some way," ... (p.70)

III. Give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

Countenance (p.61); *to come off* (p.66); *a flibbertigibbet* (p.68); *pokiness* (p.68); *gangling* (p.70); *prodigious* (p.71); *a challenge* (p. 71).

IV. Translate the passage at p.73 ("yes, despite the drawbacks ... and felt free to choose her own place."). Give an adequate translation of this episode in writing.

V. Answer the ff. questions:

1. How did the children behave before Christmas?
2. What was the purpose of holding a staff meeting?
3. Do you think Anna really appreciated Tom Drew's help and magnanimity? How does this action of Tom's characterize him?
4. What was meant by the expression "dreadful, dreadful days"? Why were those days called dreadful?
5. Why did Anna want to return to those "dreadful, dreadful days" at times?
6. Why was Anna irritated again, while conversing with Alan Foster?
7. What was the topic of the discussion between the teachers at afternoon tea?
8. Why was it such a relief for Anna to be at home again?
9. Remember the conversation between Anna and her father at page 70 and say, what Anna meant by this exclamation: "Men!" And why she said it disgustingly to the empty kitchen.

10. What advantages did Anna see in Miss Anderson's village school?

VI. Describe Mr Lacey's pupil on the farm, Edward Marchant (his appearance, behavior).

Assignment 6. (Read pp.73-87)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

To increase tenfold (p.74)

Publicity campaign (p. 74)

draughty / draughts (p. 74)

to huddle (p.75)

A germ (p.75)

To look out (p. 76)

mediocrity (p.76)

Glamorous (p.78)

To sponge on (p.78)

To daunt (p.80)

To jeopardize (p.84)

An accusation (p. 84)

To withdraw smth (p.85)

II. Paraphrase the underlined word-combinations:

1. His manner was deprecating and Anna felt that he stood in some awe of Joan... (p. 76)

2. Besides I'm an orphan boy and must earn while I learn. (p.77)

3. He put his empty glass on the tray and braced himself (p. 77)

4. He's broke. (p.78)

5. "Why should a girl like you be battened on by a perfectly strong young man..." (p.79)

6. "Naturally", said Anna shortly, panic flooding her.

III. Give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

slovenly (p.74); snug (p.75); pettishly (p.77); rancour (p.79); debonair (p.79); demure (p.81); meek cherubs (p.81); tremolo (p.85).

IV. Translate the passage at p.83 ("Anna's overstrung imagination envisaged... to repeat your allegation?"). Give an adequate translation of this episode in writing.

V. Answer the following questions

1. Why did Miss Enderby's activities increase tenfold and what were they?

2. Why was Miss Enderby making the life of her staff unbearable?

3. What inconveniences did winter bring both for Anna, her children and her colleagues?

4. With whom did Anna get acquainted at Joan Berry's place? Describe this person.

5. Was it very unexpected for Anna to learn something new about Joan? What did she learn?

6. What relations did Joan have with Maurice?

7. Why did Joan call him a parasite? Whose point of view would you rather support as for Maurice's living at Joan, Anna's or Joan's?

8. What new facts did Anna learn about Joan's life? Summarize the information.

9. What was Anna being accused of one day by a parent? Comment on this case.

10. How did Miss Enderby handle this situation? Did you like her tactics? Describe it.

VI. What do you think about men (women) who “sponge on”? Are there many men of this kind nowadays? Would you shelter a broke person like Joan did? Organize a discussion on this matter.

Assignment 7. (Read pp.87-94)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

A devotee (p.87)	to enthuse (p.90)
on one's guard (p.88)	to hero-worship (p.91)
lovesick (p.88)	a beholder (p.91)
vagaries (p.88)	discomfort (p.91)
aberration (p.89)	to mitigate (p.93)
bounty (p.89)	to savour (p.93)
an asset (p.90)	

II. Paraphrase the underlined word-combinations:

1. Young Ted fed them more often than anyone and as the weeks passed they grew much attached to him, ... (p. 87)
2. He had begun to look at her with a certain dog-like devotion that caused her some alarm. (p.87)
3. ... By Mrs Flynn's meager fare and the school dinners which left much to be desired. (p. 88)
4. ... And the other a small dark woman, with such a large hairy mole on her chin that Anna had great difficulty in averting her gaze from it. (p.89)
5. "... Things that really don't matter a button!" (p.93)
6. ... And the headlight on the busy highway pricked the twilight with stabbing gleaming needles. (p.94)

III. Translate the passage at p.92 ("We live so modestly - ... and so soul-destroying to the status-seekers."). Give an adequate translation of this episode in writing.

IV. Answer the ff. questions:

1. What was Ted's attitude towards Anna? Describe his behaviour.
2. Did Anna accept Ted's feelings and answer them? Why?
3. How did Mrs Flynn look at her tea party? What was she wearing?
4. Who were Mrs Flynn's guests? Describe them.
5. What were the topics of the conversation between Mrs Flynn's guests? Did Anna take part in this conversation?
6. What was Mrs Flynn's major role at her tea party?
7. Whom did these ladies, Mrs Flynn's guests, remind Anna of?
8. What features of character do Anna and Tom criticize in nine tenths of all the people?

V. What is the philosophy of Tom Drew's, Anna's and her mother's happiness? What is happiness personally for you? Discuss this point in class.

Assignment 8. (Read pp.95-109)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

To reckon (p.95)
to have little appetite for food (p.97)
a helping (p.98)
to disfigure (p.100)
to file in (p.100)
testimonial (p.103)

To go to the winds (p. 103)
a sympathetic heart (p.104)
a blessing (p.104)
ambiguity (p.106)
to acquiesce (p.106)
to soothe smb (p. 109)

II. Paraphrase the underlined word-combinations:

1. The heads, which on the whole, had been turned towards Anna, now swiveled doorwards. (p.96)
2. Anna was fast becoming acquainted with the flotsam and jetsam thrown up by the surging waves of school life. (p.97)
3. ... - this last a firm favourite with the really backward members of the class. (p.99)
4. ..., it seemed like the land of the lotus-eaters. (p.100)
5. ..., and all that remained to be done was to fill in, in triplicate, an accident form... (p.103)
6. ..., but he wanted a little time to collect his dull wits, after the shock,... (p.104)

III. a) give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

Incessant (p.95); *woebegone* (p.96); *slapdash* (p.98); *flamboyancy* (p.99); *encumbrance* (p.100); *nausea* (p.102); *a trump* (p.105);

b) consult a dictionary for the word "odd" and explain the meaning of this word in different combinations from the book:

At odd times (p.99); *odd sheets* (p.100); *odd minutes* (p. 100); *odds and ends* (p.100); *sixty-odd* (p.101).

IV. Translate the passage at pp. 101-102 ("It was wonderful to feel... by steel brackets under it"). Give an adequate translation of this episode in writing.

V. Answer the ff. questions:

1. What didn't Anna like at all during the process of lessons?
2. Could you remember some occupational and other hazards, connected with school dinners and class organization?
3. What made Anna realize all her responsibility as a teacher in full scale?
4. Why did Tom leave for home so unexpectedly?
5. What were the reasons for Tom's decision to go on teaching until summer?
6. Did Anna have any secret hopes connected with Tom Drew?
7. What evening classes did Anna have to attend and how did she like the first class?

VI. Do you think teaching requires a lot of managing skills? Is it difficult to hold good management of the class? (Find some episodes from Chapter 14 to prove your points of view.)

As a future teacher, say what teaching strategies and skills are very important and necessary to follow if one wants to be a success in teaching. Discuss all these points in group.

Assignment 9. (Read pp. 109-127)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

Exhaustion (p.110)	magnanimous (p.120)
viperish (p.110)	unobtrusively (p.121)
sophistication (p.112)	dubiously (p.123)
to nod agreement (p. 116)	in extenuation (p.125)
to shorten one's life by... (p.119)	deplorable (p.125)
to cut down smth (p.120)	an ulcer (p.126)

II. Paraphrase the underlined word-combinations:

1. Doubtless the strain of waiting for the new appointment to be made was taking its toll off her headmistress, ... (p.110)
2. "A sheer fluke really." ... (p.114)
3. "... I think he has found a sympathetic female ear somewhere ..." (p.115)
4. I must put in my claim for stock pretty quickly, ... (p.119)
5. The record book was both her bane ... And also her prop ... (p.122)
6. ... thought Anna, clinging to a straw. (p.124)

III. Give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

Urbanity (p.110); farm hands (p.114); a battle-axe (p.117); frugality (p.119); a foible (p.120); momentous (p.121); inner qualms (p.123); dour (p.124)

IV. Translate the passage at pp. 111-112 ("Within two days, ... More objectively."). Give an adequate translation of this episode in writing.

V. Answer the ff. questions:

1. What was another unnerving aspect of Anna's career that she faced?
2. How did the end of the term influence the people of Elm Hill according to Anna's observations?
3. What prospects in her career did Anna look forward to?
4. What are Joan's principles in life? Why can't Anna sometimes agree to them and accept them?
5. What was the mysterious secret of Miss Enderby's ring?
6. Was Joan a devoted teacher? Prove it.
7. Anna was not to expect any "real work" during the summer term, was she? Why?
8. What was the foible of Miss Enderby's about the stock?
9. What were school inspectors' usual methods of control during their visits that Anna became aware of and experienced herself?
10. What was the reason for Mr North's discontent?

VI. Compare the spring in Elm Hill with the spring in Anna's native village, as it is shown in chapter 16. Describe and discuss Anna's state, connected with these "two different springs". (Mind the descriptions of nature)

Assignment 10. (Read pp.127-146)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

To jam (p.127)	to relent (p.136)
chagrin (p.128)	to pour out one's heart (p.136)
replete (p.134)	imperturbably (p.137)
to spill the beans (p.135)	to circulate (p.140)
to be agog (p.135)	orthodox (p.143)
into the bargain (p.135)	a slow-worm (p.143)
solvent (p.136)	an aisle (p.144)

II. Paraphrase the underlined word-combinations:

1. ... "Though I did have to prompt you! ..." (p. 129)
2. ... and the thought of getting out of the frying-pan of the classroom, even if it were into the fire of the Town Hall, was invigorating. (p.130)
3. ... like some poor unfortunate who has just escaped from the dentist's clutches. (p.130)
4. Sandwiched were provided for everybody, the teachers having collected payment beforehand for this refreshment,... (p.133)
5. "Miss Hobb's lips are sealed until she receives orders from Miss Enderby to unseal them" ... (p.137)
6. "Let's hope she pulls it off!" (p.137)
7. "I'll stick to the order ones. ..." (p.139)

III. Give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

digs (p.128); lavish (p.129); smug (p.129); to reprimand (p.130); odour (p.130); domain (p.134); baffling (p.188); a trophy (p.142); mendaciously (p. 143).

IV. Translate the passage at pp. 144-145 ("Mrs Pugg was introduced to Charlie... it had been well worth it."). Give an adequate translation of this episode in writing.

V. Answer the following Questions

1. Why did Anna wake up her mind to seek for other lodgings?
2. What was the encouraging offer that Anna got from Tom?
3. What was the procedure of verse-speaking and choral competition?
4. What secret did Joan reveal to Anna and why was Joan so upset about it?
5. Was Miss Enderby a success in getting the new post? In what manner did she break the news?
6. Why did Anna think that human nature remained much the same, no matter what its environment might be?
7. Anna did not want to transfer to the infants' school, did she? Why?
8. What were the preparations for Open Day that Anna had not been aware of?
9. What was the incident that happened after playtime in Anna's class and how did Anna manage it?
10. How did the parents like Open Day? How did Anna like it?

VI. Think over the following statement: “And all is grist to the mill for teachers.” Comment on this saying and discuss it in class.

Assignment 11. (Read pp.146-155)

I. Translate the following words and word-combinations, find them in the book, reproduce the situations with them and illustrate them in sentences of your own:

Drought (p.147)	to bar (p.150)
a venture (p. 147)	to leave smb behind (p.151)
to flock south (p.148)	to marshal smb (p. 151)
to toss down (p.148)	to purloin (p.152)
a deck-chair (p.149)	tolerant (p.154)
to be contrite (p.149)	
to evict (p.149)	

II. Paraphrase the underlined word-combinations:

1. ... And it was not surprising that as the long hot spell continued they grew increasingly fractious and inattentive at school. (p.146)
2. “Everyone’s holidaying, lucky wretches. ...” (p.148)
3. ... that I laughed my head off when he fell in the river in Pangbourne. (p.149)
4. Anna's record book bore witness to the lagging-behind of lessons. (p.150)
5. .. In the very nick of time. (p 151)

III. Give as many synonyms as possible to the following words (use them in sentences together with the words from the first task):

to flatter (p.146); viscous (p.146); gruelling (p.148); gravity (p.150); oddities (p.153).

IV. Translate the passage at pp.146-147 (“Walking back to... and wilting on the bank.”). Give an adequate translation of this episode in1 writing.

V. Answer the ff. questions:

1. Why was it so unpleasant in Elm Hill in summer?
2. What made the last few weeks at school much more pleasanter?
3. Did the seral-story with Maurice have happy end?
4. Did Anna have special plans for holidays?
5. Did Anna realize all the drawbacks and disadvantages of the summer term? Innumerate all of them.
6. Anna was going to change her lodgings at last, wasn’t she? What were her feelings about that?
7. What did Anna feel towards all the people surrounding her on the last day of the term?
8. Do you think Anna was a success with her one-year experience of probation teaching? Prove your point of view.

Assignment 12.

Choose one of the following topics and speak on it:

1. Anna - a newly-born young teacher and her first steps at Elm Hill school.
2. Miss Enderby, the headmistress of Elm Hill school.
3. The teachers on the staff of Elm Hill school.
4. The descriptions of nature and their significance in the book (the contrast between the town and countryside nature).
5. The difference between Anna's home and her lodgings at Mrs Glynn in Elm Hill.
6. Anna's experience and the development of her professional skills throughout the year.
7. Hardships and sufferings teachers normally go through, which are not seen for an outside observer (and Anna is no exception).
8. Teaching is a noble profession.

GLOSSARY

1. a blessing
2. a brain-child
3. a charge(s)
4. a coherent thought
5. a deck-chair
6. a devotee
7. a flair for smth.
8. a germ
9. a helping
10. a lodger
11. a malefactor
12. a mass-producer
13. a probation officer
14. a refuge from
15. a slow-worm
16. a sympathetic heart
17. a venture
18. a wakeful night
19. aberration
20. ambiguity
21. an accusation
22. an aisle
23. an asset
24. an excuse
25. an innocent conceit
26. an ulcer
27. arrested by the sight of
28. bounty
29. by accident/by design
30. by dint of
31. chagrin
32. compassionate
33. deplorable
34. discomfiture
35. draughty/draughts
36. drought
37. dubiously
38. exhaustion
39. exuberant
40. glamorous
41. hectic
42. imperturbably
43. impervious
44. in an unobtrusive way
45. in extenuation
46. incorrigible
47. into the bargain
48. irrepressible
49. magnanimous
50. mediocrity
51. misgiving
52. on one's guard
53. on the staff
54. orthodox
55. peremptory
56. publicity campaign
57. remorselessly
58. replete
59. savoury
60. smb' s inward eye
61. solvent
62. sophistication
63. testimonial
64. the immediate vicinity
65. to accommodate
66. to acquiesce
67. to alter smth
68. to bar
69. to be (to seem) oblivious of smth
70. to be agog
71. to be average
72. to be bedeviled
73. to be contrite
74. to be no match for smb
75. to be one's hobby-horse
76. to be overcome with awe
77. to be rewarded by
78. to be the envy of
79. to brook no argument
80. to cause (no) jealousy
81. to circulate
82. to cut down smth
83. to daunt
84. to deprive smb of smth
85. to disfigure
86. to elude smb
87. to endure through life
88. to enthuse
89. to envisage smth
90. to evict
91. to feel a pang
92. to file in l
93. to flag
94. to flock south
95. to fumble with one's thoughts
96. to go to the winds
97. to have little appetite for food
98. to have smb in one's clutches
99. to hero-worship
100. to huddle

101. to increase tenfold
102. to jam
103. to jeopardize
104. to leave smb behind
105. to look crest-fallen
106. to look out
107. to make any reduction
108. to marshal smb
109. to mitigate
110. to nod agreement
111. to overlap
112. to pour out one's heart
113. to purloin
114. to rattle on
115. to reckon
116. to relent
117. to remain at large
118. to savour
119. to shorten one's life by...
120. to shout sbm down
121. to soothe smb
122. to spill the beans
123. to sponge on
124. to take a short cut
125. to take stock of smth
126. to take to doing smth
127. to talk a lot of sense
128. to toss down
129. to toss off
130. to totter
131. to weigh up the merits of doing smth against
132. to withdraw smth
133. tolerant
134. unchivalrously
135. unobtrusively
136. vagaries
137. viperfish
138. welfare