



**South Valley University
Faculty of Education
Department of English
First Year (Basic Education)**

Reading (1) ***(English Language)***

**Department of English
First Year- Basic Education**

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Preface

Reading is a course which introduces students to the third language skill, namely Reading. The main aim of *Reading* is to prepare students for academic success. This is achieved by an enhanced focus on reading skills and strategies, vocabulary building, test taking and critical thinking skills. Throughout the course, students are encouraged to maintain self-assessment logs to evaluate their own learning. Upon the completion of this course, students will be able to: 1.Read a text for meaning. 2.Grasp paragraph sense and organize facts. 3.Skim a reading passage for the main idea (s). 4.Scan a reading passage for specific details

Best Wishes & Regards

Dr. Nabil Abdel Fattah

A LONG WALK HOME

by Jason Bocarro

I grew up in the south of Spain in a little community called Estepona. I was 16 when one morning, my father told me I could drive him in remote village-called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage. Having just learned to drive and hardly ever having the opportunity to use the car I readily accepted. I drove Dad into Mijas and promised to pick him up at 4p.m., then drove to a nearby garage and dropped off the car. Because I had a few hours to spare, I decided to catch a couple of movies at a theater near the garage. However, I became so immersed in the films that I completely lost track of time. When the last movie had finished, I looked down at my watch. It was six o'clock. I was two hours late!

I knew Dad would be angry if he found out I'd been watching movies. He'd never let me drive again. I decided to tell him that the car needed some repairs and that they had taken longer than had been expected. I drove up to the place where we had planned to meet and saw Dad waiting patiently on the corner. I apologized for being late and told him that I'd come as quickly as I could, but the car had needed some major repairs. I'll never forget the look he gave me.

"I'm disappointed that you feel you have to lie to me, Jason."

"What do you mean? I'm telling the truth".

Dad looked at me again. "When you did not show up, I called the garage to ask if there were any problems, and they told me that you had not yet picked up the car. So you see, I know there were no problems with the car." A rush of guilt ran through me as I feebly confessed to my trip to the movie theater and the real reason

for my tardiness. Dad listened intently as a sadness passed through him.

"I'm angry, not with you but with myself. You see, I realize that I have failed as a father if after all these years you feel that you have to lie to me. I have failed because I have brought up a son who cannot even tell the truth to his own father. I'm going to walk home now and contemplate where I have gone wrong all these years".

"But Dad, it's 18 miles to home. It's dark. You can't walk home".

My protests, my apologies and the rest of my utterances were useless. I had let my father down, and I was about to learn one of the most painful lessons of my life. Dad began walking along the dusty roads. I quickly jumped in the car and followed behind, hoping he would relent. I pleaded all the way, telling him how sorry I was, but he simply ignored me, continuing on silently, thoughtfully and painfully. For 18 miles I drove behind him, averaging about five miles per hour.

Seeing my father in so much physical and emotional pain was the most distressing and painful experience that I have ever faced. However, it was also the most successful lesson. I have never lied to him since.

-
1. **on the condition that I take:** if I took
 - 2 **to be serviced:** to be checked for problems and repaired if necessary
 - 3 **had a few hours to spare:** had a few free hours
 - 4 **immersed:** interested in, fascinated by
 - 5 **lost track of time:** didn't pay attention to the time
 - 6 **the look he gave me:** the way he looked at me
 - 7 **confessed to:** told the truth
 - 8 **contemplate:** think seriously about

9 **let my father down:** disappointed my father

10 **relent:** do what he said he wouldn't do i.e., ride home in the car)

After You Read

Understanding the Text

A. Events in the Story

1. Order the events. Number the events in the story "A Long Walk Home" from the first (1) to the last (10)

..... He apologized to his father for being late

..... He went to a movie theater.

..... He dropped the car off at a garage to be serviced.

..... He realized his father knew he was lying.

..... He realized it was six o'clock and his father was waiting for him.

..... He followed his father the whole 18 miles home.

..... He picked up the car at the garage and then went to pick up his father.

..... He told his father a lie.

..... Jason drove his father into town and dropped him off.

..... He tried to persuade his father to get into the car.

2. In your own words, retell the story "A Long Walk Home".

B. Consider the issues. Work with a partner to answer the questions below.

1. What do you think Jason said when he apologized to his father for being late?

2. What is your opinion of the way Jason's father responded to his son's lie?

3. Jason said that he learned something from this experience.

Besides learning not to lie, what do you think he learned?

Using context

When you read, you can use context (the surrounding words and ideas) to guess the meaning of many unfamiliar words.

A. In the sentences below, use context to guess the meaning of the italicized words. Circle the letter of your answer.

1. I was 16 when one morning, my father told me I could drive him into a remote village called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage.

- a. building b. restaurant c. repair shop

2. Having just learned to drive, and hardly ever having the opportunity to use the car, I readily accepted.

- a. quickly b. quietly c. sadly

3. Because I had a few hours to spare, I decided to catch a couple of movies at a theater near the garage.

- a. find b. watch c. ignore

4. My protests, my apologies, and the rest of my utterances were useless.

- a. friends b. clothes c. words

B. See how much information you can get from context. Use the words and ideas in the rest of the sentence to guess the missing word(s). There are many possible answers.

1. When I **got** to the garage to pick up the car, they said it wasn't ready yet.

2. I went to a nearby..... to watch a couple of movies

3. When I..... at my watch, I saw that it was already six o'clock.

4. I..... the movie theater as soon as the movie had finished.

Building Vocabulary

Phrasal verbs

Phrasal verbs have two or three parts: a verb and one or two other words like *down, up, off, or out*. Many phrasal verbs are difficult to understand because the two or three words together have a special meaning.

I *grew up* in the south of Spain.

I *let* my father *down* when I lied to him.

A. Underline the phrasal verbs in the sentences below. Then use context to guess the meaning of each verb. Share your answers with a partner

1. When Jason's father found out that his son had been watching movies, he was very upset.
2. Jason didn't pick the car up until after six o'clock.
3. Jason didn't show up at four o'clock to get his father because he was at the movie theater watching a film.
4. After Jason dropped the car off at the garage, he went to the movies.
5. Parents are responsible for bringing up their children,

B. Use a phrasal verb from the reading to answer each question below.

1. What did Jason do before he went to the theater?

.....

2. Why did Jason's father call the garage?

.....

3. Why did Jason's father feel like a failure?

.....

Language Focus

Past perfect

Form: had + past participle

Meaning: The past perfect is used to show that one thing happened before another in the past.

I drove up to the place where we had planned to meet.

Dad found out that I had gone to the movies.

A. Complete the sentences below with the past perfect form of the verb in parentheses.

1. I knew Dad would be angry if he found out that I(go) to the movies
2. I told my father that it(take) a lot longer to fix the car than we.....(expect).
3. My father knew I was lying because he..... already.....(call) the garage to find out if there was a problem.
4. My father felt that he (fail) as a father.
5. I lied to my father when he asked me where I (be).

B. Simple past or past perfect? Underline the correct verb form in parentheses. Compare your answers with a partner's.

1. When I (arrived/had arrived) at our meeting place, I saw my father waiting patiently.
2. Jason picked up the car from the garage after he (saw/had seen) a couple of movies
3. Dad walked down the dusty road and I (followed/had followed) behind him.

4. Dad knew I was lying because he (called/had called) the garage two hours before.

5. My father (believed/had believed) that he had failed as a father.

A YOUNG, BLIND WHIZ' ON COMPUTERS

by Tom Petzinger

from **The Wall Street Journal**

Sometimes, a perceived disability job. Though he is only 18 years old and blind, Suleyman (pronounced gok-yi-it) is among the top computer technic programmers at InteliData Technologies Corp., a large company with several offices across the United States.

"After a merger last October, two disparate computer the were driving us crazy," recalls Douglas Braun, an InteliDat president. "We couldn't even send e-mail to each other." In weeks, Mr. Gokyigit, a University of Toledo sophomore who part-time at IntellData's office in the city, created the soft needed to integrate the two networks. "None of the company's 350 other employees could have done the job in three months." save Braun. "Suleyman can literally 'see' into the heart of the computer

Mr. Gokyigit's gift, as Mr. Braun calls it, is an unusual ability conceptualizes the innards of a machine. "The computer permits me to reach out into the world and do almost anything I want to do," says Mr. Gokyigit, who is a computer science engineering major with straight As.

Like most blind people who work with computers, Mr. Gokyigit uses a voice-synthesizer that reads the video display on his monitor in a mechanical voice. Devices that produce Braille screen displays are also available, but Mr. Gokyigit says they "waste time." Instead, he depends on memory. Turning the synthesizer to

top speed, he remembers almost everything he hears, at least until a project is completed. While the synthesizer talks, Mr. Gokyigit mentally "maps" the computer screen with numbered coordinates (such as three across, two down) and memorizes the location of each icon on the grid so he can call up files with his mouse.

The young programmer is also at home with hardware, thanks partly to a highly developed sense of touch. Mitzi Nowakowski, an office manager at InteliData, recalls how he easily disconnected and reconnected their computer systems during a move last year. "Through feel, Suleyman can locate connectors, pins and wires much faster than most other people with sight," she says.

Several months ago, on a trip to San Francisco, Mr. Braun had difficulty accessing to the company's mainframe using his laptop. He needed specific numbers to get into four InteliData files. Instead of asking someone to manually search a thick logbook of computer addresses, he called Mr. Gokyigit, who had committed the logbook to memory and produced the proper numbers in ten seconds, Mr. Braun says.

Much of the student programmer's speed comes from his ability to block out¹² distractions while at the computer. When typing, he listens intently to the synthesizer. His long, thin fingers fly over the keyboard. "Nothing seems to shake his concentration," says Mrs. Nowakowski, his immediate boss.¹³

Mr. Gokyigit is the only company employee on call¹⁴ 24 hours a day. "We consider him our top troubleshooter, ¹⁵" says Mr. Braun.

1. **whiz**: very talented person

2. **perceived disability**: something you think of as a disability or negative thing

3 **merger**: a combining of two or more companies into one

4 **two disparate computer networks**: two groups of computers that can't communicate with each other

5 **to conceptualize**: to form an idea of

6 **the innards of**: the inside of

7. **grid** : a pattern of evenly spaced vertical and horizontal lines

8 **at home with**: comfortable with; good with

9 **locate**: find the position of

10 **accessing**: getting into; getting information from

11 **logbook** : written record of information

12 **block**: out ignore

13 **his immediate boss** : the person he reports directly to

14 **on call**: available to go to work on bio

15 **troubleshooter**: problem solver

Understanding the Text

A. True or False? Read the statements about Suleyman Gokyo write T(True) or F (False). Then correct the statements that are not true.

1. He uses a Braille screen display to read the video display on his computer monitor. (F) because he used voice- synthesizer not Braille screen display

2. He is in his second year at the university and he is majoring in computer science engineering. ()

3. He is an excellent student. ()

4. He is on call twelve hours a day. ()

5. He was able to help the vice-president locate a computer address because he keeps all the addresses in his logbook. ()

6. He can solve both hardware and software problems. ()

B. Consider the issues. Work with a partner to answer to answer the questions below.

1. Choose three adjectives to describe Suleyman Gokyigit. Then tell why you chose each word

ADJECTIVES	REASONS
------------	---------

1.....
.....
2.....
.....
3.....
.....

2. What are Suleyman's talents and abilities?

3. What can Suleyman do better than those with sight?

4. In addition to computer programming, what jobs do you think Suleyman would be good at? Why?

Inferencing

An inference is a logical conclusion drawn from evidence.

Evidence

Your friend is crying.

Inference

Your friend is sad. OR Your friend just got some bad news. Evidence

Inference You friend is in the Your friend is not well. OR hospital.

Your friend had an accident.

A. Match the Evidence with one or more logical Inferences. Write the numbers in the blanks on the right.

EVIDENCE	INFERENCES
----------	------------

1. Your friend doesn't answer the phone. () Your friend is thirsty. Your friend isn't hungry
2. You see your friend drink several glasses of water. () Your friend is going somewhere special.
3. Your friend doesn't want to eat anything for lunch. () Your friend isn't at home.
4. Your friend is dressed nicely. () Your friend doesn't feel well.

Building Vocabulary

Compound nouns: noun + noun

The names for some things are made up of two nouns. The first noun is usually singular even when the second noun is plural.

mousepad

computer programs

voice-synthesizers

A. Create a compound noun using two nouns from the box below to

complete each sentence. The compound noun might be one word two words, or hyphenated.

office

work

synthesizer

programmers

book

top

computer

manager

video

net

lap

log

1. Many computers connected to each other are called a computer.....
2. A.....video display in a mechanical voice.

3. Mitzi Nowakowski's job at InteliData is.....
- 4..New software is created each day by.....
5. A..... is a portable computer sometimes only the size of a book.
6. Suleyman had committed InteliData's thick.....full of computer addresses to memory.

B. Find a compound noun in the article to complete each sentence below.

1. You need a.....to type words into a computer.
2. Because Suleyman is so skilled at locating problems and solving them, he is respected as the company's number one.....
3. Suleyman's major at the University of Toledo is.....engineering.
4. Suleyman is considered among the best.....and programmers at his company.
5. Although Braille.....are available, Suleyman prefers to use a voice-synthesizer

Language Focus

Reduced Clauses

We often shorten a clause with the pronouns who, which, or that when followed by the verbs is, are, was and were. Simply omit the pronoun and the verb to be.

Mitzi Nowakowski, **who is an office manager at InteliData**, works with Mr. Gokyigit. = Mitzi Nowakowski, an office manager at InteliData, works with Mr. Gokyigit.

Gokyigit prefers the voice-synthesizer to the Braille screen displays that are used to help the blind read with their fingertips. = Golyigit prefers the voice-synthesizer to the Braille screen displays used to help the blind read with their fingertips.

Cross out words to create a reduced clause. The first one is done for you.

1. Suleyman Gokyigit is one of the top computer technicians at InteliData Technologies Corp., which-is a large software company.
2. InteliData, which is an American company, has about 350 employees.
3. Mr. Gokyigit, who is a University of Toledo sophomore, works part-time at InteliData's office in the city,
- .4.Two computer networks that were developed for disparate systems drove the managers of InteliData crazy.
5. "After a merger last October, two disparate computer networks were driving us crazy," recalls Douglas Braun, who is anInteliData vice president.
6. The computer permits me to reach out into the world and do almost anything I want to do," says Mr. Gokyigit, who is a computer science engineering major.

Dolphins

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

1. It is clear from the passage that dolphins ----.

- A) don't want to be with us as much as we want to be with them
- B) are proven to be less intelligent than once thought
- C) have a reputation for being friendly to humans
- D) are the most powerful creatures that live in the oceans
- E) are capable of learning a language and communicating with humans

2. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us ----.

- A) means that they are better adapted to their environment than we are
- B) shows that dolphins have a very sophisticated form of communication
- C) proves that dolphins are not the most intelligent species at sea
- D) does not mean that we are superior to them
- E) proves that Dolphins have linguistic skills far beyond what we previously thought

3. One can infer from the reading that ----.

- A) dolphins are quite abundant in some areas of the world
- B) communication is the most fascinating aspect of the dolphins
- C) dolphins have skills that no other living creatures have such as the ability to think
- D) it is not usual for dolphins to communicate with each other
- E) dolphins have some social traits that are similar to those of humans

Erosion in America

Erosion of America's farmland by wind and water has been a problem since settlers first put the prairies and grasslands under the plow in the nineteenth century. By the 1930s, more than 282 million acres of farmland were damaged by erosion. After 40 years of conservation efforts, soil erosion has accelerated due to new demands placed on the land by heavy crop production. In the years ahead, soil erosion and the pollution problems it causes are likely to replace petroleum scarcity as the nation's most critical natural resource problem.

1. As we understand from the reading, today, soil erosion in America ----.

- A) causes humans to place new demands on the land
- B) is worse than it was in the nineteenth century
- C) happens so slowly that it is hardly noticed
- D) is the most critical problem that the nation faces
- E) is worse in areas which have a lot of petroleum production

2. The author points out in the passage that erosion in America ----.

- A) has damaged 282 million acres ever since settlers first put the prairies and grasslands under the plow
- B) has been so severe that it has forced people to abandon their settlements

- C) occurs only in areas with no vegetation
- D) can become a more serious problem in the future
- E) was on the decline before 1930s

3. It is pointed out in the reading that in America ----.

- A) petroleum is causing heavy soil erosion and pollution problems
- B) heavy crop production is necessary to meet the demands and to prevent a disaster
- C) soil erosion has been hastened due to the overuse of farming lands
- D) water is undoubtedly the largest cause of erosion
- E) there are many ways to reduce erosion

The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

1- Which of the following is not a common problem caused by stress?

- (A) physical problems
- (B) anecdotal problems
- (C) mental problems
- (D) emotional problems

2- According to the essay, which of the following parts of the body does not have physical problems caused by stress.

(A) the arms

(B) the stomach

(C) the lungs

(D) the heart

3- Which of the following show how stress can affect the emotions? Click on the box beside each correct answer and then click on "Check".

(A) it can make people feel nervous

(B) it can cause panic attacks

(C) it can make people feel elated

(D) it can make people feel angry

4- Which of the following can result from long-term stress? Click on the box beside each correct answer and then click on "Check".

(A) bliss

(B) depression

(C) alcoholism

(D) whimsy

5- Choose the best answer to explain how alcoholism is caused by stress.

(A) alcohol is used to relieve stress

(B) alcohol is popular

(C) alcohol is a chemical

(D) alcohol is similar to medicine

6-Which of the following is not caused by long-term stress?

(A) bloating

(B) addiction

(C) anorexia

(D) alcoholism

7-Choose all of the answers that can complete this sentence: Stress can affect the respiratory system by.....

- (A)causing stomach problems
- (B) causing asthma
- (C) a loss of carbon dioxide
- (D) causing breathing problems

8-Symptoms of emotional stress include _____.

- (A) feeling joyous
- (B) feeling hungry
- (C)feeling thirsty
- (D) feeling tired

Digital Habits Across Generations

Read an article about how people at different ages use computers and smartphones to practise and improve your reading skills.

Before reading Do the preparation task first. Then read the text and do the exercises. Preparation task

Match the definitions (1–8) with the vocabulary (a–h).

Vocabulary Definitions

Vocabulary

Definitions

- | | |
|----------------------------|-----------------------------------------------------------|
| 1. to miss out on | a. websites and apps like Facebook, Twitter and Instagram |
| 2. addiction | b. in a funny or strange way because it's unexpected |
| 3. constantly | c. different from |
| 4. to be cut off from | d. to not get the benefits of |
| 5. unlike | e. needing something too much or in an unhealthy way |
| 6. social media | f. people who are the first to buy or use new technology |
| 7. ironically | g. all the time without a break |
| 8. early adopters | h. to have no access to |

Reading text:

Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s. Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.' Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.' Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.' Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in

the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.' Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

Task 1 Are the sentences *true* or *false*? Answer

1. More people aged 55 or more use Facebook than people aged 65 or more. ()
2. Grandparents typically use Facebook less than their grandchildren. ()
3. Sheila feels grateful to social media. ()
4. Peter found his own smartphone use affected how he felt about how much his children used their phones.()
5. Peter has changed how much he uses his phone during the working day. ()
6. Peter feels that the changes make him a better parent. ()

CULTURE SHOCK

by Bob Weinstein

from The Boston Globe

Saying Tamara Blackmore experienced culture shock when she arrived here last September is an understatement. It was more culture trauma' for this adventurous student who left Melbourne Monash University to spend her junior year at Boston College. Blackmore, 20, was joined at BC by 50 other exchange students from around the world. Like the thousands of exchange students who enroll in American colleges each year, Blackmore discovered firsthand there is a sea of differences between reading about experiencing America firsthand. She felt the difference as soon as she stepped off the plane.

As soon as she landed in Boston, Blackmore could feel the tension in the air. She was about to taste a lifestyle far more hectic than the one she left. "Driving in Boston is crazy," says Blackmore. "It took me a while to get used to the roads and the driving style here. I was always afraid someone was going to hit me. It was particularly tricky since the steering wheel was on the wrong side of the car. In Australia, it's on the right side." Beyond the cars and traffic jams, Blackmore said it took a while to get used to so many people in one place, all of whom seemed like they were moving at warp speed.

"There are only 18 million people in Australia spread out over an entire country," she says, "compared to more than six million people in the state of Massachusetts alone. We don't have the kind of congestion you have in Boston. There is a whole different perception of space".

The pressing problem for Blackmore was making a quick adjustment to the

American lifestyle that felt like it was run by a stopwatch. For this easygoing Australian, Americans seemed like perpetual-motion machines. "Americans are very time-oriented," Blackmore says. "Everything is done according to a schedule. They're always busy, which made me feel guilty about wanting to just sit around and occasionally watch television. Australians, on the other hand, value their leisure time. The pace there is a lot slower because we don't feel the need to always be busy. It's not that Australians are lazy, it's just that they have a different concept of how time should be spent. Back home, I used to spend a lot more time just talking to my friends."

It didn't take long for Blackmore to adjust to American rhythms. "I felt the pressure to work harder and do more because everyone was running around doing so much," she says. When BC students weren't huddled over books, Blackmore found it odd that they were compulsively jogging, running, biking, or doing aerobics in order to be thin. "Compared to home, the girls here are very skinny," she says. "Before I got here, I heard a lot of stories about the pressure to be thin and that many young American women have eating disorders. I'll go out with a friend and just tuck into a good meal and have a good time, whereas an American girl would just pick at her food".

When it comes to drinking, Blackmore says Australians have a lot more freedom. "We're more casual about drinking at home," she says, "whereas there are many rules and regulations attached to when and where you can drink in the United States," not to mention a legal drinking age of 21 compared with Australia's legal drinking age of 18.

But it's BC's laid-back and friendly learning environment that sets it apart from her Melbourne college experience. "Generally speaking, learning facilities are a lot

better in Boston," she says. "In Australia, students and teachers have little contact outside the 55 classroom. It's a formal and depersonalized relationship. College is a place you go for a few hours every day and then go home. Your social life and school life are separate".

It's just the opposite at BC, according to Blackmore. "BC students and faculty are like one big happy family," she says. "There is a real sense of team spirit. It's like we're all in this together. Going to school here is a lifestyle, whereas at home we're just a number. We attend school to get a degree so we can graduate, get a job, and get on with our lives."

Another pleasant shocker¹² was the close and open relation American students enjoy with their teachers. It's a sharp contra Australia, where college students keep a discreet but respect distance from their teachers. "I was surprised when I hear students go out to dinner with their lecturers, she says. "We don't do that back home. Professors deal with hundreds of students and you're lucky if they remember your name".

When Blackmore returns to Australia at the end of the school year she'll have plenty of memories, most of them good ones. BC, like many American colleges, has gone out of its way to create a memorable experience for Blackmore and its other exchange students.

-

1. **culture trauma** extreme form of "culture shock"

2. **discovered firsthand** learned by directly seeing or experiencing

3. **sea of difference** very big difference

4. **taste a lifestyle** experience a way of life
5. **moving at warp speed** traveling very, very quickly
6. **perpetual-motion machines** machines that never stop moving
7. **adjust to American rhythms** get used to American lifestyles
8. **tuck into a good meal** enjoy a meal (Australian expression)
9. **pick at her food** eat only a small amount of food on her plate
- 10 **laid-back** relaxed
- 11 **get on with our lives** move ahead in our lives.
12. **shocker** surprise

Understanding the Text

A. Multiple choice. For each item below, circle the two answers that best complete each statement.

1. The purpose of the reading is to.....
 - a. demonstrate that Americans study hard and exercise a lot
 - b. show one student's thoughts on cultural differences between Australia and the United States
 - c. point out some ways in which foreigners experience culture shock in the United States
 - d. argue that everyone should spend a year as a foreign exchange student
2. Tamara Blackmore says that.....in Australia
 - a. students and teachers sometimes become good friends
 - b. students make a clear separation between their academic and social lives
 - c. professors often do not know their students' names
 - d. universities are not as good
3. Blackmore says that American professors.....their students.

- a. have dinner with
 - b. enjoy warm relationships with
 - c. jog, run, and bike with
 - d. are smarter than
4. When it comes to drinking alcohol, Blackmore feels that.....
- a. there are stricter rules in America than in Australia
 - b. the drinking age in Australia is too low
- C. Americans drink more than Australians
- d. Australians are more relaxed about alcohol than Americans
5. Blackmore would probably agree that.....
- a. Americans are better drivers than Australians
 - b. American professors take a greater interest in their students than Australian professors
- C. Australians are more relaxed than Americans
- d. American women enjoy good food more than Australian women
6. The overall tone of the reading is.....and.....-
- a. humorous
 - b. thoughtful
 - c. upsetting
 - d. informative

Chemical Elements

Elements make up everything in the world. Elements are the basic substances that we cannot divide into simpler substances. We group elements by the things they have in common – what they look

like, how they react with other substances, if they conduct electricity, etc. We group elements into nine official groups. The element, “Hydrogen” is in a group by itself. It is different from all the other elements.

Hydrogen is a basic substance. 90% of all atoms in the universe are hydrogen atoms. Hydrogen atoms are the lightest atoms. Hydrogen got its name from the scientist Lavoisier. Lavoisier noticed that hydrogen atoms are always present in water. The word root “Hydro” means water. Therefore, it was intuitive to represent hydrogen with the letter H.

The second group is the alkaline-earth metals. You can find these elements in the earth’s crust. They react with water. This group of elements contains elements such as Calcium. Calcium is a basic substance found in substances like milk and chalk. It is a member of the second group of elements. Some other members of the second group are beryllium and magnesium. The third group is the alkali metals. These elements react very strongly with water. They might even explode if they touch water. This group of elements contains elements such as Sodium. Sodium is an element found in table salt. Scientists represent sodium with the letters Na. Some other members of the third group are lithium and potassium. The fourth group of elements includes metals. It is the largest group of elements. It includes iron, silver, gold, nickel, platinum and titanium. Elements in this group conduct electricity.

They are hard and shiny. Members of this group are called the transition metals. The fifth group of elements is the actinides. The elements in this group are radioactive metals. Most of the members of this group are synthetic elements. They are non-natural elements. They are

made in special labs. Some members of this group are uranium and plutonium.

The sixth group of elements is the lanthanides. Some people call this group the rare–earth elements. Some people call them the inner–transition elements. These metals are silver or silvery–white.

They conduct electricity very well. They tarnish when they come into contact with air. The seventh group consists of the nonmetals. Carbon is a member of this group. Every living thing depends on carbon. Oxygen is also a member of this group. We take in oxygen and exhale carbon

dioxide (which is a combination of carbon and oxygen) when we breathe. The eighth group consists of the inert gases. They are called inert gases because they do not react easily with other substances. Most of these gases are present in lighting. When a current of electricity goes through neon, it glows red. Some other members of this group are argon and xenon. This group is sometimes called Group Zero or Group 0. The ninth group consists of the poor metals. These metals are different from the metals in the fourth group because these metals are soft. These metals melt easily. They also mix well with other metals to form alloys. Both lead and aluminum are poor metals. The last group consists of the semi-metals. The members of this group are like metals in some ways. They are also like non-metals in some ways. Some semi-metals are arsenic and bismuth. Depending on which other substances touch them, they can be conductors of electricity or they can insulate, or protect, substances from electricity. Some scientists call the semi-metals “double metals” because of their structure.

1)) What did Lavoisier notice about hydrogen??

- A. That it was always in water.
- B. That it was the lightest atom.
- C. That 90% of all atoms in the universe

are hydrogen atoms.

- D. That it is a basic substance.
- E. All of the above are correct.

22)) Where can calcium be found??

- A. In milk.
- B. In chalk.
- C. In the earth's crust.
- D. All of the above are correct.
- E. Both A and B are correct.

33)) What do the third, fourth, fifth, and sixth groups have in common ? A. They all tarnish in the air.

- B. They are all present in water.
- C. They are all synthetic.
- D. They are all metals.

E. They are all inert.

44)) Why are uranium and plutonium grouped together? A. They are found in the earth's crust.

B. They are radioactive.

C. They are metals.

D. Both A and C are correct.

E. Both B and C are correct.

55)) Why are lead and aluminum grouped together ? A. They mix with other metals.

B. They are soft metals.

C. They melt easily.

D. All of the above are correct.

E. Both A and C are correct.

6) The best synonym for intuitive is

A. non-natural.

B. inclined.

C. automatic.

D. simple.

E. passionate.

7) Something synthetic is.....

A. non-natural.

B. manmade.

C. artificial.

D. All of the above are correct.

E. Both B and C are correct.

8) When you exhale, you.....

A. breathe out.

B. take out.

C. consist of.

- D. Both A and B are correct.
- E. Both B and C are correct.

9) Inert means.....

- A. non-reactive.
- B. radioactive.
- C. reactive.
- D. shiny.
- E. hard.

10) An alloy is.....

- A. a combination of carbon and oxygen.
- B. a mixture of metals.
- C. a chemical laboratory.
- D. a soft metal.
- E. a non-metal.

11) The best synonym for insulate is

- A. melt.
- B. protect.
- C. conduct.
- D. combine.
- E. represent.

Mosquitoes

Slap! Swat! How do those annoying mosquitoes find you? Is it your wonderful personality or is it something else which attracts them? And why are you so rarely able to swat them before they fly off to another feast? There are about 3,500 species of mosquitoes in the world. Not all of them are in your back yard, although sometimes it seems that the summer evening air is filled with them. There are about 200 species of mosquitoes in the United States — about 80 species have been identified in Florida, which is an ideal breeding area. The word “mosquito” means “little fly” in Portuguese. Mosquitoes are members of the scientific order Diptera, the “True Flies.” Like other “True Flies,” they have wings. But they are different from some True Flies; their wings have scales. These tiny scales help eliminate the effects of friction. This helps the mosquitoes skim quickly and efficiently through the air, making them almost impossible to swat. The familiar high-pitched, annoying buzz of the mosquito comes from the sound of its wings beating 600 times per second! If you want to control the spread of these pesky insects, it is important to know how they live and breed. As you will see, much of their life is spent in water, so getting rid of standing water plays a large role in controlling mosquitoes. There are four stages in the lifetime of a mosquito: egg, larva, pupa, and adult. Mosquito eggs need water to hatch. Different species of mosquitoes prefer different places to lay their eggs. Some prefer to lay their eggs in standing water, such as water in old tires or buckets. Others like to lay their eggs in areas with a lot of organic material, like leaves and grass, so they lay their eggs in marshes and swamps. Some prefer fresh water; some like saltwater. Mosquito larvae are called “wigglers” because they move with jerking movements of their bodies. They spend most of their time under the surface of the water, feeding on leaves and grass. They must have air to stay alive, so they wiggle to the surface. The larvae shed their skin four times as they grow and progress to the third stage, which is the pupa. Mosquito pupae also need air to stay alive. They continue to feed on grasses and leaves under the surface of the water, but they must come up for air. After several days in the pupa stage, the pupae mature into adult mosquitoes.

Adult mosquitoes emerge after several days of growth. Some mosquitoes reach maturity in as few as 5 days, but most require 10–14 days before they reach

maturity. Variations in maturity time is due to differences in species and differences in the temperature of the environment.

Adult mosquitoes mate within a few days of their emergence as adults. They eat fruit, nectar, and any other sources of sugar they can find. Female mosquitoes need blood in order for their eggs to develop. After the female has her meal of blood, she rests for two or three days before she lays her eggs. The cycle of eating and laying eggs continues for one or two weeks, which is the lifetime of a mosquito.

Now you know that it is the female mosquitoes which bite you. But how do they find you — their meal of blood?

Mosquitoes seek out warmth and movement — both properties of human beings and other animals. They also seek carbon dioxide, which is exhaled by humans and other animals. So while it is not exactly your wonderful personality which attracts them, the social activities of conversation and laughter — which involve movement and the exhalation of carbon dioxide — are what attract these annoying little insects!

Questions:

1) Why do mosquitoes' wings have scales??

- A. The scales reduce the effects of friction.
- B. The scales make the mosquitoes fly more efficiently.
- C. The scales help the mosquitoes float in water.
- D. Both A and B are correct.
- E. Both A and C are correct.

2) Why do mosquitoes bite you??

- A. They need blood to live.
- B. Their eggs need blood to develop.
- C. They need blood to become mature.
- D. Both A and C are correct.
- E. Both B and C are correct.

3) Where do mosquitoes lay their eggs??

- A. In standing water.
- B. In moist soil.
- C. In fresh water.
- D. In salt water.
- F. Both C and D are correct.
- E. All of the above are correct.

4)) At what point are mosquitoes called wigglers??

- A. When they are larvae
- B. When they are pupae
- C. When they are adults
- D. When they lay eggs
- E. Both A and B are correct

5) How do mosquitoes find you??

- A. They are attracted to carbon dioxide.
- B. They are attracted to movement.
- C. They are attracted to warmth.
- D. Both A and C are correct.
- E. All of the above are correct.

6) If something is annoying it is.....

- A. quick.
- B. evasive.
- C. bothersome.
- D. careless.
- E. impenetrable.

7) What is the best synonym for ideal ??

- A. sweet
- B. nice
- C. perfect
- D. identical

E. interesting

8) If you eliminate something,, you.....

A. make it smaller.

B. get rid of it.

C. add to it.

D. design it.

E. Both A and B are correct.

9) What are organic materials??

A. Natural materials

B. Man-made materials

C. Factory-made products

D. Both B and C are correct

E. None of the above

10) What is the surface off the water??

A. The deep part of the water

B. The bottom of the water

C. The top of the water

D. Both A and B are correct

E. None of the above

11) Maturity means.....

A. babyhood.

B. childhood.

C. adulthood.

D. All of the above

E. None of the above

12) AA variation is a((n)).....

A. difference.

B. inconsistency.

- C. agreement.
- D. Both A and B are correct.
- E. Both B and C are correct.

The Scientific Method

The basic **scientific method** includes the steps scientists use and follow when trying to solve a problem or prove or disprove a theory. The methods are used by scientists all over the world. This is done so scientists can work together to solve some of the same problems.

There are usually five steps which are a part of the scientific method. The steps can occur in any order, but the first step is usually **observation**. An observation is the use of one or more of the five senses, which include seeing, hearing, feeling, smelling, and tasting. The five senses are used to learn about or identify an event or object the scientist wants to study. For example, while observing a spider a scientist may observe the pattern or size of the spider's web.

The second step of the scientific method is the question being researched, the **hypothesis**. It is the question that is turned into a statement about an event or object the scientist would like to research. A good hypothesis includes three things: The explanation for the observations, it is able to be tested by other scientists, and it will usually predict new outcomes or conclusions. The scientist observing the spider building the web may have a question about the strength of the web. An example of the hypothesis might be: The larger the spider, the stronger the web. This hypothesis includes the explanation for the observation, it can be tested, and new conclusions may be reached.

The third step of the scientific method is the **experiment**. An experiment is a test which will either challenge or support the hypothesis. The hypothesis will then be true or false. Using the spider hypothesis, a scientist may experiment by measuring spider webs in relation to a spider's size. Often, even when a hypothesis is disproved much can still be learned during the experiment. For example, while measuring the strength of spider webs the scientist may discover something new about them.

The final step in the scientific method is the **conclusion**. The conclusion will either clearly support the hypothesis or it will not. If the results support the hypothesis a conclusion can be written. If it does not support the hypothesis, the scientist may choose to change the hypothesis or write a new one based on what was learned during the experiment. In the example, if the scientist proves that larger spiders build stronger webs, then that is the conclusion. If it was not proven, the scientist may change the hypothesis to: The size of a spider does has no bearing on the strength of its web.

The scientific method is used for simple experiments students may do in the classroom or very complex or difficult experiments being done all over the world. The spider experiment may be done by any scientist in the world.

In summary, the **scientific method** includes the steps scientists use to solve a problem or to prove or disprove a theory. There are four basic steps involved with the scientific method. The usual steps include **observation, hypothesis, experiment, and conclusion**. The steps may not always be completed in the same order. Following the four steps, the results of the experiment will either support the hypothesis or will not support the hypothesis. Scientists are always free to change or write a new hypothesis and start the four steps all over again. The scientific method is used for simple experiments or for more difficult experiments.

1) Which of the following is the best definition of the scientific method?

- A: A method used by scientists to try and find the answers to questions.
- B: Used by scientists only throughout the world.
- C: A method to prove the right answer to a question by a scientist.
- D: The steps scientists use and follow when trying to solve a problem or to prove or disprove a theory.

2) Which of the steps in the scientific method would a scientist use for seeing, hearing, feeling, smelling, and tasting?

- A: Conclusion
- B: Observation
- C: Experiment
- D: Hypothesis

3) Which of the following is the best example of a hypothesis?

- A: Do hamsters live longer than birds?
- B: Cars and trucks usually use the same amount of gasoline.
- C: I think dogs make better pets for everyone.
- D: Brand B lightbulb will burn longer in a lamp than Brand X lightbulb.

4) Which statement is true?

- A: An experiment is a test which will either challenge or support a hypothesis.

- B:** An experiment is a test which must always prove the hypothesis.
- C:** An experiment is only used when trying to prove a hypothesis.
- D:** An experiment does not have to be part of the scientific method.

5) Fill in the blank with one of the choices. If the results of an experiment support the hypothesis a(n) _____ can be written.

- A:** Observation
- B:** New hypothesis
- C:** Conclusion
- D:** Experiment

6) The scientific method

- A:** Can be used for simple experiments or more difficult experiments
- B:** Can be used only for simple experiments at home or in the classroom
- C:** Can only be used for experiments carried out by scientists
- D:** Can only be used for very difficult experiments

Photosynthesis

All living things need food and energy to survive. The food-making and energy process for plants to survive is called **photosynthesis**. Plants make food and produce oxygen through photosynthesis. The process is complex but with the sun, water, nutrients from the soil, oxygen, and chlorophyll, a plant makes its own food in order to survive.

Chlorophyll is a green chemical inside a plant that allows plants to use the Sun's energy to make food. Without chlorophyll a green plant would not be able to survive.

The following are the steps in photosynthesis:

1. The sunlight is absorbed through a plant by its leaves, or other green parts.
2. The water and nutrients from the soil are absorbed through the roots of the plant.
3. The chlorophyll inside the plant's leaves traps the energy from the sunlight.
4. Carbon dioxide in the air enters through the leaves of the plants. (**Carbon dioxide** is carbon and oxygen combined.)
5. Inside the chlorophyll there are **chloroplasts** which contain water and the carbon dioxide from the air.
6. The chloroplasts are like tiny manufacturing plants. The water and carbon dioxide from the air combine to make sugar and water. Basically, it is the food for the plant to survive and grow.
7. Sugar is then made and released into the veins of the leaf and it spreads

throughout the rest of the plant.

8. The oxygen the plant has made is then released into the air.

The entire process is called photosynthesis, and without it people and other animals would not be able to live and grow. This is the reason it is important for the survival of trees and plants. They give off oxygen which help people and other animals to breathe.

The plants also give people and animals food to eat. The food could be the different kinds of fruit or the many varieties of vegetables from apples and oranges to green beans and peas.

When people and animals eat this food from the plants it also gives them the energy to live and grow. Without plants, animals and people would not be able to survive.

During the fall in certain parts of the world photosynthesis no longer takes place. When this happens the leaves begin to turn different colors. The leaves may turn yellow, orange or maybe even red, or a combination of those colors. Surprisingly, these colors are the original colors of the leaves.

In the spring and summer there is too much green color from the chlorophyll for the leaves to be seen as their original colors. As the temperature drops, though, the leaves of trees, other than evergreens, stop making the chlorophyll. The chlorophyll begins to vanish and the leaves begin to change colors.

In summary, **photosynthesis** is the food-making and energy process for plants to

survive. A plant's leaves contain **chlorophyll** which is a green chemical inside a plant that allows plants to use the Sun's energy to make food. **Chloroplast** inside the chlorophyll contain water and the carbon dioxide from the air to make the food for the plant to survive. Without photosynthesis, the plants would not be able to live and grow.

1) Which of the following statements is true?

- A:** Chloroplasts are the green chemicals inside a plant that allows plants to use the Sun's energy to make food.
- B:** Chlorophyll is a green chemical inside a plant that allows plants to use the Sun's energy to make food.
- C:** Chlorophyll is a green chemical inside the roots of a plant that allows plants to use the Sun's energy to make food.
- D:** Chlorophyll is a green chemical absorbed into a plant that allows them to use the Sun's energy to make food.

2) Fill in the blank with the correct answer. Carbon dioxide, which is carbon and oxygen combined, in the air enters through the _____ of the plants.

- A:** Roots
- B:** Chlorophyll
- C:** Leaves
- D:** Energy

3) Food for a plant to survive is

- A:** Sugar and water
- B:** Carbon and oxygen
- C:** Chlorophyll
- D:** Chloroplasts

4) Which of the following in plants are like tiny manufacturing plants?

- A:** Chloroplasts
- B:** Chlorophyll
- C:** Leaves
- D:** Roots

5) In the fall leaves begin to turn different colors because

- A:** There is less oxygen in the air for the plants
- B:** There is too much chlorophyll in the leaves of the plant
- C:** The carbon dioxide in the air cannot reach the leaves of the plant
- D:** The temperature begins to drop and leaves cannot produce chlorophyll

6) The color of a leaf with chlorophyll is

- A:** Red
- B:** Green
- C:** Orange
- D:** Yellow

Once in a Blue Moon

Have you ever heard someone use the phrase “once in a blue moon?” People use this expression to describe something that they do not do very often. For example, someone might say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate “once in a blue moon.” Or someone who does not usually like to go to the beach might say “I visit the shore once in a blue moon.” While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase “blue moon” actually has to do with the shape of the moon, not the color.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a crescent moon. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a “blue moon.

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event. This fact has led people to use the expression “once in a blue moon” to describe other very rare events in their lives.

Questions

1) Which of the following would be a good example of someone doing something

“once in a blue moon”?

- A. Mary likes to go to the mountains every weekend. Mary goes to the mountains once in a blue moon.
- B. Tom rarely remembers to take out the trash. Tom takes out the trash once in a blue moon.
- C. Cindy hates to wash the dishes. Nevertheless, she does it every day. Cindy washes the dishes once in a blue moon.
- D. Ming sometimes forgets to do his homework. Ming forgets to do his homework once in a blue moon.

2) When does a blue moon happen in nature?

- A. when there are two full moons in one month
- B. when the moon has a blue color
- C. when we cannot see the moon at all
- D. when we can only see a small part of the moon

3) Using the passage as a guide, it can be understood that which of the following sentences does not contain an expression?

- A. Thomas has lost his mind.
- B. An apple a day keeps the doctor away.
- C. I'll mow the grass after I finish my homework.
- D. It's never a bad time to start something new.

4) As described in paragraph 3, what is another example of something that has a crescent shape?

- A. your thumb
- B. a distant star
- C. the letter "C"
- D. the letter "H"

5) In the final paragraph, the author states: "Over the next 20 years, there will only be 15 blue moons." This means that over the next 20 years, a blue moon will happen

- A. once a year
- B. less than once a year
- C. more than once a year
- D. not enough information is provided

6) As used in the final paragraph, which is the best antonym for rare?

- A. common
- B. strange
- C. colorful
- D. infrequent

7) In the final paragraph the author writes, "As you can see, a blue moon is a very rare event." The purpose of this statement is to

- A. answer an earlier question

- B. provide an example
- C. support an upcoming conclusion
- D. challenge a previous statement

“What Number?”

Becca and Kai played together all day. The two friends played outside in the morning. They rode bikes and scooters. They ate lunch on the porch. Becca’s mom made sandwiches and lemonade. They played hide-and-seek in the house right after lunch. Then they did not know what to do.

“I know! Let’s play the number game,” said Becca.

“What number am I thinking of?” “Is it five?” asked Kai.

“No, it is higher than five,” Becca said.

“Okay, is it one hundred?”

“No, it is lower than one hundred,” Becca said.

“Let’s see,” said Kai. “Is it sixty?”

Becca gave Kai a hint. “It is between twenty and thirty.”

“Hmm, is it twenty-five?”

“No, but you are very close!” Becca said.

“Well, is it higher or lower than twenty-five?”

“It is lower,” Becca said.

“Okay, I think I know. Is it twenty-two?”

“Yeah! You guessed it.” Becca said. “Good job!”

1)) Where did Becca and Kai play today?

A. at school

B. at the park

C. at Kai's house

D. at Becca's house

2)) What did Becca and Kai do in the morning?

I. They rode bikes.

II. They played outside.

III. They played hide-and-seek.

A. I only

B. I and II

C. II and III

D. I, II, and III

3)) Where did Becca and Kai eat lunch?

A. in the kitchen

B. by the swing

C. at the park

D. on the porch

4)) Whose idea was it to play the number game?

A. It was Kai's idea.

B. It was Mom's idea.

C. It was Becca's idea.

D. It was Kai and Becca's idea.

5)) What was Kai's second guess?

- A. five
- B. twenty-two
- C. sixty
- D. one hundred

6)) Why does Kai guess one hundred?

- A. It is lower than twenty-two.
- B. It is higher than sixty.
- C. It is higher than five.
- D. It is lower than sixty.

7) Kai's guess of twenty-five was close because

- A. twenty-five is a big number
- B.. it is near the number Becca was thinking about
- C. it is far away from the number Becca was thinking about
- D. it is lower than the number Becca was thinking about

8) What does it mean to give someone a hint?

- A. to give someone a clue
- B. to make a question hard
- C. to tell someone to give up
- D. to give someone the answer

9)) What number was Becca thinking about?

- A. nineteen
- B. twenty
- C. twenty-one
- D. twenty-two

10) What other number could Becca have been thinking about?

- A. ten
- B. fifteen
- C. twenty-three
- D.. twenty-eight

Blizzard in Birmingham

The Turner kids were not accustomed to snow. The most they ever got in their southern city of Birmingham was an inch or so per year. Even that was quite infrequent—it never snowed more than once or twice each winter. And on the few occasions that it did snow, it was always too warm for the snow to accumulate. The temperature almost never got below freezing.

What was funny was that even the slightest bit of snow was enough to cancel school and close businesses. No one knew how to drive in the stuff. It was never enough for young Lily Mae Turner, though, because the snow that came was always too sparse to build a snowman or to go sledding. But one night, in March of 1993, something magical happened.

An unexpected blast of cold air from Canada and moist air from the Caribbean converged on the eastern part of the United States to create the “Storm of the Century.” All that the Turner kids knew was that when they woke up Saturday morning, there was 17 inches of unbelievable snow on their front lawn and as far as the eye could see. The Turner parents were in shock. Most folks in town were ill-prepared for such a storm. They had no shovels to dig their way out and no salt to keep from slipping.

They had no idea what to do. While the adults seemed paralyzed with disbelief, the Turner kids set about having the time of their lives. Lily Mae discovered that a rope tied to a metal trash can lid made a perfect sled. John Henry figured out that if he put his feet in plastic grocery bags before putting on his rain boots, his feet stayed warm for a longer time. Rachel made snow angels in every part of the yard.

Together, all the

kids made a huge snowman and dressed it in their dad’s hat and jacket. (Mr. Turner didn’t own a scarf!) For three straight days, the Turner kids had a splendid time. On Tuesday, the temperature hit 70 degrees, and life for these Southerners went back to normal.

Questions:

1) As used at the beginning of the story, what does accustomed mean?

- A. used to
- B. aware of
- C. scared of
- D. interested in

2) As used at the beginning of the story, which is the best antonym for infrequent?

- A. common
- B. long
- C. rare
- D. surprising

3) Which other title would best fit this passage?

- A. “1993”
- B. “A Cold March”
- C. “Magical Snow”
- D. “Ill-Prepared Parents”

4)) The author may have described the storm as magical because

- A. Lily Mae believed the snow was magic
- B. it was such an unusual thing to happen that it felt like magic
- C. there was no other explanation for why the storm occurred
- D. the author wanted to cast doubt on whether the storm actually took place

5)) How are the children different than the adults in this passage?

- A. The kids stayed warm, while the adults were very cold.
- B. The kids knew the storm was coming, while the adults did not.
- C. The kids went out and had fun, while the adults did not know what to do.
- D. The adults still had to go to work, while the kids stayed home.

6)) What conclusions can be drawn about what the weather is typically like in Birmingham during the month of March?

- I. It is warm.
 - II. It does not snow.
 - III. It is windy.
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

7)) What can be said about the Turner kids' ideas for playing in the snow without the usual snow gear?

- I. They were creative.
 - II. They were effective.
 - III. They were complicated.
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

8)) "What was funny was that even the slightest bit of snow was enough to cancel school and close businesses." "No one knew how to drive in the stuff."

Which of the following punctuation marks could best be used to combine the above sentences?

- A. a comma (,)
- B. a semicolon (;)
- C. an ellipsis (...)
- D. a hyphen (-)

9)) What was going on outside of Birmingham during the snowstorm?

- A. The rest of the country was also dealing with snow.
- B. Nothing—Birmingham was the only area affected by the storm.
- C. The Eastern United States was also hit by the storm.
- D. The passage does not provide enough information to say.

10) As used at the end of the story, which is the best antonym for splendid?

- A. great

- B. perfect
- C. happy
- D. terrible

Clean Water Act

Josiah Hodge collapsed in a seat at the Café du Monde restaurant in New Orleans. He put his head in his hands and let out a deep sigh. Josiah had come to New Orleans to do a public service. He had come up with the idea to develop a play for children affected by Hurricane Katrina, and he had secured a modest grant from the government to do so. But he hadn't accounted for the major hindrance he would face: blistering heat in August with no clean water to drink. Buying water for his crew of 38 volunteers for weeks on end would be far too expensive to do on his shoestring budget, and he had no one to turn to on such short notice for help. Josiah feared he would have to close up the production and return home. As he sipped on a glass of soda, he found it ironic that water, which flooded this city and left many residents without homes or hope, would now be his downfall as he tried to spread the joy of theater to its children. "Hello, sir," a man at the table next to him said. "What brings you to New Orleans?" Josiah shook his head. Later, he would find it amusing that this man knew just by looking that Josiah was not a local. For now, he was just tired and irritated. "Look, I don't mean to be rude, but I've had a bad day," Josiah said. "I don't much feel like talking."

"What brings you to town?" the man said, pleasantly. Josiah grudgingly talked a bit about his work as a theater director in Manhattan

and his dream to bring a top-flight play to the children of New Orleans.

The next day, as Josiah left a blazing hot outdoor studio, he noticed the same man from the restaurant, parked on the street. A shock of fluffy white hair framed his dark face, making him look almost saintly.

"Look, sir, what do you want?" "To help." "How?"

“What do you need?”

“What I really need is clean water. That’s all I need.” Josiah turned and walked away. He had been rude, he knew, but he was so frustrated by this problem. When he arrived back at his hotel room that evening, the front desk clerk handed Josiah an unmarked envelope. Inside was a check for \$2,000. The memo line read, “For water.” Josiah was flabbergasted. Who was this man? As he pondered his good fortune, the phone rang in his hotel room. “Will that get you some water?” a voice said on the other end. “Why, yes, yes it will,” Josiah said. “Thank you so much for your generosity.” “My wife and I would like to take you to dinner.”

Josiah could not refuse! This man was his savior, and his curiosity had gotten the best of him. Who was this benefactor?

At dinner, Etienne Fanchon and his wife, Adelaide, formally introduced themselves. Mr. Fanchon never graduated from high school, but inherited 5 acres of land from his father upon his death. For years, Mr. Fanchon grew cucumbers on the land, barely making a living. One day, a neighbor offered Fanchon a bag of money if Mr. Fanchon would let him bury three old trucks at the back of his property. Mr. Fanchon took the bag and agreed. Later, he could not believe how much money was in the bag. “And just for letting him bury some trucks!” The next morning, Mr. Fanchon said, he woke up, picked all the cucumbers off his land, and converted the 5 acres into a waste management facility. He is now one of New Orleans’ few multimillionaires. “So, I have all this money now and live to help others,” said Mr. Fanchon. “That is why I’ve helped you.”

Questions:

1)) Which best describes Josiah's mood at the beginning of this passage?

- A. tired and vindictive
- B. angry and conniving
- C. pensive and high-strung
- D. frustrated and overwhelmed

2) Which of the following best describes Josiah's mood after he gets the check?

- A. surprised and curious
- B. confused and questioning
- C. excited and nervous
- D. suspicious and cautious

3)) The climax of this story happens when

- A. Josiah opens the envelope
- B. Mr. Fanchon shows up at the studio
- C. Mr. Fanchon describes how he got so rich
- D. Josiah accepts Mr. Fanchon's invitation to dinner

4) In the middle of the story, the author writes, “A shock of fluffy white hair framed his dark face, making him look almost saintly.” Which of the following literary devices is used in this quotation?

- A. euphemism, characterized by the replacement of a harsh or direct word or phrase with a vague or milder word or phrase

B. allegory, characterized by an extended metaphor in which concrete things represent abstract ideas

C. foreshadowing, characterized by hinting at what is to come

D. satire, characterized by the making fun of a human flaw or weakness to make a larger point

5) As used in the beginning of the story, which is the best antonym for hindrance?

A. assistance

B. obstacle

C. profit

D. friend

6) In paragraph 3, the author uses the term “shoestring budget.” This means to

A. accept help when it is offered

B. have to rely on luck

C. operate with little money

D. have extreme patience

7) As used in the beginning of the story, which is the best antonym for irritated?

A. acclimated

B. bashful

C. melancholy

D. pacified

8) What lesson does Josiah learn in this passage?

- A. It is okay to be somewhat rude on first meeting someone.
- B. Help can come from the most unlikely of places.
- C. Frustration can often cloud one's judgment.
- D. Theater programs are an excellent way to help those in need.

9)) Why does Josiah grudgingly talk to Mr. Fanchon in the Cafe du Monde?

- A. He is hungry.
- B. He is irritated and does not feel like being bothered.
- C. He decided conversation might make him feel better.
- D. He wanted to spread the word about his theater program.

10) In this passage, how are Josiah and Mr. Fanchon alike?

- A. Both are patient.
- B. Both lack ambition.
- C. Both are quick to show emotion.
- D. Both have philanthropic interests.

Cultural Behaviour in Business

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a different culture.

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their

surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders

is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

Are the following sentences true or false?

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

True

False

2. To the German trainee, having a PhD is equivalent to being a medical doctor.

True

False

3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

True

False

4. In the research done on the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling ones.

True

False

5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

True

False

6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people from different cultures.

True

False

Circle the correct answer.

1. The British trainee felt that people who want to be addressed as 'Dr' must be ...

a. hard-working.

b. conceited and self-important.

c. doing a medical degree.

d. from Germany.

2. If you are not sure how to address someone, you should ...

- a. use the title you see on their business card.
- b. make your decision based on cultural stereotypes about their country.
- c. address them the way you'd like to be addressed.
- d. ask them what they would like you to call them.

3. There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is ...

- a. being fake.
- b. challenging their authority.
- c. trying to break the ice.
- d. disrespectful.

4. The Japanese, South Koreans and Iranians might interpret a smiling face as being ...

- a. friendlier.
- b. less open.
- c. not as intelligent.
- d. dishonest.

5. Americans and British people sometimes use eye contact to show that they ...

- a. like the speaker.
- b. are really listening to what is being said.
- c. are honest and truthful.
- d. are attending to every need of the speaker

6. The last paragraph warns the reader not to ...

- a. engage in international business.
- b. let national cultures shape the way we behave and think.
- c. let miscommunication damage our business relationships.
- d. overgeneralize using our knowledge of cultural stereotypes

Araby

by

James Joyce

James Joyce was born on February 2, 1882 in Dublin, Ireland. He published "Portrait of the Artist" in 1916 and caught the attention of Ezra Pound. With "Ulysses," Joyce perfected his stream-of-consciousness style and became a literary celebrity. The explicit content of his prose brought about landmark legal decisions on obscenity. Joyce battled eye ailments for most of his life. He died in 1941.

Joyce was one of the most revered writers of the 20th century, whose landmark book, *Ulysses*, is often hailed as one of the finest novels ever written. His exploration of language and new literary forms showed not only his genius as a writer but spawned a fresh approach for novelists, one that drew heavily on Joyce's love of the stream-of-consciousness technique and the examination of big events through small happenings in everyday lives.

Joyce came from a big family. He was the eldest of ten children born to John Stanislaus Joyce and his wife Marry Murray Joyce. His father, while a talented singer (he reportedly had one of the finest tenor voices in all of Ireland), didn't provide a stable household. He liked to drink and his lack of attention to the family finances meant the Joyces never had much money.

From an early age, James Joyce showed not only exceeding intelligence but also a gift for writing and a passion for literature. He taught himself Norwegian so he

could read Henrik Ibsen's plays in the language they'd been written, and spent his free time devouring Dante, Aristotle, and Thomas Aquinas.

Because of his intelligence Joyce's family pushed him to get an education. Largely educated by Jesuits, Joyce attended the Irish schools of Clongowes Wood College and later Belvedere College before finally landing at University College Dublin, where he earned a Bachelor of Arts degree with a focus on modern languages.

Joyce's relationship with his native country was a complex one and after graduating he left Ireland for a new life in Paris where he hoped to study medicine. He returned, however, not long after upon learning that his mother had become sick. She died in 1903.

Joyce stayed in Ireland for a short time, long enough to meet Nora Barnacle, a hotel chambermaid who hailed from Galway and later became his wife. Around this time, Joyce also had his first short story published in the Irish Homestead magazine. The publication picked up two more Joyce works, but this start of a literary career was not enough to keep him in Ireland and in late 1904 he and Barnacle moved first to what is now the Croatian city of Pula before settling in the Italian seaport city of Trieste.

There, Joyce taught English and learned Italian, one of 17 languages he could speak, a list that included Arabic, Sanskrit, and Greek. Other moves followed, as the Joyce and Barnacle (the two weren't formally married until some three decades after they met) made their home in cities like Rome and Paris. To keep his family above water (the couple went on to have two children, Georgio and Lucia) Joyce

continued to find work as a teacher.

All the while, though, Joyce continued to write and in 1914 he published his first book, *Dubliners*, a collection of 15 short stories. Two years later Joyce put out a second book, the novel *Portrait of the Artist as a Young Man*.

While not a huge commercial success, the book caught the attention of the American poet, Ezra Pound, who praised Joyce for his unconventional style and voice.

The same year that the *Dubliners* came out, Joyce embarked on what would prove to be his landmark novel: *Ulysses*. The story recounts a single day in Dublin. The date: June 16, 1904, the same day that Joyce and Barnacle met. On the [surface](#), the novel follows the story three central characters, Stephen Dedalus, Leopold Bloom, a Jewish advertising canvasser, and his wife Molly Bloom, as well as the city life that unfolds around them. But *Ulysses* is also a modern retelling of Homer's *Odyssey*, with the three main characters serving as modern versions of Telemachus, Ulysses, and Penelope.

With its advanced use of interior monologue, the novel not only brought the reader deep into Bloom's sometimes lurid mind, but pioneered Joyce's use of stream of consciousness as a literary technique and set the course for a whole new kind of novel. But *Ulysses* is not an easy read, and upon its publication in Paris in 1922 by Sylvia Beach, an American expat who owned a bookstore in the city, the book drew both praise and sharp criticism.

All of which only helped bolster the novel's sales. Not that it really needed the help.

Long before *Ulysses* ever came out, debate raged over the content of the novel. Parts of the story had appeared in English and American publications and in the US and the UK the book was banned for several years after it was published in France. In the US, *Ulysses*'s supposed obscenity prompted the Post Office to confiscate issues of the magazine that had published Joyce's work. Fines were levied against the editors, and a censorship battle was waged that only further hyped the novel.

Still, the book found its way into the hands of eager American and British readers, who managed to get hold of bootlegged copies of the novel. In the US, the ban came to a head in 1932 when in New York City Customs Agents seized copies of the book that had been sent to Random House, which wanted to publish the book.

The case made its way to court where in 1934 Judge John M. Woolsey came down in favor of the publishing company by declaring that *Ulysses* was not pornographic. American readers were free to read the book. In 1936, British fans of Joyce were allowed to do the same.

While he sometimes resented the attention *Ulysses* brought him, Joyce saw his days as a struggling writer come to an end with the book's publication. It hadn't been an easy road. During World War I, Joyce had moved his family to Zurich, where they subsisted on the generosity of English magazine editor, Harriet Weaver, and Barnacle's uncle.

Eventually Joyce and his family settled into a new life in Paris, which is where they were living when *Ulysses* was published. Success, however, couldn't protect Joyce from health issues. His most problematic condition concerned his eyes. He suffered

from a constant stream of ocular illnesses, went through a host of surgeries, and for a number of years was near blind. At times Joyce was forced to write in red crayon on [sheets](#) of large paper.

In 1939 Joyce published *Finnegans Wake*, his long awaited follow up novel, which, with its myriad of puns and new words, proved to be an even more difficult read than his previous work. Still, the book was an immediate success, earning "book of the week" honors in the US and the United Kingdom not long after debuting.

A year after *Finnegans'* publication, Joyce and his family were on the move again, this time to southern France in advance of the coming Nazi invasion of Paris. Eventually the family ended back in Zurich.

Sadly, Joyce never saw the conclusion of World War II. Following an intestinal operation, the writer died at the age of 59 on January 13, 1941 at the Schwesternhause von Roten Kreuz Hospital. His wife and son were at his bedside when he passed. He is buried in Fluntern cemetery in Zurich.

The Text

NORTH RICHMOND STREET being blind, was a quiet street except at the hour when the Christian Brothers' School set the boys free. An uninhabited house of two storeys stood at the blind end, detached from its neighbours in a square ground The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces.

The former tenant of our house, a priest, had died in the back drawing-room. Air,

musty from having been long enclosed, hung in all the rooms, and the waste room behind the kitchen was littered with old useless papers. Among these I found a few paper-covered books, the pages of which were curled and damp: The Abbot, by Walter Scott, The Devout Communicant and The Memoirs of Vidocq. I liked the last best because its leaves were yellow. The wild garden behind the house contained a central apple-tree and a few straggling bushes under one of which I found the late tenant's rusty bicycle-pump. He had been a very charitable priest; in his will he had left all his money to institutions and the furniture of his house to his sister.

When the short days of winter came dusk fell before we had well eaten our dinners. When we met in the street the houses had grown sombre. The space of sky above us was the colour of ever-changing violet and towards it the lamps of the street lifted their feeble lanterns. The cold air stung us and we played till our bodies glowed. Our shouts echoed in the silent street. The career of our play brought us through the dark muddy lanes behind the houses where we ran the gauntlet of the rough tribes from the cottages, to the back doors of the dark dripping gardens where odours arose from the ashpits, to the dark odorous stables where a coachman smoothed and combed the horse or shook music from the buckled harness. When we returned to the street light from the kitchen windows had filled the areas. If my uncle was seen turning the corner we hid in the shadow until we had seen him safely housed. Or if Mangan's sister came out on the doorstep to call her brother in to his tea we watched her from our shadow peer up and down the street. We waited to see whether she would remain or go in and, if she remained, we left our shadow and walked up to Mangan's steps resignedly. She was waiting for us, her figure defined

by the light from the half-opened door. Her brother always teased her before he obeyed and I stood by the railings looking at her. Her dress swung as she moved her body and the soft rope of her hair tossed from side to side.

Every morning I lay on the floor in the front parlour watching her door. The blind was pulled down to within an inch of the sash so that I could not be seen. When she came out on the doorstep my heart leaped. I ran to the hall, seized my books and followed her. I kept her brown figure always in my eye and, when we came near the point at which our ways diverged, I quickened my pace and passed her. This happened morning after morning. I had never spoken to her, except for a few casual words, and yet her name was like a summons to all my foolish blood.

Her image accompanied me even in places the most hostile to romance. On Saturday evenings when my aunt went marketing I had to go to carry some of the parcels. We walked through the flaring streets, jostled by drunken men and bargaining women, amid the curses of labourers, the shrill litanies of shop-boys who stood on guard by the barrels of pigs' cheeks, the nasal chanting of street-singers, who sang a come-all-you about O'Donovan Rossa, or a ballad about the troubles in our native land. These noises converged in a single sensation of life for me: I imagined that I bore my chalice safely through a throng of foes. Her name sprang to my lips at moments in strange prayers and praises which I myself did not understand. My eyes were often full of tears (I could not tell why) and at times a flood from my heart seemed to pour itself out into my bosom. I thought little of the future. I did not know whether I would ever speak to her or not or, if I spoke to her, how I could tell her of my confused adoration. But my body was like a harp and her words and gestures were like fingers running upon the wires.

One evening I went into the back drawing-room in which the priest had died. It was a dark rainy evening and there was no sound in the house. Through one of the broken panes I heard the rain impinge upon the earth, the fine incessant needles of water playing in the sodden beds. Some distant lamp or lighted window gleamed below me. I was thankful that I could see so little. All my senses seemed to desire to veil themselves and, feeling that I was about to slip from them, I pressed the palms of my hands together until they trembled, murmuring: "O love! O love!" many times.

At last she spoke to me. When she addressed the first words to me I was so confused that I did not know what to answer. She asked me was I going to Araby. I forgot whether I answered yes or no. It would be a splendid bazaar, she said she would love to go.

"And why can't you?" I asked.

While she spoke she turned a silver bracelet round and round her wrist. She could not go, she said, because there would be a retreat that week in her convent. Her brother and two other boys were fighting for their caps and I was alone at the railings. She held one of the spikes, bowing her head towards me. The light from the lamp opposite our door caught the white curve of her neck, lit up her hair that rested there and, falling, lit up the hand upon the railing. It fell over one side of her dress and caught the white border of a petticoat, just visible as she stood at ease.

"It's well for you," she said.

"If I go," I said, "I will bring you something."

What innumerable follies laid waste my waking and sleeping thoughts after that evening! I wished to annihilate the tedious intervening days. I chafed against the work of school. At night in my bedroom and by day in the classroom her image came between me and the page I strove to read. The syllables of the word Araby were called to me through the silence in which my soul luxuriated and cast an Eastern enchantment over me. I asked for leave to go to the bazaar on Saturday night. My aunt was surprised and hoped it was not some Freemason affair. I answered few questions in class. I watched my master's face pass from amiability to sternness; he hoped I was not beginning to idle. I could not call my wandering thoughts together. I had hardly any patience with the serious work of life which, now that it stood between me and my desire, seemed to me child's play, ugly monotonous child's play.

On Saturday morning I reminded my uncle that I wished to go to the bazaar in the evening. He was fussing at the hallstand, looking for the hat-brush, and answered me curtly:

“Yes, boy, I know.”

As he was in the hall I could not go into the front parlour and lie at the window. I left the house in bad humour and walked slowly towards the school. The air was pitilessly raw and already my heart misgave me.

When I came home to dinner my uncle had not yet been home. Still it was early. I sat staring at the clock for some time and, when its ticking began to irritate me, I left the room. I mounted the staircase and gained the upper part of the house. The

high cold empty gloomy rooms liberated me and I went from room to room singing. From the front window I saw my companions playing below in the street. Their cries reached me weakened and indistinct and, leaning my forehead against the cool glass, I looked over at the dark house where she lived. I may have stood there for an hour, seeing nothing but the brown-clad figure cast by my imagination, touched discreetly by the lamplight at the curved neck, at the hand upon the railings and at the border below the dress.

When I came downstairs again I found Mrs. Mercer sitting at the fire. She was an old garrulous woman, a pawnbroker's widow, who collected used stamps for some pious purpose. I had to endure the gossip of the tea-table. The meal was prolonged beyond an hour and still my uncle did not come. Mrs. Mercer stood up to go: she was sorry she couldn't wait any longer, but it was after eight o'clock and she did not like to be out late as the night air was bad for her. When she had gone I began to walk up and down the room, clenching my fists. My aunt said:

"I'm afraid you may put off your bazaar for this night of Our Lord."

At nine o'clock I heard my uncle's latchkey in the halldoor. I heard him talking to himself and heard the hallstand rocking when it had received the weight of his overcoat. I could interpret these signs. When he was midway through his dinner I asked him to give me the money to go to the bazaar. He had forgotten.

"The people are in bed and after their first sleep now," he said.

I did not smile. My aunt said to him energetically:

“Can’t you give him the money and let him go? You’ve kept him late enough as it is.”

My uncle said he was very sorry he had forgotten. He said he believed in the old saying: “All work and no play makes Jack a dull boy.” He asked me where I was going and, when I had told him a second time he asked me did I know The Arab’s Farewell to his Steed. When I left the kitchen he was about to recite the opening lines of the piece to my aunt.

I held a florin tightly in my hand as I strode down Buckingham Street towards the station. The sight of the streets thronged with buyers and glaring with gas recalled to me the purpose of my journey. I took my seat in a third-class carriage of a deserted train. After an intolerable delay the train moved out of the station slowly. It crept onward among ruinous house and over the twinkling river. At Westland Row Station a crowd of people pressed to the carriage doors; but the porters moved them back, saying that it was a special train for the bazaar. I remained alone in the bare carriage. In a few minutes the train drew up beside an improvised wooden platform. I passed out on to the road and saw by the lighted dial of a clock that it was ten minutes to ten. In front of me was a large building which displayed the magical name.

I could not find any sixpenny entrance and, fearing that the bazaar would be closed, I passed in quickly through a turnstile, handing a shilling to a weary-looking man. I found myself in a big hall girdled at half its height by a gallery. Nearly all the stalls were closed and the greater part of the hall was in darkness. I recognised a silence like that which pervades a church after a service. I walked into the centre of the

bazaar timidly. A few people were gathered about the stalls which were still open. Before a curtain, over which the words Cafe Chantant were written in coloured lamps, two men were counting money on a salver. I listened to the fall of the coins.

Remembering with difficulty why I had come I went over to one of the stalls and examined porcelain vases and flowered tea — sets. At the door of the stall a young lady was talking and laughing with two young gentlemen. I remarked their English accents and listened vaguely to their conversation.

“O, I never said such a thing!”

“O, but you did!”

“O, but I didn’t!”

“Didn’t she say that?”

“Yes. I heard her.”

“O, there’s a . . . fib!”

Observing me the young lady came over and asked me did I wish to buy anything. The tone of her voice was not encouraging; she seemed to have spoken to me out of a sense of duty. I looked humbly at the great jars that stood like eastern guards at either side of the dark entrance to the stall and murmured:

“No, thank you.”

The young lady changed the position of one of the vases and went back to the two

young men. They began to talk of the same subject. Once or twice the young lady glanced at me over her shoulder.

I lingered before her stall, though I knew my stay was useless, to make my interest in her wares seem the more real. Then I turned away slowly and walked down the middle of the bazaar. I allowed the two pennies to fall against the sixpence in my pocket. I heard a voice call from one end of the gallery that the light was out. The upper part of the hall was now completely dark.

Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger.

Araby Summary

In Dublin, Ireland, around the beginning of the 20th century, the narrator lives on a quiet, blind street with several brown houses and the Christian Brother's school, which the narrator attends. The narrator, who is never named, is a young boy living with his aunt and uncle, likes looking through the belongings left behind by the former tenant of his house, a priest who died in the back drawing-room.

The narrator describes winter nights playing in the dark street with his friends until their bodies "glowed." Eventually Mangan's sister would come out to get Mangan, the narrator's friend, signaling the end of their playtime. It is during these brief interactions that the narrator begins to notice her physical appearance and develop a crush.

The narrator becomes infatuated with Mangan's sister and thinks about her all the time – even at the dirty, loud, Dublin market he fantasizes about her as an escape from his harsh reality. He imagines carrying her like a “chalice safely through a throng of foes.” The narrator does not try to talk to her, instead preferring to relish in his daydreams. One day, though, Mangan's sister speaks with the narrator. She asks if he is planning to go to the Araby bazaar, an Eastern-themed market put on by the church. She explains that she cannot attend because her convent is having a retreat and the narrator jumps at the opportunity to impress her, promising to bring her back something if he is able to go.

The narrator begins to fantasize not only about Mangan's sister, but also about the exotic Araby market as well. Meanwhile the narrator begins to lose focus in school, and though he can feel his master growing stern with him, he cannot seem to focus on his studies.

Saturday morning the narrator reminds his uncle of his desire to attend the bazaar, but when he comes home for dinner that night his uncle still has not returned. Finally, around 9 pm his uncle returns home. He can tell from the way his uncle moves around that he has been drinking. The narrator waits for his uncle to get halfway through his dinner before he asks for money to go to the bazaar. His uncle has forgotten, and tries to dismiss the request but his aunt encourages her husband to let the narrator go. His uncle apologizes, gives the narrator some money, and begins to recite The Arab's Farewell to his Steed.

The narrator leaves his house holding a florin (a coin) and takes a train to the bazaar, arriving just ten minutes before 10 pm, when the market closes. Inside, the

bazaar is quiet, and the narrator enters timidly. He passes a stall called Café Chantant and begins to examine flowered tea sets and porcelain vases in a neighboring stall.

He observes the young female shopkeeper flirting with two men, all of them speaking with English accents. The woman asks him if he wishes to buy anything, but he can tell that she does so only out of a sense of duty. He responds “No, thank you.” The woman returns to her conversation but continues to glance over at the narrator. The market begins to close and as the narrator stands in the dark, he realizes he has foolishly allowed himself to be motivated by vanity. This epiphany fills him with “anguish and anger.”

Coming of Age Theme Analysis

One of the central issues in James Joyce’s “Araby” is growing up. The narrator, who is a grown man who uses mature language to describe his youthful experience, reflects back on his experience with the Araby market, providing small insights from an adult perspective. The fact that the story is told from an adult perspective indicates that the story is about growing up: the narrator is reflecting back on a formative time during his childhood.

The protagonist’s development is reflected in his relationships with his friends. As the protagonist becomes consumed by his infatuation with Mangan’s sister, he loses interest in playing with his friends as well as in school. Suddenly, the things that used to matter to him now seem less important, and he even begins to feel superior to his friends, deeming his everyday life, which now seems to stand in between him

and his crush, “ugly monotonous child’s play.” He also begins to spend less time with his friends and to observe them from an outsider’s perspective. On the night of the Araby market, he watches them from the front window: “Their cries reached me weakened and indistinct and, leaning my forehead against the cool glass, I looked over at the dark house where she lived.” The glass both literally and metaphorically separates the narrator from his friends as they play in the street.

The narrator’s coming of age also becomes apparent through changes in his interactions with authority figures, in this case his aunt, uncle, and teacher. He begins to develop a more defiant personality, and grows annoyed when his aunt and uncle do not take his requests seriously. The night of the Araby market the narrator refuses to smile at his uncle’s jokes in an act of subtle rebellion. He also notices that his uncle is drunk when he comes home that night, suggesting that he is no longer entirely an innocent, and can understand aspects of the adult world. His changing relationship with his teacher also shows that he is no longer afraid of disappointing figures of authority. He observes his master becoming stern with him, and yet he still is not able to take his studies seriously. The protagonist becomes slightly more rebellious as the story progresses, which shows that he is learning to think independently of the adults around him, a key factor in his coming of age.

In a typical coming of age story, the protagonist experiences pivotal events that lead him or her toward adulthood. These events are usually trying (such as experiencing war, loss, love, rape, or economic hardship) but lead to a satisfying realization or epiphany. In *Araby*, Joyce shows that the protagonist is growing up through his discovery of his sexuality, his sudden distance from his friends, and his increasingly rebellious attitude, however the protagonist’s new knowledge and maturity bring

him discontent instead of fulfillment. At the end of the story, the protagonist is left with nothing: he fails to buy something to impress Mangan's sister and he is now alienated from his friends and has lost interest in his studies. Though he was hoping to escape from his mundane life, he realizes that escape might be more difficult than. The protagonist's gained knowledge and experience, then, offer not satisfaction but instead a loss of innocence. And in this loss of innocence, the narrator becomes aware both of his previous naïveté and his religious condition as a flawed "creature." Through the narrator's experience, the story suggests more broadly that coming-of-age, while inevitable for every person, is not so much something to be looked forward to but rather a kind of tragedy: that the knowledge gained is of a dark and difficult sort, and not necessarily worth the innocence lost.

Corona Virus

The novel corona virus has given rise to a global pandemic that has destabilized most institutional settings. While we live in times when humankind possesses the most advanced science and technology, a virus invisible to the naked eye has massively disrupted our lives, economies, healthcare, and education systems worldwide.

Given the corona virus's current situation, some households have also had time to introspect on gender roles and stereotypes. For instance, women are expected to carry out household chores like cooking, cleaning, and looking after the family. With men sharing household chores responsibilities during the lockdown period, it gives hope that they will realize the burden that women have been bearing and will continue sharing such responsibilities.

This tough period also gave people some time to reflect on the importance of keeping themselves fit. With sufficient time in hand, people started investing their time learning new ways to exercise. Those who never exercised before, giving excuses of busy lives, too developed some new habits of Yoga, Pranayam and exercises during the lockdown period. These new habits and people's increased focus on their health, wellness and immunity will surely change the way we lead our lives even in future.

The nature too healed itself during the lockdown period. Restricted human movement led to better air quality, cleaner water bodies and joyful wildlife

movements. The human beings, we hope, reflected during this time, how some of their unconscious activities cause disruption in nature and worked out ways to adopt environmental-friendly options for their activities in future. This situation also affected the education sector to a great extent. It has forced us to shift from offline to online mode of teaching-learning process, almost immediately without prior preparation. Is it giving us a peek into the reality ahead? Technology-enabled teaching is definitely the future we are looking towards, but it is important to identify key challenges for students and teachers in the current scenario. Once identified, academic leadership and the government can address these through innovations in the focused areas to minimise the effect of pandemic on the education of the students.

The current scenario has also affected our economies to the extent wherein many businessmen had to bear heavy losses in their businesses. The governments and individuals need to take actions to mitigate risk and minimize transmission while maintaining social and economic activities. However, relaxed control measures, declining risk perception and the understandable desire to return to normalcy have led to reduced protective behaviour and more social and workplace interactions, often in confined, close-contact settings, where the virus spreads really fast.

It is our responsibility that we take all necessary precautions through mask-wearing, physical distancing, hand hygiene as part of daily life. It is highly important to make these new behaviour part of our everyday habits. Travelling to

new places, casual café visits with a large bunch of friends, spending our weekends in shopping, window-shopping and casual strolls, large gatherings in birthday parties and other celebrations; will require some modifications and patience to fit into “New Normal” keeping all the safety norms in mind.

We are sure that regular communication from authorities, improved understanding of individual responsibility and, subsequently, a greater willingness to adopt infection prevention practices can be a stepping stone to a “new future”.

Choose the Correct Answer.

1. The outbreak of COVID-19 is called a pandemic because-

- (a) it has spread across the globe.
- (b) it has spread across India
- (c) it is invisible to naked eye
- (d) it has disrupted many institutional settings

2. According to the passage the lockdown period made people introspect on gender roles and stereotypes because –

- (a) Women started handling all the household responsibilities alone
- b) Men started handling all the household responsibilities alone
- (c) People talked about gender stereotypes during lockdown period
- (d) Men started sharing responsibilities related to household chores

3. Choose the option that is NOT TRUE:

People, who never exercised before, started exercising during the lockdown period because-

- (a) they had sufficient time in hand
- (b) exercise was the only way to treat people from the novel corona virus.
- (c) people learnt new ways to exercise their body.
- (d) people understood the importance of health and wellness in the face of the pandemic.

4. A positive change was seen in nature during lockdown period in terms of cleaner air and water bodies because _____

- (a) there was less human movement due to lockdown
- (b) the virus helped in cleaning air and water
- (c) the government made extra efforts to clean air and water
- (d) People got together to clean water bodies.

5. How did schools continued educating students during the pandemic?

- (a) Through offline mode of teaching
- (b) Through online mode of teaching
- (c) By calling students to school on weekly basis
- (d) Students were asked to study at home themselves.

6. Which of the following has NOT led to reduced protective behaviours amongst people?

- (a) relaxed control measures
- (b) declining risk perception
- (c) physical distancing
- (d) understandable desire to return to normalcy

7. Which of the following is OPPOSITE in meaning to the word ‘mitigate’ as used in the passage?

- (a) lessen
- (b) reduce
- (c) aggravate
- (d) weaken

8. Which of the following is NOT TRUE in the context of COVID Appropriate Behaviour?

- a) Wearing Mask
- (b) Being in crowded places
- (c) Washing hands
- (d) Maintaining physical distancing

9. The phrase “stepping stone” refers to:

- (a) Stones and pebbles lying on the road
- (b) Something used as a way to progress
- (c) The destination of our journey
- (d) Blocks and problems in your path

10. Which of the following statements is NOT TRUE in the context of the passage?

- (a) People started introspecting on gender roles and stereotypes.
- (b) People started realising the importance of keeping themselves fit.
- (c) There was a boom in the economy.

(d) School started following Technology-enabled online teaching

11. Select the option that makes the correct use of “disrupt” as used in the passage, to fill in the blank space.

(a) He is a popular leader so many union members _____ his decision.

(b) Climate change could _____ the agricultural economy.

(c) She wants to improve her relationship with her brother so she attempted to _____ with him.

(d) It is important for him to _____ the odds in his favour if he wants to be successful in his plan.

12. “New Normal” would include

(a) Frequent visits to small eateries with a large bunch of friends

(b) attending large gathering in small auditoriums

(c) Making mask-wearing, physical distancing, hand hygiene as part of daily routine with great responsibility.

(d) casual visits to market for window shopping

A Story

His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, she halted, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. “Ga, ga, ga, Ga, ga, ga, Gaw-col-ah,” his mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him curveting and banking and soaring and diving.

i. How did the young sea gull feel when his mother (with a piece of fish in her mouth) stopped close to him and didn't come nearer?

- a) sad
- b) surprised
- c) relaxed

d) angry

ii. Which of the following statements is TRUE ?

a) Seagull's brother taught him to fly.

b) The seagull was hungry. Hunger was a source of motivation to learn flying.

c) The seagull's father got him some food.

d) The seagull's family discouraged him from flying.

iii. Pick the option that correctly classifies fact/s(F) and opinion/s (O).

I feel the seagull's parents should not have threatened him to fly.
1

It was possible that the seagull could have failed to fly in his first attempt.
3

I think the sea gull was too lazy to learn flying. Let's not forget that his brother and sister had learnt flying.

The seagull was afraid to fly. His parents helped him conquer his fear.

a) F- 1 & 2 ; O - 3 & 4

b) F- 2 ; O- 1,3, & 4

c) F- 3 ; O- 1,2, & 4

d) F- 4 ; O- 1,2, & 3

iv. When the writer says, 'his heart stood still.', he means that

a) The seagull got scared.

b) The seagull stopped moving.

c) The sea gull overcame his fear of flying.

d) The seagull got excited.

Child Labour

Read through the text below, answer the questions that follow

Child workers, some as young as 10, have been found working in a textile **1)** _____ in conditions described as close to slavery to produce clothes that appear destined for one the major high street **2)** _____.

Speaking to a British newspaper, the children described long hours of **3)** _____ work and threats and beatings. The company said it was unaware that clothing intended for its **4)** _____ had been improperly **5)** _____ to a **6)** _____ that used child labour. It further announced it had withdrawn the garments involved until it had investigated the alleged **7)** _____ of the **8)** _____ code it imposed on manufacturers three years ago.

The discovery of these children working in appalling conditions in the Shahpur Jat area of Delhi has renewed concerns about the **9)** _____ by some large retail chains of their **10)** _____ production to India, recognised by the United Nations as one of the worlds's hotspots for child labour. According **11)** _____ one **12)** _____, over 20 per cent of India's economy is **13)** _____ on children, which comes to a total of 55 million youngsters under 14 working. **14)** _____ in the West should not only be demanding answers from retailers about how their **15)** _____ are produced but also should be looking into their consciences at how they spend their money and whether cheap prices in the West are worth the suffering caused to so many children.

Comprehension Questions...

Q1 -

- facility**
- factory**
- office**
- bureau**

Q2 -

- warehouse**
- retailer**
- warehouses**
- retailers**

Q3 -

- inpaid**
- unpaid**
- without pay**
- without payment**

Q4 -

- warehouses**
- stores**
- outlet**
- branch**

Q5 -

- outsource**
- outsourcing**
- outsources**
- outsourced**

Q6 -

- association**
- sweatshop**
- closed shop**
- retailer**

Q7 -

- breaches**
- errors**
- mistakes**
- wrongdoings**

Q8 -

- ethic**
- ethnic**
- ethical**
- ethnical**

Q9 -

- outsource**
- outsourcing**
- outsources**
- outsourced**

Q10 -

- garment**
- raiment**
- garments**
- raiments**

Q11 -

- by**
- to**
- of**
- from**

Q12 -

- estimate**
- estimating**
- estimates**
- estimated**

Q13 -

- depends**
- dependent**
- dependant**
- dependence**

Q14 -

- Consume**
- Consumption**
- Consumer**
- Consumers**

Q15 -

- stuff**
- ware**
- goods**
- garment**

The Hardest Language

People often ask which is the most difficult language to learn, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish, for example, will find Portuguese much easier to learn than a native speaker of Chinese, for example, because Portuguese is very similar to Spanish, while Chinese is very different, so first language can affect learning a second language. The greater the differences between the second language and our first, the harder it will be for most people to learn. Many people answer that Chinese is the hardest language to learn, possibly influenced by the thought of learning the Chinese writing system, and the pronunciation of Chinese does appear to be very difficult for many foreign learners. However, for Japanese speakers, who already use Chinese characters in their own language, learning writing will be less difficult than for speakers of languages using the Roman alphabet.

Some people seem to learn languages readily, while others find it very difficult. Teachers and the circumstances in which the language is learned also play an important role, as well as each learner's motivation for learning. If people learn a language because they need to use it professionally, they often learn it faster than people studying a language that has no direct use in their day to day life.

Apparently, British diplomats and other embassy staff have found that the second hardest language is Japanese, which will probably come as no surprise to many, but the language that they have found to be the most problematic is Hungarian, which has 35 cases (forms of a nouns according to whether it is subject, object, genitive, etc). This does not mean that Hungarian is the hardest language to learn for everyone, but it causes British diplomatic personnel, who are generally used to learning languages, the most difficulty. However, Tabassaran, a Caucasian language has 48 cases, so it might cause more difficulty if British diplomats had to learn it.

Different cultures and individuals from those cultures will find different languages more difficult. In the case of Hungarian for British learners, it is not a question of the writing system, which uses a similar alphabet, but the grammatical complexity, though native speakers of related languages may find it easier, while struggling with languages that the British find relatively easy.

No language is easy to learn well, though languages which are related to our first language are easier. Learning a completely different writing system is a huge challenge, but that does not necessarily make a language more difficult than another. In the end, it is impossible to say that there is one language that is the most difficult language in the world.

Q1 - The question of how hard a language is to learn is relevant to both first and second language acquisition.

- True**
- False**

Q2 - Portuguese is definitely easier than Chinese.

- True**

False

Q3 - A Japanese speaker may well find the Chinese writing system easier than a speaker of a European language.

True

False

Q4 - The Hungarian alphabet causes problems for British speakers.

True

False

Q5 - Hungarian is the hardest language in the world.

True

False

Q6 - Hungarian has as many cases as Tabassaran.

True

False

Q7 - Many British diplomats learn Tabassaran.

True

False

Q8 - The writer thinks that learning new writing systems is easy.

True

False

Q2 - Portuguese is definitely easier than Chinese.

True

False

Q3 - A Japanese speaker may well find the Chinese writing system easier than a speaker of a European language.

True

False

Q4 - The Hungarian alphabet causes problems for British speakers.

True

False

Q5 - Hungarian is the hardest language in the world.

True

False

Q6 - Hungarian has as many cases as Tabassaran.

True

False

Q7 - Many British diplomats learn Tabassaran.

True

False

Q8 - The writer thinks that learning new writing systems is easy.

True

False

English as a National Foreign Language

India has two national languages for central administrative purposes: Hindi and English. Hindi is the national, official, and main link language of India. English is an associate official language. The Indian Constitution also officially approves twenty-two regional languages for official purposes.

Dozens of distinctly different regional languages are spoken in India, which share many characteristics such as grammatical structure and vocabulary. Apart from these languages, Hindi is used for communication in India. The homeland of Hindi is mainly in the north of India, but it is spoken and widely understood in all urban centers of India. In the southern states of India, where people speak many different languages that are not much related to Hindi, there is more resistance to Hindi, which has allowed English to remain a lingua franca to a greater degree.

Since the early 1600s, the English language has had a toehold on the Indian subcontinent, when the East India Company established settlements in Chennai, Kolkata, and Mumbai, formerly Madras, Calcutta, and Bombay respectively. The historical background of India is never far away from everyday usage of English. India has had a longer exposure to English than any other country which uses it as a second language, its distinctive words, idioms, grammar and rhetoric spreading gradually to affect all places, habits and culture.

In India, English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, causing people who speak different languages to become united. Secondly, it serves as a language of wider communication, including a large variety of different people covering a vast area. It overlaps with local languages in certain spheres of influence and in public domains.

Generally, English is used among Indians as a 'link' language and it is the first language for many well-educated Indians. It is also the second language for many who speak more than one language in India. The English language is a tie that helps bind the many segments of our society together. Also, it is a linguistic bridge between the major countries of the world and India.

English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. One can see a Hindi-speaking teacher giving their students instructions during an educational tour about where to meet and when their bus would leave, but all in English. It means that the language permeates daily life. It is unavoidable and is always expected, especially in the cities.

The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning English language has become popular for business, commerce and cultural reasons and

especially for internet communications throughout the world. English is a language that has become a standard not because it has been approved by any 'standards' organization but because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity, establishing the future of India as a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made 'knowing English' indispensable.

The prevailing view seems to be that unless students learn English, they can only work in limited jobs. Those who do not have basic knowledge of English cannot obtain good quality jobs. They cannot communicate efficiently with others, and cannot have the benefit of India's rich social and cultural life. Men and women who cannot comprehend and interpret instructions in English, even if educated, are unemployable. They cannot help with their children's school homework everyday or decide their revenue options of the future.

A positive attitude to English as a national language is essential to the integration of people into Indian society. There would appear to be virtually no disagreement in the community about the importance of English language skills. Using English you will become a citizen of the world almost naturally. English plays a dominant role in the media. It has been used as a medium for inter-state communication and broadcasting both before and since India's independence. India is, without a doubt, committed to English as a national language. The impact of English is not only continuing but increasing.

Answer the questions that follow

Q1 - According to the writer, the Indian constitution recognises

- a- **22 official languages.**
- b- **Hindi as the national language.**
- c- **2 national, official languages.**
- d- **2 national languages.**

Q2 - English's status as a lingua franca is helped by

- a- **its status in northern India.**
- b- **the fact that it is widely understood in urban centres.**
- c- **the fact that people from the south speak languages not much related to Hindi.**
- d- **it shares many grammatical similarities with Hindi.**

Q3 - In paragraph 3, 'toehold' means that English

- a- **dominated India.**
- b- **changed the names of some cities in India.**
- c- **has had a presence in India.**
- d- **has been in India longer than any other language.**

Q4 - Hindi-speaking teachers

- a- **might well be heard using English.**
- b- **only use English.**
- c- **only use English for instructions.**
- d- **do not use English.**

Q5 - In paragraph eight, it says 'the prevailing view', which suggests that

- a- **the view is correct.**

- b- **the view is held by the majority.**
- c- **the view is incorrect.**
- d- **the view is held by the minority.**

Q6 - English in India

- a- **is going to decrease.**
- b- **has decreased since independence.**
- c- **causes disagreement.**
- d- **is going to have a greater importance.**

Scottish Independence

The majority of people in Scotland are in favour breaking away from the rest of the UK and becoming independent, according to a poll taken just before the 300th anniversary of the Act of Union, which united Scotland and England.

A pair of Acts of Parliament, passed in 1706 and 1707 that came into effect on May 1, 1707, created Great Britain. The parliaments of both countries were dissolved, and replaced by a new Parliament of Great Britain in Westminster, London.

The poll showed support for independence for Scotland is running at 51%. This is the first time since 1998 that support for separation has passed 50%, and the first time since devolution gave power to the country in 1999. Six months before elections for the Scottish Parliament, these poll results come as good news to the Scottish Nationalist Party, who are hoping to make progress against Labour and further the cause of an independent Scotland.

Many people have become disillusioned with devolution, and believe that the Scottish Parliament has failed to deliver what they had hoped it would; only a tenth have no opinion. In fact, only 39% of those polled want to keep things as they are.

Choose the Correct Answer.

Q1 - Scotland and England

have always been united.

- want to break up the union.
- have been united for a long time.
- were united by war.

Q2 - Great Britain

- was formed by an Act of Parliament in 1706.
- was formed by two Acts of Parliament in 1707.
- was formed by an Act of Parliament that came into effect on May 1st 1707.
- was formed by Acts of Parliament that came into effect on May 1st 1707.

Q3 - People who want independence for Scotland

- are the vast majority.
- are in the minority.
- are the slight majority.
- have decreased in number since devolution.

Q4 - The majority of people wanted independence for the first time

- before devolution.
- in 1999.
- after devolution.
- before and after independence.

Q5 - The results of the poll are good news

- for Labour.
- for both parties.
- for the Scottish Nationalist Party.
- for devolution.

Q6 - Most people's opinions of devolution

- have gone up.

- have gone down.**
- are the same.**
- make progress against Labour.**

Q7 - The number of people who want to keep things as they are

- is greater than those that don't know.**
- is smaller than those that don't know.**
- is increasing.**
- is the majority.**

Ferdinand Magellan

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

Choose The Correct Answer.

1. The sixteenth century was an age of great ___ exploration. A. cosmic
B. land
C. mental
D. common man
E. none of the above
2. Magellan lost the favor of the king of Portugal when he became involved in a political ____. A. entanglement
B. discussion
C. negotiation
D. problems
E. none of the above
3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ___ direction.

A. north and south

B. crosswise

C. easterly

D. south east

E. north and west

4. One of Magellan's ships explored the ____ of South America for a passage across the continent.

A. coastline

B. mountain range

C. physical features

D. islands

E. none of the above

5. Four of the ships sought a passage along a southern ____.

A. coast

B. inland

C. body of land with water on three sides

D. border

E. answer not available

6. The passage was found near 50 degrees S of ____.

A. Greenwich

B. The equator

C. Spain

D. Portugal

E. Madrid

7. In the spring of 1521, the ships crossed the ____ now called the International Date

Line.

- A. imaginary circle passing through the poles
- B. Imaginary line parallel to the equator
- C. area
- D. land mass
- E. answer not found in article

Marie Curie

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics. Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be

given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium.

Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Choose The Correct Answer.

1. The Curies' ____ collaboration helped to unlock the secrets of the atom.

- A. friendly
- B. competitive
- C. courteous
- D. industrious
- E. chemistry

2. Marie had a bright mind and a __personality.

- A. strong
- B. lighthearted
- C. humorous
- D. strange
- E. envious

3. When she learned that she could not attend the university in Warsaw, she felt____.

- A. hopeless
- B. annoyed
- C. depressed

D. worried

E. none of the above

4. Marie ___ by leaving Poland and traveling to France to enter the Sorbonne.

A. challenged authority

B. showed intelligence

C. behaved

D. was distressed

E. answer not available in article

5. _____ she remembered their joy together.

A. Dejectedly

B. Worried

C. Tearfully

D. Happily

E. Sorrowfully

6. Her ___ began to fade when she returned to the Sorbonne to succeed her husband.

A. misfortune

B. anger

C. wretchedness

D. disappointment

E. ambition

7. Even though she became fatally ill from working with radium, Marie Curie was never _____.

A. troubled

B. worried

C. disappointed

D. sorrowful

E. disturbed

"*Cat in the Rain*"

by

Ernest Hemingway

Ernest Miller Hemingway (July 21, 1899 – July 2, 1961) was an American journalist, novelist, and short-story writer. His economical and understated style—which he termed the iceberg theory—had a strong influence on 20th-century fiction, while his adventurous lifestyle and his public image brought him admiration from later generations. Hemingway produced most of his work between the mid-1920s and the mid-1950s, and he won the Nobel Prize in Literature in 1954. He published seven novels, six short-story collections, and two non-fiction works. Three of his novels, four short story collections, and three non-fiction works were published posthumously. Many of his works are considered classics of American literature.

Hemingway was raised in Oak Park, Illinois. After high school, he reported for a few months for The Kansas City Star before leaving for the Italian Front to enlist as an ambulance driver in World War I. In 1918, he was seriously wounded and returned home. His wartime experiences formed the basis for his novel *A Farewell to Arms* (1929).

In 1921, he married Hadley Richardson, the first of what would be four wives. The couple moved to Paris, where he worked as a foreign correspondent and fell under the influence of the modernist writers and artists of the 1920s "Lost Generation"

expatriate community. His debut novel, *The Sun Also Rises*, was published in 1926. After his 1927 divorce from Richardson, Hemingway married Pauline Pfeiffer; they divorced after he returned from the Spanish Civil War, where he had been a journalist. He based *For Whom the Bell Tolls* (1940) on his experience there. Martha Gellhorn became his third wife in 1940; they separated after he met Mary Welsh in London during World War II. He was present at the Normandy landings and the liberation of Paris.

Shortly after the publication of *The Old Man and the Sea* (1952), Hemingway went on safari to Africa, where he was almost killed in two successive plane crashes that left him in pain or ill-health for much of the rest of his life. Hemingway maintained permanent residences in Key West, Florida (in the 1930s) and Cuba (in the 1940s and 1950s). In 1959, he bought a house in Ketchum, Idaho, where, in mid-1961, he shot himself in the head.

The Text of "Cat in the Rain"

There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colors of the hotels facing the sea. Italians came from a

long way off to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palm trees. Water stood in pools on the gravel paths. The sea broke into a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motor cars were gone from the square by the war monument. Across the square in the doorway of the cafe a waiter stood looking out at the empty square.

The American wife stood at the window looking out. Outside right under their window a cat was crouched under one of the dripping green tables. The cat was trying to make herself so compact that she would not be dripped on.

"I'm going down and get that kitty," the American wife said.

"I'll do it," her husband offered from the bed.

"No, I'll get it. The poor kitty is out trying to keep dry under the table."

The husband went on reading, lying propped up with the two pillows at the foot of the bed.

"Don't get wet," he said.

The wife went downstairs and the hotel owner stood up and bowed to her as she passed the office. His desk was at the far end of the office. He was an old man and very tall.

"Il piove," the wife said. She liked the hotelkeeper.

"Si, si, Signora, brutto tempo. It is very bad weather."

He stood behind his desk in the far end of the dim room. The wife liked him. She liked the way he wanted to serve her. She liked the way he felt about being a hotelkeeper. She liked his old, heavy face and big hands.

Liking him she opened the door and looked out. It was raining harder. A man in a rubber cape was crossing the empty square to the cafe. The cat would be around to

the right. Perhaps she could go along to the eaves. As she stood in the doorway an umbrella opened behind her. It was the maid who looked after their room.

"You must not get wet," she smiled, speaking Italian. Of course, the hotel-keeper had sent her.

With the maid holding the umbrella over her, she walked along the gravel path until she was under their window. The table was there, washed bright green in the rain, but the cat was gone. She was suddenly disappointed. The maid looked up at her.

"Ha perduto qualche cosa, Signora?"

"There was a cat," said the American girl.

"A cat?"

"Si, il gatto."

"A cat?" the maid laughed. "A cat in the rain?"

"Yes," she said, "under the table." Then, "Oh, I wanted it so much. I wanted a kitty."

When she talked English the maid's face tightened.

"Come, Signora," she said. "We must get back inside. You will be wet."

"I suppose so," said the American girl.

They went back along the gravel path and passed in the door. The maid stayed outside to close the umbrella. As the American girl passed the office, the padrone bowed from his desk. Something felt very small and tight inside the girl. The padrone made her feel very small and at the same time really important. She had a momentary feeling of being of supreme importance. She went on up the stairs. She opened the door of the room. George was on the bed reading.

"Did you get the cat?" he asked, putting the book down.

"It was gone."

"Wonder where it went to," he said, resting his eyes from reading. She sat down on the bed.

"I wanted it so much," she said. "I don't know why I wanted it so much. I wanted that poor kitty. It isn't any fun to be a poor kitty out in the rain."

George was reading again.

She went over and sat in front of the mirror of the dressing table looking at herself with the hand glass. She studied her profile, first one side and then the other. Then she studied the back of her head and her neck.

"Don't you think it would be a good idea if I let my hair grow out?" she asked, looking at her profile again.

George looked up and saw the back of her neck, clipped close like a boy's.

"I like it the way it is."

"I get so tired of it," she said. "I get so tired of looking like a boy."

George shifted his position in the bed. He hadn't looked away from her since she started to speak.

"You look pretty darn nice," he said.

She laid the mirror down on the dresser and went over to the window and looked out. It was getting dark.

"I want to pull my hair back tight and smooth and make a big knot at the back that I can feel," she said. "I want to have a kitty to sit on my lap and purr when I stroke her."

"Yeah?" George said from the bed.

"And I want to eat at a table with my own silver and I want candles. And I want it to be spring and I want to brush my hair out in front of a mirror and I want a kitty and I want some new clothes."

"Oh, shut up and get something to read," George said. He was reading again.

His wife was looking out of the window. It was quite dark now and still raining in the palm trees.

"Anyway, I want a cat," she said, "I want a cat. I want a cat now. If I can't have long hair or any fun, I can have a cat."

George was not listening. He was reading his book. His wife looked out of the window where the light had come on in the square.

Someone knocked at the door.

"Avanti," George said. He looked up from his book. In the doorway stood the maid. She held a big tortoise-shell cat pressed tight against her and swung down against her body.

"Excuse me," she said, "the padrone asked me to bring this for the Signora."

Words:

to face sthg/sb to be opposite to, to have or turn the face towards

to glisten to shine brightly (esp. when wet)

gravel small stones used to make the surface of paths or roads

pillow cushion where you rest your head on (esp. in bed)

receive get, accept, take a letter, phone call, good education, congratulations

complaint noun of "to complain", to say that you are

unhappy, don't like sthg.

dignity a quality that earns or deserves respect

to wonder would like to know

kitty (informal) young cat

shift change or move from one position to another

clip cut with scissors to shorten

tortoise slow moving four-footed reptile with a hard shell

tortoiseshell cat cat with yellowish brown markings

to be disappointed you feel sad because sthg has not happened or has not been as good as expected

darn nice = extremely nice, damn nice

Cat in the Rain Summary

The story takes place in a hotel on the Italian coast on a rainy day. We are introduced to an American couple waiting out the rain in their room above the town square. He is reading. She is looking out the window. The wife spots a cat outside, huddling under a table in the rain, and decides to go out to rescue it. Her husband, with no great concern, tells her not to get wet and goes back to his reading.

Downstairs, the owner or "padrone" of the hotel bows to the wife and Hemingway lingers for a moment on all the reasons why the wife likes him so much. She goes outside, followed by the maid with an umbrella, but doesn't find the cat and returns to her room. The husband, George, is still reading as the wife sits down before her

mirror and starts listing the array of things she wants and wants to change. Frustrated, George quickly tells her to "shut up" and returns to his book. The wife complains that if she can't have any of the other things on her list, she at least wants a cat.

Just then, there's a knock at the door. It's the hotel maid, holding a large cat—a gift for the "Signora," she tells them, from the padrone.

Cat in the Rain Theme of Gender

Hemingway barely describes the American wife in "Cat in the Rain." Is she pretty? Is she tall? Is she a blonde or brunette? We have no idea. The only physical description we get is of her short haircut that she complains about to her mirror. She laments that she gets "tired" of "looking like a boy." Short hair on women is something we're pretty used to seeing now, but in the 1920s, this was not the case. The wife's hairstyle *would* have read as being much more overtly "boyish" than it would today—especially in a more traditional European setting like this Italian town.

In America, the style for women in this era leant towards androgyny: short haircuts and drop-waisted dresses that de-emphasized hips, waist, and bust. On the surface, this meant greater freedom for women, but it doesn't seem to be having this effect on the American wife. The fact that she is "tired" of such a relatively new and revolutionary trend is particularly notable.

Like all the other "liberated" aspects of the young couple's life-style—their intellectualism, their globetrotting, their non-materialism—Hemingway seems to be

critiquing this progressive style as not entirely satisfying. He portrays a young woman who is longing to look like a woman and do traditionally feminine things. We might protest that Hemingway is being a little closed-minded about women and their roles here, but there could also be a larger critique of the celebration of "newness" and liberation at the time.

Cat in the Rain Theme of Foreignness and The Other

The opening sentence of "Cat in the Rain" introduces this theme perfectly:

There were only two Americans stopping at the hotel. (1)

Even though we proceed through the story from the perspective of these Americans, and even though the writer is an American himself, the husband and wife are being put in the position of "foreigner" and "outsider." By creating this situation, Hemingway allows us (as well as the wife) to look at the American attitude more critically.

George Orwell

George Orwell was born Eric Arthur Blair in Motihari, Bengal, India, on June 25, 1903, to Richard Blair, an opium agent in the Indian Civil Service, and Ida Mabel Blair. A year later, Orwell, his mother, and his sister Marjorie returned to England and settled in the Oxfordshire town of Henley-on-Thames; Richard remained in India to monitor what was then a lucrative during Richard's one visit—in the country on the Thames. Then in 1917, just before the October Revolution, in Russia, he was enrolled in the prestigious Eton as a King's Scholar. There he read voraciously—favoring Jack London, George Bernard Shaw, and H.G. Wells—enrolled in the school's Officer's Training Corps, and first became aware of British society's class prejudice. When he missed his train on the way back from an Officer's Training weekend, he was forced to spend the night in Plymouth, sleeping on the ground and foraging for food. This experience of tramping fascinated him and inspired a longstanding practice that would later take him to London and Paris and inspire his first published work.

When Orwell failed to win a university scholarship, and when his father—now retired—refused to pay for college, he became a British officer of the Indian Imperial Police in Burma, where his mother still had relatives. In the early 1920s,

a strong Burmese nationalist movement was rebelling against British colonial authorities. This civil unrest, in addition to the class distinctions, enslaved every level of Burmese society. Gang violence and crime riddled the area. Orwell was nineteen when he arrived, and he stayed for five years. There he had experiences that would later inspire such works as “A Hanging” business, returning home only once, in 1907. Orwell’s stint at the prep school St. Cyprian’s, where he met the writer Cyril Connolly, later inspired the autobiographical essay “Such, Such and “Shooting an Elephant.” Guilt-ridden and disgusted by the murders he had seen, he later wrote about his experiences in *Burmese Days*: “The landscapes of Burma, which, when I was among them, so appalled me as to assume the qualities of nightmare, afterwards stayed so hauntingly in my mind that I was obliged to write a novel about them to get rid of them.” He left the service in 1927 and rededicated his energy to writing. “Between the ages of about seventeen and twenty-four I tried to abandon [the idea of writing],” he wrote later, “but I did this with the consciousness that I was outraging my true nature and that sooner or later I should have to settle down and write books.”

Orwell moved to London and found lodging in an inexpensive boarding house, though he spent many of his nights in the poverty-stricken East End in order to gain an

understanding of those he had ruled over for years. He moved to Paris and traveled similarly there—though he was too late for the golden days experienced by expatriates such as Hemingway, Fitzgerald, and others, he was inspired by his proximity to the Pantheon (the final resting place of greats from Voltaire to Zola). Though he did publish a bit, he soon ran out of money and was forced to pawn his overcoat and find a job as a dishwasher. He had always suffered from lung problems, and when he was stricken with pneumonia, he returned to his parents' home in Southwold where he completed the manuscript for *Down and Out in Paris and London*. After a number of publishers' rejections, Victor Gollancz agreed to publish it; he did so in 1933, under the pseudonym George Orwell. A success at age 30, Orwell immediately got started on *Burmese Days*, his first novel, and in the meantime he taught school and took a job in a bookstore—Booklovers' Corner, which later became the subject of the essay "Bookshop Memories."

Orwell wrote that he was particularly influenced by Somerset Maugham and his notion of writing from experience. *Burmese Days*, published in 1934, is based in a place like Katha, his last post in Burma, and is strongly influenced by E.M. Forster's *A Passage to India*. Rayner Heppenstall, one of *Were the Joys*," which is a riff on the William Blake piece from

Songs of Innocence and a tale of abuses by fellow students and the schoolmistress. He visited home and family—which now included his younger sister, Avril, who probably was conceived Orwell’s colleagues at the Adelphi, introduced him to Eileen Maud O’Shaughnessy, a graduate student in educational psychology. The day after they met, Orwell described her to a friend by saying: “Now that’s the type of girl I’d like to marry!” They did so on June 9, 1936. After writing his third novel, *Keep the Aspidistra Flying*—about which he later said, “it is invariably where I lacked a political purpose that I wrote lifeless books”—his publisher asked him if he would write a book about unemployment and the living conditions in northern England. So Orwell spent the winter of 1936 traveling amid industrial districts, gathering material for *The Road to Wigan Pier*. This experience pushed him closer to socialism, as he thought the contrast between rich and poor horrifying. Critics compare that work, which was published in 1937, to the likes of Carlyle’s “Chartism,” Engels’ *The Condition of the Working Class in England* in 1844, and Charles Dickens’ *Hard Times*.

After the outbreak of the Spanish Civil War, Orwell and Eileen traveled overseas to work for the antifascist movement, which, he later wrote in *Homage to Catalonia*, was “at that time and in that atmosphere ... the only conceivable thing to do.”

Upon his arrival in Barcelona he reported to the headquarters of POUM, the Unified Marxist Workers' Party. The anarchists occupied Catalonia, and Orwell, stationed in the trenches with the Loyalists, scribbled notes and sent them to Eileen, who was serving as a secretary for the Independent Labour Party. To Orwell's amazement, Stalin's purge of the Communist party, which had begun in 1934, had spread to Western Europe—POUM was being hunted down by the Soviet police, and Spanish communists began searching through the couple's things. In May 1936 an enemy bullet hit Orwell in the throat, narrowly missing his carotid artery. While he was recovering, he and his wife were forced to flee when they were accused of treason.

The six months spent in Spain had a profound effect on Orwell's career. In "Why I Write" he says, "Every line of work that I have written since 1936 has been written, directly or indirectly, against totalitarianism and for democratic past ten years is to make political writing into an art. My starting point is always a feeling of partisanship, a sense of injustice." Upon his return, he became frustrated by the British liberal press' lack of attention to the atrocities. *Homage to Catalonia*, the self-proclaimed "best book I have written," was published in 1938, though not without struggle—Gollancz

rejected it before he even read it. Orwell began to write editorials and book reviews for *The Pioneer*. When he began losing weight and spitting up blood, the diagnosis was tuberculosis. He visited his dying father and wrote *Coming Up for Air*.

When WWII broke out, Orwell and Eileen returned to London, where Eileen got a job overseeing a government program called “The Kitchen Front,” which espoused the virtues of rationing, and Orwell joined the civilian militia. He also reviewed films for *Time and Tide* and wrote two books of criticism, *Inside the Whale* and *The Lion and the Unicorn*, the latter which offered socialistic solutions to wartime problems. He befriended Arthur Koestler, who wrote *Darkness at Noon*, about the psychological effects of the Moscow Purge Trials. He and Eileen survived the Blitz, though one day, the force of a “doodle bug” explosion knocked down the walls of their flat. In August 1941 Orwell began working at the BBC, and the censorship and propaganda there, which discouraged him so profoundly, became a model for 1984. He resigned in September 1943 and became literary editor of the *Tribune* while beginning work on *Animal Farm*. He discussed every detail of the book with Eileen and completed it in 1944—that same year, they adopted a son, Richard. Despite the publication struggles the book was released in August 1945 to high acclaim. Though Orwell only received a small advance for it, it was

accepted by the American Book-of-the-Month Club and sold more than 600,000 copies in the United States alone.

In 1945 Orwell became a war correspondent for the Observer and the Manchester Evening News, and he traveled through Europe, where he met Hemingway (who called *Homage to Catalonia* a first-rate book and said that their politics were close and that he regretted that Orwell fought for POUM and not Socialism.... What I hthe International Brigades). While Orwell was overseas working, Eileen died of heart failure during a hysterectomy. This news took him by surprise, as he'd only learned of her condition at the last minute. As he was grieving, *Animal Farm* was published, and he continued to seek refuge in his work, publishing more than 130 articles and reviews in the next year. Success tired Orwell, however, and he began escaping to the Scottish island of Jura with Richard so that he could focus on literature and politics. He continued publishing essays—those on Swift, Dickens, Kipling, and Henry Miller are considered essentials. His plans to travel abroad were thwarted by another relapse in late 1947, which resulted in a pneumothorax operation. He proposed marriage to several young women, emphasizing his poor health, and began work on *Nineteen Eighty-Four*, explaining to friends that he couldn't focus on his health until he'd finished his book. *Nineteen Eighty-Four's* grim

predictions for the future created controversy, but it garnered praise from the likes of Aldous Huxley, Lionel Trilling, and Czeslaw Milosz. After he finished it he entered the Cotswold Sanatorium near Gloucester, where he was visited by Sonia Brownell—Cyril Connolly's former editorial assistant, whom he had met years earlier and who was the inspiration for the character of Julia in *Nineteen Eighty-Four*. They were married in 1949, and when Orwell died in January 1950, at age 46, he left his entire estate to her and none to his son, Richard, who was raised by Orwell's sister, Avril. Only after Sonia's death in 1980 did Richard inherit his father's estate.

Joseph Conrad,

Joseph Conrad, original name **Józef Teodor Konrad Korzeniowski**, (born December 3, 1857, Berdichev, Ukraine, Russian Empire [now Berdychiv, Ukraine]—died August 3, 1924, Canterbury, Kent, England), English novelist and short-story writer of Polish descent, whose works include the novels *Lord Jim* (1900), *Nostramo* (1904), and *The Secret Agent* (1907) and the short story “Heart of Darkness” (1902). During his lifetime Conrad was admired for the richness of his prose and his renderings of dangerous life at sea and in exotic places. But his initial reputation as a masterful teller of colourful adventures of the sea masked his fascination with the individual when faced with nature’s invariable unconcern, man’s frequent malevolence, and his inner battles with good and evil. To Conrad, the sea meant above all the tragedy of loneliness. A writer of complex skill and striking insight, but above all of an intensely personal vision, he has been increasingly regarded as one of the greatest English novelists.

Early years

Conrad’s father, Apollo Nałęcz Korzeniowski, a poet and an ardent Polish patriot, was one of the organizers of the committee that went on in 1863 to direct the Polish insurrection against Russian rule. He was arrested in late 1861 and was sent into exile at Vologda in northern Russia. His wife and four-year-old son followed him there, and the harsh climate hastened his wife’s death from tuberculosis in 1865. In *A Personal Record* Conrad relates that his first introduction to the English language was at the age of eight, when his father was translating the works of Shakespeare and Victor Hugo in order to support the household. In those solitary years with his father he read the works of Sir Walter Scott, James Fenimore Cooper, Charles

Dickens, and William Makepeace Thackeray in Polish and French. Apollo was ill with tuberculosis and died in Kraków in 1869. Responsibility for the boy was assumed by his maternal uncle, Tadeusz Bobrowski, a lawyer, who provided his nephew with advice, admonition, financial help, and love. He sent Conrad to school at Kraków and then to Switzerland, but the boy was bored by school and yearned to go to sea. In 1874 Conrad left for Marseille with the intention of going to sea.

Life at sea

Bobrowski made him an allowance of 2,000 francs a year and put him in touch with a merchant named Delestang, in whose ships Conrad sailed in the French merchant service. His first voyage, on the *Mont-Blanc* to Martinique, was as a passenger; on its next voyage he sailed as an apprentice. In July 1876 he again sailed to the West Indies, as a steward on the *Saint-Antoine*. On this voyage Conrad seems to have taken part in some unlawful enterprise, probably gunrunning, and to have sailed along the coast of Venezuela, memories of which were to find a place in *Nostramo*. The first mate of the vessel, a Corsican named Dominic Cervoni, was the model for the hero of that novel and was to play a picturesque role in Conrad's life and work. Conrad became heavily enmeshed in debt upon returning to Marseille and apparently unsuccessfully attempted to commit suicide. As a sailor in the French merchant navy he was liable to conscription when he came of age, so after his recovery he signed on in April 1878 as a deckhand on a British freighter bound for Constantinople with a cargo of coal. After the return journey his ship landed him at Lowestoft, England, in June 1878. It was Conrad's first English landfall, and he spoke only a few words of the language of which he was to become a recognized master. Conrad remained in England, and in the following October he shipped as an ordinary seaman aboard a wool clipper on the London–Sydney run.

Conrad was to serve 16 years in the British merchant navy. In June 1880 he passed his examination as second mate, and in April 1881 he joined the *Palestine*, a bark of 425 tons. This move proved to be an important event in his life; it took him to the Far East for the first time, and it was also a continuously troubled voyage, which provided him with literary material that he would use later. Beset by gales, accidentally rammed by a steamer, and deserted by a sizable portion of her crew, the *Palestine* nevertheless had made it as far as the East Indies when her cargo of coal caught fire and the crew had to take to the lifeboats; Conrad's initial landing in the East, on an island off Sumatra, took place only after a 13 1/2-hour voyage in an open boat. In 1898 Conrad published his account of his experiences on the *Palestine*, with only slight alterations, as the short story "Youth," a remarkable tale of a young officer's first command.

He returned to London by passenger steamer, and in September 1883 he shipped as mate on the *Riversdale*, leaving her at Madras to join the *Narcissus* at Bombay. This voyage gave him material for his novel *The Nigger of the "Narcissus,"* the story of an egocentric black sailor's deterioration and death aboard ship. At about this time Conrad began writing his earliest known letters in the English language. In between subsequent voyages Conrad studied for his first mate's certificate, and in 1886 two notable events occurred: he became a British subject in August, and three months later he obtained his master mariner's certificate.

In February 1887 he sailed as first mate on the *Highland Forest*, bound for Semarang, Java. Her captain was John McWhirr, whom he later immortalized under the same name as the heroic, unimaginative captain of the steamer *Nan Shan* in *Typhoon*. He then joined the *Vidar*, a locally owned steamship trading among the islands of the southeast Asian archipelago. During the five or six voyages he made

in four and a half months, Conrad was discovering and exploring the world he was to re-create in his first novels, *Almayer's Folly*, *An Outcast of the Islands*, and Lord Jim, as well as several short stories.

After leaving the *Vidar* Conrad unexpectedly obtained his first command, on the *Otago*, sailing from Bangkok, an experience out of which he was to make his stories “The Shadow-Line” and “Falk.” He took over the *Otago* in unpropitious circumstances. The captain Conrad replaced had died at sea, and by the time the ship reached Singapore, a voyage of 800 miles (1,300 km) that took three weeks because of lack of wind, the whole ship's company, except Conrad and the cook, was down with fever. Conrad then discovered to his dismay that his predecessor had sold almost all the ship's supply of quinine.

Writing career: notable works, themes, and style

Back in London in the summer of 1889, Conrad took rooms near the Thames and, while waiting for a command, began to write *Almayer's Folly*. The task was interrupted by the strangest and probably the most important of his adventures. As a child in Poland, he had stuck his finger on the centre of the map of Africa and said, “When I grow up I shall go there.” In 1889 the Congo Free State was four years old as a political entity and already notorious as a sphere of imperialistic exploitation. Conrad's childhood dream took positive shape in the ambition to command a Congo River steamboat. Using what influence he could, he went to Brussels and secured an appointment. What he saw, did, and felt in the Congo are largely recorded in “Heart of Darkness,” his most famous, finest, and most enigmatic story, the title of which signifies not only the heart of Africa, the dark continent, but also the heart of evil—everything that is corrupt, nihilistic, malign—and perhaps the heart of man. The story is central to Conrad's work and vision, and it is difficult not to think of his

Congo experiences as traumatic. He may have exaggerated when he said, “Before the Congo I was a mere animal,” but in a real sense the dying Kurtz’s cry, “The horror! The horror!” was Conrad’s. He suffered psychological, spiritual, even metaphysical shock in the Congo, and his physical health was also damaged; for the rest of his life, he was racked by recurrent fever and gout.

Conrad was in the Congo for four months, returning to England in January 1891. He made several more voyages as a first mate, but by 1894, when his guardian Tadeusz Bobrowski died, his sea life was over. In the spring of 1894 Conrad sent *Almayer’s Folly* to the London publisher Fisher Unwin, and the book was published in April 1895. It was as the author of this novel that Conrad adopted the name by which he is known: he had learned from long experience that the name Korzeniowski was impossible on British lips.

Unwin’s manuscript reader, the critic Edward Garnett, urged Conrad to begin a second novel, and so *Almayer’s Folly* was followed in 1896 by *An Outcast of the Islands*, which repeats the theme of a foolish and blindly superficial character meeting the tragic consequences of his own failings in a tropical region far from the company of his fellow Europeans. These two novels provoked a misunderstanding of Conrad’s talents and purpose which dogged him the rest of his life. Set in the Malayan archipelago, they caused him to be labeled a writer of exotic tales, a reputation which a series of novels and short stories about the sea—*The Nigger of the “Narcissus”* (1897), *Lord Jim* (1900), *Youth* (1902), *Typhoon* (1902), and others—seemed only to confirm. But words of his own about the “*Narcissus*” give the real reason for his choice of settings: “the problem . . . is not a problem of the sea, it is merely a problem that has risen on board a ship where the conditions of complete isolation from all land entanglements make it stand out with a particular

force and colouring.” This is equally true of his other works; the latter part of *Lord Jim* takes place in a jungle village not because the emotional and moral problems that interest Conrad are those peculiar to jungle villages, but because there Jim’s feelings of guilt, responsibility, and insecurity—feelings common to mankind—work themselves out with a logic and inevitability that are enforced by his isolation. It is this purpose, rather than a taste for the outlandish, that distinguishes Conrad’s work from that of many novelists of the 19th and early 20th centuries. They, for the most part, were concerned to widen the scope of the novel, to act, in Balzac’s phrase, as the natural historians of society; Conrad instead aimed at the isolation and concentration of tragedy.

In 1895 Conrad married the 22-year-old Jessie George, by whom he had two sons. He thereafter resided mainly in the southeast corner of England, where his life as an author was plagued by poor health, near poverty, and difficulties of temperament. It was not until 1910, after he had written what are now considered his finest novels—*Lord Jim* (1900), *Nostramo* (1904), *The Secret Agent* (1907), and *Under Western Eyes* (1911), the last being three novels of political intrigue and romance—that his financial situation became relatively secure. He was awarded a Civil List pension of £100, and the American collector John Quinn began to buy his manuscripts—for what now seem ludicrously low prices. His novel *Chance* was successfully serialized in the *New York Herald* in 1912, and his novel *Victory*, published in 1915, was no less successful. Though hampered by rheumatism, Conrad continued to write for the remaining years of his life. In April 1924 he refused an offer of knighthood from Prime Minister Ramsay MacDonald, and he died shortly thereafter.

In his own time Conrad was praised for his power to depict life at sea and in the

tropics and for his works' qualities of "romance"—a word used basically to denote his power of using an elaborate prose style to cast a film of illusory splendour over somewhat sordid events. His reputation diminished after his death, and a revival of interest in his work later directed attention to different qualities and to different books than his contemporaries had emphasized.

An account of the themes of some of these books should indicate where modern critics lay emphasis. *Nostramo* (1904), a story of revolution, politics, and financial manipulation in a South American republic, centres, for all its close-packed incidents, upon one idea—the corruption of the characters by the ambitions that they set before themselves, ambitions concerned with silver, which forms the republic's wealth and which is the central symbol around which the novel is organized. The ambitions range from simple greed to idealistic desires for reform and justice. All lead to moral disaster, and the nobler the ambition the greater its possessor's self-disgust as he realizes his plight.

"Heart of Darkness," which follows closely the actual events of Conrad's Congo journey, tells of the narrator's fascination by a mysterious white man, Kurtz, who, by his eloquence and hypnotic personality, dominates the brutal tribesmen around him. Full of contempt for the greedy traders who exploit the natives, the narrator cannot deny the power of this figure of evil who calls forth from him something approaching reluctant loyalty. *The Secret Agent* (1907), a sustained essay in the ironic and one of Conrad's finest works, deals with the equivocal world of anarchists, police, politicians, and *agents provocateurs* in London. *Victory* (1915) describes the unsuccessful attempts of a detached, nihilistic observer of life to protect himself and his hapless female companion from the murderous machinations of a trio of rogues on an isolated island.

Heart of Darkness, novella by Joseph Conrad, first published in 1902 with the story “Youth” and thereafter published separately. The story, written at the height of the British empire, reflects the physical and psychological shock Conrad himself experienced in 1890 when he worked briefly in the Belgian Congo. The experience left him disillusioned, questioning what it meant to be civilized in the age of colonialism. The book was an inspiration for Francis Ford Coppola’s Vietnam War film Apocalypse Now (1979).

SUMMARY: Conrad described his tale this way: “A wild story of a journalist who becomes manager of a station in the (African) interior and makes himself worshipped by a tribe of savages. Thus described, the subject seems comic, but it isn’t.”

The story pivots on Charles Marlow, who while onboard a moored ship on the Thames River in London recounts to the narrator (and to the reader) his extraordinary journey up the Congo, thereby establishing straightaway, via the two rivers, contrasting symbols of the “civilized” West and “dark,” uncivilized Africa, respectively. As Marlow explains, he was assigned by an ivory trading company to take command of a cargo boat stranded in the interior. Making his way through treacherous jungle, he treks from the Outer Station to the Central Station and then up the river to the Inner Station, witnessing the brutalization of the natives by white traders along the way and hearing tantalizing stories of a Mr. Kurtz, the manager of the trading station and one of the company’s most successful collectors of ivory. He hears that Mr. Kurtz is unwell, and so he sets off to find him. The long and slow passage through the African heartland fills Marlow with a growing sense of dread. He and his company are attacked by African natives, and some of the crew are

killed. Incrementally, Marlow learns more about the mysterious Kurtz—about his civilized traits (his painting, musical abilities, and great eloquence), his charismatic, god-like power over the natives, and the severed heads that surround his hut. Upon finding him, Marlow concludes that, in this alien context, unbound by the strictures of his own culture, Kurtz had gone mad, become a bloody tyrant, and exchanged his soul and any humanitarian ideals he may have initially had upon his arrival in Africa for abject greed and power. A mortal illness, however, is bringing his reign of terror to a close. As Kurtz dies, he whispers to Marlow, “The horror! The horror!”—seemingly acknowledging his encounter with human depravity, the heart of darkness. Marlow returns to Belgium, delivers to the trading company Kurtz’s papers, including a report he had written for “The Society for the Suppression of Savage Customs” (but with Kurtz’s handwritten postscript—“Exterminate all the brutes!”—ripped off), and then visits Kurtz’s fiancée, to whom he lies about Kurtz’s final words, saying he died proclaiming her name. Marlow is disgusted with himself, his lie, and the whole experience.

This novella is astonishingly powerful and equally enigmatic. Its condemnation of Western imperialism—of the greed, violence, and exploitation that so often accompanies ventures to bring “light” and civilization to the “dark” and needy areas of the world—and its poignant look at the destructive influence of colonization on the colonized and colonizer alike, have been widely praised. However, some postcolonial African writers, most notably Chinua Achebe, deemed the book racist for its portrayal of native African cultures. The varied interpretations only underscore the novel’s status as one of the most discussed and debated works of modern literature.

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